



BDI MDS access issue being resolved

Decario, Deanna A.

To: Lopes, Alexandre S.; Molina, Ayna B.; Edgington, Chelsea E.; Cole, Kristen K.; Piedra, Lissette M.; Tejeda, Monica M.; IGLESIAS, RUMAIIKA; Wheeler, Cynthia A.; Bordon, Lillian D.; Mendez, Maricel; Bryan, Nadene V.; DETRINIDAD, YAMARI; Alexander, Christie; Guergo, Diana M.; ENRIQUEZ, HAEDY; Frieria, Olegna S.;

Cc: Alvarez, Frances; Ashenoff, Ilka D.; Bernal, Margarita; BRIDGES, AQUEELAH S; Caso-delgado, Julissa M.; Docobo, Doreen M.; Figueiras-leon, Raquel; Gil, Olga M.; Gispert, Ana M.; Hernandez, Yamile R.; Jacobs, Shelly S.; Kobasky, Dora P.; Martinez, Adriana; Mcnamara, Violet J.; Miguel, Judith; MILIAN, REBECA M; MONICO, BRIAN D.;

Attachments:  U Assessment&Documentation~1.doc (57 KB) [Open as Web Page]

Monday, August 31, 2015 9:47 PM

Dear PreK SPED Teachers,

Thanks to those of you who have notified me that the BDI MDS login and password that was sent out is not working properly and that you are getting error messages. I am aware of the issue and I have been working, with the assistance of our state contact person, to rectify the situation. I will send out an e-mail when we have an operable login and password for you. Until then, please review the new Assessment & Documentation information in the attached file and enjoy your week with your students.

Wish you well,

Deanna

*Mrs. Deanna A. DeCario, M.S. Ed.
Assistive Technology Specialist (LATS) &
PPEC Teacher
Miami-Dade County Public Schools
PreK Program for Children with Disabilities
Tel: 305-271-5701 Fax: 305-598-5253
ddecario@dadeschools.net*

"Learning is Living"

From: Lopes, Alexandre S.

Sent: Monday, August 31, 2015 9:21 AM

To: Molina, Ayna B.; Edgington, Chelsea E.; Cole, Kristen K.; Piedra, Lissette M.; Tejeda, Monica M.; IGLESIAS, RUMAIIKA; Wheeler, Cynthia A.; Bordon, Lillian D.; Mendez, Maricel; Bryan, Nadene V.; DETRINIDAD, YAMARI; Alexander, Christie; Guergo, Diana M.; ENRIQUEZ, HAEDY; Frieria, Olegna S.; RIOS, YANIRYS; Bordas, Wendy S.; Gonzalez, Cristina M.; Veiga, Mirta M.; De La Campa, Conchita M.; Skalski, Michelle; FERNANDEZ, ANNETTE I; Cortes, Mercedes D.; Mcphee, Ruthmae L.; Gispert, Ana M.; Karakadze, Mary; BALDOR, MICHELLE N; Schneider, Natalie A.; Iturria, Yanire; Weisfeld, Zilkia-marie; GOMEZ, DENISE D; Hiraldo, Danibel M.; Faggans, Shenequa S.; Perez, Lillian; Sardinias, Alex F.; Arenas, Ana M.; Kemp, Davina B.; Skiers-kaeiser, Janet S.; Grant, Patricia H.; Vilaire, Pascale E.; Moreno, Marilyn; Holts, Ericka R.; Wein, Alyce; VASQUEZ, STEPHANIE E; Perez, Zaida V.; Gloria, Valerie A.; Abril, Marjorie; Jurado, Michele E.; Stirrup, Marcia W.; Reddick, Lawanda N.; Majana, Candace M.; Verde, Jeanine; Masferrer, Marilyn; OVIEDO, VANESSA C; PENA, ELSA M; VALDES, DAYREMIS; Cunningham, Marlene J.; Lazo, Mercedes; Crowder, Thena Early Childhood center, Merlin Nelson-McNiel; Urra, Rayda O.; Gene, Rosalia D.; Guerra, Yoselin; Earhart, Amelia Elementary, Bobbie Perry; Guerra, Zuzel; Othello, Joyann T.; BRITO, NADDIUSKA L; Eve, Christina M. Elementary, Peggy Kinsora; Kramer, Dana B.; Dawson, Susan J.; Pino, Lidia; Fairchild, David Elementary, Julia Wasserman; Hernandez, Cassandra; Riera, Miguel O.; Reyes, Carmen R.; Palacio, Myriam; Reyes, Dilma R.; Roca-nunez, Maria J.; Perry, Kerriane; Llorca, Marlyn D.; Rubley, Mary Jane; Hill, Lisa M.; Williams, Caroline F.; Zoldak, Cathy S.; Alvarez, Lizvadis; Raymonvil, Osler; GIRALDO, RENZO D; GERBER, SAMANTHA; Garcia, Anjeanette; Moss, Barbara G.; Gulfstream Elementary, Diane Hopkins; Kavalir, Jessica B.; Chinloy, Laura L.; Gulfstream Elementary, Mary Olson; Ramsey, Susan E.; Hadley, Charles B. Elementary, Maria Leon Rodriguez; Soledad, Solano;

