

The Bridge

President's Message



Dear Members & Friends,

It was my pleasure to serve as an officer on the Massapequa SEPTA board for the past three years. My first position was that of Vice President of Fundraising. It was a rewarding experience. Three years ago was the first year we ran our famous Joe Corbi pizza and cookie fundraiser throughout the district with the help of the six elementary school PTA's, as well as JR/SR PTSA. I would like to send out a warm thank you to all of the Massapequa PTA's for their ongoing support of Massapequa SEPTA.

After I completed my two year term in Fundraising, I was elected this year's Co-President with Bonnie Goess. As a full time working mother, it was a challenging position. However, it turned out to be a successful year because of my partner and Co-President Bonnie Goess. Bonnie picked up the slack a lot this year- attending meetings during the day, getting flyers to liaisons, making agenda's, hospitality and so much more. It was a sincere pleasure to be Co-President with Bonnie. I wish her all the best in her second term as Co-President with SEPTA's incoming new Co-President LoriAnn Buffolino. ~ *Cathy James*

Cathy did not mention that as Fundraising VP, she helped organize the Joe Corbi pizza and cookie fundraiser into the success it continues to be! She has helped begin our successful teacher liaison/SEPTA relationship and provided computer expertise, attended Council meetings when I could not, and designed our beautiful Certificates for Awards night. I wish her some time for herself and her family after this busy year, and thank her for her willingness to step-up as Co-President this past year. ~ *Bonnie Goess*

The end of the school year is quickly approaching, and we would like to thank the outgoing Executive Committee members, Stephanie Carpenter and Marta Kiernan, who did an incredible job in Programming and Membership. We also thank the committee members who have volunteered for a 2nd term, for their hard work and support of Massapequa SEPTA this year. We welcome the incoming Executive Committee; LoriAnn Buffolino as Co-President, Sandra Donovan as VP Membership, Barri Schaffer as VP Programming, and Dina Cafarella as Recording Secretary. A special thank you goes to all our Teacher Liaisons who joined the Executive Board this year. We wish everyone a successful next year working as a team for all our children.

As we get ready for summer vacation, SEPTA will continue to plan programs for the upcoming year. This Summer, Bonnie Goess will be attending the NYS PTA training at Summer Experience in Utica, NY. All year long there are opportunities for you to attend workshops as well as two conventions, and we urge you to attend, to enjoy the training that is provided and understand how Massapequa SEPTA fits into a larger PTA!

If you are interested in a particular committee or would like to volunteer as needed, please contact Bonnie at Bonjen97@aol.com or LoriAnn at LBuffolino@optonline.net. We need everyone's help. The more volunteers, the more we can accomplish for ALL children.

The SEPTA membership drive will begin the first week of school, and we look forward to your continued support in the upcoming year. Membership dues enable us to provide programs and speakers at meetings as well as conduct our special events. Membership is available year round.

We wish you a wonderful summer. Keep in touch. We welcome new ideas and volunteers any time!

Sincerely,

Cathy James, "Out going" Co-President, and

Bonnie Goess, Co-President

- **June 4th BOE**
Public Session 8PM
Board Room
- **June 9th SEPTA**
Awards Night
7:30PM McKenna
Senior Center
- **June 11th**
Officer's Round Table
- **June 18th BOE**
Public Session 8PM
Board Room
- **June 21st**
Happy Father's Day!
- **June 26th**
Last Day of School
- **June 29th Elementary**
Summer Recreation
Late Registration
- **July 4th**
Independence Day!

***Congratulations
and many thanks to
all who voted in the
School Board
Election, and for the
success of the
school budget!
Massapequa will
continue to shine as
one of the best in
Long Island!***





And the Award Recipient is...

Please join us as Massapequa SEPTA celebrates another successful year for all our children while we honor those who have truly contributed their time and their talents!

Tuesday, June 9th, 2009

McKenna Senior Center

7:30 PM

It's a wonderful opportunity to meet the incoming officers and thank those for their past service.

Refreshments will be served.

All information will also be posted on the Massapequa SEPTA Website.

Parents, grandparents, friends, teachers, and administrators are all welcome to attend our meetings to learn and share information.

Massapequa Special Education Parent Teacher Association, SEPTA, is a support organization serving every family who receives special education services in Massapequa, NY.

