



Dec '09/ Jan '10

THE PS. 226M TIMES

OUR MISSION AT P226 IS TO ENABLE EVERY STUDENT TO ACHIEVE HIS OR HER

PRINCIPAL'S LETTER

Dear Family and Guardians,

I hope that everyone's Thanksgiving holiday was a good one. Everyone returned feeling relaxed and thankful, a good indication that they did have a good holiday. These good feelings are a great way to move into December, as we take stock of the past three months. Since the beginning of the school year, we have been very busy, continuing with our regular programs, and starting new ones.

Two new initiatives this year are progressing nicely. The first one is the Verbal Behavior program at our P76 site, with support from Rutgers University. Imma Jardi, AP, is coordinating this new program. The other exciting one, is the Sensory Scan program, at our JREC site. Valerie Paradiz, who is well known in the field of autism is consulting with us at JREC. Shelly Klainberg, AP, is supporting this program. In Literacy, teachers are continuing to utilize proven strategies that address our students' needs. This year, some teachers began using the Developmental Reading Assessment (DRA), which can provide more detailed information about

the students' skill levels and means of instruction. We are seeing good results with this approach. Debra Mastriano, AP, is assisting with this effort.

We just finished all of our Parent-Teacher conferences, and I am pleased to report that our parent attendance continues to improve. As we move through the year, we hope that you can attend the exciting parent programs that are planned for you. The topics of many of the programs were suggestions and requests from the parents.

As I close, and the December holidays are approaching, I want to take this time to wish everyone a happy holiday, and a great, healthy and happy 2010!

Dania Cheddie,

Principal



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TIPS FROM OUR PARENT COORDINATOR

ENCOURAGING READING

Reading aloud boosts thinking skills

Even if your child knows how to read, keep reading to them. Remember that their understanding level is probably higher than their reading level, so you can read them books with new ideas and vocabulary. To develop thinking skills, ask questions about:

- ◆ Words. "What do you think this word means?" "Can you use it in another sentence?" "What other words mean the same thing?"

- ◆ The story. "Why did the character do that?" "Where did that event occur?" "What did she say to him?"
- ◆ What's next. "Where did we leave off yesterday?" "What do you think he should do?" "How do you think the story will end?"
- ◆ The conclusion. "Is that what you expected?" "If you were the author, how would you have ended the story?"

Dania Cheddie
Principal

Imma Jardi
Shelly Klainberg
Debra Mastriano
Assistant Principals

Dahyana Francis
Parent Coordinator
Newsletter Editor

Trina Taylor
Family Worker
Anna Blanchette
PA President

SCHOOL INQUIRY TEAM

Wonderful things are happening within the P226M Social Skills in Our Schools Inquiry Team project. Participating classrooms at each site are now engaging in regularly-scheduled weekly interactions with general education peers, during classroom activities, playground free-play, or lunch time. The impact this holds on self-

esteem, communication skills, and social development is tremendous, as our students learn to better navigate their world through peer modeling and guidance.

Teachers and parents have wonderful stories of initiating social



and par-reported stories of initiating commu-

nication with peers, adults, and even pizza shop workers since program implementation began. This generalization of skills is the true goal of the SOS program.

Shelly Klainberg, AP



The P226M Initiating Communication School Inquiry Team continues in its third year of development at P208 and second year at JREC, by improving and expanding upon our original goal, to increase spontaneous communication in a targeted group of student.

Students, who previously demonstrated the greatest communicative challenges to express their needs and wants, are now beginning to spontaneously seek attention through this initiative. Once able to seek appropriate attention, they are then able to communicate further, by requesting, asking/answering questions, making comments and socializing with peers.

It's quite wonderful! To facilitate these outcomes, a key strategy was developed and implemented through the

interactive use of individualized social stories, which has been allowing students to practice appropriate attention getting behaviors through the use of talking buttons that say "Excuse me," and raising their hands in class. These personalized social stories incorporate each child's name and photo and utilizes familiar and meaningful situations that teach the student how to conventionally and effectively seek attention in that specific context, when it seems that no one is looking. Teachers are also very excited to see their students make strides in their communicative skills and have re-engineered both their classroom environments and their instruc-

tion to best support and encourage greater student success. In addition to the implementation of the social story, communication supports have been made available throughout the school, to ensure that the environment supports all communication efforts and that students are able to practice and succeed, in any context. These supports include talking buttons, communication devices, picture symbols and communication boards.

