

The Bridge

President's Message



Dear Members & Friends,

Welcome back to SEPTA! A new school year, new supplies, new clothes, new teacher, new school, new friends....wow, our children need extra hugs this month to help them cope with all the changes!

We, Bonnie Goess and Cathy James, are very excited to be your Co-Presidents this year and look forward to hearing YOUR ideas. SEPTA is our conduit to learn about issues that affect our children in school, at home and in the community, and we look forward to sharing information and resources with you. We welcome your emails and phone calls and only ask that you be considerate of the hour at which you call.

We are so proud of the accomplishments of our immediate past Co-Presidents, Dan Batik and Lydia Magaddino. Our perfect unit award, the progress toward a social skills program, and increased communication with all phases of special education at the secondary level are but a few. We value Lydia's and Dan's continued participation in SEPTA as MHS Liaison and Council Delegate, respectively.

Massapequa has a new Director of Special Education, Miss Gail Notaro, and we are delighted to welcome her. Our district is large, and her expertise and patience are deeply appreciated. Please read her introduction in this issue of *The Bridge*!

Autumn is SEPTA's busy time, with membership, fundraisers and our 4th Annual Harvest Dance for children and families who receive special education services. We look forward to seeing familiar faces at the Harvest Dance, and urge your family to attend if you have not previously. The children LOVE the activities of the evening, made possible by your generous participation in our fundraising activities.

Our First SEPTA Meeting of the year was very well attended and we thank Mrs. Lucille Iconis for her very informative presentation, and both she and Mrs. Sue Woodbury for their support of SEPTA. A special thank you also to ALL the administrators and teachers who attended and willingly answered questions!

We continue to be thankful for the ongoing support of the Massapequa School District Administration and Board of Education, who continue to be open to new ideas and programs to benefit all children.

Call or email us anytime, we love to hear from you, and look forward to a wonderful, growing year for all our children!

Bonnie Goess and Cathy James

Co-Presidents

WANTED: District Staff Members

Volunteers are needed to write articles for our "From the Desk of...." column.

Possible subjects are: What is ABA? What are social skills and why are they important? What are some present district reading programs? What is pragmatic language and what can be done to enhance it? If you would be willing to educate our membership in this manner, Please contact our editor,
Bonnie Goess or Cathy James, Co-Presidents.

- **October 14th SEPTA Meeting 7:30PM**
McKenna Senior Center
- **October 17th Annual Harvest Dance**
- **October 31st Happy Halloween**
- **November 3rd Cookie Dough and Pizza Orders Due**
- **November 10th SEPTA Meeting 7:30PM**
McKenna Senior Center
- **November 23rd Evening of Giving at Simon Malls**
- **December 9th SEPTA's Holiday Party**
- **Happy Holidays and Happy New Year!**
- **February 10th SEPTA Meeting 7:30PM**
McKenna Senior Center

SEPTA'S HOLIDAY PARTY

All are welcome to join us for our annual celebration!

December 9th at 7:00PM
Sergio's Italian Restaurant
522 Merrick Road
Massapequa

Dinner includes appetizer, entrée and dessert.

\$32.00 per person

RSVP by December 1st

Stephanie Carpenter
795-7996

Bring a \$15 Grab Bag Gift!

Massapequa Special Education PTA General/Executive Board Meeting



Please join us as we discuss upcoming events, NYS PTA Resolutions and information about what is effecting our children district wide. All are welcome!

**Tuesday, October 14th, 2008
At McKenna Senior Center at 7:30 PM**

Refreshments will be served.

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

Membership Have you joined

I am pleased to report we have 360 members already this year, 51 of whom are teachers and administrators! A big thank you to them all! We expect even more to join and membership is open year round. Our district serves over 1000 students who receive special education services and our goals are to educate the community by presenting information through workshops, speakers and resources on the services available for children with different learning styles. SEPTA also creates social opportunities for students with special needs. Your membership dollars are key to our continued success.

*I hope to see you at our next meeting and remember we are here for all the kids! Lets give 110%!
(the extra ten will go to those who attend!)*

Marta Kiernan, VP Membership

YES! I want to join Massapequa SEPTA to benefit all students receiving special education services.

If using this form for more than one child, please attach a separate sheet. If you do not want your membership cards sent home with your in district student, please include a self addressed stamped envelope.

