

Principal's Message

Dear Parents, Guardians & Staff:

As we start the 2009-2010 school year, I'd like to extend a warm welcome to the entire P993Q family of staff, students and parents as we begin another productive school year. I hope that all of you had a healthy and restful summer and begin the school year revitalized, refreshed and ready to take on our many continuing and new challenges, initiatives and programs set forth for our students during this school year.



The 2008-09 school year was a great year for us at P993 during which more of our students achieved higher goals. We initiated and mastered several new instructional programs as exemplified by our staff professional development and students' successes. We've also experienced our greatest levels of parent and involvement which was exemplified in the recently concluded Learning Environment Survey (LES). The collaboration between parents and staff has helped to make P993 initiatives a huge success.

At P993Q we thrive on providing a safe and nurturing environment for all. This environment will focus on your child's individual goals and objectives while always raising the benchmarks for success. Our interdisciplinary teams will work together to coordinate "best practices" socially, emotionally and academically for our students, new and existing.

We urge you to be an active participant in our school community. Please make every effort to attend and participate in scheduled special events and meetings. Keep in close contact with your child's teachers, related service providers and parent coordinator.

We cannot be the "best" without your ongoing involvement and support.

I look forward to meeting with you in September to begin another successful school year.

Jacqueline Zaretsky, Principal

ARIS – Knowing All That Your Child Is Doing AT School

Parents & Guardians, by now most of you have received your child's ARIS log-in information, which includes a username and password. If you have not received this information or misplaced any part of it please do not hesitate to contact me.



What is ARIS? Achievement Reporting and Innovation System (ARIS) is a new internet based monitoring tool that was developed by the New York City Department of Education's to coordinate, inform and monitor each student's profile in school. ARIS reports data (gathered from 30 different data systems) that already exists within the variety of source systems that the DOE uses, such as ATS, ACUITY, ECLAS-2, HSST, etc. ARIS is simply a one stop information center for parents to identify and monitor their child's activity at school, including attendance, instructional performance, and all other aspects of school life.

Student personal information is protected by Federal law therefore; confidentiality is of vital importance to us. This information is restricted to viewing by the legal parents or guardians, school personnel (with permission from the principal), the school ARIS Parent Link (APL) administrator, Neville Waldron, and the principal.

The people listed above do not have to right or access to modify or change any part of a student's information,

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except for the APL administrator or principal whose access is limited to viewing and changing student password if requested by the parent or guardian. Direct changes to a student's profile can only be done by central data processing unit within the Department of Education. ARIS data is updated every night except in the summer during the regular school year (September through June).

We are urging every parent to log-in to ARIS and view their child's information. If you have any difficulty logging-in or find any information that you think is inaccurate please do not hesitate to contact the school APL or class teacher.

PARENT COORDINATOR'S – WORDS OF WELCOME

Dear Parents/Guardians:

Welcome back to school! The new school year has just started and we have several new students and (of course) parents. As mandated (*by the Chancellor's regulation A-660*) the Parent Association (PA) conducted its annual election last June (19th) at which resulted in re-election of most of the executive members, including the President, Treasurer, and Secretary. Additionally many new parents were elected as executive members. The executive committee includes the following: a. Ms. Luz Pinto: President, b. Mr. Caesar Olivas : Treasurer, and c. Ms. Maire Surpris – Secretary. Other elected executive members are Daisy Venero, Mumtaz Ahmed, Ms. Sumara Malik, Ms. Alicia Veleus, Ms. Latifa Lamghasi, Helene Dye, and Mr. Mohammad Hussain.

Our school recognizes that at the start of the new school year (September 2009) there will be several parents of newly admitted students – those who weren't present at the time of the elections, hence wasn't factored in the election process. Therefore, the group has agreed to convene a special elections addendum in order to provide the new parents the opportunity to be nominated and elected in the executive committee.

Remember that as a parent or guardian of a student attending P993Q you're automatically a member of the PA.

