

BRIGANCE[®]



**Kentucky's Common
Kindergarten Entry Screen
Implementation Guide
2025-2026**

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The BRIGANCE Kindergarten Screen III is aligned to Kentucky's definition of school readiness; each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. 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.

To successfully administer and utilize the kindergarten screen, teamwork and communication among teachers and staff are key strategies. This guide supports early communication with families. Data assists in informing early instructional strategies in the classroom. Districts and schools can also use data to connect early childhood stakeholders 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.

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. I strongly encourage you to use this implementation guide as you prepare to screen kindergarten students.

Sincerely,

Rhonda L. Sims, Associate Commissioner

Overview

In its final report, the 2010 Governor’s Early Childhood Task Force recommended 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 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 with Kentucky’s School Readiness Definition and Kentucky’s Early Childhood Standards.

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 highly reliable, valid and accurate results.

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

- Physical well-being aligns with Fine and Gross Motor Skills
- Language and Communication Development aligns with Language.
- Cognitive and General Knowledge align 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 to assist teachers in planning instruction for each child. The BRIGANCE OMS automatically scores and stores data, from which individual child and group reports can be generated.

KDE 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 throughout the year. Updates are also available on the [Common Kindergarten Entry Screener](#) webpage. Please read each update thoroughly and distribute the updates to principals and appropriate staff.

Ordering Materials

BRIGANCE Screen III student responses are recorded on individual student data sheets. Data sheets must be requested yearly through the updated ordering process located on both the [Curriculum Associates Kentucky](#) website and KDE's [Common Kindergarten Entry Screener](#) webpage for the 2025-2026 school year.

If BRIGANCE Screen III kit materials (including the Examiner's Manual or manipulatives) have been lost or damaged, the district may purchase replacements directly through [Curriculum Associates](#). If the district or school is adding an additional kindergarten classroom, include that information on the order form.

Some districts choose to screen with tablets or iPads and forget to use individual student data sheets for collecting responses. In this case, mark the appropriate space on the order form. The OMS will not be ready for screening with tablets or iPads before school starts. As the 2025-2026 school year concludes in June 2026, districts and schools should download and retain a CSV file of individual student assessment data for record-keeping purposes. Detailed instructions on this process will be provided in an upcoming Spring Monday DAC Email and K Screen Update. Please review these communications for further guidance.

Districts choosing to screen with iPads or tablets should schedule screening in mid-August to ensure students have been loaded into the OMS.

Training

Staff involved with implementing and administering the BRIGANCE K Screen must complete training yearly. Each type of training is listed below, along with the required audience.

BRIGANCE Train the Trainers (TtT) – This training is required for anyone who will train others in the district to implement the K Screen. The TtT course is only required once for new trainers. Experienced trainers are required to view the refresher webcast annually. The TtT course is a six-hour, face-to-face or online training presented by Curriculum Associates and KDE. Sessions are offered each spring and summer. Specific dates and locations can be found on the [Common Kindergarten Entry Screener](#) webpage.

BRIGANCE K Screen III Training – This three-hour, face-to-face session is required for any staff new to administering the screen to students. District staff who have attended the BRIGANCE TtT will present the training on a schedule determined by districts and schools. It will be permissible to complete this training with district staff in a virtual meeting.

Refresher Webcast—Viewing this webcast is an annual requirement for experienced district TtT trainers. KDE presents and hosts the webcast on the KDE [Media Portal](#).

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 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 approximately 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 the video and use the *Infinite Campus K Screen Reference Guide* (Appendix M) yearly. The video is located on [KDE’s Media Portal](#).

Once all district and school training has occurred, training records, sign-in sheets and signed Implementation Agreements (Appendix A) should be collected and stored by the district BRIGANCE contact or school principal for one calendar year.

Infinite Campus Preparations

Setting up classes – A data exchange process pulls class and student information from IC and imports the information into the BRIGANCE Online Management System (OMS). Districts, schools, classes, and kindergarten homeroom teachers will be automatically set up in the BRIGANCE OMS. Core Assessment and Self-Help/Social-Emotional data for each student is entered in 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 primary homerooms in IC. Each kindergarten homeroom **MUST** be coded using the following STATE code:

703001 Elementary Homeroom

The homeroom must also be associated with a teacher whose district email address is entered in IC. Please be sure that any teachers with changes to their name (and email address) are updated in IC to allow student assignments to be done in the appropriate homeroom.

Enrolling students—As new students enroll and are assigned to a homeroom with the required state homeroom code in IC, the student data will automatically populate the BRIGANCE OMS. The system will refresh weekly; district staff can expect to see new students within fourteen days of enrollment. **If new students are not showing up after fourteen days, check that everything is entered correctly in IC.**

When a student is enrolled in a district and leaves that district to attend another district, the student's information will automatically move within the OMS. The student’s information will not move if the student withdraws to homeschool, attends a private school or moves out of state.

It is important to note KDE staff cannot manually enter students into the OMS. This is strictly a data exchange between IC and BRIGANCE OMS. If information is not entered correctly in IC, students may not populate in the OMS. Collaboration with student data entry clerks and district IC administrators is

crucial in order for data to be exchanged seamlessly between systems. See *Infinite Campus K Screen Reference Guide (Appendix M)* for assistance with entering and troubleshooting student information in IC.

Common pitfalls – If a student has a suffix in their 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. Also, please be sure the child is not already enrolled in another district in IC, especially if they are enrolling in your district after the start of the school year. For additional assistance, please consult the *Infinite Campus K Screen Reference Guide (Appendix M)*.

Setting Up Users in the BRIGANCE OMS

In Kentucky, anyone requiring access to the BRIGANCE OMS must have a new user account and login credentials created each new school year. **Districts will only update their staff file with Administrators and Data Entry Clerks.** The deadline for districts to submit a staff file (list of those needing access to BRIGANCE OMS) to KDE is **Tuesday, July 8**. Meeting this deadline will allow user accounts to be created automatically with the initial BRIGANCE OMS setup. Staff who have not been submitted to KDE by July 8 must be set up manually as “administrators” and “data entry” users by the district BRIGANCE contact (this does not include teacher accounts, which will be exported from Infinite Campus). Kindergarten homeroom teachers will be set up in the BRIGANCE OMS as users automatically because their information can be obtained from IC. **Please note this will only work if kindergarten homerooms have been set up in IC correctly and at least one new kindergarten student (not a repeating kindergarten student) is enrolled in the homeroom.** For assistance with adding new users to the BRIGANCE OMS, see Appendix B.

