



Principal's Message

Welcome to our school, P993Q. As we complete the first four months of our 2009-2010 school year, we have identified many new-age appropriate content and skill objectives based on the emotional, social and academic needs of our students.

We continue providing powerful teaching tools, such as Wilson Foundations Reading Program, Everyday Math, Early Learning Skill Builders, SMILE teaching program, District 75 Literacy Units of Study in the specialized programs supporting Reading and Writing we are able to provide an exciting and fun learning environment that supports the varying learning styles of our students within P993Q, while supporting and integrating technology into the school day.

Through ongoing Professional Development, our school community has supported our teachers, related service providers, and support staff with the skills necessary to provide opportunities for all students to learn and experience success, both academically and socially.

Over a four year initiative the Positive Behavior Intervention Supports program has helped to create a motivating atmosphere within the school community. Data supports that positive behavior will ultimately increase academic performance, while providing an atmosphere that motivates, challenges, and fosters high expectations for students.

As an integrative school program, much emphasis has also been placed on providing extended social activities beyond the school day. With the help of our PA and Parent Coordinator, we have provided many activities during school days and on weekends. These include resource and support workshops, Saturday playdays, bowling sessions, and movie mornings. These experiences are part of our wider effort to give students the opportunity to participate in community-based activities along with peers, siblings and friends.

Our teaching staff and related service providers continue to work collaboratively to create and implement new approaches toward classroom instruction. The collaborative inquiry process is a new focus for P993Q. Additionally, our parent coordinator, family worker, guidance counselor and psychologist continue to strengthen the relationship between the



home and school communities in order to ensure that your child benefits from a collaborative environment.

Through the Getting Ready to Learn program, P993Q has implemented a collaborative and integrative approach towards a therapeutic classroom model. This is the second year since the start of the program and we've seen significant success. We plan to expand the program to several more classes across our program.

We are very proud of the progress our school has made and can assure you that we will do our best to continue providing the appropriate educational services for your child. We look forward to implementing the many new initiatives and programs that support our students. In a time of budget constraints, P993Q continues to provide the appropriate services and instructions for our diversified population.

Sincerely
Jacqueline Zaretsky,
Principal

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FEBRUARY IS BLACK HISTORY MONTH

PARENT COORDINATOR'S UPDATE

Dear Parents/Guardians & Associates:

Happy Holidays! As we move into another holiday season, we're continuing to enjoying great success with our parent involvement program. Since the start of the 2009-10 school year we've conducted several resource workshops and weekend fun activities, including, among others, the following:

- a) The "bridging the gap – the home school connection" workshops, a series of workshops conducted at many sites by the parent coordinator, for local parent populations. The series focuses on enhancing the relations between the home and the school environments,
- b) Multiple Resource Workshop – conducted by IYAO social services resource agency,
- c) Government Benefits & How They Work – conducted by Charley Hope of QCP
- d) The Queens Annual Family Support Conference & Fair hosted by the QCDD,
- e) Let's Go Bowling – a weekend bowling event for students and families,
- f) Family Night of Story Telling & Pajamas Party – collaboration between P993 & P4,
- g) Legal & Financial Planning For Your Special Needs Child – northwest mutual financial network,
- h) Parent Pot-Luck Lunch – an opportunity for parents and guardians to explore and share the rich cultural diversity through a variety of food, etc.

In addition, several parents have been able to access services and their children are now receiving them. Continuous collaboration between the parent association and parent coordinator has significantly enhanced parent participation and parent confidence in the school. The goal is to strengthen the partnership between the school and home environments to result in the best possible education and social experience for each student.

We also recognize that to successfully support our students we have to provide similar supports to many of the parents, therefore I would like to urge parents who are interested in getting help and also those that can help, to contact me or any member of the PA leadership group. We are also continuously inviting and encouraging parents to volunteer with PA related activities.

Together we can and will be the strongest resource for our kids.

Remember, the more you're involved in your child's development the greater his or her chances.

Have a wonderful holiday.

