



N.Y.C.D.O.E.

TRAVEL TRAINING NEWSLETTER

DISTRICT 75

NEW YORK CITY DEPARTMENT OF EDUCATION

A.P. FROM THE BRONX GIVES TRAVEL TRAINING AN A+

By Frank DeGennaro

Asst. Principal, PS 754X

I have worked at P754x for over 19 years. We have been fortunate enough to have the Office of Travel Training at our school for the past 16 years and I have been privileged to know Steve Gallo for that entire time. I used to know Steve as another staff member in the building. We used to talk and I eventually found out that he did something called "travel training" but I had no idea exactly what that entailed.

When I became our school's job developer eight years ago, I had more of an occasion to speak with Steve and see if he could help me out with a student who I wanted to place at one of our worksites. Steve came into my office and he did a test on the student to gauge the extent to which that student was able to travel independently. I was impressed with the depth of the questions that Steve asked and with how he made my student feel comfortable with him even though this was their first meeting. It was clear to me that Steve Gallo was an expert in his field and that travel training was a service that would serve my school very well if I only utilized their services.

The very next year I became an assistant principal at P754x and I was now able to spread the gospel of Travel Training. I began to tell my staff members about this incredible service and I asked them to prepare lists of students who they felt would benefit from being travel trained by Steve Gallo and the very capable, very well trained professionals in the little office



Frank DeGennaro, Assistant Principal, PS 754X

tucked away on the first floor. Through the years, the Travel Trainers have made so many of my students more independent, thus making them better candidates for paid employment either at one of my worksites or at another place of employment. My school's goal is to make our students more independent and better prepared to work and the Office of Travel Training has often been that first step toward realizing this goal. The Travel Trainers have done an incredible job preparing so many of our students to be placed at one of our worksites, whether by doing a full training or by routing a student who had been previously trained to travel to the main site. There is nothing in the world like giving a student another level of independence! It is like

opening a door to a student who had previously been so restricted. Travel training definitely leads to a marked improvement in a student's self esteem. Students who previously came to school on a yellow bus were beginning to come to school with their new friends. They were brimming with confidence, feeling better about themselves and they were absolutely more eager to be placed at one of our worksites because they felt ready for the challenge.

I have seen students of mine whose parents were adamantly against their youngsters being travel trained. I have had many conversations with these students and their parents and have had to try my best to calm their fears about travel training. In many cases the parents felt that their youngster's disabilities would prevent them from attaining that level of independence where they could handle such a responsibility but I have the utmost confidence in the Office of Travel Training and I am often able to convey that to the parents of my students. I am proud to say that many of these students were on last year's travel training list and that they are now working successfully at one of my worksites.

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A.P. FROM THE BRONX GIVES TRAVEL TRAINING AN A+ (CONTINUED FROM PAGE 1)

Last year was probably the most incredible year in the long relationship that we have had with the Office of Travel Training. Thirty-one of our students were travel trained in the 2007-08 school year. Six of these students were routed to worksites after having previously

been trained to the main site. An incredible

twenty five of these students went through a full, first time training with Steve and his crew. The most incredible job that the Travel Trainers did was with two of our worksites, Manhattan College and King's Harbor. These were the only two sites where we

could send young adults who could not travel independently. It became common practice to send the students there and to see one or two become trained over the course of their time at those sites. Well, last year, nine out of the ten students who were not travel trained were

successful graduates of the program, only through the hard work of Steve Gallo and his incredible group

of trainers.

I thank Peggy Groce, the leader in the field of Travel Training, for having faith in this program and for providing it to the students of District 75 (and especially to the students of P754x). I also thank Steve Gallo for all of

the years of service to our school and to all of the wonderful students who only need somebody to believe in them.

I highly recommend this service to any school that has as much faith in their students as the Office of Travel Training has in their service.

Frank DeGennaro

Assistant Principal,
P754x



“Last year was probably the most incredible year in the long relationship that we have had with the Office of Travel Training.”

