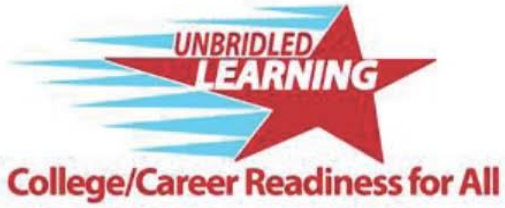
BRIGANCE®

# Kentucky's Common Kindergarten Entry Screen Implementation Guide 2016-17



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March 14, 2016

The Brigance Kindergarten Screen III is aligned to Kentucky's definition of school readiness, adopted in 2011. Kentucky is proud to implement a common kindergarten screen that considers the whole child: cognitive, language, motor, social emotional, and self-help skills. Approaches to learning are intertwined within both the basic screen and the social emotional/self-help scales. The Brigance Kindergarten Screen III also takes into account that children develop at different rates.

In order to successfully administer and utilize the kindergarten screen, teamwork and communication are key strategies. This guide supports early communication with families, and data assists in informing early instructional strategies in the classroom. Districts and schools can also use data to connect with early childhood shareholders and establish or strengthen plans for critical transition into kindergarten for future students. It is our responsibility to ensure that every child is receiving instruction and support based on individual needs and is set on course to graduate college and career ready.

This guide is designed to help implement the Brigance Kindergarten Screen III with fidelity. These steps and strategies will enable kindergarten teachers and administrators to become more knowledgeable in screening young children. We strongly encourage you to use this implementation guide as you prepare to screen kindergarten students.

Sincerely,

Amanda Ellis, Ed.D.
Associate Commissioner
Office of Next Generation Learners

## Overview

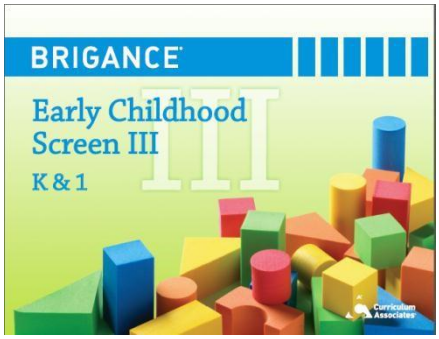
In its final report, the 2010 Governor's Early Childhood Taskforce recommended that the Kentucky Department of Education (KDE) and the Early Childhood Advisory Council (ECAC) jointly establish the use of a common readiness screen for incoming kindergarten students. State regulation 704 KAR 5:070 guides the implementation of the kindergarten readiness screen; the data collected through the screen complies with the regulation's mandates. Data collected through the administration of a kindergarten readiness screen will help ensure that all children receive instruction to meet individual needs. The kindergarten readiness screen should not be used in isolation, but as an important step in an ongoing formative assessment process. The regulation indicates that children may be screened no more than 15 calendar days prior to school starting and no later than the 30th instructional day of the school year.

KDE chose the *BRIGANCE® Kindergarten Screen (K Screen)*, published by Curriculum Associates as its screening tool. It is aligned to Kentucky's School Readiness Definition and Kentucky's Early Childhood Standards. During the 2012-13 pilot year, the Screen II was used. During that time, Curriculum Associates re-standardized and re-validated the screen to ensure a completely up-to-date, valid and reliable tool that reflects current standards and skills of today's children. The standardization study was conducted on a geographically diverse sample of 1,929 children who were representative of the population of the United States in terms of ethnicity, gender and family socioeconomic status.

## Overview of BRIGANCE® Kindergarten Screen and Online Management System

The Brigance Kindergarten Screen III is a collection of quick and highly accurate assessments and data-gathering tools to use with children entering kindergarten. All assessments in the K Screen III have been nationally standardized (2012) and produce results that are highly reliable, valid and accurate.

Screening can be done quickly, usually within 10-15 minutes, and enables the gathering of information about each child's strengths and areas for growth in key developmental skills. These developmental skills align to Kentucky's standards:




- Physical Well Being aligns to Fine and Gross Motor Skills
- Language and Communication Development aligns to Language
- Cognitive and General Knowledge aligns to Academic/Cognitive
- Self-help and Social-Emotional aligns to Social-Emotional Development and Approaches to Learning

Additional required and optional tools provide further information, including readiness for reading.

The Brigance Online Management System (OMS) is a data management tool that will allow staff to quickly enter children's screen responses and instantly generate easy-to-read reports that will assist teachers when planning instruction for each child. The Brigance OMS automatically scores and stores data, from which individual child and group reports can be generated.

The Kentucky Department of Education selected the Brigance Kindergarten Screen and Online Management System as the required screening tool to help districts quickly and effectively identify children's strengths and needs, plan individualized instruction and identify children who might need tiered instruction through the use of the Kentucky System of Intervention (KSI).

## K Screen Updates

The K Screen Updates contain key information and deadlines about the ordering process for materials, training availability and registration, screen administration, data entry issues and other topics. The updates are distributed via email to district Brigance contacts during the months of February through October. Previous updates are housed on KDE's Common Kindergarten Entry Screener page. Please read each update thoroughly and distribute the updates to principals in buildings with kindergartners.

## Ordering Materials

Data sheets must be ordered every year through KDE. This is where student responses to the Core Assessment items are recorded. Orders are usually collected in February so materials may be delivered by the end of the school year. Before ordering, please check your materials that may have been left over from previous years. Old data sheets can be used, as long as they are for the Screen III, and not the Screen II (used during the pilot year in 2012).

If the screening kit materials, such as the Examiner's Manual or manipulatives, have been lost or damaged, the district is able to order replacements directly through Curriculum Associates. If the district is opening a new kindergarten classroom and a screening kit has never been ordered for the classroom, KDE will supply the kit one time only.

Some districts choose to screen with tablets or iPads and forgo the use of data sheets for collecting responses. In this case, data sheets do not have to be ordered. If a tablet or iPad is used for collecting the responses please print a copy of the Online Data Sheet for the student and teacher files. Be aware, the OMS will not be ready for screening with tablets or iPads before school starts. Districts who choose to screen with iPads or tablets should schedule screening in the middle of August to ensure students have been loaded into the OMS.

## Training

Each year, staff involved with implementing the K Screen must complete training. Each type of training is listed below, along with the required audience.

**Brigance Training of Trainers (TOT)** – This training is required for anyone who will train others in their district to implement the K Screen. The TOT is only required once for new trainers. Experienced trainers are not required to attend each year. The TOT is a six-hour, face-to-face training presented by Curriculum Associates and KDE. Sessions are offered each spring and summer. Specific dates can be found on Page 34 of this guide.

**Brigance K Screen III Training** – This three-hour, face-to-face session is required for new staff who will administer the screen to students. This training is only required once for those new to administering the

screen to students. District staff who have attended the Brigance TOT will present the training and the schedule is determined by districts and schools.

**Refresher Webcast** – This training is required for experienced trainers. The refresher webcast is required every year. The 1 to 2-hour, live webcast is presented by KDE and is recorded for those who are not able to view the live webcast. Information regarding the date and time can be found on Page 34 of this guide.

**Refresher K Screen III Training** – This yearly training is required for those who are experienced with administering the screen to students. KDE will provide slides and key information to district trainers, but the overall content, training time and modality are at each district's discretion.

**Brigance OMS Training** – This series of online videos is required for anyone who will enter and/or manage Core Assessment and/or Self-help and Social-Emotional data in the Brigance OMS. The videos are housed on the Brigance OMS Training Site. Those new to entering data must watch every video, which takes about two hours. It is at each district's discretion to assign videos to staff who are experienced with entering and/or managing data in the Brigance OMS. A refresher on entering data into the Brigance OMS should also be included in the Refresher K Screen III Training.

**Prior Settings Tab Training (video)** – Staff who enter prior settings data into Infinite Campus (IC) must view this video every year. It is housed on KDE's Media Portal.

Once all district and school trainings have occurred, training records and sign-in sheets should be collected and stored with the district Brigance contact and/or school principal. Each staff member who has completed training must sign the Implementation Agreement (Appendix A). The agreements must be kept on file for the current school year.

## Infinite Campus Preparations

**Setting up classes –** A data exchange process is in place to pull class and student information from IC and import the information into the Brigance OMS. Districts, schools, classes and kindergarten homeroom teachers will be automatically set up in the Brigance OMS. Core Assessment and Self-help and Social-Emotional data for each student is entered into the Brigance OMS, and the results are merged into IC after the statewide data reporting process is complete. In order for the Brigance OMS to initially set up correctly, districts and schools must schedule the homerooms in IC. Each kindergarten homeroom must be coded as one of the following:

**703001** Elementary Homeroom
**701010** Primary Self-Contained
**600117** Self-Contained Emotional/Behavioral Disability (EBD) –Life Skills
**600101** Self-Contained Functional/Mental Disability (FMD)

**The homeroom must also be associated with a teacher whose district email address is entered into IC.** Be sure that teacher name changes which are reflected in their email addresses have been updated in IC. The teacher's email address is how students are assigned to the correct class in the Brigance OMS.

**Enrolling students –** There is no way for KDE or district staff to manually add students into the Brigance OMS. As students enroll and are assigned to a homeroom with one of the required codes, the student

data will automatically populate into the Brigance OMS. The system will refresh once a week; district staff can usually expect to see new students by Wednesday of each week. If new students are not showing up, check that everything is entered correctly in IC. If it is, contact Melody Cooper for support.