Sincerely

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

Dear Parents and Guardians,

As we approach the year end and holidays I'd like to thank all the parents, teachers, and administrators for their efforts in making life comfortable for our children. The first part of the school year has been very positive for parent participation. Despite all of the challenges our children encounter and endure daily we were still able to overcome them by sticking together and supporting each other. Our regular parent events and many parent association (PA) meetings were well attended and yielded great results. Through parent association and parent coordinator's collaboration parents were able to receive badly needed services for their children including psychological & psychosocial evaluations; financial reimbursement for goods and services; after school & weekend programs, respite programs and many others. All of these programs were provided free of cost.

Additionally, the PA is very thankful for the quick action taken by our principal, Jacqueline Zaretsky in getting our students (of P993@P130) included in the building's picture-day program. This allowed our students to get their school and class photos taken, which originated from request from the parents.

As usual, our wonderful parent coordinator, Neville Waldron has and continues to be a strong support for everything we do. Thank you! All together, the PA would like to wish you all the very best for the holidays and a happy New Year. We look forward to continuing with you in January 2010.

Happy Holidays and a Happy New Year!

Ms. Luz Pinto
PA President

EDUCATION CORNER

T.E.A.C.C.H. Methodologies

Overview

Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) is a comprehensive strategy that dictates class structure and daily routine. It provides structure, organization and prompts to promote independence and communication.

Description

Provides physical structure, scheduling and organization to the classroom in order to minimize the negative impact of student weaknesses in communication, social skills, hypersensitivity to sensory input, distractibility, etc. While maximizing the positive impact of student strengths, including visual skills, memory and personal interests and preferences. Utilizes class and individual scheduling, verbal and visual prompts and 1-on-1 (teacher/student) joint activity routines based on meaningful and enjoyable social situations as the platform for teaching work, communication, social and leisure skills.

There is a home component in which parents may participate.

Goals

To improve communication skills and promote independence by emphasizing each child's strengths and interests, promote the concept that coordination and integration over time is as important as consistency within a given situation.

TEACCH can be applied across age groups and agencies.

Background

Developed in response to the North Carolina General Assembly legislation (1972) mandating creation of the Division for the Treatment and Education of Autistic and Related Communication Handicapped Children. Located in the department of Psychiatry, School of Medicine, at the University of North Carolina at Chapel Hill, division TEACCH was the first statewide, comprehensive community-based program dedicated to improving the understanding and services for autistic and communication handicapped children and their families.

Recommendations

TEACCH classrooms are recommended for students who are visually oriented and who also who demonstrate basic behavioral attending skills.

Source: schools.nyc.gov



Keeping Your Child Safe and Secure

The department of Education works hard every day to keep your child safe. The following are some of what we do and some steps you can take to keep your child safe and secure.

How You Can Help Your Child Use the Internet Safely

Parents should play a role in protecting their children online, just as they work to ensure the safety of their children as they walk along streets and ride subways and buses through New York City.

The Department of Education is now offering a comprehensive K-12 Internet safety curriculum to schools as well as workshops for parents. You can ask your school's Parent Coordinator, librarian, or technology specialist if your school plans to use the new curriculum.

Here are some tips for what you can do to keep your child safe online.

- Set ground rules. For example, establish how much time your children can spend online and during what hours. Make sure your children understand the rules and agree to follow them.
- Discuss with your children what they did on the Internet, who they talked to, and what they saw or learned.
- Explain to your children the importance of not revealing personal information online including address, school, places they like to visit, photos, and age.

- Know your children's passwords. Let your children know that you will be checking what they are doing online.
- Talk with your children about the dangers that you're trying to protect them from so they can use your reasoning to make smart choices when you're not around.
- Read the Privacy Policy of any site that asks your children for personal information.

What are some possible signs of inappropriate Internet use?

- Your children spend a lot of time online or in chat rooms, especially at night.
- Your children are secretive about what they are looking at online and quickly change the site when you enter the room.
- Your children communicate with people who you don't know.
- Your children receive gifts or packages from people you don't know.
- Your children seem upset or withdrawn, especially after Internet use or when you question them about online activities.

