



Family Handbook

2024–25

Last Updated: 8/9/24

PRINCIPAL MILLER'S WELCOME LETTER

Hello Parents and Caregivers to our Incredible Students!

My name is Penelope Miller and I have the incredible honor to serve as principal of Ludlow-Taylor elementary school. You are part of a very special place! Elementary school is a unique time of development, and we strive to make this time impactful. We seek to make an impact on student growth and development not only academically. Emphasizing growth and development from a whole child perspective is a hallmark of teaching at Ludlow-Taylor.

From our Reggio Emilia inspired pre-k program to the work through the Whole Child Collaborative through all our grades, we place a special interest in developing a child's ability to see themselves as competent problem solvers. Reggio Emilia is centered on student interests as the vehicle for learning deeply. Through deep and prolonged time spent exploring topics of interest, our youngest learners learn content, build early academic readiness skills, and create learning communities that last throughout their time at Ludlow-Taylor.


In grades kindergarten and 1st, we emphasize foundational skills as the path to deep learning. Without solid, well developed early literacy and number skills, we cannot then accelerate student learning in the upper grades. In grades 2-5, students engage with DCPS curriculums as well as hands-on learning in content areas, to practice skills, build their understanding of the world, and most importantly, know they have a voice in their learning.

We also believe that all children deserve to be in a space that honors them as individuals, respects differences in identities, and celebrates these unique gifts! Equity is a core value of the community, and we honor that through curriculum choices, hiring, and our commitment to partnering with families so all families know they are represented in all our choices.

Children deserve meaningful experiences alongside academic learning. We offer many enriching experiences to compliment what they get in their classrooms. We offer art, music, and Spanish one time a week, and students have physical education for a total of 90 minutes weekly. All students access the library and media studies with our school librarian. We are excited to continue our full program with FoodPrints again in the 2024-2025 school year. One program returning after a year gap is the 3rd grade swim lessons, offered through DC Public Schools. 3rd grade students will go to the pool for lessons in swimming and water safety. 2nd graders will continue with their biking as well!

I know I am excited to be back in person and to be part of this vibrant community. I hope you cherish your time here at Ludlow Taylor. Please know your voice is a crucial ingredient in our work. Parents and caregivers have very hard jobs and we want to be partners as well as a resource for you. If you do not know how to share your voice and ideas, please reach out to me directly.

I serve this community with a heart full of joy! I look forward to seeing you all at school in the new year!


Penelope Miller,
Principal, Ludlow-Taylor ES

ABOUT LUDLOW-TAYLOR

INTRO

Dear Students and Families:

Welcome to Ludlow Taylor Elementary. We are thrilled to embark on this exciting journey of learning and growth with you. This handbook is designed to be your go-to resource for everything you need to know about our school community, from our values and expectations to our policies and procedures. Together, we will create a supportive and inclusive environment where every student can thrive. We look forward to partnering with you to ensure a successful and enriching educational experience for your child. Let's make this year one to remember!

Warm regards,
Dr. Miller and AP Watson

VISION

All members of the Ludlow Taylor community deserve a school where they can learn, grow, and to have experiences that facilitate leading lives of purpose and deep meaning; to live lives where they have choice and influence on their world; and where every member of the community commits to creating an equitable world for individuals and communities.

MISSION

At Ludlow Taylor Warriors, our mission is to provide a vibrant and inclusive learning environment where every student can thrive. Through a culture of respect, collaboration, and curiosity, we empower students to reach their full potential academically, socially, and emotionally. We prioritize creating a safe space that celebrates diversity and values everyone. Together, we cultivate lifelong learners who are prepared to excel in a dynamic and interconnected world.

CORE VALUES

Politeness: We are polite by offering basic courtesy to other human beings. Recognizes our community members and each other's need for a peaceful environment in order to thrive.

Respect is given and earned.

Integrity in our actions and words, our ethic.

Determination is a defiance of obstacles, to move forward, to hold high expectations for ourselves and the accomplishments of our community.

Empathy is a recognition of our humanity, our imperfections, our connectedness.