It is wonderful to see the students learning how to use appropriate strategies for attention getting and how the teacher meets the student's needs by responding to the student's communication.



Imma Jardi, AP

TECHNOLOGY UPDATE

We are thrilled to announce that the technology received from the Capital Funding Grant is here! The students and staff are having an excellent time learning how to use this cutting-edge technology. The teachers are participating in professional development to maximize the



use of technology within the classrooms and the students are eagerly and successfully using the new technology. It is really a special time. We

would like to thank Councilwoman Rosie Mendez for her generosity and her support of P226M.

Here are a few websites where students can continue their learning at home. Brain Pop (<http://www.brainpop.com/>), Brain Pop Jr. (<http://www.brainpopjr.com/>), and Brain Pop ESL (<http://www.brainpopesl.com/>) are excellent sites where our favorite robot, Moby, teaches about so many different topics. While they are subscription-based sites, there are ALWAYS free movies and

activities that change on a regular basis.

Finally, we would like to remind everyone to join our online community <http://p226mfamilyconnection.ning.com>. There you can see students, teachers, administrators, and parents interact and share information.

Best regards,

Susan Keyock & Catie Lanham,

226M Technology Team

PS. 226M @ 12TH STREET

November has been a busy month here at 12th street. On November 5, we held our parent teacher conferences and had great attendance by our families. It was great to have time to talk with new families and to see the familiar old faces again. Some of our students recently went to a The Shadow Box Theatre to see a presentation of Tobias the Turkey. The kids

really seemed to enjoy the show. We are busy with our Social Skills in our School Program. The students participating really seem to have taken off with all of the support they are being given and the schools we are participating with have enjoyed learning more about our students. In the holiday spirit we are planning trips to Santa Land and to the Shadow Box theatre to see a festive per-

formance. In addition some of our students will be learning holiday songs to carol around to our classrooms.

We are also putting together a performance for the District 75 idol ... stay tuned for details!



PS. 226M @ P76

Happy Holidays to everyone! We would like to thank our parents and guardians for their generous donations to our "Giving Thanks" celebration. Staff and students enjoyed a variety of food and snacks. It was also great to

see all our all our parents for Parent/Teacher conferences, we had

100% attendance from our parents.

Our unit recently visited the Botanical Gardens, in the Bronx for a special



showing of Thomas The Engine Train, the kids loved this trip[, they were very excited. Some of our students will be visiting Santa Land at J.F.K. Airport courtesy of the Community Mayors. We will also be seeing a show at the Apollo Theater early January.

PS. 226M @ P208

Here at P208, reading and writing has been an important focus of our curriculum this year. All of our classes have been participating in read aloud, as well as shared and guide reading activities. Some students are writing personal narratives as well as creating fictional stories. We have been so busy with so many exciting activities that the year seems to be flying by.

This winter we are planning a

unit trip to see the Black Nutcracker. We also have select classes that are going to attend a luncheon with Santa Claus at JFK on December 9th. On December 14th, fourteen of our students who have been working with a visiting artist, are going to visit the Jewish Museum, as a culminating trip. We have also continued to participate in many community walks, giving our students an opportunity to familiarize themselves with community

members and landmarks, as well as making seasonal observations about the flora and fauna in Central Park

As this calendar year comes to a close, we would like to extend our season's greetings. We look forward to the exciting New Year to come!



PS. 226M @ JREC

As we move into the holiday season everyone at JREC is hard at work. All of our teachers are active participants in special cohort groups working on curriculum and improving student achievement. NYSAA data collection has begun for our alternate assessment students. All JREC students that are 16 and older have also started going to their work sites. In

honor of the holidays, on November 25th the staff from JREC ordered food from BBQ's in celebration of our annual Thanksgiving Feast for students and staff. Everyone really enjoyed this special day. On December 8th the students will be visiting MOMA with our art teacher, Sue Aronsen, as part of our arts curriculum. Also on that day I will be conducting school bus training with the students and bus drivers.

This training will focus on the rules and appropriate behavior expectations when students are boarding, riding, and exiting the school bus. The students and staff at JREC

would like to wish everyone a joyous holiday season and wonderful new year.



