

Connecting with Families and Educators



An IEP is just the beginning, not the end

Once the IEP is created, you can sit back and relax. Right? Wrong. Monitoring progress of students on IEPs is critical to ensuring that the instructional strategies – and indeed, the IEP itself – is on target.



There are two critical components to effective monitoring of IEPs:

- The goals of the IEP need to be appropriate and meaningful in order to benefit the student.
- To determine if a student is making sufficient progress, conduct frequent assessments that align with the goals set to ascertain the student's skills. With each assessment, you should see an increase in the skill level of the student. Typically, you should expect weekly progress; most definitely, there should be marked improvement on a month-to-month basis.

The monitoring tools for weekly assessments need to be efficient, taking the teacher only 3-5 minutes from testing through grading. And this is important: Ensure the weekly assessments are of similar quality and difficulty to ensure you are getting a proper look at progress. Put another way, let's assume your doctor checks your reflexes with the little tool normally used on the knee. At the next visit the doctor would want to use the same tool to see an apples-to-apples comparison. But if the doctor changed tools and used a hammer instead, you can be assured the outcome would be different. Would it reflect a real change? Nope.

When student progress is falling short

If sufficient progress isn't being made on the IEP, the teacher and parents should consider altering instructional techniques. Some things to consider:

- The amount of time the student is receiving intervention.
- Does the feedback to the student need to be more focused?
- Maybe the student needs more practice time both in and out of school.
- Perhaps the student's group size is too big.
- If tweaking the techniques doesn't improve progress, it's time to make sure that the IEP is suitable for the student's progress.

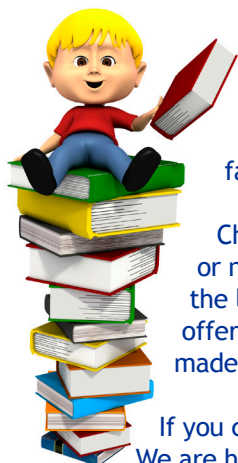
Parents + participation = success

There was a time in the not-too-distant past when teachers and parents relied upon the occasional conference to keep up with student's progress. No more. Parents are fast-becoming an integral part of the student's education. Simply: The more a parent participates in the process, the better the outcome for the child. How do you, as a parent or teacher, get more involved? Here are some quick tips:

1. Involve the parents in homework through discussion or activities.
2. Inform parents what is occurring during class via newsletters or web.
3. If their schedules permit, ask parents to occasionally volunteer within the classroom.
4. Hold events, such as before-school breakfasts, to get to know each other better.

This article reprinted with permission from "Each and Every Child: Quick news for Parents, Teachers and Students" an E-Newsletter from the Iowa Department of Education's Bureau of Student and Family Support Services. To subscribe to the newsletter send an E-Mail to Jim Flansburg at Jim.Flansburg@iowa.gov

Archived issues of the newsletter may be viewed at http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2518.



Family & Educator Connection Library now available on-line

The Family & Educator Connection library is available for use by parents and teachers in the AEA 267 region. Resource materials include information on various disabilities, behavioral management and educational strategies, parenting techniques, special education resources and materials that support families and students transitioning to adulthood. We have books, DVDs, workbooks, and study kits.

Check-out items on-line. You may arrange to check out items by giving us a phone call, sending an E-mail, or now, by visiting the AEA 267 Family & Educator web site. Go to www.aea267.k12.ia.us/familyed/ click on the link to the library, and browse the collection. You can narrow your search, or explore what we have to offer on a broad topic, all from the comfort of your living room, any time of the day or night. Once you have made your selection, we will prepare the materials for your use.

If you can't find what you are looking for in our library, just give us a call and we will see what we can do. We are here to help you get the information you need.

Youth Program Through Iowa WORKS

The WIA (Workforce Investment Act) Youth Program provides opportunities for both academic and occupational learning, development of leadership skills and preparation for further education, additional training and eventual employment.