HIGHLIGHTS FROM THE SUMMER, PS 721K

*By Caitlin Dennehy
Teacher, PS 721K*

During the summer of 2008, my 12:1:1 class had the pleasure of working with the travel training team at 721K. In the course of six weeks, our students participated in a variety of activities that helped foster a sense of self-esteem and personal autonomy. The class practiced using bus schedules, accessed subway



routes on the internet, used pay phones, and engaged in discussions about safety and responsibility. The highlights of our summer were the various field trips we took using public transportation, including buses and subways. This enabled the class to put their travel skills into action, from using Metrocards to finding the conductor's board on the subway platform.

As a special educator, it is especially rewarding to see students learn as well as apply functional skills that

promote independence and self-worth. Our travel trainers were an incredible asset to the classroom, and created a unique and wonderful experience for the students. Both the numerous photographs and the lengthy video footage we took this summer show the pride and enthusiasm the students felt as a result of participating in travel training lessons. From all of Class V02, thank you Gus Chaviano, Debby Walker and Fontessa Cole!

“It is especially rewarding to see students learn as well as apply functional skills that promote independence and self-worth.”

DAVID'S STORY: HAPPY AND GRATEFUL!

*By David,
Graduated student, PS 233Q*

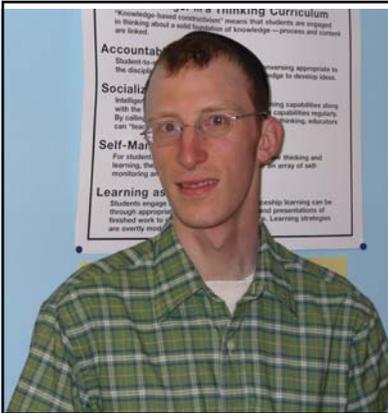
My name is David and I just learned how to become travel trained in school and I would like to tell you about what I have learned in travel training. I learned how to take the train to school and back to my house. I learned how to take the bus to school and also back to my house.

I am very happy that I am learning how to travel by train. I worked very hard to get up to this point. I am very proud of myself. I am thankful for my teacher and travel trainer (Andrea Collins) for all the help they have given me.

I have learned many skills in being travel trained. I learned not to talk to people that I do

not know. I was talking to people that I was not supposed to talk to and got into someone's car that I did not know. I do not do this anymore and on the street I do not talk to strangers.

I would walk fast and not look when I crossed the streets. I now slow down and am more aware of what is going on. I stop and look both ways



before I cross the street. This is how travel training will help in the future. If I ever get a job and need to take the train, I will know how to take the train to my job. .

I wanted to be travel trained for many years and I tried but failed. But now I can do it and I am finally travel trained. I am happy and grateful.

See Centerfold for more about David

DOUGLAS' STORY: SCARY AT FIRST!

*Douglas
Student, PS 226M*

12/22/08

This past year I was travel trained to high school and then to college. Before travel training I took the school bus. It was ok but I wanted to attend after school programs and I couldn't go when I was on the school bus.

This past January I was offered to be travel trained. It was scary at first but it turned out not to be that bad. In fact I enjoyed it. Back in high school I took the city bus. It was crazy at times but it was still better than the school bus. Then in September I went to Pace University and this time I had to take the train; at first I was scared because I never took the train by myself before, so it was a big deal. The train I take is the A train. The best part is that it's just one train going to school and coming home which is so much easier than the busses.

Being travel trained was one of the best things to happen to me. I feel more like an adult now that I don't have to take the school bus anymore. I am free to see more and do more. When I say that travel training is the best thing to happen to me I mean it.

DEVON'S LETTER: TRAVEL TRAINING HAS REALLY CHANGED MY LIFE

July 9, 2008

Dear Steve Gallo,

The travel training program has really changed my life of traveling, since June 2002. I was unsure at first and wanted to remain on the school bus, until it started to get a little boring and uncomfortable for me to stay on it. That's when Mr. Kevin Keels started travel training me on how to be independent going to school.

I am now in college at the age of twenty-one, traveling on

my own, all the way downtown.

Now, it has been six whole years I have been traveling independently. I not only go on my own, but also when I am visiting my friends, my former schools, and sometimes, when I am shopping for little things. The travel training program has helped me a lot.

Yours Truly,

Devon

Graduated student, PS 176X

Thoughts and Reflections

By Peggy Groce

Director: Office of Travel Training

D.75

Just do it. It will change the way you see the world.

