



# The Travel Training Newsletter

New York City Department of Education District 75

## Travel Training Welcomed at PS 751M

By *Tobias Weissman*  
Principal, PS 751M

*Manhattan School for Career Development*

I would like to take this opportunity to welcome the Manhattan Travel Trainers who will be our guests at M751, The Manhattan School for Career Development beginning in the school year 2006/2007. The importance of independence for our students is obvious. What is not obvious is all the planning and hard work that is part and parcel of our students' transition to post-school life due to the efforts of the travel trainers.

Our students have worked collaboratively with the Travel

Training staff and designed a mural depicting various travel modes. The students painted a mural covering 50 % of the wall space using an array of bright colors which makes the office inviting and appealing. This is the first of many murals we are planning to design and implement that will transform M751's image. Our hope is to create a bright welcoming school for all that enter our building. D 75's Travel Training Program can be proud of the fact that you started the process.

Good Luck.



*Tobias Weissman: Principal, PS 751m*



*Scene from the Travel Training Mural at PS 751M*

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## The Travel Training Mural @ PS 751M

By *Marci Kutschman*  
Art Teacher, PS 751M

During the month of November 2006, the first and third year visual arts students from PS 751M created a two wall mural for the new Travel

Training Office. The theme was "Transportation in



*Scene from the Travel Training Mural at PS 751M*

N.Y.C.", and the students submitted their ideas to help develop the design. After the drawing was sketched on the wall with pencil, the students completed every aspect of the piece, including priming the walls, painting the black outline, adding the color and finalizing with touch-ups and details. This was the students first experience working on a large scale project, and they did an amazing job working together.

beautiful and inviting place, and the participating students made huge progress towards accomplishing that goal. They certainly deserve the pride and recognition associated with completing this project, as it will be a permanent installation in our building.

Special thanks to the students and paraprofessionals from classes VO1, VO3, VO5, V11 and V12 for all of their hard work.

### Student Comments

#### PS 751M

- "I helped paint the wall. The color made the room brighter." *Charles*
- "I liked the project because I love to paint a lot. "...I will love to do it again because I really enjoy painting." *Maleydy*
- "It was a nice experience because Ms. K told me to do it for the travel trainers." *Franklin*
- "Some of the students that were painting with me put some paint on the front of my shirt. At the beginning, I felt sad, but then, it was fun." "What I liked about this project was that everybody did it together." I hope that I have the opportunity to paint another mural in the future again and again." *Desiree*

# Traveling Towards Transition

By *Eliot Jacobson*

*Transition Coordinator*

*P993Q @LICHS*

Travel Training is the single most important step in a student's education. It is the single most important criteria for transition goals that relate to a student's independence. The ability to travel on public transportation is viewed by adult vocational training programs as vital to success in the work place. Travel training has opened new worlds of opportunity for our students at P993Q. "Gus and

Desiree are so great to have around. It's like they were always part of our program." said Linda Gatto, our school aide, when talking about the travel trainers who took up residence at our school during the training period. "Now I can be outside by my-

self." said one of the proud students who passed the travel training instruction. "It makes me feel like an adult. It makes me feel normal."



At P993Q, our staff and our students' parents are all excited about how the training helps the students develop their independent living skills. Suddenly, they seem more mature and responsible. One student had to be trained to travel from Far Rockaway to Long Island City. The trip which took two hours each way was no challenge to the enthusiastic trainer. Now, the student is successful in his placement at a vocational training program located in Brooklyn. One of our students maintained part-time employment by walking to a senior center for two years. Now that he can travel on public transportation he will be

able to expand his job search to local movie theatres for his dream job. Another student was waiting for placement in a special evaluation program sponsored by VESID. As soon as she passed travel training she was accepted. Two of our students plan to attend a GED preparation program and possibly attend college one day when they pass travel training.

"It's a great program!" said our school counselor. "They have the patience to work with even the most difficult students and help the students overcome their personal problems to become safe and responsible travelers."

Nervous parents are set at ease and teachers see the results in more motivated students. Students get the chance to make their real-life dreams come true. Transition coordinators can expand their search for appropriate adult vocational training programs as new opportunities become available for independent travelers. The Travel Training Program is simply the best training program for students to become independent travelers and it is run by the best people.

