Iowa State Board of Education

Executive Summary

July 16, 2025

Agenda Item: Area Education Agency (AEA) Accreditation Report – Green Hills

State Board Goal: Goal 2

State Board Role/Authority: Iowa Code 273.10 and Iowa Administrative Code chapter 281 – 72 requires the Iowa Department of Education to conduct an AEA accreditation process for AEA and for the State Board to determine whether a program of an AEA shall receive initial accreditation or shall remain accredited.

Presenter(s): Dr. Jason Plourde, Chief Administrator
Green Hills AEA

Chad Bartlett, Director of Organizational Strategy and Data
Green Hills AEA

Joe Woracek, Director of Specialized Services and Supports
Green Hills AEA

Attachment(s): Two

Recommendation: It is recommended that the State Board grant continued accreditation to Green Hills AEA through the next review period.

Background: On March 27, 2024, HF2612 was enacted, which modified the current accreditation standards to add and focus on learners with disabilities, add standards for special education compliance and learning environment, and add instructional practice requirements for media and technology. The Department of Education piloted an accreditation process this year using the updated and

expanded set of statutory accreditation standards applicable for each AEA. The process resulted in a report identifying AEA required actions, recommended actions for continuous improvement and strengths upon which to build for each standard area.

Green Hills AEA Accreditation Report Summary

Agency Vision and Goals

Through collective impact, Green Hills AEA will be a world-class organization that unleashes dreams, uses our talents to challenge the status quo, and creates and nurtures partnerships to ensure all individuals are future ready.

- Positive Green Hills AEA climate and culture.
- Recruitment and retention of high-quality staff.
- Stakeholders are aware of AEA services and points of contact.
- High quality professional learning opportunities.
- All schools provide safe and supportive learning environments and high achieving classrooms.

Service Area Data

- 43 public school districts
- 6 accredited nonpublic schools
- 37,292 PK-12 students
- 282 total AEA staff members
- Covers 8,000 square miles

- 5 IDEA-DA Level 3 districts
- 5 IDEA-DA Level 2 districts
- 0 ESSA CSI
- 35 ESSA TSI
- Center of Excellence: Assistive Technology

Required Improvement Actions

There are no required actions that Green Hills AEA must implement.

Recommended Continuous Improvement Actions

School-Community Planning
- Designate AEA staff to participate in the Local School Plan process with districts and Vocational Rehabilitation.
- Promote awareness of the Early ACCESS referral process and services with regional community partners.
- Partner with the Iowa Department of Education (Department) and AEAs to define and implement consistent school-community planning processes and procedures.

Professional Development
- Provide professional learning to increase awareness, consideration and use of Assistive Technology (AT) and Accessible Educational Materials (AEM).
- Continue professional learning on Child Find for special education staff, focusing on consistent implementation of expected practices and the evaluation of the impact of the Child Find learning plan.

Curriculum, Instruction and Assessment
- Establish procurement processes include accessibility considerations to ensure equitable access for learners.
- Leverage approved professional learning, like implementation science, to support districts with activities like curriculum adoption and strategic planning.

Special Education Services and Support
- Require the service coordinator competency training and monitor completion.
- Investigate the root cause(s) for Early ACCESS children not meeting the targets of functioning at age expectations and develop a plan to address identified needs.
- Build staff members' understanding of IDEA-DA and SDI and continue to support the implementation of consistent Child Find practices across all districts.

Technology Planning Services
- Implement processes and strategies to increase awareness, consideration and use of AT and Accessible Educational Materials (AEM).

Learning Environment
- Develop a system to monitor implementation of professional learning provided to districts.
- Engage districts in a proactive review of seclusion and restraint data, as well as other social-emotional-behavior data, as part of the continuous improvement process.

Compliance
- Continue to monitor compliance and track resolution and mediation facilitation cases, identifying trends that need addressed in the AEA or in districts.

Program Evaluation

- Continue to develop AEA capacity to monitor quality and fidelity of implementation of professional learning.

Management Services
- Review service-delivery models, gather input, assess capacity to meet needs, align services to district goals and strengthen communication channels regarding managed services.

Media Services
- Continue to find ways to address challenges and gather implementation data.

Strengths

School-Community Planning
- Early ACCESS staff partnered with Child Health Specialty Clinic staff during the Early ACCESS evaluation process to support children and families.