KDE will notify districts when the BRIGANCE OMS is ready for review and use. **Before entering data, district BRIGANCE contacts are strongly encouraged to log in 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 Adair 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 teacher’s first and last name identifies the class names. This means the classroom is set up so students can be attached to classroom teachers in IC and populate in the BRIGANCE OMS. **Please Note: 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. The district K Screen contact should check the “User List” to confirm that each teacher has a user account. *Example of a School/Class List:*

Adair County	1	Kentucky Department of Education	7/12/2023	SSIS User	
ADAIR COUNTY PRIMARY CENTER, ADAIR COUNTY	2	Adair County	7/12/2023	SSIS User	
	3	ADAIR COUNTY PRIMARY CENTER, ADAIR COUNTY	7/12/2023	SSIS User	
	3	ADAIR COUNTY PRIMARY CENTER, ADAIR COUNTY	7/12/2023	SSIS User	

If a class or school is missing from the district list, please contact [Tiffany Christopher](#) 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 the user has access. Accounts are set up with an email address as the username. The “School/Class” column shows the location the user is assigned. The location varies depending on the role assigned to each user. There are three levels of data management (users):

1. **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.
2. **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 (the teacher’s name), as illustrated in the example.
3. **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		

The directions for adding a user can be found in Appendix B or on the [BRIGANCE OMS Training Site](#). If a district-level account is needed, please contact the district BRIGANCE contact to establish a district-level account in the OMS; for difficulties in setting up district-level accounts, contact BRIGANCE Technical Support at (800) 225-0248 ext. 1391 or email [OMS Support](#).

Usernames will contain the district email address of the user with the district or school location ID as an appendix. If the user has a district-level role, the appendix will be underscored and the three-digit district code. If the user role is at the school level, the appendix will be underscored and the six-digit school code.

District level: first.last@district.kyschools.us_012

School level: first.last@district.kyschools.us_012345

The district and school codes can be found on the [School Report Card](#). For assistance accessing an account that has been created, contact BRIGANCE Technical Support at (800) 225-0248 ext. 1391 or email [OMS Support](#).

Screening Students

According to [704 KAR 5:070](#), “Each school district shall administer the common kindergarten entry screen to each student entering kindergarten in the school district no earlier than fifteen (15) calendar 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 referenced on Page 5 of this guide.

All students, including those enrolled in a virtual program, are required to complete the screening **in person**. Students **must** be screened during the district screening window. The window begins 15 calendar 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, allow one week for the students to populate in the BRIGANCE OMS. 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 [Tiffany Christopher](#) for support. If the student has screening data entered in another district, he or she will change locations in the BRIGANCE OMS. If a student moves in after the district screening window closes, screening staff are permitted to screen that student as long as it is before October 15. If the child appears after the screening window, a district is not required to screen the student.

All new and returning kindergarten students must be screened, and screening must be administered in the student’s native language. See Appendix E for guidance regarding English Learners and students with identified delays. *Students who have been retained in kindergarten will need to be screened, and they will be populated in the BRIGANCE OMS. This data will be included in the final readiness report in the Fall Data Release.* 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 family has not completed the form, 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 shall collect information regarding a child’s early learning experiences **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.

Kindergarten: students **repeating** kindergarten

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

Childcare: any childcare or private preschool setting 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 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 unsure of the location parents noted, follow-up to ensure accuracy.

Prior setting data must be entered in IC by October 15. Details can be found in the “Data Entry” section of this guide on Page 10.

Only students who are actively enrolled need to have Prior Settings data entered in IC **no later than October 15 in coordination with the data entry deadline with OMS**. Kindergarten screening results are derived from both Prior Settings Data in IC and screener data entered into the Online Management System. If there is Prior Settings Data in IC for a student, they will be listed in the kindergarten screening results.

Data Entry

Districts must enter Core Assessment and Self-Help/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: Tips to Avoid Common Pitfalls When Entering Data” before entering student screen data.** When entering screen data, **districts must use both the “Save” and “Submit” buttons** to ensure results are reported.

Districts should not submit the Self Help and Social-Emotional Skills Data (SHSE) in OMS if there is no Core Screen data being input for the student.

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 in 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 parents the other half of the day should enter 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 the documentation supports students who were enrolled in a state-funded preschool program, Head Start program, or are repeating kindergarten, 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 a facility isn't an option in IC, please contact [Tiffany Christopher](#). **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 the [KDE 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 Oct. 15 deadline. Use this report to find students with duplicate entries by *unchecking* the box "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 saved but not submitted, or data submitted. This report also shows if students have no screening data entered.

While K Screen plays a vital role in the kindergarten screening and evaluation process, it is not included in accountability reporting. As a result, a **medical non-participation is not offered.**

The **Early Learning Prior Settings Report** is an ad hoc report in IC, which is most effective when exported as a CSV file. To search for students with no prior setting data, set filters in the spreadsheet and search for blanks in the "Type" field. The students displayed have no prior setting data entered. Please note: This report shows every kindergarten student in the district, including those who have been retained. Retained or repeating kindergarten students **MUST** include prior setting data. The category "Kindergarten" is now a choice in IC for those students.

Wrapping Up and Next Steps

Checking the district data regularly will aid in the successful completion of the kindergarten screening process. After the data entry window closes statewide, work begins on final state reporting. Notification of kindergarten screening results is sent through the District Assessment Coordinator (DAC) email communication. District reporting will likely occur in February, which coincides with the Kentucky Board of Education Meeting. State-level data will be released in the Fall Data Release. DACs receive links to district readiness files with individual student data and prior setting readiness reports. The state report is available on the school and district [School Report Card](#). If assistance is needed concerning the K Screen process, please contact [Tiffany Christopher](#). For technical assistance with the OMS website, please contact BRIGANCE Technical Support at (800) 225-0248 ext. 1391 or email [OMS Support](#).

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 Oct. 15. When this date is on a Saturday or Sunday, the final deadline will be on the Monday following Oct. 15.
 4. Provide parents or guardians with screen results.
 5. Enroll all children, based on requirements set forth in KRS 159:010, who are age 5 on or before Aug. 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 evidence 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 _____