It will change the way they see the world. Tim

Dear Friends:

Tim was speaking about the importance of learning to travel independently and the way it changes a person's life. Throughout his life Tim had been dependent on others to go out of the house. After learning to use public transportation independently he took greater control over his life and what he wanted to do. Now, Tim could choose where and when he wanted to go without first finding out if someone else was willing or able to take him. The capacity to make choices without being unduly hampered or frustrated by unnecessary constraints is a new found sense of freedom. As Tim stated, he looks at the world in a different way and he sees his opportunities in life from a fresh perspective. Equally important is the fact that his family changed along with him. His parents took the opportunity to see Tim as an adult, capable and willing to make responsible decisions for himself and to function independently.

As you read through this Newsletter you will find articles and letters from school administrators, teachers, parents and students about the independence to which travel training leads. Embedded in each of these stories is the essence of how learning to travel independently changes an individual's view of herself and her/his relationship with the world. Incorporated into these concepts is the importance of how moving about the community on one's own - walking, traveling, using public transportation - shapes one's way of looking at life. Also included is the importance of the way an individual's freedom to move independently about the community shapes how one is perceived by others.

The reason why dictators and tyrants are so against permitting individual freedoms is that freedom is contagious. This was one of the reasons the Bill of Rights Amendments to the Constitution of the United States were added as soon as the government was formed. The founders believed that freedom is the natural state of humankind because it encourages the development of independent decision-making and personal responsibility which brings out the best outcomes in societies. Thus, as young people with disabilities exercise the freedom to choose and make decisions to go out and about in the community independently, the world changes along with them. For example, as parents gain confidence in their children's abilities to travel independently, additional options for an expanding future can be explored.

We have seen the consequences of how the Americans with Disabilities Act, and its insistence that public facilities and places of public accommodation be accessible to persons with disabilities, has changed the lives of people with disabilities and it has also changed how society relates to them. Without equal access, freedom is denied. As young people with disabilities exercised their newly won freedom through the removal of barriers to access, they become more visible moving about the community, using public transportation to go to work, visiting friends and attending school or vocational training programs. They become a natural part of the everyday environment. While these young adults shop, rent apartments, and carry on with the normal activities of life, business people learn they are good customers, politicians realize they are a substantial voting bloc, and educators are required to expand their curriculum to meet the educational needs of a more

diverse and mobile population of students with disabilities.

Another common thread in the fabric of this Newsletter is the respect the contributors have for the Travel Training staff. The Travel Trainer is perceived as both an instructor and a catalyst for change. As Devon wrote (p.3), "The travel training program has really changed my life of traveling, since June 2002. I am now in college at the age of twenty-one, traveling on my own, all the way downtown."

These dual functions of providers of instruction and agents of change are embedded in the unique roles and responsibilities of Travel Trainers. This combination of roles is what makes Travel Training so challenging and rewarding. A Travel Trainer is as thrilled and happy as the student when independence is achieved. The smile on the face of the student is replicated in that of the teacher.

In a very short period of time, there is a significant bond that develops between a

Travel Trainer and a student. That unique bond is based on the trainer's belief in, and respect for, the student's capabilities, and the young person's trust in the integrity of the trainer. Ned ex-

pressed it this way (p.5), "On the first day of my training I didn't know what to expect. I thought "what if I accidentally walk through a red light or what if I step off the sidewalk while the cars are moving."....So Joan and Michael, thanks so much for believing in me. Thank you."

Continued on page 5



Thoughts and Reflections (continued from page 4)

Likewise, the successful Travel Training experience requires a bonding between the family of the student and the instructor. No other form of educational instruction offered within the typical school situation requires a higher level of parental involvement and participation than Travel Training. The staff must empathize with the families' concerns and anxieties about allowing this huge step for their sons and daughters as each of us worry about the risks that are involved in traveling independently through the challenging environments of the city and mass transit. The Travel Trainer must convince the family of our belief that the risks can be managed through carefully thought out planning and specific instructional sequences tailor-made to the individual's needs.

No form of training or instruction requires a greater parental leap of faith. As one parent expressed it (p.7), "My husband and I thought long and hard about having Chris travel trained. And we now feel it was one of the best decisions we made. Our experience has been a wonderful one....They were professional, kind, courteous, and they truly cared about Chris' well being. This made us feel 100% secure in Chris' training."