PS. 226M @ 15TH STREET

With the holiday season nearly upon us, students at 15th Street are hard at work strengthening their social skills. Students have already had a School Dance Show and a Holiday Party where they were able to practice what they have learned from Grasp and the S.O.S programs. Thanks to all parents and staff members that contributed in any way to

our functions. Hats off to our technology teacher, Susan Keyock, for finally getting us into the 21st Century by getting our new computer lab up and running. As of November 30th, we will be fully operational.

Lastly, the staff and students of 15th Street would like to take this

time to humbly remember former A.P., Gloria Dubois. A short time ago, she left us before her time, but her memory is always here with us.



PS. 226M @ MILLENNIUM H.S.

The year is going by very quickly at Millennium! Parent teacher conferences were a huge success; all of our parents attended this year! We would like to thank all of the parents for coming and appreciate the opportunity to continue working with you.

December brings the Holiday season and we would like to wish everyone a safe and Happy Holiday! January 14th is Picture Day for 9th and 10th graders. Remember to smile! The last day of Millennium classes is January 25th, but we



continue P226 classes January 26th - 29th. Be prepared for work and field trips. Permission slips for field trips will be sent home in the beginning of January. We had a great start to a new school year. Let's keep up the good work!!

PS. 226M @ PACE UNIVERSITY

As this semester is winding down and we are studying for finals, we have reflected upon the highlights of a busy and productive semester...At Coop tech we have acquired many practical skills and we are already using our knowledge to help customers on Fridays. In classes we have been active and important contributors to group projects. We have

gone out to P76, 15th street and JREC with our classmates from Pace to teach lessons and show others what we have learned. We have acted as tour guides for prospective students to 226 and Pace and administrators from other schools. We all have great jobs on campus and we are working very hard and learn-

ing a lot as we plan for our futures.

We wish everyone safe and happy holidays!



GUIDANCE COUNSELORS COUNSEL...

Welcome to the Counseling Program at P226M. The program has two counselors that provide counseling services to the students.

Tom Gassert who works



with students at Julia Richman, Millennium High School, Pace and 15th Street. I work with students at 15th Street, P76 and P208. The counselors can provide various support services to the students and their families such as stress and anger management skills, leadership skills as well as

vocational assistance. Please don't hesitate to contact us with any questions or concerns that you may have at (212) 477-5017.

Thank You,
Adriana Garcia

NOTES FROM OUR ASSISTANT PRINCIPALS

IMMA JARDI

Time goes very fast, I cannot believe we are already in December, Christmas, Hanukah and Quanza are here.

We just finished our first parent conferences for the 2009/2010 school year, and we had a great turnout. The high school this



year had a record of parents coming to visit the school and meet the teacher. Students also came to be part of the conferences. It is very nice to see teachers, parents and students working together developing the Individual Educational Plans (IEP).

All formal assessments, such as Brigance Assessment and ABLLS, were completed and instruction are now being

tailored to meet students' assessed needs. I love to observe the creativity of the teachers as they design a lesson, following the New York State Standards while making adaptations to develop the skills of each student.

Portfolios are also being created by the teachers. These Portfolios are based on students' skills and their work in the classroom.

SHELLY KLAINBERG

I hope that everyone had a happy and healthy Thanksgiving, and enjoyed the opportunity to spend time with family and friends.

This is a busy time at P226M, as IEPs are updated, progress reports are sent home, and many exciting curricular units of study are underway in our classrooms. We are also in the process of compiling New York State Alternate Assessment Data folios for over 100 targeted students in grades 3-12. NYSAA is utilized to document student work in alignment with New

York State Standards for learners who do not participate in standardized assessments and tests. Through the NYSAA, we are able to showcase examples of the high quality work being produced by our students, which serves as a tribute to the rigorous instruction taking place throughout our sites. We have also begun an exciting new initiative in three classrooms at our JREC site -- the Sensory Scan, in consultation with author Valerie Paradiz. Through this program, students will learn to identify and alter the stimuli in their classroom environment that inhibit

learning, such as desk position, lighting, background noise, etc. We look forward to witnessing the impact of this program on student learning, so we can expand to additional classrooms and sites.

Have a wonderful holiday season, and a very happy New Year!