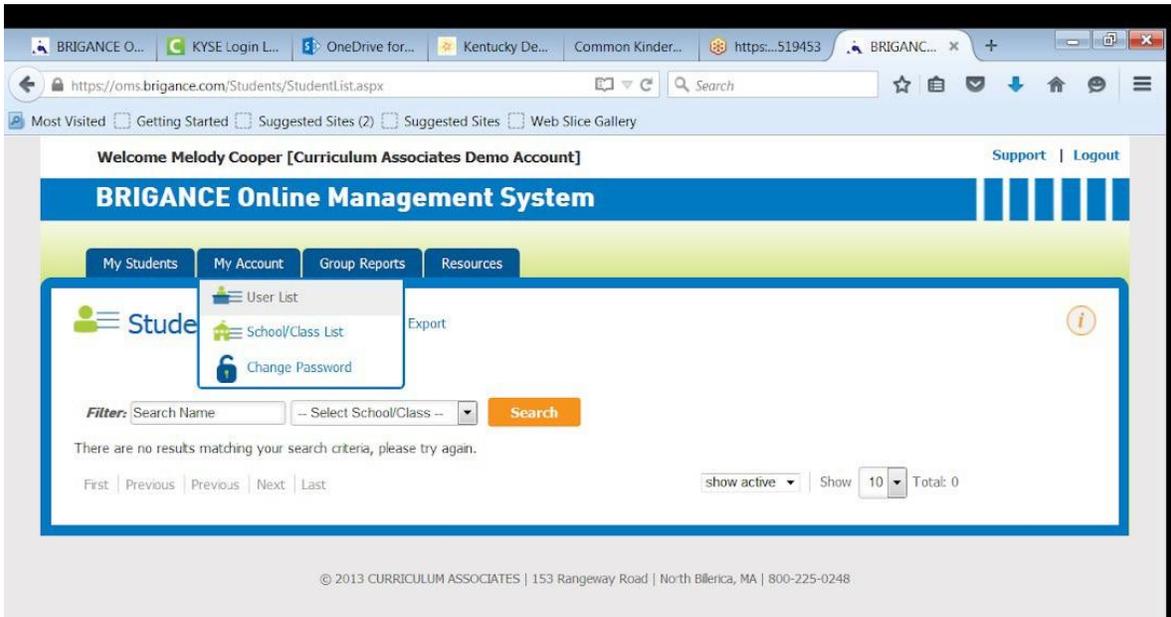
I have received, read and will comply with the implementation of Kentucky’s Kindergarten Entry Screen 704 KAR 5:070

Signature

Date

Appendix B – Adding an Admin or Data Entry 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 7-9. Don't forget to click "Save and Email Login."

Add New User

User Information

** Required field*

First Name *

Middle Initial

Last Name *

Email *

School/Class *

Role *

Inactive

Login Information

User Name *

Password *

Confirm Password *

Email Message

*Usernames must have appendices. [Please refer to pages 7-9](#), "Setting up Users in the BRIGANCE OMS".

Appendix C – Prior Setting Form

Kindergarten Prior Setting Data

Dear Parent/Guardian,

School readiness for all children is critical to the success of students. Through an initiative begun by then-Gov. Steve Beshear in 2010, 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 in promoting school readiness is by learning more about the early care settings our children have experienced before entering 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 that children may receive care 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.

Childcare: Children who attend any childcare **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 received 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 childcare facility, babysitter or at home. If your child was in kindergarten last year and is a repeating kindergartener this year, select Kindergarten.

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: _____

Información Educativa Previa a Kindergarten Otoño ____

Estimados padres / tutores;

La preparación previa de todos los niños a la escuela es fundamental para su posterior éxito. El estado de Kentucky se centra en garantizar que todos los niños pequeños que comiencen Kindergarten, estén listos para crecer, dispuestos a aprender, y preparados para tener éxito a lo largo de su vida. Una forma en la que nuestro distrito puede ayudar a nuestras familias, grupos de interés y socios comunitarios en promover esta preparación escolar, es saber más acerca de dónde vienen nuestros niños, antes de que empiecen Kindergarten en la escuela.

Como parte de la regulación 704 KAR 5: 070, nuestro distrito debe recopilar información acerca de donde su hijo cursó preescolar durante los 12 meses previos a su ingreso en Kindergarten. Hay cinco categorías de centros de preescolar en los que los niños pueden haber recibido este tipo de servicios antes de comenzar Kindergarten:

Centros de Preescolar Financiados por el Estado: Se considera en esta categoría a los niños que atienden estos programas de preescolar financiados por el estado, que, de acuerdo a la regulación 704 KAR 3: 410, proporcionan servicios de preescolar a niños de 4 años en situación de riesgo, y niños de 3 y 4 años con necesidades especiales identificadas.

Head Start: Se considera en esta categoría a los niños que atienden este tipo de centro, que ofrece servicio de preescolar a niños de 3 y 4 años en situación de riesgo.

Guardería: Se considera en esta categoría a los niños que atienden a cualquier guardería o centro privado de preescolar que esté autorizado por la División de Cuidado Infantil Regulado (DRCC). Se incluye en esta categoría centros de tipo 1, tipo 2 y Hogares Certificados para Familias.

En casa: Se considera en esta categoría a los niños que están en casa con los padres / tutores antes de comenzar la escuela.

Otros: Se considera en esta categoría a los niños que están al cuidado de alguna de las siguientes personas:

- un miembro de la familia, como un abuelo, una abuela, un tío, una tía, un hermano o una hermana
- una cuidadora privada, no acreditada (sin certificación), como un vecino, una niñera u otra persona
- cualquier otra categoría de centro de preescolar o persona que proporciona de servicios de preescolar que no cumple con los requisitos mencionados anteriormente.

En el formulario que se adjunta, por favor proporcione la información que sea necesaria y relativa a los 12 meses previos al ingreso de su hijo en Kindergarten. Puede que su hijo esté dentro de una o varias de las categorías antes mencionadas. Si necesita más espacio del que se le proporciona, por favor escriba la información en el reverso del documento.

1. Nombre del Niño: Apellido, inicial del nombre medio, nombre,
2. Fecha de nacimiento del niño (mes, día, año)
3. Dirección postal del niño, incluyendo ciudad, estado, código postal
4. Información Educativa Previa a Kindergarten: ¿Dónde ha cursado o recibido los servicios de preescolar en los últimos 12 meses? Usted puede elegir más de una opción, si es necesario. Por ejemplo, su hijo puede haber cambiado de centro o de lugar donde ha recibido estos servicios de preescolar en los últimos 12 meses. Usted también tendría que elegir más de una opción si el niño atendió a un programa una mitad del día (por ejemplo, por la mañana), y luego pasó la otra mitad (por ejemplo, por la tarde) en unas instalaciones para el cuidado de niños, o con una niñera, o en casa. Si su hijo estuvo en el jardín de infantes el año pasado y es un kínder repetido este año, seleccione Kindergarten.

Si tiene alguna pregunta acerca de la Información Educativa Previa a Kindergarten, por favor pregunte al maestro de su hijo o diríjase a la oficina del centro al que su hijo acude para pedir información. Esperamos poder seguir trabajando con su familia para asegurar que su hijo cumpla con éxito su año kindergarten y los posteriores.

Atentamente,

Distrito / Personal de la Escuela

Datos sobre Educación Previa al Registro en Kindergarten

Nombre: _____ Fecha de Nacimiento: _____

Dirección: _____

Por favor, proporcione información sobre todos los tipos de centros de preescolar a los que su hijo asistió durante el año previo a Kindergarten. Rellene una casilla por cada centro.

