



A newsletter for families and educators of infants and preschool-age children with special needs

Welcome to the School Year!

The staff at Family & Educator Connection would like to welcome all families to the 2010 school year. We hope you enjoyed the summer and are looking forward to Fall. It will be filled with oranges, reds, and tans. Our green trees will change seasons just as our children are changing and settling into new home routines for the school day.

Families might ask, "How can we make the morning less chaotic, busy, confusing?" Mom and Dad need to get ready for work and get the kids ready for daycare or preschool. We all have to be ready at the same time. There are no extra minutes for a long discussion on what clothes to wear. No time for tantrums "I don't want to eat THAT for breakfast!" "Mom, I can't find my shoes!!!" Does the morning sometimes feel like a circus? Let's give some thought to the morning routine and things we can do to help it go smoother.

In order to get up when the alarm goes off we all need a good night's sleep. Be sure your children go bed at the same time each evening. Keep it consistent. It is nice if Mom and Dad can get up 15 minutes before the kids for coffee, reading, quiet contemplation time. Wake up the children in plenty of time before you have to walk out the door so none of you feel rushed.

The night before let your son or daughter help you choose the clothes that they are going to wear the next day. This can avoid a morning struggle. Put shirts, pants, socks, and shoes in a designated spot (the top of the dresser) in your child's room. It helps to have a

My Morning Routine			
<p>1. Wake up</p>	<p>2. Get dressed</p>	<p>3. Eat breakfast</p>	
<p>4. Brush teeth</p>	<p>5. Comb hair</p>	<p>6. Go potty</p>	<p>7. Walk out to car</p>

clipart © 2010 iclpart.com

designated table or spot near the door you leave through in the morning to put coats, gloves, hats, boots, packed diaper bags, backpacks anything the children need to take with them in the morning. Don't forget to put your own items there too. Save time in the morning and collect as many things you need the night before. Be sure to have lunches ready in the refrigerator to grab on the way out.

Make a morning picture routine chart for your toddler or preschool children. Take pictures of your child doing the routines. Or, cut pictures out in magazines and paste them vertically or horizontally on a sheet of paper. You can point out the activity as you start and complete it. Here is a suggested sequence (you can devise what fits best with your family).
 1. Wake up, 2. Get dressed, 3. Eat breakfast, 4. Brush teeth, 5. Comb hair, 6. Go potty, 7. Walk out to car. Write the words under the pictures. Have your

child put a star next to the picture when the activity is completed.

We hope some of these ideas will make the morning transition from home to daycare or school less chaotic and the new day pleasant. We look forward to working with families at the Family & Educator Connection. If you have questions or concerns please call:

Andy Lawler
 Parent Coordinator
 Marshalltown Region
 1-800-735-1539 or 1-641-844-2469

Sandy Kraschel
 Parent Coordinator
 Clear Lake/Mason City Region
 1-800-392-6640 or 1-641-357-6125

Deb Paton
 Parent Advisor
 Cedar Falls/Waterloo Region
 1-800-542-8375 or 1-319-273-8265

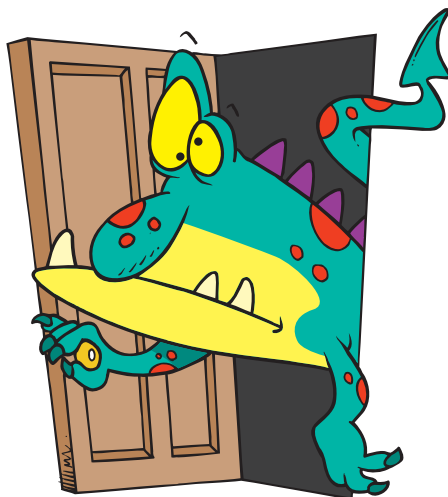
Night Fears

Your young child does not know enough about object constancy to understand that things do not just develop in the dark that were not already there. She, therefore, can easily imagine that monsters or big dogs could be there in the dark, even though they were not there when she turned off the light. Similarly, she may be seeing shadows and interpreting them as other, scary things. This is all a normal part of your child's development.