The WIA Youth Program, is a partnership between Iowa WORKS and regional community colleges. In AEA 267, Iowa WORKS and North Iowa Area Community College serve Region 2 (Cerro Gordo, Floyd, Franklin, Hancock, Mitchell, Winnebago and Worth counties); Iowa WORKS and Iowa Valley Community College serve Region 6 (Marshall, Hardin, Poweshiek and Tama counties); and Iowa WORKS and Hawkeye Community College serve Region 7 (Black Hawk, Bremer, Buchanan, Butler and Grundy counties.)

To participate in the program, youth must be 16-21 years of age, considered low income, US Citizen, registered with Selective Service (if male) and have one of the following barriers:

- Pregnant or parenting
- Homeless, runaway or foster child
- Have a disability (Mental, Physical or Learning)
- Basic skills deficient
- High school dropout
- Involvement with the criminal justice system

Other qualifying characteristics that apply in Region 2 or 7 include:

- Have a parent who is laid off
- Have been treated for alcohol or drug abuse
- Attend an alternative school
- Racial or ethnic minority

For more information about the program in your area, please contact:

Region 2:

Heather DeGroot, 641-422-1535

heather.degroot@iwd.iowa.gov

DeAnn Halligan, 641-422-1502

deann.halligan@iwd.iowa.gov

Mistie Johnson, 641-422-1539

mistie.johnson@iwd.iowa.gov

Region 6:

Amy Goerdt, 641-844-5471

amy.goerdt@iwd.iowa.gov

Region 7:

Darci Krouse, 319-291-2705 ext. 228

darci.krouse@iwd.iowa.gov

Michele Clark, 319-291-2705 ext. 227

michele.clark@iwd.iowa.gov

Thanks to our community partners for sharing information for this article.

NEW!

Autism Web Site

The Autism Health Committee of Mercy Hospital of North Iowa has developed a website to provide information and links to resources for families, educators and medical practitioners in North Central Iowa. Individuals on the autism spectrum, their parents, and caregivers will find useful information on topics including diagnostic criteria, sibling support and community resources.

Visit the web site at www.mercynorthiowa.com/autism-support.

Support for Students Transitioning to College

When students who receive special education services in high school go to college, they must request accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act. The IEP does not move to college with them, and no plan is developed to provide the supports they need, unless they ask.

At the college, a person who has the responsibility for disability support services gathers information provided by the student to determine if the student is eligible for accommodations, and to determine what accommodations are appropriate. In order to help bridge the information gap between high school and higher education, the Support for Accommodations Request form (SAR) was developed.

The **Support for Accommodations Request form (SAR)** is a document, completed by high school special education teacher and/or guidance counselor with the student. A completed SAR provides basic information pertinent for any institute of higher education considering eligibility and appropriate accommodations for the college setting.

If your student is planning on continuing his education after high school, and will need accommodations, ask the special education teacher or guidance counselor at school about the SAR. If there are questions, please contact Ann Lupkes, AEA 267 Work Experience/ Transition Coordinator or Sandy Kraschel, AEA 267 Family & Educator Connection Coordinator at 800-392-6640 or alupkes@aea267.k12.ia.us, skraschel@aea267.k12.ia.us.

Virtual Field Trip

The November 17 issue of eSchool News featured a special web site that could provide opportunity for a virtual 50-country trip for students in classrooms across the nation. Darren and Sandy Van Soye are taking a 400-day 40-country-trip beginning in January that is planned to provide opportunities for learning about world geography and culture. Access to the site and support materials are free to educators, students and parents. Check it out at www.trekkingtheplanet.net.

Searching for the right college?

A new web site called College Solved makes the search for the right college much easier and more accessible. This web site gives students, counselors, teachers and parents access to information and people. You can sort colleges by interest areas, location, size and cost. Each college or university provides basic information about academic and social life. Links are provided to admission counselors and students on campus so that users can connect with people who can answer questions. Connect with the College Solved web site at: <http://www.collegesolved.com/>



We may be calling you

As part of the continuous improvement process each year we interview parents of students who attend schools in our area. The telephone surveys take about five minutes and the information is treated confidentially. The responses from all the surveys are combined and answers are not identified with individual parents or students.

The results of the phone interviews are compiled on a regional and state-wide basis. The information obtained is used to make sure quality services continue to be provided for the students in our schools, and to help identify any areas that need improvement.

Thanks to all the parents who take a few minutes to help us with this survey. We need to know what you have to say.