Name: _____ Student Name: _____

Address: _____ Town/Zip Code: _____

Email: _____ Student's Grade _____ Building _____

In District/Out of District Placement _____

Please tear off completed form and send with your check payable to Massapequa SEPTA. Membership is \$8.00 and only \$7.00 for each additional family member.

Additional Member(s) Name: _____

Mail to: Massapequa SEPTA Membership
c/o Marta Kiernan
141 N. Richmond Avenue
Massapequa, NY 11758

From the desk of....Gail Notaro, Director of Special Education MSD

Hello, Everyone! Please allow me to introduce myself. My name is *Miss Gail Notaro* and I am the new Director of Special Education in the Massapequa School District. I am thrilled to be a member of what I believe to be the greatest school community on Long Island!

When I began my Directorship on July 21, 2008, I was warmly welcomed by SEPTA co-presidents, Bonnie Goess and Cathy James. We immediately "clicked" and developed an exceptional working relationship, supporting each other in every endeavor. We meet monthly to discuss our creative ideas that, when implemented, will improve programming and services in District. My days are often filled with a flurry of emails as we keep in touch on important issues and concerns, or simply catch up with a quick *hello*. Many thanks to these very talented women for their encouragement and support!

In addition, special thanks need to be extended to the Board of Education, Assistant Superintendents Lucille Iconis and Susan Woodbury, and Mr. Charles Sulc, Superintendent of Schools, for their confidence in my leadership and for allowing me this opportunity.

It is my philosophy that individuals are not disabled, but rather **DIFFERENTLY ABLED!** It is my philosophy that **ALL** students **CAN** learn and **CAN** achieve far beyond our expectations! My vision for the Department of Special Education is that we will not simply meet the needs of all students, but that we will work collaboratively to enable our students' dreams to be realized. My experiences as a student, an educator, and as an Assistant Director, have all well-prepared me to meet the challenges and joys that are ahead as Director. I look forward to the journey!



Joe Corbi Pizza & Cookie Dough District Wide Fundraiser

Our annual Joe Corbi Pizza and Cookie Dough district wide fundraiser is set to begin and the order packets will be sent home about October 20th. The sale will run until November 3rd. Pick up will be on December 1st and 3rd.

Each elementary school will have an assigned date. We look forward to another great year! If you have any questions, or would like to volunteer to help, please call **Lori Bonetti, VP Fundraising 797-5316, or e-mail at Madison1021@msn.com**

Just around the corner.... SEPTA's 5th Annual "Evening of Giving"

The night's shopping for ticket holders only includes many coupons and discounts from participating stores. Take advantage of the savings and get a jump on holiday shopping! Tickets will be made available for \$10.00 each and the proceeds will benefit all of our children. Join us on

Sunday, November 23rd, 2008

From 7:00PM to 10:00PM

at both the Walt Whitman and Roosevelt Field Malls.



A Request For Comments From our Readers

If you have a question you would like SEPTA to address, a suggestion for, or information on a topic for our newsletter, a question/information about a specific therapy, we would love to hear from you! Other people surely would also benefit from the same information! We will do our best to get the answer to you and put it in our next newsletter....NO names, of course! Please contact Bonnie Goess or Cathy James, Co-Presidents or Deborah Fauci-Giaquinto, Editor. (Contact info on back page.)

“Reflections” Entries can be judged with accommodations!



The theme for reflections this year is ‘**WOW!**’. Each and every student in district is eligible to participate through the school they attend. I strongly urge you to encourage your child to participate at whatever level they are capable. There are several categories: Photography, Visual Arts, Literature, Dance Choreography, Film Production and Music. Some suggestions would be: to make a collage out of magazine pictures, draw a picture, take pictures and mount them, write a poem or story, write and perform a song, make a movie, or choreograph a dance. Participation in creative activities, and awards for effort and success can benefit your child, as well as enlighten other participants.

All children who desire, are able to participate in the grade division that best reflects their developmental age, and they can enter as a Special Education Entry. Each school is allowed three entries and three Special Education entrants for Nassau Region judging. This entry does not have to be done at home. It can be part of an art, literature or music class, as long as it meets the guidelines for size, mounting, etc. Unfortunately, in New York State, there is no Special Education Category judged. (Anyone who wants to take on this issue, please let me know!)