**Common pitfalls –** If a student has a suffix in his name, such as Jr., make sure it is entered in the suffix box in IC and not the last name box. Ensure that birth dates are entered correctly. Often the child's birth month and day is entered correctly, yet the current year instead of the birth year is entered.

Remember, screening data can only be entered when the students populate in the Brigance OMS. **If your school or district prefers screening with iPads, do not schedule screenings before school starts**, as most students are not enrolled in IC and populated into the Brigance OMS until mid-August.

## Setting Up Users in the Brigance OMS

Each person who will need access to the Brigance OMS must have a new user account each year. Login credentials from previous years will not work, as a new account is created for Kentucky every year. Setting up users manually can be time consuming. Districts can submit a staff file to KDE, which will allow user accounts to be created automatically with the initial Brigance OMS setup. The staff file is a list of staff who need access to the Brigance OMS. **Staff who have not been submitted must be set up manually by the district or school Brigance contact.** Kindergarten homeroom teachers will be set up in the Brigance OMS as users automatically because their information can be obtained from IC. KDE will submit the names of the main Brigance contact for each district, so those user accounts will also be created automatically. **School level staff such as principals, guidance counselors, curriculum specialists, etc., must be submitted by the district Brigance contact.** The process for submitting the names of Brigance OMS users will be communicated through the K Screen Updates.

KDE will notify districts when the Brigance OMS is ready for review and use. **Before entering data, district Brigance contacts are strongly encouraged to login and review the "School/Class List" in the Brigance OMS.** Look for each school containing kindergartners to be listed, as well as each kindergarten class in the school. Below is a sample showing Allen County as the district, with a designation of level 1. The school is listed below and is level 2. The classes are listed below the school name and are designated as level 3. The class names are identified by the teacher's first and last name. This means the classroom is set up so students can be attached to classroom teachers in IC and populate in the Brigance OMS. **Note that teachers are not necessarily entered into the Brigance OMS as users if their names are on this list.** The class could have been set up automatically even when the teacher's Brigance OMS user account has not been activated. Check the "User List" to confirm that each teacher has a user account.

*Example of a School/Class List:*

| | | | | | |
|---|---|---|---|---|---|
| Allen County | 1 | Kentucky Department of Education | 7/21/2015 | SSIS User | |
| ALLEN COUNTY PRIMARY CENTER 005010 | 2 | Allen County | 7/21/2015 | SSIS User | |
| [redacted] | 3 | ALLEN COUNTY PRIMARY CENTER 005010 | 7/21/2015 | SSIS User | |
| [redacted] | 3 | ALLEN COUNTY PRIMARY CENTER 005010 | 7/21/2015 | SSIS User | |
| [redacted] | 3 | ALLEN COUNTY PRIMARY CENTER 005010 | 7/21/2015 | SSIS User | |

If a class is missing, the district Brigance contact or school OMS administrator should create the class. Directions can be found in Appendix B or on the Brigance OMS Training Site. If a school is missing from the district list, please contact Melody Cooper for support.

Next, check the "User List" in the Brigance OMS. This list shows who has access to the Brigance OMS, and to which role, or level of data management, they have access. Here's an example of a list of users. Accounts are set up with an email address as the user name. The "School/Class" column shows where the user is assigned. The location varies depending on the role assigned to each user. There are three levels of data management (users):

**Administrators** in the Brigance OMS can add and delete users and classes, assign roles, run reports, enter screen data and see screen results for all students at the assigned location. Administrators are usually assigned to a school or district, as illustrated in the example.

**Teachers** in the Brigance OMS can run reports, enter screen data and see screen results for all students at the assigned location. Teachers are usually assigned to their class (which is the teacher's name), as illustrated in the example.

**Data Entry** users in the Brigance OMS can only enter screen data for students at their assigned location. They are not able to run reports or view screen results. Data Entry users are usually assigned to a class or school.

*Example of a User List:*

| Name | User Name | School/Class | Role | Last Login | Actions |
|---|---|---|---|---|---|
| Harry Osbourne | harry.osbourne@marvel.kyschools.us | Arachnid Elementary 695123 | Data Entry | | |
| Mary Jane Watson | maryjane.watson@marvel.kyschools.us | Arachnid Elementary 695123 | Admin | | |
| Joe West | joe.west@dcind.kyschools.us | Central City Elementary | Admin | | |
| Melody Cooper | DEMOmelody.cooper@education.ky.gov | KDE DEMO | Admin | 2/8/2016 1:26:32 PM | |
| Peter Parker | peter.parker@marvel.kyschools.us | Peter Parker | Teacher | | |
| Nick Fury | nick.fury@marvel.kyschools.us | Marvel County | Admin | | |
| Ivy West | ivy.west@dcind.kyschool.us | Ivy West | Teacher | | |
| Barry Allen | barry.allen@dcind.kyschools.us | Barry Allen | Teacher | | |

If a user is missing, the district Brigance contact or school Brigance OMS Administrator should add the user. The directions can be found in Appendix C or on the Brigance OMS Training Site.

## Screening Students

According to 704 KAR 5:070, "Each school district shall administer the common kindergarten entry screener to each student entering kindergarten in the school district no earlier than fifteen (15) days prior to the start of the current academic year and no later than the thirtieth (30th) instructional day of the academic year."

All staff who administer the screen to students must be trained, as outlined in the "Training" section of this guide on Page 6.

Students must be screened during the district screening window. The window begins 15 days before the first instructional day of school and ends on the 30th instructional day of school. If students do not begin the school year in a district but move in during the screening window, check the Brigance OMS a week or two after the student enrolls. If the student appears in the Brigance OMS, the district should screen the child and enter data. If the student does not appear in the Brigance OMS, contact Melody Cooper for support. If the student has screening data entered in another district, he or she will not change locations in the Brigance OMS. If a student moves in after the district screening window closes, do not screen the child. If the child appears in the Brigance OMS, contact Melody Cooper for support.

All new kindergarten students must be screened and screening should be done in the student's native language. See Appendix E for guidance regarding students with identified delays and English Learners. Students who have been retained in kindergarten do not need to be screened and they will not populate in the Brigance OMS. Additional information regarding materials, notes on Core Assessments and

required portions of the assessments are found in the Brigance K Screen III Examiner's Manual, see appendices F-H.

Families must complete the Self-help and Social-Emotional Scales (Appendix I) **during the screening window**. Make every effort to obtain the forms from families. If the form has not been completed by the family after repeated attempts to obtain it, the teacher may complete the form. **Every item must be answered.** If an item is left blank, the OMS will not score the Self-help and Social-Emotional Scales.

## Collect Prior Setting Data

State regulation 704 KAR 5:070 mandates that districts collect information about where a child's early learning experiences were provided **during the year prior to starting kindergarten**. Prior settings are defined as:

**State-funded preschool:** provides preschool services to at-risk 4-year-olds and 3-and 4-year-olds with identified special needs.

**Head Start:** provides early childhood services to 3-and 4-year-old children who are at-risk.

**Child care:** any child care or private preschool setting that is licensed by the Division of Regulated Child Care (DRCC). This includes Type 1, Type 2 and Family Certified Homes.

**Home:** home with a parent/guardian

**Other:** a family member outside the home (uncle, grandparent, etc.), a private sitter, neighbor or nanny who is not certified or any other early childhood setting which does not meet the above definitions

Prior setting data may be collected at any time, so starting early usually helps ensure data is collected for each student. It is recommended that districts place the prior setting collection form, Appendix D, in kindergarten registration packets. If you are unsure of the location parents noted, follow-up to ensure accuracy.

Prior setting data must be entered into IC. Details can be found in the "Data Entry" section of this guide on Page 10.

## Data Entry

Districts must enter Core Assessment and Self-help and Social-Emotional data into the Brigance OMS during the data entry window. The data entry window begins with the screening window and extends to 15 instructional days beyond the end of the screening window, **but no later than October 15**. When this date is on a Saturday or Sunday, the final deadline will be on the Monday following the 15th of October. Instructions for entering data into the Brigance OMS are located on the Brigance OMS Training Site. **Be sure to view "Part 10: Avoiding Common Pitfalls When Entering OMS Data" before entering screen data.** When entering screen data, districts must use the "Save and submit" button to ensure results are reported.

Districts must enter prior setting data into IC, on the "Early Learning/Prior Settings" tab. Many students may require more than one prior setting entry. All early learning settings the child attended one year prior to kindergarten should be entered into IC. A new record will be created for each entry. For example, a child who attends state-funded preschool for half the day and stays home with his or her

mother the other half of the day should show two prior settings: state-funded preschool and home. **Programs where state-funded preschool and Head Start are blended should mark the students as attending both programs on the prior settings tab in IC.**

Prior setting data from parents can be used in conjunction with district records. If documentation supports that students were enrolled in a state-funded preschool program or Head Start program, then data entry staff should enter the prior setting into IC. Since more than one prior setting location is allowable, use district documentation along with information provided by parents. Every effort must be made to obtain prior setting data for each kindergartner. **If no prior setting data can be found after repeated attempts, enter nothing.**

Prior setting data does not follow students in IC when they change districts. If a new kindergartner enrolls during the screening window, the "receiving" district must enter prior setting data.

Directions for entering prior settings data in IC can be found in Appendix J or on KDE's Media Portal.