— Andy, Deb and Sandy

New resources available in Spanish

The Social Security Administration has expanded and improved their Spanish language on-line services. The site now includes an application for benefits that may be completed on-line in Spanish as well as a number of publications and other information written in Spanish. You can find that web site at: <http://www.segurosocial.gov>



.....

The Office of Special Education Programs (OSEP) has published a list of terms used in special education and the Individuals with Disabilities Education Act (IDEA) translated in Spanish through the OSEP *Spanish Glossary Project*. This project involved working with a number of parent organizations from across the country. For more information, go to <http://www.neparentcenters.org/glossary/glossary.html>

Families Play a Role in



Career exploration is the process youth engage in to identify which jobs they may be interested in, to learn about the education and skill requirements of those jobs, and to participate in activities that allow them to experience what it is like to do those jobs. Families support youth in this process in many ways.

Inform Planning Tools

Most services for people with disabilities involve the creation of a plan that drives activities and outcomes, including needed supports and accommodations. For students in special education, the plan is the Individualized Education Program (IEP). For students with disabilities who are not in special education but who may need accommodations, the plan is known as a 504 Plan. If a young person is involved with Vocational Rehabilitation (VR) the plan is an Individual Plan for Employment (IPE) that addresses training, supports and accommodations, and services needed to move the young person into a job. And many school districts are adopting Individual Learning Plans (known under many names) that ask all students to plan a course towards graduation and life after high school. Who writes these plans? Ideally they are written as a partnership between the professionals, families, and students/youth.

Families can use their knowledge of a youth's strengths, interests, and needs to help streamline the assessment and planning process and the creation of a service plan. Without family input, a professional has to

engage in a long process of getting to know the youth before being able to plan for him or her. Additionally, families often can provide information about their youth so a plan can be crafted to avoid situations that pose barriers for their family members. Often, youth with disabilities will have several service plans in place at once. Families are in an ideal position to make sure there is consistency across all the plans, make sure they reflect high expectations, and ensure that all responsible parties are working towards the same goal.

Seek Multiple Work Experiences

Youth benefit from having as many opportunities to practice work and explore different careers as possible. Sadly, youth with disabilities are often not offered many work experiences. Schools and other service providers can only do so much to provide these opportunities. Families who understand the importance of multiple work experiences can help their youth find such things as volunteer opportunities, job shadowing, informational interviews, and workplace mentoring programs. Families can also advocate that career exploration and work experiences be incorporated into a student's IEP or IPE. The more opportunities to practice work a youth has, the better their employment outcomes as adults are likely to be.

Use Personal Networks

The majority of people secure employment through word of mouth and personal networks. A person's "personal network" is the informal system of family, friends, co-workers, neighbors and other people one associates

with in life. The term sounds technical, but everyone has some sort of personal network. Families can access their own networks to help find job and work experience opportunities for their youth. For example, let's say a youth is interested in learning more about landscaping careers. Families can ask people in their personal network if they know anybody who works in landscaping and see if they can arrange a job shadowing or summer job opportunity. If people consider how they found past jobs, they may discover that they have already used the power of personal networks.

Maintain High Expectations

We all have hopes and dreams for our children. Part of those dreams is the expectation that our children will achieve great things. The presence of a disability should not automatically lessen the expectations parents have for their son or daughter. Families are the perfect advocate for maintaining the expectation that their youth can and will be employed. Families often provide the baseline for what others will expect of a youth. If a family member expresses doubt that a child can achieve something, then others such as educators or employment counselors may follow suit. High expectations benefit youth and set the stage for others to expect great things as well.

In Closing

Youth with disabilities benefit from many supports and experiences to explore careers and build work skills. School programs and workforce development efforts are seen as the main suppliers of these supports, but families play a vital role as well. It is important that families and other caring adults leverage the school years, learn the expectations of employers, use everyday activities in the home to build work skills, and understand that they are partners in helping youth prepare for and maintain employment. Families who are knowledgeable about employment,

continued

are willing to provide needed supports and experiences, and who maintain high expectations for success give youth a much better chance to be successful in the job search and in the workplace.

