

Iowa State Board of Education

Executive Summary

June 18, 2026

Agenda Item: Prairie Lakes Area Education Agency Accreditation Report

State Board Goal(s): Goal 2

State Board Role/Authority: Iowa Code section 273.10 and Iowa Administrative Code chapter 281—72 requires the Iowa Department of Education to determine the accreditation status of the area education agency (AEA).

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Attachment(s): Four

Recommendation: It is recommended that the State Board grant full accreditation to Prairie Lakes AEA through the next review period.

Background: On July 16, 2025, the State Board granted Prairie Lakes AEA conditional accreditation status. The conditional accreditation status obliged the AEA to engage in several required corrective actions, consider completing recommended improvement actions, mandated quarterly progress reports to the State Board

and prescribed another accreditation visit in the 2025-2026 academic year. Prairie Lakes AEA representatives will provide the final progress report.

Prairie Lakes AEA Accreditation Report Summary

Required Improvement Actions

4. Special Education Services and Support

- Allocate staff to IDEA-DA practice coaching and ensure that practice coaching is provided on a regular and consistent basis as required by the Department based upon a district's designation status.
- Continue to improve Lakes Partnership School by sustaining the administrator presence. Continue to develop strong transition plans, continue to develop a written intake and exit process and develop a regular and on-going evaluation of the program.

6. Learning Environment

- Align the services provided to the increasing complexity of student needs and reduce and regularly monitor team response times. Review the challenging behavior referral process given the trend of increasing behaviors in the region. Review team referral data and examine the correlation between challenging behavior referral data and the increase in behavior concerns in schools and increase in behavior complexity.

7. Compliance

- Share how compliant decisions are made about virtual speech services with districts and parents.

Recommended Continuous Improvement Actions

1. School-Community Planning

- Build connections to postsecondary education and employment options, add additional 4+ options to the AEA website and build community college/4+ partnerships with programs in the region to support students.
- Build capacity to implement the School-Community Planning process across all districts and identify a lead person for the development of the service in the AEA.

2. Professional Development

- Design an evaluation plan that monitors professional learning attendance, session feedback, learning implementation, change in adult practice and change in student outcomes.

3. Curriculum, Instruction and Assessment

- Ensure that all curriculum, instruction and assessment services are of equal quality and not person dependent.
- Clarify the services provided by the AEA in the content areas and in the area of implementation science.
- Develop and implement on-going support across the Multi-Tiered System of Supports for districts and AEA staff.

4. Special Education Services and Support

- Identify the current structures that support success and identify who will be responsible for communication and for general supervision duties and continuing those structures within the new special education leaders.
- Identify and share the professional learning and services for students with disabilities available to districts.

5. Technology Planning Services

- Articulate and publicize the process all AEA and district staff should use to request support to identify needs, trial and evaluate Assistive Technology (AT) devices, check out devices and request AT support from the AEA.
- Distribute the AT work across more staff members (instead of three people) in order to build long-term capacity and sustained content knowledge throughout multiple staff members.
- Clarify the activities that may be completed by the AEA and activities that must be completed by a vendor.
- Engage in efforts to expand the use of UPAR and Read&Write in districts throughout the AEA in both general education and special education.

6. Learning Environment

- Develop and implement a systematic process to monitor learning environment data.

7. Compliance

- Complete the planned evaluation cycle of the Child Find and educational evaluation professional learning and implement additional learning and evaluation cycles in 2026-2027 based upon the spring 2026 results.
- Ensure the AEA has enough special education staff to provide all code-required services.

8. Program Evaluation

- Use the internal program review process to evaluate AEA services.
- Sustain and maintain improvement over time by building routines and protocols into regular on-going structures.

9. Management Services

- Enhance the online portal to include all management services offered by the AEA each year.
- Implement the AEA program review and evaluation process to evaluate management services.

10. Media Services

- Implement the media services evaluation plan.

Strengths

1. School-Community Planning

- Established a statewide five-step School-Community Planning process available to support districts.
- AEA community partnerships supported students, especially in early childhood preschool placements, equipment loan donations, field trips and in the Spencer community after the historic flooding.

2. Professional Development

- AEA professional learning plans were grounded in the continuous improvement process and SDI Framework.
- On-site observation of learning reflected the principles of adult learning.
- The AEA provided a variety of learning opportunities and districts provided positive feedback about the learning.

3. Curriculum, Instruction and Assessment

- AEA administrators were grounded in the continuous improvement process and use of data.
- Interviewees valued the data dashboard and the use of data to drive improvement.
- The AEA can support multiple content areas and districts who received support reported valuing the services.

4. Special Education Services and Support

- Showed improvements in Early ACCESS evaluation and the delivery of family and child services.
- Special education staff are valued by districts and recognized for their dedication to districts and the work.
- Processes and procedures have been strengthened at Lakes Partnership School, as well as the collaboration with sending districts.

5. Technology Planning Services

- Data provided showed the AEA is monitoring IEPs and technology usage, resulting in a high correlation between IEPs with reading goals and technology marked as a need.
- AEA provided professional learning to staff to support implementation of AT supports for students.
- PT-OT library, partially supported by Rifton and a community grant, provided equipment trails for students.

6. Learning Environment

- Provided a variety of professional learning and support and plans to add Teach to Heal support in 2026-2027.

7. Compliance

- Implemented improved general supervision practices with AEA staff and districts.
- AEA has made significant gains in Early ACCESS compliance, showing growth in indicator C1 Timely Services and C8A Timely Transition Planning.

8. Program Evaluation

- Created a Comprehensive Improvement Planning Team to support AEA continuous improvement activities.
- The AEAs collaborated to develop a collaborative, data-driven program review process for districts and Prairie Lakes AEA trained regional administrators to support the program evaluation process in districts.
- The AEAs developed an internal program review framework to evaluate AEA services.

9. Management Services

- Provided a variety of managed services like the school technology technician and school systems engineer.
- Created a managed service feedback form and asked for 3-year projection of needs to support planning.

10. Media Services

- Offered a robust collection of digital and print materials and high-quality instruction materials.
- Increased the breadth and depth of resources available through the partnership with Northwest AEA.

Department Accreditation Recommendation

On July 16, 2025, the State Board conditionally accredited Prairie Lakes AEA because of several significant findings in the areas of special education, compliance and program evaluation. All required actions and most of the recommended actions have been substantively corrected.

It is recommended that Prairie Lakes AEA be fully accredited until the Department completes the next on-site accreditation visit and presents its findings to the State Board.

Prairie Lakes AEA must complete four required actions (Special Education Services and Support, Learning Environment and Compliance) in the Accreditation Report beginning September 1 and completed June 15, 2027.

It is recommended that Prairie Lakes AEA continue to build upon its identified strengths and engage in improvement efforts in the standard areas as part of AEA continuous improvement efforts.