## Checking Data

District Brigance contacts should conduct periodic data checks to ensure everything is entered correctly and in a timely manner. There are two reports in the Brigance OMS to use for checking data entry. Each report should be exported as a CSV file for optimal functionality.

The Group Screening Summary Report lists every student with *submitted* data, which will be reported to KDE after the October deadline. Use this report to find students with duplicate entries by *unchecking* the box that says "Include only the most recent." When the data is exported as a CSV file, the district Brigance contact can arrange the student names in alphabetical order and check for duplicates. Students should only have one entry. If duplicates appear, delete the duplicate entry in the Brigance OMS. Detailed instructions can be found on the Brigance OMS Training Site, Part 10.

The Screened/Not Screened Report lists every student in the school or district and shows whether the students have data which has been saved but not submitted, or data which has been submitted. This report also shows if students have no screening data entered. **Remember, all students must have submitted data in the Brigance OMS**.

There is an ad hoc report in IC called "Early Learning Prior Settings," which is most useful when exported as a CSV file. Set filters in the spreadsheet and search for blanks in the "Type" field. The students displayed have no prior setting data entered. Please note that this report shows every kindergartner in the district, including those who have been retained. Retained students do not need prior setting data.

## Wrapping Up and Next Steps

Checking the district data regularly will ensure a smooth completion of the kindergarten screening process. After the data entry window closes statewide, work begins on final state reporting. Notification of kindergarten screening results are sent through District Assessment Coordinator (DAC) e-mail messages. Public reporting will likely occur in early December. DACs receive links to district readiness files with individual student data and prior setting readiness reports. The state report is available in the

Supplemental Data section of KDE's Open House. Suggestions for using the readiness results can be found on the Superintendent School Readiness Toolbox page.

## Appendix A – Implementation Agreement

**Implementation of Kentucky's Kindergarten Entry Screener: 704 KAR 5:070**

Staff with any of the following responsibilities must agree to abide by the requirements set forth in 704 KAR 5:070:

- Administering screen;
- Entering screen data; and/or
- Using screen data at the classroom, building or district level.

1. Use the screening tool adopted by Kentucky, the BRIGANCE K Screen.
    a. Approved trainers prepare staff to administer the BRIGANCE K Screen.
    b. Administer and use the results of the BRIGANCE K Screen with fidelity.

2. Screen within the time frame, as set forth in 704 KAR 5:070:
    a. no more than 15 calendar days prior to the start of school
    b. no later than the 30th instructional day

3. Input all screen data into the Online Management System (OMS) within 15 instructional days after the 30th instructional day and no later than October 15. When this date is on a Saturday or Sunday, the final deadline will be on the Monday following the 15th of October.

4. Provide parents or guardians with screen results.

5. Enroll all children who meet the requirements set forth in KRS 159:010 (are 5 on or before October 1), regardless of screen outcomes.

6. Use the kindergarten entry screen data as a system of measurement, as outlined in 704 KAR 5:070:
    a. to inform districts, parents and communities about early learning in order to close the school readiness gap
    b. to make informed policy decisions at the local level to support early learning experiences prior to school entry
    c. to establish local goals for program improvement in order to achieve early learning outcomes
    d. to include data as evidences in the kindergarten through 3rd grade Program Evaluation under 703 KAR 5:230
    e. The results of the kindergarten entry screen may not be utilized as part of the school's or district's overall score to determine recognition in any administrative regulation promulgated by the Kentucky Board of Education, pursuant to KRS 158.6455.

District_____ School_____

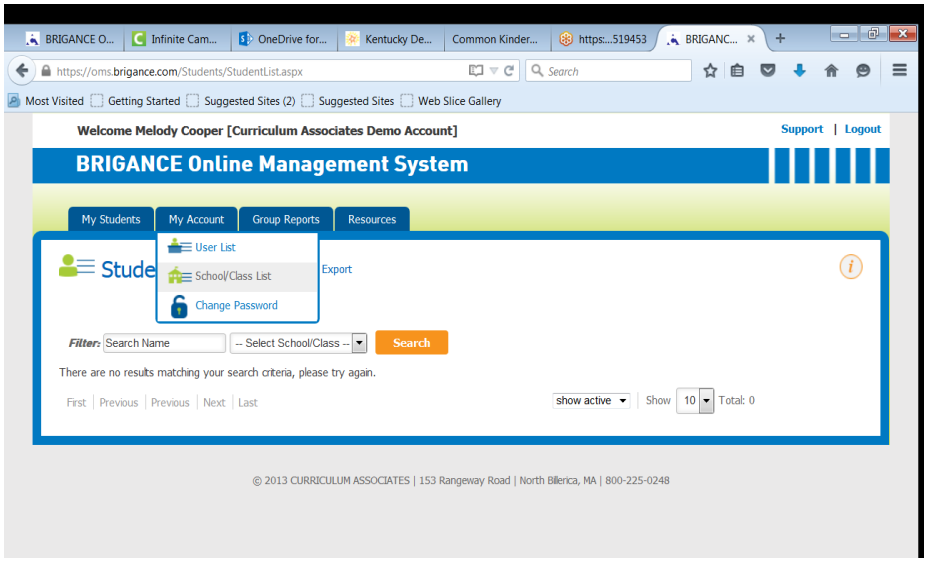
I have received, read and will comply with the implementation of Kentucky's Kindergarten Entry Screen 704 KAR 5:070

_____

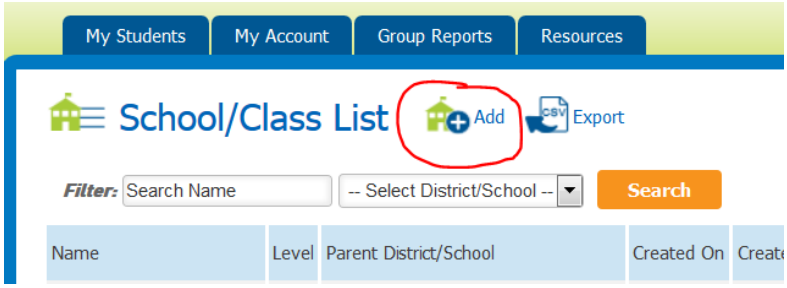
Signature Date

## Appendix B – Creating a Class in the Brigance OMS

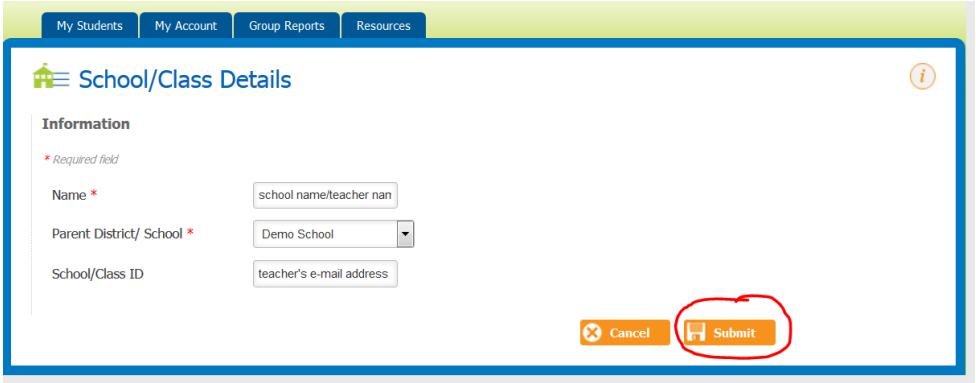
Select "School/Class List" from the account tab:




Click the "Add" button:

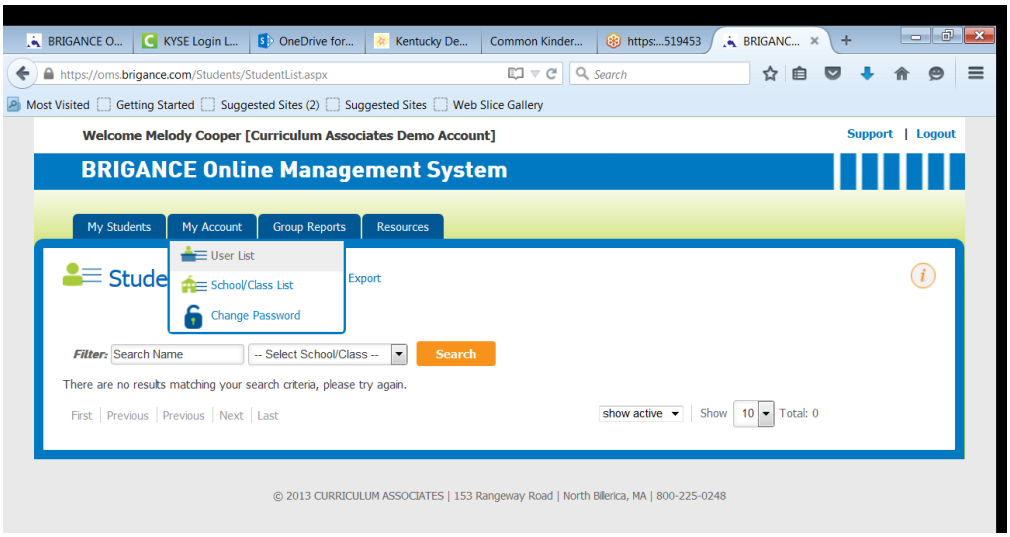



Fill in each box. The "Name" should be the teacher's first and last name; for "Parent District/School" select the name of the school from the drop-down menu; **the "School/Class ID" MUST be the teacher's district e-mail address**. Click submit.

