Mission
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student’s gifts and talents.

Vision
Kansas leads the world in the success of each student.

Motto
Kansans CAN.

Successful Kansas High School Graduate
A successful Kansas high school graduate has the
- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes for Measuring Progress
- Social-Emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 100, Topeka, KS 66612, (785) 296-3204
RELATED DOCUMENTS

All documents unless otherwise specified may be found on the KIDS Project website (www.ksde.org/kids) - select “Documents” tab.

<table>
<thead>
<tr>
<th>Date</th>
<th>Document Title/Location</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/5/2019</td>
<td>2019-20 Enrollment Handbook. <a href="https://www.ksde.org/Portals/0/Auditing/Enrollment%20Handbook%20FY2.pdf?ver=2019-09-11-230357-153">https://www.ksde.org/Portals/0/Auditing/Enrollment%20Handbook%20FY2.pdf?ver=2019-09-11-230357-153</a></td>
<td>The purpose of this handbook is to explain how a student is counted and how to determine the appropriate entries into the KIDS system to generate the correct amount of state aid.</td>
</tr>
<tr>
<td>8/22/2019</td>
<td>KIDS 2019-20 Record Submission Calendar</td>
<td>Contains an overview of the KIDS record types and the Collection Schedule of Submission Windows for the year.</td>
</tr>
<tr>
<td>8/30/2019</td>
<td>KIDS 2019-20 Submission Details Documents (ASGT, ENRL, EOYA, EXIT, K-CAN, MILT, QERY, SMSC, SPED, TASC &amp; TEST)</td>
<td>Eleven documents (one for each KIDS record type—ENRL, TEST, EXIT, etc.) that contain a list of required and optional data elements, submission guidelines, and list which reports return data submitted by that record type.</td>
</tr>
</tbody>
</table>
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SCHOOL FINANCE | KSDE | www.ksde.org
Welcome to the Superintendent’s Organization Report (SO66). Whether you have been involved with the SO66 in the past or are brand-new to the SO66, the Kansas State Department of Education (KSDE) wants to be sure that you have information and resources to make the submission of your school’s SO66 run smoothly.

Accuracy is extremely important when submitting the SO66. The SO66 is the official data used to determine the enrollment and various weightings used for computing the district’s General Fund and Supplemental General Fund Budgets. The aggregate PBR data will populate to the Superintendent’s Organization Report. Throughout the year, requests for information from these reports will be provided to the Legislature, U.S. Department of Education, educators, members of the media and patrons.

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ACCESS

Current Users

If you already have access to KSDE Web Applications, log in and make sure you have “Superintendent’s Organization Report (S066)” in your list of Web Applications.

1. Go to: https://apps.ksde.org/authentication/login.aspx
2. Log In and click on “Accept” on the Legal Notice screen.
3. Check to see if you have “Superintendent’s Organization Report (S066)” in your list of web applications (it may be a different number on your screen than number shown in the screen shot below). If you do not, click on “Manage My Account”.

4. If your account has district level access, Superintendent’s Organization Report (S066) will be available to add to your current account. Scroll down the list of applications (in alphabetical order), to check the box next to “Superintendent’s Organization Report (S066)” and then select “District/Org Approve”.

**NOTE:** If you do not see Superintendent’s Organization Report (S066) listed here, your account does not have district level access. Please see the New Users section below to register a new account with district level access.

**TIP:** If you must register for a new username and password, take a minute to note what current Web Applications you are registered for and what user level you are for each. Then, when you re-register for a new username and the LEA Forms application, you can also check the web applications you were already registered for and have all web applications you use available to you under your new username and password.
5. Scroll down to the bottom and fill in the three fields under “In Case You Forget Your Password”.

IN CASE YOU FORGET YOUR PASSWORD:
Enter your birthdate, then choose a question to which only you know the answer and which has nothing to do with your password. If you forget your password, we’ll verify your identity by asking you to enter your birthdate and the answer to this question:

Birthdate (MM/DD/YYYY):  

Question:  

Answer (this field is case-sensitive):  

Submit

6. Click on “Submit”. Once this happens, our IT department will email the contact denoted as “Superintendent” on the Superintendent’s Organization Report (S066) web application for approval.

7. Once the Superintendent approves the request, our IT department will add the requested application to your account. When complete, they will email you to let you know that you can now access the new application as requested.

8. You will then be able to go to: https://apps.ksde.org/authentication/login.aspx and sign in. You should then see all web applications you had registered and been approved for.

New Users

Individuals who do not have access to KSDE web applications will need to register for access.

1. Go to: https://apps.ksde.org/authentication/login.aspx

2. Click on “Register”
3. Enter in the required information.

   a. Make sure to select your district from the “Organization” drop down list.