Prairie Lakes Area Education Agency

Accreditation Report

June 18, 2026



Department of Education

State Board of Education

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AEA Accreditation Introduction

Iowa Code section 273.10 and Iowa Administrative Code chapter 281-72 requires the Iowa Department of Education (Department) to conduct an area education agency (AEA) accreditation process to determine if the AEA is meeting accreditation standards. AEA statutory accreditation standards established in Iowa Code section 273.11 were revised by 2024 Iowa Acts, chapter 1002 (House File 2612). Specifically, AEA accreditation standards were revised to include an intensified focus on learners with disabilities' services, supports and outcomes. These modifications resulted in clarification regarding the AEA services that must be provided to districts, as well as the AEA services that may be provided to districts when requested, needed or purchased by a district.

All AEAs in the state must provide special education services to districts receiving such services from the AEA. An AEA providing special education services must demonstrate that it is meeting the AEA accreditation standards in the areas of special education services and compliance and all standards pertaining to learners with disabilities. In addition, the AEA must meet all of the federal statutory requirements of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400 et seq.) and the federal regulations for Part B for school-aged children (34 C.F.R. Part 300) and for Part C Early ACCESS for infants and toddlers (34 C.F.R. Part 303). In addition, the AEA must demonstrate compliance with all relevant special education state law including, but not limited to, Iowa Code chapters 256B and 273 and Iowa Administrative Code chapters 72, 41 and 63.

If the AEA elects to provide the additional general education services to districts in educational and media service areas, the AEA must meet the state law and Iowa Administrative Code requirements. The AEA must also meet accreditation standards in the relevant standard area in order to be able to provide the services to districts. Examples of these standard areas include professional development, media services, management services and program evaluation.

The AEA accreditation process is cyclical. It begins with an on-site visit with the purpose of determining if the AEA meets the AEA accreditation standards. It results in a recommendation to the State Board of Education (State Board) that the AEA is accredited, conditionally accredited, or not accredited. The on-site visit also results in the identification of strengths, as well as required and recommended actions to support continuous improvement action plans within the AEA.

In subsequent years, the AEA participates in the Annual Accreditation Performance Review process. The purpose of the Annual Accreditation Performance Review is to further the continuous improvement process within the AEA in partnership with the Department. The Annual Accreditation Performance Review results in a review of progress from the prior year(s) to current year, identification of strengths, required actions the AEA must implement and recommended actions the AEA may implement in order to progress toward optimizing implementation of the AEA accreditation standards.

AEA Accreditation On-Site Review Process

The AEA Accreditation process consists of four phases. The first phase is the program audit, which is a data review period. During this time, the Department will collect and review data specific to every standard area. In addition, the AEA will be given a list of evidence to submit to the Department so that the items can be included in the data review process. Once all of the permanent products are collected, the team assigned to the AEA visit will review the evidence, determine if any clarification or additional information is needed, and begin to identify patterns in the information.

The second phase of the on-site review process is a virtual clarification call between the Department accreditation team and the AEA staff. During this time, the Department asks clarifying questions about the evidence submitted by the AEA. The Department is also able to ask for additional, follow-up documentation from the AEA to support the review and preparation process prior to the on-site visit.

After the clarification call, the accreditation visit team identifies themes to investigate when on-site, who to interview, questions to ask and if any observations are needed.

The third phase is the on-site visit. Throughout the on-site visit, the accreditation team completes interviews with a variety of targeted interview groups. Interview groups include both district and AEA staff members. Observations may also be included during an on-site visit. For example, the accreditation team may observe AEA-provided professional development, AEA staff development activities, media services tour or observing instruction provided in a behavior specialty program. In addition, the on-site visit typically includes a time for the AEA to share strengths or highlights of respective programming. At the end of the on-site visit, the accreditation team identifies initial strengths and recommendations. The team lead(s) has a debrief meeting with the Chief Administrator and shares two to three initial strengths and recommendations.

The last phase of the on-site accreditation process is the final clarification and verification process. During this time, Department staff review all of the data and identify areas of strengths, required actions and recommended actions that support continuous improvement. Department staff may also contact the AEA during this time to verify data, gather additional information or clarify information heard during interviews. Once all of the quantitative and qualitative information is reviewed, it is summarized in the final report and submitted to the State Board with a recommendation for accreditation. The State Board makes the final decision about the accreditation status for the AEA.

On July 16, 2025, the State Board of Education granted Prairie Lakes AEA conditional accreditation status. The conditional accreditation status obliged the AEA to engage in several required corrective actions, consider completing recommended improvement actions, mandated quarterly progress reports to the State Board and prescribed another accreditation visit in the 2025-2026 academic year. This report reflects the results of the accreditation visit in the 2025-2026 academic year.

AEA Accreditation Results

1. 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.

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.

Strengths

The AEA system, including Prairie Lakes AEA (Prairie Lakes), created a five-step School-Community Planning process. The established process is intended to support a district to identify needs, establish shared direction, implement actions to meet goals and report progress toward goals. The plan also includes steps for the AEA to develop collaborative relationships with community agencies and points of contacts within each agency. The School-Community Planning process is available as services the agency offers to districts for a fee.

In the interview with the Prairie Lakes administrators, the staff indicated they have established collaborative working relationships with Iowa Vocational Rehabilitation Services (IVRS), Early Head Start, Head Start, First Five, Youth Shelter Care of North Central Iowa and Child Health Specialty Clinics. These partnerships support district and student success. The AEA has established routine collaboration opportunities with some community agencies such as Head Start (including Early Head Start and Preschool), First Five and IVRS to support students. The benefit is evident in data reviewed,

which indicated 58.33% of districts in Prairie Lakes have at least one preschooler with an IEP attending a community partner program, which is aligned with the state rate of 58.05%.

Prairie Lakes also provided information about the ways the AEA and its staff members engaged in school-community partnerships in order to benefit districts and students. The AEA has partnered with Rifton, an adaptive equipment company, resulting in Rifton donating \$52,550 worth of equipment to the Prairie Lakes assistive technology (AT) loan closet over the years. AEA staff participated in the Spencer Community School District Block Party. The block party brought together multiple community service providers to support children and families to get ready for school after the historic flooding in June 2024. Lakes Partnership School staff also developed relationships with local police and fire department staff to support operations and developed relationships with others in the community, like the community naturalist, to support field trips and educational activities. The partnership examples provided by Prairie Lakes staff exhibit how the AEA used community partnerships to support students and district staff.

Required actions

There are no required actions.

