Iowa State Board of Education

Executive Summary

July 16, 2025

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

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. Cindy Yelick, Chief Administrator
Heartland AEA

Dr. Susie Meade, Chief Academic Officer
Heartland AEA

Dr. Kristi Upah, Chief Student Services Officer
Heartland AEA

Attachment(s):   Two

Recommendation: It is recommended that the State Board grant continued accreditation to Heartland 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.

Heartland AEA Accreditation Report Summary

Agency Mission and Goals

To improve the learning outcomes and well-being of all children and youth by providing services and leadership in partnership with families, schools and communities.
- Increase learning growth for students as measured by the number of districts/schools demonstrating growth in student performance.
- Decrease gaps in achievement between students in underperforming groups and all students.
- Increase in annual graduation rates until all districts are at 100 percent.
- Increase the core preparation rate of high school graduates until all students meet gateways for postsecondary education/career success.

Service Area Data

- 53 public school districts
- 47 accredited non-public schools
- 154,000 PK-12 students
- 670 total AEA staff members
- Covers 6,369 square miles

- 3 IDEA-DA Level 3 districts
- 8 IDEA-DA Level 2 districts
- 13 ESSA CSI
- 94 ESSA TSI
- Centers of Excellence: Staff Recruitment and Retention; Assistive Technology

Required Improvement Actions

There are no required actions that Heartland AEA must implement.

Recommended Continuous Improvement Actions

School-Community Planning
- Ensure all districts are aware of and make the same information readily accessible to all stakeholders.
- Partner with the Iowa Department of Education and AEAs to define and implement consistent school-community planning processes and procedures.

Professional Development
- Ensure all staff understand the resources and processes available to implement the agency's continuous improvement plan and how the plan is connected to improved outcomes for eligible individuals.
- Ensure oversight of planned professional learning and that it is occurring and resulting in the implementation of desired evidence-based practices for staff involved in special education, per the contract between Heartland AEA and DMPS.

Curriculum, Instruction and Assessment
- Engage in program evaluation internally to ensure practices, knowledge and skills of veteran staff align with agency expectations.

Special Education Services and Support
- Clarify the minimum standard of AEA special education services available to all districts across the AEA and assign staff proportionately in order to provide the services to districts.
- Review and monitor the special education identification rate of school-aged students in districts in the AEA.
- Align Early ACCESS intervention practice with statewide service delivery models and ensure providers are implementing the key indicators that result in positive outcomes for learners and families.
- Review and attend to the special education contractual obligations established with DMPS.

Technology Planning Services
- Increase awareness, consideration and use of school technology services for all students, including students with disabilities.
- Ensure staff have the knowledge and capacity for considering, evaluating, training and documenting assistive technology (AT) and Accessible Educational Materials (AEM).

Learning Environment
- Review the steps and stages between residential school attendance and offsite placement.
- Engage districts in a proactive review of seclusion and restraint data and address identified needs.
- Communicate information about the crisis event support and response planning activities to all districts.

Compliance
- Ensure oversight and learning occurs and results in practice implementation per the contract with DMPS.

- Consider the leadership support for staff supervising early intervention given changes in FTE, the differing services model and Part C requirements.

Program Evaluation
- Help staff understand the required services within IDEA, Iowa Code and Administrative Rules with the goal of providing clarity around the agency's continuous improvement plan and connections to academic achievement.

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
- Ensure staff know the formalized process for accessing media services.
- Continue to review and ensure instructional media supports and materials are research-based.

Strengths

School-Community Planning
- Partnerships with community agencies supported families and students birth to age 21.
- The agency worked to plan and align services to each district's mission, vision and strategic plan.
- The AEA provided strategic planning and program evaluation support, described as "coming alongside," that advanced district priorities and generated positive results.

Professional Development
- The AEA used data to identify needs and plan professional learning for districts.
- Year one and two staff onboarding and mentoring was identified as a strength by AEA staff.