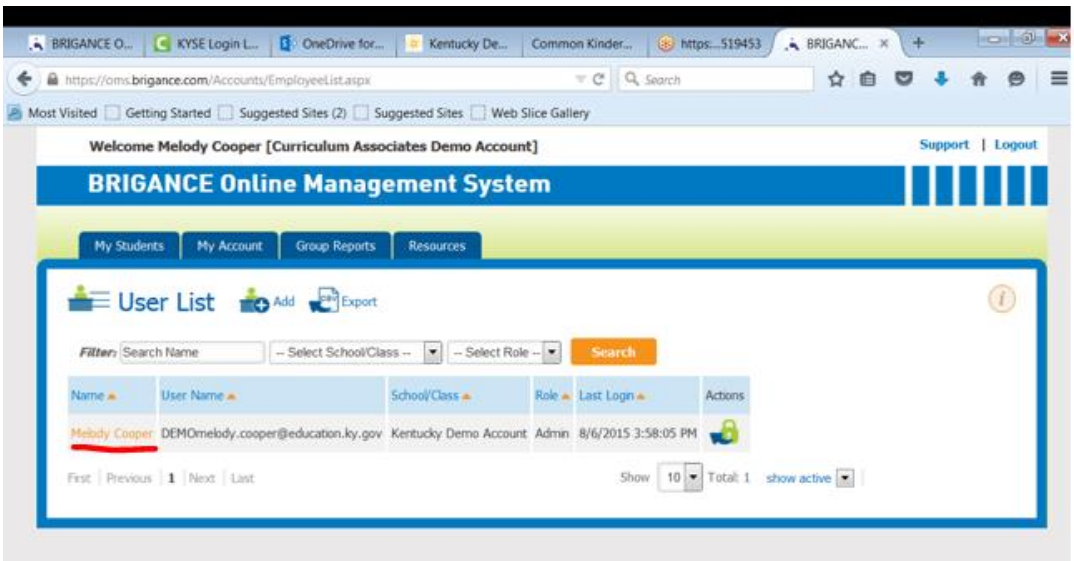


## Assigning a teacher to his or her class

Select “User List” from the account tab:

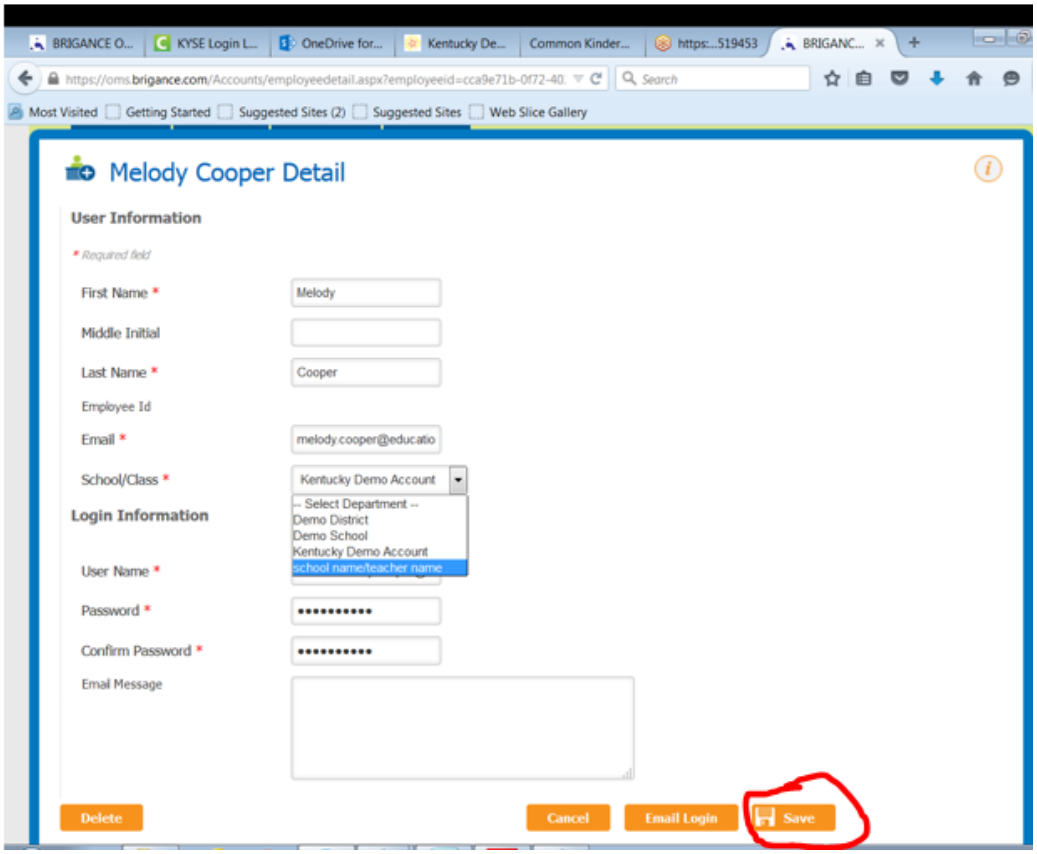



Click the teacher’s name, which should be in the system:



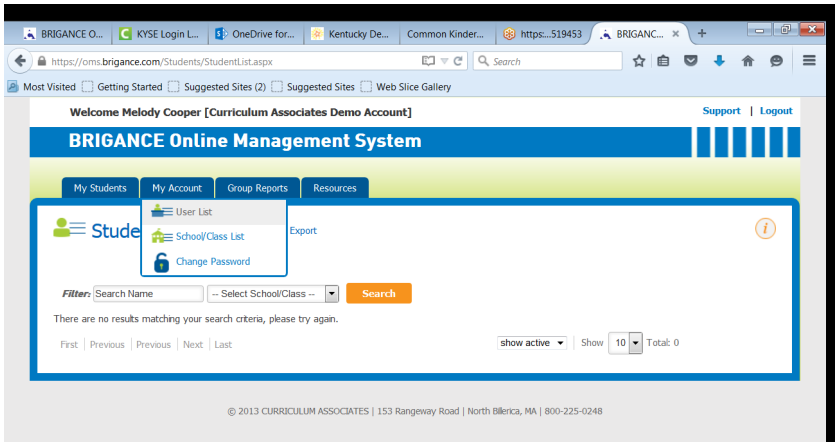

If the teacher is not in the user list, click “Add” from the user list. Fill out all the required boxes and use the teacher e-\mail address for the user name.

In the School/Class drop-down menu, select the name of the class you created (the teacher's first and last name). Click save. If the system gives shows an error message regarding the password requirements, change the password to something generic (must include an upper case letter and a number). The teacher may change the password if desired. On your screen, you have the option to save and send an e-mail notification and you may click that as well.



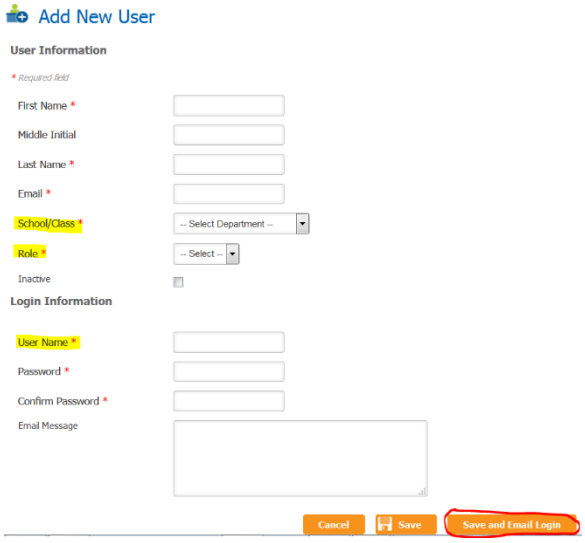
## Appendix C – Adding a User in the Brigance OMS

Select “User List” from the account tab:




From the User List, click “Add”:

Fill in the required fields. The school/class box assigns the user to a location. The location assignment is related to the role assignment (administrator, teacher or data entry). Please refer to the section on “Setting Up Users in the OMS,” found on Pages 7-8. Don’t forget to click “Save and E-mail Login.”



## Appendix D – Prior Setting Form

Kindergarten Prior Setting Data
Fall _____

Dear Parent/Guardian;

School readiness for all children is critical to the success of students. Kentucky is focused on ensuring that all young children who enter kindergarten are ready to grow, ready to learn and ready to succeed. One way that our district can support our families, stakeholders and community partners with promoting school readiness is by learning more about the early care settings our children have experienced before they enter school.

Our district is required, as part of 704 KAR 5:070, to collect information about where your child received early care services for the **12 months** prior to coming to kindergarten. There are five basic categories of care that children may receive before entering kindergarten:

**State-funded preschool**: Children who attend the state-funded preschool program, which, as defined in 704 KAR 3:410, provides preschool services to at-risk 4-year-olds and 3- and 4-year-olds with identified special needs.

**Head Start**: Children who attend Head Start, which provides early childhood services to 3- and 4-year-old children who are at risk.

**Child care**: Children who attend any child care **or** private preschool setting that is licensed by the Division of Regulated Child Care. This includes Type 1, Type 2 and Family Certified Homes.

