

April Newsletter

MASON ROAD ELEMENTARY SCHOOL 2009/2010

A MESSAGE FROM THE PRINCIPAL

Theodora Dono

On Thursday, April 8, 2010, Spring Parent-Teacher Conferences were held at Mason Road Elementary School from 1:00-3:00 p.m. and 5:00-8:00 p.m. I am very pleased to announce that 97 percent of our parents and guardians attended. Thank you for supporting the PTO Book Fair which was very successful that afternoon and evening. Also, many thanks to our PTO parents who prepared a delicious dinner for all of the staff that evening!

The Mason Road School Council is appreciative of the submissions for our 2010/2011 school goals. The School Improvement Plan will be based on your suggestions along with the academic needs of Mason Road School. Thank you for sharing your thoughts.

I wish all of you a wonderful spring and I look forward to seeing you at the Spring Shows on May 26th and 27th.

Preschool Registration

TUITION FEE SCHEDULE
\$600/Year Payment schedule:

- \$300.00 June 4, 2010
- \$300.00 January 7, 2011

Packets will be available on June 3rd & June 4th in the office. Detailed class information will be in the packet.

A tuition payment of \$300.00 (subject to change) is due at this time. (Please make checks payable to Dudley-Charlton Regional School District.)

Also, please remember to bring any medical information at this time.

IMPORTANT DATES TO REMEMBER

Happy Spring to Everyone

May 3-7 –Teacher/Staff Appreciation Week

May 4 – Grandparents' Day

May 4 – School Council Meeting-
Conference Room at 3:45 p.m.

May 4 – P.T.O. Meeting Dudley Middle
School at 6:30 p.m.

May 5 – DCRSD Education Foundation
Meeting in the Media Center at Mason
Road School from 4:30 – 6:00 p.m.

May 5 - Kindergarten visits the Post Office (3 classes)

May 5 – Commerce Banking Day at 9:00 a.m.

May 6 – Kindergarten visits the Post Office (3 classes)

May 6 – Preschool Olympics “Leapin Lizards” in the cafetorium

May 6 -School Nurses’ Day & Cafeteria Workers’ Day

May 7 – P.T.O. Program for Kindergarten - Bubblemania at 1:15 p.m.

May 7 - No Lunch/Reading Club

May 9- Happy Mother’s Day!

May 12- Last Day of Library

May 12 – School Committee Meeting – Shepherd Hill at 7:00 p.m.

May 13 - P.T.O. Program – Grade One “Biomes”

May 14- Mrs. Dono’s Lunch/Reading Club

May 14 - P.T.O. Program – Grade One “Biomes”

May 19 - Commerce Banking Day at 9:00 a.m.

May 20- Mrs. Dono’s Lunch/Reading Club

May 21 - Mrs. Dono’s Lunch/Reading Club

May 24 – Dudley Town Meeting – SHS at 7:00 p.m.

May 25- Mrs. Dono’s Lunch/Reading Club

May 26-28 Preschool Parent/Teacher Conferences - No School

May 26- School Committee Meeting – Charlton Middle School at 7:00 p.m.

May 26 – Spring Show –Kindergarten:
9:15 a.m. – Miss Abysalh, Mrs. Maglione, Mrs. Shaw

10:30 a.m. – Mrs. Gould, Mrs. Hooper, Mrs. Penniman

May 27 – Spring Show –Grade 1 :

9:15 a.m. –Mrs. Marrier, Mrs. Stefanik, Mrs. Swenson

10:30 a.m. – Mrs. Alden, Mrs. Brogna, Mrs. Faubert

May 31 – Memorial Day – No School

June 7 - Learning Store

A Message from Preschool

During the month of April, we began learning about dinosaurs. The children enjoyed creating dinosaur projects with playdough as well as digging for dinosaurs and dinosaur bones in the sand table. We also measured the length of 4 dinosaurs.

We continue to work toward our read-a-thon goal of reading 2000 books. Reading with your child is a valuable activity that has a positive impact on your child's development. Reading together can be fun for the whole family.

When you read to your child, make them an active participant.