A diverse leadership body brings new and unique energy and ideas. In collaboration with the parent coordinator, Neville Waldron, the PA President Luz Pinto, and other executives are working on strategies to engage and assist in providing support to parents across P993Q. The first phase of the

strategy is to participate in the schedule localized "Getting To Know You" meetings at various (P993Q) school sites to identify and engage parents, especially those who have not been involved in the association in the past and also for the parents of newly admitted students.

We are continuing to try to find parents who have leadership skills and would be willing help others that may be in need of supports. These parents will in turn spear-head small groups of parents who are less likely to participate in group sessions because of various reasons. By the end of fall we're expecting to establish a functional support group within the PA. We're calling on all parents of students of P993Q to participate in this continuing effort, which will result in enhancing the PA and consequently a new partnership between the home, school and community.

For more information on the PA, contact Ms. Luz Pinto, President, or Mr. Cesar Olivas email 75q993pa@schools.nyc.gov or parent coordinator, Neville Waldron – 718-224-0490 & 347-563-4390; email: nwaldron2@schools.nyc.gov

Best Regards

Neville Waldron, Parent Coordinator

Vision and Mission

The mission of P.993Q is to prepare our students for the challenges they will face as they become productive members of their communities and the inclusive world of work. Our school is committed to providing comprehensive programs, which identify and integrate the skills needed for our students to achieve positive outcomes, in all learning environments. We will enable students to develop pro-social, school and community behavior while following the Chancellor's and Department of Education's (DOE) initiatives. Empowering the students to make appropriate choices and increasing their self-esteem are major goals of our school. We supply a structured and consistent environment that provides many opportunities for success through many positive support programs. We feel strongly that our students will have positive outcomes when high expectations & educational standards are part of a cohesive & nurturing school environment.

Message from the Parent Association



SCHOOL BUS - REMINDERS

The Office of Pupil Transportation strives to keep parents up to date on any changes affecting services their children receive. Please log on to our website frequently to access the most current information available.

Dear Parents and Guardians:

My name is Luz Pinto, President of the Parent Association (PA) P993. I'm taking this opportunity to welcome you back to another school year with the PA and for those parents that are new to P993, welcome to your new school program. All together, the PA would like to welcome you to the school and to invite you to get involved in the Parent Association. There are several ways to become involved including, attending regular scheduled monthly general meetings, attending school leadership meetings (SLT), Attending CCSE meetings, Attending workshops and helping other parents, etc. Please join us in the PA to exchange and share positive ideas. Together we can be the greatest support for each other and to help to make the school a better place for all of our kids.

All meetings, except where indicated (holiday or other activity), will be on the 3rd Friday of each month, at 9:30 AM, and will take place at PS 993Q @ PS 130. In cases where we are unable to hold a meeting on the scheduled date and or venue, alternative arrangements will be set by the committee and a notice will be sent home, at least one week in advance to inform you of the change. The PA monthly general meeting schedule will be sent home to you on a separate calendar. The meeting will be held at our PS 130 site at 200-01 42nd Avenue, Bayside, NY 11361

Please contact Ms. Luz Pinto at tel: 347-524-3394, Mr. Cesar Olivas at tel: 917-817-colivas2000@yahoo.com, or Neville Waldron, Parent Coordinator member (718) 224-0490, if you have any questions or wish to become an active parent member.

Together, we can make all good things happen!

Ms. Luz Pinto
President, Parent Association

- **FIRST WEEKS OF SCHOOL** - Parents should be aware that the first few weeks of school are always a transitional period and as such population changes and address changes affect routes and they are adjusted quite frequently. We ask that parents be patient and understanding during this period.
- **KEEP INFORMATION CURRENT** - It is essential that this office have the most up to date information, i.e., telephone numbers (home and work), address changes (include apartment number), change of school, etc. Please inform your child's school immediately of any changes.
- **SESSION TIME AND CALENDAR** - Parents please take note of your child's session time and school calendar. Parents should make themselves aware of half days and holidays and make the appropriate arrangements for their children. If you are not sure of the dates, check with your child's school.
- **SAFETY** - As drivers we should allow extra travel time in order to reach our destination safely. Parents should instruct their children to be cautious while crossing streets and when boarding and disembarking the bus. Children are easily distracted and accidents happen in a split second. It is important that they be aware of their

surroundings at all times. The more we educate our children to be defensive pedestrians the safer they will be.

