Iowa State Board of Education

Executive Summary

July 16, 2025

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

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. Susie Meade, Chief Administrator
Grant Wood AEA

Bill Poock, Director of Teaching and Learning
Grant Wood AEA

Dr. Melissa Ford, Director of Student Services
Grant Wood AEA

Attachment(s):   Two

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

Grant Wood AEA will include confirmation of the implementation of all required improvement actions and its work towards recommended improvement actions in its budget reviewed for approval by the State Board of Education in March 2026.

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.

IOWA™ | Department of Education

Grant Wood AEA Accreditation Report Summary

Agency Mission and Goals

To Ensure Success for All Learners
- Increase the academic performance of all students through innovative practices and equitable use of resources.
- Increase the social, emotional, mental health and behavioral well-being of all stakeholders through an integrated system of support.
- Increase educator capacity to improve student engagement, equity and accessibility to learning.

Service Area Data

- 32 public school districts
- 30 accredited nonpublic schools
- 74,275 PK-12 students
- 440 total AEA staff members
- Covers 4,900 square miles

- 2 IDEA-DA Level 3 districts
- 5 IDEA-DA Level 2 districts
- 3 ESSA CSI
- 57 ESSA TSI
- Center of Excellence: Postsecondary Transition

Required Improvement Actions

Special Education Services and Support
- Provide professional learning and implementation support on Child Find for AEA staff, especially Early ACCESS and those staff supporting Part C to Part B transitions, to address consistencies in practice.
- Investigate the impact that staff members' understanding of ACHIEVE documentation is having on IEP development and on service delivery for learners with disabilities.
- Develop a plan to ensure staff are designing and delivering special education programming aligned with learner needs and accurately documenting services, activities and supports needed to provide a FAPE.

Recommended Continuous Improvement Actions

School-Community Planning
- Partner with the Iowa Department of Education and AEAs to define and implement consistent school-community planning processes and procedures.

Professional Development
- Implement a balance of external and internal professional learning to ensure staff are prepared to use evidence-based practices and provide coaching support for implementation.

Curriculum, Instruction and Assessment
- Ensure 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
- There are no recommended continuous improvement actions that Grant Wood AEA should implement in the 2025-26 school year in this standard area.

Technology Planning Services
- Implement processes and strategies to increase awareness, consideration and use of Assistive Technology (AT) and Accessible Educational Materials (AEM).
- Develop a common understanding of responsibilities to young learners who need or use AT.

Learning Environment
- Use data to proactively engage districts in more intensive social-emotional behavioral health (SEBH) areas of service.
- Consider the development of a SEBH continuum that is scalable to ensure equitable access to all districts.

Compliance
- Use the data dashboard to monitor compliance with Child Find requirements.
- Develop AEA systems that allow for the proactive review of both Part C and Part B requirements and provide proactive responses when needs are identified.

Program Evaluation
- Refine and formalize the process for program evaluation within the agency and with districts.
- Continue to implement the agency improvement plan and monitor implementation and progress as planned.

Management Services
- Create a formalized process that includes a needs assessment and an evaluation of management services.

Media Services
- Create a formalized process for monitoring and evaluating media services.

Strengths

School-Community Planning
- Grant Wood AEA presented evidence of partnerships with community agencies that address the needs of families and students birth to age 21.

Professional Development
- Professional learning, coaching and feedback on Family Guided Routines Based Interventions were a priority and have positively impacted implementation fidelity.

Curriculum, Instruction and Assessment
- AEA staff supported districts in the curriculum adoption process by coordinating work with vendors, providing coaching and collecting walkthrough data.
- Interviewees indicated satisfaction with the support Grant Wood provided in facilitating discussions with districts in strategic planning and noted the AEA is integral in helping districts make connections to student outcome data, goal setting and aligning needs to each district's mission and vision.

Special Education Services and Support
- AEA implementation of professional learning to address Part C to Part B transition that resulted in improved performance data in the yearly APR.

Technology Planning Services
- The AEA invested in a technology distribution center that supports AT trial placements.
- The agency implemented intentional work around Universal Design for Learning.

Learning Environment
- The agency provided a multi-level support structure for social-emotional behavioral support that included system and practice level professional learning and coaching.
- The AEA piloted an on-site intensive modeling of program implementation by teachers for teachers.

