



Spring 2013

## A “Life Changing Confidence Boost”

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### *Christopher Russo Parent P 811Q @ Francis Lewis High School*

It’s almost one year since my son Christopher began travel training under the excellent and professional guidance of Laurie Barth and Steven Garcia. Christopher had previously taken the Yellow School bus since he was three years old. Because of his hypersensitivity issue and his propensity to have panic attacks, I had little confidence that Christopher could successfully be travel trained. Christopher’s mother and I were apprehensive and worried for the safety and welfare of our son to say the least.

Your trainer, Laurie Barth, quickly put our fears to rest with her expert explanation of what would transpire and daily notes as to Christopher’s progress. Beside the fact that Christopher is less combative and more receptive to his teachers

than with us, we never would’ve been able to accomplish this major milestone with this fantastic and important program provided to us.

The average person wouldn’t even begin to know all that’s needed to be known in order to safely train someone like our son to independently use the City’s mass transit system. The main items being, trouble shooting problems, using alternate routes, personal safety tips, following the student (unknown to them) when they first start traveling on their own, etc.

I can’t believe the life changing confidence boost that successfully completing this training program has provided Christopher. He now takes two buses and three trains to get to school in

Manhattan in the morning and two busses to get home from Francis Lewis High School in the afternoon. I never thought this would’ve been possible. It has transcended beyond the mass transit system and into other areas of his life. Before this training, he would need a trusted adult to be near him

at all times or he would start to panic. This is pretty much a thing of the past now. Christopher volunteers to get involved with tasks around the house that he never would have before and even offers to go to Burger King for his little sister. He also goes on bike rides around the neighborhood with her.

I could go on and on but, the difference this program has made in Christopher’s life is just amazing and my wife and I truly can’t thank you enough.



*Travel Trainer Laurie Barth with Christopher*

## Thoughts and Reflections

**Peggy Groce, Director  
Office of Travel Training  
D 75**

*Anecdotes, personal stories, reminiscences, like biblical parable, are the medium through which faith is restored. Stories are a form of poetry, and give us a saving image to personally relate to.* Peter Block

Travel Training in New York City reminds some of us of an old 1940s black and white film that became a TV show, *The Naked City*. The film was made in the city with the producer-narrator, Mark Hellinger, saying that this film “is quite different from anything you’ve ever seen.” All of us who practice travel training have a similar feeling about our work; travel training is quite different from anything you’ve ever done. Former travel trainers who have either retired or moved on to other positions report that nothing is quite like travel training with the experiences and stories of each student embedded in our memories. Some of these stories and experiences are shared in our Newsletters and workshops.

Experiences over the past year have added to our collection of memories. Each was significant in its own way; together the occasions demonstrate the powerful

impact youth with disabilities have on creating positive changes that reduce barriers to access. The belief that a person with a significant cognitive disability cannot travel independently in the community, shop in



**Former students and Travel Training staff take time to pose at the “pictogram” research location in July 2012.**

the stores, commute to school, go to work or to appointments on public transportation continues to be the prevailing point of view of many. When our young people speak eloquently of the benefits of independent travel on public transit, disbelief gives way to surprise and then respect.

We are only the messengers who can speak of possibilities. The students produce this change; they prove the actuality opportunity provides.

The TCRP experience was the opportunity for a group of our graduates to participate in a research study sponsored by the Transit Cooperative Research Program. The project was to investigate the use of pictograms as

ing teacher at a designated place near the depot to travel the last part of the journey together. Even though this demonstration of independence was thrilling to us, it should not have been a surprise. We have seen the proof over and over: the transference of travel skills to new routes, and the ease the individual and family have acquired in adjusting to the demands of these new realities.

At the depot we all boarded a bus where the study was explained; pictograms were shown by the bus operator, and each participant indicated their response. Afterwards the participants were given multi-trip Metrocards and souvenir items by NYC Transit. We then went to lunch before heading home. Ten important results of the study have been published and our former students have made a significant contribution toward developing a pictogram based communication system that may be used in transportation emergencies. Thank you, Elliot, Jillian, Linda, Maria, Melissa R, Melissa S, Qi Ming, and William. You were terrific!