The National Center for Learning

The National Center for Learning Disabilities has created a Parent Advocacy Brief, Preschool Services Under IDEA, to help parents understand their children's education rights.

No two children learn at the same pace or in the same way.

While the preschool years can be a time of learning and discovery for many children, approximately eight (8) percent of all young children are identified as having disabilities that may prevent them from reaching developmental milestones as expected. Often times children are not identified at birth as having a disability, but exhibit more subtle issues between the ages of three to five, such as:

- Speech and language delays or disorders;
- Putting shoes or mittens on the wrong feet or hands;
- Having difficulty remembering direction;
- Seeming uninterested in playing early learning games or listening to stories;
- Seeming mildly uncoordinated.



If you think you need to wait until your child's enrolled in school to address your concerns—think again.

- The Individual with Disabilities Education Act (IDEA) is for children from **birth to age 21**.

If your child is between ages 3-5, they can be evaluated for a developmental delay or specific learning disability (SLD) and access intervention services under IDEA part B section 619 **for free**.

For more information about the law and your preschool age child, visit NCLD Parent's Center and download their free Parent Advocacy Brief, Preschool Services Under IDEA.

You may also visit NCLD's Parent Center Message Boards and online chats to talk about the parenting and education issues that matter to you.

For Adult Students with Special Needs

NYIT in Central Islip has a certificate program for students 18 and up who have significant learning disabilities, ADD or high functioning autism.

One program focuses on vocational, independent living and social skills, and the second is for qualified students who take credit bearing courses at NYIT Old Westbury.

They offer intensive support, budget and banking advice, vocational counseling, job coaching and an independent living skills coach. Students can reside in dorms and supervision is provided by specially trained Residential Advisors.

Contact Sheree Incorvaia at 631-348-3139

DO YOU KNOW ABOUT THE LONG ISLAND PARENT CENTER ?

THE LONG ISLAND PARENT CENTER IS AN AGENCY WHOSE STATED MISSION IS,

“...TO ENHANCE THE ABILITY OF PARENTS TO COLLABORATE WITH SCHOOL DISTRICTS AND ENSURE ACCESS TO APPROPRIATE SERVICES.”

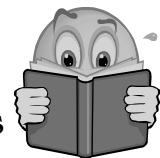
THEY PROVIDE ALL KINDS OF INFORMATION, WORKSHOPS, WHILE BEING FRIENDLY AND HELPFUL.

THEIR WEBSITE IS LIPARENTCENTER.ORG,

PHONE NUMBER: (631) 603-3300.

ADDRESS: 887 KELLUM ST. LINDENHURST, NY 11757.

Fordham University Summer Reading Skills



Fordham University is holding summer reading skills programs locally at the Massapequa Presbyterian Community Church from June 20 to July 20. Offerings for students from 4 years old through 11th grade will focus on phonics, comprehension, vocabulary, study skills and love of reading.

Contact 1-800-978-9596

Nassau County Police Athletic League has a Special Needs Unit!

The programs include: Basketball, bowling, dance, flag football, fun with fitness, horseback riding, lacrosse, recreation, shotokan karate, sports fitness, summer basketball, T-ball, track and so much more!



Visit the website <http://www.ncpal.org/index.html>

Or call the Massapequa Unit at 516 541-3621

Inclusive Settings Workshop Offers Bold Perspectives for Special Education

By Karin Falcone, Parent Trainer, Long Island Advocacy Center

"HAVING A SCHOOL OR DISTRICT SUCCESSFULLY INCLUDE ONE CHILD WITH A DISABILITY CAN LEAD TO SYSTEMIC CHANGES" -Dr. Kathleen Feeley

A strong case was made for inclusive education by Dr. Kathleen Feeley at a workshop entitled "Educating Students with Disabilities in Inclusive Settings" held recently at the Washington Street elementary school in Franklin Square. The workshop was funded by Long Island Developmental Disabilities Service Office, and attended by more than 70 teachers, paraprofessionals, parents and advocates.

Feeley, a professor of education at Long Island University's CW Post campus, is a strong proponent of "natural proportions": allowing people with disabilities to remain in their communities, including local school settings, in the natural proportions in which they occur in the population.

"A fundamental issue of how to teach children with disabilities is in which setting they will be placed: Separate is not equal. Segregated placement does not guarantee children learn."