EQUITY

Ludlow-Taylor is committed to creating a discrimination-free environment for all students, teachers and staff. We are focused on creating an equitable and inclusive environment in which we eliminate opportunity gaps, interrupt institutional bias, celebrate diversity and remove barriers to academic and social success, particularly for students of color. We want to support each and every one of our students as needed for them to thrive.

DCPS is committed to ensuring every student feels loved, challenged, and prepared to positively influence society and thrive in life by providing rigorous and inclusive learning environments for all students. The full DCPS Anti-Discrimination Policy can be found here:
<https://dcps.dc.gov/publication/dcps-anti-discrimination-policy>.

SCHOOL COMMUNICATION: BASIC CHANNELS

WEBSITE

ludlowtaylor.org

PTO LISTSERV

Click [here](#) to join the Google Group ltes_dc or email pto@ludlowtaylor.org to be added.

SOCIAL MEDIA



@ltesconnects



/LudlowTaylor



@LudlowPTO



@MillerLTES

EMAIL

Principal: penelope.miller@k12.dc.gov

Assistant Principal: sandy.watson@k12.dc.gov

PTO: pto@ludlowtaylor.org

Absences: brittney.cloyd@k12.dc.gov

Enrollment: brittney.cloyd@k12.dc.gov

Vaccination Records/Questions:
dodaniels@childrensnational.org

PHONE

(202) 698-3244

BEHAVIORAL SUPPORTS & DISCIPLINARY INTERVENTIONS

DCPS POLICY

The District of Columbia Public Schools (DCPS) is committed to ensuring every student feels loved, challenged, and prepared to positively influence society and thrive in life. As a part of this commitment, DCPS works to promote safe and positive school environments via its comprehensive [Safe and Positive Schools Policy](https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/Safe%20%26%20Positive%20Schools%20Policy_FINAL_2.2.23.pdf) that can be accessed at: https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/Safe%20%26%20Positive%20Schools%20Policy_FINAL_2.2.23.pdf. Grounded in the science of learning and development, DCPS' policy prioritizes positive relationships to provide students with the support they need to build skills and develop social, emotional, and academic success.

INTRO TO L-T APPROACH

At Ludlow-Taylor, our goal is to nurture a learning community where every student feels a sense of belonging and achieves growth and success. Our approach includes classroom routines and agreements that help students become responsible community members. When mistakes are made, our first priority is to take care of anyone negatively affected by the behavior, in order to ensure a sense of safety and wellness. Behavioral supports and disciplinary interventions are designed to guide students in developing self-regulation and repairing harm. We believe harm is best repaired when there is an established foundation of connection, understanding, and trust. Some of these supports include – but are not limited to – restorative circles, logical consequences, and suspensions & expulsions as described below. All disciplinary interventions should be documented in a student's Student Behavior Tracker (SBT).

CONSIDERATIONS FOR DISCIPLINARY INTERVENTIONS

When deciding on disciplinary interventions or actions, DCPS prioritizes respecting individual students and staff, balancing the interests of the school community, and minimizing disruptions to academic instruction. Staff are encouraged to implement progressive disciplinary responses, starting with the least severe appropriate response to give students an opportunity to regulate themselves successfully. Disciplinary interventions and responses will be (1) fair and consistent and (2) logical, appropriate, and instructive.

Factors Considered: The following factors are considered when determining whether a disciplinary intervention is appropriate and, if so, which one:

- The nature and circumstances of the infraction;
- The age and overall social and emotional context of the student (e.g., behavioral history, trauma, mental health considerations);
- Previous participation in counseling or conflict resolution efforts;
- Whether injury occurred or if a weapon or controlled substance was involved;
- The safety and educational needs of other students and staff;
- The educational needs of the disciplined student, including considerations in an IEP or Section 504 plan; and
- any extenuating circumstances.

Applicability: Disciplinary interventions are enforceable by school authorities in the following situations:

- When the student is on school grounds;
- During school-sponsored functions or activities, on or off school grounds;
- When the student is traveling on transportation provided by DCPS or OSSE and engages in prohibited conduct;
- During before-school or after-school programs; or
- When prohibited conduct off school grounds or outside regular school hours significantly disrupts the school environment, including cyberbullying.