Cyber Safety Resources for parents:

- <http://iSafe.org>
- <http://getnetwise.org>
- <http://cybersmart.org/for/parents.asp>
- http://www.fbi.gov/publications/pguide/pguide_e.htm
- <http://www.staysafeonline.info>
- <http://www.aim.com/acronyms.adp>
- <http://www.familywatchdog.us>

schools.nyc.gov

Information for people who get or apply for SSI

Applying for SSI

People can apply for SSI by visiting a Social Security office or calling us for an appointment. Additionally, it is possible to complete a large part of an application for SSI disability benefits online at **www.socialsecurity.gov**. Parents or guardians usually can apply for a child under age 18. It is helpful to have the following information before applying:

- Social Security card or number;

- Birth certificate or other proof of age;
- Home information, such as a mortgage receipt or lease and landlord's name;
- Payroll slips, bank books, insurance policies, car registration, burial fund records and other information about income and resources;
- Names, addresses and telephone numbers of doctors, hospitals and clinics (if applying due to disability or blindness); and
- Proof of U.S. citizenship or noncitizen status.

People should apply even if they do not have all the things listed. We can help them get what is needed.

www.socialsecurity.gov



SCHOOL BUS - REMINDERS

The Special Education Eligibility Requirements

State education law mandates that the City provide transportation for special education children residing in New York City to and from the school they legally attend. The type of transportation provided (yellow bus or Metro Card for public transportation) is determined by the student's Individualized Education Program (IEP) which is developed by the Committee on Special Education. Unlike general education where eligibility is determined by a student's grade level and the distance he or she lives from school, a special education student's eligibility for transportation is determined solely by the requirements of their IEP.

The Chancellor's Regulations define the key responsibilities of everyone involved in the movement of special education school children. This includes the Office of Pupil Transportation (OPT), the Division of Special Education, the Committee on Special Education, the bus companies, drivers, escorts, schools, parents, and children.

Change of After School Drop-Off Location for Special Education Students

Special education busing is a door-to-door service. In some cases, parents may need an afternoon drop-off location that is different from their child's morning pick-up location. Parents should complete the Request to

Change a Special Education Student's After School Drop-Off Location form to request that their child be dropped off in the afternoon at a location other than their home address. Regulations do not require that a student be dropped off after school at any location other than the student's home, but OPT will make every effort to accommodate these requests provided that the following conditions apply:

- The student must be entitled to and receiving door-to-door transportation.
- The student may be dropped at only one alternate location within the same week.
- The new drop location is in the child's home borough.

To assist us in reviewing and processing your request, please be sure to:

- Print the information clearly.
- Enter the student ID number.
- Sign the form: Parent/guardian or other designated person responsible for the child.
- Mail or fax the request to the address listed on the form.

View, print or save this information in Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish or Urdu.

View, print or save the **form** in Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish or Urdu.

<http://schools.nyc.gov/Offices/Transportation/ParentResources>.

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

AROUND OUR CIRCLE

P993@P499 – Education through Celebration

At 993 at 499 we celebrated our annual Fall Festival. The students decorated colorful murals and designed fabulous fall centerpieces. They wore costumes and participated in



a grand parade for all to see. The students sang songs with our ESL Teacher, Mr. Leigh and a good time was had by all.

Our annual Thanksgiving feast reminded us what we have to be thankful for - our family, friends, and students - both at home and school. The collaborative effort of both parents and school has made our school year start off successfully and continues to be a positive environment for our students. Happy Thanksgiving!!

P993@P41 – Education through Celebration

After a restful summer vacation, our students came back to school very excited and eager to start another school year. The season began with an annual pilgrimage to Crocheron Park.



Classes Z01 Y53, V41, Y51 and Y52 went armed with cameras, shopping bags, and binoculars to embrace the fall foliage that Mother Nature provided us with. This year we all decided we were going on a scavenger hunt. Our mission was to bring back items that explored our senses in the living environment. For our eyes, we feasted on beautifully colored leaves, and wild berries that grew on the trees and bushes. We used our sense of smell to inhale the pleasant pinecones that we brought back to school. We were able to touch the leaves, pinecones, acorns, bushes and wild berries with caution. We observed birds building nests. We saw squirrels gathering acorns and breaking the acorns to eat the nut inside. We observed ducks swimming in a beautiful lake. We took many pictures to remember our wonderful day. We came back to school with our bags filled with all the wonderful presents Mother Nature had given us. We all had so much to talk about. We learned a lot about our nearby living environment.