Curriculum, Instruction and Assessment
- District staff reported satisfaction with the curriculum adoption process, which assisted districts in selecting HQIM and in considering the accessibility of materials for learners.
- District special education directors indicated that connections made between SDI, interventions and universal instruction were helpful in meeting student needs.

Special Education Services and Support
- The Early ACCESS liaison role has been instrumental in supporting Early ACCESS staff at the agency, maintaining the relationships with DMPS, and has contributed to positive outcomes in Early ACCESS.
- The AEA engaged community locations in the Child Find process for preschool-age learners.

Technology Planning Services
- The AT Team was reported to be a great support to core team members and IEP teams.

Learning Environment
- The AEA showcased timely response to crisis situations and assisting with crisis planning.
- The HEART therapeutic classroom program expanded the continuum of services available to area schools and built the capacity of the resident team.

Compliance
- There was evidence of timely submission of required reports and documents as expected.

Program Evaluation
- Multiple data points were used to assess agency needs and develop goals.
- Strategic planning and program evaluation services were available to districts requesting support.

Management Services
- The AEA provided managed services, serving as a principal and providing cybersecurity services.

Media Services
- The AEA played a significant role in statewide purchasing of technology resources.
- The accessibility and breadth of the technology lending library were identified as a strength.

Department Accreditation Recommendation

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

Department of Education

**Heartland Area Education Agency
2025 Accreditation Report**

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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.

Heartland AEA Service Area Data

Heartland AEA encompasses

- 53 public school districts
- 47 accredited nonpublic schools
- 154,000 students, preschool through grade 12
- 670 total AEA staff members
- Covers 6,369 square miles
- 3 IDEA-DA Level 3 districts
- 8 IDEA-DA Level 2 districts
- 13 ESSA CSI
- 94 ESSA TSI
- Center of Excellence: Recruitment, Retainment, Onboarding, Mentoring and Professional Learning for AEA Special Education Staff and Assistive Technology Support for Learners with Disabilities

AEA Accreditation Process

Iowa Code 273.10 and Iowa Administrative Code chapter 281-72 require 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
  - 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
  - Standard b - Evidence-based professional development programs that respond to current needs.

- 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 Heartland AEA included several interviews; an introductory presentation by the Chief Administrator, Chief Student Services Officer and Chief Academic Officer; a Leadership Overview

presentation; Implementation Science showcase; and an observation at a therapeutic classroom program. 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

Interviewees and review of the data indicated partnerships with community agencies addressed needs for families and students birth to age 21. Partnerships with community agencies included support for districts with Statewide Voluntary Preschool Program (SWVPP) community partners, ChildServe, emergency management to address crisis pre-vention and postvention, and vocational rehabilitation.

School districts interviewed stated that the agency works to plan and align services to each district's mission, vision, and strategic plan. District administrators reported an appreciation for the support provided in actualizing frameworks such as Multi-Tiered System of Supports (MTSS) and Positive Behavior Intervention and Supports (PBIS). The Implementation Science showcase highlighted specific AEA work in small, medium, and large size districts. This work was described as "coming alongside" districts to provide strategic planning and program evaluation support to advance district priorities and generate positive results.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

The accreditation team recommends the AEA work with districts to build LEA capacity to support processes and services in a way that ensures all districts, including Des Moines Public Schools (DMPS), are aware of what is available to them from the AEA. The AEA is encouraged to build upon what was shared in the Implementation Science showcase in a way that makes the same information readily accessible to all stakeholders.

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

A review of data and information shared across presentations and interview groups indicated that Heartland AEA utilizes several pieces of district data such as universal screening data, special education referrals, progress monitoring data, and student outcome data to inform the identification of

and planning to address the professional learning needs with districts. Interviewees across all levels of district leadership receiving Individuals with Disabilities Education Act - Differentiated Accountability (IDEA-DA) support reported an appreciation for the implementation and coaching support offered by AEA consultants.

Year one and two AEA staff onboarding and training, as shared by Heartland AEA staff interviewed and the Implementation Science showcase, were a strength for the AEA in meeting the needs of staff who are new to the agency.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

The accreditation team recommends the agency work together with all AEA staff, new and veteran, when planning professional development to ensure that all AEA staff understand the processes and resources available related to implementing the agency's continuous improvement plan and how the plan is intended to result in improved outcomes for eligible individuals.