- Ask them to tell you about the pictures in the books.
- Ask them questions such as "Who is the story about?"
- Ask them about the sequence of events in the story such as, "What happened first (next, last)?"
- Ask them about their favorite part of the story
- Ask your child to retell the story to a another adult, a peer, or a sibling

We hope that you continue to read to your children daily to support their literacy development. The Preschool students and families will celebrate the end of the Read-a-thon with a Pizza Party during the Preschool Olympics in May.

A Message from Kindergarten

The month of April has brought both a lot of rain and sunshine. As we dove into

spring, we began to plot out our gardens and learned about the life cycle of plants. Students made seed watching bags and planted sunflowers. We learned about the parts of plants and how they start as seeds and what they need to grow. We also learned a lot about animals. We focused on habitats, life cycles, and characteristics of animals. Science was a large part of learning throughout the month.

Slapstick Science, a program sponsored by the PTO, was a fun learning experience for both the children and teachers. The show was held on April 16th and the title was "Much Work With Little Effort". The show centered on Simple Machines. Children learned big words such as potential energy, kinetic energy, stored energy friction, and fulcrum. Slapstick Science amazed both the students and teachers. This was a great wrap-up lesson for the students since our science program last month focused on simple machines. The kids absolutely loved the show and had a lot of fun.

April also focused on community, and set the stage nicely to talk about Earth Day, which fell in the middle of school vacation. In the classrooms, the focus was on keeping our community clean and recycling. We recycle all our paper products in the classroom and discussed what other things in our world could be recycled. Through projects and classroom discussions, children began to be aware of what it means to keep our world clean. For some, vacation was the perfect time to help and clean up the community. With the temperature more than cooperating with the outdoor tasks, some of the children had hands-on experiences. It is great when we can use

these kinds of opportunities to teach and learn. Especially, when it is sunny and 80 degrees!

Our Character Education trait for the month of April was fairness. We have discussed all different ways to make situations fair and how it makes us feel when something is not fair. This led us to discussions about our school rules and how we should solve problems when things seem unfair. We hope that your child talked to you about fairness and shared what they learned in school.

Our Houghton Mifflin Reading Program this month focused on Theme 8, “Down on the Farm.” Our focus of literature was “Mouses Birthday,” “Cows in the Kitchen,” “Half Chicken,” and “A Lion on the Path.” In the area of mathematics, we will continue to work on simple addition and subtraction using triangulation, time awareness, and money skills through the end of the year.

A Message from First Grade

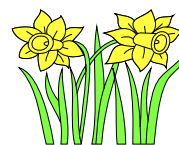
Can you believe another month has come and gone? We hope you all had a relaxing spring break.

As usual, we have been very busy in first grade. In Theme 8 of our Houghton-Mifflin Reading Series we learned about plants and animals that are found in nature. We also learned how people take care of those plants and animals. This tied in nicely with Earth Day (April 22nd) and Arbor Day (April 30th). The children were also challenged to create a project made from recycled materials. We were amazed at how many different ideas the children came up with to reduce, reuse, and recycle.

In language arts, we continue to review many skills such as vowel pairs, base words, and endings such as –s, -ed, and –ing. We continue to learn new high frequency words and spelling words. Please keep reading at home with your child for continued practice.

In math, we have been reviewing money by counting and exchanging coins. The children have now been introduced to quarters and dollars. Please practice counting and exchanging money at home with your child to help reinforce what we are working on in school. We have also been focusing on place value (hundreds, tens, and ones) to help children understand that every digit in a number has its own place. The children have been introduced to fractional parts of a whole and fraction notation such as $1/2$, $1/3$, $1/4$, etc. We have also been practicing how to divide a collection of objects into fractional parts. This too is something that can be played at home as a game. Give your child 12 pennies and ask him/her to divide them equally into 2 groups, 3 groups, and 4 groups. As he/she gets better, do the same with a larger number of pennies.

This month the children were delighted by a PTO sponsored program called “Slapstick Science”. It was great fun and the children thoroughly enjoyed it. We would like to thank the members of the PTO for the wonderful work they do. The grade one team also thanks you for your continued support and efforts, as well.



A Message from the Reading Specialist— Linda Hackenson

Last month we spoke of using some of the Story Form strategies to develop basic comprehension skills. This month, I would like to continue to discuss the development of comprehension. I will be referencing the book entitled, The Seven Keys to Comprehension by Susan Zimmerman and Chryse Hutchins. I would like to discuss the first three keys with you to enable you to try them with your child as you read with them. You will want to focus on only one of the keys at a time. This will enable you to have your child practice using the key as you both enjoy the story.