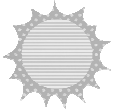
Unfortunately, New York State ranks among the highest in the nation in percentages of children with disabilities being educated outside of the general education schools. To Feeley, this harkens back to Willowbrook, the state run institution for children with disabilities which appalled Geraldo Rivera back in the 1970's. "New York State failed to provide appropriate services then, and continues fail today." She raised the question, "Why are children being shipped on 45 minute bus rides to self-contained classes in different schools than their siblings and neighbors, starting at pre-school and continuing through high school?"

"High population makes segregation easier to support: the dollars add up to build separate schools. Despite IDEA! Atrocious!" Feeley said. The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

According to Feeley's research, preschoolers can be worth \$45,000 per year to a specialized school, so specialized schools are invested in keeping segregated settings alive. A study done just six years ago found that almost without exception, children with developmental disabilities were placed in classes based on their "level of functioning" despite decades of research that says placing such children among typical peers improves their level of functioning. Children are then "sentenced" to a life of self contained classes, starting at preschool, leading to elementary and high school segregated settings. Sadly when children with disabilities never have an opportunity to interact with non disabled peers, their ability to function as an adult in the real world is severely limited. "When we segregate we take away a person's ability to have a normal life," Feeley said.

Of course, the law does support placing children in the least restrictive environment (LRE), in regular education settings to the degree that satisfactory outcomes can be achieved. Feeley noted numerous studies that have shown the positive benefits of social inclusion, increased expectations, and the opportunity to establish natural supports among peers in the community. Feeley dispels the myth that the presence of students with severe disabilities take away resources from typically developing peers, again with well documented academic research.

So what will it take to make change? Feeley said "sometimes it is just one kid with a so-called 'crazy' mother" who can convince one educator to believe in her child and give inclusion a try. Of course



Five Free & Easy Tips for Summer Learning, Research Pointers, and What You

By: Brenda McLaughlin and Jane Voorhees Sharp

Research about how much children lose ground over the summer is well documented. Harris Cooper of Duke University notes, "Overall, children experience an average summer learning loss across reading and mathematics of about one month" (1996).

The thing is, though, kids don't have to lose over the summer. In fact, you can encourage your child to have a summer of fun *and* learning with these five free and easy things to do. Try them out!

1. Read Every Day

The Research: At the middle school level, reading four to five books over the summer has a positive impact on fall reading achievement comparable to attending summer school (Kim, 2004).

Suggestions: Take your kids to the library often and let them choose which books to check out. Listen to books on tape. Subscribe them to a magazine. Take turns reading to each other. Allow your kids to stay up a half hour later at night as long as they're reading.

2. Use Math Every Day

The Research: The largest summer learning losses for all children occur in mathematical computation, an average of 2.6 months (Cooper, 1996).

Suggestions: Practice the multiplication tables by making each point in a basketball game worth 7 points (or 8 or 9). Ask your kids to make change at the drive-thru. Show your child how to go to www.coolmath.com to play math games. Make up math word problems in the car and at the dinner table.

3. Get Outside and Play

The Research: Intense physical activity programs have positive effects on academic achievement, including increased concentration; improved mathematics, reading, and writing test scores; and reduced disruptive behavior (Journal of School Health 1997).

Suggestions: Find ways to ensure your child is active for 60 minutes each day. Have him or her walk the neighbor's dog, go swimming, play badminton or soccer, take walks, or go for family bike rides. Look for safe, fun ways to play outside together year-round. Go to Family Corner Magazine and PBS Parents for more ideas.

4. Write Every Week

The Research: More freshmen entering degree-granting postsecondary institutions take remedial writing courses than take remedial reading courses (NCES 2003).

Suggestions: Ask your child to write a weekly letter to his or her grandparents, relatives, or friends. Encourage him to keep a summer journal. Have her write the family's grocery list. Organize a secret pal writing project for adults and kids at your church or in your community.

5. Do a Good Deed

The Research: Students learn better and "act out" less when they engage in activities to aid in their social-emotional development, such as community service (The Collaborative for Academic Social and Emotional Learning, 2004).

Suggestions: Encourage your child to help out neighbors or friends. He or she can volunteer with a local group or complete a service learning project. Suggest that your child set aside part of his allowance for charity. Look at Nickelodeon's Big Help web site together for more ideas.

Happy Father's Day!