APPENDIX U

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Prekindergarten Program for Children with Disabilities

Assessment & Documentation Requirements 2015-2016

Name of Assessment	Who Is Tested?	When & How To Complete the Assessment
Developmental - Battelle Developmental Inventory-2 (BDI-2) Assessment on Mobile Data System (MDS)	<ul style="list-style-type: none"> • Every student NEW to PreK SPED, upon entry to our program. • Every student exiting the PreK SPED program, transitioning to kindergarten. • ** Returning Pre-K SPED students will only be tested when they are Transitioning to Kindergarten. 	<ul style="list-style-type: none"> • At the beginning of the school year, each student NEW to Pre-K SPED must be tested in 3 areas (Adaptive, Social-Emotional, & Communication) using the BDI-2 MDS. (No paper protocols will be purchased.) Program Note 2 should indicate "Part B Entry." These entry assessments must be uploaded. • The computerized assessment chart from Appendix U-2 must be completed with age equivalencies, printed, shared with the family, e-mailed to the PreK SPED Office, Attn. Evelyn Vega (Evega1@dadeschools.net), and placed in the child's cume attached to a printed copy of the assessment score report obtained from the BDI-2 data manger (www.bdi2datmanager.com). • March 1-15, all PreK SPED students transitioning to kindergarten need to be tested in the same 3 areas using the BDI-2 MDS (prior to exit staffing). Program Note 2 should indicate "Part B Exit." These exits must be uploaded by March 18th, 2016. • Students who enter a PreK SPED program <i>for the first time</i> 6 months or less prior to transitioning to kindergarten, do not require a BDI upon entry. • **BDI-2 Screener may only be used as an exit assessment. Additionally, if a student does not pass one of the domains on the screener, then all 3 sections must be assessed using the BDI-2 Complete Assessment and only that Complete Assessment may be uploaded.
Social Responsiveness Scale (SRS)	<ul style="list-style-type: none"> • Pre-K SPED students in LEAP & Self-Contained ASD Classrooms 	<ul style="list-style-type: none"> • Protocols will be provided by School Psychologists as part of the re-evaluation for DD students in LEAP and Self-Contained ASD Classrooms
Phonological and Early Literacy Inventory (PELI)	<ul style="list-style-type: none"> • All 4 year-old (who turn 4 on or before September 1, 2015) and all 5 year-old Pre-K SPED students, except for students with significant intellectual disabilities (not for role models) 	<ul style="list-style-type: none"> • Pre-test must be completed within the first 2-3 weeks of school prior to beginning the Building Early Language and Literacy Program (BELL), midyear in January (optional), and post-test at the end of the school year. • New students who enter after school starts must be tested immediately upon entering the program. • Computerized chart from Appendix U-2 should be printed, attached to the assessment, and e-mailed to the Pre-K SPED office 2 times a year (pre/post)
VPK Assessment	<ul style="list-style-type: none"> • All VPK role model students in the inclusion classrooms 	<ul style="list-style-type: none"> • Completed 3 times per year and entered into database.