Recommendations for continuous improvement

The agency presented evidence of existing relationships in the early childhood space and the Department identified data that reflect the impact of these relationships. Although the staff reported an existing relationship with IVRS, the accreditation team did not hear from staff and district partners about additional community partnerships to support postsecondary outcomes for learners with disabilities. In addition, when specifically asked about partnerships with area community colleges, interview participants were not able to speak to existing relationships that were as well-developed as those with Head Start and IVRS. It is recommended that Prairie Lakes build and nurture connections to postsecondary education and employment options in the region. It is recommended that the AEA increase partnerships and/or increase communication about opportunities with Iowa Lakes Community College and Iowa Central Community College. It is also recommended that the AEA support districts to identify partnership opportunities with postsecondary work experiences in the area to support students as they transition from high school to postsecondary employment or apprenticeship experiences. The current Prairie Lakes website does not provide a listing of all 4+ community college programs available for districts to consider in the state. It is recommended the AEA add the additional 4+ options to the AEA website in order to support districts and build community partnerships with the programs in the region.

Although the AEA submitted the statewide School-Community Planning process, the interview with the Chief Administrator indicated the AEA is in its infancy in offering and implementing the process for districts. It is recommended the AEA build capacity in staff to implement the five-step School-Community Planning process so the service is available if and when requested by all districts. It is also recommended that Prairie Lakes identify a lead or point person responsible for School-Community Planning services in the agency. Throughout interviews, there seemed to be a lack of clarity about who was leading the development and implementation of the newly designed process at the AEA and with districts when purchased. In addition, districts were unaware that the service was available to purchase. It is highly recommended that the AEA publicize the service and the benefits that a district would experience by completing the School-Community Planning process. Marketing the service might get a district to purchase the service, which would in turn provide an opportunity for AEA staff to practice the skills required to implement the five-step School-Community Planning process.

Standard Met/Not Met

The accreditation standard is met.

2. 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.

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.

Strengths

Prairie Lakes submitted an internal professional learning plan that outlined learning opportunities for the various discipline groups in the AEA. The learning plans addressed the required and recommended actions from the prior accreditation visit as well as needs identified by staff and leadership in the agency. The AEA learning plans were grounded in the continuous improvement process and specially designed instruction frameworks (as applicable) in order to support staff understanding and on-going conversations. Learning plans also demonstrated flexibility in content in order to be responsive to learning needs. The on-site observation of the regional team representative's professional learning, reflected the principles of adult learning. The facilitators outlined expectations at the start of the day, used data to determine needs, included activities that actively engaged learners through discussions and job application, and included activities that supported movement throughout the day.

Evidence indicated that Prairie Lakes is providing a variety of opportunities for districts to engage in professional learning. The external professional learning plan artifact reflected positive feedback from districts about the AEA-provided professional learning. The feedback was verified in the interviews with district staff. District staff reported they value the knowledge and expertise of staff that work in their buildings to support professional learning and continuous improvement efforts. Respondents also reported they especially value services related to action planning, the alignment of ESSA and IDEA-Differentiated Accountability (IDEA-DA) plans and the efforts focused on implementation of action plans.

Required actions

There are no required actions.

Recommendations for continuous improvement

While there are a wide variety of professional development options available as described by interview groups and shown through artifacts, it was not as clear how the AEA completes a comprehensive evaluation of internal and external professional learning. It is recommended that the AEA design an internal and external professional learning evaluation plan that monitors attendance, feedback about the professional learning, implementation of the content, change in adult practice and change in student outcomes. Developing an intentional evaluation plan prior to implementing a professional learning session or package would support regular and on-going monitoring efforts and would assist the AEA in making decisions about the effectiveness of the learning provided.

Standard Met/Not Met

The accreditation standards are met.

3. 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.

Standard C - Support for curriculum development, instruction, and assessment services that address the areas of reading, language arts, mathematics, 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 Iowa Code section 256.11.

Strengths

Prairie Lakes administrators demonstrated knowledge of the continuous improvement process through the presentation examples highlighted, descriptions provided in artifacts and the responses provided to interview questions. The artifact review, interviews and the AEA presentation all highlighted the routine use of data to make decisions both at the classroom and the systems level to drive continuous improvement efforts. Numerous interview groups commented on the value and positive impact of the availability of the data dashboard in providing real-time, actionable data to drive improvement efforts and decisions.

The artifacts revealed that the AEA has the ability to provide a wide range of professional learning across content areas of reading language arts, mathematics and science. Prairie Lakes follows the statewide curriculum adoption process when supporting districts. Currently, district staff who received curriculum, instruction and assessment services from the AEA reported valuing the services. For example, respondents indicated they valued services related to preschool curriculum, instruction and assessment practices. They also valued the preschool specially designed instruction coaching, implementation support and professional learning from the AEA.

Required actions

There are no required actions.

Recommendations for continuous improvement

Interview responses indicated a disconnect between the needs of districts and the curriculum, instruction and assessment services available from the AEA. First, while some districts reported satisfaction with the services, others reported that quality services seemed to be person dependent. It is recommended the AEA work with providers to ensure that all curriculum, instruction and assessment services provided by the AEA are of consistent and high quality.

Second, interviewees demonstrated a lack of clarity on the services the AEA can provide in the area of implementation science compared to content expertise or content area professional learning and support. Consider providing districts with information on implementation science and how implementation science supports content-area professional learning and continuous improvement efforts. In addition, it is recommended that Prairie Lakes provide information to districts on the services and support the AEA can offer in content areas as well as the implementation science services that support the on-going implementation of the curriculum, instruction and assessment work in the standard area.

Lastly, it is recommended that Prairie Lakes continue to develop and implement support across the Multi-Tiered System of Supports (MTSS) for both districts and AEA staff. Although the AEA has taken steps to clarify roles of AEA staff and to work with districts on referral processes, additional

improvement efforts are needed. District respondents indicated that MTSS implementation is stronger at the elementary level than the middle and high school. However, a functioning system is necessary across the entire district to support student success. In addition, the AEA's comprehensive improvement plan indicated the need to address the continuum of interventions in literacy, mathematics and learning environments and for AEA staff to have a better understanding of general education interventions and the connection to Child Find. Therefore, it is recommended that Prairie Lakes develop a formalized process to track and monitor the implementation of tiered instruction to ensure consistency of implementation, monitor impact on student outcomes and support communication with AEA staff assigned to districts. In addition, it is recommended that the AEA provide professional learning to AEA staff on the common general education universal and general education intervention resources used in districts in order to assist in making connections to the Child Find process.

Standard Met/Not Met

The accreditation standards are met.

4. 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.

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.

Strengths

In the area of Early ACCESS, the AEA has made significant progress. Staff have received a significant amount of professional learning and resources to address previously identified procedural and practice implementation concerns in serving children and families birth to three years of age. Through the on-site interviews, it was evident the providers consider the priorities and needs of families through each step of the Individualized Family Service Plan process. The providers described how they communicate developmental information to families and show the interconnectedness between developmental areas so that families can support the whole child. This is the view of child development that the Department desires to advance with parents in the state.