DEBRA MASTRIANO

Welcome back after our Thanksgiving Holiday! It was wonderful to see P226M parents/guardians at our parent teacher conferences. We have just a couple to weeks before our winter recess and have a lot of work ahead of us.

Our staff are working diligently on implementing the District 75 units of study in Reading and Writing, Words their Way for spelling development, SMILE (structured methods in language education), Star Reporter and DRA's (diagnostic reading assessments) for our students to have their independent reading books to promote literacy development.

We continue to encourage you to promote literacy by asking what books are being read in class and what books they are independently reading to encourage expressive and receptive language development.

As always, thank you for your support at P226M! Looking forward to continuing our growing and learning!

Some suggestions for picture books are:



- ◆ I Went Walking -by Sue Machin
- ◆ Brown Bear, Brown Bear, What do you see? -By Bill Martin
- ◆ Green Eggs and Ham- by Dr.Seuss
- ◆ Are You My Mother? By P.D.Eastman
- ◆ Where the Wild Things Are? -By Maurice Sendak
- ◆ Where's Spot?- By Eric Hill
- ◆ The Very Hungry Caterpillar -by Eric Carle

We're going on a Bear Hunt -by Michael Rosen

MESSAGE FROM OUR SCHOOL NURSE

H1N1 Prevention Tips

Stopping the flu is up to you. The H1N1 virus is air borne and is transmitted from person to person in droplet nuclei; sneezing and coughing. The flu molecules can be aerated (spread though the air) within a three foot area. The virus can live and be active on inanimate objects (desks, chairs, toys, etc.) for 4 to 8 hours.

The following are precautionary measures to follow to reduce your risk of transference and exposure to the virus:

1- Washing hand with soap and water, frequently for no less than 30 seconds. If unable to access soap and water, use antibacterial



hand gels.

2- Avoid people who are ill.

3- Stay home from work or school if you are sick. If you are diagnosed with a confirmed case of H1N1. Do not return to school or work until you are fever free (a febrile) for 24-48 hours without taking antipyretics (fever reducing medications)

4- Use a tissue to cover you mouth and nose when you sneeze, immediately discard. If tissues are not available cough or sneeze into the inside of your elbow.

5- Keep hands away from your face avoid touching your eyes, nose or mouth.

6- Clean all surface areas with antibacterial wipes, telephone receivers, keyboards, steering wheels, door knobs, office equipment, home appliances. Children's toys can be cleaned with one part household bleach per

gallon of water, rinse them air dry.

7- Do not share personal items such as toothbrushes, eating utensils, and towels



After following these guidelines and you still become infected with H1N1 virus:

1- Stay home—bed rest

2- Increase fluids to prevent from dehydration

3- Antipyretics to reduce fever- Tylenol or Motrin

4- follow-up with private M.D., if no improvement within 3-5 days.

Janis Brown, Nurse @ 76

NEWS FROM OUR PUPIL ACCOUNT SECRETARY

As we get caught up with the festive and busy whirl of the coming holidays, please be reminded that your child's attendance is critical for their learning and closely observed by the NYC Department of Education. If your child is unable to report to school for any day, make sure to contact your child's school site promptly. Remember that it is important for you to provide a physician's note with any absence due to a doctor's appointment or for any illness that keeps your child out for 2 or more days. We thank the large number of parents who take their child's attendance seriously; who keep us abreast whenever they must miss school and

who submit the appropriate documents to substantiate their absence. We urge others to do the same. Please know that our doors are always open to assist you if you are experiencing problems getting your child into school. Our professionals are here to help!



Now for a hardy cheer to the below 28 students who attended school every day from the start of the year until November 30th:

Shami C., Kenny C., Gabriel C., Brandon D., Namory D., Bernardo F., Jonathan G., Fridrik G., Angel H., Deandre H., Tiana H., Jonathan I., Christopher J., Jordan K., Martin L., Biliah M., Corey N., Erick P., Robert P., Andre R., Evan R., Anthony R., Ramon S., Jeremy S. (Millennium), Jeremy S.(208), Nikhil S., Ben T., Darryl W.

AN INVITE FROM OUR PA PRESIDENT

Dear Parents, Guardians and Students

We hope that all of you had a Happy Thanksgiving. We invite you to our School Leadership Team Meeting which would be held on December 9th 2009 at The Julia Richmond Educational Complex. Our Meetings Begin at 12:30pm and ends

3:00pm. We appreciate your ideas and concerns. Please feel free to contact us at our 15th Site. We wish you and your families a Blessed Holiday and a Happy, healthy and Safe New Year 2010.