The first key is called Visualization: When you are using this strategy the reader and listener will picture events in their mind from the story. To enable you to assist your child in using this key, you may want to hold back some of the pictures in the book and have them close their eyes and “picture the events” in their minds. Ask them what it is that they see in their mind and you may want to share what you are picturing in your mind. After you both share the information show the pictures and see if they match what they were thinking.

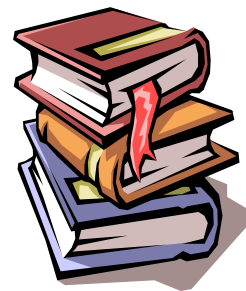
Another activity is to stop reading a few pages before the story ends and leave them with a cliffhanger that they need to finish. They can draw and write their thoughts. Once completed read the remainder of the story and see if their ending was the same or better than the author’s.

The second key is Background Knowledge: When a child has background knowledge about what you

are reading to them it is easier for them to comprehend the material and for them to add any new information to what they already know from their experiences. An example of this could be with dinosaurs. Some children have listened to many stories on the topic and may have play dinosaur figures. They become experts on the subject. When you read to them about dinosaurs your child may be able to add new information to what they have already learned.

The third key is Questioning: This key makes use of the question words; Why, What, Where, Who, and How concerning the book being read. You will want to use some of these words as you begin the story by just looking at the cover and/or title. As you read one or two of the pages stop and ask one or two questions using some of the question words. This strategy assists the child to think about what is being read and will become more involved with the story that is unraveling.

I hope you and your child enjoy using these keys when you are sharing books together. Next month we will complete the rest of the seven keys. If you would like to share any of your experiences please feel free to send me an e-mail or a written note. Happy reading!



A Message from the Title I Teacher
- Michelle Gray

It was terrific to meet with so many families of Title One students during parent-teacher conferences. Your continued support and involvement with your child's academic growth is a necessary part of your child's overall academic advancement.

If your child's classroom teacher thinks that your child would benefit from receiving Title One services for the 2010-2011 academic year, your child's teacher would have discussed the process with you and had you sign a permission slip. If you were unable to attend conferences your child's teacher will send the appropriate paperwork home with your child.

Eligibility testing will begin at the end of May and then will take place again in early September. Dudley Elementary School will notify you in September if your child is eligible to receive Title One Services. If you have any questions about the testing or referral process please feel free to contact me and I would be happy to answer any questions.

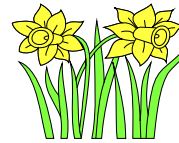
We are so pleased with the participation in our after-school program! It was great to hear such positive feedback from parents/guardians at parent-teacher conferences. The students are excited to participate and they have been working very hard. We are seeing noticeable gains, which is terrific. We are thrilled that we are able to provide these additional support services to our students receiving Title One services.

Please continue to work at home with your child including reading to and listening to your child read and

practicing basic math skills including telling time, counting money, simple addition facts and counting money. I wish you all a safe and happy spring vacation!

A Message from the Art Teacher -
Catherine Dube

Happy Spring!
Students have spent all of the month of April preparing for "Grandparents Special Day!"
Students have created gifts and have learned a special song to sing for their Grandparents.
May 4th is the big day! Letters of the wonderful event were sent home over a month ago and reminders were sent home last week. See you there!



A Message from the Music Teacher
- Julie Winant

I'd like to inform you of the dates and times for the upcoming spring musical programs for kindergarten and first grade classes.

Wednesday, May 26, 2010 –
Kindergarten Show Day

9:15 Friends and Family members of students in Miss Alysah's, Mrs. Maglione's and Mrs. Shaw's classes are invited to attend this performance.

10:30 Friends and Family members of students in Mrs. Gould's,

Mrs. Hooper's and Mrs. Penniman's classes are invited to attend this performance.

**Thursday, May 27, 2010 –
Grade One Show Day**

9:15 Friends and Family members of students in Mrs. Marrier's, Mrs. Stefanik's and Mrs. Swenson's classes are invited to attend this performance.

10:30 Friends and Family members of students in Mrs. Alden's, Mrs. Brogna's and Mrs. Faubert's classes are invited to attend this performance.