<p>Tipo de Centro de Preescolar 1:</p> <p>Centro de Preescolar financiado por el estado Head Start Guardería Casa Otro (seleccione una de las categorías con un círculo)</p> <p>Instalación / nombre de la escuela: _____</p> <p>dirección : _____</p> <p>fecha de inicio : _____ fecha de finalización : _____</p>
<p>Tipo de Centro de Preescolar 2:</p> <p>Centro de Preescolar financiado por el estado Head Start Guardería Casa Otro (seleccione una de las categorías con un círculo)</p> <p>Instalación / nombre de la escuela: _____</p> <p>dirección : _____</p> <p>fecha de inicio : _____ fecha de finalización : _____</p>
<p>Tipo de Centro de Preescolar 3:</p> <p>Centro de Preescolar financiado por el estado Head Start Guardería Casa Otro (seleccione una de las categorías con un círculo)</p> <p>Instalación / nombre de la escuela: _____</p> <p>dirección : _____</p>

fecha de inicio : _____

fecha de finalización : _____

Tipo de Centro de Preescolar 4:

Centro de Preescolar financiado por el estado Head Start Guardería Casa Otro (seleccione una de las categorías con un círculo)

Instalación / nombre de la escuela: _____

dirección : _____

fecha de inicio : _____

fecha de finalización : _____

Tipo de Centro de Preescolar 5:

Centro de Preescolar financiado por el estado Head Start Guardería Casa Otro (seleccione una de las categorías con un círculo)

Instalación / nombre de la escuela: _____

dirección : _____

fecha de inicio : _____

fecha de finalización : _____

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

Kentucky requires 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 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 crucial 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 appear too “busy” on the page for some students.

Modifications, comparatively, 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 the 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 well on Core Assessments)

Laptop/tablet are not required but can be used when screening students. Proctors can access the Brigance Kindergarten screener using a tablet or laptop to administer through the [OMS website, Brigance](#). Upon completion, please ensure that a Student Data Sheet is printed and placed in the student’s file.

BRIGANCE OMS

Teacher log-in information – to login for the first time each year, visit the [BRIGANCE OMS Login page](#), enter district email address and click “Forgot Password.” An email 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 2025-2026 BRIGANCE OMS account will be active in early August. As a reminder, logins now require the use of appendices in the username; please refer to page 8 for an example.

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.	
<p>1A</p> <p>Personal Data Response</p>	<p>Name</p> <p>Acceptable responses: legal name or given name, such as Katherine</p> <p>Nicknames, like Katie for Katherine, are allowed if this is primarily how the child is known.</p> <p>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> <p>Phone number</p> <p>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)</p> <p>No credit: if the child does not know any number for reaching a responsible adult/parent/caregiver</p> <p>Address Acceptable Responses</p> <p>Number and street name (if there is a number and street name), no city or zip required</p> <p>General description of area (IF no number and street name), rural route</p>
<p>2A</p> <p>Names the Parts of the Body</p>	<p>Screen administrator should point to his/her own body.</p>
<p>3A</p> <p>Gross Motor Skills</p>	<p>It is okay to demonstrate the skill for the child.</p>

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: direct the child to print his/her name on the sheet used for shapes
6A Recites Alphabet	The child should recite, not sing, the alphabet
7A 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	Tip: It is permissible to cover the other dominos to help students focus. It is worth making a note of whether the child could look at the dots/stars and give the total (subitize), if they counted up, or counted on.
11A Reads Uppercase Letters	Important: Kentucky requires that everyone must administer Reads UPPERCASE Letters. It is okay to use <i>11A Alternate, Reads Lowercase Letters</i> in addition, but do not score on the Data Sheet and do not enter in 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 appeals to children, and ask the child which they’d like to read
13A Verbal Fluency & Articulation	If the child was very quiet or responses were monosyllabic, use the book for 12A or anything object of interest to the student to draw out more conversation.

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 Copy 2 Teacher File Copy 3 District Decision **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 district files.	Screening takes place no sooner than 15 days prior to the start of school and no later than the 30th day of instruction. All data must be entered in the OMS and IC by the 15 th instructional day after the screening window closes AND no later than October 15. For children who enroll after the 30 th 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. For children whose primary language is not English or Spanish, districts will use resources at the district level, such as interpreters, to gather data. For children with exceptionalities, follow the guidelines in the Introduction section of the BRIGANCE® <i>Kindergarten Screen</i> . 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. Use the Spanish version for Spanish-speaking families.
REQUIRED	Online Management System	Core Assessment - Enter what is recorded on the data sheets, including notes, into the OMS. Self-Help and Social-Emotional Scales – enter what the family reports into the OMS.	All data must be entered in the OMS and IC by the 15 th 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.
Strongly Recommended	Supplemental Assessments	Student Files No need to report to KDE	N/A	Supplemental Assessments can provide additional information for instructional planning and are recommended for students who perform well on the Core Assessments.
Strongly Recommended	Reading Readiness Scale	Student Files	N/A	The Reading Readiness Scale will provide teachers with additional

		No need to report to KDE		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

Click on tools to convert files to PDF

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

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Parent Report—Self-help and Social-Emotional Scales

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

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Parent Report—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 or [K Screen website](#).

Self-help and Social-Emotional Scales

Self-help and Social-Emotional Scales

Informe de los padres sobre los niveles de autoayuda y desarrollo socio-emo convert files to PDF

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	Si (a veces en el pie equivocado)	Si (cada zapato está en el pie correcto 90% de las 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
	Si (se viste completamente por su cuenta, poniéndose toda la ropa correctamente y abrochando todos los cierres)	Si (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
	¿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	Si (se viste completamente por su cuenta, poniéndose toda la ropa correctamente y abrochando todos los cierres)
			Si (la mayoría de las 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

45 BRIGANCE® Screen III (K&1) Spanish Directions ©Curriculum Associates, LLC Informe de los padres sobre los niveles de autoayuda y desarrollo socio-emocional

Self-help and Social-Emotional Scales

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 entusiasma 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	Si	
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	Si	
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

46 BRIGANCE® Screen III (K&1) Spanish Directions ©Curriculum Associates, LLC Informe de los padres sobre los niveles de autoayuda y desarrollo socio-emocional

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 or [K Screen website](#).