Here are some ideas to help your little one conquer night fears:

- 1. Listen.** Encourage your child to talk about her fears. Sometimes we avoid talking about fears with our children because we think that it might make the fears worse. However, allowing children to explore their fears and to talk about them is often an important step in understanding and overcoming them.
- 2. Acknowledge her fears.** Talk to your child. It is tricky to figure out what to say to our children about their fears. We are often tempted to make fun of their fears or to just discount them, because we know they are usually nothing to be afraid of. Although it is important to let children know that we are not afraid, and that we do not see any monsters, it is just as important to acknowledge that they are feeling afraid.
- 3. Provide support.** Even though both you and your daughter are probably excited about some of her newfound independence at this age, it is important to offer her support during times when she is fearful.
- 4. Allow her to “obsess.”** Amazingly, most children have an internal drive to overcome their fears. They may talk about their fears incessantly; they may ask questions over and over again; they may ask to hear the scary story again and again. Children may be focused on a particular fear for several weeks; sometimes a few months. If your child has not made any progress with her fear after a couple of months, you may want to seek professional help either to work with your daughter, or to give you some strategies.
- 5. Help her develop skills.** As important as overcoming this particular fear, this experience provides an opportunity to help your daughter practice skills which will serve her a lifetime. You can teach her to research her fear, to explore it, to practice facing it, and to develop strategies to help her feel safe. Research involves looking around her room, herself, to see if there is anything scary. Practice might involve a peek-a-boo game with a blanket where she moves from being in the dark to being in the light using her own control. Developing strategies so she can feel safer might include using a flash light in her room. It could be keeping her bear close to her. An important part of developing strategies includes inviting her ideas. Fears make you feel vulnerable, but coming up with ideas to deal with them gives you back your lost power.

Source: Reprinted with permission from “Community Circle of Care,” April 2010 Newsletter, Phone 563-583-5545 extension 606 or email: gloria-klinefelter@uiowa.edu.

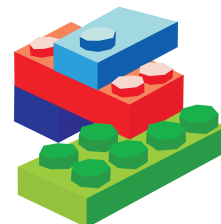


Activities For Fine Motor Control

Legos and Playdough—A Dynamic Duo

Children are not born with fine motor control. The process does begin early, when infants and toddlers reach for and grasp objects.

But development and coordination of wrist and finger muscles—necessary for handwriting later—come slowly and require lots of practice.



Adults can help children develop fine motor control by providing appropriate materials. Playdough and Legos are two of the best materials.

One of the many skills learned through playing with Playdough and Legos is the development of strength and dexterity in hands. Simply through pinching, rolling, and shaping playdough, children develop strength in finger and wrist muscles. Connecting Legos together develops hand muscles and the pincer grasp, the touching of the thumb and fingers that is important for holding pens, pencils, silverware, brushes, and other tools.

Playdough and Legos are both open-ended materials. Children can experiment with these however they choose. These materials not only help develop fine motor skills but also provide opportunities for practice and discovery of many math-related skills.

Playdough can be made at home or purchased. Legos are a considerable investment but worth it. Both materials provide hours of enjoyment, many ways to enhance fine motor skills, and great opportunities for intellectual development.

Source: “Family-Friendly Communications for Early Childhood Programs,” Deborah Diffily and Kathy Morrison, editors.

Mathematics In The Home

Your home is a great place for you to begin to explore and “talk” mathematics with your child. Incorporating math activities and language into familiar daily routines will show your child how math works in his everyday life and provide him with a safe environment in which to take risks by trying new things.

Rhyme and Sing

Preschool

Young children love to hear, sing and say nursery rhymes and songs. Counting rhymes and songs can be both enjoyable for them and introduce them to basic mathematics concepts, such as number names and number sequence.