In regard to Part B special education services (serving students ages 3 to 21 years), the accreditation teams received positive feedback about the AEA staff. District interviewees made note of AEA staff members' strong work ethic and their commitment to supporting students and districts. Staff were described as working diligently and making the most of available resources and conditions. This effort was particularly evident at the elementary level, where support was perceived as being provided more consistently. Overall, there is clear recognition by the district of staff dedication and their commitment to meeting district, staff and student needs within the context in which they are operating.

Lastly, Lakes Partnership School staff demonstrated clear growth in strengthening processes and increasing collaboration with districts. The consistent, weekly leadership provided by Prairie Lakes has led to more clearly defined intake procedures, improved service delivery and stronger transition support for students. In addition, the AEA provided evidence of a professional learning plan for the staff at the school that is intended to continue to develop their respective skills to support students with these unique and challenging learning needs.

Required actions

Feedback from interview teams indicated that IDEA-DA practice coaching is either being provided on a limited basis or is not consistently provided to identified districts. This raises concerns regarding the consistency, availability and effectiveness of practice coaching provided to support implementation of required IDEA-DA professional learning and implementation efforts in identified districts. The AEA is required to provide practice coaching to its districts. The AEA must ensure the allocation of staff to IDEA-DA practice coaching and ensure that practice coaching is provided on a regular and consistent basis as outlined in document entitled, "[Overview of Coaching and Professional Learning Lead Requirements](#)".

Although Prairie Lakes has made great gains regarding the prior recommendations related to Lakes Partnership School, the AEA is required to continue to focus on improvement efforts at the school. The interview team made note of the support of the administrator being in the building once a week and the AEA is required to continue improvement by sustaining this level of leadership at the school. Prairie Lakes should also sustain the focus on transition planning for students placed at the school in order to ensure transition plans are a priority to support students' successful return to the resident districts. The AEA is required to have a written process for both intake and exit from the program to support both of these transition times for students. Lastly, the AEA is required to establish a plan to evaluate the merits of Lakes Partnership School in order to make decisions about program efficacy and efficiency.

Recommendations for continuous improvement

Information from the artifact review and interviews showed detailed, routine methods of communication with AEA staff about special education policies and procedures, as well as updates to ACHIEVE. District staff also reported they received information about special education policies, procedures and ACHIEVE through emails or in network meetings. With the change in special education leadership from one director to two special education leaders at the start of the 2026-27 academic year, it will be critical for the AEA to be aware of and sustain communication in order to meet the general supervision responsibility of the duty to inform. It is recommended that Prairie Lakes identify the current structures that support successful communication with AEA and district staff. Then, identify who is responsible for communication and the general supervision duties in the new leadership roles.

In the area of special education and support for diverse learning needs, interviews revealed that constituents were not aware of the range of services available from the AEA. For example, interviewees did not think special education professional learning was available beyond the IDEA-DA specially designed instruction packages. It would be beneficial for Prairie Lakes to identify the professional learning, services and support for learners with disabilities available for districts and to publicize the services to a broader group of leaders throughout the area.

Standard Met/Not Met

The accreditation standards are met.

5. 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.

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.

Strengths

The AEA is monitoring the percent of Individualized Education Programs (IEPs) with Accessible Educational Materials (AEM) and AT checked as a need and has a plan to correlate this data with the number of students with reading goals in order to support professional learning. This monitoring is reflected in the statewide data. Prairie Lakes had the highest percentage of IEPs that indicated AEM and AT were a need for students in special education, significantly higher than the state average. The 2024-25 data showed that 65.28% of Prairie Lakes 4th graders with an IEP had a reading goal and 58.38% of those learners had AEM checked on the IEP. In comparison, 65.13% of special education 4th graders in the state had a reading goal and only 25.95% had AEM checked on the IEP. The regular and on-going professional learning provided to staff has impacted practice related to IEP documentation.

AT is an area of strength at Prairie Lakes. The agency provided weekly updates to staff on topics like the Student, Environment, Tasks, Tools (SETT) Framework, low-tech devices and high-tech devices. The AEA has an AT landing page for staff with access to a range of tools and materials to support collaboration and implementation. The AT team and the Students with Significant Disabilities Team provided office hours to support AEA team members serving learners with significant disabilities who also had AT needs. In addition to the professional learning and resources provided to AEA staff, Prairie Lakes submitted evidence about the AT equipment library for staff and students. The library provides a comprehensive range of resources for IEP teams to use to support individualized student needs to enhance learning, increase access to instruction and support participation in the educational setting. The AT library provides a “trial and error” process for IEP teams prior to purchasing equipment for students. Overall, the AEA is on its way to developing an assessment, trial and evaluation (data collection), decision, documentation and use process for learners with AT needs within the area.

Prairie Lakes presented information about the Physical and Occupational Therapy (PT and OT) Equipment Library. The presenter said equipment is checked out through an online catalog that includes pictures of equipment to support staff understanding and ease of using the check-out process. The equipment library helps the AEA therapists know the AEA inventory and location, increasing transparency about the equipment. Staff reported that there is a process in place to check-out the resources and the AEA is supportive when needing to purchase new or updated equipment. The partnership that Prairie Lakes established with Rifton and the grants they have received from the Palo Alto County Gaming Development Corporation have provided a total of \$85,657 to support the AT, PT and OT equipment libraries. All of the libraries are strengths in Prairie Lakes that support AEA staff and districts to address student needs.

Required actions

There are no required actions.

Recommendations for continuous improvement

Although the AEA is on its way to implementing a continuous improvement problem-solving cycle for individual students in AT, concerns were expressed about the AT referral process. Some interviewees demonstrated knowledge of the referral process while others did not. Concerns arose from interviews related to Prairie Lakes having a clearly articulated process that all districts in the AEA and all AEA staff know, understand and use to request and use AT devices and to request AT support. In addition, when requested, AT support needs to be provided in a timely manner. Therefore, it is recommended that the AEA clearly articulate and publicize the process that all AEA and district staff throughout the region should use to request support to identify the need, trial and evaluate AT devices, check out AT devices and request AT support from AEA staff.

Several interview groups commented on the AT team being “small but mighty” and commented on having to get resources from or having to work with vendors. The accreditation team also received some feedback about the length of time to respond to referrals. Currently, the AT team has three

people. One person is assigned to AT and two are leads for other disciplines. It would be beneficial for the AEA to think about long-term capacity to support AT work and to potentially expand AEA capacity to address district, AEA and student AT needs. It is advisable to distribute the work across more staff members (instead of three people) in order to build long-term capacity and sustained content knowledge throughout multiple staff members. In addition, clarify for districts and AEA staff the activities that can be completed by the AEA and activities that must be completed by a vendor. This would help ensure districts and AEA staff are partnering with the AT team to support student success, access and trial devices and access support.