      Select your “All Buildings” in the “Building” drop down list. This will then populate a list of applications below.

      KSDE User Registration Form

      Back to Login Page

      * Indicates required field.

      Please enter your contact information:
      First Name:* __________________________  Last Name:* __________________________
      Phone #: __________________________ Email Address:* __________________________

      Please select the organization and building that you belong to:
      Organization: USD 101 Erie-Galesburg  Building: **** Please select a building ****

      Please enter a Username and password.
      Username:* __________________________ Password:* __________________________
      Confirm Password:* __________________________

      Please enter a password that contains at least 8 characters and at least one uppercase letter, one lowercase letter, and one number or special character.

      TIP: Do not use spaces when defining your username login ID. When creating your password keep in mind the password requirements shown on the screen. You will need to remember the username, password, security question/answer, and birth date that you entered. KSDE does not store this information for you.

   b. Scroll down and Check “Superintendent’s Organization Report (S066)”, and make sure that “District /Org Approve” is highlighted as your user level.

   c. If there are any other applications you would like to register for, please go through and check those as well as highlighting the requested user level for each one.

   d. Click on Submit. Once this happens, our IT department will email the contact denoted as “Superintendent” on the Directory Updates web application for approval.

4. Once the Superintendent approves the request, our IT department will add the requested application to your account. When complete, they will email you to let you know that you can now access the new application as requested.
5. You will then be able to go to: https://apps.ksde.org/authentication/login.aspx and sign in.

TIP: If you forget your KSDE web applications password, click on the link that says “Forgot Your Password?” on the Authentication screen. You will be prompted to supply the answer to a security question, type in your birth date, and enter a new password. If your security question answer and birthday match what you originally entered when you registered for KSDE web application access, then your new password will be activated. Keep in mind that KSDE does not know your password, so you are responsible for managing and remembering it.

NOTE: Some of the applications may be grayed out. This means they are either not active applications, or that you have not yet been approved for access to those applications. Additionally, the numbering of applications is unique to each individual user.

ABOUT THIS MANUAL

This User’s Guide will describe how to:

- Navigate through the Superintendent’s Organization Report (S066) screens.
- Help you identify where data is pulling from the KIDS collection system.
- Answer questions on how data should appear in your report and the purpose behind the collection.
- Review specific information about your reported totals and help you audit this data against your student information system, for the purpose of ensuring data accuracy.

We have also included some notes and tips that highlight important topics.

NOTE: The “Notes” box will mention items that require special attention.

TIP: The “Tip” box will contain recommendations and/or “shortcuts” as the user works through the Superintendent Organization Report(S066).
## IMPORTANT TERMS

Are you new to the vocabulary of the SO66? Don’t worry—KSDE has created a glossary of terms in the next few pages to help clarify words and phrases that may be unfamiliar to you. Please take a minute to review these important terms before continuing:

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directory Updates</td>
<td>A district level web application, typically managed by someone in the Central Office (e.g., Superintendent, Board Clerk or other designated individual). Directory data for the building, such as Schedule Information, populates to portions of the PBR.</td>
</tr>
<tr>
<td>ENRL Record</td>
<td>The ENRL Collection focuses on gathering enrollment and program participation information on students. This is the data that is used to populate sections of the Principal’s Building Report (PBR) and the Superintendent’s Organizational Report (SO66), which are in turn used for state funding (based on the September 20th Rule) and for federal funding calculations.</td>
</tr>
<tr>
<td>KIDS System</td>
<td>Kansas Individual Data on Students (KIDS) system is used to manage educational data collected to meet state and federal reporting requirements. Data uploaded from your student information system to KIDS is used to populate the PBR.</td>
</tr>
<tr>
<td>Student Information System (SIS)</td>
<td>A software program that administers and maintains student information, such as enrollment, scheduling, attendance, accounting, and grade reporting, for that district/school. This software is installed on the school’s local network and computers.</td>
</tr>
<tr>
<td>Superintendent’s Organization Report (SO66)</td>
<td>A district-level report that aggregates unaudited data from the KIDS ENRL to determine funding. The electronic submission is considered your signature as certifying the data as accurate when submitted to KSDE.</td>
</tr>
</tbody>
</table>
### USER LEVELS

District/Org Read Only access is usually for data entry staff, administrators, and program staff who are reviewing district or PBR data for their school. District/Org Approve is for data entry staff, administrators, and program staff who submit and view PBR data for multiple schools within the same district and/or the SO66.

“Approve” access is the most typical form of access, and allows the user to both work in the application and view reports that are generated from KIDS data. “Read-only” access does not allow the user to interact with the application (i.e., upload batch files), but allows the user to view the data and reports contained in the PBR and/or SO66.