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

IYAHU Social Services

Services: Providers of Services for the Disabled
Services include Autism, pervasive developmental Disorder, and or other Developmental Disabilities.
71 North Franklin Street, Suite 211 Hempstead, New York 11150
Tel: 516-280-5930 Fax: 516-280-5933

Queens Center for Progress (QCP)

Services: Services for People With developmental disabilities – Multiple Services
Medicaid Service Coordination, Evaluations, Family Reimbursement, Early Intervention, Supported Employment, etc.
81-15 164 Street, Jamaica, New York, 11423
Tel: 718-380-380-3000 Web: www.queenscp.org

New York State Institute on Disability, Inc. (NGSID)

Services: Services for People With developmental disabilities

Comprehensive Psychological & Psychosocial Evaluations, Family Reimbursement
(Arrange for Clinicians to Come to Your Home to Conduct Evaluations)

930 Willowbrook Road, Bldg 41-A, Staten Island, New York 10314



HEALTH CORNER

NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE

Thomas R. Frieden, MD, MPH *Commissioner*

H1N1 'Swine Flu': What You Need to Know

1. What is this new flu that's in the news? How dangerous is it?

The new flu, H1N1 flu or 'Swine Flu,' is a lot like regular (seasonal) flu. It is caused by a virus that infects your upper airways, causing fever and a cough that can last for a week or more. In New York City and the United States, the virus seems to cause mild illness. Just about all people get better on their own, without medicine.

2. How will I know if I have it?

H1N1 flu is a respiratory illness. Like regular flu, it usually causes a fever and a cough. It can also cause headaches, body aches, chills and tiredness. Some people who get the H1N1 flu may have diarrhea and vomiting.

3. How does the H1N1 flu spread?

Infected people can spread the virus when they cough or sneeze into the air. People can get infected by breathing in germs from the air, or by touching something with flu viruses on it, then touching their mouth or nose. You cannot get the H1N1 flu from eating pork.

4. Is there a vaccine

Not yet. Regular flu shots do not work against the H1N1 flu. Making a new vaccine will take 4 to 6 months, but scientists are working on it. In the meantime, there are things you can do to protect yourself against the H1N1 flu, regular flu, and many other respiratory illnesses.

5. How can I protect myself and others against the flu?

1. Cover your mouth and nose when you cough or sneeze. 2. Wash your hands often with soap and

water, especially after you cough or sneeze. Or use an alcohol-based hand cleaner. 3. Don't get too close to people who are sick. If you get sick yourself, avoid close contact with other people.

6. What should I do if I have flu-like symptoms?

If you have a fever with a cough or sore throat, stay home from work or school until you have been completely better for at least a day. If your cough lingers but you have no other symptoms, see a doctor. It may be alright to return to work or school if a week has passed since you first got sick. You don't need go to the hospital if your illness is mild. Cover your mouth and nose when you cough or sneeze, and wash your hands often.

7. When should I go to the hospital?

If your symptoms are bad and getting worse, you should visit a doctor or a hospital right away. If you aren't sure where to get care, call 311 for information. Care is always available if you need it, and no one will check your immigration status. Here are some signs that you may need medical treatment:

Adults

- Trouble breathing or shortness of breath; Pain or pressure in the chest or stomach; Sudden dizziness; Confusion; Severe vomiting that won't stop.

Children

- Fast breathing or trouble breathing; Bluish skin color; Fever with a rash; Refusing to drink fluids; Vomiting or diarrhea that won't stop; Not waking up or not interacting; Being too irritable to be held; Having flu symptoms return with fever and worse cough after starting to get better.

8. Should I keep my children home to protect them?

No. There is no need to keep children home from school or other activities unless they are sick. Teach your children to cover their mouth and nose when they cough or sneeze and to wash their hands.

9. Hearing so much news about the flu makes me anxious! What can I do?

Some anxiety is normal. But if you feel overwhelmed, help is available. Talk to a doctor or a

mental health professional, or call LifeNet, a confidential, 24-hour hotline.