SUPPORTS & INTERVENTIONS: OPTIONS

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RESTORATIVE CIRCLES

When a relationship is damaged, students participate in restorative circles. These circles provide a safe space where every voice is heard. They help students understand each other's feelings and the impact of their actions. Students are held accountable for their actions and are guided to repair the relationship. Logical consequences are often assigned during this process.

In a restorative circle, an adult asks the following questions:

- What happened?
- What were you thinking at the time?
- What have you been thinking about since?
- Who has been affected? How have they been affected?
- What do you need to do to make things right?

LOGICAL CONSEQUENCES

Break It, Fix It

- Materials: If you break someone's pencil, you replace it.
- Feelings: If you hurt someone's feelings, you talk it out.
- Commitments: If you don't finish your project on time, you use another time of day to complete it.

Loss of Privilege

- Materials: If you misuse materials or technology, you lose access to them for the day.
- Feelings: If you're distracted at the table, you work alone for a while.
- Commitments: If you are acting unsafe, you may need to spend time away from your class.

Take a Break

- Break Area: If you are being silly or unkind, you take time to calm down in the break chair.
- Buddy Class: If you are repeatedly disruptive, you reset in a nearby classroom.

SUSPENSIONS & EXPULSIONS

(K-5TH GRADE
ONLY)

In-school suspension means temporarily removing a student from the student's regular class schedule as a disciplinary consequence, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location as the student. (D.C. Official Code § 38-236.01(8))

Out-of-school suspension means the temporary removal of a student from school attendance to another setting for disciplinary reasons, during which time the student is not under the supervision of the school's personnel and is not allowed on school grounds. The term "out-of-school suspension" includes an involuntary dismissal. For students with disabilities, the term "out-of-school suspension" includes a removal in which no individualized family service plan (IFSP) or IEP services are provided because the removal is ten (10) days or fewer as well as removals in which the student continues to receive services according to the student's IFSP or IEP. (D.C. Official Code § 38-236.01(13))

Expulsion means the denial of the right of a student to attend any DCPS school or program, including all classes and school activities, except DCPS alternative educational settings, for one (1) calendar year. (D.C. Official Code § 38-236.01(5); 5-B DCMR § 2599.2)

SUSPENSIONS & EXPULSIONS: LEGAL FRAMEWORK

RESTRICTIONS ON IMPOSITION OF SUSPENSIONS & EXPULSIONS

*(K-5TH GRADE
ONLY)*

A principal or their designee must hold a conference with the student before imposing a suspension, except when an emergency situation exists, in which case the conference will be held no more than 3 school days after the suspension is initiated.

A student cannot receive an out-of-school suspension or expulsion unless a school administrator determines, consistent with school policy, that the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that occurs off school grounds.

A student cannot receive an out-of-school suspension for any individual incident longer than 5 consecutive or 20 cumulative school days during an academic year unless: (1) the Chancellor provides a written justification to the student and parent explaining why exceeding the 20-day limit is a more appropriate disciplinary action than alternative responses; or (2) the student's conduct necessitated an emergency removal, and the Chancellor provides a written justification for the emergency removal.

APPEALS OF IMPOSITION OF SUSPENSIONS & EXPULSIONS

*(K-5TH GRADE
ONLY)*

Parents/guardians have the right to appeal a suspension. Appeal requests can be made orally or in writing. During the appeal, the student and/or parent/guardian may present evidence and ask witnesses to speak.

For suspensions 1-3 days, the appeal is heard by the principal and must be made within 2 days of receiving suspension notification. For suspensions of 4-5 days, the appeal is heard by the Instructional Superintendent.

In all cases, if a student or parent/guardian has concerns, they may contact the DCPS Office of Integrity, which supports all DCPS stakeholders in ensuring a speedy resolution process and promoting fair and equitable practices for students and families. The Office of Integrity can be reached by completing the [Online Referral Form \(https://dcps-oi.i-sight.com/portal\)](https://dcps-oi.i-sight.com/portal) or sending an email to dcps.cio@k12.dc.gov.

ECE STUDENTS

Prohibition on Suspensions & Expulsions: In compliance with DC law, PK3 & PK4 students cannot be suspended or expelled for any reason. Research shows that a supportive and developmentally appropriate classroom environment promotes children's social-emotional development and self-regulation skills.