Season Greetings,

Ms. Anna Blanchette- President

Ms. Jazmin Alvardo- Secretary

Mr. Gaku Takanashi- Treasurer
212-477-5017,



EDUCATIONAL CORNER

WHAT ARE SOCIAL SKILLS?

Social skills are a group of skills which people need to interact and communicate with others. They are the skills we need to maintain healthy and positive relationships with peers, teachers, friends and family. The process of learning these skills is called socialization. Social skills influences many aspects of our everyday lives. Common examples of social skills are greetings, initiating conversations, and taking turns in conversation. Other examples of social skills include sharing materials, asking for help, staying on task, saying kind things, active listening, accepting differences, resolving conflicts, following directions, sharing ideas, and helping others.

Social skills can be challenging for children with learning disabilities. They may experience difficulty accomplishing complex social interactions successfully (i.e. persuasion, negotiation, resisting peer pressure, giving/accepting criticism). They are more likely to choose socially unacceptable behaviors in social situations and are less likely to predict consequences for their social behavior. Children with learning disabilities often have difficulty adapting to new social situations. They might also have difficulty interpreting or inferring the language of others. These children may need extra support in using their communication skills to successfully interact with peers and adults.

Children on the autism spectrum often have a difficult time with social interaction. As early as infancy, a baby with autism may be unresponsive to people or focus intensely on one item to the exclusion of others for long



periods of time. A child with autism may appear to develop normally and then withdraw and become indifferent to social engagement. Children with autism may fail to respond to their name and often avoid eye contact with other people. They have difficulty interpreting what others are thinking or feeling because they can't understand social cues, such as tone of voice or facial expressions, and don't watch other people's faces for clues about appropriate behavior. Their poor social skills often preclude them from establishing meaningful social relationships.

STRATEGIES FOR ENHANCING SOCIAL INTERACTION

- The direct teaching of social rules or conventions which guide interactions and which most children learn without direct input. These might include how to greet somebody, how to initiate a conversation, taking turns in a conversation, and maintaining appropriate eye contact.
- Modeling of social skills or shared viewing and discussing of a video-tape of two people talking or playing (video modeling), including reference to any non-verbal messages.
- Providing specific and structured activities, which are to be shared with one or two selected classmate(s). These might range from some jobs to be completed in the school during break or mealtimes, games involving turn-taking (board games, computer games).
- Identifying particular skills in a child and inviting him/her to offer some help to another child who is less advanced (i.e. with the use of the computer). Encouraging a child's participation in school clubs or organized and structured activities during mealtimes.

SOCIAL STORIES

- Carol Gray, former consultant to students with autism spectrum disorders in Jenison, MI, and internationally recognized author and presenter, first defined Social Stories in 1991.
- Social Stories are a tool for teaching social skills to children with autism and related disabilities.

- Social Stories provide an individual with accurate information about those situations that he/she may find difficult or confusing.

- They are written in the first person to increase a child's understanding of the problematic situation.

A written story is developed describing what is happening, why and how people feel and think in the situation.

Example:

"How to Pick Up Toys"

When I am done playing with my toys, I put them away.

I pick up my toys and make my room look clean.

Sometimes I have many toys to put away.
Sometimes I have a few toys to put away.

Mom likes it when my toys are put away.

SOCIAL SKILL PICTURE BOOKS by JED BAKER

- ◆ Books that show children demonstrating various social skills
- ◆ Photographs are often used
- ◆ Books contain cartoon bubbles to show what characters are saying and thinking
- ◆ May contrast the 'correct' vs. 'incorrect' way to act in a social situation
- ◆ You can have your children create their own stories by role playing various social situations and taking photographs of them

By:

Alison Weiner, M.S., CCC-SLP

Erika Mora, M.S., CCC-SLP

Speech-Language Pathologists at P76

TRANSITION NEWS

TURNING 18 ISSUES!