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## Citywide Notes

By *Ruth Groebner*

*Transition Linkage Coordinator*

*Queens High School of Teaching*

On November 2, 2006, Steve Garcia of the District 75 Office of Travel Training conducted a workshop at Queens High School of Teaching (QHST) for parents and students thinking about taking a step towards independence by learning to use public transportation instead of the yellow bus. Attendees from both the District 75 school located within QHST and the Community School District were able to obtain a clear idea from Steve about the importance of the program but also the realities of parents' 'letting go' by giving

their child this new freedom. This major step in a young person's growth is not easy to take. Sometimes the parents are concerned, while in other cases students have apprehension. Two videos were shown which gave participants a sense of what the program looks like. Students who have successfully completed the program are featured in the video and help other young people and parents realize what a boost this autonomy

*"Students who have successfully completed...help other young people and parents realize what a boost this autonomy can have on a student's self-esteem"*

can have on a student's self-esteem. Beth Altmann, PS 811's Transition Linkage Coordinator, provided information on other forms of transportation including Access-A-Ride and reduced fare metrocards. Ellen Turner, QHST's Parent Coordinator, followed up with parents about the meeting and provided refreshments.

# Thoughts and Reflections

By Peggy Groce

Director, Office of Travel Training

It is always a bit of a surprise to see how quickly time passes. This 2006-2007 school year is no exception. Now it is time to be sure that all the 2007 graduates who have learned to travel and use public transportation can commute to their post-school activities, including supported employment, vocational education, adult services programs and post-secondary education. All of us in the Office of Travel Training strongly urge school transition linkage coordinators and agencies providing adult day services to give serious consideration to the travel routes and options available when developing and providing programs for adults. This is the best way to assure that our graduates continue to enjoy their independence, and travel in the least restrictive environment they enjoyed while in school. We also believe that in the future increased emphasis will be placed on travel training as a result of the reauthorization of IDEA 2004 and the final Rules and Regulations issued by the Office of Special Education and Rehabilitative Services, US Department of Education (DOE), August 14, 2006.

For those of us who have not read the final Regulations I'll include a few of the key points, including comments, on travel training and transition services. These points are taken from the Federal Register, Vol.71, August 14, 2006. Of importance in the final Regulations is the removal of the term "travel training instruction" from the proposed definition of orientation and mobility (O&M) services and retaining it only in the definition of *special education*. This should prevent confusion between O&M which is included and defined under *related services* and travel training which is included and defined under *special education*. "A few commenters recommended strengthening the definition of *travel training*...and adding travel training to new (*transition services*) to acknowledge that transportation is vitally important for children with disabilities to have full participation in the community" (p. 46577). The discussion by the DOE noted that the "definition of *travel training* already acknowledges the importance of transporta-

tion in supporting children with disabilities to fully participate in their communities" (p.46577).

The Commentary further stated that "We believe that IEP Teams already consider the importance of transportation and travel training services in the course of planning for a student's postsecondary transition needs" (46577). This last discussion point on the importance of transportation and travel training in transition should be more widely considered when transition planning begins at age 15.

The reauthorized IDEA made some changes to *transition services* that were designed to improve students' movement from school to further education, employment, and independent living opportunities. Transition services continue to mean a coordinated set of activities but it is strongly stated in new language in IDEA 2004 that these activities are to be designed "to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities..." (p. 46762). The term "functional" was not defined but it is made clear that the child's opportunity to learn how to function in the world is as important as teaching the child academic skills. According to the Commentary "It is not necessary to include a definition of "functional" in these regulations because we believe it is a term that is generally understood to refer to skills or activities that are not considered academic or related to a child's academic achievement. Instead, "functional" is often used in the context of routine activities of everyday living" (p. 46661).

Research has demonstrated that independent mobility and travel are essential skills for increased participation, performance and independence at work, at home and in the community. The ability to use public transportation is a major factor in the number of opportunities available to students when they exit school. As one transition linkage coordinator stated, "The ability to travel on public transportation is viewed by adult vocational training programs as vital to success in the work place." (See p.2)

The skills and behaviors required to travel safely and independently are very similar to the skills and behaviors necessary for success in employment, vocational training and post-secondary education.