Teaching Strategies Gold (TSG) Assessment	<ul style="list-style-type: none"> • All VPK Role Model students in the inclusion classrooms 	<ul style="list-style-type: none"> • Parent Report Generated 3 times per year (Only 3rd report required this year.) • Observation notes recorded daily/weekly.
Key Developmental Indicator Anecdotes	<ul style="list-style-type: none"> • All 3, 4 and 5 year-old Pre-K SPED students, including the students in LEAP and Self-Contained ASD classrooms 	<ul style="list-style-type: none"> • The PreK SPED Teacher must record ONE OBSERVATION PER WEEK, PER CHILD in the areas of SOCIAL-EMOTIONAL and COMMUNICATION, and in any other area(s) (Cognitive, Adaptive, and/or Motor) for which s/he chooses anecdotes as the preferred form of documentation, as explained in the PreK SPED "Guide for Required Documentation of Student Progress", Appendix U-1 (Note forms in Appendix H4)
Data Collection on IEP Goals	<ul style="list-style-type: none"> • ALL PreK SPED students, including those in LEAP and Self-Contained ASD classrooms 	<ul style="list-style-type: none"> • Data is collected for <i>every goal on each child's IEP.</i> (See Data Collection Forms Options in Appendix Q of the PreK SPED Teacher Handbook.) • Data is collected on IEP goals TWO TIMES a week for students in LEAP and Self-Contained ASD classrooms • Data is collected on IEP goals ONE TIME a week for students in the Half-day Reverse Mainstream, Full-day Reverse Mainstream, InD, Inclusion, and Half-day Speech & Language classrooms.
Curriculum-Based Measurement (Progress Reports)	<ul style="list-style-type: none"> • ALL Pre-K SPED students (except those in LEAP and Self-Contained ASD classrooms) 	<ul style="list-style-type: none"> • Three times per year • Choose one of the Progress Reports in Appendix R-2 in the Teacher Handbook according to student development
Progress Report for LEAP & ASD	<ul style="list-style-type: none"> • PreK SPED Students in LEAP & Self-contained ASD classrooms 	<ul style="list-style-type: none"> • Use Progress Reports generated from data collection for students in TEACCH classrooms (Appendix M).
SPED EMS Progress Report	<ul style="list-style-type: none"> • ALL PreK SPED students 	<ul style="list-style-type: none"> • Three times per year • In November, choose Grading Period 1 in SPED EMS, in March, choose Grading Period 3, and in June, choose Grading Period 4. • Indicate Mastered, Adequate Progress, Some Progress, or Insufficient Progress for every goal (if insufficient, a new goal must be written.)
Role Model Progress Report	<ul style="list-style-type: none"> • Only for Non-VPK Role Models (those without a VPK COE) 	<ul style="list-style-type: none"> • Three times per year • Use Role Model Progress Report in Appendix R-1 of Teacher Handbook
Portfolios	<ul style="list-style-type: none"> • ALL students (PreK SPED and role models) 	<ul style="list-style-type: none"> • Create two types of files for EVERY STUDENT: <ol style="list-style-type: none"> 1. A file folder to collect student work samples 2. Create an Electronic Folder to save digital student work samples: photos, video clips, scanned drawings/writings

VPK Role Models (Now only in Inclusion classes) - **Must be 4 years of age on or before Sept. 1, 2015 and have a Certificate of Eligibility (COE) on file at the school. Place the original COE in the Child's Cumulative Record, give a copy to the parent, & send a copy to: Mail Code: 9614, Attn. Mr. Alex Lopes.** Form Rev. 8/12/15