Temporary Removal from the Classroom: If necessary as a behavioral intervention, temporary removal should not exceed half a day and must be documented in SBT. ECE students should be supervised in a safe space by a qualified and supportive adult, such as support staff, the school psychologist, or a school leader. Security guards or police may not supervise unless they have a pre-existing positive relationship with the child.

Family Support: If a parent/guardian chooses to take their child home in response to misbehavior, this must be agreed upon with the school administration and documented in SBT. This action should be non-punitive, with no barriers to re-entry the next school day.

Modified Schedule: In rare cases, an abbreviated school day may be used as a temporary intervention, agreed upon by both the school and family after consultation with the school's Instructional Superintendent. This should be a time-limited strategy documented in SBT. The parent/guardian has the right to resume the regular schedule at any time.

BULLYING & HARRASSMENT: RESOURCES FOR PARENTS

KNOWING YOUR CHILD'S RIGHTS

DCPS and Ludlow Taylor take issues of bullying and harassment very seriously. If you feel that your child is being bullied or harassed, there are a number of resources that are available to you:

- You can read more about the DCPS Bullying Prevention Policy [here](https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DCPS%20Bullying%20Prevention%20Policy.pdf):
<https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DCPS%20Bullying%20Prevention%20Policy.pdf>.
- Depending on the severity and specifics of the incident, DCPS has protocol to follow. Read the Incident Response Guidelines for School Leaders [here](https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/SY19-20%2520DCPS%2520Incident%2520Response%2520Guidelines.pdf&sa=D&source=docs&ust=1717945872429917&usg=AOvVaw1CTruh5bKrKuCLEVa1OTzX):
<https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/SY19-20%2520DCPS%2520Incident%2520Response%2520Guidelines.pdf&sa=D&source=docs&ust=1717945872429917&usg=AOvVaw1CTruh5bKrKuCLEVa1OTzX>.
- Title IX of the 1972 Education Amendments Act: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Read more about the DCPS Title IX policy [here](https://dcps.dc.gov/page/about-title-ix-and-frequently-asked-questions#:~:text=Title%20IX%20is%20a%20federal,%2C%20relationship%20violence%2C%20and%20stalking): <https://dcps.dc.gov/page/about-title-ix-and-frequently-asked-questions#:~:text=Title%20IX%20is%20a%20federal,%2C%20relationship%20violence%2C%20and%20stalking>.
- [DCEquity.com](https://dcequity.com) hosts many resources and trainings on bullying, harassment, and discrimination.
- **Safety Plan:** Parents may request a formal safety plan be put in place to protect their child from further bullying or harassment. Student Safety Plans are typically completed by the school Principal or student wellness support team. A standard DCPS safety plan involves two components: the actions school staff will engage in and the actions the student will engage in. The plan has a definite start and end date. It is meant to cover the entire school day, from the time a student leaves home in the morning until they return back home at the end of the day. The targeted student needs to be safe during before-school and after-school activities, and protected from any retaliation bullying done by others in support of the initial aggressor or in retaliation for reporting.

WHO TO CONTACT FOR SUPPORT

If you feel your child has been the subject of discrimination, sexual harassment, bullying, or any unfair treatment, please report the incident immediately to Principal Miller (penelope.miller@k12.dc.gov).

If you need further support or have questions, you can also report the incident directly to the Comprehensive Alternative Resolution & Equity (CARE) Team, if it involves a student, or the Office of Labor Management & Employee Relations (LMER), if it involves a staff member. The DCPS Equity Response Team, the Office of integrity and the Language Access Unit provide additional support. Students and Parents may also file grievances related to bullying and harassment with the US Department of Education or the DC Office of Human Rights.

The CARE Team's Title IX Coordinator is the main point of contact for any issues specifically related to sexual harassment/violence (see contact information on the next page).

BULLYING & HARRASSMENT: RESOURCES FOR PARENTS

DCPS OFFICES THAT CAN HELP

DCPS Comprehensive Alternative Resolution & Equity Team (CARE)

The Comprehensive Alternative Resolution & Equity (CARE) Team is responsible for receiving claims of discrimination, sexual harassment, bullying, or any unfair treatment a student, parent, or visitor encounters at a DC Public School. The CARE team collaborates with school staff to resolve issues in a timely, equitable and comprehensive manner. The CARE office is also home to the DCPD Title IX coordinator. To report an issue of sexual harassment/violence, call the main number and ask to speak to the Title IX coordinator directly.