Professional Development
- The AEA emphasized data analysis and coaching for staff not meeting performance thresholds.
- Literacy scores on ISASP increased for all students and subgroups over the past years.
- Feedback indicated strong satisfaction with the onboarding and mentoring process.

Curriculum, Instruction and Assessment
- Data indicated an upward trend in literacy proficiency, including for learners with disabilities.
- The agency proactively used ESSA tools and the AEA had zero CSI designated schools.
- AEA staff offered a six-step curriculum adoption process aligned with Iowa Academic Standards and provided follow-up coaching and 85 percent of districts in the region have adopted HQIM.

Special Education Services and Support
- IDEA-DA designations were low compared to other AEAs.
- Department leads linked Iowa codes and resources to professional learning and have fostered collaboration among staff.
- The AEA focused Early ACCESS staff efforts on timely delivery of early intervention services.

Technology Planning Services
- Agency data indicated high usage of accessibility features in ISASP testing accommodations.

Learning Environment
- Early ACCESS staff completed evaluations, initial meetings, and timely transition plans within required timelines.
- The agency offered professional learning focused on inclusive learning environments, classroom management, student engagement and restorative practices.
- The agency provided a School-Based Intervention program, resulting in a chronic absenteeism reduction from 39 percent to 18 percent for one school.
- The agency fostered a positive culture and AEA staff expressed appreciation for the transparent communication and professional development efforts.

Compliance
- There was detailed tracking of AEA resolution facilitation and mediation processes.

Program Evaluation
- AEA leadership highlighted the use of a logic model for program evaluation and the comprehensive improvement plan identified both qualitative and quantitative data to drive priorities.

Management Services
- The AEA provided a variety of managed services like personnel, technology and business management.

Media Services
- The media center implemented innovative ways to address challenges in accessing supports like the Book Chats and Beyond, the Rotating Read program, and collaborating with other AEAs.
- The Media Director monitored media usage, student learning needs, and student outcomes.

Department Accreditation Recommendation

It is recommended that the State Board of Education grant continued accreditation to Green Hills AEA through the next review period with the required improvement actions completed.

Green Hills Area Education Agency
2025 Accreditation Report

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Contents

Purpose

Iowa Code 273.10 defines the purpose of this report as determining if standards have been met and making a recommendation to the Iowa State Board of Education (State Board) as to whether the programs of the area education agency (AEA) should receive initial accreditation or remain accredited.

This recommendation is based on a program audit review of documents, a clarification call with the AEA team, an on-site visit and a final verification process.

Green Hills AEA Service Area Data

Green Hills AEA encompasses

- 43 public school districts
- 6 accredited nonpublic schools
- 37,292 students, preschool through grade 12
- 282 total AEA staff members
- Covers 8,000 square miles
- 5 IDEA-DA Level 3 districts
- 5 IDEA-DA Level 2 districts
- 0 ESSA CSI
- 35 ESSA TSI
- Center of Excellence: Assistive Technology Support for Learners with Disabilities.

AEA Accreditation Process

Iowa Code 273.10 and Iowa Administrative Code chapter 281-72 requires the Iowa Department of Education (Department) to conduct an AEA accreditation process to determine if the AEA is meeting accreditation standards. Accreditation standards for the AEA were revised during the 2024 legislative session, with the new standards taking effect July 1, 2025. Therefore, the Department developed and piloted a new AEA accreditation process during the 2024-25 academic year that encompassed the existing standards that were expanded to include learners with disabilities and the new standards that were added to the expectations. The accreditation process used during the 2024-25 year included a program audit which is a review of Department collected and AEA provided data. It also included a clarification call with the AEA team, an on-site visit, and a final verification process.

For the purposes of the AEA accreditation pilot, similar standards were grouped together and reviewed collectively as a whole. The standards will become a part of Iowa Code after they become effective and the Iowa Administrative Code is updated.

Standards were grouped together as follows:

- School – Community Planning
    - o Standard a – Support for school-community planning, including a means of assessing needs, developing collaborative relationships among community agencies, establishing shared direction, and implementing program plans and reporting progress toward goals for all students, including students with disabilities.
- Professional Development
    - o Standard b - Evidence-based professional development programs that respond to current needs.
    - o Standard q - Support for staff development and adult learners utilizing evidence-based professional development in a manner that meets the professional needs of staff and adult learners consistent with standards adopted by the state board of education.