This is the core of our Travel Training: specially trained personnel following practices and procedures that were

developed and tested in real time, task-oriented, true-to-life situations. Our methods are informed by almost four decades of Travel Training experiences and we have revised protocols in light of what was learned over time. We have developed a combination of skills, knowledge, and competencies that have been incorporated into the program procedures and instilled within our staff. This professionalism is the foundation for the trust and confidence that students, families, schools and other agencies have in our staff and in our instructional practices.

Our sense of professionalism requires a deep respect for the practices of Travel Training. What we do does not occur within an intellectual vacuum or in the protective environment of an educational facility but on the crowded streets of the actual landscape complete with cars, trucks, buses, subways, ferries and hordes of people. Given such a formidable challenge, we are forced to work together, to share information, to collect and analyze data to use for decision-making and on-going professional development.

We engage in research and learn new skills for the purpose of providing the safest and most effective instructional opportunity for our young people. We realize the importance of our role in an individual's changing perception of his/her place in the world, the family's perception of them, and the community's perception of persons with disabilities.



The combination of skills, competencies, knowledge and experience are so closely interwoven that it is not possible to determine how, or if, one is more important

than the others. Working together, each member of our Travel Training staff brings their unique set of abilities, training and expertise to the table at our morning conferences on student progress to determine if the instructional plan needs modification, to assess if different techniques or strategies need to be used, or if other interventions ought to be considered to give a student the best chance to reach the goal of independent travel with all the possibilities and responsibilities that achievement can bring.

MY EXPERIENCE IN TRAVEL TRAINING

By Ned, student, PS 811K @ Edward R. Murrow Inclusion

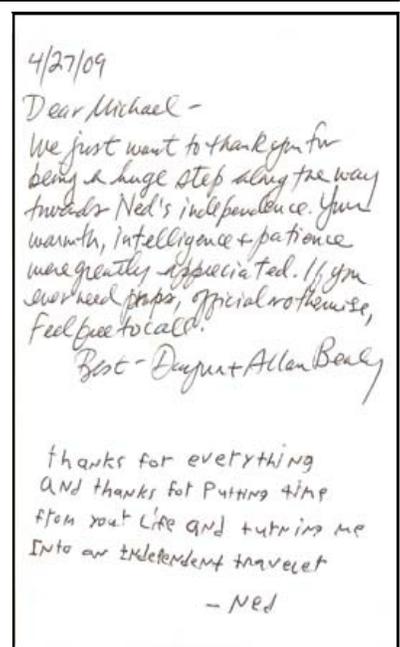


Ned and Travel Trainer Michael Lee

I feel that my experience in travel training went well because I did everything and I paid attention to what my travel trainer Michael was explaining to me and I cooperated and did whatever my trainer wanted.

On the first day of my training I didn't know what to expect. I thought "what if I accidentally walk through a red light or what if I step off the sidewalk while the cars were moving".

I decided to put that fear behind me and take it one step at a time. So then as weeks went past I was getting more used to the routine and one day Michael said to me that I was going to go on my own. At first I thought he was kidding, but it turns out he was serious!! So I went on my own, did everything I remember him teaching me right, and days later he said I had passed travel training! So Joan Ross and Michael Lee, thanks so much for believing in me. Thank you.



THE DAVID THAT COULD

EXCERPTED FROM A VERY TOUCHING STORY BY A TEACHER ABOUT ONE OF HER STUDENT'S AND HIS WORKING AND GROWING TOWARD MATURITY AND INDEPENDENCE.

By Barbara Anixter-Grading, PS 233Q

The Little Engine That Could is a children's story written by Watry Piper. It is a moralistic story that tries to convey and teach children the value of optimism. It is a tale of a long stranded train that must be pulled over a high mountain in order to reach the other side. Various engines are asked to pull the train, but all refuse. One small blue engine agrees to embark on this journey. I think we all know the ending of this story whereby the engine succeeds in pulling the engine over the mountain while repeating its mantra~ *"I think I can, I think I can"*.