Guardianship

Just a reminder to all parents! The minute your child turns 18, regardless of disability, New York State considers him or her as an adult. While some children will NOT require guardianship as they turn 18, some will due to their greater support needs, especially with health and financial matters. Guardianship is a legal process and requires official application through the New York County Surrogate's Court (31 Chambers Street, 646-386-5000). This process is both time-consuming and confusing, so please contact one of the following agencies for more information regarding guardianship and special needs trusts—two important issues in planning for your child's future. Both offer free workshops that will assist you in this process.

New York Lawyers for the Public Interest
Ms. Paola Martinez-Boone
212-244-4664

AHRC Legal Services: Guardianship and Future Care Planning 212-780-2500

Social Security

If your child is receiving SSI and will be turning 18, Social Security will be contacting you to re-determine his or her disability status. In order to ensure continued SSI support for your child, you must go through this process. If your child has NOT been receiving SSI, or hasn't been eligible for it due to your income level, he or she may now qualify, so it's time to re-investigate this financial support service. You will need to bring a copy of your child's IEP and a letter from a doctor stating your child's disability to a Social Security office. Please remember, even if your child works, he or she can continue to receive Social Security benefits. Please contact the Social Security Association to set up an appointment or to get more information. 1-800-772-1213 (www.socialsecurity.gov)

ALSO...

Does your child have a Medicaid Service Coordinator? This person, also known as a MSC, is your link to agency support services and programs, and assists you to provide care for your child now and long after he or she graduates from P226M. If your child doesn't have a MSC yet, please contact Ms. Irene Kawamura, Transition Coordinator, at 212-477-4939 or 212-477-5017.

You may also obtain basic information online at:
<http://www.myteacherpages.com/webpages/P226MTransition/>

Irene Kawamura
Transition Coordinator
Job Developer
ikawamu@school.nyc.gov

MESSAGE BOARD

To: Shakim LeBeau

We wish you a speedy recovery. We miss you!

From: all your friends at Pace

GET WELL!

To: Lucia Cruz

How are you doing on your new job? and are you having fun?

From: Jonathan German

To: Dania Cheddie

I am honored to be at this college program. I am working so hard to open up huge opportunities for my real world. Thank you for the opportunity.

From: Randy Guzman

Vanessa McMullen writes AWESOME IEP GOALS !!!!

To: Ms. Marcus

Did you know I am taking a drawing class? I like the class I am taking a lot!!

From Richard Cabrera

MESSAGE BOARD

To: Kevin Magrina

I wish that you could come to the inclusion program. I know you are very smart and you know everything about school and music. You are lucky to have a great teacher like Ms. Vanessa.

To: Lucia Cruz

We miss you. We hope that you are doing well with your new class.

From: All your friends at Pace

To: the kids in Millennium

How are you guys doing? Is the work hard over there, like it is at Urban?

From: Bilih Munford

To: Dania Cheddie

Happy Holidays and I am working on my reading and writing.

From: Jonathan German

To: Jennifer Dull

Hello! How are you? How is school? What did you do? How's the school year going?

From: Jessica Trevino

I want to give a shout our to PACE UNIVERSITY!

How are you guys doing?

Love Corey Parks

P226M Calendar of Events

DECEMBER 2009

- ♦ DECEMBER 24 through January 1, 2010 — Winter Recess (including Christmas and New Year's Day) - NO SCHOOL

JANUARY 2010

- ♦ JANUARY 18 — Dr. Martin Luther King, Jr. — NO SCHOOL

FEBRUARY 2010

- ♦ FEBRUARY 15–19 — Mid Winter Recess (including Washington's Birthday) - NO SCHOOL

PS 226M @ The Manhattan School

12 West 12th. Street
Room #305
New York, NYC 10011
(212)691-4135

PS.226M @ P.76

220 West 121st.
Street
Room #306
New York, NYC 10027
(212)864-6559

PS.226M @ P.208

21 West 111th. Street
Room #415
New York, NYC 10026
(212)410-0566

PS.226M @ JREC

317 East 67th. Street
Room #312
New York, NYC 10021
(212)288-1748

PS. 226M @ 15th St.

345 East 15th. Street
Room #503
New York, NYC 10003
(212)477-4939

PS. 226M @ Millennium HS

75 Broad Street
Room #1237
New York, NYC 10004
(212)825-9008 ext.1316

PS. 226M @ Pace University

163 Williams Street
11th Floor
New York, NYC 10038
(212)346-1977