- Curriculum, Instruction, and Assessment
  - Standard c - Support for curriculum development, instruction, and assessment services that address the areas of reading, language arts, math, and science, using research-based methodologies, for all students, including students with disabilities.
  - Standard p - Support for students using educational programs and services in a manner that is consistent with the educational standards established pursuant to section 256.11.
- Special Education Services and Support
  - Standard d - Special education support.
  - Standard j - Support for early childhood service coordination for families and children, age birth through three years, to meet health, safety, and learning needs, including service coordination.
  - Standard m - Support for addressing the diverse learning needs of all children and youths, including children and youths who are eligible for special education through services that include direct services to students with disabilities.
- Technology Planning and Services
  - Standard g - Support for school technology planning and staff development for implementing instructional technologies.
  - Standard o - Support necessary to implement effective instruction for all students, including students with disabilities, through school technology services.
- Learning Environment
  - Standard l - Support for schools and school districts in analyzing student achievement data related to the learning environment, comparing data to the external knowledge base, and using that information to guide schools and school districts in setting goals and implementing actions to improve student learning for all students, including students with disabilities.
- Compliance
  - Standard k - Timely submission of required reports and documents to the state board of education, the department of education, and the division of special education of the department of education.
  - Standard n - Support for schools and school districts to ensure compliance with rules adopted by the state board of education related to special education.
  - Standard r - Compliance with all relevant federal and state laws in the provision of services and supports to students with disabilities.
- Program Evaluation
  - Standard h - A program and services evaluation and reporting system that includes information related to special education.
- Management Services
  - Standard e – Management services, including financial reporting and purchasing as requested and funded by local districts.
- Media Services
  - Standard f – support for instructional media services that supplement and support local district media centers and services.
  - Standard l – Support for school district libraries in accordance with section 273.2, subsection 4.

AEA Accreditation Standards and Results

The on-site visit at Green Hills AEA included several in-person and virtual interviews and a presentation by the Director of Organizational Strategy/Data, supervisors, and community partners. The following are the results for each standard area reviewed during the accreditation process.

School-Community Planning

This section includes how the AEA provides support for school-community planning, including a means of assessing needs, establishing shared direction and implementing program plans and reporting progress toward goals for all students, including students with disabilities.

Strengths:

A review of data showed an increase in Early ACCESS nutrition referrals from 24 in 2022-23 to 43 in 2023-24. The data reviewed also indicated an increase in the number of health assessments completed from four in 2022-23 to 13 in 2023-24. These demonstrated that the AEA was partnering with Child Health Specialty Clinic staff to complete these assessments as part of Early ACCESS evaluations. In addition, the Early ACCESS referral link was present on their website, revealing a partnership with the Department and the Iowa Family Support Network to participate in the child referral process.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement:

In the 2023-24 school year, less than half of Green Hills AEA's school districts either had no record of an existing Local Service Plan for Vocational Rehabilitation or had no AEA personnel involved in the development of the plan. It is recommended that designated secondary AEA staff participate in the development of Local Service Plans and that annual reminders and follow-up are provided to school districts to support their participation in the process.

Data shows that Green Hills AEA served the lowest number of children in Early ACCESS compared to the state average since December 2024. More than half of all referrals come from the Department of Health and Human Services and medical providers, potentially disadvantaging rural areas. It is recommended that Green Hills AEA explore additional ways to promote awareness of Early ACCESS services and the referral process among regional stakeholders and community partners.

There are inconsistent school-community processes and procedures being used across the AEAs to support school-community planning. In addition, what is available is not uniformly being offered or provided to all districts and nonpublic schools in the AEA. It is recommended that the AEA partner with the Department and the other AEAs in the state to define the expectations for school-community planning and identify common statewide processes and procedures that may be uniformly offered to districts and accredited nonpublic schools.

Standard Met/Not Met

The accreditation standard is met.

Professional Development

This section provides evidence that explains how evidence-based professional development programs offered by the AEA respond to current needs and are consistent with the standards adopted by the State Board.

Strengths:

The agency emphasized data analysis and coaching for staff not meeting performance thresholds. Over the past five years, literacy scores on the ISASP have increased for all students and subgroups, while mathematics remains steady with some subgroup growth. Green Hills AEA tracked professional learning and coaching for Level 2 and Level 3 designated districts.