Compliance
- Districts indicated they value the AEA's proactive approach to meeting state and federal compliance requirements.
- The partnership approach was recognized as elevating districts beyond minimum compliance and fostered more comprehensive and sustainable school improvement aligned with broader educational goals.

Program Evaluation
- The agency used the SAMI to form goals and identify continuous improvement steps and is following a four-year cycle of improvement.

Management Services
- The AEA provided a variety of managed services like management of student information systems, IT support and substitute personnel management.

Media Services
- The Media specialist worked closely with content consultants to determine HQIM and materials needed for the media library.
- Grant Wood partnered with the statewide AEA system to address media needs and coordinate services.

Department Accreditation Recommendation

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

Grant Wood AEA will include confirmation of the implementation of all required improvement actions and its work towards recommended improvement actions in its budget reviewed for approval by the State Board of Education in March 2026.

IOWA
Department of Education

Grant Wood Area Education Agency
2025 Accreditation Report

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

State Board of Education

Brooke Axiotis, Des Moines
Cassandra Halls, Carlisle
Brian J. Kane, Dubuque
Mary Meisterling, Cedar Rapids
John Robbins, Iowa Falls
Beth Townsend, Iowa Workforce Development
Grace Bechtel, Student Member, Lake Mills

Administration

McKenzie Snow, Director and Executive
  Officer of the State Board of Education

Division of Special Education
Angelisa Fynaardt, Division Administrator - Regional

Special Education Regional
Matt Cretsinger, Regional Special Education Director – Heartland
Seth Piro, Regional Special Education Director – Northwest
Amy Thomas-Starr, Regional Special Education Director – Central Rivers

Bureau of Evaluation, Instruction and Services
Betsy Lin, Bureau Chief
Mary Beilke, Education Program Consultant
MeLissa Lawson, Education Program Consultant

PK-12 Learning Division
Tina Wahlert, Division Administrator

Bureau of School Improvement
Sara Nickel, Education Program Consultant
Tom Bredfield, Education Program Consultant

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.

Grant Wood AEA Service Area Data

Grant Wood AEA encompasses

- 32 public school districts
- 30 accredited nonpublic schools
- 74,275 students, preschool through grade 12
- 440 total AEA staff members
- Covers approximately 4,900 square miles
- 2 IDEA-DA Level 3 district
- 5 IDEA-DA Level 2 districts
- 3 ESSA CSI
- 57 ESSA TSI
- Center of Excellence: Leadership for Assessment, Linkages, and Instructional Programming Practices for Successful Postsecondary Transition 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
  - 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.

AEA Accreditation Standards and Results

The on-site visit at Grant Wood AEA included several interviews, a presentation by leadership on their workload dashboard and an observation of a professional development session. 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

Interviews and a review of data indicated that Grant Wood AEA has several partnerships with community agencies that address needs for families and students birth to age 21. Partnerships with community agencies included support for districts with Statewide Voluntary Preschool Programs (SWVPP), use of a local Early Childhood Iowa (ECI) grant to provide social emotional behavior support to child care providers for children birth to age five, and partnering with emergency management to address crisis pre- and post-vention efforts. Staff in the AEA also worked with the Department of Corrections staff throughout the Child Find process for incarcerated youth and partnered with Kirkwood Community College staff to support postsecondary readiness. The AEA-community provider network for physical therapists was another example of a school-community partnership that benefited the agency and community both.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

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 of education.

Strengths

Interviewees and permanent product review demonstrated a strong emphasis on supporting FGRBI (Family Guided Routines Based Intervention) practices for Early ACCESS providers. Interviewees indicated that GWAEA is piloting a systems coach framework that is supporting implementation of FGRBI practices in Early ACCESS. Following professional learning, Early ACCESS staff receive ongoing coaching and implementation fidelity feedback on their practices from FGRBI master-level coaches, per the model. This has impacted Family Guided Routines Based Intervention fidelity positively.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

It is recommended the AEA work to determine internal structures, data sets, and practices that will be implemented to ensure there is a healthy balance between outward facing professional development sessions and internal Grant Wood AEA staff development and onboarding to ensure that staff are adequately prepared for continuous coaching, use of evidence-based practices, and are able to provide high impact support.