<table>
<thead>
<tr>
<th>User Level</th>
<th>Defined Roles/Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>District/Org Approve</td>
<td>• Has write access to change manual data entry on the PBR for buildings in the district for which he/she is responsible.</td>
</tr>
<tr>
<td></td>
<td>• Has write access to change manual data entry on the SO66 for the district for which he/she is responsible.</td>
</tr>
<tr>
<td></td>
<td>• Has read access to the PBR for buildings in the district for which he/she is responsible.</td>
</tr>
<tr>
<td></td>
<td>• Has read access to the SO66 in the district for which he/she is responsible.</td>
</tr>
<tr>
<td>District Org/Read-Only</td>
<td>• Has read access to the PBR for buildings in the district for which he/she is responsible.</td>
</tr>
<tr>
<td></td>
<td>• Has read access to the SO66 in the district for which he/she is responsible.</td>
</tr>
</tbody>
</table>
LOGGING INTO THE SUPERINTENDENT’S ORGANIZATION REPORT

The Superintendent’s Organization Report (S066) is available on the KSDE Authentication page. To access the Superintendent’s Organization Report (S066), enter your username and password on the KSDE Web Applications page: https://apps.ksde.org/authentication/login.aspx.

Individuals will need to read the Legal Notice and click on the Accept link to continue.

The user will see the Superintendent’s Organization Report (S066) within the list of approved KSDE applications (example list shown below), and will need to click on the application to open it.

NOTE: Some of the applications may be grayed out. This means they are either not active applications, or that you have not yet been approved for access to those applications. Additionally, the numbering of applications is unique to each individual user.
Quick “Tour” of the Superintendent’s Organization Report (S066)

Welcome Page

For most users, this is the first screen that will appear after entering the report. From here you will be able to begin the report, jump to a specific screen, and review some basic information about the report.

**TIP:** The “Logout” link provided on all screens (in the top left corner) allows the user to exit the application at any time. The “Applications List” link allows you to go directly to your authenticated home page.
NAVIGATION MENU

Below is the navigation menu that lists the thirteen links that can be used to navigate in the application – Administrative Data, Schedule Info, Anti-Bullying Policy, Salaries, Certified/Licensed Personnel, Non-Certified Personnel, Federal Title Programs, Headcount Table, Central Office Headcounts Table, Headcount and Enrollment at a Glance, Legal Max, Submit S066, and Print S066.

Click on any of the menu items will link directly to that page. Quickly navigate to screens that have been started, require further review, or to verify data.

Click “Submit S066” to conduct a final review of all your data and submit your report to KSDE.

Clicking on “Print S066” will allow users to print sections or the entire report. You will also be able to print Prior Years.

Create S066

When you are ready to begin the Superintendent’s Organization Report, click on the “Create S066” button below the school building data. Once you begin the report, this button will change to “Edit S066”. Click this button to resume your report or click on one of the menu items to go directly to that page.
Page Navigation

To navigate from page to page you will see a series of buttons on the screen. The following buttons are available for selection: Previous, Save & Previous, Save, Save & Next, and Next. Not all buttons will be available on all screens and may not be available if you have approved your report for superintendent review.

TIP: You should not use the “Refresh,” “Back,” or “Forward” browser buttons with the Superintendent Organization Report (S066). There are links on every page that allow access to other screens.

Navigating the S066

Administrative Data

The first screen users will see is the Administrative Data Screen. District data is populated from the Directory Updates Web Application, Central Office Data Screen. Users are required to enter contact information for this report, including name, position title, and phone number. Once entered, click on the save and next button to proceed to the next screen.
Schedule Info

The Schedule Info screen displays data populated from the Directory Updates web application, Central Office screen. Corrections to this data must be entered into the Directory Updates web application by district-level personnel and once made will reflect in the PBR in real time.

The Schedule Info Screen requires school districts to identify all the inclement weather and in-service dates.

Please ensure you have not scheduled staff development or in-service training on the September 20 count date. Per KSA 72-3115(e)(2), you cannot schedule more than five (5) inclement weather days for the school year.

---

Anti-Bullying Policy/Jason Flatt Act

Districts are required to certify if they have adopted and implemented a plan to address bullying. Users must select Yes or No to the current status of the district’s bullying policy. Jason Flatt Act was passed during the 2016 Legislative Session. Click Yes or No, if you have adopted rules or regulations to implement the provision of this Act.
NOTE: Districts are required to report yearly on their District policy regarding bullying. You will not be allowed to approve the report until the bullying section is completed.

Salaries

The Headcount Table provides a snapshot of enrollment as it relates to funding, and further disaggregates the totals into subgroups that could potentially affect weightings for funding.