Moving from the school bus to mass transit is a major achievement for both the students and their families. We salute the parents who understand that learning to use public transit is not giving up a service (the school bus) but is acquiring a skill that changes lives. A parent's perspective is beautifully shared from a mother who wrote, "Travel Training has proved to be the most successful tool that Tim will use to succeed in anything he decides to undertake in life. My family and I would like to thank all of you for dramatically changing our lives for the better." (See p.6).



More than a thousand students with disabilities attending our secondary schools have learned to use public transportation to travel from home to school and back. Many of these young people will be exiting the public school system in June 2007. We respect the students for their hard work and courage, and their families for their courage and trust. These students express appreciation for their freedom. Reading a letter a student wrote I was overwhelmed with her statement that "I wish someone would have informed me about travel training earlier since I have felt useless and trapped for so long." (See p.3) This from a young woman accepted to college! And one young man remarked after learning to travel, "There's an independent traveler inside each of us." We need to remember these statements and help more students achieve their dreams of becoming independent young adults.

We hope you enjoy this Newsletter! Please let us know if you would like additional information or if we can be of assistance to you.

## A Poem About Travel Training

Shannell

PS 721X

It was a cold day outside today

It was a Wednesday morning in October  
on the 11, 2006

Shawndell is a great travel training  
teacher

She makes me feel happy inside

In Shannell and Shawndell, is most alike

Just got different letters in her name

But I'm glad that I'm travel training

I'm becoming a different person this year

It's the new Shannell



# Extra Notes

## A Good Experience

By Chris, PS 373K

T.T. is a good experience for me. I think that it is good to be independent and on your own. It teaches you responsibilities that stay with you throughout the years. Traveling is a big responsibility. If you don't pay attention you might miss your stop. I learned to be more confident. My self-esteem has increased. I'm no longer afraid to ask the conductor or bus driver for help. I think if you are capable of traveling independently you should go for it because you don't want to be on the school bus for the rest of your lives.

## Dear Mr. Phillippe:

I am writing you this letter to inform you of the great job Ms. Dania Garcia did travel training my son Tehron Jones. I feel God always makes certain people for certain jobs.

I feel when he made Ms. Garcia he took a special piece of clay and put together an angel called Ms. Garcia. She was pleasant, polite and always on time. She was a kind person.

Thank you for your services and I will be in touch with you when Tehron gets better. I'll like to have Ms. Garcia back too.

Sincerely,

Sheryl C, Parent PS 373K

## Letter to NYC Travel Trainers

By Steven Garcia

Teacher, Office of Travel  
Training

*I recently received a letter from a student who was travel trained from her home in Brooklyn to Baruch College in Manhattan.*

*In reading the letter I was profoundly touched. For me this letter was speaking for the thousands of students who have been trained over the past 36 years. These are students with special needs who have difficulty expressing just what this newfound independence means to them.*

### STUDENT LETTER

Let me start by introducing myself. My name is Linda and I am currently 18 years old. My primary diagnosis is Spina Bifida. I have been wheelchair-bound since four years old. Recently I'm receiving travel training to gain the confidence and skills necessary for traveling alone. I will be an incoming student at Baruch College starting this

fall semester, therefore I needed someone to teach me to commute without assistance.

Before travel training, I had never been anywhere without someone following me. At school that someone would either be the paraprofessional or teacher. Once I get home, my parents and home attendant takes over the job. What irritates me is the fact that I have never been given the chance to push myself or at least try. Everyone around me just automatically assumes I can't go anywhere without personal assistance.

However, people in travel training focused on my abilities rather than my disability. This perspective encourages me to aspire for a dependent-free life. It might take my parents awhile to get used to the idea that I "can" go places by myself like everyone else. This is my chance to prove to them that my disability can't stop me from living an independent life.

I wish someone would've

informed me about travel training earlier since I have felt useless and trapped for so long. I just want to thank travel training for giving me hope.

*I'm Steven Garcia, a Travel Training Instructor. I have worked for the NY-CDOE for 28 years, 23 of which were with the District 75 Office of Travel Training.*

*Travel Trainers give hope to students all over the city*

*everyday. We see it in their smiles when they make that first solo trip to school and in the sincere gratitude as a parent thanks us for believing that their child can succeed.*

*This letter speaks to all the NYCDOE District 75 Travel Trainers. It is a thank you for your tireless efforts. You continue to give freedom and independence to so many. Each of you is a gift to the students/families in the New York City school system.*



Linda traveling to school.