Well, I believe that I had both that long stranded train and that little blue engine in my class in the form of a student named David. Let me explain. .. David has been a student in my class for the past three years and has been in the New York Department of Special Education since he entered school at an early age. David is a highly motivated student but whose compulsive, obsessive, and impulsive behaviors evidenced throughout the day make learning more difficult for him. David has a curiosity about trains and buses and loves riding them. He always wanted to be travel trained by the District

75 Travel Trainers but unless certain behaviors and actions would change this opportunity might not have been afforded to him. David, however, was very persistent and somehow managed to find out when the travel trainers were going to be at our school and on those particular days he would seek out and find them. This was David, and so this was my dilemma. Do I fill out a form that allows David to be travel trained, or do I listen to the many that never would allow nor believe he could? This travel training program was an intensive series of lessons and a life altering plan for *my David, my student*. For years I have had countless lessons on the correct and proper ways to cross the street. The students practiced reading signs and the functional meanings of these signs. They studied maps. The many lessons that David continued to learn throughout his education somehow now had a clearer meaning with a direct purpose - it was really happening; David was going to travel by bus and train. He would need to combine all these lessons in this classroom before he entered the world of travel training.



"I think I can, I think I can".

I believed like David that it was his turn to try to become travel trained. With assistance from his parents and staff we had stayed on task for three years and we had to believe even more than he that he could succeed. We tried, and of course like the long stranded train found out, David couldn't succeed on his first attempt either. His first attempt at travel training did not succeed when he decided to speak to a *planted/planned* stranger from the Travel Training program. David, however, did not stop wanting to be travel trained despite his setback and it just made him more determined to achieve success. David did not succeed at first, but we still believed as he did that he could. He just continued to practice even harder for the next year. If David wanted to be travel trained then he had to realize that everything we had been teaching him and all he had learned was going to matter now. Everything he did at school, on a community based instruction trip, at his job site, and at home and in his community was important and was relative to his success. Helping David to understand his behaviors and the

consequences of his actions was crucial. David himself had to understand and acknowledge his inappropriate behaviors before he was going to modify and change them. Helping David to do this required full honesty and I just told him that. He seemed to finally get it. Both Andrea Collins and David Abrahams were instrumental in David's travel training success and I thank them and the staff of the District 75 Travel Training Program for believing in David too. David now learned his lessons well as he has successfully completed the travel training program. David's strong will and determination helped him to achieve this desired outcome enabling him to be travel trained from his home to school and back. All of the years that David had been in the New York City Department of Special Education his goals have been to become an independent young man capable of entering an Over-21 program with the hopes of being travel trained. David is no longer on the corner of 'Walk' and 'Don't Walk' waiting at the top of the hill. He has begun a new journey into the world of the Over-21 Program as well as being an independent New York City public transit rider.

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THE DAVID THAT COULD

(CONTINUED FROM
PAGE 6)

From Kindergarten until twenty-one years of age, David was climbing the mountain, meeting each obstacle along the way. Goals were set for him and he mastered each one. With support from staff and his family, David is able to continue to go forward on his journey into learning. What great graduation presents for him!

I will miss you David, and thank you for your optimism and your positive force! !

David knew he would be travel trained. *He knew he could!!!* You Are ... *The David That Could*

Most Sincerely. .your teacher -- Ms. Barbara



A LETTER TO PEGGY

*Mr. and Mrs. Rafael Cruz
91-41 87 Street
Woodhaven, NY 11421*

*The New York City Department of Education
District 75
Office of Travel Training
400 First Avenue
New York, NY 10010*

November 24, 2008

Dear Ms. Peggy Gross,

My son Christopher is just finishing up his travel training. As a parent of a special needs child I always worry about him, and have been reluctant to let him experience the real world sometimes.

My husband and I thought long and hard about having Chris travel trained. And we now feel it was one of the best decisions we made.

Our experience has been a wonderful one. Our sons travel trainers Ms. Andrea Collins and Mr. David Abraham were exceptional. They were professional, kind, courteous and they truly cared about Chris's well being. This made us feel 100% secure in Chris's training. They worked with us very closely on every aspect of his training and the communication was great.

We know this experience for Chris has opened up parts of the world Chris has not experienced, and we are excited about his future. He is aware of all the good and bad things about traveling by himself, and we feel confident he will make the right decisions in his travels due to the great training he received.

I am so happy we did this with Chris and we would like to thank everyone who played a part in this training. We will be forever grateful.

Sincerely,

Patricia Cruz

QUEENS SETTS TEACHERS SAY “THANKS TRAVEL TRAINING!”