What You Need

- Book of nursery rhymes or songs
- Feather

What To Do

- Teach your child the following counting rhyme:

Four Little Ducks

Four little ducks that I once knew,
Fat ducks, skinny ducks, they were, too.
But one little duck with a feather on her back,
She ruled the others with a quack! quack! quack!

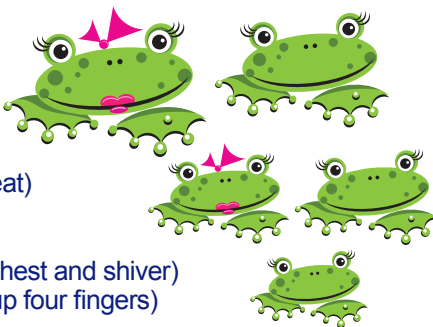
Down to the river they all would go,
1, 2, 3, 4, all in a row.
But one little duck with a feather on her back.
She ruled the others with a quack! quack! quack!

—Say the rhyme with your child several times. When she can say the rhyme all the way through, have other family members join you. Give your child a feather and have her lead everyone around the room as you all sing.

***For the following rhyme, show your child how to perform the actions indicated.**

Five Little Speckled Frogs

Five little speckled frogs (hold up five fingers)
Sitting on a speckled log (sit on your heels)
Eating some most delicious bugs (pretend to eat)
Yum! Yum!
One jumped into the pool (jump)
Where it was nice and cool (cross arms over chest and shiver)
Now there are four little speckled frogs. (hold up four fingers)
Burr-ump! (Continue until no frogs are left.)



—After saying the rhyme, ask your child to hold up the correct number of fingers to show how many frogs are in the rhyme at the beginning. Then have her hold up the correct number of fingers and count to five with you as you say each numeral.

*Teach your child any counting rhymes and songs that were your personal favorites when you were a child, or have your child ask her grandparents what rhymes they knew when they were children. Other counting rhymes, songs and games that you may want to teach your child include “One, Two, Buckle My Shoe,” “This Old Man,” “Ten in a Bed (Roll Over)” and “One for the Money.”

Source: “Helping Your Child Learn Mathematics,” U. S. Department of Education, Office of Intergovernmental and Interagency Affairs, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Successful Scissoring

Have you ever wondered why young children have difficulty working with scissors? Managing scissors requires that a child combine fine motor skills—control and coordination of small muscles, especially hands, wrists, and eyes—with an intellectual task.

Closely related to motor development is physical growth and brain development. As the body grows physically and the brain develops, children are able to perform more intricate motor skills.

Most children are eager to cut with scissors. If a child is reluctant, it is probably because she is not ready.

A prerequisite to cutting with scissors is tearing, so we should allow young children many opportunities to practice tearing paper and materials such as lettuce and clay prior to teaching them how to use scissors.

In introducing kids to scissors, first discuss safety rules. Provide your child with appropriately designed scissors (initially with rounded points). Have a basket filled with all kinds of paper that they can cut as they wish.

Show them how to hold the scissors. Have them practice opening and closing the scissors several times before they try to cut paper. Show children how to hold the paper in one hand and the scissors in the other, to open the scissors and slip the paper between the blades, close the blades, then open them.

Let your child practice snipping small pieces of paper, old wrapping paper and greeting cards, and those catalogs and pieces of junk mail that you are recycling anyway. As the child develops proficiency, let him practice by cutting pictures from magazines, cutting along a straight line, and cutting along a curved line.

Source: “Family-Friendly Communications for Early Childhood Programs,” Deborah Diffily and Kathy Morrison, editors.

Helping With Reading

How can I encourage my child to read?