*"people in travel training focused on my abilities rather than my disability."*

# The Bronx Speaks: What Students Are Saying About Travel Training

## PS 721X, PS 811X and PS 754X

“I was happy. I’m learning to travel like my friend Luisa. I don’t want the cheese bus.” “I feel proud. My family is proud.”

*Atagracia, PS 721X*

“Today I learned that a stranger is a person I don’t know. Strangers are at the movies, supermarket, in the computers. They are everywhere.”

“If I need help I go to the police. I go to my parents and uncles. If I get lost in the store I ask a store clerk to help me find my parent.”

*Salvador, PS 721X*

“A stranger is a person that you don’t know. A stranger can be a man or a woman. A stranger comes in different colors and shapes. You can see a stranger in school or in the park or when you take the bus or train.”

*Chris, PS 811X*

“What is a friend? Someone that you know for a long time. A friend is loyal, a friend is wonderful.”

*Victor, PS 811X*

“If I need help:  
I go to the police, bus driver, conductor, security guard, store clerk.”

*Roberto, PS 811X*

“I am 19 years old. In school I am learning how to travel on my own. Sandra showed me how to go to different trains to school and Manhattan College. I feel proud of myself to be traveling on my own.

*Bobby, PS 754X*

“I discovered something about the school bus. Kids on the school bus were bullying other kids. I thank my teachers (travel trainers) for helping me get onto metro”.

*Isaiah, PS 754X*

“It was to help me learn how to travel from my house to school. The Travel Trainer showed me how to travel in the train and the bus. They showed me how to use the phone in any emergency. Velky showed me how to follow the bus schedule to know what time the bus is coming.

*Vlad, PS 754X*

“I think travel training is fun and it helps you know where you are going. Steve came to my class and asked me about travel training. I said yes. Kevin came to my house and he

trained me. He showed me how to go home. He was cool and funny. Now I travel by myself and I like it and I am happy.”

*Michael, PS 754X*



*Picture by Michael, PS 754X*

# From a Parent

To Whom It May Concern:

I wanted to write and tell you about my son Timothy. Timothy is 19 years old and is "affected" by severe spastic quadriplegia cerebral palsy. Tim uses a wheelchair for mobility. Prior to May 2006, Tim needed assistance with all daily living skills. He was the type of kid who would go "spastic" if he saw a crack in the sidewalk for fear that he might lose control of his chair and fall over. He would never take a chance and go more than 20 feet away from home without someone to accompany him. His fears put a major strain on him as well as the entire family. We knew the future held many obstacles for all of us especially since Tim would graduate high school and not be under the umbrella of the department of education. The following is an account of what occurred in May 2006 and what ultimately changed my family's entire future – especially Tim's.

I had attended a family conference for people with disabilities at the College of Staten Island when Tim was entering high school. There was a presentation given by the Travel Training group and I thought it would be interesting to see what it was all about. Upon viewing the video and listening to the speakers, I decided to sign Tim up for this service (knowing that I could cancel when the time came.) There were some issues that might need to be resolved before he was trained – he would need to have less than a 1 to 1 paraprofessional in school and he would need to give up the "little yellow school bus" that picked him up every morning for the last 15 years. Both things were going to be a problem but training would not begin until Tim was a senior in high school; which left a long time for me to work things out (if he chose to be trained.)

The years passed and one of Tim's teachers called and reminded me that I would have to begin the process of training if I was still interested. I was, but I have to say that my family (including Tim) was DEAD SET AGAINST IT! I was a little leery about it all but I knew that Tim was NOT going to have the protection of the Department of Education or a paraprofessional for the rest of his life and I agreed to go forward with the plan for travel training.

My family posed a major problem and could not believe that I was going to send Tim out into the "big bad world." Tim agreed and

said "how could you send a boy like me on a city bus, what happens if I get lost?" I thought the same but felt confident when I spoke with the coordinators of the program, Florence and Steve. (Tim would also like to credit Peggy and Mike Lee.)

Tim began training in May of 2006 and the transformation of my son into an independent young man came almost immediately! His self esteem soared from day one. He not only traveled to school alone after only three weeks, Tim began to feel confident enough to go shopping to stores in our local area. When the time came for Tim to travel, I must say that my husband was a major obstacle in allowing him to travel independently. Tim would say "get over it buddy, I am a man now."