By Jason Sand

Teacher, PS 721Q Inclusion Program @ Queens College
SETTS Provider/Unit Coordinator

To Whom it May Concern:

The P 721Q Inclusion Program @ Queens College serves individuals with various developmental disabilities in the least restrictive, free and appropriate community based social setting alongside their non-disabled peers. Students here are supported as they increase their independence, maturity and develop preferences based on their strengths while addressing five key-life areas of instruction: academic, vocational training, social interaction, recreation/leisure activities and transition services,

We seek to replicate the experience of the non-disabled college students for students with a diagnosis of severe and multiple disabilities. Now in our ninth year our program has assisted numerous students successfully transition into the community and to support programs.



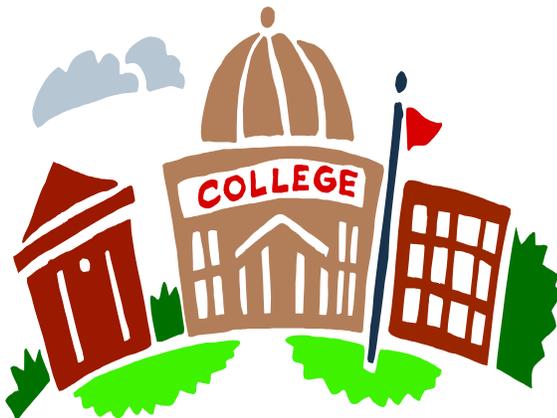
Larissa and Steven: Two PS 721Q Students from Queens College Inclusion who completed travel Training this year

One of the greatest tools and skills we are able to provide is the opportunity to be referred to travel training. This year we have had the opportunity to work with Ms Joan Ross and her team, Oscar Martinez, Maria Rocha, and Sharon Howard. Ms Bruna Xhani (P721Q SETTSS Provider) coordinated the referral of eight students to the Office of Travel Training. As soon as students are assessed and begin training we see immediate changes in their attitude and behavior. While some may be nervous they all begin to show a sense of pride and self worth. Many students feel proud to travel from home to school and back on public transportation and not be stigmatized with having to ride a yellow school bus.

We see students begin to show greater appreciation for the opportunities afforded to them here at the college and they are often eager to use their new skills and sense of freedom by traveling the college community with greater independence. I cannot begin to count the number of parents who have called and said they were fearful of having their child use public transportation and later exclaimed how surprised and proud they were

when their child was capable of doing this and more. The sense of accomplishment can be seen spilling over into numerous other areas as well. They are eager to demonstrate their successes to others and can often be overheard explaining how travel training works to their peers who have not been trained. This success also carries over to post high school by allowing these students greater opportunities after they graduate, in supported and competitive employment positions. I for one cannot express my gratitude and appreciation for all the hard work that the Travel Training team does as well as the positive impact it has on the quality of life for all the students who successfully complete it.

I unquestionably recommend travel training for all students as we collaborate to instruct and support them in becoming independent, successful and productive members of society.



PS 373K SAYS “THANKS” TRAVEL TRAINING!

New York City Department of Education

P373K/Brooklyn Transition Center @ Medgar Evers College

Marc Parrella and Jeanette Paige (Teachers. P 373K)

Dear District 75 Travel Training Supervisor:

We'd like to tell you about our experience with your Travel Training unit this past school year. We are in charge of a community-based site at Medgar Evers college. Approximately twenty-four students are in attendance between the Transition and Inclusion programs that are based here at the college. This past school year saw eight of our students go through your travel training program.

These students' lives have changed. First, there was the marked growth in the self-esteem of these young people who were able to move on from the “cheese bus”. They were able to learn and master new tasks in their communities that made them feel like the other people they see around them every day. New opportunities for post-graduate placements became available to them. The ability to travel independently on public transportation provides an exponential gain in options for work, socialization and recreation. One of our students was able to accept a job at the Brooklyn Public Library. These opportunities would not have been possible without the services provided by District 75 Travel Training. Another student was able to attend an inclusion program at Brooklyn College. Before training this student's mother was convinced that the student was capable only of walking to a program close to home.