The TransitChek Community Day Event experience was an event sponsored by

tools for possible use by bus operators to communicate with passengers who have communication challenges in emergency situations that may occur while traveling. The study took place at a bus depot in Manhattan. Eight former students of travel training from around the city participated. We offered to meet them at their homes and travel with them to the depot. All refused the offer! Finally, we agreed that the participants would meet their former Travel Trainer or Travel Train-

## *Thoughts and Reflections (continued)*

WageWorks Inc, provider of TransitChek commuter benefits used around the country. At it's Annual Event held at the Pennsylvania Hotel in Manhattan, 30 of our young people were honored for their achievements in travel on public transportation. The students entered the room to loud applause as surprise and delight showed in their faces. Four students spoke of what learning to travel independently meant to them. The audience was riveted and tissues were seen being used. Each student received a backpack filled with school supplies and a multi-trip Metrocard. After the Awards Ceremony the students enjoyed dinner before making the trip home with their travel trainers. Some students and parents felt it was fine if they traveled home by themselves; but it was evening rush hour in midtown Manhattan, an unfamiliar borough for most, and we were more comfortable traveling at least part way with them. We were thrilled that WageWorks Inc. had

reached out to recognize our students and the success of Travel Training. We were so proud of our young people – they were superb. We all had a wonderful time and wish you had been there.

Self-advocacy was Miguel's experience and his story is one of determination and persistence. Miguel uses a motorized

wheelchair and wanted to learn to travel on public transportation to school before graduating in June 2013. An environmental analysis of the route from Miguel's home to school and back revealed a major problem. The path of travel from the bus stop at Westchester Square to the school, P721X, was not accessible. The street crossing outside the school was dangerous; cars did not stop at the Stop Sign on the corner. Cars parked right up to the

crosswalk lines, creating a visual screen for both the pedestrian and drivers. The pedestrian island in the middle of the street separating the two-way lanes was unusable. There was no way that the path of travel to the bus stop was safe for any pedestrians who needed to cross that street. We asked ourselves if there was any way we could provide travel training to Miguel. The answer was to work with



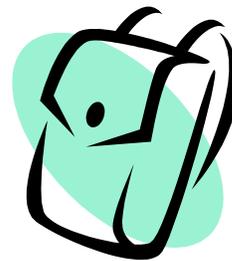
***Jenisa, P 373K receives a backpack at TransitChek's Community Day. Alexander looks on and waits his turn.***

Miguel on a video project that would be used to advocate for a safe path of travel from the Westchester Square buses and subway station to the school. The video was produced and an appointment was made to show the video and advocate for assistance to the Division of Safety Education, NYC Department of Transportation (DOT). Dr. Ilona Lubman and

Marjorie Marciano arranged for safety engineers and others to be present for Miguel's presentation. It was a very important meeting and Miguel gave a terrific presentation. This was in the late spring of 2012. We left the meeting with the belief that something good might happen. Much to our surprise a few days later the stop sign was moved and a no standing sign placed near the corner to improve visibility. Miguel then wrote to the DOT Bronx Commissioner explaining the problem of the pedestrian island. This fall the curb ramps and a new pedestrian island were installed. Instead of being a barrier to pedestrian access, the street became supportive of travel to and

from the school. This demonstrates that the voice of our young people speaking and advocating for themselves is

much more powerful than anything we can say. On pages 6 and 7 of this Newsletter you read Miguel's words and see photographs of the changes he caused.



## Student Quotes From the TransitChek Event

You know what it is like to be travel trained. I get to go on trains and buses. I don't take the school bus anymore. I love it.