- ◆ Read aloud to your child often. Start reading to your child when he is a baby and keep reading as he grows up. As you read, talk with your child. Encourage him to ask questions and to talk about the story. Ask him to predict what will come next.
- ◆ Encourage your child to read on her own. Children who spend at least 30 minutes a day reading for fun develop the skills to be better readers at school.
- ◆ Set aside quiet time for family reading. Some families even enjoy reading aloud to each other, with each family member choosing a book, story, poem or article to read to the others.
- ◆ Visit the library often. Begin making weekly trips to the library when your child is very young. See that your child gets his own library card as soon as possible.
- ◆ Buy a children's dictionary and start the "let's look it up" habit.
- ◆ Make writing materials, such as crayons, pencils and paper, available.
- ◆ Ask family members and friends to consider giving your child books and magazine subscriptions as gifts for birthdays or other special occasions. Set aside a special place for your child to keep her own library of books.
- ◆ If you are uncomfortable with your reading ability, look for family or adult reading programs in your community. Your librarian can help you locate such programs. Friends and relatives also can read to your child, and volunteers are available in many communities to do the same.

Helping children become—and remain—readers is the single most important thing that parents and families can do to help their children succeed in school and in life.

Source: U. S. Department of Education, Office of Intergovernmental and Interagency Affairs, Educational Partnerships and Family Involvement Unit "Questions Parents Ask," Washington, D.C. 20203.

Angel Food Ministries

"A Food Ministry With A Servant's Heart"

Angel Food Ministries is a non-profit, non-denominational organization dedicated to providing grocery relief to communities throughout the United States.

Angel Food works through churches and community organizations in over 32 states. For further information, please take a few minutes to peruse our website, www.angelfoodministries.com. New menus will be given each month.

To obtain a monthly flier or for further local information please contact Pastor Helen M. Seenster at 319-234-5928 or E-mail Angel Food Ministries at hmsministries@mchsi.com.

Marshalltown: First Baptist Church, 700 E Olive St., Marshalltown, IA 50158, 641-753-3528, Blair Benefield contact person.

Charles City: First Baptist Church, 105 Chapel Lane, Charles City, IA 50616, 1-641-228-1906, Ruth Yeaton, Director.

Clear Lake: Church of Christ, 2010 14th Avenue, N., Clear Lake, IA 50428, 1-641-357-5813, 1-641-529-2274, Curtis McGinnis, Director.
We Accept Food Stamps (EBT).



Looking for Support? Support Groups

There are a number of support groups across Iowa and in AEA 267. Right now there are a number of active support groups in our areas focusing on the needs of children and young adults who have Autism, Down Syndrome and other issues. Here are a few:

ADHD Support Group

Meets second Monday of the month during the school year at Upper Iowa University, 3563 University Avenue, Waterloo from 6:30 p.m. – 8:00 p.m. For more information contact Barb at 319-266-2901 or bum1992@cfu.net.

Autism Spectrum Support Group

Individuals wanting further information or a personal parent contact should contact: Chris and Tyann Rouw 319-266-5876, or the Family & Educator Connection at 319-273-8265.

More information about local news and information may be seen at Chris and Tyann's website: <http://www.autismiowa.com>.

Autism Dietary Network Support Group

For more information call Amy Roberts at 319-233-8043.

ASD Support Group Forming

Jeni Oelkers is a mom who is interested in establishing a support group for parents of children affected by autism and related conditions, and others who are interested in autism spectrum disorders.

If anyone is interested in making a connection through an ASD support group, please contact Jeni at 641-512-6230 or jhoelkers@gmail.com.

continued

ASD/PDD Support Group

A support group for parents. Meetings are held at 3:00 p.m. the first Sunday of the month in Mason City and the third Sunday of the month in St. Ansgar. Locations are Whiskey Creek Woodfire Grill, 1519 4th Street SW in Mason City and Fourth Street Coffee Shop, 230 West 4th Street, in St. Ansgar. For more information, or to sign up for the group's E-mail, send a message to pddsupport@mchsi.com.

Designer Genes – A Support Group for families of children with Down Syndrome

Provides parent groups as well as family events and playgroups for young children.

For more information call 319-404-0396 or e-mail designergenes2005@yahoo.com.

Epilepsy Support Group

Waterloo, Cedar Falls area. Held at the Kimball Ridge Center, Conference Room 1, 2101 Kimball Avenue, Waterloo, IA. Held the second Thursday of every ODD month at 6:30 p.m.