Our students were served by Travel Training Coordinator Philippe Jean-Louis, travel trainers Pina DeLena and Natalia Espanol. The coordination and implementation of the program was nearly flawless. Travel Training staff were always there when they said they'd be there. Their respect for the families of our students and the needs of our work site were paramount. Difficult situations were worked out as a team. We were particularly impressed by the ability of the Travel Training team to improvise as situations changed. The insight, understanding and professionalism exhibited by Philippe JeanLouis, Pina and Natalia stands out.

District 75 Travel Training is a consistently excellent training program that gives our students real, measurable opportunities in the real world. We thank you on behalf of our students and their families.

Sincerely,

Marc Parrella

Jeanette Paige



STATEN ISLAND UPDATES

By Florence Shomer

Teacher, Office of Travel Training, D.75

“Over the River and Through the Woods” would have been a perfect song for Staten Island. It has a combination rural and urban feel and the transportation modes include the Staten Island Ferry which takes Staten Island residents between Staten Island and Manhattan. The Staten Island Rapid Transit runs across Staten Island from St George to Tottenville; with no transfers or connections to any other trains. There are a number of busses including but not limited to the S78, S76, S74, S79, S59, S61, S62, S53, S44, S48, S52. The S78 actually runs across the borough, beginning at St George Terminal and ending in Tottenville. Many residents in Staten Island also use Express Buses to travel into Manhattan.

The students we travel train in Staten Island generally use the bus, the train and/or the Ferry. Schools they attend are the various high schools (including Tottenville, McKee, New Dorp, Susan Wagner, South Richmond, Curtis); as well as some of our specialized D75 schools and their numerous offsites. These include P721R; P25R; P37R and P373R. Many of our students attend inclusion programs and learn to travel to their main site as well as their High School Inclusion program. When the students graduate, they also can attend programs in Manhattan, Brooklyn or any other borough.. This requires a route consisting of a city bus, a Ferry, a train and possibly another city bus. Joseph (P25R) Sebastian (721M) and GERALYN (Wagner H.S.) learned to do this without any problems. Michele, Joseph F; James, and Brandon (P25R) have used the Ferry to venture into Downtown Manhattan through an Expanded Skills aspect of Travel Training. David (P25R) has just completed and is alert on his lengthy bus trip; Alice (P25R) is on our Wait List and will enter program in late spring 2009. At our 721R Inclusion programs Luis, Angels, Thurman, Jalen have successfully completed; Araed and Kerry are patiently waiting. At 721R main and OPTS program Matthew, Darnell, Samuel, and Steven have gone through Travel Training or routing this year; and Michael F. is patiently waiting for his turn.

WE GET LETTERS...

MY TRAVEL TRAINING LETTER

By Jamiela

Student, P 721M

This letter was written to the Travel Training Teacher Florence Shomer before Jamiela entered Travel Training. She had been on the wait list for a long time and graduates from 721M June 2009.

I want to keep my travel training. I could go to school by myself. I want to grow up to finish a great job with my travel training. I have to be careful when I cross the street and look at the lights change to say Go and Stop. I will do the right thing and follow the travel training rules and I will listen to you. I want my Travel Training. Please let me move on my travel training. I would not mess this up! I am going to pass my test for my travel training and I would not lose my travel training. I will make the whole school happy for Jamiela and I always come to you about my travel training. Travel training is good for Jamiela. I have to be safe on the bus and train so my trip is good.

Jamiela entered the Travel Training Program at 721M in December 2008 and completed in January 2009. She learned a main route using two trains and an alternate route using two busses. She is successfully traveling to and from 721M and home and arrives early at school daily. This week when there was a train emergency on the #1 train, she remembered her alternate bus route and used the buses to travel home. We are very proud of Jamiela.

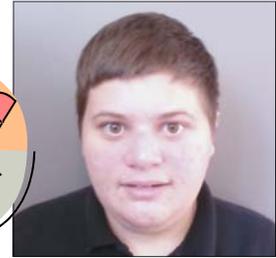
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H.W.

Christopher
H.S.C.T.E.A.

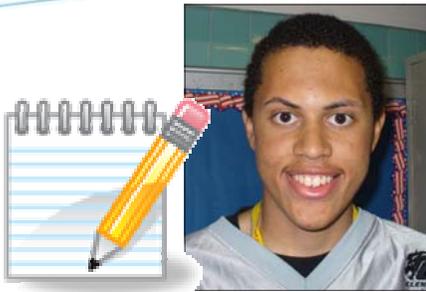
Travel training is Great. I fell independent walking and taking the bus. I get to school faster and go home earlier.