**Brandon P. P 77K**

When I was starting to do travel training I felt kind of nervous about it - that

I'd give up so easily – afraid I wouldn't have the guts to do it. And the first day I met Oscar and we basically discussed our game plan which was to take the M or F train and go back on the E or M. He taught me lots of things. I now feel great, stronger, start



to become more independent. **Chandler Z, The High School of Art and Design**

Hello People I never met. I am here because I was travel trained after making complaints about school bus delays. I am glad that I'm an inde-



pendent traveler otherwise, I wouldn't give this speech to share with you all. **Jesus M P 77K**

I live on 31st street. I took the number 1 train to Houston Street. Now I travel to my job at Eye and Ear Hospital and my cooking class too.

**Nicola W. P721M**



### **Michele Buto Teacher Office of Travel Training**

On July 18, 2012 two students from P721X attended a special event at the Pennsylvania Hotel on 34<sup>th</sup> St & 8<sup>th</sup> Ave in Manhattan. The TransitChek Community Day Event was honoring our students with disabilities who are traveling on public transportation or presently learning how to travel independently. There were particular reasons for each student I recommended to attend this event. Travis B. had



**Travis B. gets to see Madison Square Garden.**

recently completed Travel Training. Travis' parents had been overprotective and he had done little on his own before beginning the program. Initially, Travis was quiet, withdrawn, and nervous. After a few days in program as he began to realize that it was OK to make mistakes and that he could solve some problems on his own, his confidence quickly grew. As Travis gained confidence his parents saw a change in him as well and began to give him more freedom and responsibility. When I asked Travis

## A Very Special Day!

if he would like to go to the Pennsylvania Hotel he was very excited. He said he had never taken the Metro North or been to Pennsylvania. I explained to Travis that we were not going to the state of Pennsylvania; it was the Pennsylvania Hotel in Manhattan and the event was one to honor commuters. He said, "That's cool. I've never been to Manhattan either and it's right across the street from Madison Square Garden. I've always wanted to see that! That's where all the wrestling happens." It warms my heart and humbles me as well when I realize that what we take for granted every day brings such joy and excitement to our young people. Rokea is the other student who

was asked to join us for the event. When Rokea began Travel Training, I asked her to keep a journal. In her journal Rokea wrote that she wanted to go different places by herself; she wanted to go downtown to 34<sup>th</sup> St, and 125<sup>th</sup> St. in Harlem. When I asked if she would like to join us on the trip to Pennsylvania Hotel on 34<sup>th</sup> she was so excited. She included the experience in her journal with the title, "A very Special Day". But the expression on her face as she walked into the room and everyone applauded and her smile as she opened up her backpack and saw all the school supplies, tells the whole story. A Very Special Day Indeed!

## *P 77K Goes to the Transit Museum*

We went to the Transit Museum. We took the subway. We took the 2 train. The next stop is Borough Hall. **Elmer**



*Dave C. "buys" a metrocard from "clerk" Gerard Grillo, at the Transit Museum*

My class went on a trip to the Transit Museum. We went down the stairs to the subway... I sat on the bench until the train is here. The train says next stop is Borough Hall. I say that's our stop. **Jamil**

Our class went on a trip to the Transit Museum. I have learned how to read subway maps. Miss Nancy taught me how to swipe a metro card. In the museum I saw old

kinds of trains with fabric straps and light bulbs and soft seats.

**AJ**

We went to the Transit Museum twice. ...we saw old classic trains and a money train too. Then we saw a cat sitting on the stairwell. It was a fun trip. Last year I was travel trained. I was so excited about being travel trained by myself. **Joshua**



*Students from P 77K enjoy the "ride" at the Transit Museum*

**"I have learned how to read subway maps... how to swipe a metro card"**

## *Travel Training & The Transit Museum Project*



*Anthony R. and his parents*

Hello Mr. Gerard,  
My husband and I love this program that is teaching our son (the skills and behaviors) to travel on buses and subways. We think the best part of this Travel Training project is that it starts with younger students, teaching them from early on how to cope with busy stations, to wait for people to depart before boarding themselves, to hold on to the pole in the subway and watch or count the stops before getting off the train, to wait patiently for seats to be available

and not scream out "I want to sit down" which is how our son, Anthony, used to react.