A notice with costuming details will be sent home soon. Please call or email Mrs. Winans (jwinans@dcrsd.org) with any questions pertaining to the performances.

**A Message from the Library –
Mrs. Jankowski**

I hope everyone had a wonderful April vacation and I hope you were all able to enjoy some quality family time with your children. I have enjoyed watching the students and their reading progression throughout the school year. They are very excited to see new books coming into the library and enjoy our story time each week. To see the different subject matter they enjoy and their excitement when they come to the library tells me that the importance of reading is reinforced at home. Please make every effort to read with your child every day, whether it is them reading to you or you reading them a story. The benefits of this have been proven over

and over again. This will only enhance their love for reading as well as their reading skills.

I want to send out a special thank you to those parents who have replaced or paid for lost or damaged books. I understand accidents happen at home and appreciate you sending in a replacement or the money to replace the book. This provides the children the opportunity to enjoy these books in our library once again. So, thank you parents!

I look forward to the remainder of the school year and working with your children in the library. They enjoy their library time each week as much as I enjoy having them here!

**A Message from the School Nurse –
Maureen Gagnon**

Now that Spring has arrived and we are spending a lot more time outside, I wanted to speak about ticks and Lyme Disease.

In the early 1970's, a mysterious clustering of arthritis cases were seen among the children of Lyme, Connecticut. It was soon recognized as a distinct illness, which is now called Lyme Disease.

This disease occurs after a tick bite. At first, the small deer tick was the one tick that was found to be the most common for spreading the disease. This has changed in recent years. Other ticks have also been found to carry the disease.

Recognizing the early signs of the disease and prevention are two things that we can readily do to prevent Lyme Disease. The early signs of the disease are the following:

Rash – the telltale rash starts as a small red spot at the site of the tick bite. The spot expands over a period of days or weeks, forming a circular or oval shaped rash. Sometimes the rash resembles a bull's eye, appearing as a red ring surrounding a clear area with a red center. The rash, which can range in size from that of a dime to the entire width of a person's back, appears within a few weeks of a tick bite and usually occurs at the site of a bite. As the infection spreads, rashes can appear at different sites of the body.

The rash can be accompanied by symptoms such as fever, headache, stiff neck, body aches, and fatigue. Although these flu-like symptoms may resemble those of common viral infection, Lyme Disease symptoms tend to persist or may occur intermittently.

It's a good time to get out and enjoy the beautiful weather. Taking a few precautions keeps everyone safe. Happy Spring!

A Message from the Team

Chairperson– Pamela Boyle

The following suggestions focus upon what parents can do to help a child with a learning disability learn and function within the home.

Learn more about learning disabilities. Information on learning disabilities (LD) can help you understand that your child does not learn in the same way as other people do. Find out as much as you can about the problems your child has with learning, what types of learning tasks will be hard for your child, what sources of help are available, and what you can do to make life and learning easier for your child.

Become an unobtrusive detective. Look for clues that can tell you how your child learns best. Does he or she learn best through looking, listening, or touching? What is your child's weakest approach to learning? Also pay attention to your child's interests, talents, and skills. All this information can be of great help in motivating and fostering your child's learning.

Teach through your child's areas of strength. For example, he or she may have great difficulty reading information but readily understands when listening. Take advantage of that strength. Rather than force reading, which will present your child with a "failure" situation, let your child learn new information by listening to a book on tape or watching a video.



Respect and challenge your child's natural intelligence. He or she may have trouble reading or writing, but that doesn't mean learning can't take place in many other ways. Most children with learning disabilities have average or above average intelligence that can be engaged and challenged through using a multi-sensory approach. Taste, touch, seeing, hearing, and moving are valuable ways of gathering information.

Remember that mistakes don't equal failure. Your child may have the tendency to see his or her mistakes as huge failures. You can model, through good-humored acceptance of your own mistakes, that mistakes can be useful. They can lead to new solutions. They are not the end of the world. When your child sees you taking this approach to mistakes—your own and the mistakes of others—he or she can learn to view his or her mistakes in the same light.

Recognize that there may be some things your child won't be able to do or will have lifelong trouble doing. Help your child to understand that this doesn't mean he or she is a failure. After all, everyone has something they can't do. Capitalize on the things your child can do.