English LifeNet: 311 or 800-LifeNet (800-543-3638)
Spanish LifeNet: 311 or 877-AYUDESE (877-298-33730)

Asian LifeNet (Mandarin, Cantonese and Korean):
311 or 877-990-8585

Deaf/Hearing Impaired (TTY): 212-982-5284 or
www.mhaofnyc.org.

Getting information is healthy, but watching too much news can be upsetting, especially for children. If your child watches the news, you should watch too, and explain what it means.

10. What is the Health Department doing about the H1N1 flu?

The Health Department is carefully investigating the H1N1 flu. We are checking with hospitals, and testing people with severe illness and people who get sick in groups to see if they have H1N1 flu. So far, the H1N1 flu seems to be similar to regular flu. As we learn more about H1N1 flu we will share information with the public. For more information:

From the New York City Health Department

<http://www.nyc.gov/html/doh/html/cd/cd-swineflu.shtml>

From the Centers for Disease Control and Prevention

http://www.cdc.gov/swineflu/general_info.htm

FOR GENERAL INFORMATION ABOUT
THE NYC DEPARTMENT OF EDUCATION
DISTRICT 75 CHECK THE WEBSITE AT

<http://schools.nyc.gov/Offices/District75>

PBIS ON THE SCHOOL BUS

The Wheels on the Bus.....”

School bus safety is always a priority for our school. This fall we have been working with our bus drivers and matrons and our students to reinforce the appropriate behaviors expected while riding on a school bus. We have brought school buses to the site so students could practice the safety skills they are being taught in their

classrooms. Here are some of the skills that were reviewed:

- Boarding the Bus Safely – Keep spaces between students, wait for the person ahead to move, hold onto the hand rail when climbing the bus stairs
- Riding the Bus – Remain seated, keep the seat belt on, hold on to belongings, speak quietly, listen to directions, keep hands and feet to self
- Exiting the Bus Safely – Wait for the bus to stop before leaving the seat, take belongings, walk down stairs using the hand rail

It is crucial for families, bus personnel, and school staff to work together so the transportation system works well and safely for everyone.

FAMOUS QUOTES

It is necessary to help others, not only in our prayers, but in our daily lives. If we find we cannot help others, the least we can do is to desist from harming them.

Dalai Lama

It is very important to generate a good attitude, a good heart, as much as possible. From this, happiness in both the short term and the long term for both yourself and others will come.

Dalai Lama

Newsletter Compiled & Edited by Neville Waldron, Parent Coordinator

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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.

TIGER (panthera Tigres)



The tiger is the largest member of the felid (cat) family. They sport long, thick reddish coats with white bellies and white and black tails. Their heads, bodies, tails and limbs have narrow black, brown or gray stripes. There were once nine subspecies of tigers: Bengal, Siberian, Indochinese, South Chinese, Sumatran, Malayan, Caspian, Javan and Bali. Of these, the last three are extinct, one is extinct in the wild, and the rest are endangered.

Fast Facts

HEIGHT: 3/3 ½ feet (.9 - 1.1m) at shoulders.

Length: Head and body length 4.6 - 9.2 (1.4 - 2.8m) feet (tail length 2-3 feet (.6 - .9m).

Weight: The Siberian tiger is the largest subspecies and males weigh from around 400-675 lbs (181-306 kg), while the Sumatran tiger, the smallest living subspecies, weighs in from around 220-310 lbs (100-136 kg).

Females of all tiger subspecies are smaller than males.

Lifespan 10-15 years

ARIS Parent Link

In ARIS Parent Link, you can find:

- * Up-to-date academic information about your child, available in nine languages
- * Results and explanations of assessments your child has taken
- * Your child's attendance record

You can log in to ARIS Parent Link anytime, from any computer.

To get started, you need:

1. A computer with Internet access
2. An e-mail address
3. Your child's ID number (OSIS #)
4. Your temporary password (you can get this from your child's school)

Need help?

Talk to the Parent Coordinator at your child's school.

NEVILLE WALDRON TEL: 718-224-0490 OR 347-563-4390

Go to:
www.arisparentlink.org

Your Input Counts!

