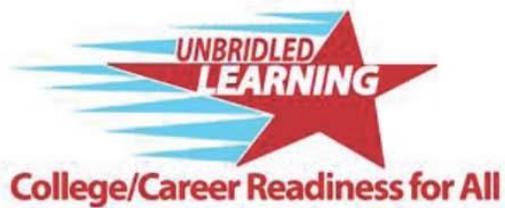


Kentucky's

**Common Kindergarten Entry Screen
Implementation Guide 2015-16**



Contents

Welcome Letter.....3

Overview of Initiative.....4

Information and Data Management..... 8

Key Dates and Times..... 10

Materials..... 11

Training..... 12

Implementation Agreement..... 13

Core Assessment Notes..... 14

Requirements and Recommendations..... 16

Contact Information..... 18



Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

Kentucky is excited to fully implement a common screen for all children entering kindergarten. A quick screen of children's developmental abilities at school entry provides valuable information for teachers to plan individual instruction based on what children know and are able to do. This valuable data also allows schools and communities to plan for improving school readiness.

In order to successfully administer and utilize the kindergarten screen, teamwork and communication are key strategies. This valuable tool allows for early communication with families and students, and data assists in informing early instructional strategies in the classroom. Districts and schools can also use data to connect with early childhood stakeholders and establish or strengthen plans for critical transitions into kindergarten for future students.

With the implementation of the common kindergarten screen, we now have data to inform and build upon the work in early childhood that has taken place in Kentucky for the past 20-plus years. It is our responsibility to ensure that every child is on track to graduate college and career ready, as well as become a contributing, successful citizen.

The BRIGANCE® III Kindergarten screen is aligned to Kentucky's definitions 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 also takes into account that children develop at different rates.

This guide is designed to help implement the BRIGANCE® III Kindergarten Screen 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 in your district as you set forth to screen kindergarten students.

Sincerely,

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

Katie Nicholson
Vice President of BRIGANCE® Products
Curriculum Associates LLC

Overview of Initiative

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 use of a kindergarten readiness screen will help ensure that all children receive educational instruction to meet individual needs. The kindergarten readiness screen should not be used in isolation, but as an important step in an ongoing 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 both [Kentucky's School Readiness Definition](#) and [Kentucky's Early Childhood Standards](#). During the 2012-13 pilot year, the *Screen II* was used (see below for more information about the pilot year). 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 large, geographically diverse sample of 1,929 children who were representative of the population of the United States (U.S.) 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 will allow you to gather information about each child's strengths and areas for growth in key developmental skills. These developmental skills align to Kentucky's standards:

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



Additional required and optional tools will also help you gather additional information, including readiness for reading.

The *BRIGANCE Online Management System (OMS)* is an online data management tool that will allow you to quickly enter children’s screen responses and instantly generate easy-to-read reports that will help you in planning instruction for each child. The *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 you quickly and effectively identify children’s strengths and weaknesses to plan individualized instruction, as well as to identify children who might need to be referred to the Kentucky System of Intervention (KSI).

The Importance of 2015-16

2015-16 marks the third year of “full implementation” in which **every** new incoming kindergarten student will be screened with the BRIGANCE Screen III. That will be approximately 52,000 children! The statewide screening process improves each year, as we gain experience and refine our efforts.

Highlights from Implementation

- Prior setting data was more complete
- Early childhood receiving statewide attention
- Teachers and school staff are able to meet families and students at screening events
- Teachers have one on one time with students and know more about them to start the school year
- Completing the self-help and social-emotional scales with families allows conversation about child’s progress
- Students’ needs are identified and Response to Intervention (RtI) can begin earlier
- Students’ strengths are identified earlier

Lessons Learned & Best Practices

Scheduling and allowing enough time to plan implementation strategies continue to be among the top challenges. The following tips and best practices will help ensure a smooth screen implementation:

Take time to work as a team

Identifying in advance the roles and responsibilities by all parties can greatly increase your team’s efficiency and effectiveness and make the screening process as smooth as possible. Consider the following:

- **Who will administer the screen?** The person screening must have appropriate training to ensure validity and reliability of implementation. This year KDE may collect training data from school districts and conduct fidelity checks to ensure effective implementation. Best practice suggests that the kindergarten teacher should screen students, so they become familiar with each student’s unique learning needs. However, this is a local decision. Through the pilot, BRIGANCE trained reading coaches, tutors, retired teachers, Title I, literacy coaches, and resource teachers were all identified as potential screen administrators.
- **Who will be responsible for entering the data?** The person entering the data must be trained to use Infinite Campus and the OMS. Best practice suggests a data clerk should enter the data; this is a local decision.