Be aware that struggling with your child over reading, writing, and homework can draw you into an adversarial position with your child. The two of you will end up angry and

frustrated with each other, which sends the message to your child that, yet again, he or she has failed. You can contribute positively to your child's schooling by participating actively in the development of your child's Individualized Education Program (IEP) and by sharing with the school the special insights about your child that only you as a parent have.

Use television creatively. Television, or videos, can be a good medium for learning. If the child is helped to use it properly, it is not a waste of time. For example, your child can learn to focus, sustain attention, listen carefully, increase vocabulary, and see how the parts fit together to make a whole. You can augment learning by asking questions about what was seen. What happened first? Then what happened? How did the story end? Such questions encourage learning of sequence, an area that causes trouble for many children with learning disabilities. Be patient, though. Because your child does not see or interpret the world in the same way you do; progress may be slow.

Make sure books are at your child's reading level. Most children with learning disabilities will be reading below grade level. To experience success at reading, then, it's important that they have books to read that are on their reading level (rather than their age level). Foster reading by finding books on topics of interest for your child or by reading to him/her. Also let your child choose his or her own books to read.

Encourage your child to develop his or her special talent. What is your child good at? What does he or she especially enjoy? Encouraging your child to pursue areas of talent lets him or her experience success and discover a place to shine.

A Message from the Technology Teacher – Kelly Frederico

The Kindergarten classes created some beautiful spring holiday cards. We also changed our seats, which is always exciting for the students. We also visited the starfall.com website. We have gone here before, but this time the students entered the next level which has more reading. Finally, we did some work in KidPix to strengthen our shape drawing and saving skills.

Our First Grade classes have been working in *Read, Write & Type!* and our *Reading and Math Blaster* programs. The children log into these program as themselves, so each time they log in they are right where they left off. We also spent time working on some skills that will be needed for 2nd Grade, such as saving, opening and creating new files in KidPix

I hope everyone had a wonderful April vacation!



A Message from the School Psychologist– Theresa Veilleux

"Dos and Don'ts" for Fostering Social Competence

By: Rick Lavoie (1994)

Please note the key at the end of each suggestion: P = appropriate for parent use T = appropriate for teacher use P/T =

can be effectively utilized by parents or teachers

(excerpt)

Do

- observe your child in a wide variety of social situations (e.g., classroom, scout meetings, free play). This will enable you to gain a deeper understanding of his social strengths and weaknesses. (P)
- design an unobtrusive "signal system" with the child to use in social situations. For example, if the child tends to perseverate (talking about only one topic which often is not of interest to the listener) design a signal (touch your nose with your finger, cross your arms) that tells him to change the topic or cease the discussion. In this way, you can halt troubling behaviors without causing undue embarrassment or conflict. (P/T)
- establish reward systems to reinforce and recognize appropriate social behavior. Be willing to recognize and reinforce even the smallest signs of progress and growth. (P/T)
- enroll the child in group activities and pursuits. When selecting these activities, consider the child's interests and abilities. If you are fearful that the child may be rejected by the others because of his negative reputation, enroll him in activities in another neighborhood or town. Thereby, he can begin with a "clean slate". (P)

- make transitions easier for the child. Students with social skill deficits often have difficulty "changing gears" from one activity to another. This is particularly true when going from an enjoyable activity (e.g., a game) to a less pleasurable one (e.g., math drills). In order to ensure a smoother transition, be certain to "wind down" the enjoyable activity by providing a warning signal several minutes prior to the end of the activity. As each minute passes, inform the child of how much time remains before the activity will conclude. (P/T)
- assist the child in expressing his feelings during emotionally charged social situations. (e.g., "I am sure that you feel angry and jealous when Daniel and Sean go fishing and don't invite you.") (P/T)
- teach empathy. Encourage the child to be more understanding of the feelings of others. Use role playing to help him "walk in another's shoes". (P/T)
- provide the child with choices whenever possible. (e.g., "I want you to clean your room now. Do you want to pick up your toys or make up your bed first?") This approach fosters independence and problem solving skills. It also increases the child's ownership of the task or activity. (P)
- provide the child with a positive model of appropriate social skills. Be certain that your behavior mirrors the skills that you are teaching your students.