Interview feedback indicated strong satisfaction with the onboarding and mentoring process, with mentors and peers playing a crucial role in new team member success. Recent professional learning

laid a strong foundation by focusing on Child Find, full and individual evaluation in special education and re-evaluation processes.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement:

The review of the permanent products and data indicated that professional learning on Assistive Technology (AT) and Accessible Educational Materials (AEM) has not been requested or offered in recent years. This has been identified as a need in the agency for staff and for districts and it is recommended that the AEA consider providing professional learning on AT and AEM.

It is also recommended that the AEA continue its efforts to implement special education professional learning in Child Find, the full and individual evaluation process and re-evaluations. Implementation should now aim to sustain momentum by ensuring consistent practices throughout the AEA that are aligned with Department of Education guidance. In addition, the agency should consider how it will evaluate the impact of professional learning plan.

Standard Met/Not Met

The accreditation standards are met.

Curriculum, Instruction and Assessment

This section provides evidence of how the AEA supports curriculum development, instruction and assessment for reading, language arts, mathematics, and science using research-based methodologies for all students, including students with disabilities.

Strengths

Data indicate an upward trend in literacy proficiency for all students, including students with an IEP, over the past three years. The agency proactively used ESSA tools to enhance universal instruction, with Green Hills AEA having no ESSA comprehensive designations and a lower percentage of targeted schools than the state. Literacy scores are rising and 85% of districts in the region have adopted High-Quality Instructional Materials (HQIM) with support from agency content consultants, who offer a six-step process aligned with Iowa's Academic Standards, along with coaching for implementation.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

It is recommended that the agency ensure procurement processes for curriculum adoption and instructional technologies which include accessibility considerations to ensure equitable access for learners with disabilities across all program settings. Furthermore, it is suggested the agency leverage approved professional learning such as implementation science to leverage continued embedded support for curriculum adoption, facilitating strategic planning with districts and professional learning related to proactive approaches featuring accessibility of curricular materials.

Standard Met/Not Met

The accreditation standards are met.

Special Education Services and Support

This section provides evidence of support for special education services, early childhood services for families and children and support for addressing the diverse learning needs of all children and youth.

Strengths

The agency has focused Early ACCESS staff efforts on the timely delivery of early intervention services for infants and toddlers with Individualized Family Service Plans (IFSPs). In regard to Part B services (ages 3 to 21 years), IDEA-Differentiated Accountability (IDEA-DA) designations are low compared to other AEAs. In addition, specialized department leaders link Iowa codes and resources to professional learning in special education. Enhanced professional development has fostered collaboration among AEA staff, with facilitators creating targeted training on evaluations and Child Find development. Lastly, a data dashboard using ACHIEVE data is being developed to guide special education decision-making.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

In the 2023-24 program year, Iowa had 280 Part C service coordinators, with 94% completing competency training. Green Hills AEA has a 78% competency completion rate, the lowest in the state. The data indicate a need for supervisor support of service coordinator competency training process and it is recommended the agency monitor staff completion of the competency training. In addition, in the area of Early ACCESS, Green Hills AEA has not met targets for children functioning at age expectations for the past two years. It is recommended that the agency further investigate the root causes for these results and explore potential barriers affecting learners.

Strengthening AEA staff's understanding of IDEA-DA training and the SDI Framework could improve coaching and support for district, enhancing the overall quality of implementation and impact in special education. In addition, consistency in Child Find practices are needed throughout the agency as identification rates vary significantly across districts. It will be important for the AEA to continue professional learning on Child Find and intentionally focus on high-quality and consistent implementation of eligibility and evaluation practices. It is also recommended that the agency develop an evaluation plan to monitor implementation of expected Child Find practices and sustained fidelity. Leadership support for continuous training and clarity in procedures will be essential to meet the expected outcomes.

Standard Met/Not Met

The accreditation standards are met.

Technology Planning and Services

This section provides evidence of support for school technology planning, staff development for implementing instructional technologies and support for implementing effective instruction through the use of technology, including for students with disabilities.

Strengths

In the 2022-23 and 2023-24 school years, Green Hills AEA's percentage of learners in grades 4 and above with a reading goal was within one percent of the state average. The agency also showed a high usage of accessibility features in ISASP testing accommodations, even though this process was time-consuming and required IEP amendments and updates in local education agencies' (LEAs) systems.