Self-help and Social-Emotional Scales

Appendix J – Directions for Entering Prior Setting Data

Entering Data

State Funded Preschool
Head Start
Child Care

Home
Kin Care
Other
Private Sitter
Therapy
Out of State

- Select **Type**
- Enter facility **Name**
 - Choose from list
 - Match by correct facility address
- Enter **Start Date**
- Enter **End Date**, if provided
- Enter **Comments**, if needed
- Click **SAVE** at the top of the “editor”

- Select **Type**
- Enter **Start Date**
- Enter **End Date**
- Enter **Comments**, if needed
- Click **SAVE** at the top of the “editor”

Add Prior Settings

Wright, Jonn L SE
Grade: 00 #998287291 DOB: 07/17/2007 Gender: M

ESS | Attendance Group | TEDS | Report Comments | List Active | Table Active | Table Inactive | List Inactive

Before School Activities | Parent Tab | Kindergarten Info | Custom Tab KY

Summary | Child Tab | Enrollments | Schedule | Attendance | Flags | Grades | Transcript | Credit Summary

Assessment | Behavior | Transportation | Fees | Lockers | Graduation | Athletics | Adm. Letters | Waiver

Records Transfer | Gifted & Talented | FRYSC | Pre-School | Title 1 Services | **Early Learning/Prior Settings**

Add Early Learning/Prior Setting

Type	Name	Address	Start Date	End Date
01 State Funded Preschool	GRANTS LICK ELEMENTARY SCHOOL	944 West Clay Ridge Road Alexandria, KY 41001	07/15/2012	
05 Child Care	Little Lamb Pre-School	#1 Hudson Hollow Frankfort, KY 40601	12/12/2010	

Click here to add a new Prior Setting

Tab is located under Student Information - General

Required Fields

From the drop-down box, select the appropriate type

Begin typing name of location and select appropriate address

Enter the date services started for this student at this site

Early Learning/Prior Settings Detail

*Type: 01: State Funded Preschool

*Name: Grandview Elementary School(500 GRANDVIEW AVENUE Bellevue, KY 41073):32020

Address: GRANT'S LICK ELEMENTARY SCHOOL(944 West Clay Ridge Road Alexandria, KY 41001):91050

License: GRAPEVINE ELEMENTARY SCHOOL(1150 Hayes Avenue Madisonville, KY 42431):265090

*Start Date: Graves County Central Elementary(2262 SR 121 N Mayfield, KY 42066):205013

End Date: LEGRANDE ELEMENTARY SCHOOL(70 Legrande School Road Horse Cave, KY

Comment:

Click **SAVE** after an entry is complete!

Address and license number populate automatically.

For fully BLENDED State Funded Preschool/Head Start Programs, districts should show that both Head Start and State Funded Preschool were attended (two entries, same school with different type)

End date and comments are not required. However, if an end date is given by the parent, please enter it. Comments would be any additional information district personnel may need.

Early Learning/Prior Settings Detail

*Type: 01: State Funded Preschool

*Name: GRAPEVINE ELEMENTARY SCHOOL

Address: 1150 Hayes Ave, Madisonville 42431

License: 265 090

*Start Date: 08/15/2013

End Date:

Comment:

Home/Other Settings

The screenshot shows a form titled "Early Learning/Prior Settings Detail". The "Type" dropdown menu is set to "00 Private Sitter". The "Start Date" field is set to "12/12/18". A callout box points to the "Start Date" field with the text: "Enter the **date** the child began receiving care from the facility." Another callout box points to the "Type" dropdown with the text: "Choose the **type** of prior setting". A third callout box lists the following options for the "Type" dropdown: "Out of state: State funded preschool", "Out of state: Head Start", "Out of State: Child Care", "Home", "Private Sitter", "Kin Care", "Therapy", "Other", and "Kindergarten".

Saved Example

The screenshot shows a table with the following data:

Type	Name	Address	Start Date	End Date
01 State Funded Preschool	SPANTSACK ELEMENTARY SCHOOL	944 West Clay Ridge Road Alexandria, KY 41001	07/15/2018	

Multiple Entries of Prior Settings

ESS | Attendance Group | TEDS | Report Comments | List Active | Table Active | Table Inactive | List Inactive
Before School Activities | Parent Tab | Kindergarten Info | Custom Tab KY
Summary | Child Tab | Enrollments | Schedule | Attendance | Flags | Grades | Transcript | Credit Summary
Assessment | Behavior | Transportation | Fees | Lockers | Graduation | Athletics | AdHoc Letters | Waiver
Records Transfer | Gifted & Talented | FRYSC | Pre-School | Title 1 Services | Early Learning/Prior Settings

Add Early Learning/Prior Setting

Type	Name	Address	Start Date	End Date
01 State Funded Preschool	GRANT'S LICK ELEMENTARY SCHOOL	944 West Clay Ridge Road Alexandria, KY 41001	07/15/2012	
05 Child Care	Little Lamb Pre-School	#1 Hudson Hollow Frankfort, KY 40601	12/12/2010	

Deleting Duplicate or Inaccurate Records

Records Transfer | Gifted & Talented | FRYSC | Pre-School | Title 1 Services | Early Learning/Prior Settings

Add Early Learning/Prior Setting Save

Type	Name	Address
------	------	---------

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'.

Appendix K – Key Dates and Timelines for the 2025-2026 School Year

- **Feb. 18 – March 28 – K Screen materials ordering window**
- **March 26 – TtT Refresher Training available for district trainers who have previously attended a TtT**
- **April 30 - Train the Trainers (TtT) virtual training for NEW district trainers**
- **May 5 – Staff files released to DACs for review**
- **Late May 2025 – Screen materials shipped to each school**
- **July 8 – staff files for BRIGANCE OMS to Tiffany Christopher**
 - Instructions and template to be distributed in April
 - District K Screen contact responsible for this
- **July 15 – Train the Trainers (TtT) in-person training for NEW district trainers**
- **June-Aug. – Staff Training on the BRIGANCE K Screen III**
 - Specific timing TBD by each district
- **June-Aug. – 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
- **Aug. 27 & 28 - Train the Trainers (TtT) virtual training for NEW district trainers**
- **Mid-July through Sept. – 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.
- **Mid-Aug. – [BRIGANCE OMS](#) account ready**
 - Use your district email address and the “forgot password” feature to login.
 - If you are unable to login because you do not have an account created, ask your building or district K Screen contact to add you into the system. Please ensure that you are using the login appendices with your username. Please see page 8 for more information.
- **Sept.-Oct. – Data entry into the BRIGANCE OMS**
 - Districts have up to 15 instructional days after the 30th instructional day to enter data into the BRIGANCE OMS, with all data entered by October 15.
- **Oct. 15 – Deadline for entering student data in BRIGANCE OMS**
- **Dec. – District 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. State Reporting will occur with the following Fall Data Release.

Appendix L – 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

Appendix M -- Infinite Campus K Screen Reference Guide

- To help avoid possible conflicts with SSIDs, the **Student Locator** should always be used when enrolling kindergarten students.
- From the **Index** [1], navigate to **Student Information** [2] and select **Student Locator** [3]. Enter at least three search criteria [4] and click **Search** [5].