Ray and I speak about the program to other parents of children with special needs and tell them to fight to get it in their child's school. We will be so proud (nervous, typical parents' reaction) to see our son travel to and from school and, later on, to a job (God willing!).

I wanted to say also that, due to this program and speaking with Mr. Gerard, I put my other son on the subway and now he trav-

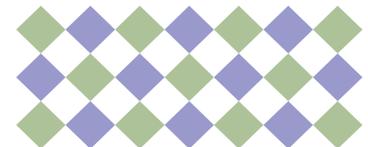
els to and from high school. Thank you again!

I want to thank Mr. Gerard and all the wonderful people at the Transit Museum for making this possible.

**Katherine, Raymond R.**

**Parents of Anthony R.**

**P 77K**



I want to thank Mr. Gerard and all the wonderful people at the Transit Museum for making this possible!!

## *This Kid Miguel*

**Written and Transcribed By  
Laurian Barth, Travel Trainer**

***“He had a voice and he used it.”***

P721X, on the corner of Waters Place and Westchester Avenue in the Bronx, is a school for students with physical and developmental disabilities. For many, the high traffic volume and lack of street lights has made traveling to school a dangerous experience. The Travel Training program located at this school has been teaching students how to overcome the challenges of the area in order to become independent travelers.

However for Miguel J, a 20 year old student at P721X, the challenges of traveling to school independently would prove to be a bit more daunting. Miguel uses a motorized wheelchair to navigate through his environment. Motivated and capable, Miguel seemed ready to start on the road to independence except for one roadblock – crossing Waters Place to get to the school entrance.

In Miguel’s words, *“cars couldn’t see me and they couldn’t see the stop sign....I had to go into the street so they could see me and I could see them...which is dangerous.”* The pedestrian island which divides the intersection was supposed to pro-



**Miguel J. P 721X**

vide some measure of safety, but for Miguel it became another impediment. *“There is an island that is supposed to make it safer but the ramp is too high..... I can’t get on the island because I’m afraid the chair is going to tip back or tip forward so for that I have to go around the island into the traffic to cross the street.They need to fix that. I would feel safer.”*

Julianna P, one of Miguel’s classmates, added *“The island is a problem for other people too. When it rains, there’s a large puddle, and people have to go around it and into the traffic to cross the street.”*

With the support of the Travel Training staff Miguel completed a video documenting the unsafe conditions and presented it to the Department of Transportation (DOT) in the spring of 2012. Following are excerpts from an interview with Miguel as he prepared to begin travel training.

**Interviewer:**

How do you feel about what you accomplished?

**Miguel:** I feel happy for this; that we did this video and we got this done on time because I’ve been waiting for 2 years to travel train on my own so I could show people that I can do stuff on my own and be responsible....I want to learn what streets to take (on) the city buses, and when I have appointments I can take the city bus on my own.

**Interviewer:** How do you think the changes will help you?

**Miguel:** Because of the new NO STANDING sign, cars are not allowed to park there so now they cannot block my view. Now it’s much easier to cross because the stop sign -they moved it a little bit front and they fixed the cracked street. Now I don’t have to go into the street anymore to cross...I can see the cars coming from both sides and it makes it easier for other people to cross the street.

**Interviewer:** Were you nervous when you had to go around the island?



**Waters Pl.. Island before Miguel’s appeal to the DOT**

**Miguel:** Yeah, I was kind of nervous. ... The island was...broken up and it was too high.

**Interviewer:**

How do you feel using the island now that it is repaired?

**Miguel:** I actually feel much bet-

ter....it's flat on the ground.

**Interviewer:**

How do you think other people are helped by this project?

**Miguel:** Well, they don't have to step (in) puddles anymore, the cars don't cross like that anymore towards the white line (because) they can see the stop sign easier, they can see the other people now.