- **PASSING SCHOOL BUSES** - It is not permissible to pass a school bus when red lights are flashing. Section 1174 of the Vehicle and Traffic Law says in part that “ ...drivers shall stop the vehicle before reaching school bus when there is in operation on school bus a red visual sign ...or until signaled by the (bus) driver or a police officer to proceed”.
- **THINK SAFETY AT ALL TIMES**
It's best to walk ten feet ahead of the bus before crossing.
Make eye contact with the bus driver
Make the safety wave indicating that you are ready to Cross the street.
Wait for the bus driver to return the safety wave before crossing.
The Driver will check traffic in both directions.
When it is safe to cross, the driver will return the safety wave.

(source:<http://www.opt-sfns.org/opt/>)

Office of Pupil Transportation
44-36 Vernon Boulevard
Long Island City, NY 11101
Customer (718) 392-8855)

Transportation Information

Our Mission

The mission of the Office of Pupil Transportation (OPT) is to ensure that all eligible New York City students receive safe, clean, and timely transportation to and from school.

What OPT Does

OPT coordinates transportation services to and from school for eligible students in both public and non-public schools. Transportation services include stop-to-school busing, door-to-door busing and student MetroCards for use on public transportation.

Parents and Guardians,

To search for your child's bus route use the Student Transportation Information Search on the following website or contact the school.

<http://schools.nyc.gov/Offices/Transportation/default.htm>

IEP DEVELOPMENT

Your child's Individual Education Plan is a very important document. It is the plan that outlines your child's needs and all the services your child is entitled to receive. The IEP is supposed to paint an accurate picture of your child's strengths as well as the ways in which your child's disability affects his or her ability to learn in school.

As a parent you are *AN ESSENTIAL* component of the IEP team and you should have the opportunity to voice your opinion and be an equal participant in the decision-making with the other team members. Other required team members include a special education and a general education teacher (at least one, and sometimes both, of these are required to be your child's teacher), a district representative, and someone who can interpret the evaluations. Depending on the type of review, additional members may also be required to attend.

WHY IS THE IEP SO IMPORTANT?

An IEP is like a roadmap for all the educators that will be involved with your child going forward. It describes your child's disability and the severity of the disability. It outlines the various services necessary to support your child and what setting will be best for his/her education, whether this is a general education classroom, a special education classroom or a special school. In addition, the IEP specifies the group size, frequency, duration and location for each service. Finally, the IEP tells you how your child will participate in State and citywide assessments and what criteria will be used to decide your child's promotion to each next grade.

This IEP phase – meaning the time spent creating the IEP and putting it into action – is a very important time for you, the parent, to be involved as an advocate for your child and a partner to the educators that will be helping your child succeed. Make sure you and the educators who serve your child always have a copy of your child's current IEP.

For more information on special education services www.nycenet.edu/spss/sei/ctm/es.htm

The above information was extracted from “Educator's helping children” by Public advocate Betsy Gotbaum's et. Al.

NEW SCHOOL UNIT ALERT!

THE IEP AND YOUR CHILD

P993Q recently added the Frank Sinatra School of the Arts to its community!

If you're a principal of a NYC District 75 school, it is not uncommon to have between two to eight school units within your organization. At P993 it's no different. With eight units across Queens ranging from Long Island City to South Jamaica, the Principal, Ms. Jacqueline Zaretsky is tasked with managing very diverse programs, which she takes pride in ensuring its success.



For the school year starting September 2009, P993 will add to its program a new and unique school, the *Frank Sinatra School of the Art*, located in Astoria in western Queens. Ms. Zaretsky is delighted that she was considered to lead this program. The school is a new state-of-the art public educational program that was sponsored and funded by Actor and philanthropist Mr. Tony Bennett and will be run by NYC DOE school administration and staff. The school will house several hundred students comprising of both regular and special needs.



The special education program within the school will be managed by P993 which makes it a part of the P993 family; extending Ms. Zaretsky's program to nine school sites.