Fathers represent another way of looking at life - the possibility of an alternative dialogue. ~Louise J. Kaplan

He didn't tell me how to live; he lived, and let me watch him do it. ~Clarence Budington Kelland

A truly rich man is one whose children run into his arms when his hands are empty. ~Author Unknown



Children Solve Problems By Putting Feelings Into Words

“Sara said she won’t play with me anymore,” sobbed five year old Katie, tears streaming down her cheeks. “She’s mad at me and I didn’t do anything!”

What can a parent do when her child comes home hurt and angry? There is a temptation to rush in and try to fix the situation by giving advice, distracting children from their feelings or consoling them with expressions like, “now, now, it isn’t the end of the world.” However, one of the most effective ways to help children cope with painful situations is to encourage them to talk about their feelings.

It is important to help children become aware of and recognize their feelings and to develop a vocabulary to express them. When a child can express her emotions and know that her parent understands, she develops the confidence to move ahead and solve her own problems.

Avoiding the temptation to take over is difficult for many parents. Parents naturally want their children to be happy and some cannot handle their children’s pain or distress. Instead of automatically responding with statements like, “It’s going to be alright” or “Why don’t you do this”, or “There’s no reason to feel that way”, parents are advised to take an **active listening** approach.

To be an **active listener** means to listen attentively then reflect back to the child what you are hearing. Active listening focuses both on the content of the message and the feelings that underlie it. Here is an example of active listening.

Child: “I wish I never had to see Mary again.”

Parent: “It sounds like you're so mad at Mary you don’t want to see her anymore.”

Child: “Yeah, I hate her.”

Parent: “Hmmm. You hate Mary.”

Child: “Well I hate her when she plays with the other kids at school and doesn’t play with me.”

Parent: “I see. You hate her when she doesn’t play with you.”

Child: “Yeah. I wish she would only play with me.”

Parent: “So you like playing with Mary?”

Child: “Yes, we have fun together.”

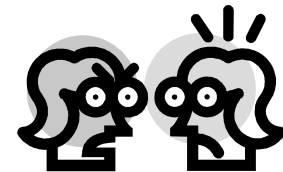
Parent: “So you would probably like to play with Mary?”

Child: “Yes.”

Parent: “What do you think would make you feel better about this situation?”

Child: “Can I invite Mary over my house to play with me sometime?”

Parent: “That sounds like a good idea.”



A conversation like this helps children to identify their feelings and to think about what they really want to do next. It is sometimes helpful when parents can relate similar experiences and feelings. In this way, children learn that their feelings are not unusual.

Editor’s note: I thought it extremely telling that the article addresses teaching children how to use their “feelings vocabulary” to express their emotions and solve their problems independently and that it is written in the feminine tense. Parents, please keep in mind that we need to educate our sons about the socially acceptable expressions of emotion and give them tools to problem solve just as much as we do our daughters!

Living Independently or Living Interdependently? *By Laurel Hoekman, Executive Director*

It's a popular goal; raising our children to the point where they are able to live independently. This term means different things to different people, but I know many who are working hard to help their child with an autism spectrum disorder (ASD) to achieve this goal.

While I believe this is a valuable goal, I suspect that many tend to overlook one thing: more than likely, none of us truly lives independently! As a single mom, I am raising three children, managing a household, making a living, and paying my bills all on my own. I do my own driving, banking, minor home repairs, and shopping. Most people would agree that this is independent living. However, I would argue that I am living "interdependently" rather than "independently." My mechanic maintains my vehicle, my relatives provide childcare when needed, one friend cuts my hair, and others advise me when I am facing difficult decisions. When I encounter electrical or plumbing problems in my home, I hire a professional to resolve these issues. I have a lawyer who guides me through legal issues, and a financial advisor who helps me set up and achieve financial goals. The fact is, I am successful not because I can do everything by myself, but because I know where to go to get assistance for the things I cannot do on my own.

So perhaps our goal for our children (and even for ourselves) shouldn't be independence, but interdependence. There is a continuum of interdependence, where some people will need greater levels of assistance than others. While I need more assistance in the areas which require specialized training (i.e. legal and mechanical), others may need additional assistance in practical areas such as grocery shopping, transportation, meal preparation, and paying bills. While it's important to teach as many of these skills as we can (my kids help with cooking, cleaning, and laundry, and although they are not yet old enough to drive, they help me navigate around town), we also need to be teaching our children how and where to access additional help when needed.