(e.g., temper control, courteous listening). (P/T)

Don't

- necessarily discourage the child from establishing relationships with students who are a year or two younger than he is. He may be seeking his developmentally appropriate level. By befriending younger students, he may enjoy a degree of status and acceptance that he does not experience among his peers. (P/T)
- force the child to participate in large groups if he is not willing or able. If the child responds well when working with another student, plan activities wherein he has ample opportunities to do so. Then add a third person to the group, then another and so on, until the group approximates the entire class. (T)
- place the child in highly-charged competitive situations. These are often a source of great anxiety and failure for students with learning problems. Rather, focus upon participation, enjoyment, contribution and satisfaction in competitive activities. Emphasis should be placed on the development of skills and strategies - not on winning or losing. (P/T)
- scold or reprimand the child when he tells you about social confrontations or difficulties that he has experienced. He will respond by refusing to share these incidents with you. Rather, thank him for sharing the experience with you and discuss

- optional strategies that he could have used. (P)
- attempt to teach social skills at times of high stress. Rather, approach the child at a time when he is relaxed and receptive. (e.g.. "Meghan, next week you will be going to Jilly's birthday party. Let's practice how you will hand her your gift and what you will say when she opens it and thanks you.") (P)
 - encourage the frustrated child to relieve his stress via pointless physical activity (e.g.. punching a pillow). Rather, teach him to relieve stress through an activity which has definable and observable goals. (e.g.. shoot ten baskets, run five laps, write a one-page letter) (P/T) (additional suggestions: draw an "angry" picture, kick a ball as far as you can, hit a ball as far as you can).

The full article can be found at:
www.ldonline.org/article/6168

A Message from the Physical Education & Health Teacher – Janet Strazzullo

Various activities are presented during the physical education classes for the students. Recently kindergarten and grade one students completed a unit of dance. Singing games are a part of this. The Hokey Pokey, The Farmer in the Dell, and BINGO were a few favorites. Some of the skills included learning left and right sides, identifying body parts, directionality and rhythm. Listening and following directions are also important components of the class. The students

always enjoy the physical education class when we use music.

Health classes are finishing a unit on how to stay healthy. This includes eating healthy food, getting lots of rest, staying clean and exercising. Help your children to practice these skills to develop healthy habits for a lifetime.

A Message from the Dudley Fire Department – Captain David Konieczny

Now that the warmer weather has arrived and the summer season is right around the corner, we offer reminders on summer safety.

Lawnmowers and other gasoline powered equipment are now in use and these tools can give off vapors that could potentially cause a violent explosion if they come in contact with a heat source. Never refuel your lawnmower or other power equipment while running or the engine is hot. The heat from the engine could be sufficient enough to cause an explosion of the gasoline vapors which could result in serious injury. Always store gasoline in an approved container and away from heat sources. Another important reminder is if the chute on your lawnmower becomes clogged with grass clippings NEVER attempt to remove the obstruction with your bare hands. This manner *has* caused amputation of the fingers because of the tension still on the blade and it spinning at a high rate of speed when free from debris. Use an object such as stick to clean the chute.

Propane for gas grills can also create a hazard if not stored properly. These

grills are not permitted on balconies or decks above the first floor of any building where people live. Propane gas is heavier than air and sinks. This could pose a hazard to people living below or come in contact with a heat source causing ignition. These tanks should also be stored out of direct sunlight. The sun can cause the tank to heat to a temperature sufficient to over pressurize it causing the relief valve to operate. If this does occur you will hear a “hissing” sound coming from the tank. You can cool the tank by using a garden hose *after* you notified the fire department.



A Message from the Dudley Police Department – Chief Steven Wojnar

Hopefully, the cold and wet weather is over and the warmth will soon be here to stay. It is also hard to believe the end of the school year is fast approaching. As we begin to spend more time outside doing activities, safety awareness continues to be a hot topic. You can never have enough safety rules or be reminded of them too often. This can be thought of as "training," similar to what police officers, fire fighters, and other emergency workers go through. You rehearse and prepare yourself in order to have the best possible response to a situation when it occurs. It also never hurts for children to share their safety rules with one another. One person may not have the benefit of knowing what another person does. This can be most important at times when a child sees a

person doing something unsafe or going somewhere they should not go. Do not be afraid to warn them or tell an adult who may be able to help. Watching out for each other is important. Thinking and acting safely may prevent an accident or injury, or may even save a life.