Although this may seem like just another school, it shouldn't be taken likely as this program requires students & staff with potential specialized artistic skills as well as the mandated qualification, as required by the DOE. Therefore, thorough and careful consideration is being conducted in the selection processes.

The building will be used as an artistic complex, which includes a school and a modern theatre. Although the building wasn't completed at the time of writing this article (90% - mid summer), by the time you have finished reading, it will be. On a recent two hour tour of the building I was left in

Awe.....& wow... Although I'm aware of the multi-purpose intention of the building, it was difficult to comprehend them in one building – a modern theatre with a public school wrapped around it. Nevertheless we're all delighted to have this new school as a part of the P993 community.

RESOURCES FOR PEOPLE WITH DISABILITIES

If you have a child with a disability and need assistance, call RCSN at 212-677-4650. We are information, referral, advocacy and support center. We can help you with any issue concerning a child with a disability from birth through 21. We will help locate and obtain programs and services of all kinds – educational and vocational programs, child care and after school services, camps, support and respite, evaluation and diagnostic services, therapies, medical and health, legal, remedial, adaptive equipment and toys, wheelchair accessible transportation, and more.

Resources for Children with Special Needs, Inc. (RCSN)

Services: Multiple Resources

116 East 16th Street, Fifth Floor
New York, NY 10003

212-677-4650

E-mail: info@resourcesnyc.org;

www.resourcesnyc.org

Visit our Database on the Web™ at

www.resourcesnycdatabase.org

Queens Parent Resource Program

Services: Family Reimbursement; Medicaid Service Coordination;

Family Support Outreach; Family Assistant Services,

After School Respite; In-home Respite and much more

112-40 Francis Blvd, Q/Ville, NY 11429

Tel: 718-736-8690; Fax: 718-736-8690/96

Tender Care Human Services

Services: Multiple Resources

Services include Autism, pervasive developmental Disorder, and or other Developmental Disabilities.

114-02 Guy R. Brewer Blvd., Ste. 218 Jamaica, New York 11434

Tel: 718-883-6660 Fax: 718-883-6649

Medicaid service Coordination Dept. 718-526-6125

Lifespire - Article 16 Clinic Services

Services: Evaluations

Comprehensive Psychological & Psychosocial Evaluations
(Arrange for Clinicians to Come to Your School to Conduct Evaluations)
Tel: 718-454-3584 or email: clinic@lifespire.org

Samuel Field Y

Services: After School Programs

For Children With developmental Disabilities

Services include door to door transportation from school to home.

58-20 Little Neck Parkway, Little Neck, NY 11362

Columbus Day – October 9



Columbus Day honors the explorer **Christopher Columbus**, who first landed in the New World on October 12, 1492

FOR GENERAL INFORMATION ABOUT
THE NYC DEPARTMENT OF
EDUCATION CHECK THE WEBSITE

<http://schools.nyc.gov/>

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Contributions of Articles and other information were made by staff members of P993Q, extracted from the internet, and many other resource agencies, which support the cause of the students of NYC District 75 public schools.

HEALTH CORNER

A Healthy Child Is Ready To learn

A healthy body supports a healthy mind! So nurture your child's physical well-being:

To teach your child about good nutrition:

- Offer him a variety of foods each day: include a mix of fresh fruits, vegetables and low-fat dairy products.
- Limit sweets. Treats like candy and cake are just that – treats.
- Offer water. Don't go overboard on juice and sweetened drinks.
- Eat together. At mealtime be a role model for proper eating habits.
- Don't label foods as "good" or "bad." Instead, talk about healthy portions and making smart food choices.

To promote exercise:

- Go out and play! Toss a ball. Take a walk. Experts suggest that kids get at least an hour of physical activity each day.
- Don't drive when you can walk. Is the store just around the corner? Skip the car and grab your sneakers.
- Limit TV time. Couch potatoes aren't born, they're made. So don't let your child "veg out" in front of the tube.