Your child’s school has the interest forms for your participation and the guidelines will be given to anyone who indicates interest. They are also online through NYS PTA. The deadline for submission is Monday, November 10th in most schools. If you have nay questions, please call me, Bonnie Goess 541-1714, or your school PTA Reflections chairperson.



It’s Our 4th Annual SEPTA Harvest Dance

*This is a **free** event, open to the immediate families of children receiving special education services from the Massapequa School District who are invited to enjoy this fun filled social, which includes a family friendly buffet dinner, DJ and dancing, games, arts & crafts and more!*

For further information

*Contact Ann Marie DeBlasio at
516 795-9070*

To attend the 4th Annual SEPTA Harvest Dance,
you **must** return this slip by October 5th, 2008 to :

Ann Marie DeBlasio
379 Broadway
Massapequa Park, NY 11762

Student: _____

School _____ Phone: _____

of Adults Attending: _____ # of children: _____

On Friday, October 17th, 2008

6:00PM to 9:00PM

MHS-AMES Cafetorium

Pittsburgh Ave, (off Broadway), Massapequa

FAQ: What is the official definition of intellectual disability?

The AAIDD, (American Association on Intellectual and Developmental Disabilities), previously AAMR; American Association on Mental Retardation, states that an intellectual disability is characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills. This disability originates before the age of 18.

Intellectual disability is currently the preferred term for the disability historically referred to as mental retardation. Although the preferred name is intellectual disability, the authoritative definition and assumptions promulgated by the AAIDD, remain the same as those found in mental

Ten Reasons to Give Thanks for Your Child With Special Needs

By Terri Mauro



As if you need a reason! Parents of children with special needs know more than most that *every* child is a gift worthy of thanks, every one, the ones who thrive and the ones who strive, whether they become our legacy or we become theirs. But on those days when there doesn't seem much to be thankful for, or others are suggesting that your child must be just a burden, or well-meaning charities suggest giving thanks for healthy kids, check this list for a smile and a little inspiration.

You never have to worry about worrying over nothing. Let other parents obsess over the frivolous and the shallow. Your child will make sure you always have something worthy to worry about.

Developmental delays = more years of hugs, kisses, and little-kid sweetness. My 13-year-old still wants to sit in my lap, give me hugs, and tell me he loves me. What mom of a sullen teen doesn't secretly wish for the same?

Maybe someday, Ty Pennington will come build you a house. Hey, *Extreme Makeover: Home Edition* loves families of children with special needs. Your little one may be your ticket to a lavish living space.

Any little milestone is a cause to throw a party. Your child works hard for every step, sit-up and syllable, giving you lots to be excited about.

Every day is a learning experience. Some days it's a pop quiz, some days it's a crash course, but life with your child is always an education, for sure.

You have the privilege of putting several doctors' children through college. After paying for all those appointments, you may feel like a one-family scholarship foundation. Put your child's name on some letterhead and take pride.

You meet a better class of parent in waiting rooms and support groups. Your child frees you from having to hang out with those snotty parents on the playground, and gives you entry into an exclusive club of people who are sensitive, sarcastic, and sure of their priorities.

You have an iron-clad escape excuse for any occasion. You'd love to stay at that boring party, crowded event, endless church service, but, you know, *your child just can't tolerate it.* (And if sometimes it's *you* who can't tolerate it -- who's to know?)

Coming up with new strategies every day keeps your brain sharp. They say doing crossword puzzles helps ward off Alzheimer's. Figuring out your child's schedules and treatments and lessons and rights and restrictions must easily provide twice the protection.

Your blessings will always be fully counted. Other parents may take the gifts that their children bring for granted. Not you. Not ever.



SEPTA is implementing a portable library for it's members!

MASSAPEQUA SEPTA is beginning a portable library of books pertinent to Special Education. Marie Festa has volunteered to cart books back and forth to SEPTA meetings so that they can be shared. First, we need donations of books that you have found helpful and no longer need. We will also try to purchase relevant books. Books can be brought to meetings and given to Marie or call any SEPTA Board member and we will arrange to pick up a book at your house! Thanks in advance for your donations, and we look forward to lending you a book!

What is Central Auditory Processing Disorder? (CAPD)

Central auditory processing disorder occurs when the ear and the brain do not coordinate fully, and auditory information breaks down somewhere beyond the ear. CAPD is a condition in which one has difficulty processing or interpreting auditory information when presented in less than optimal listening environment. Typically, individuals with CAPD have normal hearing when taking traditional pure tone and speech hearing tests but are unable to interpret or process speech when in an environment which is less than quiet.....

