



Understanding KIAS: General Supervision, Accountability, and the Future of Monitoring in Kansas



Welcome and Introductions

Agenda



- KIAS 101 - The What
- What It Means For You - The So What
- The Risk Assessment - The What and How
- Level of Determination
- Resources
- What To Do Now and Next



KIAS

IDEA General Supervision

State agencies must have a general supervision system in place to:

- (1) **Improve educational results and functional outcomes** for infants and toddlers with disabilities and their families and children with disabilities and
- (2) **Ensure that local education agencies (LEAs) and early intervening services (EIS) programs and providers meet the requirements** under the IDEA.

State general supervision systems must be *reasonably designed* to meet these goals.

In carrying out its responsibilities, States must monitor for compliance with, and enforce the implementation of IDEA by local educational agencies (LEAs) for children with disabilities and by EIS programs. These monitoring activities are referred to as “general supervision.”



What is required in IDEA General Supervision?

While each State has the flexibility to develop its own model of general supervision. OSEP's long standing presumption is that an effective system of general supervision, used to monitor LEAs and EIS programs and providers, would at a minimum include these eight components.

These components include the following:

- 1) Integrated monitoring activities;
- 2) Data on processes and results;
- 3) The SPP/APR;
- 4) Fiscal management;
- 5) Effective dispute resolution;
- 6) Targeted TA and professional development;
- 7) Policies, procedures, and practices resulting in effective implementation; and
- 8) Improvement, correction, incentives, and sanctions.



How Does Kansas Carry Out IDEA General Supervision?

KIAS: Kansas Integrated Accountability System

- Kansas Integrated Accountability System (KIAS) is the **general supervision system** for the Special Education and Title Services (SETS) Team in Kansas.
- In Kansas, KIAS (general supervision) is **integrated across federal programs**, particularly ESEA and IDEA.
- KIAS is an integrated, **continuous process** involving data collection; data verification; district corrective action; reporting; and incentives and sanctions.
- KIAS is **designed to ensure compliance** with the State of Kansas, federal special education and Title programs **and improved academic results for all children and youth**.

★ KIAS is also the name of an Authenticated Web Application.





What It Means For You

What is Your Role in General Supervision?

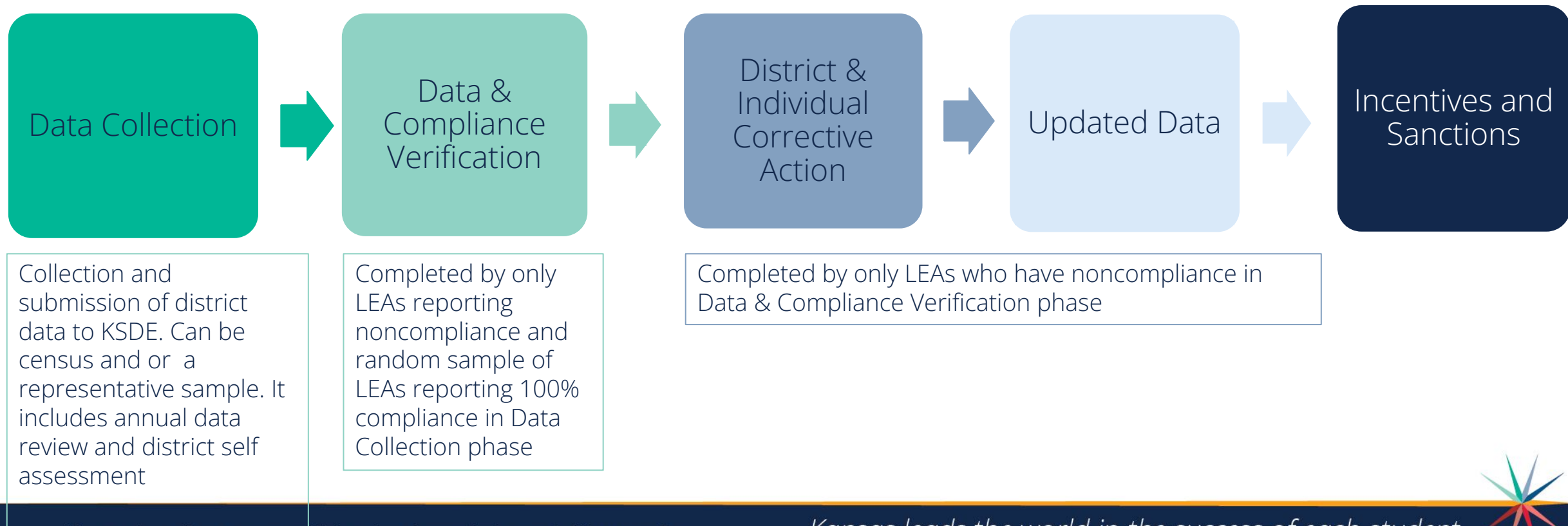
As a special education administrator your role is to participate in the monitoring process.