To preserve rest time:

- Be sure your child gets 10 to 11 hours of sleep each night. That's the amount experts recommend for school-age kids.
- Enforce a regular bedtime.
- Adopt a nightly routine that includes quiet activities (no TV).
- Beware of hidden caffeine in things like cocoa.
www.parent-institute.com

Happy Halloween Day October 31



Borough

Enrollment and Committee on Special Education (CSE) Locations

Special education students in elementary and middle school who are new to New York City and require special class, collaborative team teaching, or District 75 placement should visit one of the offices below. All other new students should visit a Borough Enrollment Office

Borough	Districts Served	Address and Phone	CSE Location	Borough Enrollment Office
Bronx	7, 9, 10	1 Fordham Plaza, 7th Floor, Bronx, NY 10458 Phone: 718-741-8495	x	x
Bronx	8, 11, 12	1230 Zerega Avenue, Bronx, NY 10462 Phone: 718-828-2975		x
Bronx	8, 11, 12	3450 East Tremont Avenue, 2nd Floor (special education K-8 placement for non-public school students only -- non-attending, charter school, and private school students) Phone: 718-794-7428/7429	x	
Brooklyn	17, 18, 20, 21, 22	5619 Flatlands Avenue, Brooklyn, NY (special education K-8 placement for non-public school students only -- non-attending, charter school, and private school students) Phone: 718-968-6200	x	
Brooklyn	20, 21	415 89th Street, Brooklyn, NY 11209 Phone: 718-759-4914	x	x
Brooklyn	13, 14, 15, 16	131 Livingston Street, Brooklyn, NY 11201** Phone: 718-935-4908	x	x
Brooklyn	19, 23, 32	1665 St. Mark's Avenue, Brooklyn, NY 11233 Phone: 718-240-3600	x	x
Manhattan	1, 2, 4	333 Seventh Avenue, 12th Floor, New York, NY 10001 Phone: 212-356-3700	x	x
Manhattan	3, 5, 6	388 West 125th Street, 7th Floor, New York, NY 10027 Phone: 212-342-8300	x	x
Queens	24, 30	28-11 Queens Plaza North, Long Island City, NY 11101 Phone: 718-391-8386	x	x
Queens	25, 26	30-48 Linden Place, Flushing, NY 11354 Phone: 718-281-3791	x	x
Queens	27	82-01 Rockaway Boulevard, Ozone Park, NY 11416 Phone: 718-348-2929	x	x
Queens	28, 29	90-27 Sutphin Boulevard, Jamaica, NY 11435 Phone: 718-557-2774	x	x
Staten Island	31	715 Ocean Terrace, Building A, Staten Island, NY 10301 Phone: 718-420-5629	x	x



TRANSLATION & INTERPRETATION UNIT

The Department of Education's Translation & Interpretation Unit was established to help families bridge the language barriers that can keep them from getting involved in their children's education.

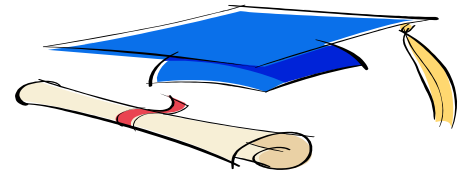
The Translation and Interpretation Unit was created in 2004 as a resource to help schools and offices communicate with non-English proficient families. In 2006, Chancellor's Regulation A-663 was implemented to formalize the Department's commitment to providing language services to non-English proficient families.

In the 2007-08 school year, the Office for Family Engagement and Advocacy and the Translation and Interpretation Unit launched citywide Native Language Forums. At these forums, we provided more than 60 presentations in the eight major foreign languages spoken in the City.

The Unit also provides translation of written materials to schools at the request of principals. Examples of written materials translated for schools include letters, school handbooks, meeting notices, school calendars, and school newsletters. The Unit also provides one-to-one, over the phone interpretation services to schools. These services facilitate conversations between parents and school staff members.

Non-English speaking parents have a right to request interpretation services and schools must honor the request by phoning the Translation and Interpretation Unit hotline, which is accessible only to schools and internal DOE offices.

<http://schools.nyc.gov/Offices/OFEA/SupportforFamilies/TranslationandInterpretation>



FAMOUS QUOTES

Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man's training begins, it is probably the last lesson that he learns thoroughly.