When we receive distorted or incomplete auditory messages we lose one of our most vital links with the world and other people.

The easiest, quickest way to communicate is simply to say something and then deal with the other person's reply, right? Except that if your listener has a CAPD your remark might come through with certain words drowned out by other noises, or with some words sounding like different words or as meaningless strings of verbiage. You might begin to suspect this when the other person's expression doesn't register understanding, or if he "answers the wrong question," or when he asks you for additional information which most people would have been able to infer from what you just said.

Most of us aren't that sophisticated about CAPDs, however, and are much more likely to wonder if the listener is just not very intelligent or doesn't really care about us and what we are saying. People with CAPDs (usually part of a learning disability) have been embarrassed by situations and reactions like these all their lives.

A CAPD is a physical hearing impairment, but one which does not show up as a hearing loss on routine screenings or an audiogram. Instead, it affects the hearing system beyond the ear, whose job it is to separate a meaningful message from non-essential background sound and deliver that information with good clarity to the intellectual centers of the brain (the central nervous system).

Children and adults whose auditory problems have not been recognized and dealt with are forced to invent their own solutions. The resulting behaviors can mask the real problem and complicate not only school and work, but even close relationships, where communication is so important. Advice like "Pay attention," "Listen," or "Don't forget --," hasn't helped either. If the auditory deficits aren't identified and managed early, many of these kids will have speech and language delays and academic problems.

It takes specialized testing to identify a CAPD. Some of the tests used by educational therapists, neuropsychologists, and educational psychologists give at least an indication that a CAPD might be present. These include tests of auditory memory (for sentences, nonsense syllables, or numbers backward), sequencing, tonal pattern recognition or sound blending, and store of general information (which is most often acquired through listening). The most accurate way to sort out CAPDs from other problems that mimic them, however, is through clinical audiologic tests of central nervous system function.

These are better at locating the site of the problem and reducing the effects of language sophistication on the test results. Ask yourself these questions:

- Is your child easily distracted or unusually bothered by loud or sudden noises?
- Are noisy environments upsetting to your child?
- Does your child's behavior and performance improve in quieter settings?
- Does your child have difficulty following directions, whether simple or complicated?
- Does your child have reading, spelling, writing, or other speech-language difficulties?
- Is abstract information difficult for your child to comprehend?
- Are verbal (word) math problems difficult for your child?
- Is your child disorganized and forgetful?
- Are conversations hard for your child to follow?



Checklist

- "Ignores" people, especially if engrossed.
- Talks or likes TV louder than normal.
- Problems with rapid speech.
- Asks many extra informational questions.
- Interprets words too literally.
- Often needs remarks repeated.
- Difficulty following directions in a series.
- Difficulty sounding out words.
- Speech developed late or unclearly.
- Poor "communicator" (terse, telegraphic).
- Unusually sensitive to sounds.
- Memorizes poorly.
- Hears better when watching the speaker.
- Confuses similar-sounding words.

Important Information About School District Mailings

In the past, the Massapequa School District had agreed to mail all flyers and information about upcoming events to ALL students, whether in or out of district.

Parents receive all local school and district-wide event mailings, pertinent to your child's chronological age, some of which you may not be interested in, such as SAT Testing dates, Prom meetings, etc.

SEPTA supports these mailings, as it keeps you informed of all happenings, allowing you to decide what is pertinent to you.

DUE TO THE LARGE NUMBER OF EVENTS, IT IS NOT POSSIBLE TO SEPARATE MAILINGS FOR DIFFERENT EVENTS.

If you wish to opt out of these district mailings, please complete the form below and we will notify the appropriate school that **you wish to stop receiving all event mailings.**

PLEASE **DO NOT** SEND DISTRICT MAILINGS ABOUT STUDENT EVENTS TO:

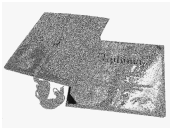
Student's Name: _____

Address: _____

City: _____ NY Zip: _____

School _____

Mail this form to: Lydia Magaddino
113 Eden Avenue
Massapequa Park, NY 11762



Does the Future Hold a Change for the IEP Diploma?

NY State is in the process of considering fundamental changes to the IEP diploma which is awarded to thousands of students with disabilities. One option being discussed is changing the name from "diploma" to certificate in hopes of making it more clear to parents that such credentials are not a diploma, but rather a certificate of attendance.