Required monitorings must . . .

- Not be limited to APR Indicators. (A-4)
- Monitor each LEA **at least once every 6 years and more often as necessary based on areas of concern.** (A-11)
- Monitor the subrecipients of IDEA funds.
- ensure the type and amount of data reviewed accurately reflect the provider's level of compliance and is representative of the population served within a given LEA.
- ***Inform LEAs in writing of any identified noncompliance.*** (B-6)
- *Verify correction* of both systemic and individual correction of noncompliance no later than one year after the State's written notification of noncompliance. (B-10 & B-13)
- *Publicly report* on the performance of each LEA in the State on the targets in the State's SPP/APR.
- *Issue determinations* about the annual performance of each LEA using the same determination categories that OSEP uses with States.



KIAS: Monitoring Process



Reminder: What The Changes Mean for You

- The cycle and frequency of some monitorings will change.
- There will not be a set cohort list; LEA's will be selected using an annual risk assessment.
- No Self-Assessments for Special Education Monitoring
- If an Interlocal and Cooperative, all districts are together in one review instead of over multiple cycles
- The number of files you review may change
- Reduced number of file review questions
- Indicator 13 is included with File Review for a review of the "whole" Student
- Open and close dates for collections and corrections will be streamlined





Risk Assessment

Student & Family Outcomes

(Are students with disabilities succeeding?)

KSDE reviews IDEA performance indicators across 5 key areas:

Post-School Outcomes (Indicators 1, 2, 14)

- Are students prepared for life after high school?

Academic Achievement (Indicator 3D)

- Are children and youth with disabilities meeting grade-level expectations?

Access & Inclusion (Indicators 5 & 6)

- Are children and youth with disabilities meaningfully included in general education?

Early Childhood Outcomes (Indicator 7)

- Are young children with disabilities making developmental progress?

• Family Engagement (Indicator 8)

- Are schools true partners with families of children with disabilities?



Capacity and System Indicators

(Do LEAs support success?)

KSDE also examines whether LEAs have the conditions for success:

- **Staffing**
 - Vacancies
 - Licensure Waivers
- **Oversight & History**
 - Time since monitoring or file review
- **Accountability Status (Level of Determination)**
 - Meets Requirements
 - Needs Assistance
 - Needs Intervention
 - Needs Substantial Intervention



LEA Selection

- Risk analysis identifies LEAs as high, medium, or low risk.
- From this process, SETS selected the top **12 LEAs** based on risk to engage in File Review in the 2026–27 school year.
 - Risk scores range: 13 to 19
- All LEAs are monitored on a **six-year cycle for File Review and Indicator 13.**



Student Selection

- 10 to 30 students selected per LEA for File Review and Indicator 13.
- Based on:
 - Total population of students with IEPs
 - Targeted categories (to ensure representation)
 - Age-based selection





What This Looks Like in Practice

Sample Risk Report Walkthrough

How to read and use the data



Accessing the Data

Where to find and use this information



Risk Assessment Key Takeaways



Risk assessment = action

- Data tells a story about **students + systems**
- Risk helps prioritize **where support is needed most**
- You have access to the same data → **use it**



Level of Determination (LOD)

What is a Level of Determination?

- When assigning a Level of Determination, KSDE is required to use the same categories that OSEP is required to use when giving a state Level of Determination:
 - Meets Requirements
 - Needs Assistance
 - Needs Intervention
 - Needs Substantial Intervention
- The criteria for each category and possible enforcements can be found in the APR Reports Guide, linked at the top of the screen on the [Kansas APR Reports website](#).



What Data is Included in Level of Determination?

- KSDE only includes required categories the U.S. Department of Education requires in District Level of Determination:
 - State Performance Plan/Annual Performance Report Compliance Indicators:
 - 4B (Suspension and Expulsion by Race/Ethnicity)
 - 9 (Disproportionate Representation)
 - 10 (Disproportionate Representation in Specific Disability Category)
 - 11 (Child Find)
 - 12 (Early Childhood Transition)
 - 13 (Secondary Transition)
 - Correction of identified noncompliance
 - Submission of valid, reliable, and timely data
 - Other data available to KSDE about district compliance with IDEA, including relevant audit findings





Resources

Diving Deeper

IDEA & Gifted File Review Tool Kit

- [IDEA & Gifted File Review Tool Kit](#)