Contact information: dcps.care@k12.dc.gov; Tel: (202) 442-5405.
Students can also report unsafe conditions or bullying and harassment [here](https://dcps.dc.gov/page/title-ix-online-reporting-form) (<https://dcps.dc.gov/page/title-ix-online-reporting-form>).

The DCPS Central Equity Response Team

The DC Equity Response Team maintains a list of resources and training on equity, bias, and bullying and harassment for students, teachers, and parents. Read the Equity Team's guidance on whom to contact regarding issues of hate or bias [here](https://dcpsequity.com/wp-content/uploads/2022/09/DCPS-Hate-or-Bias-Incident-Report-Parents_Families-english.pdf) (https://dcpsequity.com/wp-content/uploads/2022/09/DCPS-Hate-or-Bias-Incident-Report-Parents_Families-english.pdf).

Contact information: equity.response@k12.dc.gov; Website: <https://dcpsequity.com>

The DCPS Office of Integrity

The Office of Integrity (OI) is available for general, school, or student-specific inquiries and concerns from parents, students, school staff, and community stakeholders. These issues can vary, including measures around safety and security for students, interactions, or disputes with school staff, and coordinating academic support to improve academic outcomes. Ideally, if an attempt to address a concern has proved unsuccessful at the school level or with Central Office administrators, stakeholders can contact OI to review the concern, complaint, or allegation made. OI will investigate the concern and/or inquiry and will issue a response upon assessing the information.

Contact information: dcps.cio@k12.dc.gov; Tel: (202) 939-4913
Website: <https://dcps.dc.gov/page/office-integrity>

DCPS Language Access Unit

Parents have the right to receive information or communicate with a staff member at their school in their language. This is particularly important, if you need to communicate with the school regarding an issue of bullying or harassment.

Contact information: language.access@k12.dc.gov; Tel: (202) 868-6508
Website: <https://dcps.dc.gov/page/language-access-families>

BULLYING & HARRASSMENT: RESOURCES FOR PARENTS

DCPS OFFICES THAT CAN HELP

DC Office of Labor Management & Employee Relations

DCPS' EEO unit, is part of the LMER office and works to ensure that DCPS is in compliance with local and federal laws and policies related to EEO. The unit works to prevent harassment and discrimination in the workplace by promoting equality, fair treatment and fostering respect. You can file a complaint of suspected violations on their website.

Contact information: Tel: (202) 442-5424

Website: <https://dcps.dc.gov/page/dcps-labor-management-and-employee-relations>

Youth Bullying Prevention Program

The DC Youth Bullying Prevention Program aims to reduce incidents of bullying across the District by emphasizing prevention and proper procedures for responding when incidents occur. The program works with youth-serving government agencies, District schools and youth-serving government grantees to ensure bullying prevention policies are adopted and implemented in ways consistent with the best practices adopted by the Youth Bullying Prevention Task Force.

If you're a parent that needs support, or you have any questions about the Youth Bullying Prevention Program program, contact: bullyingprevention@dc.gov.

NON-DCPS RESOURCES

Assistant Secretary for Civil Rights US Department of Education Office for Civil Rights

Tel: (800) 421-3481

Email: OCR@ed.gov

DC Office of Human Rights

Tel: (202) 727-4559

ACADEMIC POLICIES

ATTENDANCE

DC law requires regular school attendance for children ages 5 to 18. Although not required by law, it is just as important for children ages 3 and 4 to have regular attendance as well. Attending school every day and on time is critically important and has a huge impact on learning from prekindergarten through high school. Even as children grow older and become more independent, families play a key role in making sure regular attendance is a priority.

Some absences are unavoidable but when a student misses too much school—excused or unexcused—they can fall behind academically. Students are much less likely to succeed when they are chronically absent and/ or miss eighteen or more days in a school year.

Reporting Absences:

The preferred method of reporting a student's absence is via our absence form, which can be found [here](#) or here:



If you have difficulty accessing the form, please send an email to Ms. Thompson at brittney.cloyd@k12.dc.gov or call the school's front office at 202-698-3244.