For more information contact: Karly Ashlock, Services Coordinator for Iowa Epilepsy Foundation North/Central Illinois, Iowa, Nebraska, 1111 9th Street, Suite 275, Des Moines, IA 50314. Phone: 515-238-7660/Fax: 515-883-2292, Email: kashlock@efncil.org.

F.A.S.T. Families of Autism Standing Together

Autism and GFCF (Gluten-Casein Free Diet) Support Group that meets in the Independence area. For more information call Cory or Renae Kress at 319-334-3832.

Prader Willi Syndrome Association of Iowa

For more information please contact: Edie Bogaczyk, 515-987-0288 or dbogaczyk@msn.com.

Support Group for Parents of Children with Special Needs

Just forming in the Iowa Falls area. For more information contact Andy Lawler. alawler@aea267.k12.ia.us or 631-844-2469.

Parent and Teacher Resources From The Center For Disease Control

The Centers for Disease Control and Prevention (CDC) website includes a "portal" that links parents and others to information from all areas of CDC. It provides accurate information and is designed to help parents raise healthy kids and provide a safe home and community.

Information includes children's topics by age range, and widely varied topics such as autism signs, body piercing, lice, school violence, travel vaccinations and information about pregnancy. Topics are arranged in alphabetical order, so they are easy to find.

Another section has information on topics targeted to health-care professionals and researchers, including subjects such as child abuse prevention, a brain injury toolkit for physicians, a parent training guide, and information on the effects of childhood stress.

Quick links go to developmental milestones and safety in the home, among other subjects. Other resources list product recalls, market withdrawals, and safety alerts.

Check out the CDC site at: www.cdc.gov/parents

Equipment Available For Loan From Easter Seals

Iowans with disabilities or who are ill and need medical equipment but who cannot afford it, or might not have ready access to it, can borrow durable medical equipment at a nominal fee from Easter Seals Iowa.

The Equipment Services Program provides durable medical equipment (such as walkers, wheelchairs, shower benches, etc.) on loan to an individual in need or to a visiting rela-

tive or friend who might require the equipment for a short time.

A person with a chronic medical condition may borrow the equipment for an unlimited length of time. A medical prescription, nominal fee, and transportation to pick up and return the equipment are required.

Access of durable medical equipment is based on availability in their inventory. Equipment may include electric hospital beds, electric and manual wheelchairs, bath chairs, and other adaptive home healthcare devices.

To be eligible for the Equipment Services program, a person must have a disability and not reside in a licensed care facility. An initial equipment fee, ranging from \$10 for a walker to \$65 for an electric hospital bed, is charged for the loan of equipment; however, the individual may use the equipment for as long as needed.

To learn more about the program or download an application, visit the Easter Seals website at http://ia.easterseals.com/site/PageServer?pagename=IADR_equipment or call (515) 309-2395 or (515) 309-4069 tty.

ASK Resource Center is now introducing...

Pajama Party (With a Purpose!)

Pajama Party is ASK's new program for parents of children with special needs to learn more about a variety of topics related to special education, disabilities, and advocacy – all from the comfort of your own home (in your pajamas, if you prefer!). Parents have a very busy schedule and sometimes the only time you can spare is after the kids go to bed. Pajama Party is a convenient way for parents to connect with one another and talk with an ASK Resource Center Family Support Coordinator so you can get the answers you need to be an even stronger advocate for your children.

continued



Pajama Party will meet via telephone on the first Thursday evening of each month at 9:00 p.m.



Please call ASK Resource Center at (800) 450-8667 for call-in information.

ASK Resource Center is now introducing Coffee Club!



Coffee Club helps parents of children with special needs learn more about a variety of topics related to special education, disabilities, and advocacy – all over your morning coffee! Coffee Club is a convenient way for parents to connect with one another and with an ASK Resource Center Family Support Coordinator to get the answers they need to be an even stronger advocate for their children. All from the comfort of your own home!