Tim was taught how to travel to and from the College of Staten Island (where he is a student-the staff nicknamed him Waldo) and also to the Staten Island mall that he frequents quite often!

Tim now goes shopping in many areas on Staten Island including Burlington Coat factory, Modells and various other stores. This may not be a major feat for most but if you consider the fact that we live near Victory Blvd and Clove Road (we can't even get a crossing guard to work there) it is a tremendous accomplishment for someone using a wheelchair. There have been times when he came home with a haircut, books for school, gifts for friends and family .....and even a young girl he met while traveling home from school. Tim has also learned that there are times when he must adapt to certain situations. Just a few examples:

He wanted to buy a slice of pizza at a store that wasn't accessible. He pulled his chair up to the door and asked the owner if he could bring out a couple of slices of pizza and a coke. The owner was very gracious and Tim came home and had his lunch.

The harness on Tim's wheelchair broke one day. Instead of the usual ranting and raving he would have done in the past.....Tim took a trip to the tailor and had him repair the harness while he waited.

Buses often break down but Tim just takes it all in stride. He calls us to let us know where

he is and when he will be home...while he waits for another bus.

Tim has traveled to many places and found that curb cuts are an issue. Travel trainers taught him to always have a "Plan B" in case of problems and he always does.

There are so many wonderful stories to tell and all because of the dedicated staff of the Travel Training program. Our lives have dramatically changed for the better. Two months ago I had an automatic lock installed in my home to allow Tim to enter and exit without the help of another person. Now he is completely independent of us.

As a side note, my husband traveled on the city bus a few months ago and could not find the "string" that we used to pull to alert the driver of a stop request.....Tim told him he needed to be travel trained.



*Timothy traveling independently*

My 14 year old was traveling to New Dorp on Staten Island and wound up in Brooklyn one day.....Tim suggested travel training!

My family has calmed down quite a bit although there are times when they are somewhat apprehensive.

Travel Training has proved to be the most successful tool that Tim will use to succeed in anything he decides to undertake in life. My family and I would like to thank all of you for dramatically changing our lives for the better. We could never say thank you enough!

Tim's new goal in life is to become a travel trainer and extend this wonderful program to higher education.

My goal is to try and help him to fulfill his dream. Our hope is that we can help to educate parents and maybe calm their fears.....

Again, special thanks to Florence and Mike.....they gave Tim the tools and the self confidence to realize so many new goals in life....we can never express our gratitude enough.

Warmest regards,  
Maryellen

# To the Parents

## Letter to Parents

By Madeline Nieves, Parent Coordinator at 721M

Day by day as a parent you teach your child to do various things. Nothing makes you happier than seeing your child's first steps. As the months go by they learn how to eat on their own and how to tie their shoe laces. With each passing day you realize that they are becoming more and more independent. Then comes the bittersweet moment- their first day of school. Along the way you celebrate their triumphs and you support them with their difficulties. You do your best in guiding them into young adulthood. Your ultimate hope is that they make their way in this complicated world and they end up as happy adults...right?

As you know things are not that clear when you have a child with special needs. They don't always take those first steps on their own. You constantly worry about their safety and hope that other people will have the same patience you have with your child. When most parents are starting to feel less needed you feel like you are needed more. Whenever your child goes somewhere you are right there with them. Their teachers, your family and your neighbors advise you to give them a little more independence and you smile and agree...on the outside. All the while on the inside (with the best of intentions) you think "my child can't do that" or "...it's too dangerous for my child to do that".

Before you know it your child is no longer a child but a teenager. Although you still think of them as a children they want what every teenager wants...some independence. They want to go places, to visit with their friends and to have a normal life. Many parents have used the transit system but tremble when they think of their teenagers traveling by themselves. After all we've read the newspaper, there are so many things that can happen. What happens if they get lost?...what if the service is suspended?...will they know what to do? I'm sure you probably start to sweat just thinking about it.