This abbreviated article is taken from Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention, April 2011 - Info Brief Issue 27, authored by Sean Roy, PACER Center. Information Brief is part of a series of publications and newsletters prepared by the NCWD/Youth. This document was developed by the National Collaborative on Workforce and Disability for Youth, funded by a grant/contract/cooperative agreement from the U.S. Department of Labor, Office of Disability Employment (Number #OD-16519-07-75-4-11). To read the complete article, go to: <http://www.ncwd-youth.info/infobrief/tapping-into-the-power-of-families>

Career Index Web Site

If you are looking for a resource that can help you determine what type of work you might be best suited for, the trends in “hot jobs” or where your ideal job might be easiest to find, www.careerindex.com is the web site for you. You can search by school, job title, type of business, or location. A “how-to” option provides quick and simple video guides to help you use the site to search for the information you want.

Information on related disability resources such as transportation, housing and legal assistance are also included in the resource links. To learn more, check out the site.

University of Iowa Children’s Hospital Autism workshops

The University of Iowa’s Children’s Hospital has announced the 2012 series of free workshops for parents. Attend the workshops in-person or through a webinar.

All of the workshops are scheduled for Saturdays, from 10:00- noon on the U of I campus in the Rembolt Conference Room of the Center for Disabilities and Development.

Supervised play will be provided for children ages 3 to 10.

Workshop topics include:

- **Navigating the IEP Process**
February 18
- **Visual Supports and Systems**
March 24
- **Promoting Your child’s functional Communication Skills**
April 28

To attend the workshops in-person, register on-line at www.uihealthcare.org/autismcenterworkshops or call 319-467-5658.

To participate through the webinar, call 319-467-5658 or E-Mail Lisa Kemmerer at lisa-kemmerer@uiowa.edu

Workshop for high school students getting ready to attend college

Date: April 23, 2012

Cost: Free

North Iowa Area Community College (NIACC) is partnering with AEA 267 and Iowa Vocational Rehabilitation to provide a day-long workshop for high school students who will be continuing their education at a college or university.

The workshop is free for students and their parents, teachers and school administrators who are interested in learning more about making the transition from high school to college. The day includes sessions for all participants as well as separate sessions for the adults and the students. Topics include the differences between high school and college; supports available on college campuses and how to access them; time and money management tips; how parents can be supportive in their changing role; new responsibilities for students as they become adults.

For more information on content or registration, contact Lisa Vance, NIACC Disability Services Coordinator at 641-422-4296 or 888.GO NIACC, ext. 4296 or Email: vancelis@niacc.edu.

College Scholarships Available from LDA-IA

The Learning Disability Association of Iowa will be awarding three \$1,000.00 scholarships to current high school seniors who plan to attend college or vocational school in 2012-2013. Applicants must be individuals who have a learning disability documented by information provided with the scholarship application. Applications must be **postmarked by March 31, 2012**. Get a copy of the application at <http://www.lda-ia.org/Scholarships.asp> or contact Jan Paup, Scholarship Chairperson at 515-389-3252 or cjpaup@wccta.net

Please Note:

Often articles in the Family & Educator Connection newsletters include links to internet sites for additional information or resources. If you do not have access to the internet for any reason or need assistance accessing any resource listed in the newsletters, please contact one of the Family & Educator Connection offices listed at the end of the newsletter and we will be happy to help you personally.

Summer Transition Program for College-bound Students with Learning Disabilities

St. Ambrose College in Davenport, Iowa is offering a four-week summer program for students who are transitioning to college. The 2012 session will be held June 18 - July 13. This is the twentieth year St. Ambrose has offered a summer program that supports students with learning disabilities in their successful transition to college. Students need not be admitted to St. Ambrose, and may be preparing for attendance at another college in the United States. College credits earned during the summer session can transfer to another college.

The summer program includes:

Introduction to Psychology, a 3-credit college level class.

Small group review sessions that focus on writing assignments, test preparation and study skill development.

Study skills and tutoring sessions that apply study skill strategies to the Introduction to Psychology class that the students are taking. This includes things like strategies for note taking, reading the textbook, memorization strategies and test preparation.

Career exploration through the FOCUS Career Interest Inventory that helps students establish career goals.