Thomas H. Huxley (1825 – 1895)

I think people that have a brother or sister don't realize how lucky they are. Sure, they fight a lot, but to know that there's always somebody there, somebody that's family.

Trey Parker and Matt Stone, South Park, Cat Orgy, 1999

It is not wealth one asks for, but just enough to preserve one's dignity, to work unhampered, to be generous, frank and independent.

W. Somerset Maugham (1874 - 1965), 'Of Human Bondage', 1915

Giant Panda

Ailuropoda melanoleuca



As China's unofficial mascot and the symbol of the World Wildlife Fund, the giant panda is one of the most beloved animals in the world. It is also one of the more endangered species in the world, with only about 1600 living in the

wild. Conservation efforts and breeding programs are currently in place to restore panda populations to their native habitat in the mountain forests of southwest China.

Giant pandas are identified by their distinctive black and white coloring. Their ears, muzzle, eyes, shoulders and legs are black while the rest of their body is white. Their thick hair keeps them warm in the cool, wet mountain zones. When on all fours, giant pandas average between 60-100 cm (2-3 ft.) tall at the shoulder and between 1-2 m (4-6 ft.) long. They can weigh between 100-115 kg (220-250 lb.), with males being larger than females.

THE STATUS OF PARENT INVOLVEMENT

Parent involvement at P993 has grown tremendously over the last few years. It is gradually reaching a level at which the parent are becoming comfortably participating and coordinating and parent related activities. Our parent association has stepped up to the challenge of self empowerment. However, although we're making much progress we still have a long way to go before declaring total success, in a fully functioning and involved parent community.

P993 Fosters a Parent Friendly Environment. We encourage parent Involvement



DAYLIGHT SAVINGS TIME NOVEMBER 11, 2009

Remember to set your clocks back one hour

After DST is over, clocks are turned back an hour, effectively moving an hour of daylight back from the morning to the evening.

*Interesting way to remember this:
"Spring forward, Fall back"*

REMEMBER TO CHECK YOUR CHILD BACKPACK EVERY DAY FOR IMPORT INFORMATION INCLUDING:

- 1. HOMEWORK**
- 2. RESOURCES THAT COULD HELP YOU AND YOUR CHILD**
- 3. INFORMATION ABOUT THE SCHOOL**
- 4. PARENT EVENTS AND OPPORTUNITIES**

Five years ago with the intervention of the DOE new parent initiative of having full time parent coordinators at each public school our school commenced an intensive effort to build an involved parent community. Led by the principal and parent coordinator along with support from the guidance counselors, we commenced organizing resource workshops for parents based on the children needs. At first attendance was limited to a few parents but gradually evolved into the double digits and beyond. The build up of parent attendance was possible due to a number of factors, ranging from outreach by the parent coordinator, to parents receiving additional resources to support their children through the department of education and also from resource agencies outside the department. From the parent side the response was due to many factors such as, simply curiosity to know more about the school and to find out how they could help, and to the invitation from the parent coordinator on resources that could benefit them and their children.

Our parent involvement has reached beyond parents showing up at meetings as listeners or chair warmers. Parents are now functionally involved in coordinating and managing PA activities. At P993 the PA and the parent coordinator have established a functional partnership through coordinating family events, including resource workshops and weekend recreational events.

Furthermore, over the past two years we've experienced our fastest escalation of parent involvement and highest frequency of events. This is, in part, triggered by numerous factors including, the intensity and level of supports and outreach by

the parent coordinator, the quality of education and services children receives at the school, and also the partnership established between the parent association and the parent coordinator. Unlike in the past, many parents are now proactively within and beyond our school community. To mention a few: Within the school community parent are involved in the parent association, providing support services to other parents that need help, participating at resource workshops which targets helping other parents, participating as members of the school's SLT, and parent leadership groups. At the wider DOE citywide level parents are active at the DOE president council, and the CCSE. Outside the school community parents are also active, this includes but is not limited to functioning at a number of relevant resource activities which serves to help children and peoples with disabilities, including resource fairs, conferences and seminars, city and state wide legislative conferences, etc. This level of involvement adds up to a critical mass of empowerment of the parent community. Unfortunately, although this degree of parent involvement is significantly higher than in the past it only represents a small (20% to 30%) percentage of our parent community. This represents far above the average of parent involvement in NYC public schools however, it clearly shows that there is much more work to be done in getting parents involved.