Although, there also some negatives. some buses pass by because they'r crowded. sometimes I miss my stop and I have to take another bus back.

Despite of those, it feels great. I dont need to walk anymore.



Christopher. PS 2330 @ CTEA



Jeremy, PS 177Q

Travel Training Essay!

I enjoyed doing Travel Training. When I did this, I took the 460 to Woodhaven Blvd. Then I took the 088 to 188th street, so I can walk 2 1/2 blocks to get to school.

It was certainly a good learning experience for me and I hope to do well in taking public transportation all by myself.

Final Note--

I sure hope that 2009 will be a lot better than 2008

X Jeromy

P.S. 177Q
V59

2/24/09
Kyle

My travel training essay

My name is Kyle. And I participated in travel training this year. I really enjoyed traveling on my own in a city bus. Because I learned many things. I was looking for street crossing when the cars are turning left or right. Be careful there is no cars turning. We also practice getting lost. If you get lost call the school or my parents. My travel trainer practiced with me many times when I learned they gave me a test. I passed I have been travel training on the city bus with my bus pass metrocard, I also got a certificate that I successfully completed the program.



Kyle, PS 177Q

AND MORE LETTERS !

Travel Training Newsletter

<http://schools.nycenet.edu/d75/travel/newsletters.htm>

A Travel Trainer Near You!

There is a Travel Training Office in every borough in New York City. We accept referrals from any District 75 school and many High Schools. We work with students at various off-sites, worksites and often the agencies of facilities that students will attend after transitioning from school to adult programs and opportunities.

Below is a list of our offices with each address, telephone number and name of the Travel Training teacher.

We welcome your questions, comments, and /or requests for information about the program and its activities. We can arrange bus demonstrations, trips to Safety City, parent and staff development workshops, and of course explain our referral process for students you believe would benefit from our services. We look forward to hearing from you.

The Bronx

Michele Buto

PS 721X

2697 Westchester Ave

Bronx, NY 10461

(718) 822-2881 ext. 3012

Steve Gallo

PS 754X

470 Jackson Ave

Bronx, NY 10455

(718) 993-5581 ext. 103

Brooklyn

Phillipe JeanLouis

PS 373K

185 Ellery Street

Brooklyn, NY 11206

(718) 782-6800

Gus Chaviano

PS 721K

64 Ave X

Brooklyn, NY 11223

(718) 266-0085

Queens

Joan Ross

PS 721Q

57-12 94th Street

Elmhurst, NY 11373

(718) 760-2930

David Abrahams

PS 752Q

142-10 Linden Blvd

Jamaica, NY 11436

(718)322-3500 ext. 4293

Manhattan

Gerard Grillo

PS 751M

113 E. 4th Street

New York, NY 10003

(212) 477-2454

Florence Tuchman

PS 721M

250 W. Houston Street

New York, NY 10013

(212) 924-8825

Staten Island

Florence Tuchman

PS 721R

155 Tompkins Street

Staten Island, NY 10301

(718) 727-4938

*High Schools (all
boroughs)*

Steve Garcia

113 E. 4th Street

New York, NY 10003

(718) 776-3140 ext. 1126

New York City Department of Education

District 75

Chancellor

Joel Klein

District 75 Citywide Programs

Superintendent

Bonnie Brown

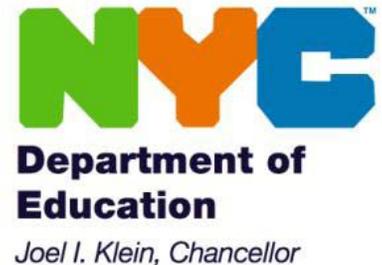
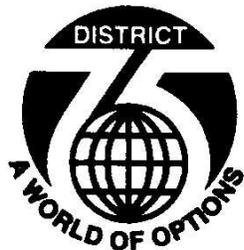
Deputy Superintendent

Gary Hecht

Director

Office of Travel Training

Margaret M. Groce



Edit & layout by Steve Gallo, Office of Travel Training