The screenshot shows the Infinite Campus interface. At the top, there is a navigation bar with the Infinite Campus logo, "District Edition", and "KY Staging Test Site". Below this are filters for "Year" (19-20), "School" (All Schools), and "Calendar" (All Calendars). The main navigation menu on the left includes "Index" (1), "Student Information" (2), "Student Locator" (3), and "Census". The "Student Locator" page is active, showing a search form with fields for "Last Name" (Gartener), "First Name" (Kinder), "Gender" (Male), "Birth Date", "Middle Name", "SSN #", and "State ID". A "Search-->" button (5) is at the bottom of the form. A table with columns "Name", "State ID", "Gender", "Birth Date", and "%" is visible on the right. A "Create New Student >" button is at the bottom right. A search instruction is displayed: "Search for a student already tracked in Campus using the fields provided. A minimum amount of data must be entered in each field. To search, you must enter the student's State ID, or full legal Last Name, First Name, and Gender. Hover the cursor over the search button for more information."

- Check any possible matches which may appear to determine if the kindergartener already has a past or present enrollment within a KY public school. Click the appropriate match if available to select the kindergartener and retain the existing SSID [6a].

The screenshot shows a user profile page for "Gartener, Jr., Kinder". The page includes a navigation menu on the left with items like "System Administrator", "Tableau Visualizations", "Student Information", "Census", "My Data", "Staff Request Processor", "People", "Households", "Addresses", "Portal Request Processor", and "Add Person". The main content area shows the user's name, grade (00), ID (#2120909765), DOB (05/02/2014), and gender (M). Below this are tabs for "Demographics", "Households", "Relationships", "Enrollments", and "District Employment". The "Demographics" tab is active, showing a "Person Information" section with fields for "Last Name" (Gartener, Jr.), "First Name" (Kinder), "Middle Name", "Suffix", "Gender" (M: Male), and "Birth Date" (05/02/2014). The "Suffix" field contains "Jr.". A "Save" button is visible. Numbered callouts (1-6) point to the "Index" link, "Census" menu item, "People" menu item, "Demographics" tab, "Person Information" section, and the "Last Name" field respectively.

II. Suffixes should only be entered into the **Suffix** field [7].

This is a close-up of the "Person Information" form. It shows the "Last Name" field containing "Gartener" and the "First Name" field containing "Kinder". The "Middle Name" field is empty, and the "Suffix" field contains "Jr.". A callout labeled "7" with a green arrow points to the "Middle Name" field, indicating that suffixes should not be entered there. The "Gender" field is set to "M: Male" and the "Birth Date" is "05/02/2014".

- Ensure kindergartners' birth dates have been entered correctly.
 - From the **Index** [1], navigate to **Census** [2] and select **People** [3]. On the **Demographics** tab [4], scroll down to the **Person Information** section [5] and verify the correct date has been entered into the **Birth Date** field [6].

The screenshot shows a web application interface for managing student records. On the left is a navigation menu with 'Index' at the top, followed by 'Search Campus Tools', 'System Administrator', '*Tableau Visualizations', 'Student Information', 'Census', 'My Data', 'Staff Request Processor', 'People', 'Households', 'Addresses', 'Portal Request Processor', and 'Add Person'. The 'People' item is highlighted. The main content area shows the profile for 'Gartener Jr., Kinder'. At the top, it displays 'Grade: 00 #2120909765 DOB: 05/02/2019 Gender: M'. Below this are tabs for 'School Choice', 'Credentials', 'Overrides', 'Fees', and 'ID History'. The 'Demographics' tab is active. Underneath are buttons for 'Save', 'Delete', 'Person Summary Report', and 'Demographics Data'. The 'Person Information' section contains fields for 'PersonID' (17733), '*Last Name' (Gartener), '*First Name' (Kinder), 'Middle Name', 'Suffix' (Jr.), '*Gender' (M: Male), and '*Birth Date (Age: 0)' (05/02/2019). Below these are 'Race/Ethnicity' fields for 'State' and 'Federal', both set to '6: White'. Green arrows and numbers 1-6 indicate the navigation path: 1 to Index, 2 to Census, 3 to People, 4 to Demographics, 5 to Person Information, and 6 to the Birth Date field.

- If the correct birth date has been entered, the kindergartener's correct age should be displayed.

This is a close-up of the 'Person Information' form. The 'PersonID' is 17733. The '*Last Name' is Gartener and '*First Name' is Kinder. The '*Gender' is M: Male. The '*Birth Date (Age: 5)' is 05/02/2014. The 'Middle Name' and 'Suffix' (Jr.) are also visible. The 'Race/Ethnicity' fields show '6: White' for both State and Federal. A green arrow points to the birth date field, which now displays the age of 5.

- Ensure the kindergartener’s enrollment has not been marked as **State Exclude**.
 - I. From the **Index** [1], navigate to **Student Information** [2] and select **General** [3]. Click the **Enrollments** tab [4] and select the kindergartener’s current enrollment [5]. Ensure the enrollment type is **P**, and the student is enrolled in grade 00.

Index [1] < > Gartener Jr., Kinder
Grade: 00 #2120909765 DOB: 05/02/2014 Gender: M
Waiver Records Transfer FRYSC Pre-School Title 1 Services Early Learning/F
Summary Profile **Enrollments** [4] Attendance Flags Grades
New Print Enrollment History New Enrollment History
System Administrator
*Tableau Visualizations
▼ Student Information [2]
General [3]
▶ Course
Academic Planning
▶ Program Participation [3]
▶ Health
Medicaid

Grade	Type	Calendar	Start Date	End Date
00	P	19-20 Example Elementary School	5/20	

Start Status: E01 First enrollment of the year
End Status:

- II. Scroll down to the **State Reporting Fields** section [6] and verify the **State Exclude** checkbox [7] has not been marked.

General Enrollment Information

Calendar 19-20 Example Elementary School	Schedule (read only) Main ▾	*Grade 00 ▾	Class Rank Exclude <input type="checkbox"/>	External LMS Exclude <input type="checkbox"/>
*Start Date 08/15/2019	No Show <input type="checkbox"/>	End Date <input type="text"/>	End Action ▾	*Service Type P: Primary ▾
*Local Start Status E01: First enrollment of the year		Local End Status Select a Value ▾		
State Start Status E01: First enrollment of the year		State End Status		
Start Comments <input type="text"/>		Dropout Reasons ▾		
End Comments <input type="text"/>		End Comments <input type="text"/>		

Future Enrollment

Next Calendar ▾	Next Schedule Structure ▾	Next Grade ▾
--------------------	------------------------------	-----------------

State Reporting Fields

State Exclude <input type="checkbox"/>	Perkins Only <input type="checkbox"/>
<input type="checkbox"/> Immigrant	<input type="checkbox"/> Refugee
<input type="checkbox"/> Out Of State	<input type="checkbox"/> Extra Year in Primary
<input type="checkbox"/> Program 504	School Choice <input type="text"/>

- Verify that the kindergartener’s homeroom course has been assigned the correct **State Code**.
 - With a kindergartener selected, from the **Index** [1] navigate to **Student Information** [2] and select **General** [3]. Click the **Schedule** tab [4] and find the appropriate homeroom course [5].