Confirming Salary Variances

Salaries frequently fluctuate from year to year. Both percentage changes and cash value changes can appear odd. A new feature allows you to review changes to your report and provide details to School Finance on why changes have occurred. We ask you to confirm the values entered. If you locate errors in your reported data, make changes to your data and click save again.
Common Salary Errors

After enrollment, perhaps the most scrutinized, reviewed and verified data you will submit is salaries. Below are common errors when reporting salaries, as well as details on new features to help you review salary data:

- Not prorating both the FTE and Salary for a teacher or principal (e.g. Reporting a principal’s FTE as 0.5, but not prorating his salary accordingly).
- Prorating the superintendent’s salary on the superintendent’s salary line when the full amount should be reported. The superintendent’s salary on line 13 should never be prorated, even if it is included (and prorated) on other lines.
- Not rounding salaries to the nearest whole dollar (e.g. Attempting to enter cents, so reporting 150,000.00 becomes 15,000,000).
- Reporting average salaries, when the gross salaries are requested.
- Duplicating the supplemental salaries or fringe benefits in the regular salary line.
- Using the contracted salary from last year’s SO66 to complete the actual section of this year’s report.

**Paying close attention to details** will help ensure your salary data is as accurate as possible. To help guide your data entry, screenshots of the data entry, are provided below. In the screenshot below you will notice that several items have percentage changes that are in red.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Total Actual 2018-2019</th>
<th>Total Contracted 2019-2020</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of FTE Principals, based on 10 mos. Contract (report to the nearest tenth). Do NOT include Assistant or Vice Principals.</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>Principal’s salaries including supplemental salaries. Do NOT reduce by employee benefit salary reduction. Do NOT include board paid fringe benefits, pro-rate for principals with other contractual duties. See help screen.</td>
<td>$[ ]</td>
<td>$[ ]</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>3</td>
<td>Board paid fringe benefits for principals. Pro-rate for principals with other contractual duties. See help screen.</td>
<td>$[ ]</td>
<td>$[ ]</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>4</td>
<td>Total principals salaries</td>
<td>$[ ]</td>
<td>$[ ]</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>5</td>
<td>Average contracted salary for principals</td>
<td>$[ ]</td>
<td>$[ ]</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>6</td>
<td>Number of FTE classroom teachers (report to the nearest tenth)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>7</td>
<td>Classroom teachers’ salaries. Do NOT reduce by employee benefit salary reduction. Do NOT include board paid fringe benefits, pro-rate for teachers with other contractual duties. See help screen.</td>
<td>$[ ]</td>
<td>$[ ]</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>8</td>
<td>Supplemental teacher salaries during the school year and extra pay for summer school. Pro-rate for teachers with other contractual duties. See help screen.</td>
<td>$[ ]</td>
<td>$[ ]</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>9</td>
<td>Board paid fringe benefits for teachers. Pro-rate for teachers with other contractual duties. See help screen.</td>
<td>$[ ]</td>
<td>$[ ]</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>10</td>
<td>Total classroom teachers salaries</td>
<td>$[ ]</td>
<td>$[ ]</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>11</td>
<td>Average contracted salary for classroom teachers</td>
<td>$[ ]</td>
<td>$[ ]</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>12</td>
<td>Estimated average percent increase in salary (including fringe benefits).2018-2019</td>
<td>$[ ]</td>
<td>$[ ]</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>13</td>
<td>Superintendent’s total salary including supplemental salary and fringe benefits (employee reduction and board paid) DO NOT PRORATE</td>
<td>$[ ]</td>
<td>$[ ]</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
To address those changes, provide a simple explanation of the event that caused this change. Save your changes to record them. The red percentage will change to black indicating that this issue has been addressed. If School Finance has additional questions when we conduct our review, we will call on the district to clarify.

**Certified/Licensed Personnel**

The certified personnel screen allows users to report the district certified personnel by building type. Do not exceed 1.0 FTE for any personnel. If a person with a certification holds a position that does not require a certification, do not count that individual in the certified personnel totals. Include them with your non-certified personnel. This list may not match the Licensed Personnel Report your district completes later this school year.

**NOTE:** Sponsoring districts of special education coops only: Do not forget to include all certified employees of the coop in this report.
Non-Certified Personnel

The non-certified personnel are entered on this screen. Non-certified personnel should be aggregated for the district, in the 27 categories provided. Do not exceed 1.0 FTE for any personnel.