Too many students capable of earning regular academic diplomas appear to be getting IEP diplomas instead. This can seriously limit opportunities in later life. "The diplomas themselves aren't worth anything to the kid who has skills, because colleges and employers don't recognize them," said Roger Tilles of Great Neck, Long Island's representative to the state Board of Regents.

In 2006, the latest year on record, 2 percent of graduates statewide received IEP diplomas. State education officials estimate that only 1 percent of graduates actually can advance no further, due to cognitive limitations.

The Board of Regents is scheduled to tackle the issue this fall. State Education Commissioner Richard Mills has outlined possible options for the Regents to consider, including a name change, tighter restrictions on eligibility or replacement with an alternative credential. The Board of Regents caution the issue is sensitive, and may require considerable time to resolve.

SAT vs. ACT Update

The SAT College Board has recently changed one of its policies. Previously it was only the ACT where students could choose which test scores colleges would see. So, if, for example, you took the ACT 3 times and only wanted to send your best score you could do that without colleges seeing scores for the other two times you took the test.

The ACT will continue this practice and now, the SAT has changed their policy to reflect what the ACT does. No more will the SAT score report sent to colleges include the scores the student received on every SAT taken.



What is Obsessive-Compulsive Disorder?



Obsessive-compulsive disorder, or OCD, is a medical disorder that causes repetitive, unpleasant thoughts (obsessions) or behaviors (compulsions) that are difficult to control. Unlike ordinary worries or habits, these obsessions and compulsions may consume significant amounts of time (more than an hour per day), may interfere with a person's daily schedule, and may cause significant distress. OCD affects approximately one percent of children and adolescents. The tendency to develop this disorder involves complex genetic and environmental factors. Examples of obsessions include recurrent concern about germ contamination, persistent worry that a family member may become sick, or excessive preoccupation with perfection or tidiness. Compulsions, also known as rituals, include repetitive behaviors (such as washing hands, checking locks) and repetitive thoughts (such as silently counting, praying, or repeating words) that the person feels must be completed. A person who has compulsions believes that performing these rituals will prevent a frightening event (for example, "If I count to three every time nothing bad will happen). People with obsessive-compulsive disorder may try to ignore these thoughts or avoid the behaviors but are generally unable able to do so. Whereas adults with OCD may recognize that their obsessions or compulsions are not rational, a child or adolescent may not have that awareness.

The thoughts and behaviors associated with obsessive-compulsive disorder are often perplexing to parents, teachers and peers. Recognizing the symptoms of obsessive-compulsive disorder may be challenging, as the symptoms can easily be misinterpreted as willful disregard, oppositionality, or meaningless worry. In addition, children and adolescents may try to hide their symptoms or may not know how to express their underlying worries. Often, a parent or teacher only sees the end result of the symptom (hours in the bathroom, extended time alone in the bedroom, or tantrums when the child cannot do something his or her way).

Symptoms may vary over time and may change in the way they appear, which can further complicate diagnosis. Children may be able to resist the obsessions and compulsions at school but not at home. The symptoms may fluctuate, with more symptoms at stressful periods and fewer symptoms at other times. Other medical conditions can mimic the disorder, and other conditions may co-occur with the disorder.

If left untreated, the condition may lead to considerable worry or limitations in other areas of the child's life. Peer relationships, school functioning, and family functioning all may suffer. Depression may develop. In some situations, in response to the extreme anxiety, social isolation, and limited activities, a child may develop thoughts of self-harm or not wanting to be alive. A trained clinician (such as a child psychiatrist, child psychologist or pediatric neurologist) should integrate information from home, school, and the clinical visit to make a diagnosis.

Symptoms of obsessive-compulsive disorder at home are often more intrusive than at school. Life for the child and the family can become very stressful, and all family members including the child may feel powerless to change rigid patterns of behavior.