The screenshot shows the Infinite Campus interface for a student named Gartener Jr., Kinder. The navigation menu on the left has 'Index' highlighted with a green arrow and the number 1. Below it, 'Student Information' is highlighted with a green arrow and the number 2. Under 'Student Information', 'General' is highlighted with a green arrow and the number 3. In the main content area, the 'Schedule' tab is highlighted with a green arrow and the number 4. The schedule table shows three quarters (Q1, Q2, Q3) and two periods (Period 1, Period 2). In the first row of Period 1, the 'Homeroom' course is highlighted with a green arrow and the number 5. The course details for this homeroom are: 7:50 AM - 11:00 AM, Room: 100, Teacher: Kinder, Start: 8/15/2019.

	Q1 (8/5/2019 - 10/4/2019)	Q2 (10/14/2019 - 12/20/2019)	Q3 (1/6/2020 - 3/6/2020)
Period 1	Homeroom 7:50 AM - 11:00 AM Room: 100 Teacher, Kinder Start: 8/15/2019	Homeroom 7:50 AM - 11:00 AM Room: 100 Teacher, Kinder	Homeroom 7:50 AM - 11:00 AM Room: 100 Teacher, Kinder
Period 2	Homeroom 11:00 AM - 2:40 PM Room: 100 Teacher, Kinder Start: 8/15/2019 K Reading 11:00 AM - 2:40 PM Room: 100 Teacher, Kinder Start: 8/15/2019	Homeroom 11:00 AM - 2:40 PM Room: 100 Teacher, Kinder K Reading 11:00 AM - 2:40 PM Room: 100 Teacher, Kinder	Homeroom 11:00 AM - 2:40 PM Room: 100 Teacher, Kinder K Reading 11:00 AM - 2:40 PM Room: 100 Teacher, Kinder K Spelling 11:00 AM - 2:40 PM

- II. Click **Search** [6], change the search dropdown menu to **Course/Section** [7], enter the name of the homeroom course, and click **Go** [8]. Select the main course entry for the homeroom course [9]. On the **Course** tab [10], verify that **703001** has been entered into the **State Code** field [11].

The screenshot shows the '01 Homeroom' course page. On the left, a search bar contains 'homeroom' and a 'Go' button. A search results list shows '01 Homeroom' with '100) Teacher, Kinder Rm: 100'. The main content area is titled '01 Homeroom' and has tabs for 'Course', 'Sections', 'Grading Tasks', 'Standards', 'Categories', and 'Grade Calc C'. The 'Course' tab is active, showing 'Course Information' with fields for CourseID (6313), *Number (01), *Name (Homeroom), State Code (703001), and Department. Other fields include Subject Type, Schedule Load, Priority, Max Students, GPA Weight, Bonus Points, Advisory, and Transcript. A 'Course Master Linked' section has checkboxes for 'Standards-based' (checked) and 'Course-Only Curriculum'. A 'Terms' section shows '4' for Terms, '1' for Schedules, and '1' for Periods.

PLEASE NOTE: Ensure the kindergartener's homeroom course is the **only** scheduled course which has been assigned to state code 703001.

- Ensure at least one kindergartener (state grade 00) has been assigned to each kindergarten homeroom course.

- I. Click **Search** [1], change the search dropdown menu to **Course/Section** [2], enter the name of the homeroom course, and click **Go** [3]. Select the appropriate homeroom section [4]. Click the **Roster** tab [5] and verify at least one kindergartener has been assigned to the course section [6].

The screenshot shows the '01-100 Homeroom' course page. On the left, a search bar contains 'homeroom' and a 'Go' button. A search results list shows '01 Homeroom' with '100) Teacher, Kinder Rm: 100'. The main content area is titled '01-100 Homeroom' and has tabs for 'Section', 'Staff History', 'Roster', 'Grading By Task', 'Grading By Student', 'Roster Setup', and 'Rost'. The 'Roster' tab is active, showing 'Active Students' with a table of student information.

Name	Gender	DOB	Start Date	End Date	Home Phone, Address and Guardian(s)	Flags	Health	IEP	PLP
00 Gartener Jr., Kinder #2120909765	M	05/02/19	08/15/2019						

- Ensure all kindergarten homeroom teachers' **district-assigned email addresses** have been properly entered.

- From the **Index** [1], navigate to **Census** [2] and select **People** [3]. On the **Demographics** tab [4], scroll down to the **Personal Contact Information** section [5] and verify that the district-assigned email address has been entered into the **Email** field [6].

The screenshot displays the following elements:

- Navigation Menu (Left):**
 - Index (1)
 - Search Campus Tools
 - System Administrator
 - *Tableau Visualizations
 - Student Information
 - Census (2)
 - My Data
 - Staff Request Processor
 - People (3)
 - Households
 - Addresses
 - Portal Request Processor
 - Add Person
 - Add Household
 - Online Registration Student
 - Add Address
 - Online Registration
 - Staff Locator
 - Census Wizard
 - Program Participation
 - Tools
- Main Content Area:**
 - Header: Teacher, Kinder G (#1234567890, DOB: 04/17/1993, Gender: F)
 - Tabs: School Choice, Credentials, Overrides, Fees, ID History, Schedule, Payments, Ir (Demographics (4) is selected)
 - Buttons: Save, Delete, Person Summary Report, Demographics Data
 - Fields: Local Staff Number (1234567890), Staff State ID, Person GUID (E2333E70-2049-4B7C-AA71-C12A20595386), Portal Username (No Active Portal Account)
 - Section: Personal Contact Information (5)

Contact Information	Private	Emergency	Attendance	Messenger	Behavior	Staff	General	Priority	Teacher
Email: kinder.teacher@example.kyschoc (6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Secondary Email:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Cell Phone:	<input type="checkbox"/>								
Other Phone:	<input type="checkbox"/>								

Appendix N – Contact Information

If You Have Questions/ Comments About:	Contact Information:
<p>Kentucky Kindergarten Screen Implementation</p> <ul style="list-style-type: none"> - Timelines - Deadlines - Requirements - Materials - BRIGANCE OMS data entry requirements and timelines - Infinite Campus questions 	<p>Tiffany Christopher Office of Assessment and Accountability, KDE Tiffany.Christopher@education.ky.gov (502) 564-4394</p>
<p>BRIGANCE K Screen</p> <ul style="list-style-type: none"> - Content - Administration directions - Scoring - Interpreting results - Guidance on using BRIGANCE OMS features such as Observations, Family Connections and reading/interpreting reports 	<p>Curriculum Associates Customer Service (800) 225-0248, option 4 info@cainc.com</p>
<p>BRIGANCE Early Childhood Online Management System</p> <ul style="list-style-type: none"> - Technical questions/issues 	<p>Grace McGrane wsupport@cainc.com (800) 225-0248, ext. 1391</p>
<p>District Kindergarten Screen Implementation</p> <ul style="list-style-type: none"> - Face-to-face training for K Screen implementation dates, times, etc. 	<p>BRIGANCE K Screen contact in your district</p>