Coffee Club will meet via conference call on the first Friday of each month at 10:00 a.m.



Please call ASK Resource Center at (800) 450-8667 for call-in information.

Resources From AEA 267 Early Childhood Web Pages:

The Early Childhood Institute (ECI)

It sponsors comprehensive and challenging research to help ensure that America's young children are successful in school and beyond, and to enhance their quality of life and that of their families. <http://www.ed.gov/offices/OERI/ECI>

Zero to Three

Zero to Three's mission is to promote the healthy development of our nation's infants and toddlers by supporting and strengthening families, communities & those who work on their behalf. <http://www.zerotothree.org?>

NAEYC

The purpose is to provide leadership & consolidate the efforts of those working to achieve healthy development and constructive education for young children. <http://www.naeyc.org>

Source: <http://aea267.k12.ia.us>, click on Special Education, left hand column, then click Early Childhood, Resources.

Health Care Web Sites

- <http://www.HealthCare.gov> – U.S. Department of Health & Human Services health care website. Will eventually be a one-stop destination for health information.
- <http://www.familiesusa.org> – a review of the provisions in the new health care law.
- <http://www.bazelon.org> – prepared by the Bazelon Center for Mental Health Law.



Iowa Core Curriculum

<http://www.corecurriculum.iowa.gov/>

The purpose of this site is to help Iowans better understand the state-wide academic expectations for K-12 students. This is the official site for the Iowa Core Curriculum and provides information on the state's core content standards. The website offers a look at the academic expectations of the Iowa Core Curriculum and Iowa's core content standards – or “what” students should know. It also provides performance standards – or “how well” students should perform in certain areas.

Source: LDA-2, Spring 2010



“Each day comes bearing its own gifts. Untie the ribbons.”

— Ruth Ann Schabacker

Calendar

October

Thursday, October 14th – Sunday, October 17th

International Conference

Young Children with Special Needs & Their Families

Western Crown Center Kansas City, MO

The annual Division for Early Childhood conference is the gathering place for all those who work with and care about young children with disabilities and their families. This event brings together those whose passion is to promote the very best outcomes for kids and families. Find ample opportunities to focus on a topic of interest, engage in one-on-one dialogue with presenters, master content in intensive workshops, find out about the work of the leadership, and meet visionaries in the field.

For more information contact Division for Early Childhood dec@dec-sped.org; 404-543-0872 or visit <http://www.dec.sped.org/>

Thursday, October 14th – Saturday, October 16th

Iowa Association for the Education of Young Children
Annual Statewide Conference

Holiday Inn Airport Des Moines, IA

For more information contact Rhonda Bancroft, 515-331-8000 ext. 12. Email Rhonda @iowaaeyc.org or visit www.iowaaeyc.org

continued

Thursday, October 21st – Saturday, October 23rd

Closing the Gap – 28th Annual Conference

Sheraton Hotel, Bloomington, MN and Hotel Sofitel, Bloomington, MN

This year’s conference builds on a tradition of providing a comprehensive examination of the most current uses of technology by persons with disabilities and the professionals who work with them.

Topics will cover a broad spectrum of technology as it is being applied to all disabilities and age groups in education, rehabilitation, vocation, and independent living.

For more information contact <http://www.clsoingthegap.com/>, 507-248-3294

Sunday, October 24th – Tuesday, October 26th

Learning Disabilities Association of Iowa: 39th Annual Conference — “Different Isn’t So Different Anymore”

Airport Holiday Inn Des Moines, IA

For more information contact Kathy Specketer, M.A.T., LDA-IA State Coordinator (Local) 515-280-8558 Toll free Iowa 888-690-5324 www.lda-ia.org

Tuesday, October 26th – Thursday, October 28th

2010 Iowa Transition Parent &

Educator Connection Conference “Great Expectations”

Iowa State Center Polk County Convention Complex 501 Grand Ave, Des Moines

For location see FEC website at www.aea267.k12.ia.us The 2010 Parent & Educator Connection annual conference will focus on transition from school to adult

life: The focus is on middle and high school youth.