- **Repeated obsessional thoughts that they find unpleasant.** Unlike ordinary worries, these obsessions (such as fear of becoming fatally ill) are not generally realistic. Often the child may deny these thoughts or behaviors, or be embarrassed by them.
- **Repeated actions to prevent a feared consequence** (such as hand washing to avoid germ contamination, excessive tidying to prevent extreme discomfort or fatal consequence)
- **Consuming obsessions and compulsions.** The child or adolescent is continually preoccupied with these worries (for example, a child avoids nearly all contact with objects due to fear of contamination, or an adolescent bathes and washes hands for hours each day).
- **Extreme distress if others interrupt a ritual.** Children may have extended tantrums if a parent insists that the child move on to the next task.
- **Difficulty explaining unusual behavior.** Children with OCD may not be able to explain what their worries are or why they feel compelled to repeat their behaviors.
- **Attempts to hide obsessions or compulsions.** Children and adolescents are often ashamed of their worries or habits and will make great efforts to keep their thoughts or rituals a secret.
- **Resistance to stopping the obsessions or compulsions** (for example, parental reassurance that the child will not become ill from touching an item does not reassure the child). Frequently, children cannot ignore their symptoms and, instead, feel they must continue their rituals.
- **Concern that they are "crazy" because of their thoughts.** Children with OCD may recognize that they think differently than others their age. Consequently, these children often have low self-esteem.

“Reduced Courseload” as a College Accommodation

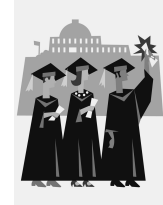
Did you know that for some students with a disability a **reduced courseload** may be an appropriate accommodation in college? It can be an extremely helpful accommodation, but it is not without some caveats.

Here’s an example...for a student with a learning disability who has a measurably slower pace of reading and comprehension, the reading load of 15 college credits can present an inordinate amount of work. A reduced courseload accommodation allows the student to take less than 15 credits but still be considered a full-time student.

Procedures for obtaining a reduced courseload usually include:

- 1) Submitting a request to the Office of Disability Services with supporting documentation. A diagnostic evaluation from an appropriate professional that is recent enough to evaluate the current impact of the disability is needed.
- 2) The impact of the disability and the demands of the student’s current or proposed schedule are evaluated.

An important caveat: When a student is approved for a reduced courseload there are potential consequences including slowing progress towards graduation, changes in financial aid, billing, and housing status.



Colleges must alert appropriate offices on campus to confirm that these students are to be considered as full time and entitled to all of the services, benefits, rights and privileges of full time status.

Be aware: Based on the billing adjustments and reduced credit load the student’s federal financial aid will likely be adjusted.

When visiting a college’s campus it is always advised to visit the Office of Disability Services. This is a good time to ask if the college offers a reduced courseload for the appropriate student with the appropriate documentation.

Life After High School Conference

The Center for Learning Differences will hold their 3rd annual “Life After High School Conference” on November 15th in White Plains. This will be a day long program featuring expert speakers and representatives from colleges with strong support services.

Go to www.centerforlearningdifferences.org for more information.

Understanding Asperger Syndrome: A Professor's Guide

The Organization for Autism Research (OAR) released *Understanding Asperger Syndrome: A Professor's Guide*, a 12-minute video for use by college students with Asperger Syndrome as a tool to educate their professors, teaching assistants, and others about the disorder.

The video is available now for viewing and download at no cost on OAR's Web site, www.researchautism.org/resources/AspergerDVDSeries.asp.

Book Corner: A new guide for parents.....November 2008

GIRLS GROWING UP ON THE AUTISM SPECTRUM:

What Parents and Professionals Should Know About the Pre-Teen and Teenage Years,
Shana Nichols with Gina Marie Moravcik and Samara Pulver Tetenbaum.
lished by Jessica Kingsley \$19.95



by
Pub-



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

Massapequa Special Education
PTA
everychild.onevoice.

Massapequa SEPTA®

4925 Merrick Road
 Massapequa, NY 11758

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

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



The Custom Education Foundation is hosting a **“Special Day for Special Kids”** Sunday, October 26 11-4 PM at West Hills Day Camp, Huntington. Advance Registration is \$15.00. For more information, please visit www.customeducationfoundation.org

‘I Love A Child With Autism’



was started by an adoptive mother, and has many items such as t-shirts for sale to promote autism awareness.

www.iloveachildwithautism.com

Contact the Editor!

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

Editor’s email:
 (SEPTA in subject line)
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Visit our website at:
<http://geocities.com/massapequasepta/>

Massapequa SEPTA email address:
 Specialed11758@hotmail.com



NYS PTA ‘s Mission Statement

PTA is
 A powerful voice for all children,
 A relevant resource for families and communities, and
 A strong advocate for the education and well-being of every child.