Appendix O –Quick Reference Guide for Data Entry Clerk

Enrolling Students in Infinite Campus:

Setting up classes – A data exchange process pulls class and student information from Infinite Campus and imports the information into the BRIGANCE Online Management System (OMS). Districts, schools, classes, and kindergarten homeroom teachers will be automatically set up in the BRIGANCE OMS. Core Assessment and Self-Help/Social-Emotional data for each student is entered in the BRIGANCE OMS, and the results are merged into Infinite Campus 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 Infinite Campus. Each kindergarten homeroom **MUST** be coded using the following STATE code:

703001 Elementary Homeroom

The homeroom must also be associated with a teacher whose district email address is entered in IC. Please be sure that any teachers with changes to their name (and email address) are updated in IC to allow student assignments to the appropriate homeroom.

Enrolling students – As new students enroll and are assigned to a homeroom with the required state homeroom code in Infinite Campus, the student data will automatically populate into the BRIGANCE OMS. The system will refresh weekly; district staff can expect to see new students by Wednesday of each week. **If new students are not showing up after a period of one week, check that everything is entered correctly in IC.**

When a student is enrolled in a district and leaves that district to attend another district, the student's information will automatically move to OMS. The student's information will not move if the student withdraws to homeschool, attends a private school or moves out of state. Items to check are:

- Correct Birthdate
- Suffix
- Enrollment Status
- Grade (must be 00 even for retained students)
- Type (must be "P")
- State Code is Correct (must be 703001)
- Make sure "State Exclude" is unchecked
- Verify the Homeroom course has been assigned the correct State Code (must be 703001)

It is important to note that KDE staff cannot manually enter students into the OMS. This is strictly a data exchange between Infinite Campus and BRIGANCE OMS. If information is not entered correctly in Infinite Campus, students may not populate in the OMS. Collaboration with student data entry clerks and district Infinite Campus administrators is crucial in order for data to exchange seamlessly between systems.

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

entered. Also, please be sure the child is not already enrolled in another district in Infinite Campus, especially if they are enrolling in your district after the start of the school year. For additional assistance, please consult the *Infinite Campus K Screen Reference Guide* (Appendix M).

Setting Up Users in OMS

In Kentucky, anyone requiring access to the BRIGANCE OMS must have a new user account and login credentials created each new school year. **This year, for the first time, districts will only update their staff file with Administrators and Data Entry Clerks.** Districts can submit a staff file (list of those needing access to BRIGANCE OMS) to KDE by July 8, which will allow user accounts to be created automatically with the initial BRIGANCE OMS setup. Staff who have not been submitted to KDE by **Tuesday, July 8** must be set up manually by the district BRIGANCE contact (this does not include teacher accounts, which will be exported from Infinite Campus). Kindergarten homeroom teachers will be set up in the BRIGANCE OMS as users automatically because their information can be obtained from IC. **Please note that this will only work if kindergarten homerooms have been set up in IC correctly and at least one new kindergarten student (not a repeating kindergarten student) is enrolled in the homeroom.** For assistance with adding new users to the BRIGANCE OMS, see Appendix B.

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 teacher’s first and last name identifies the class names. 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 in 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. The district K Screen contact should 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 [Tiffany Christopher](#) 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 username. The “School/Class” column shows the location to which the user is assigned. The location varies depending on the role assigned to each user. There are three levels of data management (users):

1. **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.
2. **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 (the teacher's name), as illustrated in the example.
3. **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 for adding a user can be found in Appendix B or on the [BRIGANCE OMS Training Site](#). If a district-level account is needed, please contact your district BRIGANCE contact to establish your district-level account in the OMS. If they have any trouble setting up an account, please contact BRIGANCE Technical Support at (800) 225-0248 ext. 1391 or email [OMS Support](#).

Username will contain the district email address of the user with the district or school location ID as an appendix. If the user has a district-level role, the appendix will be underscored and your three-digit district code. If your role is at the school level, the appendix will be underscored and the six-digit code.

District level: first.last@district.kyschools.us_012

School level: first.last@district.kyschools.us_012345

The district and school codes can be found on the [School Report Card](#). If you have any difficulties accessing an account that has been created or setting an account up, contact BRIGANCE Technical Support at (800) 225-0248 ext. 1391 or email [OMS Support](#).

Data Entry

Districts must enter Core Assessment and Self-Help/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 Wednesday, October 15**. When this date is a Saturday or Sunday, the final deadline will be on the Monday following the October 15.

Instructions for entering data into the BRIGANCE OMS are located on the [BRIGANCE OMS Training Site](#). **Be sure to view “Part 10: Tips to Avoid Common Pitfalls When Entering Data” before entering student 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 Infinite Campus 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 Infinite Campus. 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 parents the other half of the day should enter 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 Infinite Campus.**

Prior setting data from parents can be used in conjunction with district records. If the documentation supports students who were enrolled in a state-funded preschool program, Head Start program, or are repeating Kindergarten, then data entry staff should enter the prior setting into Infinite Campus. 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 a facility isn’t an option in Infinite Campus, please contact [Tiffany Christopher](#). **If no prior setting data can be found after repeated attempts, enter nothing.**

Prior setting data does not follow students in Infinite Campus 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 Infinite Campus can be found on [KDE’s Media Portal](#).

If you have any questions or need assistance, please email [Tiffany Christopher](#).

Appendix P –Guide for Screening Proctors

A Quick Reference Guide for Screening Proctors is available on the [KDE website](#) for guidance on assessment procedures and proctor responsibilities.

Notes on Kindergarten Core Assessments

Additional Notes on administration: thoroughly read the directions and criteria for each assessment; re-screening is not allowed.	
1A Personal Data Response	Name 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> <p>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)</p> <p>No credit: if the child does not know any number for reaching a responsible adult/parent/caregiver</p> <p>Address Acceptable Responses Number and street name (if there is a number and street name), no city or zip required</p> <p>General description of area (IF no number and street name), rural route</p>
2A Names the Parts of the Body	Screen administrators 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: direct the child to print his/her name on the sheet used for shapes
6A Recites Alphabet	Child should recite, not sing, the alphabet
7A 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 addition, but do not score on the Data Sheet and do not enter in the OMS.</p>

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 appeals to children, and ask the child which they'd like to read
13A Verbal Fluency & Articulation	