Resources such as "The Owner's Manual 2" (a how-to interactive manual for those with Asperger Syndrome, available at www.thegraycenter.org), and "The Planner Guide" (a step-by-step guide for those who are more severely challenged, available at www.theplannerguide.com) can help teens and adults identify (with help) where they may need assistance, and even guide them through some basic problem-solving so that they can increase their successful interdependence. Michelle Garcia Winner's "Strategies for Organization" (DVD, available through The Gray Center) helps parents and professionals identify the organizational challenges which may be hindering others' ability to be successful, and provides helpful suggestions and practical applications to assist them in asking for help, setting goals, and prioritizing the steps needed to bring them to completion.

What are we doing to help those around us live successfully, at the level of interdependence that works best for them? We can start by looking at what we can do "with" them instead of "for" them. Does someone need a job? We can sit with them and help them identify their abilities and interests, possible jobs and employers, and then help them develop a resume and a personal marketing strategy. We can help them practice answering interview questions, and develop a plan for keeping a job (i.e. dressing appropriately, arriving on time, completing tasks accurately and completely, and clarifying responsibilities). Then provide encouragement and support--and possibly accountability--while they enact their proposed plan. (Remember, parents do not need to do each of these steps themselves. In fact, sometimes it's better to have a mentor--relative, friend, or community member--helping an individual to set and achieve goals rather than a parent.)

I've written before that sometimes we tend to be too quick to decide what other people cannot do, without giving them an opportunity to try something. It's well-documented that people with ASD may need more exposure to opportunities to learn new skills than their peers, so patience is definitely a virtue for those who find themselves in the position of teaching life skills. But often, if given the opportunity, they will exceed our expectations for their ability to live interdependently!

The Gray Center for Social Learning and Understanding

Strategies for Summer Reading for Children with Dyslexia *By Dale S. Brown*

As a parent, you play a critical role in your child's education during the summer, especially if your child has dyslexia. Without your help, kids are more likely to forget what they learned last year. A recent study estimates that summer loss for all students equals about a month of academic learning. Most likely, children with learning disabilities need even more reinforcement. Help them remember what they learned in school. That way they can start next year caught up or ahead of the other students in their class. Bring out their natural love of learning. And encourage them to read for pleasure without the pressure they experience in the classroom. Here are some summer strategies to help your child with dyslexia remember what they learned in school and see that reading can be useful and enjoyable:

- Give them material that motivates them to read, even though they might find it hard to do. Try comic books, directions for interesting projects, and mystery stories. Have them read information on possible activities as you plan your summer vacation. Let them decide what they want to read.
- Support them as they read. Read their book aloud to them, help them decode, and make it easy for them to get the meaning. Even if a question is asked again and again or if you feel irritated, act happy that they asked. Show them that reading is a way to find out what they need to know, or even to entertain themselves.
- Give them easy reading. Summer is supposed to be relaxed. Let them succeed and get absorbed in the book.
- When you read with them, make it your goal to enjoy the book together. You don't have to make them read perfectly! Avoid too much correction. In school next year, the teacher will help them improve their skills.
- Let younger children "pretend" to read. Read the story aloud together. Let them follow your voice. Have them look at the words as you point to them, even if they aren't actually reading. When they say the wrong word, say the word correctly and cheerfully while pointing to the word.
- Read aloud to them as you do daily chores, sightsee, or sit on the beach. Read an instruction manual with them as you try to fix something. While visiting a museum, read the interpretive materials. If you see the slightest sign they want to read aloud to you, let them!
- Model and teach persistence. When you are working on something that is hard, model the discipline and patience that you want them to show while learning to read. Teach them explicitly the value of working hard to do something challenging. Tell them inspirational stories about famous people -- or members of your own family -- who have overcome obstacles.
- Accommodate their dyslexia. For example, if they have to read aloud in public, have them memorize their passage ahead of time. Ask the teacher or camp counselor to request volunteers to read rather than pass the book from one person to another. If you give them a recipe for cooking (or any project involving written directions), be sure that it is at their reading level and that the print is large enough for them.
- Use technology. If you have a computer, equip it with software that reads aloud. See "Reading Software; Finding the Right Program" at ldonline.org. Let them load books into their electronic devices and listen to them at the same time as they read the printed book in their hands. Take a look at "On the Go: What Consumer Devices Can do For You." also at ldonline.org
- Use recorded books. Use Recordings for the Blind and Dyslexic or audio books.
- Be a model of reading. Bring books to the beach and read them. If you are traveling, find a book for the whole family to read and discuss. If you are dyslexic, "read" your taped books on vacation, letting your child see you or give them their own tapes. Show and tell them how you overcome your own difficulties.
- Have reading matter conveniently available. You might carry small children's books and magazines with you and have them ready when you must wait in line for those crowded amusement park rides and popular sightseeing destinations.