- **What supports are in place for students, especially children with disabilities and English Learners (EL)?** Screening considerations for children with disabilities and EL children are provided in the BRIGANCE manual and protocol.
- **What supports should be provided to teachers during implementation?** In addition to quiet spaces and substitute teachers, some pilots recommended use of tablets like the iPad to enter screening scores, improving efficiency and effectiveness.

Take time to plan and schedule

- Confirm your screening window. It is recommended that districts with multiple elementary schools have a consistent screen window across all schools in the district, but that is a local decision. The district contact should know each school’s planned screening window, if they are not all following the same schedule.
- If screening within the 15 days prior to the start of school, consider inviting child care, preschool, Head Start, or other appropriate staff to participate so that students see familiar faces when they arrive. It’s not necessary for your early childhood partners to screen the students; rather, they can help ease anxiety associated with being in a new and unfamiliar place, in support of transition.
- Consider using Kindergarten Jump Starts or Open House times to complete the screen.
- If screening within the first 30 instructional days of school, districts and schools should provide kindergarten teachers with the following supports:
 - Quiet space, outside of the classroom
 - Substitute teachers, or other school staff, to help with administration
- Be strategic in scheduling as you consider times that would be least disruptive to student learning in the classroom.
- Make sure you review each assessment thoroughly, and practice in advance.
- Plan for children who are EL or special needs (see section, below, for additional detailed guidance).
- Make sure you allow adequate time to screen each child.
 - Once begun, the Core Assessments will take approximately 10-15 minutes per child
 - Add adequate time to take into consideration: talking with the child/parent at the beginning of the screening process to establish rapport, the possibility of using the optional Supplemental Assessment, and the possibility of using the optional Reading Readiness Scale.
 - Have all materials ready and organized to ensure each screen is efficient.
- Allow adequate time to enter all prior setting data into Infinite Campus and the Core Assessment and the Self-Help/Social-Emotional Scale data into the BRIGANCE® Online Management System.

Additional Guidance for EL and Special Needs Students

Kentucky requires that **every** student entering kindergarten be screened using the common kindergarten screen, the *BRIGANCE K Screen III*. Following are some best practices for screening English Learners and children with special needs to ensure valid screen administration for all students. These best practices are reflective of the *BRIGANCE K Screen III* (reference page introduction 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 levels 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.**

In order to assist districts in finding interpreters, KDE offers a few considerations:

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

While Curriculum Associates did not conduct separate validity and reliability studies for specific groups of students (e.g., English Learners and Alternate Assessment students), students in these specific populations were represented or included in the samples used for technical research. To learn more about the validity and reliability of the BRIGANCE K Screen, please refer to the *Technical report for the BRIGANCE Screens*. (ELL students are in the sample.)

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 should use best educated judgment in determining if the student takes the screen in English or another language. There are cases in which the basic screen may be given in one language and the Self-help/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 page xxiv of the *BRIGANCE K&1 Screen III Manual*, when assessing children with special considerations, accommodations may be necessary. **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 when considering standardized assessment to avoid invalidating the results. Accommodations are alterations for administering the assessments that enable children to more accurately demonstrate their knowledge. Modifications, by contrast, are changes to the actual content of the assessment (for instance, changing the phrasing of a question). For the Kentucky implementation, modifications cannot be used under any circumstances, as this will invalidate the standardized data.

Carefully read the guidance on page xxiv of the *BRIGANCE K Screen III* for specific details and guidance for children with special needs including exceptionalities such as motor impairment, severe speech impairment, autism spectrum disorders, and potential giftedness.