<table>
<thead>
<tr>
<th>Personnel (includes all Certified Personnel)</th>
<th>Line</th>
<th>(A1) Central Office</th>
<th>(A2) Elementary</th>
<th>(A3) Mid/Hi, High</th>
<th>(A4) Jr. High</th>
<th>(A5) Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Assoc./Asst. Superintendent</td>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Administrative Assistant/Advisor</td>
<td>(3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Principals</td>
<td>(4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>(5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>Directors/Supervisors Spec. Ed. (8)</td>
<td>(6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>Directors/Supervisors Elec./Tech Ed (9)</td>
<td>(7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Instructional Coordinator/Supervisor</td>
<td>(8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>All Other Directors/Supervisors (2)</td>
<td>(9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Other Curriculum Specialists</td>
<td>(10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Practical Arts/Career/Techn Ed Teachers</td>
<td>(11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Special Ed. Teachers (8)</td>
<td>(12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Prekindergarten Teachers (2)</td>
<td>(13)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Kindergarten Teachers (15)</td>
<td>(14)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>All Other Teachers</td>
<td>(16)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Special Education Specialist (9)</td>
<td>(17)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>School Counselor</td>
<td>(18)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Clinical or School Psychologists (10)</td>
<td>(19)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Nurse (RN or LP only)</td>
<td>(20)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>Speech Pathologists</td>
<td>(21)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Audiologists</td>
<td>(22)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>School Social Work Services (3)</td>
<td>(23)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Guidance Counselor/Teacher</td>
<td>(24)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Others (Specify Below)</td>
<td>(25)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Totals</td>
<td>(26)</td>
<td>6.00</td>
<td>8.00</td>
<td>6.00</td>
<td>5.00</td>
<td>20.00</td>
</tr>
</tbody>
</table>

Non-certified Personnel are entered on this screen. Non-certified personnel should be aggregated for the district, in the 27 categories provided. Do not exceed 1.0 FTE for any personnel.
Federal Title Programs

The Title II Programs utilize nonpublic school enrollment within the unified school district to calculate annual allocations. These programs require the use of the enrollment of those schools who DESIRE to participate in each program. These enrollment numbers will be used to calculate 2020-21 allocations.

If non-public schools will not participate in Title II programs select “No” in response to the question, “For the 2020-21 school year, will one or more private schools within your district boundary participate in Title II programs offered by your district?” click save, and proceed to the next screen. Selecting “Yes”, affirming participation, will expand the screen. As instructed on the screen, list the nonpublic schools located within your district by BOTH name and city. Report the total FTE student enrollment as of September 20 for the nonpublic school, and check the programs in which they intend to participate in the following school year.
TIP: IMPORTANT – If you select “No”, you will not be able to change this later nor will you be eligible for Title II funds for participating non-public schools in the 2020-21 school year.

Headcounts Table

This table provides the cumulative total students counted on September 20 as reported in the Principal Building Reports. If any students were counted in the central office, they will be reported in the appropriate column and added to the district total. The un-weighted FTE for these students is provided on this page as well.

In populating the Headcounts Table, data is pulled from ENRL records uploaded to the KIDS Collection System. The following fields in KIDS affect data displayed here:

- D10: Current Grade Level (All Values)
- D25 Minutes Enrolled (Value greater than 17, or 14 for concurrent high school enrollment students)
- D16 Attendance School (9100 for KAMS)
- D17 Virtual Student (Value of 1)
NEW: Evidenced Based Headcount: Districts will need to manually enter the number of students participating in the evidence- or research-based reading program on September 20 for Pre-Kindergarten through 3rd Grades. Districts will not have access to the Headcount Table until after KIDS ENRL (Enrollment) records are uploaded. This count cannot exceed the District Total headcount for that grade, therefore, it is recommended to upload all ENRL records prior to entering evidence- or research-based reading program headcount. To download the list of approved Evidence- or Research-Based programs, click here: https://community.ksde.org/Default.aspx?tabid=5280

To find additional information on what students are used to populate the totals, users simply need to click on an underlined number, and a window will display with the student names along with additional information.

The data that displays depends on the column you select. You can use this list to balance against your student information system. Data is downloadable to MS Excel, as shown on the image below.
Central Office Headcounts Table

This screen displays students who are counted at the district’s central office for funding purposes. The purpose of this screen is to provide additional weighting details of central office students as they are not displayed on any Principal Building Report. Students are displayed here in the same manner as if the central office was a school building.