Please keep in mind that the IEP is a document that should be developed collaboratively with your child's team at the school. Be sure to communicate regularly with your child's speech therapist. When it comes time to developing IEP goals, provide the IEP team with ideas and suggestions you may have regarding specific skills you would like addressed for the year.



“Helpful Strategies to Support Communication”

Communication is learned and doesn't happen spontaneously. It is up to us as the adults to create an environment that will encourage a variety of communicative interactions with you and your family members. Below is a list of strategies that can be used to support communication in a variety of settings. Encourage family members and friends to incorporate these strategies when interacting with your child. It sometimes takes our children a little bit longer to process information presented, therefore, it is important to remember to **wait** for a response, sometimes up to 5 seconds.

Strategies

- ❖ **Observe, wait & listen** – see what your child does to initiate an interaction
- ❖ **Speak slowly & repeat** – it sometimes takes them a little bit longer to process the information presented to them
- ❖ **Talk about events in the present** – remind them of what is going on in their immediate environment
- ❖ **Control questions & use sparingly** – we don't want them to become dependent upon only answering questions-- we want them to comment on their environment, ask questions, etc.
- ❖ **Provide a model** – this will allow them to know what you want them to do
- ❖ **Offer controlled choices** – 'X' or 'X' – this will help to focus your child when making a request
- ❖ **Use fill-ins** – this strategy will give your child clues to the correct answer
- ❖ **Use/point to picture &/or object cues** – this will provide your child with visual supports
- ❖ **Provide a physical support/prompt** – this will provide your child with additional supports

“Sabotage” – a technique we use to set up communicative opportunities

- ❖ **Offer small amounts of highly preferred items** – this will provide your child with multiple opportunities to request desired items
- ❖ **Keep desired materials insight but out of reach** – this will encourage your child to initiate a request
- ❖ **Purposefully make a mistake** – see how your child responds
- ❖ **Skip a turn** – encourage your child to request his/her turn
- ❖ **Do something unexpected/ unusual** – this will prompt a response/reaction
- ❖ **Forget a step in a familiar routine** – once the routine is established, encourage your child to comment on the forgotten step

ABA RESOURCES

Manhattan Center for Early Intervention, 328 East 62nd St., New York NY 10065, (212)752-7575, fax (212)752-7564, provides both centerbased and home based ABA services through NYC Early Intervention in the Bronx and Manhattan. SEIT ABA services are also provided in home. Services are provided in English or Spanish.

Manhattan Childrens Center, 124 West 95th Street, New York NY 10025, (212)749-4604, ABA private school with speech and language and occupational therapy; after school program and clinic

The McCarton School, Dr. Cecelia McCarton, Executive Director, 350 East 82nd Street, New York NY 10028, (212)996-9019

Mosaic School, 1309 Wantagh Ave., Wantagh NY 11793, (516)795-3696, individualized programming for students ages 5-21 with autism spectrum disorders. Emphasis is upon behavioral control, improvement of communication skills, development of life and functional skills.

New York Center for Autism Charter School, 433 E. 100th St. (at P.S. 50) New York NY 10029, Jamie Pagliaro, Executive Director, info@newyorkcenterforautism.com, phone: (212)860-2580, fax: (212)860-2960

New York Child Learning Institute, Susan Vener, M.A., Director, Jill Young, Ph.D., Director. 123-14 14th Avenue, College Point NY 11356, Phone (718)445-0752, Fax (718)445-3876. State certified nonpublic preschool and school program for children ages 2.7 to 11 years.

Personal-Touch Home Care, Inc. has a school in Flushing NY, Catherine Falleo, Director of ABA, (718) 380-7600 ext. 365, Fax: (718)380-6092, 158-13 72nd Avenue, Fresh Meadows NY 11365

Quality Services for the Autism Community , 253 W. 35th Street, 16th Floor, New York NY 10001, (718)728-8476, services families with autism from early intervention to adulthood in the NYC boroughs

Shema Kolainu-Hear Our Voices, Brooklyn NY, (718)686-9600, Fax: (718)686-6161

HAPPY HOLIDAYS

HAPPY HOLIDAYS

ARIS Parent Link

En ARIS Parent Link, podrá encontrar:

- * Información académica actualizada sobre su hijo, disponible en nueve idiomas
- * Resultados y explicaciones de las evaluaciones que su hijo tomó
- * El registro de asistencia de su hijo

Puede ingresar a ARIS Parent Link a cualquier hora, desde cualquier computadora Para empezar usted necesita:

1. Una computadora con conexión a la Internet
2. Una dirección de correo electrónico
3. El número de identificación de su hijo (N.º OSIS)
4. Su contraseña temporal (la recibirá de parte de su escuela)

¿Necesita ayuda? Hable con el (la) coordinador(a) de padres en la escuela de su hijo.