Lastly, the permanent product review and interviews indicated that there is limited use of the Universal Protocol for Accommodations in Reading (uPAR) throughout the region. Through Access for ALL from the Department, Iowa schools can use the online uPAR to assess student reading comprehension and identify methods for how students best understand text, whether by reading independently or using text reader support. After completing the uPAR protocol, schools may apply for licenses at no cost for Read&Write, a literacy support software that reads aloud to students to help them access grade-level content and strengthen reading and comprehension skills, expand vocabulary, connect written words to classroom context and better engage in learning. It is recommended that Prairie Lakes engage in efforts to expand the use of uPAR and Read&Write in districts throughout the AEA in both general education and special education.

Standard Met/Not Met

The accreditation standards are met.

6. 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 toward improving the learning environment and social-emotional-behavioral (SEB) outcomes for all students, including students with disabilities.

Standard 1 - 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.

Strengths

Evidence indicated that Prairie Lakes provided a variety of learning environment support for districts. The AEA is providing Positive Behavioral Interventions and Supports professional learning, Non-Violent Crisis Prevention and Intervention (CPI) training, de-escalation strategies and support for districts to address chronic absenteeism. The artifact indicated that CPI was offered regionally and in districts multiple times over the past year and a half, providing ample opportunities for districts to engage in the learning. The evidence submitted by the AEA also indicated that Prairie Lakes will offer implementation support for Teach to Heal in the 2026-27 academic year, expanding the continuum of services in the standard area. All of these learning efforts support the development of a continuum to address learning environment needs in a district.

Required actions

Prairie Lakes has a Challenging Behavior Support person. Data provided by the AEA indicated that the team provided support for 128 students from 30 districts in 2023-2024; 72 students from 22 districts in 2024-2025; and 29 students from 17 districts in 2025-2026 (at the time of the visit). Interviewees indicated that in order to access support, a referral is completed by the AEA team representative who then must complete a Behavior Intervention Plan implementation checklist. Then the Regional

Administrator must approve the referral before the Challenging Behavior Support person can respond to the referral. In addition, the Challenging Behavior Support person goes on site based upon the intensity of the need, only responding in person to some referrals. Some interviewees commented on the length of time it takes to get support from the Challenging Behavior Support Team and how difficult it is to get district support from the team. At the same time, district interviewees reported on the increase in the number of behavior concerns in districts and the increasing complexity of behaviors seen in schools.

As a result, the AEA is required to align the challenging behavior services provided with the increasing complexity of student behavior needs. The AEA is also required to review and reduce challenging behavior team referral response times and regularly monitor referral response times. Prairie Lakes must also review the referral process and whether the steps of the process are efficiently resulting in services for students. The AEA must also review team referral data and examine the correlation between the reported increase in challenging behaviors in schools, complexity of challenging behaviors and the decrease in challenging behavior referrals. The AEA should complete an internal program review to determine the needs, the alignment between current needs and services provided and to determine the effectiveness and efficiency of current services.

Recommendations for continuous improvement

Prairie Lakes has a Challenging Behavior Support person. Data provided by the AEA indicated that the team provided support for 128 students from 30 districts in 2023-24; 72 students from 22 districts in 2024-25; and 29 students from 17 districts in 2025-26 (at the time of the visit). Interviewees indicated that in order to access support, a referral is completed by the AEA team representative. That team member must also complete a Behavior Intervention Plan implementation checklist. Then the Regional Administrator must approve the referral before the Challenging Behavior Support person can respond. In addition, the Challenging Behavior Support person goes on site based upon the intensity of the need. Some interviewees commented on the length of time it takes to get support from the Challenging Behavior Support team and how difficult it is to get district support from the team. At the same time, district interviewees reported on the increase in the number of behavior concerns in districts and the complexity behaviors seen in schools. It is recommended the AEA review the referral process, services provided and response time, and consider how these may be contributing to the decreased number of challenging behavior referrals and services provided in a year. It is recommended the AEA complete an internal program review of challenging behavior services to determine the needs, the alignment between current needs and services provided, and to determine the effectiveness and efficiency of current services. Lastly, it is recommended the AEA determine if Prairie Lakes has enough staff available to provide the challenging behavior services needed throughout the region.

In interviews, participants were unable to articulate the process used by the AEA to review learning environment data. The first step in the standard is to support schools and districts to analyze student achievement data related to the learning environment. It was unclear from the interviews if a process exists in the AEA to analyze learning environment data, like seclusion and restraint data, either as an AEA or disaggregated by district, in order to begin engaging in the continuous improvement process in the standard area. It was also unclear how the AEA is evaluating the current professional learning services provided in the learning environment area. It is recommended Prairie Lakes develop and implement a systematic process to monitor learning environment data. It would be beneficial for the AEA to monitor data sets related to learning environment and removals from academic instruction, such as suspension and expulsion data and chronic absenteeism data. This would allow Prairie Lakes to use the data to guide district goal setting and continuous improvement efforts focused on improving student engagement, reducing exclusionary discipline practices and strengthening learning environments for all students.

Standard Met/Not Met

The accreditation standards are met.

7. 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.

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.

Strengths

Prairie Lakes presented information and provided artifacts on the improved general supervision practices implemented by AEA staff. Externally, the AEA engaged in general supervision through its principal and special education director networks, interactions between district staff and AEA staff, and in communications between the AEA and district staff members. The AEA also provided a workshop on general supervision practices in June 2025 for school administrators, focused on building understanding and applying learned skills. Feedback from on-site interviews indicated an increase in communication about special education policies and procedures between last year and this year and increased general supervision practices to support districts and staff. Internally, the AEA added elements of general supervision to department learning opportunities. The AEA also developed an AEA general supervision plan and increased the monitoring of AEA special education data to support agency compliance. These improved practices are strengths for the AEA and support on-going improvements in the area of general supervision and compliance.

Through the review of artifacts and interviews, it was evident the AEA has planned intentional structures for communicating information to providers pertaining to procedural updates and best practice within Early ACCESS processes. Prairie Lakes has made significant gains in the area of Early ACCESS compliance. Prairie Lakes has shown growth in indicator C1 Timely Services from 93.94% in FFY23 to 100% in FFY24, now meeting the target of 100%. The AEA demonstrated growth in indicator C8A Timely Transition Planning from 91.43% compliance in FFY23 up to 100% compliance in FFY24, once again meeting the target of 100%. Lastly, the AEA showed progress in indicator C8C Timely C to B Transition Meeting, growing from 80.77% in FFY23 to 92.5% compliant in FFY24 (target of 95%). The data review reflected investment the AEA made in on-going professional learning and coaching, resources, and support for AEA staff working in and supporting families in Early ACCESS.