The underlying principle of our school and also our common goal is to do what would best help the child to maximize his or her potential – doing what is best for the child. Once parents understand this message a degree of trust is established. Once the degree of trust is established a common and possibly functioning relationship emerges, after which time all parties are on equal grounds to positively support the education and development of the child.

Our continuing message to all parents is to roll up your sleeves and get involved in your school community. Remember, our school is your school and your child's school. Let us continue to build it.

Help Your Child Succeed In
School. Join The Parent
Association. It Is Free!

ELSB Is Helping To Build Skills

P993 is using ELSB to help build the literacy skills of our students in the elementary school programs. It is one of our unique early skills building instructional tools, along with other hands-on tools, that help students to learn more effectively. We have started using this tool with one class since the start of the 2008 school year, and have extended it throughout our elementary program.

What is ELSB?: Early Literacy Skills Builders (ELSB) is a research-based and language-rich literacy curriculum for children ages 5 to 10 with moderate to severe developmental disabilities. It incorporates systematic instruction to teach both print and phonemic awareness. ELSB is a multi-year program with seven distinct levels and ongoing assessments so students progress at their own pace.

How is ELSB Researched? Foundations: ELSB is based on exhaustive analyses of published research on reading acquisition. The National Reading Panel Report (NRP, 2000) provided strong evidence that phonemic awareness, phonics, vocabulary development, and comprehension are among the essential components of a successful reading program. In addition, Dr. Diane Browder (2006) directed an analysis of 128 studies on teaching reading to students with cognitive disabilities, which indicated the effectiveness of using systematic instruction techniques to teach sight words. ELSB accommodates the research from both analyses by including the NRP components and systematic instruction techniques.

The goal of ELSB is to develop the skills and behaviors children need to succeed in a standard reading program. ELSB is a multi-year program for children ages 5 to 10 with:

- Autism
- Severe cognitive disabilities
- Moderate cognitive disabilities
- Multiple disabilities and
- Mild disabilities who are English learners.

<http://www.attainmentcompany.com/featured/elsb/index.html>

SPEECH CORNER



Making the connection between school and home...

As we approach a new school year, it is key to remember the importance of collaboration among school and home. Children learn best when taught with consistency, repetition and structure. Remember to keep in continuous contact with your child's speech therapist. Collaborate with them as your child's speech and language goals are developed and created. Always express your concerns and provide the therapist with specific skills that you feel should be addressed with your child. Inquire about ways you can work on your child's speech and language skills at home.



"The Importance of Social Skills"

Communication does not take place in isolation. Often times when we think about communication we think about the act of speech – labeling items, asking for things we want, etc. We often overlook the importance of practicing appropriate social skills with communicative partners. Some examples of these social skills may include:

- eye contact
- staying on topic
- starting a conversation
- gestures
- facial expressions
- participating in conversational exchanges

Appropriate social skills are just as important as developing vocabulary skills, whether your child communicates using words or with another system (pictures, voice-output device, etc). Here are some ways of practicing appropriate social skills at home:

- Keep desired items in sight, but out of reach:
 - When your child asks for a desired object/situation, encourage him/her to make eye contact.
 - If they are trying to get the attention of a sibling/friend/family member – prompt them to call that person's name, make eye contact and then make the request.
- Point to picture and/or use gestures while speaking
- When you ask your child a question and he/she responds using 1-word, encourage him/her to expand on the answer.
- Model appropriate gestures, facial expressions when interaction with your child.

Practice these opportunities as they occur in the natural setting. Please remember the importance of continuously communicating with your child's speech therapist. Your child's goals should reflect skills that are important to you and your family and most of all should help your child work towards becoming an independent communicator!



Did you know...?