The conference title is “Great Expectations” – and will feature sessions designed to provide information in the areas of living, learning and working

- what supports and programs exist through school and planning for transition
- what resources and supports are available for individuals as they leave school and enter the adult systems.

Registration is required on-line at: <http://tinyurl.com/2a75ocm>

For more information contact: Julie Carner 515-281-7144 or julie.carner@iowa.gov

November

Thursday, November 4th – Friday, November 5th

Tri-State Regional Special Education Law Conference

Embassy Suites Omaha-Downtown/Old Market 555 South 10th Street Omaha, NE 68102

For more information call: Thomas A. Mayes, Legal Consultant Iowa Department of Education 1-515-242-5614

Tuesday, November 16th – Wednesday, November 17th

“Autism Spectrum Disorders, and Mental Illness in Children”

Crown Plaza Chicago Northbrook Northbrook, IL

For more information contact: SpectrumTrainingSystemsInc.com Phone: (920) 749-0332 Fax; (920) 882-0736

To register visit: <http://store.spectrumtrainingsystemsinc.com>

Friday, November 19th

Autism Society of Iowa Annual Fall Conference

Sheraton Hotel West Des Moines, IA

For more information contact: Autism Society of Iowa 515-327-9075, 1-888-722-4799 autism50ia@aol.com <http://www.autismia.org>

December

Thursday, December 9th – Saturday, December 11th

TASH 35th Annual Conference

Sheraton Denver Hotel Downtown Denver, CO

The latest trends in community inclusion, providing practical information for achieving success from birth through adulthood. TASH 2010 will inspire people with disabilities, their families, service providers and educators to become proponents of change in communities across the United States and around the world.

For more information contact: mstaley@tash.org, 202-540-9020 or visit <http://www.tash.org/2010tash/>

Remember to check the Disability Training Information calendar at www.disabilitytraining.org/ and the AEA 257 Professional Development web site at www.aea267.k12.ia.us/pd/ for information on more learning opportunities.

“When we do the best that we can, we never know what miracle is wrought in our life, or in the life of another.”

— Helen Keller

The Family & Educator Connection

The AEA 267 Family & Educator Connection provides information and support for families and educators around disability-related issues. Whether you would like to talk about family adjustment issues with a new baby or newly diagnosed disability, home-school communication issues, questions relating to understanding a disability, or parenting strategies, we are happy to take your call. We have quite a library of resources available for loan and a number of highly qualified people to consult. If you have a question, we will do our best to help you find the answer. We are available by phone, mail, e-mail or by appointment, in-person.

Cedar Falls/ Waterloo Office

Deb Paton

3706 Cedar Heights Drive

Cedar Falls, Iowa 50613

Ph. 1-800-542-8375 or 1-319-273-8265

dpaton@aea267.k12.ia.us,

Clear Lake/Mason City Office

Sandy Kraschel

Mason City Airport Grounds

9184 B 265th Street

Clear Lake, Iowa 50428

Ph. 1-800-392-6640 or 1-641-357-6125

skraschel@aea267.k12.ia.us

Marshalltown Office

Andy Lawler

909 South 12th Street

Marshalltown, Iowa 50158

Ph. 1-800-735-1539 or 1-641-844-2469

alawler@aea267.k12.ia.us

Area Education Agency 267 does not discriminate on the basis of race, color, creed, sex, marital status, national origin, religion, age, sexual orientation, gender identity or disability in its educational programs, services, or employment practices. Students, parents of students, applicants for employment and employees of Area Education Agency 267 shall have the right to file a formal complaint alleging non-compliance with equity regulations. Inquiries concerning application of this statement should be addressed to: Dr. Anne Sullivan, Equity Coordinator, AEA 267, 3712 Cedar Heights Drive, Cedar Falls, Iowa 50613, Telephone (319) 273-8245.