Required actions

The accreditation team received feedback from interviewees about unilateral decisions being made about virtual speech services, meaning if a student is in “X” building then the student receives virtual speech services. It was clarified during the final clarification and verification process that the AEA does not make unilateral decisions about virtual speech services. The AEA was able to clarify the data points used to make decisions about who receives virtual speech services. Prairie Lakes is required to share with special education staff, districts and parents how decisions are made about when a student receives (or may not receive) virtual speech services. The AEA is also required to review with special education leads the process to use when virtual speech services are recommended by the AEA and a parent refuses virtual services or requests in-person speech services instead.

Recommendations for continuous improvement

Prairie Lakes provided several special education professional learning opportunities for staff members to support compliant practices this year. This included statewide professional learning on topics like Child Find, reevaluation, completing quality evaluations and writing Educational Evaluation Reports (EERs) and the statewide referral process. Prairie Lakes is in its infancy in implementing many of these learning opportunities, providing coaching and then evaluating the impact upon practice. It is strongly recommended that the AEA maintain the focus on consistent implementation of complaint practices by AEA staff. The AEA should continue to monitor the timely completion of Child Find requirements. The AEA should complete its planned evaluation cycle of the Child Find and educational evaluation professional learning and implement additional learning and evaluation cycles in 2026-20 based upon the spring 2026 results. While the accreditation team recognizes the gains made over the year in the area of compliance, continuing to implement the continuous improvement cycle will be critical to ensuring that improvement efforts maintain and sustain over time.

A review of the AEA budget, staff data and interviews indicated that the total staff in the AEA has decreased over time. In addition, Prairie Lakes has very high staff to student ratios and many groups expressed concerns about staff being spread thin or having enough staff to complete required work. In addition, some interview participants expressed concern about the building representative model in which one person is assigned as the AEA representative to a building to provide the primary AEA support and service delivery to the building. Concern was expressed over confusion with the role and the potential to have a building representative providing support outside of their licensure/endorsement area or their area of expertise. In order to support compliant services, it will be critical for Prairie Lakes to ensure it has enough staff hired in special education to provide all code-required services. It will also be critical for the AEA to continue to define and clarify roles and responsibilities of the building representative and ensure alignment of the assigned role with licensed staff members.

Standard Met/Not Met

The accreditation standards are met.

8. Program Evaluation

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

Standard H - A program and services evaluation and reporting system that includes information related to special education.

Strengths

Prairie Lakes created a Comprehensive Improvement Planning Team (CIP Team) to engage in the continuous improvement process. Team members were representative of disciplines in the AEA and represented varying levels of leadership across the AEA. The team meets monthly to lead and facilitate the agency's improvement efforts which included 1) needs assessment, analysis and summary, 2) discussion and identification of actions to address key issues and areas of interest, and 3) implementation, monitoring, and evaluation of continuous improvement plans, agency action plans, and agency professional learning plans in prioritized areas. This resulted in a comprehensive improvement planning report and action plan developed by the team to address identified needs. In addition, a structure has been developed to support on-going continuous improvement work at the AEA-level.

Another strength is the structure the nine AEAs developed to support the program review process in districts. The AEA program review is a collaborative, data-driven process designed to help districts identify what is working, where improvements are needed and how to strengthen outcomes for students with disabilities. The review focuses on continuous improvement, equity and alignment with IDEA and

district priorities. It examines seven core areas, including equitable representation and access; professional learning and teaching capacity; compliance with IDEA; family, student and community engagement; student performance and postsecondary achievement; general supervision and leadership; and continuum and delivery of services and programs in the district. Prairie Lakes trained regional administrators to lead this process in districts. According to the submitted plan, the AEA did not have any districts engage in the process in the 2025-26 year, but had four districts express interest for the upcoming academic year.

The AEA system also developed an internal program review framework. The internal program review process is to be used to evaluate any fee-based AEA service and is intended to evaluate the “quality, consistency, equity and impact” of services provided to districts. The internal program review framework aligns with the continuous improvement process.

Required actions

There are no required actions.

Recommendations for continuous improvement

Use the internal program review process that was developed by the AEA system. Although the AEA has some structures in place to support program evaluation, like Family Guided Routines Based Intervention video submissions and EER self-reflections, it is recommended that the AEA establish written program evaluation protocols for its AEA services. It would be beneficial for the AEA to identify the services it provides, prioritize the list of services to be evaluated, develop a written evaluation plan for each of the services, and then implement the evaluation plan of each service in order to make decisions about the efficacy, efficiency and future of each service.

The accreditation team recognizes and sincerely appreciates the significant amount of work completed by Prairie Lakes Comprehensive Improvement Planning Team. It is clear that continuous improvement is a mindset amongst leaders and team members and that mindset is translating to the “boots on the ground” AEA staff members. Despite that, the accreditation team is concerned about maintaining the momentum without the Department-provided facilitator support and on-going requirements to provide quarterly reports to the State Board. Therefore, it is recommended that the AEA build routines and protocols into its regular and on-going structures so that the continuous improvement work and the changes that have been made (or will be made) do not fall to the wayside. The goal is to maintain the commitment and maintain the changes over time. The team encourages you to think now about systems change and implementation science so that you can change the way your agency functions in order to improve student outcomes.

Standard Met/Not Met

The accreditation standard is met.

9. Management Services

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

Standard E – Management services, including financial reporting and purchasing as requested and funded by local districts.

Strengths

Prairie Lakes provides several management services for districts. For example, in the 2025-26 academic year, the AEA provided school technology technician, school systems engineer, teacher librarian and curriculum director services to districts within Prairie Lakes. The AEA also provided school

technology technician and school systems engineer services to districts in other AEA(s). According to the artifacts submitted, Prairie Lakes notified districts of available managed services through superintendent network meeting presentations and in individual service planning meetings with districts and accredited nonpublic schools. In these presentations, AEA leaders provided information about each of the services available as well as the cost of services. The information also indicated that the AEA evaluated its services through a combination of usage information and observation visits.

The AEA on-site presentation provided specific managed services usage data. The AEA provided a managed service feedback form, a survey that the AEA can send to participating districts to gather more specific information about services received. Another strength is that AEA leaders asked district staff to provide a three-year projection of managed service needs and were able to share the data with the accreditation team during the on-site visit. AEA leaders were able to use the data to support on-going planning and determine staffing needs.

Required actions

There are no required actions.

Recommendations for continuous improvement

Prairie Lakes used an online portal during district service planning meetings as part of the planning and purchasing process. At this time, not all of the management services are included in the online system. It is recommended that the AEA consider enhancing the online portal purchasing system to include all management services offered by the AEA each year.