এআরআইএস প্যারেন্ট লিংক

এআরআইএস প্যারেন্ট লিংকে আপনি পাবেন

- * নয়টি ভাষায় আপনার সন্তানের লেখাপড়ার হালনাগাদ তথ্য
- * আপনার সন্তান যেসব পরীক্ষা দিয়েছে সেগুলোর ফল ও ব্যাখ্যা
- * আপনার সন্তানের উপস্থিতির তথ্য

আপনি যেকোন সময়ে যেকোন কম্পিউটার থেকে এআরআইএস প্যারেন্ট লিংকে লগ ইন করতে পারেন

তহু করার জন্য আপনার প্রয়োজন:

১. ইন্টারনেট সুবিধাসহ একটি কম্পিউটার
২. একটি ইমেইল নির্বাচন
৩. আপনার সন্তানের আইডি নম্বর (ওসিস নম্বর)
৪. আপনার সাময়িক পাসওয়ার্ড (এটি আপনার সন্তানের স্কুল থেকে পাবেন)

সহায়তা প্রয়োজন? আপনার সন্তানের স্কুলের প্যারেন্ট কোঅর্ডিনেটরের সাথে কথা বসুন।

Портал ARIS для родителей

На Портале ARIS можно ознакомиться

- * с последней информацией об учёбе ребёнка (на девяти языках)
- * с результатами контрольно-оценочных работ и комментариями к ним
- * с информацией о посещаемости

Информация на Портале ARIS для родителей доступна в любое время, с любого компьютера

Вам потребуются:

1. Компьютер с доступом в Интернет
2. Электронный адрес (e-mail)
3. Номер ID учащегося (OSIS)
4. Временный пароль (его нужно получить в школе)

Нужна помощь? Обратитесь к координатору по работе с родителями.

Stepping Stones, 41 Colebrook Drive,
Rochester NY 14617, (716)467-4567, offers both
home-based services and integrated classrooms

New York families Fort Autistic Children
(NYFAC): www.nyfac.org 95-16 Pitkin Ave. Ozone
park, Brooklyn, 11417 Tel: 718-641-3441 Cell: 917-
416-3540 Fax: 718-641-4452 Email:
andrew@nyfac.org

Link ARIS pou paran

Nan link ARIS pou paran an ou ka jwenn:

- * Enfòmasyon akademik resan sou pitit ou a, ki disponib nan nif lang.
- * Rezilta ak eksplikasyon egzamen pitit ou a fi
- * Dosye prezans pitit ou a

Ou antre nan Link ARIS pou paran an nempòt li, apati nempòt konpitè Pou kòmanse, men sa w bezwen:

1. Yon konpitè ki gen aksè entènèt
2. Yon adrès imèl
3. Nimewo ID(OSIS #) pitit ou a
4. Modpas tanporè w la(ou ka jwenn li nan lekòl pitit ou a)

Ou bezwen ed? Pale ak kòdonatè paran nan lekòl pitit ou a.

ARIS 家長鏈接

您在使用ARIS家長鏈接時可以獲得下列資訊:

- * 以九種語言提供與您的子女有關的最新學業資訊
- * 子女的評估測驗結果及有關說明
- * 子女的考勤記錄

您隨時都可以從任何電腦登錄ARIS家長鏈接

首先, 您需要:

1. 一台可以上網的電腦
2. 一個電子郵箱
3. 子女的身分號碼 (即OSIS號碼)
4. 您的臨時密碼 (您會從學校獲得臨時密碼)

需要幫忙嗎? 請向子女學校的家長專員尋求幫助。

NYC

Department of Education

www.arisparentlink.org

T&I-11325