**Home**: A child who is at home with a parent/guardian before entering school.

**Other**: A child receiving care from one of the following:

- a family member, such as a grandparent, aunt, uncle, sibling
- a private sitter, who is not certified, such as a neighbor, nanny or other
- other early childhood setting that does not meet the above definitions

On the attached form, please provide the following information in the fields that are applicable to your child's **previous 12 months**. There may only be one prior setting your child participated in, or there may be multiple settings. If you need more space than is provided for any category, please provide the information on the back of the document.

1. Child's name: last, middle initial, first name
2. Child's date of birth (month, day, year)
3. Child's street address, including city, state, zip code
4. Prior Setting Information: Where has the child received early care services within the last 12 months? You may choose more than one option, if necessary. For example, your child may have had a change in care within the last 12 months. You would also need to choose more than one setting if your child attended a half-day program, then spent the other half-day at a child care facility, babysitter or at home.

If you have questions about prior setting information, please ask your child's teacher or office manager for clarification. We look forward to working with your family to ensure your child's success throughout kindergarten and beyond.

Sincerely,
District/School Staff

## Kindergarten Enrollment Prior Setting Data

Name: _____ Date of Birth: _____

Address: _____

Please provide information about every early care setting your child attended during the year prior to kindergarten. **Fill out a new box for each location.**

Setting 1:
**State-funded preschool** **Head Start** **Child Care** **Home** **Other** **(circle one)**

Facility/School Name: _____

Address: _____

Start Date: _____ End Date: _____

Setting 2:
**State-funded preschool** **Head Start** **Child Care** **Home** **Other** **(circle one)**

Facility/School Name: _____

Address: _____

Start Date: _____ End Date: _____

Setting 3:
**State-funded preschool** **Head Start** **Child Care** **Home** **Other** **(circle one)**

Facility/School Name: _____

Address: _____

Start Date: _____ End Date: _____

Setting 4:

**State-funded preschool** **Head Start** **Child Care** **Home** **Other** **(circle one)**

Facility/School Name: _____

Address: _____

Start Date: _____ End Date: _____

Setting 5:

**State-funded preschool** **Head Start** **Child Care** **Home** **Other** **(circle one)**

Facility/School Name: _____

Address: _____

Start Date: _____ End Date: _____

## Appendix E – Additional Guidance for English Learners and Special Needs Students

Kentucky requires that every student entering kindergarten be screened using the common kindergarten screen, the BRIGANCE K Screen III. Please review this guidance for screening English Learners and children with special needs to ensure valid screen administration for all students. This guidance is reflective of the BRIGANCE K Screen III (reference introduction Page xxiv and xxv of the Screen manual).

**English Learners (ELs)**

The purpose of conducting the BRIGANCE Screen III is to measure a child's readiness as he or she enters school. The purpose is not to identify whether a student may be an English Learner or to determine the child's level of English language proficiency. Kentucky uses the ACCESS for ELL® assessment to measure English acquisition and proficiency.

The BRIGANCE K Screen is not a paper-pencil test that requires translation and printing. The intent, as described on Page xxvi of the BRIGANCE K-1 Screen Manual is for children to be screened in their native language, using a professional interpreter. With the support of Curriculum Associates, KDE has clarified the definition of professional interpreter. The intent is that the interpreter has experience to translate as literally as possible. It is critical that the interpreter is competent in both English and the language being interpreted so that he or she can communicate the responses of the student to the screen administrators.

Suggestions for finding interpreters:

- Utilize bilingual personnel in your building or district
- Seek volunteer interpreters (e.g., corporate volunteers or volunteers from a local university, college or community college)
- Utilize a friend of the family (i.e., if this person has been trained in asking questions and does not lead the child for the responses)

A student entering kindergarten may not be identified as an English Learner at the time of the BRIGANCE K Screen III administration. District and school staff must use best judgment in determining if the students are screened in English or another language. There are cases in which the Core Assessments may be given in one language while the Self-help and Social Emotional Scale is provided to a parent/guardian in another language to meet the individual needs of the family.

**Children with Special Needs**

As described on introductory Page xxiv of the BRIGANCE K&1 Screen III Manual, accommodations may be necessary when screening children with special considerations. It is important for administrators to recognize the difference between accommodations and modifications and how to use accommodations appropriately when administering assessments. This is particularly important in standardized screening, as results could be invalidated if correct procedures are not in place.

Accommodations are alterations for administering the assessments which enable children to more accurately demonstrate their knowledge. Some examples of acceptable accommodations are allowing

extended response time, using a magnifying glass for students with visual impairments and covering partial sections which look too “busy” on the page for some students.

Modifications, by contrast, are changes to the actual content of the assessment (for instance, changing the phrasing of a question). Modifications may not be used under any circumstance, as this will invalidate the standardized data.

Carefully read the guidance on introductory Page xxiv of the BRIGANCE K Screen III Manual for specific details and guidance for children with special needs including motor impairment, severe speech impairment, autism spectrum disorders and potential giftedness.

## Appendix F – Screening Materials

**Brigance Kindergarten Screen III Kit:**

K & 1 Screen III Examiner's Manual – Schools receive ONE manual for every kindergarten class (most classrooms have a manual). The manual comes with colored objects for sorting and counting.

Data Sheets – one carbonless triplicate form per child

Technical Report for the Screen III – Contains scoring information as well as in-depth research on the reliability, validity and accuracy of the screening tool.

**Additional Items Needed:**

Ink pen to record data

Unlined 8½" x 11" sheets of paper

Lined paper – any type used instructionally in the kindergarten classroom

Pencils – any type used instructionally in the kindergarten classroom

A timer or watch with a second hand

Picture books with at least three lines of text per page

Photocopies made from Examiner's Manual – Parent's Report of the Self-help and Social-Emotional Scale (electronic PDF available from district Brigance contacts), Teacher's Report of the Self-help and Social-Emotional Scales (only if unable to obtain from parents), Reading Readiness Scale scoring form (optional), Supplemental Assessments Data Sheet (optional for students who perform very well on Core Assessments)

**Brigance OMS**

Teacher log-in information – to login for the first time, visit the Brigance OMS Login page, enter district e-mail address and click "Forgot Password." An e-mail containing login credentials should arrive almost immediately, though the message is sometimes delivered to the "Junk" or "Clutter" folders. Once logged in, passwords should be changed to something personal and secure. **Do not share login credentials with others, as the Brigance OMS contains personal identifiable information. (**Each staff member must have his or her own user account. The 2016-17 Brigance OMS account will be active in early August.

## Appendix G – Notes on Kindergarten Core Assessments

| **Additional Notes on administration: thoroughly read the directions and criteria for each assessment; re-screening is not allowed** | |
|---|---|
| **1A**<br>**Personal Data Response** | **Name**<br>Acceptable responses: legal name or given name such as Katherine<br><br>Nicknames, like Katie for Katherine, are allowed if this is primarily how the child is known.<br><br>No credit: if the child provides a nickname that is really a 'pet name' like 'buddy' or 'ladybug' or if the child provides just a first initial like K for Katie<br><br>**Phone number**<br>Acceptable responses: correct phone number of a responsible adult (home phone, parent cell phone – it could be a caregiver's or neighbor's phone if there is no phone and that's the number used by the family)<br><br>No credit: if the child does not know any number for reaching a responsible adult/parent/caregiver<br><br>**Address Acceptable Responses**<br>Number and street name (if there is a number and street name), no city or zip required<br><br>General description of area (IF no number and street name), rural route |
| **2A**<br>**Names the Parts of the Body** | Screen administrator should point to his/her own body. |
| **3A**<br>**Gross Motor Skills** | It is okay to demonstrate the skill for the child. |
| **4A**<br>**Visual Motor Skills** | Best practice: photocopy the student page or put paper under/below the shapes on the page (not next to them). |
| **5A**<br>**Prints Personal Information** | Tip: direct child to print his/her name on sheet they used for shapes |
| **6A**<br>**Recites Alphabet** | Child should recite, not sing, the alphabet |
| **7A**<br>**Sorts Objects** | Item #1: say "large" and not "big" when giving directions. |
| **8A**<br>**Counts by Rote** | |
| **9A** | Tip: use objects - fingers can be tricky for the children to maneuver |

| | |
|---|---|
| **Matches Quantities with Numerals** | |
| **10A Determines Total of Two Sets** | |
| **11A Reads Uppercase Letters** | Important: Kentucky requires that everyone must administer Reads UPPERCASE Letters.<br><br>It is okay to use *11A Alternate, Reads Lowercase Letters* in addition, but do not score on the Data Sheet and do not enter into the OMS. |
| **12A Experience with Books and Text** | The picture book must have at least 3 lines of text on each page.<br><br>Tip: have more than one book handy that appeals to children, and ask the child which they'd like to read |
| **13A Verbal Fluency & Articulation** | |