Excused Absences:

Acceptable reasons for excused absences (or excused tardies) include:

Student illness— A doctor's note is required if a student is absent for 3 or more days.
 A medical appointment or other medical reason - A doctor's note is required
 Observance of a religious holiday or activity
 Visiting a parent in the military
 Emergency circumstances approved by DCPS

All other absences are considered unexcused.

If your child received a seat through the out-of-boundary lottery and accumulates 10 unexcused absences or 20 unexcused tardies over the course of the year, they may be asked to return to their neighborhood school for next school year.

TARDIES

Any arrival after 8:45 am will result in a tardy. All students and parents who arrive after 8:45 am should go directly to the main office and sign the Late Arrival book and provide any documentation related to the tardiness. Students will receive a late pass from main office prior to heading to class.

If a student is tardy five or more times within a grading period (excused or unexcused), they will be required to participate in an Attendance Meeting with the Attendance Designee. The purpose of this meeting is to identify barriers to attendance and to support our families with getting to school on time every day.

ACADEMIC POLICIES

EARLY DISMISSALS

Notes from parents/guardians requesting early dismissals for students for medical or dental appointments should be sent to Ms. Thompson in the main office. Students must be checked out through the main office when they leave for such appointments.

PROLONGED ABSENCES

Classroom teachers are asked to please inform parents who indicate they plan to be out of school for an extended period (medical, family matters, international travel, vacation, etc.) that they must notify the Principal and Assistant Principal by email.

K-5 GRADING REPORT CARDS

Report cards are released quarterly (November, January, April and June). They will be sent home via snail mail or in your child's backpack; they can also be accessed via [Aspen](https://aspen.dcps.dc.gov/aspen) (<https://aspen.dcps.dc.gov/aspen>).

DCPS launched a new elementary school report card in School Year 2022-2023 for all Kindergarten – 5th grade students. The elementary school report card now features a dedicated social-emotional learning section, a simplified grading scale, assessment data, and a more streamlined approach to entering grades for teachers and school leaders.

View [this video](https://youtu.be/5xtcElczDfI?si=1HP_EpXWNvwnFSpB) about the new DCPS K-5 Report Cards: https://youtu.be/5xtcElczDfI?si=1HP_EpXWNvwnFSpB.

Grading Scale	
Grade	Description
4	Exceeds the Standard The student consistently demonstrates through work and class participation that they are meeting, and at times, exceeding standards that have been introduced for this content area.
3	Meets the Standard The student consistently demonstrates through work and class participation that they are meeting standards that have been introduced for this content area.
2	Approaches the Standard The student sometimes demonstrates through work and class participation that they are meeting standards that have been introduced for this content area.
1	Does Not Meet the Standard The student does not yet (or rarely) demonstrates through work and class participation that they are meeting standards that have been introduced for this content area.

HOMEWORK

Homework is determined on a teacher by teacher basis, although it is not regularly assigned for ECE students. Teachers often encourage all families to read with their child and to practice math fluency facts on a nightly basis.

ACADEMIC INTEGRITY

At Ludlow-Taylor, we believe in the importance of honesty, respect, and responsibility in all aspects of learning. We expect our students to always do their best and to be truthful in their academic work. This means completing assignments independently, giving credit to others when using their ideas, and never cheating or copying. By practicing academic integrity, our students build character, develop critical thinking skills, and contribute to a positive and supportive learning environment for all.

SCHOOL POLICIES: HEALTH & MEDICAL

HEALTH SERVICES

The Health Suite/Nurse's Office is located on the ground floor of Ludlow-Taylor adjacent to the elevator. It is typically staffed by our School Nurse, Dortehea Daniels, who is currently based at Ludlow-Taylor 4 days a week. The Nurse's Office is open during school hours for students with illnesses and injuries that occur during the school day. Nurse Daniels also conducts a variety of screenings (vision, hearing, and scoliosis), assists students with chronic illnesses and accidents, and administers medications.

In the event that a child becomes ill at school or has a significant injury, the School Nurse will call the child's Parent, Caregiver, and/or Emergency Contacts, as needed. Generally, a member of the L-T Leadership Team will (also) call if an injury is part of a discipline issue or fight, and requires non-medical follow-up.