The summer months are important to your child's academic development in two ways. First, they need to be reminded of what they learned during the school year so that they remember it when they return in the fall. Second, and perhaps more important, children with dyslexia can discover the joys of reading and other academic skills in the relaxed summer season. If nobody tells them they have to read to get good grades, they might just pick up a book and enjoy it.

Recording for the Blind & Dyslexic (www.rfdb.org/) has a list of titles that are available for reading at Summer Reading.

SOAR Update!

SEPTA had been active in requesting a social skills program for children on the autism spectrum for the past two years, and this past January, the District was able to bring such a program to our students.



On Monday afternoons, from 2:30 until 5:15PM, approximately 27 First through Sixth graders attended the social skills program known as SOAR at East Lake school, under the guidance of the most creative, professional and helpful teachers and volunteers imaginable. Four lead teachers, Mrs. Guarini, Mrs. Larkin, Ms. Aversano, Mrs. Puglisi, and many Teaching Assistants, along with approximately 28 East Lake student volunteers who are part of the Kids Care club, met together to socialize, do crafts, have discussions, enjoy a snack and have gym program.

The culmination of the program was Monday, May 17, when SEPTA hosted a pizza party for all. The teachers awarded each volunteer and attendee with a certificate and the staff brought in cotton candy, and a DJ who provided music for dancing for all parents and students.

The student volunteers are totally amazing....they encouraged students to dance, sat with those who were resistant, coaxed children who were frightened or upset into the activities, led conversations, taught dance moves to all, and provided superb role models.

ALL the children were sad to see the program end. All were asking if it will continue again next year, and the parents expressed their delight at the progress that each child has made.

The District has developed a peer mentoring program at Berner for the students in the PREP I class, as well as a lunch club at McKenna through the Speech Department, and these, along with the SOAR program, are helping provide many more children opportunities for building necessary social skills.

MASSAPEQUA SEPTA has awarded three
Mary Keryc Memorial Scholarships to:

Samantha Gastman
Laura Jakubowski
Devyn Miller

And the
Florence Fitzpatrick Memorial Scholarship
has been awarded to:

Dylan Floody

Congratulations and Best Wishes to our recipients.

A special *THANK YOU* to Lori Wolfe, Annette Gannon, Darlene Longo and Lyn Hinman, District Occupational Therapists, for their very informative presentation at our May 12 SEPTA meeting.

Parents were able to understand visual tracking and visual perception and how each effects a child's learning.

They brought games for parents to look at, and explained how each game would address certain skills that a child needs to develop.

Our children certainly have very exciting and stimulating opportunities in their OT sessions with our very professional therapists!



Massapequa SEPTA serves every family who receives special education services in our school district.

Massapequa Special Education



everychild.onevoice.®



eSpecialMatch.com is a website for social networking,

dedicated to providing information, resources and support to families with special needs children, including autism, aspergers, down's syndrome, speech-language disorders, ADHD and others.

Long Island Parent Center has resources on **Summer Camp** opportunities for students with special needs. Contact them at 631-603-3300



Contact the Editor!

Please feel free to contact the editor with any comments or suggestions.

Editor's email:
(SEPTA in subject line)
DFG818@optonline.net

Massapequa SEPTA®

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Massapequa, NY 11758

Non-Profit Org.
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Massapequa Park, NY
Permit # 9

The Bridge is paid for by Massapequa SEPTA funds and prepared by a parent volunteer.

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Publicity	Beverly DelGreco	799-1418	beverlyd@optonline.net



Massapequa SEPTA email address:
Specialed11758@hotmail.com



ReadingRockets.org

has many articles that can help you with summer reading! You know your child better than anyone. Choose the activities that they will enjoy. Be sure and accommodate their dyslexia as you follow these suggestions.