**Interviewer:** How does that make you feel, knowing that you've helped people?

**Miguel:** It makes me feel grateful. Grateful is a good word. It makes me feel happy and grateful... because some of them are handicapped and some of them are not. But some of them are older...it makes (it) easier to cross because before, it was hard for them to cross because the cars were going too fast for them.

**Interviewer:** And what about now?

**Miguel:** I made a difference for the school and the outside people. Now it makes them feel better to cross the street; it makes them safer.

**Miguel:** Today was my first day in travel training and I feel very happy and I was excited to learn how to travel on my own and I did good. Now that the street is safer...I can

learn how to travel on my own and show them that I can be responsible.

**Interviewer:**

What is that going to do for the future, the rest of your life?

**Miguel:** Well, it makes a difference now...before I used to be in a school bus and I wanted to be in the city bus, to travel on my own, that's why I want to finish travel training. I want to go to appointments and to my friend's house. I'm going to get a job, too.

**Interviewer:**

This video is going to help other students who have an idea or want to make a change...if they see this and see what you did, it'll be like 'Wow, I can change things too. I can make things for the better.' How does that make you feel?

**Miguel:** It makes me feel good, happy...glad that they're looking

(at) this video and they want to do the same thing to change the environment or the school they go to... (It's) going to make other students feel better and they're going to say, "This kid, he had a voice and he used it for something that he wanted to do." It feels good and I feel safer.



*Waters Pl. Island after Miguel's appeal to DOT*



**"This kid, he had a voice and he used it for something that he wanted to do." It feels good and I feel safer.**



*New No Standing Sign cleared area and helps drivers see the Stop sign, formerly obstructed by parked cars.*



## *We Need Your Help!*

It's time for the Office of Travel Training survey that we send to learn how our former students are doing since they left the school system. We like to know what they are doing as adults, if they continue to travel, and if they have any recommendations for improvements to our service. The Travel Training Survey is short, only 11 questions, but it helps give us information about our services and their value to your families and your sons and daughters.

This year we will be conducting the survey in two ways: regular mail and Survey Monkey.

Each time we have conducted the survey we have been pleased with the number of responses we received. The information that is gained from the survey helps us not just with our direct Travel Training instructional services; it also provides guidance to our interactions with schools and adult service agencies.

This year we will be conducting the survey in two ways: regular mail and Survey Monkey. Please check our website for the Survey Monkey directions. Help us spread the word to all our former students and families that the Travel Training Survey will be arriving and we ask that it be completed and returned to the Office of Travel Training either by postal service or Survey Monkey.

Thank you for your assistance and support.

### **The Hurricane Florence Shomer November 7, 2012 Teacher. Office of Travel Training**

They said it was coming, but we had no idea,  
The extent of the hurricane that filled us with fear.  
So many lives were lost, and destruction prevails,  
We also had major interruption of our busses and rails.  
The MTA needed to be up and running,  
And the manner and speed in which it was done was nothing less  
than stunning!  
Busses were off route and often very delayed,  
Lack of power contributed and trees were in the way!  
In the very beginning, the trains had no power,  
The lines came back in piecemeal, changing by the hour.  
If you checked in the evening, you didn't know what to do;  
However by morning, service was restored near you.  
As is always the case, by our students we're amazed,  
As they continued to travel when again we had school days.  
Using main routes and alternate routes, dealing with tremendous  
crowds,  
Our independent travelers, of you we are always proud.  
We hope all our families are safe and sound,  
And that we never have to face a 2<sup>nd</sup> round!!



# A Power Point Presentation: My Travel Training Adventures

Rokea J. P 721X



## My Travel Training Adventures

*Written by: Rokea J.  
Edited by: Ana Corpio  
Revised by: Michele Eato*

## My First Day in Travel Training

- Today was my first day in Travel Training.
- Meeting Michele and Tyequa.
- I was so happy when I saw Ms. Michele and Ms. Tyequa, my travel trainer, coming to my house.