Information and Data Management

Because Kentucky schools will be using the BRIGANCE Online Management System (OMS), educators can easily generate reports to understand how students performed on the *K Screen* and to inform instruction. OMS reports can also be generated to show aggregated data at the class, school, district, and state level, providing valuable information to Kentucky. A data exchange process is in place to pull class and student information from Infinite Campus (IC) and import that information into the OMS. Then, screening data is pulled from the OMS and imported into Infinite Campus. (Note that screen results will not be entered into IC until late fall, after all screen data has been entered into the BRIGANCE OMS and has been verified.) This data exchange process is ongoing – changes to student information in IC are imported into the OMS weekly.

Infinite Campus:

To ensure the most accurate information and to avoid duplication of records, schools/districts will not be able to add students into the BRIGANCE OMS. The only way to add a student to the BRIGANCE OMS is to enroll the student in Infinite Campus. Student data (for example, first name, last name, birth date, and Student Services identifier number (SSID#) from IC will transfer weekly to populate the OMS. Schools cannot enter or change student general enrollment information in the OMS; however, changes made in IC will transfer and update the student file in OMS weekly. Districts can expect to see updated student information in the OMS by Wednesday of each week. If, after a week, a student is not found in the BRIGANCE OMS, first check with the local IC contacts to review that child's account for any errors. If no errors in IC are found, please contact Melody Cooper, melody.cooper@education.ky.gov for support.

To aid with the process of populating the OMS with accurate class and student information, KDE is asking that districts assign students to a teacher and **only one** of the following courses.

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

Reminder: screen results will not be entered into IC until early winter, after all screen data has been entered into the BRIGANCE OMS and has been verified. However, districts will have the ability to run several OMS reports showing student performance immediately after they input student screen data into the OMS.

Prior Setting Data:

State regulation 704 KAR 5:070 mandates that districts collect information about where a child's early learning experiences were provided.

Prior Settings are defined as:

- **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 (DRCC). 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 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

Implementation Recommendations for Prior Settings:

- Prior settings data should be collected during an interview process, to ensure parents understand the meanings of the categories.
- When collecting child care facility names, it is critical that the name is consistent with the actual name of the facility. To ensure the names are accurate, the person collecting the data should have immediate access to a computer and an internet connection. There will be a searchable database within the prior settings tab in Infinite Campus that will allow for accuracy of data entry.
- Double check your students who you know have attended your state-funded preschool and/or local Head Start program (be sure you have documentation). You may
- ensure those settings are entered, and still use information provided by the families.
- Districts will be required to collect prior settings data for each student entering kindergarten. The prior setting information will be input into Infinite Campus. Districts have access to a recorded webinar about the prior setting tab and how to enter the data.

Key dates and times for the 2015-16 school year

The following are key times and dates for the 2015-16 school year. See additional sections, below, for details.

April 27– Live update webcast for district trainers who have previously attended a TOT

- The webcast will be recorded for future viewing

April 28-30– Training of Trainers (TOT) sessions for NEW district trainers

Late May-Early June 2015 – 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

June 15 – staff files for OMS to Melody Cooper

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

June 25, 2015- Training of Trainers (TOT) session for NEW district trainers

- Location: Transportation Building, Frankfort
- Contact Melody Cooper to register

June-August 2015–Staff Training on the *BRIGANCE K Screen III*

- Specific timing TBD by each district

June-August 2015 – Training on the BRIGANCE OMS, www.Brigance.com/Kentucky

- Mandatory for new to administering the screen and for those entering data into the system
-

July 15 – OMS account ready, oms.Brigance.com

- Use your district e-mail address and the “forgot password” feature to login
- If you’re unable to login, ask your building or district K Screen contact to add you into the system

Mid July through September 2015– Screen windows open (based on individual school calendars)

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

September-October 2015 – Data entry into OMS occurs.