Green Hills AEA's data leads attended over 90% of meetings, staying current on how to use ACHIEVE and its reporting functions. The agency also provided new special education teacher training across early childhood and secondary transition.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

Green Hills AEA ranks among the lowest in the state for providing AT technical assistance to LEAs, a situation likely exacerbated by the elimination of the AT and Accessible Education Materials (AEM) role by the previous administration. A new staff member has been hired and additional team members are planned to enhance this service as Green Hills aims to become a Center of Excellence in AT. The organization also struggles with identifying AT needs in IEPs, with staff noting that while high-tech devices are more often documented, low-tech devices are frequently overlooked. This inconsistency highlights a need for continuous improvement in system-wide support, professional learning, and documentation practices.

Standard Met/Not Met

The accreditation standards are met.

Learning Environment

This section provides evidence of support for districts in analyzing data related to the learning environment and in guiding districts in continuous improvement efforts towards improving the learning environment and social-emotional-behavioral outcomes for all students, including students with disabilities.

Strengths:

Green Hills completed IFSP evaluations and initial meetings within the 45-day timeline. The accreditation team highlighted this area as a great strength and acknowledged Greed Hills for their efforts and prioritization of this work, noting the significant difference in timelines between Early ACCESS requirements (birth to age 3) and Part B requirements (ages 3 to 21 years). Green Hills AEA consistently met the state expectation of 100% percent for the children existing Part C (and potentially eligible for Part B) who received timely transition planning.

Green Hills offers professional learning opportunities focused on inclusive learning environments, classroom management, student engagement, and various restorative practices. The School-Based Intervention (SBI) program has effectively reduced chronic absenteeism, with one school seeing chronic absenteeism rates drop from 39% to 18%. Data collected is disaggregated to assess program impact. Additionally, Green Hills AEA fosters a positive agency culture, with general education staff appreciating transparent communication and valued professional development efforts.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement:

Green Hills AEA provides several professional learning opportunities to support safe and supportive learning environments. It is recommended that the agency develop a system to monitor implementation of the professional learning opportunities provided to districts. This recommendation comes as a result of seclusion and restraint data: 38 of 43 districts reported 0 incidents of seclusion and 35 of the 43 districts in Green Hills AEA have never reported incidents of restraint across any reporting year reviewed. Green Hills AEA should consider engaging districts and professional learning participants in a proactive approach to reviewing seclusion and restraint data as part of a continuous improvement process. It is also recommended that the AEA consider what support they might provide to districts to monitor their seclusion and restraint data, as well as other social-emotional-behavior data, and assist with a cadence of data review to identify patterns in behavior and areas of growth.

Standard Met/Not Met

The accreditation standard is met.

Compliance

This section provides evidence of timely submission of required reports and documents, compliance with relevant federal and state laws in special education and support for schools to ensure compliance with rules related to special education.

Strengths:

The comprehensive improvement plan aligns to State Board priority areas and has clear data points to measure progress. There is detailed tracking of AEA resolution facilitation and mediation processes.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

Continue efforts to monitor compliance with required reports and documents, state laws in special education and with LEAs. Tracking of resolution facilitation and mediation cases should include an analysis that may show trends or areas of general supervision that require more support in the districts served.

Standard Met/Not Met

The accreditation standards are met.

Program Evaluation

This section provides evidence of a program and services evaluation and reporting system that includes information related to special education.

Strengths:

Green Hills AEA leadership interviews highlighted the use of a logic model to identify outcomes and data gaps, determining what data needs to be collected for progress measurement. The comprehensive improvement plan identifies both qualitative and quantitative data that drives priorities within the agency as well as technical assistance for districts designated for support under ESSA and IDEA-DA. There is a complete continuous improvement plan that highlights both the use of the continuous improvement process within the agency as well as support to districts. The agency's continuous improvement plan is aligned with the state's continuous improvement process.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement:

It is recommended that the agency continue to develop the leadership team's capacity to monitor both the quality and fidelity of implementation of professional learning across districts. Additionally, it is recommended that the agency utilize data-based indicators, building upon existing efforts by incorporating data-driven indicators that can measure impact and guide improvement in compliance-related supports.