It is recommended that Prairie Lakes establish an evaluation process of its managed services. It is recommended the AEA regularly use the managed serviced feedback form shared with the accreditation team during the visit. Gathering information about the perceived quality of the managed services offered by the AEA, in addition to the existing usage data, would strengthen the evaluation process. As part of the on-going evaluation, it would be beneficial for the AEA to identify the quantitative and qualitative data it will use to evaluate and refine services over time. The AEA should also determine a goal(s) and how it will measure progress and/or demonstrate growth in managed services over time.

Standard Met/Not Met

The accreditation standard is met.

10. Media Services

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

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 Iowa Code section 273.2, subsection 4.

AEA accreditation standard innovation configuration rating

Strengths

The document review indicated Prairie Lakes Media Services offered a robust collection of both digital and print materials to support educators and learners. The AEA provides access to high-quality instruction materials through its lending library and access to online resources. The AEA has strong, collaborative partnerships with Northwest AEA. The two AEAs have combined media collections,

increasing the breadth and depth of available resources. They have also coordinated van delivery services, thus improving logistical efficiency and access to materials.

According to the Media Plan, the AEA determined district needs through services requests and services agreements. Media data was shared with districts to support district service planning meetings. In addition, media services used the continuous improvement process to identify needs and plan for needed resources. Lastly, Prairie Lakes provided a tentative plan to evaluate media services.

Required actions

There are no required actions.

Recommendations for continuous improvement

It is recommended that Prairie Lakes implement the media services evaluation plan. Continue to track and monitor usage data in order to explore opportunities to meet district needs in new and different ways. In addition to usage data, gather qualitative feedback data from users about their experiences using media services and resources. In addition, identify and gather data to determine the impact of media services on student outcomes. The AEA-developed internal program review framework could be useful in designing how the AEA might evaluate the impact of media services on student outcomes.

Standard Met/Not Met

The accreditation standards are met.

Conclusion

It is recommended that Prairie Lakes be fully accredited until the Department completes the next on-site accreditation visit and presents its findings to the State Board.

Prairie Lakes AEA must complete four required actions (Special Education Services and Support, Learning Environment and Compliance) in the Accreditation Report beginning September 1 and completed June 15, 2027.

It is recommended that Prairie Lakes continue to build upon its identified strengths and engage in improvement efforts in the standard areas as part of AEA continuous improvement efforts.

Prairie Lakes Area Education Agency

Standard Area(s)	Required Actions *copy and paste the required actions below*	Action Steps to be Taken	Person(s) Responsible	Jan Status	Feb Status	March Status	April Status	May Status
SE Services/Supports	Identify an administrator (or team) and ensure the leadership has the expertise and authority to perform the assigned duties which include compliance with IDEA Part C and Part B and federal and state requirements for general education programs and services, as well as general supervision. Implement an effective system of communication and feedback loops to ensure responsibilities have been addressed. Communicate role expectations with internal and external personnel.	1-Identify the admin team.	Dan Mart Kris Ahrens	Completed	Completed	Completed	Completed	Completed
		2-Review/revise roles and responsibilities.	Dan Mart Kris Ahrens	Progressing	Progressing	Completed	Completed	Completed
		3-Host principal networks/Sped leadership networks monthly. (external)	Kris Ahrens	Completed	Completed	Completed	Completed	Completed
		4-Provide a general Supervision workshop. (external)	Kris Ahrens & RAs	Completed	Completed	Completed	Completed	Completed
		5-Modify the structure and focus of leadership meetings. (internal)	Dan Mart/Kris Ahrens	Completed	Completed	Completed	Completed	Completed
		6-Modify department meeting structure to ensure consistent training & communication for Part B & Part C. (internal)	Kris Ahrens	Progressing	Completed	Completed	Completed	Completed
		7-Complete Child Find training with all staff. (internal)	Kris Ahrens	Completed	Completed	Completed	Completed	Completed
		8-Ensure Agency learning slide decks contain speaker notes for consistent messaging.	Kris Ahrens & RAs	Completed	Completed	Completed	Completed	Completed
		9 - Review progress monitoring data, & timelines to ensure general supervision requirements are met.	Kris Ahrens & RAs	Completed	Completed	Completed	Completed	Completed
		10-Develop and distribute a survey of staff regarding communication effectiveness and needs.	System Leadership Team	Completed	Completed	Completed	Completed	Completed
		11-Identify the changes to address the needs identified from the staff survey results.	System Leadership Team	Progressing	Progressing	Completed	Completed	Completed
		12-Develop a plan to address the needs.	System Leadership Team	Progressing	Progressing	Completed	Completed	Completed
		13-Develop an evaluation plan.	System Leadership Team	Not Started	Progressing	Progressing	Progressing	Completed

Prairie Lakes Area Education Agency

Standard Area(s)	Required Actions *copy and paste the required actions below*	Action Steps to be Taken	Person(s) Responsible	Jan Status	Feb Status	March Status	April Status	May Status
SE Services/Supports	Restructure and clarify the purpose of Lakes Partnership School. Appoint a qualified team to oversee the placement process of students and ensure escheduled, frequent reviews of exisiting placements. A written agreement should include clear expectations for district involvement, conditions for reintegration and a timeline for review upon student placement into program. Appoint a qualified administrative designee who can serve the necessary function and communicate it to staff. Design a professional learning calendar and plan for staff who serve at Lakes Partnership School.	1-Appoint Administrative oversight.	Dan Mart	Completed	Completed	Completed	Completed	Completed
		2-Appoint a qualified administrative designee who can serve the necessary function and communicate it to staff.	Dan Mart/Kris Ahrens	Completed	Completed	Completed	Completed	Completed
		3-Consistently implement placement procedures per handbook.	Chris Wells/Kris Ahrens	Near Comple...	Completed	Completed	Completed	Completed
		4-Consistently implement transition procedures back to the district per handbook.	Chris Wells/Kris Ahrens	Completed	Completed	Completed	Completed	Completed
		5-Develop and distribute a survey to districts regarding placement and transition procedures.	Dan Mart, Kris Ahrens, & Chris Wells	Progressing	Progressing	Completed	Completed	Completed
		6-Identify the changes to address the needs identified from the district survey results.	Dan Mart, Kris Ahrens, & Chris Wells	Not Started	Not Started	Not Started	Near Comple...	Completed
		7-Develop a plan to address the needs.	Dan Mart, Kris Ahrens, & Chris Wells	Not Started	Not Started	Not Started	Near Comple...	Completed
		8-Develop an evaluation plan.	Dan Mart, Kris Ahrens, & Chris Wells	Not Started	Progressing	Progressing	Progressing	Near Comple...
		9-Provide professional learning for LPS staff.	Chris Wells	Completed	Completed	Completed	Completed	Completed
		10-Evaluate the impact of professional learning for LPS staff.	Chris Wells	Not Started	Not Started	Not Started	Progressing	Completed
Standard Area(s)	Required Actions *copy and paste the required actions below*	Action Steps to be Taken	Person(s) Responsible	Jan Status	Feb Status	March Status	April Status	May Status
SE Services/Supports	Provide Child Find training for staff who complete evaluations for preschool-aged children. The training needs to include content on placement decisions, emphazing that determination is being made for special education eligibility and not for preschool or a specific placement or location.	1-Collaborate with DE staff regarding specific concerns around Child Find for preschoolers.	Kris Ahrens, Jenniver Sammons, Chris Wells	Completed	Completed	Completed	Completed	Completed
		2 - Collaborate with AEA Statewide team to create a preschool training package that supplements the Statewide Child Find Training.	Kris Ahrens & AEA SE Administrators	Completed	Completed	Completed	Completed	Completed
		3-Provide specific preschool and c to b evaluation training	Kris Ahrens & Jennifer Sammons	Completed	Completed	Completed	Completed	Completed
		4-All staff complete the AEA Evaluation Report Self Reflection tool by Nov 7 (Pre).	Kris Ahrens & RAS	Completed	Completed	Completed	Completed	Completed
		5-Admin review a sample of evaluation reports from each staff member (pre) -	Kris Ahrens & RAS	Progressing	Progressing	Near Comple...	Completed	Completed
		6-All staff complete the AEA Evaluation Report Self Reflection tool by May 15 (post).	KrisAhrens & RAS	Not Started	Not Started	Not Started	Not Started	Completed
		7-Admin review a sample of evaluation reports from each staff member.	Kris Ahrens & RAS	Not Started	Not Started	Not Started	Not Started	Progressing