It is recommended that the AEA work with DMPS specifically, in order to ensure oversight of planned professional learning and that it is occurring and resulting in the implementation of desired evidence-based practices for staff involved in special education, per the contract between Heartland AEA and DMPS.

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

Support for curriculum development, instruction and assessment services were evident in the documentation review and interviews with various district leaders. District employed curriculum directors and special education directors reported satisfaction throughout the curriculum adoption process. The process included consideration for assistive technology (AT) and accessible educational materials (AEM) and help selecting and investing in High-Quality Instructional Materials (HQIM). District special education directors specified that connections made with Specially Designed Instruction (SDI) to universal instruction and intensified intervention materials were particularly helpful in meeting student needs aligned with individualized diagnostic information.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

It is recommended that the agency engage in program evaluation internally to ensure practices, knowledge, and skills of veteran staff align with agency expectations. There is intention with building capacity within the agency for staff in years one and two. Beyond year two, support is then based on request only which may lead to veteran staff not receiving the support needed to ensure consistent implementation of research-based methodologies across the AEA.

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

Interview groups attributed positive outcomes in Early ACCESS, identified through the data review process, to strong agency leadership and support from the Early ACCESS liaison role. Heartland AEA maintained the commitment to continue the level of expertise and leadership in Early ACCESS through recent changes to the AEA structure. Interviewees indicated that the Early ACCESS liaison role has been instrumental in maintaining the great relationship between Heartland AEA and DMPS. Lastly, as indicated through interviews and the data review, the proactive approach in Early ACCESS was attributed to facilitating smooth transitions from Part C to Part B services.

The interviews found that the AEA engages community locations in the Child Find process for preschool-age learners. Those interviewed report that AEA staff have been responsive to their obligation of connecting to young children who need support and services.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

Some district interviewees reported that Heartland AEA is providing high-quality services to learners in their district; however, others report that there are inconsistencies with the quality or type of services provided. Therefore, it is recommended that the AEA clarify for districts the minimum standard of AEA services available to all districts that are necessary to support the provision of special education to students and assign special education staff proportionately in order to provide the services to districts that are needed to ensure the provision of special education in accordance with Department guidance documents related to AEA Special Education Funded Staff Involvement in General Education Interventions.

Data review indicated that eligibility rates increased in 35 (66%) of the districts in the AEA over the course of the 2022-23 to 2023-24 school years. It is recommended that the AEA develop a process to review and monitor the identification rates of school-age students.

Related to Early ACCESS, it is recommended that the AEA align their early intervention practice with statewide service delivery models. With the addition of a staff member in the coaching role, it will be important to support their development in the various aspects of coaching in general and more specific coaching strategies such as peer-to-peer coaching. Given the strong collaboration between the AEA and DMPS within Early ACCESS, the agency might consider the support, mentoring, and/or guidance that DMPS could provide to the AEA in this area. In addition, it is recommended that the agency provide assurances that there are intentional efforts around providers implementing the key indicators that are resulting in positive outcomes for learners and families. The accreditation team identified evidence of collaboration between DMPS and Heartland AEA through data review and interviews; this could be a focus area of continuous improvement as the agency develops and sustains their coaching practices.

A final recommendation within this standard is that the AEA review and attend to the contractual obligations established with DMPS, including verification and assurance of special education service provision.

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

As revealed within the interview process, the agency has an AT Team which was reported by interviewees as a great support to core team members and IEP teams who have questions or have identified potential AT needs. Referenced by interviewees, there is a referral process to engage the team when support is needed for individual learners.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

District interviews indicated there is not a consistent process to ensure consistent support necessary to implement effective instruction for all students, including students with disabilities, through school technology services. The accreditation team reviewed data that showed the AEA identified AT devices on 20.69% of IEPs during the 2023-24 school year. The state average is 30.63%. During that same school year, the AEA identified 0.15% of students required AT Services as part of their special education programming; the state average is 1.19%. Therefore, the AEA is encouraged to develop and implement a process to ensure consistent support necessary to implement effective instruction for all students, including students with disabilities, through school technology services for all LEAs. It is also recommended the AEA increase its efforts to ensure knowledge and capacity for considering, evaluating, training, and documenting AT devices, AT services and AEM for every learner with an IEP.