MEDICATION POLICY

All student medications must be administered by the School Nurse. Any questions or concerns regarding medication should be directed to the School Nurse. Prescription Medication & Non- Prescription Medicine will only be administered by the School Nurse, Dortehea Daniels or, in her absence, staff specially trained to administer such medication.

Nurse Daniels is authorized to dispense medication to students whose parents make a formal request. Formal requests must be done in person by completing the necessary forms and dropping off the medication(s). For more information please contact Nurse Daniels at dodaniels@childrensnational.org. Copies of the forms needed are available in the health suite as well as the main office.

ALLERGIES & DIETARY RESTRICTIONS

Food related allergies, especially allergies related to nuts, can be life threatening for children with those allergies. As such, Ludlow-Taylor is a NUT-FREE school. This policy applies to both peanuts and tree nuts. Please do not send nuts, nut spreads, or foods containing nuts to school with your child.

If your child has a severe food allergy of any kind, please submit a physician's documentation of those allergies -- and any necessary protocol to be followed in the event of exposure -- to Nurse Daniels, so that the information may be included in your child's health record.

Please also consider notifying your child's classroom teacher of any such allergies in writing, especially if it is NOT to nuts or nut products, so that the teacher can be alert for any possible classroom exposures.

OTHER SCHOOL POLICIES

DRESS CODE/ UNIFORMS

Ludlow-Taylor requires uniforms Monday to Thursday; Fridays are free dress days. Students must wear solid colored yellow, kelly or dark green, or white shirts, and kelly or dark green or khaki skirts, shorts, pants, or dresses. There is no specific vendor required, but many families acquire uniforms from Primary, Old Navy, GAP and French Toast. Students may also satisfy the uniform requirement by wearing any L-T apparel sold by the PTO.

If you need assistance acquiring uniforms, please reach out to the main office or Ms. Davis, as Ludlow-Taylor maintains a uniform supply closet for families in need.

PERSONAL CELL PHONE & SMARTWATCH POLICY

Ludlow-Taylor's cellphone and smart watch policy mandates that devices must be turned off and stored in backpacks during school hours. Smart watches are permitted but must be removed during standardized testing and stored in backpacks. The school assumes no liability for lost or stolen devices. In the event of a policy violation, the device will be held in the office until the end of the school day. Repeat offenses will require a meeting with a parent or guardian who can retrieve it.

DCPS TECHNOLOGY USAGE POLICY

Ludlow -Taylor requires students to take care of their devices to prevent damage, loss, or theft. Damage resulting from negligence or intentional vandalism will be investigated, with disciplinary actions applied accordingly. Normal wear and tear or unintentional accidents will not result in penalties. If DCPS technology is lost, stolen, or damaged, students must inform staff immediately. DCPS will take steps to recover lost property and safeguard device information, including using location tracking software if necessary.

All students and parents must annually sign a Student Technology and Network Responsible Use Agreement (found [here](#)) outlining acceptable use and prohibited activities regarding DCPS technology. Failure to comply may result in restricted access to DCPS technology or network, with accommodations provided for continued participation in classwork and necessary services. Severe misconduct may have criminal consequences.

DROP OFF & PARKING

If you are driving to school and dropping off your child without exiting your vehicle, please pull up in front of the school on G street. The stretch of 7th street in front of the school is reserved exclusively for buses, and personal vehicles should not park or drop off in this area.

If you are driving to school and parking before accompanying your child to the school building, please make sure that you are parking in a legal spot that you have an appropriate permit for (e.g., Ward 6 parking permit). The parking lot on 7th street across the street from the school is reserved for staff members only. Unauthorized vehicles may be subject to towing at the owner's expense.

PUBLIC TRANSPORT

The Kids Ride Free (KRF) program allows students to ride for free on Metrobus, Metrorail, and the DC Circulator while traveling within the District when using a KRF card.

Any DC resident between ages 5 and 21 who is enrolled at Ludlow-Taylor is eligible to receive a KRF card. KRF cards can be obtained from L-T's Front Office. A KRF card is specific to a particular student and Ms. Thompson will write the students name on their card.