Headcount and Enrollment at a Glance

This screen provides a snapshot of headcounts and simple FTEs that are used to compute the weighted FTEs on the Legal Max Screen. Details on this screen include items that require manual entry (i.e new facilities). Some items (ancillary tax appeal, cost of living tax appeal) will not display on this screen unless your district has been approved for such funding. The second year new facilities weighting will populate for those districts that reported new facilities on the previous year SO66. The Headcount and Enrollment at a Glance page reports students who are included in special counts, such as Career and Tech Ed, Bilingual, and Virtual. Like on the Headcount Screen, clicking on underlined values will display a list of student included in the weighting.
In populating the Headcount and Enrollment at a Glance Table, data is populated based on ENRL records uploaded to the KIDS Collection System. The following fields in KIDS affect data displayed here:

- D41: ESOL/Bilingual Student Contact Minutes (divided by 60 to convert to hours)
- D42: ESOL/Bilingual Participation Codes (Values for headcount: 1, 2, 3, 5, 6 & 7 – Values for Contact Minutes: 1, 2, 3 & 7)
- D44: ESOL/Bilingual Student Contact Minutes (divided by 60 to convert to hours)
- D45: Career and Technical Education (CTE) Contact Minutes (divide by 60 to calculate hours)
- D17: Virtual Education Student (Values 1)
- D17: Virtual Education Student (Values 1)
- D25 Minutes Enrolled (For Part time: Value greater than 17 and less than 360, and less than 300 for concurrent high school enrollment students)

**NOTE:** Where FTE is reported on this screen, it is NOT the final weighted FTE. The FTE is reflected here only when it is used in the calculation to determine your final weighted FTE, or for information only.
**TIP:** **New Facility** – KSA 72-6465 limits the use of school facilities weighting to only those districts that have adopted a local option budget (LOB) of at least 25 percent of the amount of state financial aid and for which contractual bond obligations incurred by the district were approved by voters on or before July 1, 2014, or new schools that were built primarily with federal funds on a military reservation located in USD 207 or USD 475. *Be sure to <Save to List> when adding new facilities.*

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**Legal Max**

The Legal Max Screen is broken into two sections: *Enrollment/FTE and Weightings.*

The enrollment FTE section displays the values used to compute your current year FTE enrollment. The weightings section displays values for special funding received for special student populations.

**If no military enrollment, then the greater of the following:**

1. The September 20, 2018 *audited* full time equivalent (FTE) number of students regularly enrolled (excludes Preschool-Aged At-Risk (4yr old), Virtual and KAMS), or
2. The September 20, 2017 *audited* FTE number of students regularly enrolled (excludes Preschool-Aged At-Risk (4yr old), Virtual and KAMS)

**If military enrollment, then the greater of the following:**

1. The September 20, 2018 *audited* full time equivalent (FTE) number of students regularly enrolled *plus* the February 20, 2019 estimated FTE (excludes Preschool-Aged At-Risk (4yr old) Virtual and KAMS), or
2. The September 20, 2017 *audited* FTE number of students regularly enrolled *plus* the February 20, 2018 estimated (includes 2/20; excludes Preschool-Aged At-Risk (4yr old), Virtual and KAMS)
3. The average number of FTE students regularly enrolled in the district for three years; 2016-17, 2017-18, 2018-19 (includes 2/20; excludes Preschool-Aged At-Risk (4yr old), Virtual and KAMS)
This information is required to administer the Kansas School Equity and Enhancement Act (K.S.A. 72-5131 through 72-5176). Enrollment data is subject to change after the KSDE audit has been completed.

For purposes of At-Risk funding, the free meal headcount excludes any pupil enrolled less than full-time in grades 1 through 12 or any student 20 years of age or older as of September 20; these provisions would not apply for any student who has an individualized education program. Free meal counts also exclude Virtual.

K.S.A. 72-2715 provides funding for full-time 18 years and under Virtual FTE at base state aid $5,000; part-time 19 years and under Virtual FTE at base state aid $1,700; Virtual students 20 years and over are funded at $709 per credit earned (maximum of six credits per student).

### Qualification for Three-Year Average FTE Enrollment

- Did the district receive Federal Impact Aid? and NO
- Did the district have a military dependent student enrolled during the 2018-2019 school year? and YES
- Did the district decline in enrollment for 2018-2019 school year compared to the 2017-2018 school year? NO

### Weightings

<table>
<thead>
<tr>
<th>Weighting</th>
<th>9/20 FTE</th>
<th>2/20 FTE</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Technical Education (CTE)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Bilingual Weighting (Contact Hours)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Bilingual Weighting (Student Headcount)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Bilingual Weighted FTE (Higher of Contact Hours or Student Headcount)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>At-Risk Weighting (Free Meals Headcount)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>At-Risk Weighted FTE</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Free Meals Percent (Info Only)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>High Density At-Risk Weighting (USD Level)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>High Density At-Risk Weighting (School Level)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>High Density At-Risk Weighted FTE (Higher of USD Level or School Level)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School Facilities Weighted FTE</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Transportation State Aid 2.5 Miles or Over for Current Year</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Transportation State Aid 2.5 Miles or Over for 2016-17</td>
<td>1,067,004</td>
<td>1,067,004</td>
<td></td>
</tr>
<tr>
<td>Transportation Weighted FTE (Higher of Current Year or 2016-17)</td>
<td>240.5</td>
<td>240.5</td>
<td>240.5</td>
</tr>
<tr>
<td>KAMS FTE</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Subtotal Weighted Enrollment (excluding Spec Ed Whg)</td>
<td>6,812.6</td>
<td>6,812.6</td>
<td>6,812.6</td>
</tr>
</tbody>
</table>