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

Interviews and documentation review showcased timely response to crisis situations and assisting districts with crisis planning. Districts within Jasper county reported satisfaction with the partnership with emergency management and thanked the agency for coordinating these efforts.

HEART is a therapeutic classroom program located within the Winterset Community Schools. Heartland AEA developed this program to expand the continuum of services available to area schools. Staff within the HEART program facilitate student learning that meets each students' academic, social-emotional, behavioral, and mental health needs. Observations and interviews revealed that the program not only supported individual student needs, but also built the capacity of the resident team to meet the needs of learners with complex behaviors.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

The AEA is encouraged to review the steps and stages between residential school attendance and offsite placement. This should include district professional development related to the reduction in seclusion and restraints.

The data review indicated an increase in combined seclusion and restraint incident data for districts in the area. Therefore, it is recommended that the AEA engage in more proactive approaches to make districts aware of these trends in their seclusion and restraint data and work to provide solutions to address disproportionate data and ensure that shared resources and professional learning results in practice improvement and generates desired outcomes.

In addition, it is recommended that the AEA implement a communication plan to ensure all districts are aware of available resources highlighted by those who have actively participated in or benefited from the crisis event support and response planning activities provided by the AEA.

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

Data review indicates that the AEA provided timely submission of required reports and documents, and that compliance with relevant federal and state laws in special education were unremarkable relative to the expectations across their service area.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

It is recommended that the AEA work with DMPS specifically, in order to ensure oversight and professional learning is occurring and resulting in practice implementation for staff involved in special education, per the contract between Heartland AEA and DMPS. An area of focus, as the regional grantee, may be to ensure that a process is in place to ensure the provision of Early Intervention services within DMPS in compliance with timely services (C1) and the 45-day timeline (C7).

Given the data review and that interviewees reported changes in FTE resources allocated to early intervention services, it is recommended that the AEA consider what leadership supports are in place for staff who supervise early intervention staff operating within a differing service model and IDEA Part C requirements.

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

The evidence from the data review and interviews indicated multiple data points were utilized to assess the agency's needs and development of corresponding goals. The agency's plan includes measurable goals that are aligned to the State Board and the Department initiatives.

Program evaluation examples were shared during the Implementation Science showcase highlighting strategic planning and program evaluation services available to districts requesting support in these areas.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

It is recommended that the agency work with all staff to help individuals understand the required services within IDEA, Iowa Code, and Administrative Rules with the goal being to provide clarity around the agency's current continuous improvement plan. Doing so may help staff make connections in understanding how their work connects to the agency's goals as well as glean important information regarding current regulations to ensure improved academic achievement for eligible learners.

It is recommended that the AEA work to ensure staff understand their continuous improvement plan and the processes, data and input used to select priority areas for agency-wide and discipline-specific professional learning and program evaluation.

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

Interviews indicated the AEA has served as a principal for a district and there was evidence of cybersecurity services being provided to a district.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

It is recommended the agency develop a formal process for requesting managed services that is used consistently across all districts in the AEA. In addition, 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 AEA's role in statewide buys for technology resources is a notable strength. In addition, AEA and district staff interviewed highlighted strengths related to the accessibility and breadth of Heartland AEA's technology lending library.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

It is recommended the agency ensure staff are aware of the formalized process for accessing media services and that the agency has a process for monitoring and evaluating the use of media services. In addition, the AEA should continue to review and ensure instructional media supports and materials are research-based.

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
  - 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
  - Standard b - Evidence-based professional development programs that respond to current needs.
  - 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.

Recommendation

It is recommended that the State Board grant continued accreditation to Heartland AEA through the next review period.