## Appendix H – Requirements and Recommendations

| Requirement | BRIGANCE® K Screen Tool or Resource | What to do with the Data Sheet(s) or Information | Timeline/Deadlines | Additional Notes, Requirements and Guidelines |
|---|---|---|---|---|
| **REQUIRED** | **K Core Assessments** | Copy 1 Student File<br><br>Copy 2 Teacher File<br><br>Copy 3 District Decision<br><br>**If a tablet or iPad is used for collecting the responses instead of the data sheets, please print a copy of the Online Data Sheet for the student and teacher files. | Screening takes place no sooner than 15 days prior to the start of school and no later than the 30th day of instruction.<br><br>All data must be entered into the OMS and IC by the 15th instructional day after the screening window closes AND no later than October 15.<br><br>For children who enroll after the 30th day of instruction: if screen data is not available from the previous school, the school may administer the screen, but the data will not be included in reporting. | Use the Spanish Directions to administer the screen to Spanish-speaking students.<br><br>For children whose primary language is not English or Spanish, districts will use resources at the district level, such as interpreters, to gather data.<br><br>For children with exceptionalities, follow the guidelines in the Introduction section of the BRIGANCE® *Kindergarten Screen*.<br><br>Enter data into the BRIGANCE® *OMS* and review the Screening Summary Report. If the child scores below the "Ready" cutoff, consider initiating the RTI process, if additional data supports that decision. |
| **REQUIRED** | **Self-help and Social Emotional Scales** | Student Files | See above. | Give the parent 2-3 weeks to complete the Parent Form. If the parent does not submit the form, complete the Teacher Form.<br><br>Use the Spanish version for Spanish-speaking families. |
| **REQUIRED** | **Online Management System** | Core Assessment - Enter what you've recorded on the data sheets, including notes, into the OMS.<br><br>Self-help and Social-Emotional Scales – enter what the family reports into the OMS. | All data must be entered into the OMS and IC by the 15th instructional day after the screening window closes AND no later than October 15. | Data will merge between IC and the OMS on a weekly basis. Students cannot be manually added into the OMS; they will populate during the weekly data pull. |
| **Strongly Recommended** | **Supplemental Assessments** | Student Files<br><br>No need to report to KDE | N/A | Supplemental Assessments can provide additional information for instructional planning and are recommended for students who perform really well on the Core Assessments. |

| | | | | |
|---|---|---|---|---|
| **Strongly Recommended** | **Reading Readiness Scale** | Student Files<br><br>No need to report to KDE | N/A | The Reading Readiness Scale will provide teachers with additional information with which to plan instruction. |
| **Optional** | **Rating Forms (Teacher, Parent)** | N/A | N/A | |
| **Do not Use** | **Hearing and Vision Observations** | N/A | N/A | |
| **Recommended** | **Observations** | District decision: Classroom teacher enters Observations | N/A | Enter anecdotal notes and observations into the OMS for each student, selecting the appropriate domain category. |
| **Recommended** | **Readiness Activities** | District decision: Classroom teacher uses Readiness Activities | N/A | Using the results of the Basic Assessments and Social and Emotional Scales, incorporate the appropriate Readiness Activities into classroom instruction to help develop key skills. |
| **Recommended** | **Family Connections** | District decision: Classroom teacher uses Family Connections resources | N/A | Use the applicable letters and reports to share information with families and build family-school connections. |
| **Optional** | **Observations** | District decision: Classroom teacher enters Observations | N/A | Enter anecdotal notes and observations into the OMS for each student, selecting the appropriate domain category. |

# Appendix I – Self-help and Social-Emotional Scales

## Parent Report—Self-help and Social-Emotional Scales

Child's Name _____ Child's Date of Birth _____ Today's Date _____

Parent's/Caregiver's Name _____ Teacher's Name _____

**Directions:** Read each item and circle the response or description that best reflects your child's behavior or skill level.

### SELF-HELP SKILLS

**A. Eating Skills**

1. Does your child use a spoon? If yes, does your child place the spoon in his/her mouth without turning the spoon upside down, with little or no spilling of food?
   - Rarely/No | Sometimes | Most of the time
2. Does your child use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake?
   - Rarely/No | Sometimes | Most of the time
3. Does your child hold a fork in his/her fingers, not in his/her fist?
   - Rarely/No | Sometimes | Most of the time

**B. Dressing Skills**

4. Does your child put on his/her shoes? **Criteria:** Buckling, tying, or Velcro® fastening is not required for credit.
   - No | Yes (sometimes on wrong feet) | Yes (each shoe on correct foot 90% of the time)
5. Does your child dress himself/herself unsupervised?
   - Rarely/No | Sometimes | Most of the time, except for help with difficult fasteners
   - Yes (completely dresses himself/herself, putting all clothes on correctly and fastening all fasteners) | Yes (completely dresses himself/herself, including tying shoelaces and fastening all fasteners)
6. Does your child put on his/her socks?
   - Rarely/No | Sometimes | Most of the time

**C. Toileting Skills**

7. Does your child get on the toilet or potty by himself/herself (even if he/she needs help with clothing)?
   - Rarely/No | Sometimes | Most of the time
8. Does your child have bowel movements ("poop") in the toilet or potty (no more than one accident a week)?
   - Rarely/No | Sometimes | Most of the time
9. Does your child urinate ("pee") in the toilet or potty (no more than one accident a week)?
   - Rarely/No | Sometimes | Most of the time
10. Does your child attempt to wipe himself/herself after toileting?
    - Rarely/No | Sometimes | Most of the time

    *OR*

    Does your child wipe himself/herself independently after toileting?
    - Rarely/No | Sometimes | Most of the time
11. Does your child take care of his/her toileting needs?
    - Rarely/No | Sometimes | Yes (flushing the toilet most of the time after using it) | Yes (flushing the toilet and washing and drying his/her hands most of the time)
12. Does your child go to the bathroom on his/her own without being asked or reminded?
    - Rarely/No | Sometimes | Most of the time





## Parent Report—Self-help and Social-Emotional Scales *(continued)*

### SOCIAL AND EMOTIONAL SKILLS

**D. Relationships with Adults**

13. Does your child respond with feelings of pride and enthusiasm when he/she earns positive feedback?
    - Rarely/No | Sometimes | Most of the time
14. Does your child look forward to sharing his/her feelings with you when he/she is happy?
    - Rarely/No | Sometimes | Most of the time
15. Does your child enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?
    - Rarely/No | Sometimes | Most of the time
16. Does your child share his/her thoughts and ideas with you?
    - Rarely/No | Sometimes | Most of the time

**E. Play and Relationships with Peers**

17. Does your child have several friends but one who is a special or best friend?
    - No | Yes
18. Does your child have a best friend with whom he/she is close and who reciprocates by coming over for play dates or extending an invitation to a party?
    - No | Yes
19. Does your child play cooperatively in a large-group game, such as duck-duck-goose, tag, or kickball?
    - Rarely/No | Sometimes | Most of the time
20. Does your child give verbal directions or incorporate verbal directions into play activities?
    - Rarely/No | Sometimes | Most of the time

**F. Motivation and Self-Confidence**

21. Does your child maintain interest when engaged in a small-group activity or project?
    - Rarely/No | Sometimes | Most of the time
22. Does your child show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?
    - Rarely/No | Sometimes | Most of the time
23. Does your child approach new tasks with confidence and a "can-do" attitude?
    - Rarely/No | Sometimes | Most of the time
24. Does your child remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?
    - Rarely/No | Sometimes | Most of the time

**G. Prosocial Skills and Behaviors**

25. If supervised by an adult, does your child take turns without undue objection?
    - Rarely/No | Sometimes | Most of the time
26. Does your child understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn't asked to?
    - Rarely/No | Sometimes | Most of the time
27. Does your child ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?
    - Rarely/No | Sometimes | Most of the time
28. Does your child react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?
    - Rarely/No | Sometimes | Most of the time





***Note: this copy is only for reference. For screening purposes, duplicate the full-page version from the Examiner's Manual or obtain electronic PDF copies from the district Brigance contact.***

# Informe de los padres sobre los niveles de autoayuda y desarrollo socio-emocional

convert files to P

Nombre del/de la niño/a _____ Fecha de nacimiento del/de la niño/a _____ Fecha de nacimiento _____

Nombre del/de la padre/tutor/a _____ Nombre del/de la maestro/a _____

**Instrucciones:** Lea cada pregunta y encierre en un círculo la respuesta o descripción que mejor refleja el nivel de la destreza de su niño/a.

## DESTREZAS DE AUTOAYUDA

### A. Destrezas de alimentación

**1.** ¿Puede su niño/a usar una cuchara?
De ser así, ¿puede su niño/a llevar la cuchara a la boca sin voltear la cuchara, botando un poco de comida o sin botar la comida?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**2.** ¿Puede su niño/a usar el lado del tenedor para cortar alimentos suaves como un trozo de papa al horno o un trozo de pastel?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**3.** ¿Puede su niño/a sostener un tenedor con los dedos, no en el puño?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

### B. Destrezas de vestirse

**4.** ¿Puede su niño/a ponerse los zapatos?
**Criterios:** No se necesita abrochar, amarrar o cerrar el Velcro para recibir créditos.

| No | Sí (a veces en el pie equivocado) | Sí (cada zapato está en el pie correcto 90% de la veces) |
|---|---|---|

**5.** ¿Puede su niño/a vestirse solo/a sin supervisión?

| Casi nunca/No | A veces | Mayoría de las veces, pero necesita ayuda con cierres difíciles |
|---|---|---|
| Sí (se viste completamente por su cuenta, poniéndose toda la ropa correctamente y abrochando todos los cierres) | Sí (se viste completamente por su cuenta, incluso amarrando los cordones de los zapatos y abrochando todos los cierres) | |

**6.** ¿Puede su niño/a ponerse las medias solo/a?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

### C. Destrezas para ir al baño

**7.** ¿Puede su niño/a sentarse en el lavabo por sí solo/a (aun si necesita ayuda con la ropa)?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**8.** ¿Puede su niño/a defecar (hacer caca) en el lavabo (no más de un accidente por semana)?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**9.** ¿Puede su niño/a orinar (hacer pis) en el lavabo (no más de un accidente por semana)?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**10.** ¿Intenta su niño/a a limpiarse después de usar el lavabo?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