Standard Met/Not Met

The accreditation standard is met.

Management Services

This section provides evidence of support for management services, including financial reporting and purchasing as requested and funded by local districts.

Strengths:

Green Hills AEA offered management services to districts upon request, including support in superintendency, personnel, business management, technology, leadership, and specialized needs. Superintendents initiated requests by contacting the chief administrator, who then met with district leadership to discuss the necessary services.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement:

To maintain effective and responsive management services, the agency should implement regular reviews of service delivery models, gather input from district leadership, and assess internal capacity to meet evolving needs. Strengthening communication channels and aligning services with district goals will ensure that support remains timely, efficient, and impactful.

Standard Met/Not Met

The accreditation standard is met.

Media Services

This section provides evidence of support for instructional media services that supplement and support local districts.

Strengths

The Media Center implemented innovative ways to address challenges in accessing supports. Some examples included implementing "Book Chats and Beyond", a monthly support for school librarians to build skills and understanding around resources, legislation, and other needed topics. School or district level training on digital resources resulted in increases in usage data. In addition, the "Rotating Read" program offered a monthly subscription of books and other resources that are available to classroom teachers that can be personally curated based on instructional needs or topics. Finally, the Media Center found creative ways to collaborate with other AEAs statewide by identifying van routes in order to share instructional materials through interlibrary loan. The media director utilized data-based decision making and collected a variety of data points to monitor media usage, address student learning needs and the impact media services have on student outcomes.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

It is recommended that the agency continue to find innovative ways to address challenges faced in delivering media services to its constituents. In addition, it is recommended that the AEA continue to gather both quantitative and qualitative data, implementation data, and student outcome data to determine the impact of its media services.

Standard Met/Not Met

The accreditation standard is met.

Conclusion

The team determined the following standards have been met based upon the program audit, clarification call, on-site visit and final verification process:

- School – Community Planning

- o Standard a – Support for school-community planning, including a means of assessing needs, developing collaborative relationships among community agencies, establishing shared direction, and implementing program plans and reporting progress toward goals for all students, including students with disabilities.
- Professional Development
  - o Standard b - Evidence-based professional development programs that respond to current needs.
  - o Standard q - Support for staff development and adult learners utilizing evidence-based professional development in a manner that meets the professional needs of staff and adult learners consistent with standards adopted by the state board of education.
- Curriculum, Instruction, and Assessment
  - o Standard c - Support for curriculum development, instruction, and assessment services that address the areas of reading, language arts, math, and science, using research-based methodologies, for all students, including students with disabilities.
  - o Standard p - Support for students using educational programs and services in a manner that is consistent with the educational standards established pursuant to section 256.11.
- Special Education Services and Support
  - o Standard d - Special education support.
  - o Standard j - Support for early childhood service coordination for families and children, age birth through three years, to meet health, safety, and learning needs, including service coordination.
  - o Standard m - Support for addressing the diverse learning needs of all children and youths, including children and youths who are eligible for special education through services that include direct services to students with disabilities.
- Technology Planning and Services
  - o Standard g - Support for school technology planning and staff development for implementing instructional technologies.
  - o Standard o - Support necessary to implement effective instruction for all students, including students with disabilities, through school technology services.
- Learning Environment
  - o Standard l - Support for schools and school districts in analyzing student achievement data related to the learning environment, comparing data to the external knowledge base, and using that information to guide schools and school districts in setting goals and implementing actions to improve student learning for all students, including students with disabilities.
- Compliance
  - o Standard k - Timely submission of required reports and documents to the state board of education, the department of education, and the division of special education of the department of education.
  - o Standard n - Support for schools and school districts to ensure compliance with rules adopted by the state board of education related to special education.
  - o Standard r - Compliance with all relevant federal and state laws in the provision of services and supports to students with disabilities.
- Program Evaluation
  - o Standard h - A program and services evaluation and reporting system that includes information related to special education.
- Management Services
  - o Standard e – Management services, including financial reporting and purchasing as requested and funded by local districts.
- Media Services
  - o Standard f – support for instructional media services that supplement and support local district media centers and services.

        o   Standard I – Support for school district libraries in accordance with section 273.2, subsection 4.

Recommendation

It is recommended that the State Board of Education grant continued accreditation to Green Hills AEA through the next review period.