- Currently, districts then have up to 30 calendar days after the 30th instructional day to enter data into the OMS and IC. **This timeline is expected to change, pending LRC approval. The new data entry window gives districts up to 15 instructional days after the 30th instructional day to enter data into the OMS and IC, with all data entered by October 15.**

Materials

BRIGANCE Kindergarten Screen III Kit

- *K & 1 Screen III* Examiner’s Manual (aka “Screen Manual”)
 - Schools will receive one Examiner’s Manual for every kindergarten classroom; most kindergarten classrooms already have kits
 - Each Manual will come packaged with colored objects for sorting and counting.
- Data sheets (one carbonless triplicate form per child) ☒ Each pilot site will receive two sets of Data Sheets for every 20 kindergarten children.
- *Technical Report for the Screen III*
- In addition to the above, you will need the following in order to screen:
 - Ink pen to record data
 - unlined 8” ½ x 11” sheets of paper
 - lined paper of the type used in your classroom
 - primary pencils (or the type used in your classroom)
 - a timer or a watch with a second hand
 - picture books with at least three lines of text on each page
 - photocopies made from the Screen Manual:
 - *Self-help and Social Emotional Scale*
 - *Parent’s Report – Self-help and Social Emotional Scale*
 - Note that an electronic PDF file was also provided to the district trainer
 - *Teacher’s Report and Scoring Form – Self-help and Social Emotional Scale* – for use when the *Parent’s Report* cannot be completed by the parent
 - *Teacher’s report and Scoring Form – Reading Readiness Scale*
 - Optional: *Supplemental Assessments Data Sheet* (not every child will require this, only children who do very well on the core assessments)

BRIGANCE Online Management System

- Teacher log-in information
- You will be able to login to the new OMS account on July 15, 2015. You will enter your e-mail address for the user name and click “forgot password.” The system will e-mail you a temporary password, which you should change once you log in. If you don’t see the message in your inbox quickly, check your junk folder; occasionally, the messages from the OMS are directed to the junk e-mail folder.
- Your classes and students will be automatically set up in the system based on information transferred from Infinite Campus

Training

Training on the **BRIGANCE K Screen III**

- Any staff member who will conduct screenings is required to be trained on the Screen III.
- Those trained at the Training of Trainers (TOT) seminars are required to train any staff administering the screen in that district
- Face-to-face training (3 hours) for new district staff is required, so that they can have the ability to ask questions and handle the materials.
- Experienced teachers must attend a face-to-face refresher (1-2 hours), to receive updates and review procedures.
- We encourage you to use resources that are available electronically as supplements throughout the screen window. *Use of electronic training only is not recommended.*
- The district training schedule will be determined by the district training contact.

Training on the **BRIGANCE OMS**

- Any person taking part in the implementation of the kindergarten screen (administrators, teachers, and data entry staff) is required to take this training. It may be combined with new and experienced teacher training, if desired, as long as all topics are covered.
- Training videos are available on the [Brigance website for Kentucky implementation](#).

Verification

- Schools/districts must keep on file sign in sheets and K Screen training agendas (both administration and OMS).
- Schools/districts must keep on file the signed Implementation Agreements (on the next page) from staff that will administer the screen, enter screen data, and/or use screen data at the classroom, building, or district level.

**Implementation of Kentucky's Kindergarten Entry Screener: 704 KAR 5:070
2015-16 School Year**

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 screen tool adopted by Kentucky, the BRIGANCE K Screen.
 - a. Trained to use the BRIGANCE K Screen by approved trainers.
 - b. Use 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 days and no later than October 15 (new timeline pending LRC approval).
 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