But take a moment and look back...you have to admit it took a while but they eventually learned to tie their shoe laces or to get dressed on their own. You realize that it's not that your child can't learn but that they just learn differently. One of the biggest gifts you can give any young person is the opportunity to learn to travel independently. Think of how independent travel changed your world. It opens up a whole new world of possibilities for your child...teenager. The D75 Travel Training Program not only teaches your child how to travel to and from school but also what to do in case of an emergency, proper behavior in public, who to go to for help, etc. Independent travel also gives your child a large pick of programs when they are about to graduate. Time and time again I receive calls from parents, usually in their child's last year, and they are desperate to get them travel trained. So when you think about the travel training program focus on the end result...what you want for your child's future.

## First Step Toward Independence: Pre Travel At PS 721K

By Joan Ross Travel Trainer

Mrs. Uretsky has always been a huge advocate for her students to become independent travelers .At P721K, Occupational Training Center, Mrs. Uretsky's class (12:1:1) are motivated to learn travel related skills/behaviors. Presently, Mrs. Uretsky's class travels by school bus to their worksite. Although, three of her students are already independent travelers, she said that she would like to have all of her students traveling independently to the worksite in the near future. Most of her students are on the list for travel training and are patiently waiting to begin the one-to-one training.

Preparatory travel skills are important and a necessary component to independent travel. I've had the opportunity to work with Mrs. Uretsky's students who are eager and enthusiastic to learn pre-travel skills. In the school building, the students learned how to use the public telephone. Each student practiced making a phone call home in the event they needed help while traveling. We worked on mapping skills. Each student's name is color coded on our wall map of Brooklyn, indicating the areas in which they live, showing proximity to each other and the school. They have mapped out their routes taking buses and

## First Step Toward Independence (continued)

trains. The students also completed a written assignment on "why they want to become independent travelers"? New skills were introduced to prepare the students for using the subway to travel to the worksite. We reviewed all safety rules for traveling in the community. The students made ID cards, learned who to show the ID cards to for help, and reviewed local street signs and subway stops. Before our actual trip students were given cue cards to locate street signs, subway stations, conductor's board and subway stops. Each student had an assignment that would make trip successful. During



the actual trip the students demonstrated that they learned about the conductor's board, and the importance of the conductor. Students confirmed that the subway was going to their destination with the conductor before boarding the train. This opportunity gave the students hands-on experience and knowledge of their environment as they practiced skills necessary for safe travel. Each student did a superb job as they demonstrated the skills learned. I am grateful for having had the opportunity to work with this class. It is so nice to teach students who have such a desire to learn and have such a yearning to become independent. There is nothing more satisfying then to see students proud of their accomplishments. **Hats off to Mrs. Uretsky's class for their first steps toward independent travel....**

## Finding 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 their addresses, telephone numbers, and the names of the Travel Training Coordinators.

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.

<p><b><u>The Bronx:</u></b></p> <p><b>Michele Buto</b> PS 721X 2697 Westchester Ave Bronx, NY 10461 (718) 822-2881 ext 3012</p> <p><b>Steve Gallo</b> PS 754X 470 Jackson Ave Bronx, NY 10455 Room 103 (718) 993-5581 ext 103</p>	<p><b><u>Brooklyn:</u></b></p> <p><b>Mike Sohtz</b> PS 721K 64 Avenue X Brooklyn, NY 11223 (718) 266-0085</p> <p><b>Phillipe Jean Louis</b> PS 373 K 185 Ellery Street Brooklyn, NY 11206 (718) 782-6800</p>	<p><b><u>Queens:</u></b></p> <p><b>Roseanne Bopp</b> PS 721Q 57-12 94 Street Elmhurst, NY 11373 (718) 760-2931</p> <p><b>David Abrahams</b> PS 752Q 142-10 Linden Blvd. Jamaica, NY 11436 (718) 322-3500 ext 1071</p>	<p><b><u>Manhattan:</u></b></p> <p><b>Gerard Grillo</b> PS 751M 113 E. 4 Street New York, NY 10003 (212) 477-2454</p> <p><b>Florence Tuchman</b> PS 721M 250 W. Houston Street New York, NY 10013 (212) 924-8825</p>	<p><b><u>Staten Island:</u></b></p> <p><b>Florence Tuchman</b> PS 721R 155 Tompkins Ave Staten Island, NY 10301 (718) 727-4938</p> <hr/> <p><b>High Schools:</b> <b>Steve Garcia</b> 113 E. 4 Street New York, NY 10003 (718) 776-3052 ext 1126</p>
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New York City Department of Education  
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