### Virtual State Aid

| Virtual Students FTE (Full-Time Students)         | 0.0      | 0.0      | 0.0       |
| Virtual Students FTE (Part-Time Students)         | 0.0      | 0.0      | 0.0       |
| Total Credits Earned (20 yrs and older)            | 0.00     | 0.00     | 0.00      |
| State Aid                                         | 0.0      | 0.0      | 0.0       |
Approve/Submit SO66

When the report is accurate, it is time to submit the SO66. This page will display a list of warnings that may require additional review. A warning does not necessarily mean that data is inaccurate; it simply means that data is missing or doesn’t match an expected value. Some districts may receive no warnings at all.

The warning serves to ensure that the district has properly reported all information on the report. In some instances, the errors serve to ensure the district is properly coding their students for potential funding.

If a warning is additionally checked under the “Stop Submit?” column, the error must be resolved before users can submit the report.

When all the errors and warnings have been addressed, the Superintendent can click the, “Submit to KSDE” button to finalize the report. Once this action is performed, the report is complete. At this time, attempts to send KIDS Collection ENRL records will not be allowed.
Print SO66

The print function allows users to print individual sections of the report, or the report in its entirety. Simply click on a radio button and then click on “Download/Print as PDF”.

Users also have the ability to see your prior year SO66 data by selecting the report feature. Click on the Download button by the View prior year report. Be advised that screens, data, or requirements may have changed from last year and may not match data collected, the manner in which it is collected, or purpose behind the collection for this collection year. Click Download...
Print Prior Years

Users also have the ability to download previous years S066 by selecting the school year from the pull down list and click the Download button. **Be advised that screens, data, or requirements may have changed from previous years and may not match data collected, the manner in which it is collected, or purpose behind the collection for this collection year.**

Help Resources

Specific questions relating to a specialized topic should be directed to the point of contact listed on the screen.

If you have difficulty working with the KIDS system, please contact the KSDE Help Desk during regular business hours at (785) 296-7935. By contacting the Help Desk, your questions will be directed to the appropriate staff member.

If you need assistance or guidance on how to report a specific data element for a student, submit your questions via email to kids@ksde.org or visit the KIDS Project website at www.ksde.org/kids for guidance documents.


If any other questions arise in the completion of your report, please direct them to Rose Ireland, in School Finance, at 785-296-4973 or email at rireland@ksde.org.
CONTACT INFORMATION

KSDE contact information in case you have questions.

School Finance  (785) 296-3872
Rose Ireland  (785) 296-4973  rireland@ksde.org
Christie Wyckoff  (785) 296-6321  cwyckoff@ksde.org
Sara Barnes  (785) 296-4972  sbarnes@ksde.org

CONFIDENTIALITY & SECURITY

Data Confidentiality

In recognition of the importance of confidentiality surrounding student data, KSDE has developed a Privacy Statement. This statement has been adopted by KSDE and is included in all staff security awareness training.

We encourage districts to review and understand this policy. Districts should determine how the information in this policy relates to their staff and their internal practices, and are welcome to adopt it or any portion of it. The Privacy Statement document can be found on the Research and Evaluation page of the KSDE website.

Computer Environment Security

The following are generally considered to be the basic guidelines for maintaining a safe, secure computer environment. This is by no means a comprehensive list, but these guidelines can help ensure that viruses, hackers, and other threats do not compromise data or an entire computer network.

- Maintain up-to-date antivirus software: Anti-virus software for any particular type of device should be running and up-to-date on every level of device, including clients, file servers, mail servers, and other types of networked devices.
- Use host-based firewall software when possible: Host-based firewall software, for any particular type of device, should be running and configured according to the guidelines for your organization.
- Use strong Passwords and protect them: The following are guidelines for a “strong” password:
  - At least 8 characters long
  - Contains at least 1 numeric value or special character
  - Contains at least 1 upper case letter
  - Contains at least 1 lower case letter

There are some basic guidelines for creating good passwords. Do NOT write your passwords down on a notepad, on a sticky note, or anywhere else where it might be seen. Do not use the name of your partner, your address, your pet’s name, your children’s names, etc. as your password—these are probably the first words that somebody attempting to access your information or software system would try. Do not use words. No matter how expansive your vocabulary is, there exist “cracking” programs that can try every word in the dictionary to find your password. One of the best techniques for creating a good password is to use initials of a saying or sentence that is meaningful to you. Use numbers and “special” characters (such as symbols, spaces, and capital letters) in your password.
• Maintain good physical security: Unauthorized physical access to an unattended device can result in harmful or fraudulent modification of data, fraudulent email use, or any number of other potentially dangerous situations. In light of this, where possible and appropriate, devices should be configured to "lock" and require a user to re-login if a computer is left unattended for more than 10 minutes.