Notes on Kindergarten Core Assessments

	<p>Additional Notes on Administration <i>**Be sure to read thoroughly the Directions and Criteria for each assessment.**</i> <i>** Re-screening is not allowed.**</i></p>
1A Personal Data Response	<p>Name</p> <ul style="list-style-type: none"> • Acceptable responses: legal name or given name such as Katherine • Nicknames, like Katie for Katherine, are allowed if this is primarily how the child is known. • 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 <p>Phone number</p> <ul style="list-style-type: none"> • 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) • No credit: if the child does not know any number for reaching a responsible adult/parent/caregiver <p>Address</p> <ul style="list-style-type: none"> • Acceptable responses: • Number and street name (if there is a number and street name) • No city or zip required • General description of area (IF no number and street name), rural route
2A Names the Parts of the Body	Screen administrator should point to his/her own body.
3A Gross Motor Skills	It is okay to demonstrate the skill for the child.
4A: Visual Motor Skills	Best practice: Photocopy the student page, or put paper under/below the shapes on the page (not next to them).
5A: Prints Personal Information	Tip: Have child print his/her name on sheet they used for shapes
6A: Recites Alphabet	Child should recite, not sing, the alphabet
A7: Sorts Objects	Item #1: Say “ <u>large</u> ” and not “big” when giving directions.
8A: Counts by Rote	
9A: Matches Quantities with Numerals	Tip: Use objects - fingers can be tricky for the children to maneuver
10A: Determines Total of Two Sets	
11A: Reads Uppercase Letters	<p>Important: Kentucky requires that everyone must administer Reads UPPERCASE Letters.</p> <p>It is okay to use <i>11A Alternate, Reads Lowercase Letters</i> in</p>

	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. Tip: have more than one book handy that you think will be appealing to children, and ask the child which they'd like to read.
13A: Verbal Fluency & Articulation	
	Additional Notes on Administration <i>**Be sure to read thoroughly the Directions and Criteria for each assessment.**</i> <i>** Re-screening is not allowed.**</i>

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	<p>Copy 1 Student File</p> <p>Copy 2 Teacher File</p> <p>Copy 3 District Decision</p> <p>**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 file and teacher file.</p>	<p>Screening takes place no sooner than 15 days prior to the start of school and no later than the 30th day of instruction.</p> <p>New data entry timeline PENDING LRC APPROVAL – 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.</p> <p>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.</p>	<p>Use the Spanish Directions to administer the screen to Spanish-speaking students.</p> <p>For children whose primary language is not English or Spanish, districts will use resources at the district level, such as interpreters, to gather data.</p> <p>For children with exceptionalities, follow the guidelines in the Introduction section of the BRIGANCE® <i>Kindergarten Screen</i>.</p> <p>Enter data into the BRIGANCE® OMS and review the Screening Summary Report. If the child scores below the “Ready with Support” cutoff, consider initiating the RTI process, if other data supports that decision.</p>
REQUIRED	Self-help and Social Emotional Scales	Student Files	See above.	<p>Give the parent 2-3 weeks to complete the Parent Form. If the parent does not submit the form, complete the Teacher Form.</p> <p>Use the Spanish version for Spanish-speaking families.</p>
REQUIRED	Online Management System	<p>Core Assessment - Enter what you’ve recorded on the data sheets, including notes, into the OMS.</p> <p>Self-help and Social-Emotional Scales – enter what the family reports into the OMS.</p>	<p>New data entry timeline PENDING LRC APPROVAL – 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.</p>	<p>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.</p>
Strongly Recommended	Supplemental Assessments	<p>Student Files</p> <p>No need to report to KDE</p>	N/A	<p>Supplemental Assessments can provide additional information for instructional planning and are recommended for students who</p>

				perform really well on the Core Assessments.
Strongly Recommended	Reading Readiness Scale	Student Files 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.

Contact Information

If You Have Questions/ Comments About...	Contact Information....
Kentucky Kindergarten Screen Implementation <ul style="list-style-type: none"> • Timelines • Deadlines • Requirements • Materials • OMS data entry requirements and timelines • Infinite Campus questions 	Melody Cooper School Readiness Branch, KDE Melody.Cooper@education.ky.gov (502) 564-7056, ext. 4763
BRIGANCE K Screen <ul style="list-style-type: none"> • Content • Administration directions • Scoring • Interpreting results • Guidance on using OMS features such as Observations, Family Connections, and reading/interpreting reports 	Deb Anreoli Project Manager, Sales & Service, Curriculum Associates DAndreoli@cainc.com (978) 313-1265
BRIGANCE Early Childhood Online Management System <ul style="list-style-type: none"> • Technical questions/issues 	Technical questions/issues: Curriculum Associates online customer support: 800-225-0248, option 6 (8:30-5:00 ET)
District Kindergarten Screen Implementation <ul style="list-style-type: none"> • Face-to-face training for K Screen implementation dates, times, etc. 	Brigance K Screen contact in your district – if you're not sure who that is, check with your principal