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 review and discussions with interviewees indicated support for schools and districts throughout the curriculum adoption process. Support is provided by helping districts coordinate work with vendors in adopting High-Quality Instructional Materials (HQIM) in the areas of English language arts, literacy and mathematics that are evidence-based. Furthermore, Grant Wood AEA consultants continued to provide implementation support which included collecting walkthrough data to help administration measure fidelity and follow-up coaching support for school staff.

Interviewees indicated satisfaction in the support Grant Wood AEA provided in facilitating discussions with districts in strategic planning. It was noted that the AEA is integral in helping districts make connections to student outcome data, goal setting and aligning needs to each district's mission and vision.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

It is recommended the AEA ensure procurement processes for curriculum and instructional technologies include accessibility considerations to ensure equitable access for learners with disabilities. Furthermore, it is suggested the agency leverage approved professional learning, such as implementation science, to continue embedding supports for curriculum adoption, facilitating strategic planning with districts and providing 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

In the AEA's review of State Performance Plan and Annual Progress Report Part C data, the agency recognized a problem of practice. The AEA determined that staff had a misunderstanding regarding

Part C to Part B transition meetings and provided professional learning to staff during their monthly meetings to address the need. The following year's data showed the problem had been resolved. This was reinforced by reports from interviewees during the on-site visit. This continuous improvement cycle is a strength that resulted in positive outcomes in the area of special education.

Required Actions

The agency is required to provide professional learning and follow-up coaching or implementation support for all special education staff on Child Find. Reviews and interviews indicated that there are concerns with the way Child Find is implemented in the agency, especially for those staff who serve Early ACCESS and support the transition from Early ACCESS to preschool In order to support the implementation of more consistent practices in Child Find from the disability suspect process through the eligibility determination process, the agency is required to provide Child Find training for all staff in Part C and Part B who potentially participate in special education evaluation and eligibility determination process. This training must be completed by November 15, 2025. Best practice would be for the professional learning plan to include training, coaching cycles and periodic fidelity checks on implementation.

Multiple interviewees reported that documenting services in ACHIEVE is a barrier to accurately reflecting what a learner needs and may, in some cases, influence decisions about the delivery of services. Examples of this included embedding assistive technology (AT) services (evaluation, training, and maintenance of AT) in other service areas rather than as a stand-alone service and not documenting the fading or the intensity of support and related services. The AEA is required to investigate the impact that staff members' understanding of ACHIEVE documentation is having on IEP development and on service delivery. The AEA must also develop a plan to ensure that staff are designing and delivering programming aligned with learner needs and also accurately documenting services, activities and supports needed to provide a FAPE.

Recommendations for Continuous Improvement

There are no recommended continuous improvement activities that Grant Wood AEA should implement in the 2025-26 school year in this standard area. The required actions should be implemented and then maintained over time.

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

The agency has invested in a staff distribution center that includes a variety of technology tools available to staff for assistive technology trial placements and instructional use. Communication and visual support software were also available to staff for supporting student needs.

The agency implemented intentional work around supporting inclusive practices through Universal Design for Learning (UDL). UDL is a strong practice for the agency which supports all students who need assistive technology and accessible educational materials (AEM).

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

Interviewees reported that the expertise and support for AT and Augmentative and Alternative Communication (AAC) use has been reduced. While staff have been able to rely on their expertise as developed in a prior model, the concern was brought forth on how capacity would continue to be supported, especially as the AEA moves to a more generalist model and having team reps provide that support to IEP teams. It is recommended that Grant Wood AEA continue to explore intentional ways to ensure knowledge and the capacity for supporting AEM and AT decisions for devices and services for every learner with an IEP.

A review of the data and interviews revealed an additional need regarding AT and AAC in Early ACCESS. Specifically, there needs to be increased intention in the consideration, acquisition, and documentation of AT and AAC in the IFSP. It is recommended that agency leadership and service providers work to develop a common understanding of their responsibilities to young learners who need and/or use assistive technology.