Prairie Lakes Area Education Agency

Standard Area(s)	Required Actions *copy and paste the required actions below*	Action Steps to be Taken	Person(s) Responsible	Jan Status	Feb Status	March Status	April Status	May Status
Compliance	The AEA Corrective Action Plan and documentation of corrections of individual noncompliance citations in IDEA Part C must be submitted to the Iowa Department of Education (Department).	1-The AEA Corrective Action Plan and documentation of corrections of individual noncompliance citations in IDEA Part C must be submitted.	Kris Ahrens	Completed	Completed	Completed	Completed	Completed
		2-Implement EA monthly team meetings & collaboration to monitor C to B transitions.	Kris Ahrens & RAS	Completed	Completed	Completed	Completed	Completed
		3-Established monthly technical assistance virtual meetings.	Kris Ahrens & RAS	Completed	Completed	Completed	Completed	Completed
		4-Evaluate effectiveness of Early Access meetings and technical assistance. (Jan)	Kris Ahrens & RAS	Progressing	Completed	Completed	Completed	Completed
		5-Evaluate effectiveness of Early Access meetings and technical assistance. (EOY)	Kris Ahrens & RAS	Not Started	Not Started	Not Started	Not Started	Progressing
Standard Area(s)	Required Actions *copy and paste the required actions below*	Action Steps to be Taken	Person(s) Responsible	Jan Status	Feb Status	March Status	April Status	May Status
Program Evaluation	Formalize processes for program evaluation and create an agency specific continous improvement plan which aligns to the State Board of Education goals. The plan should be created by a represenative leadership team. The process should be facilitated by outside experts assigned by the Department.	1-Establish system leadership team membership and meeting dates.	Dan Mart & Admin Team	Completed	Completed	Completed	Completed	Completed
		2-Complete the needs assessment data analysis process.	System Leadership Team	Completed	Completed	Completed	Completed	Completed
		3-Write the needs assessment summary statements.	Dan Mart & Admin Team	Completed	Completed	Completed	Completed	Completed
		4-Complete an agency customer service survey.	System Leadership Team	Completed	Completed	Completed	Completed	Completed
		5-Identify agency services aligned to identified needs and AEA accreditation areas.	System Leadership Team	Progressing	Progressing	Completed	Completed	Completed
		6-Write or update the agency action plan, including the evaluation of implementation and outcomes.	System Leadership Team	Not Started	Progressing	Completed	Completed	Completed
		7-Write the agency internal and external professional development plan.	System Leadership Team	Completed	Completed	Completed	Progressing	Progressing
		8-Write the plan for the provision of management services.	Dan	Not Started	Progressing	Progressing	Completed	Completed
		9-Update CIP to reflect the new plan.	System Leadership Team	Not Started	Progressing	Progressing	Completed	Completed

Prairie Lakes Area Education Agency

Standard Area(s)	Person Responsible	Recommended Actions <i>*copy and paste the recommended actions below*</i>	Status
School and Comm Planning	Dan Mart	Establish collaborative teams to support school-community planning, leverage data tools to identify short-term priorities while maintaining focus on a long-term vision for continuous improvement and formalize processes.	Completed
	Dan Mart	Partner with the Department and AEAs to define and implement consistent school-community planning processes and procedures.	Completed
Professional Development	Kris Ahrens	Develop a systemic plan to ensure the agency's capacity to train IDEA-DA SDI packages and support coaching.	Partially completed
	Tabitha DeMey	Strengthen professional learning for staff by embedding implementation science practices.	Partially completed
Curriculum Instruction and Assessment	Tabitha DeMey	Consider improvements to support districts in curriculum adoption, such as using protocols and implementation science to support implementation and sustainability.	Completed
	Tabitha DeMey	Increase communication to districts about the support and resources available for 504 and TAG planning.	Completed
Technology	Kris Ahrens	Continue to provide professional learning on the role AT plays in providing access to a FAPE for learners.	Completed
Learning Environment	Tabitha DeMey	Consider how to offer support for all students, even if a district doesn't implement a certain model.	Completed
	Tabitha DeMey	Build capacity of AEA staff and remain flexible with districts that request professional learning supporting positive learning environments.	Completed
Compliance	Kris Ahrens & Jennifer Sammons	Monitor implementation of the agency's Part C Early ACCESS Services plan.	Completed
	Admin Team	Develop a standard communication process to share updates with all staff and across all districts.	Completed
	Kris Ahrens	Review and refine current general supervision procedures and ensure consistent application across all groups.	Completed
Program Evaluation		<i>none</i>	
SE Services/Supports	Kris Ahrens & Tabitha DeMey	Clarify for staff and district partners AEA involvement in the districts' process of establishing a MTSS.	Completed
	Kris Ahrens	Provide professional learning and on-going coaching for staff to build their understanding of all possibilities of how to process a referral, including post-referral screening, for Early ACCESS services.	Completed
Management Services	Dan Mart & Tabitha	Implement a regular review of service delivery, gather input and assess internal capacity to meet needs	Completed
Media Services	Dan Mart	Sustain the agreement with Northwest AEA for media services.	Completed