A Message from the Dudley PTO

Dudley PTO News – May/June

Please visit our Website available through your school webpage for updated information, reminders, and involvement opportunities!

Upcoming/Current Events

Yankee Candle orders: Please mark your calendars for pickup night at Dudley Elementary; Thursday May 6, 5:30-8:00pm.

Square One Art orders have all gone home please contact Kristen Clark if you have any questions at kfcjac@verizon.net or, 508-341-1742.

Red Sox raffle is in full swing and running through the end of May! Watch for these tickets!!!! Winners will be drawn at the June PTO meeting.

The week of May 7th is Teacher/Staff Appreciation Week and the PTO will be providing a breakfast for the staff, no donations are required this time.

Things to know

The Dudley PTO is recognized by the Internal Revenue Service as a “non-profit charity”. Our 501© (3) status

designates us as exempt from sales tax and donations to our PTO are tax deductible.

Check out the website for our monthly newsletters, information and updates. Do you know we have enough members that if everyone only volunteered once or twice a year we would never have to ask for volunteers?

If you do not find the fundraisers attractive, and wish to make a cash donation, please make checks payable to Dudley PTO and send it in an envelope with your child to school.

Meetings

Please join us for our next meeting;

Tuesday, May 4 at 6:30pm Dudley Middle School

Tuesday, June 1 at 6:30pm, Dudley Elementary School – last meeting of the year!

DC SEPAC News Flash

Please join the DC SEPAC for any meeting scheduled below. We will be accepting nominations for Executive Board Positions now through and including the day of elections, which will be held at our next meeting on May 4th.

Tuesday, May 4, 2010: Shepherd Hill Regional High School Library, Dudley-Oxford Road

Elections and General Meeting

6:30 pm-8:30 pm: General Meeting; receive and accept nominations for

Executive Board Position; hold Elections. Positions open and available are as follows:

- ◆ Chairperson
- ◆ Vice Chairperson
- ◆ Recording Secretary
- ◆ Publicity Secretary

For more details pertaining to the duties of each Executive Board Position as well as any other information or updates, please visit our website at <http://www.dcrsd.org/Community.cfm> or send us an email at DCSEPAC@gmail.com.

Tuesday, June 1, 2010: Charlton Middle School Library, 2 Oxford Road

Planning for Next Year and General Meeting

6:30 pm-8:30 pm: General Meeting and open forum. For more details and updates please visit our website at <http://www.dcrsd.org/community.cfm> or send us an email at DCSEPAC@gmail.com.

Our Meet and Greet: Ask a School Professional evening was a great success! The School Professionals were very informative as to their professional role within the school district. Many questions were asked and resources were shared between our professionals and parents.

We want to thank all School Professionals who volunteered their time to participate on the panel in support of the DC SEPAC's Mission.

Panel members were Penny Bergeson (Occupational Therapist), Lynn Budzynkiewicz (Physical Therapist), Jessica Davis (Speech Language pathologist) on behalf of Dudley Mason Road and Dudley Elementary schools. Will Gammetto (Special Education Teacher), Cheryl Hollocher (Team Chairperson), Cynthia Belovitch (Team Chairperson), Natalie Januskiewicz (Special Education Teacher), and Heather Popiak (Psychologist) on behalf of Charlton Elementary and Heritage Schools.

We are happy to help you if you have further questions about what this report card means. Please feel free to call directly for additional assistance.

We would like to thank Jody O'Brien, Administrator of Special Education, her staff, the principals and Superintendent Gilrein for their support. As the first full SEPAC board takes office in June, we look forward to working together to meet the goals and mission statement of the Dudley-Charlton SEPAC.



Dear Parent or Guardian:

We invite you to examine our school and district *No Child Left Behind* “report cards” for the current year. They contain important information about teacher qualifications, student achievement on Massachusetts Comprehensive Assessment System (MCAS) tests, and the progress we are making toward having all students reach proficiency in English language arts and mathematics. The information is available in electronic format at:

http://www.dcrsd.org/DC_NCLB.html

For your convenience, Dudley-Charlton Regional School District has also provided hardcopies to the library and town hall. Additional hardcopies are available at your child’s school, or by request from the building principal.