Indicator 13 Checklist Resources

Indicator 13 Checklist. <https://ksdetasn.org/resources/4146>

Indicator 13 Checklist PowerPoint <https://ksdetasn.org/resources/4144>

Indicator 13 Checklist Toolkit Links. <https://ksdetasn.org/resources/4145>

Indicator 13 Examples. <https://ksdetasn.org/resources/4143>

Secondary Transition Resources. <https://ksdetasn.org/resources/4024>

Policy and Funding

- [Kansas Integrated Accountability System \(KIAS\)](#)
- [KIAS: Authenticated Application](#)

Student Success – Special Education Resources for Families and Educators

- [IEP Resources](#)
- [Gifted Education Services](#)
- [Secondary Transition Resources](#)



General Supervision: Learn More

[https://sites.ed.gov/idea/files/Guidance on State General Supervision Responsibilities under Parts B and C of IDEA-07-24-2023.pdf](https://sites.ed.gov/idea/files/Guidance%20on%20State%20General%20Supervision%20Responsibilities%20under%20Parts%20B%20and%20C%20of%20IDEA-07-24-2023.pdf)

<https://www.ksde.gov/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/KIAS-Kansas-Integrated-Accountability-System>

[https://ncsi.wested.org/wp-content/uploads/2024/05/NCSI Identifying Noncompliance ADA.pdf](https://ncsi.wested.org/wp-content/uploads/2024/05/NCSI%20Identifying%20Noncompliance%20ADA.pdf)

<https://ncsi.wested.org/how-we-can-help/general-supervision/general-supervision-toolkit/>



Resources within Reach

- Special Education Administrators Guide can be accessed through the TASN website at <https://www.ksdetasn.org>.
- Scroll down the page to the Quick Links section and select **SPED ADMIN GUIDE**
- Direct link to the SPED Admin Guide
<https://www.ksdetasn.org/tasn/kansas-special-education-administrators-guide-and-resources>





What To Do Now and Next

100 Day Checklist

Checklist for Special Education Administrators

KSDE | Special Education Administrator's Guide: First 100 Days Checklist

A KSDE Technical Assistance System Network (TASN) Resource

The Critical Role of the Kansas Special Education Director

Special Education Administrators play an important role in the provision of services to students with exceptionalities at the local level. Perhaps the most regulated sector of public education, special education is federally mandated and governed by both federal and state laws. The Kansas State Department of Education is responsible for ensuring the general supervision of special education in the state and does this through the Kansas Integrated Accountability System (KIAS). Through this system, KSDE is routinely collecting, monitoring, and submitting program and fiscal data to the federal Office for Special Education Programs (OSEP) and each Local Education Agency (LEA) in the state is responsible for ongoing collection, verification, and reporting activities related to the provision and funding of special education in the state.

KSDE has developed a multi-faceted system to accomplish this process and you, as a special education administrator will be responsible for interacting with all the following components of that system. Much more information and resources on the expectations of LEAs are available at KSDE.gov, and a brief description of key activities within that system and generally expected of an LEA Special Education director is offered below to orient you to some of the important components of the system. The list of activities here are not exhaustive and are only intended to provide an overview of key tasks and responsibilities of a local special education director. For complete details, review applicable regulations and guidance from the Kansas State Department of Education.

The First 100 Days Checklist

Policy/Procedure						
	ACTIVITY	DESCRIPTION	NOTES	JULY	AUG	SEPT
☐	Review Cooperative/Interlocal Agreement	Cooperative and Interlocal agreements generally require annual review. Plus, it is important for the director to be fully aware of and follow all provisions of the LEAs cooperative or interlocal agreement.		→	•	
☐	Verify completion of professional negotiations and any changes as well as financial impact of negotiations on special education budget.	Negotiations processes and timing can vary from LEA to LEA, but it is generally the source for updates to staff hours, workload policies, and salary/benefits. Note, the statutory declaration of impasse date for professional negotiations is July 31.		•		
☐	Prepare and submit annual July BOE meeting agenda items.	There are many annual July board meeting items. Some typical special education items include appointment of due process hearing officers, update and renewals of MOUs, staffing contracts for outside staffing agencies, and annual reviews of cooperative and interlocal agreements. For interlocal entities, ensure authorization as agent for federal funds, adoption of bank, school attorney, etc. A tip is to review prior year July board agendas for your LEA.		→	•	
☐	Locate, bookmark/print the KSDE Special Education Process Handbook	The KSDE Special Education Process Handbook was developed to provide guidance, resources and supports necessary for those professionals who work to improve results for exceptional children. The information provided in the Kansas Special Education Process Handbook attempts to clarify and define legal requirements of the law and regulations. Directors and leadership staff should bookmark this document or print a desktop copy for reference throughout the year.		•		
☐	Review Local Special Education Policies, Procedures and Forms; Update/Revise as Needed	Every LEA must have in effect local policies, procedures and programs to ensure the implementation of special education within the LEA consistent with federal and state law. 34 CFR §300.201 This includes local forms and procedural documents, as well as many required board		→	→	→





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