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

Multiple interview groups reported a multi-level support structure for social emotional behavioral support. The support structure included system and practice level professional learning and coaching for AEA and district staff. Examples included the Regional Social-Emotional Behavioral Health (SEBH) Support Committee, and utilizing system coaches to assist in student-level implementation support and the piloting of on-site intensive modeling of program implementation by teachers for teachers.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

Multiple interview groups reported a Multi-Tiered System of Support (MTSS) for SEBH and a unique service delivery model to all eligible individuals to be served within their home schools. As this work continues to evolve, it is recommended that Grant Wood AEA consider how data will be used to proactively engage districts in more intensive areas of service. It is also recommended that the agency consider the development of a continuum that is scalable to ensure equitable access to all districts.

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

Feedback from interview groups and the data review process indicated that districts value the AEA's proactive approach to meeting state and federal compliance requirements. In particular, districts

expressed appreciation for Grant Wood AEA's strategic allocation of resources when systemic concerns are identified. This strategic support included deploying personnel with expertise in the area(s) of concern, providing targeted professional learning for various levels of the LEA system, and offering ongoing collaborative support throughout the improvement process. This partnership approach was recognized as elevating district efforts beyond minimum compliance and was seen as fostering more comprehensive and sustainable school improvement aligned with broader educational goals.

The AEA has begun using a data dashboard to monitor evaluation and reevaluation timelines as well using that data to ensure staff allocation is meeting requirements across districts for Child Find purposes.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

The team recommends that the AEA continue utilizing the data dashboard to monitor compliance with Child Find requirements. Additionally, it is recommended that Grant Wood AEA further develop systems that allow for the proactive review of both Part C and Part B requirements. When data trends indicate a need, Grant Wood AEA should proactively respond. Responses should include providing targeted education and training to both internal staff and external stakeholders.

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

Interviewees stated the AEA Self-Assessment of MTSS Implementation (SAMI) was used to form goals and identify continuous improvement action steps. There was evidence that the agency follows a four-year cycle model to evaluate and share services with districts, school boards and community stakeholders and to gather qualitative data.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

There was evidence of a partial systematic process for engaging in program evaluation within the agency and with districts. For example, while it was reported that 97% of districts participated in some level of Positive Behavior Interventions and Support (PBIS) or MTSS-Behavior efforts with AEA support, it was unclear what program evaluation strategies were used to monitor and respond to levels of implementation and effectiveness of support as evidenced by both educator and student outcome data. Another example is the use of data to inform practice changes related to Part C to Part B transition and the follow-up monitoring of implementation and the impact the change in practice on agency data. It is recommended the agency further refine and formalize the process for program evaluation within the agency and with districts.

The continuous improvement plan and annual progress report meet Department expectations. It is recommended that the AEA continue to implement their improvement plan as outlined and continue to monitor implementation and progress as planned.

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

Interviewees and the document review provided examples of relevant and responsive management services offered to school districts. Examples included management of student information systems, instructional technology (IT) support, business office services, substitute personnel management (SubCentral) and crisis response services.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

Grant Wood AEA's current process for requesting services is via request from the AEA chief and annual surveys inquiring districts about possible needs for the upcoming school year. While the agency documents the services provided through contracts and spreadsheets, there is not a formalized process for needs assessment justifying the need for services or a formal means of evaluating services after they have been provided in order to monitor, adjust as necessary or leverage how these services benefit the larger community as a whole. It is recommended the agency create a formalized process that includes a needs assessment for services and an evaluation of management services issued to provide transparency to stakeholders regarding services which utilize shared operational dollars allocated by the state.

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

Interviews and a review of documentation provided indicated the media specialist works closely with content consultants to determine High-Quality Instructional Materials (HQIM) and the materials and resources necessary to purchase for the media library. Grant Wood AEA is working more as a statewide AEA system to address media needs and coordinate services.

Required Actions

There are no required actions for this standard area.

Recommendations for Continuous Improvement

While Grant Wood AEA monitors media checkout and usage, qualitative data in speaking with schools is the main source of gathering information and feedback on media services. It is recommended the agency create a formalized process for monitoring and evaluating media services, including a needs assessment and an evaluation of delivered services to provide transparency to stakeholders regarding 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 l – 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 Grant Wood AEA through the next review period with the required improvement actions completed.

Grant Wood AEA will include confirmation of the implementation of all required improvement actions and its work towards recommended improvement actions in its budget reviewed for approval by the State Board of Education in March 2026.