*o*

¿Puede su niño/a limpiarse independientemente después de usar el lavabo?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**11.** ¿Puede su niño/a responsabilizarse de sus necesidades de ir al baño?

| Casi nunca/No | A veces | Sí (se viste completamente por su cuenta, poniéndose toda la ropa correctamente y abrochando todos los cierres) | Sí (la mayoría de la veces tira la cadena del lavabo después de usarlo y también lava y seca las manos) |
|---|---|---|---|

**12.** ¿Puede su niño/a ir al baño por su cuenta sin que se lo pidan o recuerdan?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|





# Informe de los padres sobre los niveles de autoayuda y desarrollo socio-emocional *(continuación)*

## DESTREZAS SOCIALES Y EMOCIONALES

### D. Relación con los adultos

**13.** ¿Puede su niño/a responder con sentimientos de orgullo y entusiasmo cuando recibe un comentario positivo?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**14.** Cuando está feliz, ¿se entusiama su niño/a por compartir sus sentimientos con usted?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**15.** ¿Disfruta su niño/a de compartir información con usted sobre sí mismo/a, como las cosas que le gustan, nombres de los miembros de su familia o sus mascotas, o lo que hizo durante el fin de semana?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**16.** ¿Comparte su niño/a sus pensamientos e ideas con usted?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

### E. Destrezas para jugar y relación con los compañeros/as

**17.** ¿Tiene su niño/a muchos amigos pero uno/a que es especial o su mejor amigo/a?

| No | Sí |
|---|---|

**18.** ¿Tiene su niño/a un/a mejor amigo/a al/a la que siente cerca y quien le corresponde al venir a jugar a la casa o haciéndole una invitación a una fiesta?

| No | Sí |
|---|---|

**19.** ¿Juega su niño/a de manera cooperativa en juegos de grupos grandes, como las traes, corre que te pillo o kickball?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**20.** ¿Da su niño/a instrucciones verbales o las incorpora en juegos?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

### F. Motivación y auto-confianza

**21.** ¿Mantiene el interés su niño/a cuando participa en una actividad o proyecto en un grupo pequeño?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**22.** ¿Demuestra su niño/a que le gusta terminar lo que empieza, tal vez entreteniéndose menos que cuando era más chico/a?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**23.** ¿Aborda su niño/a nuevas tareas con confianza y una actitud de "puedo hacerlo"?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**24.** ¿Se mantiene enfocado su niño/a en lo que le han pedido que haga aun cuando hay distracciones menores, como el ruido de un carro o alguien dando golpecitos con un lápiz?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

### G. Destrezas y comportamiento prosociales

**25.** Si está supervisado/a por un adulto, ¿espera el turno su niño/a sin demasiada objeción?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**26.** ¿Comprende o acepta su niño/a la necesidad de compartir y esperar su turno, quizás esperando su turno voluntariamente aun cuando no se lo pide?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**27.** ¿Le pide permiso a un adulto su niño/a antes de usar las cosas que pertenecen a otros y antes de comenzar una actividad que esté restringida, como ir al baño o salir del salón de clase?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|

**28.** ¿Reacciona su niño/a a una desilusión o un fracaso de una manera aceptable, siendo comprensivo/a y absteniéndose de gritar y molestarse?

| Casi nunca/No | A veces | Mayoría de las veces |
|---|---|---|



Self-help and Social-Emotional Scales

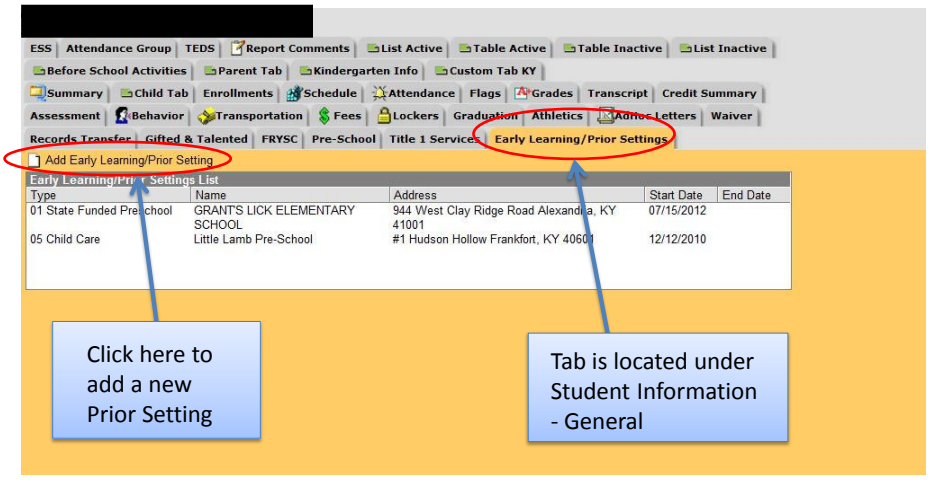
***Note: this copy is only for reference. For screening purposes, duplicate the full-page version from the Examiner's Manual or obtain electronic PDF copies from the district Brigance contact.***

## Appendix J – Directions for Entering Prior Setting Data

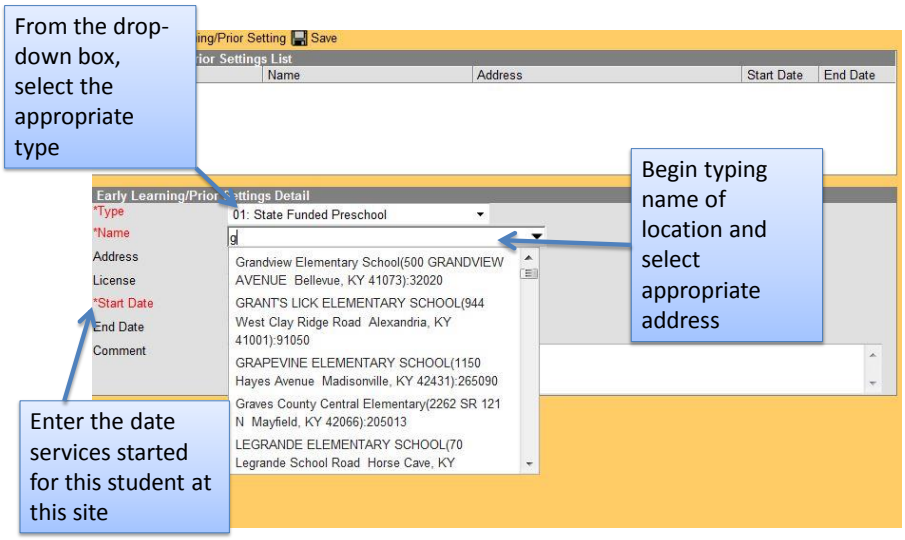
# Entering Data

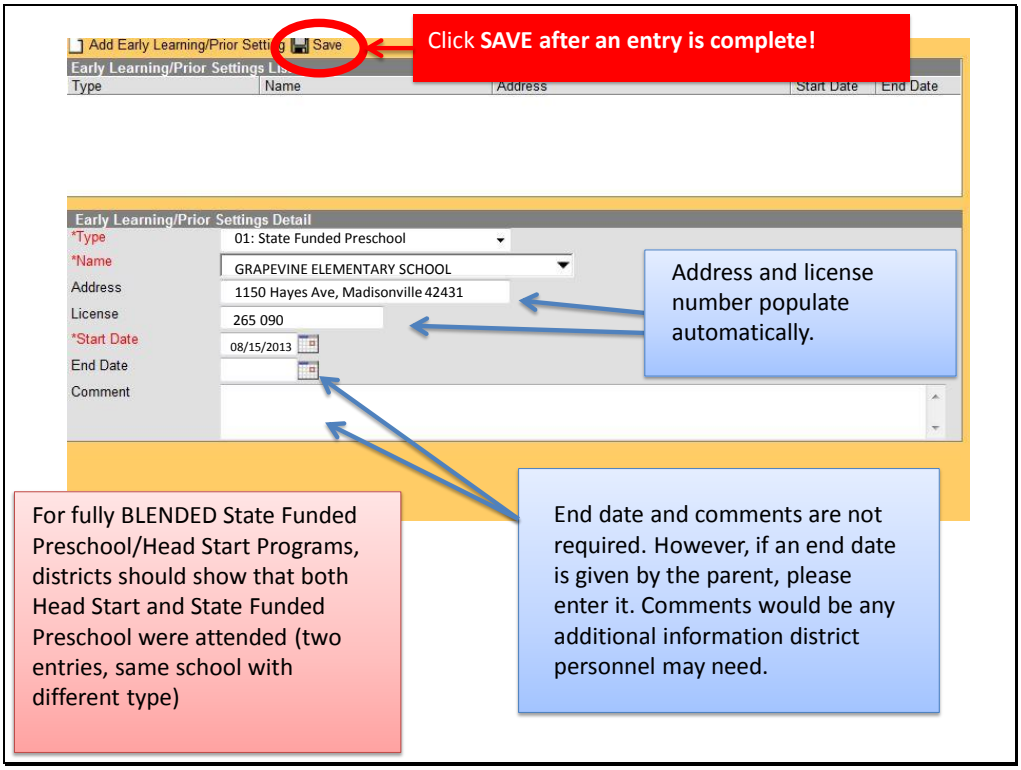
| State Funded Preschool<br>Head Start<br>Child Care | Home<br>Kin Care<br>Other<br>Private Sitter<br>Therapy<br>Out of State |
|---|---|
| • Select **Type**<br>• Enter facility **Name**<br>  – Choose from list<br>  – Match by correct facility address<br>• Enter **Start Date**<br>• Enter **End Date**, if provided<br>• Enter **Comments**, if needed<br>• Click **SAVE** at the top of the "editor" | • Select **Type**<br>• Enter **Start Date**<br>• Enter **End Date**<br>• Enter **Comments**, if needed<br>• Click **SAVE** at the top of the "editor" |