## Safe Rules While Traveling

- I learned to read street signs to find out where I am and where I am going.
- I learned to ring the bell before my stop arrived.
- I SHOULD use my ID card to gain assistant.
- I will NEVER talk to strangers.
- Safety tips for traveling



## continued

- When the train came I asked the conductor for help.
- I looked over the train map and paid attention for the stops.
- When I came out from the train I found the Pennsylvania Hotel.
- When we walked into the hotel I thought I was on the Bill Cunningham show .
- Looking for my destination



## What Travel Training Means to Me

- I want to be in Travel Training, so in the future I could go to different places by myself.
- I would like to go to 34<sup>th</sup> St. Downtown and 125<sup>th</sup> St, Harlem.
- It makes me feel excited, happy and special.

- Me



## Safe Street Crossings

- Ms. Tyequa taught me how to cross the street safely.
- She said: NEVER cross the street in the middle of the block.
- ALWAYS look both ways and over my shoulder for traffic.
- Street crossings.



## My Route

- I take Bx 32 at Mount Eden and Morris Ave.
- I check the bus map and the bus schedule before getting on the bus.
- I ALWAYS sit in the front of the bus



## continued

- I was a little excited, I would like to stay in the Hotel in the future.
- My mother was also excited and very happy. She thought I went to Staples to buy a backpack and school supplies.
- She didn't need to spend money for my school supplies next year.
- 34<sup>th</sup> Street



## *Some Notes From Our Students*



### *“Coffee and Donut Is On Me”*

Dear Sandra,

The time that you and I spent travel training was the most fun and informative. You have provided me with moments that I will always cherish. Your knowledge is outmatched only by your own generosity. You have offered me, when the

situation occurred, to buy me a donut. I denied the opportunity for I always thought that you teaching me how to take public transportation was a privilege in itself. I hope that you and your next student have a wonderful time together and that you have a safe summer.

P.S. The next cup of coffee and donut is on me. Enjoy!

*Quintin N.*

*Bronx High School for Visual Arts*

### *“All I Learned in Travel Training”*



What I did in travel training is I learned how to take the train and the 2 buses to school.

On the busses I asked the driver to

see if he is going to my stop. On the train I asked the conductor for directions.

And also in travel training I did 2 problem solvings going to school and back home.

So this is all I learned in travel training.

*Angel D.*

*P 811x @ Bronx High School for Visual Arts*

### *“One Thing I Like...”*



One thing I like about travel training is you get to travel independently by your self. Another thing I learned while travel training is always be aware of your surroundings. I also

learned if you're on the city bus and you're lost the first person you ask is the bus driver. Every time I cross the street I look both ways. I never talk to strangers. I always call my dad when

I get to school and when I get out of school.

*William R.*

*P 77K*

## *“Travel Training...A Gem In District 75”*



Dear District 75 Travel Training Supervisor:

I work with young adults with special needs at a community work-based learning program at New York Methodist Hospital. Our program is an off-site of P373K/ Brooklyn Transition Center. Our primary responsibility is to help our students learn to be as independent as possible and to establish linkages with adult-service agencies that can help support our students as they age out of the Department of Education. Our students volunteer at Methodist working along with hospital staff to learn work-readiness and independent living skills to help them reach their goals.

An essential component of helping our students become as independent as possible is for the students to learn to travel independently. I frequently tell the parents of my students that one of the very best programs District 75 offers is the Travel Training program. My recommendation to our families has been consistently reinforced by the quality of the travel training experiences Phillipe Jean-Louis and his staff, Dania and Pina, have provided to my students over the years and especially this past year.

More specifically, one of my students, a young woman, felt tremendous trepidation traveling on the subway system. She had been through the travel training program and learned to use the bus system but resisted using the subways. Not using the subway system in New York City often restricts one's ability to efficiently move throughout the City and access the range of resources the City has to offer. This young woman eventually recognized the value of learning the subway system and wanted to try to learn.