Academic orientation and self-advocacy seminars help students learn where to find resources that will help them in their transition to college. This includes one-on-one meetings with faculty, academic advising conferences, discussion of college transition issues, and course selection. Students have an opportunity to practice self-advocacy skills that they will need to advocate for services on a college campus.

Social and recreational opportunities are provided to encourage students to get acquainted and become comfortable with college life outside the classroom.

On-campus living is encouraged so that the students can benefit from learning about residence hall life. Some exceptions are made for students who live in the Quad Cities area.

Three meals a day, Monday through Friday, are provided as part of the program.

Admission requirements:

- Completion of the junior year of high school
 - Documentation of a learning disability (LD, AD/ADHD, Autism/Asperger)
 - Strong desire to be successful in college
 - Completion of application
 - Interview (in-person or by telephone)
- > Cost of approximately \$3,600 includes tuition, dormitory lodging, weekday meals, and program/activity fees.
- > Application deadline is May 31.
- > Application forms available through the AEA 267 Family & Educator Connection office at 800.392.6640 or directly from St. Ambrose College, Office of Student Disability Services, 563.333.6275 or http://www.sau.edu/Student_Disability_Services.html.

Information for this article provided by press release from St. Ambrose College.



Calendar

February

Tuesday, February 21 6:00-8:00 pm
Faces, Friendships and Focus
Dubuque, Iowa

This workshop sponsored by the Mercy Service Club Autism Center will focus on the difficulty with social interactions and understanding social rules that is part of the diagnosis of Autism Spectrum Disorders (ASD.)

Presented by Alyson Beytien, MS-Autism and Laura Keehner, MA, CCC-SLP.

For more information or to register, call 563-589-9456.

Wednesday - Saturday,
February 22-25

**Learning Disability Association
49th Annual International
Conference**

Chicago, Illinois

Register online at: www.LDAAmerica.org/conference/index.asp

Tuesday, February 28 5:00-6:00 pm
**Promoting Sensory Development
in Children**

Easter Seals Assistive Technology Center, Des Moines

This free presentation will focus on the use of sensory-stimulating items in the development of children, birth through school age. All items demonstrated are available for loan through Easter Seals. No registration required.

For more information call 515-309-2389 or E-Mail info@eastersealsia.org

Tuesday & Wednesday,
February 28 & 29

**Social Cognition and School
Success in Autism Spectrum
Disorders**

Northern Illinois University,
Naperville Illinois

This workshop includes Kari Dunn Buron, M.S, presenting "When My Autism Gets Too Big," that addresses difficulties in the areas of social thinking, relationship building, and emotional regulation and Lori Ernsperger, Ph.D. who will speak on 6 Critical Elements for Teaching Individuals with ASD.

For more details or to register, go to:
www.SpectrumTrainingSystemsInc.com

March

Wednesday, March 7, 3:00-4:30 PM Finding Jobs for Students with Intellectual Disabilities, Where do you start?

Webinar; Sponsored by Think College.

For more information go to:
<http://www.thinkcollege.net/for-professionals/training-events>

Wednesday March 7 20th Annual Brain Injury Association of Iowa (BIA) Preconference sessions

West Des Moines, Iowa

Sessions for families on coping with change following brain injury, employment for brain injury survivors and a family panel and discussion.

Sports and Concussion Seminar addressing the issues of how to identify and respond to concussion and brain injury in Iowa school athletic settings.

For registration of other information go to www.biaia.wildapricot.org or E-Mail Conferences@biaia.org or call 319-466-7455.

Thursday & Friday, March 8 & 9 Best Practices in Brain Injury Service Delivery

West Des Moines, Iowa

20th annual Brain Injury Association of Iowa (BIA) professional conference; Topics include Dr. Harvey Jacobs on neurobehavioral services and supports; Medicaid; co-occurring conditions; sports and concussions; cognitive rehabilitation; For registration of other information go to www.biaia.wildapricot.org or E-Mail Conferences@biaia.org or call 319-466-7455.