# Add Prior Settings

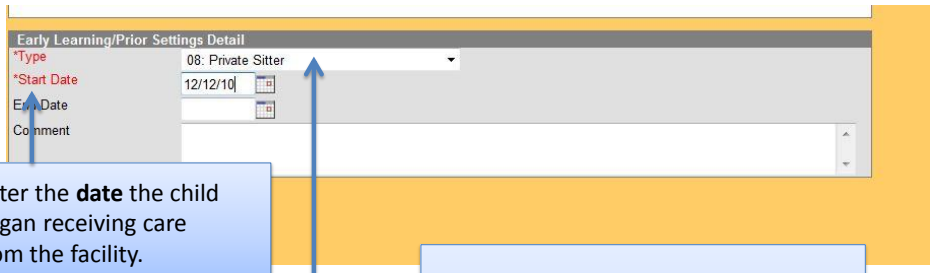


# Required Fields



# Home/Other Settings

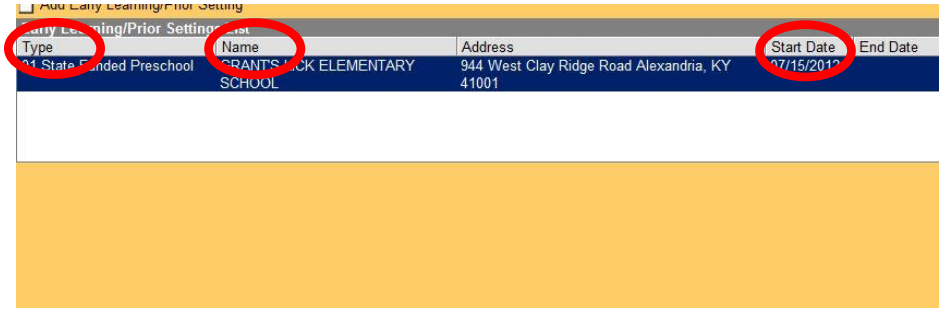



Enter the **date** the child began receiving care from the facility.

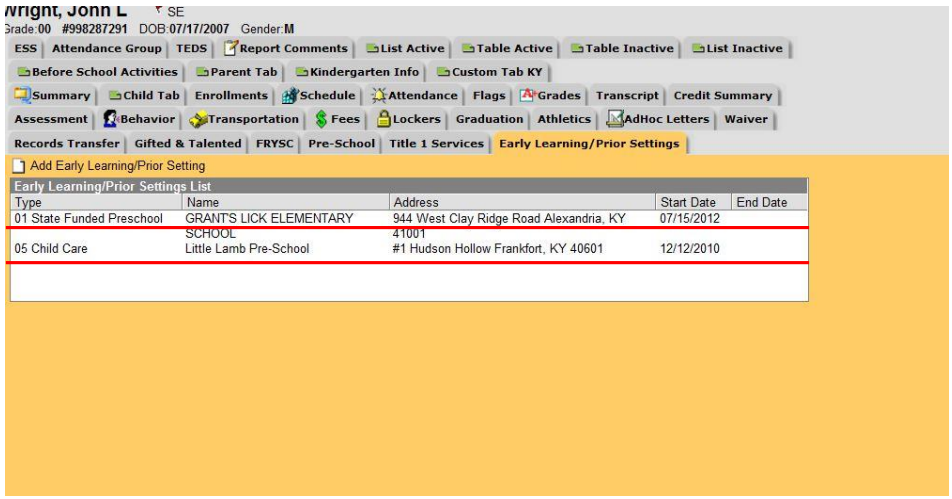
Choose the **type** of prior setting

Out of state: State funded preschool
Out of State: Head Start
Out of State: Child Care
Home
Private Sitter
Kin Care
Therapy
Other

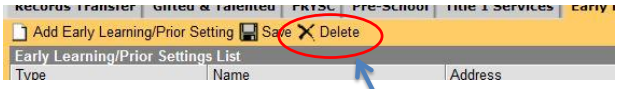
# Saved Example



# Multiple Entries of Prior Settings




# Deleting Duplicate or Inaccurate Records




If a mistake was made in an entry and a prior setting needs to be deleted. Select the prior setting that needs to be deleted, then click 'Delete'.

## Key Dates and Timelines for the 2016-17 School Year

**March 28– Live update webcast for district trainers who have previously attended a TOT**

- The webcast will be recorded for future viewing.

**March 29-31– Training of Trainers (TOT) sessions for NEW district trainers**

**Late May-Early June 2016 – Screen materials shipped to each school**

- Screen kits will be mailed directly to each school, unless a central address was provided for all materials.
- If screens are not received by June 15, please contact Melody Cooper.

**July 1 – staff files for Brigance OMS to Melody Cooper**

- Instructions and template to be distributed in April
- District K Screen contact responsible for this

**July 12 – Training of Trainers (TOT) session for NEW district trainers**

- Location: Transportation Cabinet Building, 200 Mero St. Frankfort
- Contact Melody Cooper to register

**June-August – Staff Training on the Brigance K Screen III**

- Specific timing TBD by each district

**June-August – Training on the Brigance OMS**

- Brigance OMS Training Site
- Mandatory for staff who are new to administering the screen and for those entering data into the system

**August 8 – Brigance OMS account ready (projected date)**

- Use your district email address and the "forgot password" feature to login.
- If you are unable to login, ask your building or district K Screen contact to add you into the system.

**Mid-July through September– Screen windows open** (based on individual school calendars)

- Note the regulatory screen window is no earlier than 15 days prior to the first day of school and no later than the 30th instructional day.

**September-October – Data entry into the Brigance OMS and IC**

- Districts have up to 15 instructional days after the 30th instructional day to enter data into the Brigance OMS and IC, with all data entered by October 15.

**December – State Reporting**

- State level report is released in the Supplemental Data section of KDE's Open House
- DACs receive student level reports via DAC email messages

## 2015-16 Training Schedule

| 2016 TOT Dates | 2016 TOT Locations |
|---|---|
| **Monday, March 28 – for experienced district trainers only** | Live webcast, 10 a.m.-noon ET- KDE Media Portal, Watch Live Link |
| **Tuesday, March 29** | Christian County Board of Education board room, Hopkinsville 8:30 a.m.-3:30 p.m. CT |
| **Wednesday, March 30** | Hardin County Schools Board of Education, Elizabethtown 8:30 a.m.-3:30 p.m. ET |
| **Thursday, March 31** | Central Kentucky Education Cooperative Training Facility, Lexington 8:30 a.m.-3:30 p.m. ET |
| **Tuesday, July 12** | Transportation Cabinet Building, Frankfort 8:30 a.m.-3:30 p.m. ET |

## K Screen Task Management Checklist:

_____Read all K Screen Updates for deadlines and important information

Distribute to building principals

_____Order screening materials

_____Attend training

_____Identify district screening window

_____Train district and school staff

_____Assign roles and responsibilities

Determine who will screen students

Determine who will enter data

_____Set up classes in Infinite Campus (IC)

_____Submit Staff File for the Brigance Online Management System (OMS)

_____Check Brigance OMS for correct users, schools and classes

_____Collect prior setting information from parents

_____Administer the Brigance K Screen III during the district's screening window

Core assessments administered by trained staff

Self-help and Social-Emotional Scales completed by parents and returned to school

_____Enter data into Brigance OMS and IC

Core assessments and Self-help and Social-Emotional Scales into the Brigance OMS

Prior settings into IC

_____Complete periodic data checks during your screening and data entry window

Reports in the Brigance OMS

Ad hoc reports in IC

_____Determine next steps based on district data

## Contact Information

| If You Have Questions/ Comments About: | Contact Information: |
|---|---|
| **Kentucky Kindergarten Screen Implementation**<br>– Timelines<br>– Deadlines<br>– Requirements<br>– Materials<br>– Brigance OMS data entry requirements and timelines<br>– Infinite Campus questions | Melody Cooper<br>School Readiness Branch, KDE<br>Melody.Cooper@education.ky.gov<br>(502) 564-7056, ext. 4763 |
| **Brigance K Screen**<br>– Content<br>– Administration directions<br>– Scoring<br>– Interpreting results<br>– Guidance on using Brigance OMS features such as Observations, Family Connections and reading/interpreting reports | Deb Andreoli<br>Project Manager, Sales & Service, Curriculum Associates<br>DAndreoli@cainc.com<br>(978) 313-1265 |
| **Brigance Early Childhood Online Management System**<br>– Technical questions/issues | Curriculum Associates online customer support: 800-225-0248, option 6 (8:30 a.m.-5 p.m. ET) |
| **District Kindergarten Screen Implementation**<br>– Face-to-face training for K Screen implementation dates, times, etc. | Brigance K Screen contact in your district |