Phillipe and his staff worked with her, patiently and thoroughly, so that, over a year later, she reported to me recently that she “loves the subways!” She now uses the subway, or a combination of the subway and the bus systems, to travel to her job, her recreation program, and to go out with her friends. We were able to find her supported housing and with the collaborative support of the travel trainers, this young woman now lives a full and rich life.

Another student, a young man, has physical as well as cognitive challenges. Again, Phillipe and his staff worked through those challenges (and his mother's concerns that he could not learn to travel independently), guiding him to advocate for himself and navigate his way so that he now travels to his day program, his job, and to hang out with his friends. His confidence soared and is evident in all other aspects of his life. I could continue to give you anecdotal reports about other students, but the message remains the same: The District 75 Travel Training Unit works collaboratively with our students, their families, and our staff to help our students achieve a level of independence that provides options for work, socialization, and recreation that would not be available without the Travel Training Unit's efforts.

Phillipe and his staff served my students and their families with insight, professionalism, dedication, and respect. They worked as a team with the students, their families, my staff, and me to solve any problems encountered. They always followed through on what they said they would do and I always felt confidence that they would have my students' best interests and safety at heart.

The District 75 Travel Training Program is a gem in the District 75 network of services. The Program is consistently excellent and gives our students a way to access measurable opportunities in the real world. Thank you on behalf of my students and their families.

Sincerely,

Jeannette M. Paige Special Education Transition Teacher



## A Travel Trainer Near You!

There is a Travel Training Office in every borough in New York City. We accept referrals from community high schools and District 75 schools. Information about student eligibility and the Travel Training Referral Process and Forms are on the Office of Travel Training website at

<http://schools.nyc.gov/Offices/District75/Departments/TravelTraining/default.htm>

Below is a list of our offices with the address, telephone number and name of each Travel Training Teacher. We welcome your questions, comments, and /or requests for information about the program, including bus demonstrations, trips to Safety City, parent and staff development workshops.

<i>The Bronx</i>	<i>Brooklyn</i>	<i>Queens</i>	<i>Manhattan</i>	<i>Staten Island</i>
<i>Michele Buto</i>	<i>Phillipe Jean Louis</i>	<i>Gus Chaviano</i>	<i>Gerard Grillo</i>	<i>Florence Shomer</i>
<i>PS 721X</i>	<i>PS 373K</i>	<i>PS 721Q</i>	<i>PS 751M</i>	<i>PS 721R</i>
<i>2697 Westchester Ave</i>	<i>185 Ellery Street</i>	<i>57-12 94th Street</i>	<i>113 E. 4th Street</i>	<i>155 Tompkins Street</i>
<i>Bronx, NY 10461</i>	<i>Brooklyn, NY 11206</i>	<i>Elmhurst, NY 11373</i>	<i>New York, NY 10003</i>	<i>Staten Island, NY 10301</i>
<i>(718) 822-2881 ext. 2010</i>	<i>(718) 782-6800</i>	<i>(718) 760-2931 ext. 1055</i>	<i>(212) 477-2454</i>	<i>(718) 273-8622 ext. 2243</i>
<i>Steve Gallo</i>	<i>Joan Ross</i>	<i>David Abrahams</i>	<i>Florence Shomer</i>	<i>High Schools</i>
<i>PS 754X</i>	<i>PS 721K</i>	<i>PS 752Q</i>	<i>PS 721M</i>	<i>Steve Garcia</i>
<i>470 Jackson Ave</i>	<i>64 Ave X</i>	<i>142-10 Linden Blvd</i>	<i>250 W. Houston Street</i>	<i>Queens High School for Teaching</i>
<i>Bronx, NY 10455</i>	<i>Brooklyn, NY 11223</i>	<i>Jamaica, NY 11436</i>	<i>New York, NY 10013</i>	<i>74-20 Commonwealth Blvd.</i>
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