Tuesday, March 20, 6:00-8:00 pm Making Sense of Sensory Problems

Dubuque, Iowa

This workshop sponsored by the Mercy Service Club Autism Center will focus on the challenges of sensory processing and the impact that has on self-care and daily activities for individuals who have an Autism Spectrum Disorder (ASD.) Presented by Marie Duster, OTR/L and Alyson Beytien, MS-Autism.

For more information or to register, call 563-589-9456.

Wednesday & Thursday, March 21-22 Behavioral Interventions for Challenging Students

Northern Illinois University Naperville Illinois

This workshop with Howard Knoff, PhD, Director of Project ACHIEVE and president of the National Association of School Psychologists (NASP) will address how to establish effective school-wide Discipline, Behavior Management, and School Safety systems using a "Positive Behavioral Support" foundation, including discussion of Strategic (Tier 2) and Intensive (Tier 3) interventions to assist challenging students who are behaviorally unsuccessful or non-responsive.

For more details or to register, go to:
www.SpectrumTrainingSystemsInc.com

Saturday, March 31 5:00- 9:00 pm 2nd Annual "Dancing for Downs"

Surf Ballroom, Clear Lake, Iowa
Designer Genes Down Syndrome Group's 2nd Annual "Dancing for Downs" \$5.00 admission at the door (those with Down syndrome are free). There will be DJ, Silent Auction, Fundraiser, and pizza. Come join the fun!

For more information call Nancy at 641-420-8105 or Designer Genes at 319-404-0396,
designergenes2005@yahoo.com.

April

Wednesday -Saturday, April 11-14 Our World, Our future: National Service-Learning Conference

Sponsored by the NYLC and youthrive and held in Minneapolis, MN. For more information go to <http://nslc.nylc.org/>

Tuesday, April 17 6:00-8:00 pm Changing Behavior to Change Lives

Dubuque, Iowa

This workshop sponsored by the Mercy Service Club Autism Center will focus on changing those challenging behaviors that are due to a lack of communication skills, social skills and sensory processing issues for individuals with Autism Spectrum Disorders (ASD.)

Presented by Alyson Beytien, MS-Autism and Laura Keehner, MA, CCC-SLP. For more information or to register, call 563-589-9456.

Wednesday, April 18, 7:30 p.m. Dr. Temple Grandin

Iowa City, Iowa

Dr. Grandin, professor of animal science, author and lecturer will speak on autism at the Iowa Memorial Union Main Lounge. Among Dr. Grandin's books is "Thinking in Pictures" about her personal experience growing up with autism.

For more information call 319-335-3114.

Monday, April 23 Transition Workshop: Transitioning from High School to College

North Iowa Area Community College (NIACC) Mason City, Iowa

This FREE workshop, sponsored by NIACC and AEA 267, is designed for high school students with disabilities who plan to attend college after high school, their parents, counselors, teachers and school administrators. Sessions address differences between high school and college and what students and families may experience in the transition from high school to higher education. For more information, contact Lisa Vance at NIACC at 641-422-4296 or 888-GO NIACC, ext. 4296 or Email: vancelis@niacc.edu.

May

Tuesday, May 1 27th Annual "Risky Business" Conference

Iowa State University, Ames, Iowa
Focusing on youth community development, this year's conference will look at social media and its impact, boundaries and social networking.

For more information contact Gerri Bugg at 515-233-3141 or check out the web site at: http://www.yss.ames.ia.us/en/events/risky_business/conference/information/

June

Monday- Wednesday, June 11-13 Pursuing the Promise: 2012 Statewide Special Education Conference

Iowa Events Center, Des Moines, Iowa
This free conference is sponsored by the Iowa Department of Education. More information will be available soon at www.educateiowa.gov

working together for children and young adults with disabilities

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

3712 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.



3712 Cedar Heights Drive
Cedar Falls, Iowa 50613-6290
www.aea267.org

FAMILY-EDUCATOR

COORDINATORS

Cedar Falls/Waterloo Region

Deb Paton

3712 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 Region

Sandy Kraschel

9184 265th St, Ste B

Clear Lake, Iowa 50428

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

skraschel@aea267.k12.ia.us

Marshalltown Region

Andy Lawler

909 South 12th Street

Marshalltown, Iowa 50158

Ph. 1-800-735-1539 or 1-641-753-3564

alawler@aea267.k12.ia.us