• Maintain regular backups: Backup your system in proportion to the amount of data that you are willing to lose—work done last month? Last week? Today? Make sure you are able to restore data from your backup. Have a start-up disk handy in case your computer system files get damaged.

• Use care when reading email and downloading files: Emails are the principal sources of computer virus infections.
  o Be sure to know the source and the reason for an attachment before opening it.
  o Be wary of URLs in email.
  o Use care when downloading files.
  o Do not run/install a program with an unknown origin.
  o Do not download software unless it was written by an entity you trust.
  o Do not give permission to third parties to download software on your machine.

Additional Data Security & Confidentiality Tips

• Position computer screens so that they are not visible to passers-by.
• Do not discuss confidential or sensitive information in a public or high-traffic area.
• Shred confidential information that is no longer needed.

APPENDIX: DATA QUALITY

Good data is critical to effective teaching, learning, and management of schools. Therefore, data should be treated as a resource that is as important to schools as staff and books, and policy-makers should be willing to invest time and effort toward the creation of high quality data. Four components of high quality data listed in the Forum Guide to Building a Culture of Quality Data (National Forum on Education Statistics, 2005) are:

• **Accuracy:** The information is correct and complete. Data entry procedures are reliable.
• **Security:** The confidentiality of student and staff records is ensured, and data are safe.
• **Utility:** The data provide the right information to answer the questions that are asked.
• **Timeliness:** Data are entered in a timely manner.

Issues with Data

Even though data quality is critical to accurate interpretation and effective use of data, the following challenges to data quality exist in most organizations:
• **Redundancy**: The same data appears in different places and formats, and it is often unclear which of the incidences of the data is most accurate and/or most current.

• **High variability**: There are as many as ten variations in format, content, or meaning of a “fact” or piece of data.

• **Increasing volume and disparity of data**: Technology has allowed the rapid collection and storage of an increasing amount of data. Staff members who do not know that the data they need are already being collected or who are not satisfied with the accuracy and format of the data available to them can too easily begin their own separate collections. Not only does this increase disparity, it also increases costs and decreases productivity since more time is spent finding needed data and resolving problems.

### Increasing Data Quality

Steps can be taken to increase data quality and make data a true asset to education, including:

• Assigning a data steward for each collection who is truly knowledgeable about the collection.

• Informing staff about the data being collected by the school or organization.

• Teaching staff members a number of ways to check data accuracy:
  - Spot check, using forms from which data were entered.
  - Develop and run automated data edits.
  - Check aggregate reports for reasonableness.

• Providing professional development related to the ways accurate data can support the overall purpose of education.

• Developing clear data policies, standards, definitions, and timelines:
  - Develop a process to follow if a data error is found.
  - Establish clear lines of responsibility for data-related tasks.
  - Provide training and documentation for each data collection.
  - Compile and publicly post a calendar of data-related dates and deadlines.
  - Provide opportunities for feedback about the data process, training, and/or documentation.
  - Make assistance available if problems are encountered.

• Develop clear documentation about the data resources, and keep the documentation current so that staff can actually use the resources and so that data will not be lost due to staff attrition.

• Develop a phased improvement schedule instead of trying to overhaul the entire data resource at once. Incremental steps can help ensure success, gain recognition of the value of the initiative, and gain support for moving ahead.

• Ensure that the hardware and software products used at the school/district can support the data collection initiatives.

• Work hard to establish a data entry environment that is as secure and free of distractions as possible.

The goal of any organization should be data that are alike in kind, quality, and character; and that are well integrated, easily identified and understood, readily accessed and shared, and utilized to their fullest potential (Brackett, 2000). It is important to help staff understand the current state of their organization’s data resource and compare that state to this desired goal. When the benefits of a quality data resource are general knowledge, it is easier to remove obstacles that prevent attainment of the goal.

Educational organizations must make a concerted effort to reduce the natural drift of their data resource toward disparity and low quality and increase the general understanding of the role accurate, accessible data can play in improving teaching and learning. Data will not be considered an asset to education until this occurs.