- 55% of social communication involves gestures, posture and stance
- 38% of social communication involves the tone of words
- 7% of social communication involves words

P993Q 2009-2010 CALENDAR (QUICK VIEW)

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 LABOR DAY
28 YOM KIPPUR

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 COMUMBUS DAY OBSERVED

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3 ELECTION DAY
11 VETERAN'S DAY
26-27 THANKSGIVING RECESS

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

24/DEC-1/JAN WINTER RECESS

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 NEW YEAR'S DAY
18 DR. M. L. KING JR. DAY

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15-19 MID-WINTER RECESS

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29/MARCH THROUGH 06/APRIL SPRING RECESS
~GOOD FRIDAY, EASTER & PASSOVER

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 MEMMORIAL DAY

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10 CHANCELLOR'S CONF. DAY - STUDENTS OUT
25 YEAR END FOR STUDENTS
29-30 STAFF ONLY

**PA General Meetings Will Be Held On The
3rd Friday Of Each Month, Unless
Otherwise Informed**

MAJOR 2009-2010 HOLIDAYS AND EVENTS

(school year)

* **September 7, 2009:** Labor Day [1st Monday in Sept]

• **October 12, 2009:** Columbus Day (observed) [2nd Monday in Oct]

• **November 11, 2009:** Veterans' Day [Nov. 11 every year]

• **November 26, 2009:** Thanksgiving Day [4th Thursday in Nov]

• **December 25, 2009:** Christmas Day [Dec. 25 every year]

• **January 1, 2010:** New Year's Day [Jan. 1 every year]

• **January 18, 2010:** Martin Luther King Day [3rd Monday in Jan]

• **January 20, 2010:** Inauguration Day [every 4th year]

• **February 15, 2010:** Presidents Day (observed) [3rd Monday in Feb]

note: Presidents Day is also Washington's Birthday (observed)

• **May 31, 2010:** Memorial Day (observed) [last Monday in May]

• **July 4, 2010:** Independence Day [July 4 every year]

INTERESTING ANIMAL FACTS

<http://www.freakyanimals.com/facts001.shtml>

- You can tell if a skunk is about if you smell only .000 000 000 000 071 ounce of its spray.
- When a dolphin is sick or injured, its cries of distress summon immediate aid from other dolphins, who try to support it to the surface so that it can breathe.
- The Albatross has a wing span of up to 14 feet and only needs to land once every couple of years to breed. They can travel hundreds of thousands of miles each flight.
- Certain Chinese and American alligators can survive the winter by freezing their heads in ice, leaving their nose out to breath for months on end.
- Sea Otters use so much energy that they need to eat as much as one-third of their weight each day.
- The biggest bird in the world is the ostrich,

which can grow up to nine feet tall.

- According to hospital figures, dogs bite an average of 1 million Americans a year.
- The sailfish, the swordfish and the mako shark have all been clocked at swimming over 50mph.
- Montana mountain goats will butt heads so hard their hooves fall off.
- It takes around 10 dump-truck loads of wood to make a proper funeral pyre for a full-size elephant.
- The notion that cats and dogs are natural enemies (suggested by the phrase, "fighting like cats and dogs") is overstated, if not simply false. Generally speaking, cats and dogs get along better than cats and cats or dogs and dogs.
- The last animal in the dictionary is the Zyzzyva, a tropical weevil.
- Honeybees have hair on their eyes.
- The only continent without reptiles or snakes is Antarctica.
- There's a "meow" in the middle of "homeowner."

SIGNIFICANT HOLIDAYS

Veterans Day

In Europe it is known as Armistice Day and originally commemorated the end of the Great War (First World War) in 1918, being on the eleventh hour on the eleventh day of the eleventh month. Like Memorial Day it now commemorates all Americas war dead.

Thanksgiving Day

The puritans landed in America in 1620 but many of them died during the coming winter. With the help of the local native American Indians who taught them how to plant various crops including corn, they reaped a good harvest the following fall (autumn) and as a result they gave thanks for their salvation; hence Thanksgiving Day which has been celebrated from 1621 to this day.

Traditionally on Thanksgiving Day (fourth Thursday in November), Americans will get together with their families and many will take the following day, the Friday, as holiday as well to make it a long weekend.