BIRTHDAYS

Each month, during your child's lunchtime, families are welcomed to bring in a birthday treat for your child's class. To ensure the safety of all students, treats provided during these celebrations must be store-bought and peanut-free. Our goal is to create a fun and inclusive environment where every child feels valued and celebrated. If your child has any dietary restrictions or allergies, please let your classroom teacher know. Let's make every birthday a memorable and enjoyable experience for everyone!

ONLINE ACADEMIC RESOURCES

OVERVIEW

We've all become accustomed to using online resources to further our children's education over the past few years. Below is a collection of online resources -- both official DCPS resources & others -- that we hope you find helpful to gather further insight into and to supplement your child's in-classroom learning.

ASPEN

DCPS' Aspen system allows parents & guardians to track academic information regarding their students, including their teachers, grades, absences, report cards & (new this year) enrollment status.

You can access Aspen [here](#) (or at <https://aspen.dcps.dc.gov/aspen/home.do>). You likely already had or created an Aspen account in order to enroll your child in Ludlow-Taylor; if not, you can click "request an account" at the link. If you are having trouble accessing an existing account, please ask Ms. Thompson (brittney.cloyd@k12.dc.gov) in the L-T Front Office for assistance.

CLEVER

Clever is DCPS' repository of third party online resources & learning platforms that students can use their DCPS credentials to access (e.g., Zearn, iReady).

You can access Clever [here](#) (or at <https://clever.com/in/dcpsk12/student/portal>). Your child's username is their DCPS Student ID number@students.k12.dc.us. Your child's password is their birthdate in the form MMDDYY.

IXL

All of our K-5 students have access to IXL, a personalized learning platform for Math and Language Arts that covers the DC Common Core standards. The platform can be used independently by students (it includes a "diagnostic" feature, which assesses your child's existing knowledge and tailors its suggested exercises accordingly) or in conjunction with classroom teachers (who may assign specific exercises).

Your child can access IXL at: <https://www.ixl.com/>. Your child's username is their DCPS Student ID number. Your child's password remains whatever it was last year *unless* you have received a new password from your teacher this year. If you have a student who is new to the school (or you can't find your previous login information, please reach out to your child's classroom teacher and they should be able to provide it to you.

OTHER

Ludlow-Taylor's math curriculum, Eureka by Great Minds, has a variety of online resources available for parents on its website: <https://greatminds.org/>.

Teach Your Monster to read offers great free games that teach early phonics, literacy and math skills: <https://www.teachyourmonster.org/>.

DAILY SCHEDULE

ARRIVAL

Drop off each morning will be as follows:

- **PK3 & PK4** students can be walked by their caregivers directly to their classrooms via the G Street entrance between **8:15-8:45 am**. Caregivers must sign students in.
- **K-5th grade** students should enter via the main 7th St. entrance between **8:10-8:40 am**. All students should head directly to the multipurpose room, where they will wait with their classmates to be collected & walked upstairs by their teachers.

Instruction starts at 8:45am for all students and we start with the most important part of the day – specific activities that build the classroom community. When students feel they are part of something, they are more likely to take the risks in their learning that lead to greater academic progress. Please help us help students by being on time everyday!

Students arriving after 8:46am will need to enter via the 7th St. entrance and be accompanied by an adult to check-in with Mrs. Thompson for a late pass.

BREAKFAST

Breakfast will be served daily in every classroom (ECE) or on a grab-and-go basis in the cafeteria (K-5th). It is available free of charge to all students on an as-desired basis and students need not sign up in advance to receive it.

LUNCH/ RECESS

All students have a 1 hour lunch & recess block between 11:30 am and 1:45 pm. PK3 & PK4 students eat in their classrooms, while K-5th students eat in shifts in the cafeteria.

School lunch is FREE for all students again this year. There is no need to deposit money into your child's school bucks account.

Menus are typically available on a monthly basis and can be found here: [https://dcps.schooldish.com/SchoolMenus/LudlowTaylorElementarySchool](https://dcps schooldish.com/SchoolMenus/LudlowTaylorElementarySchool).

Students are also free to bring their own lunch from home. Ludlow-Taylor is a NUT FREE school (both peanuts AND tree nuts), so please make sure that your student's lunch is nut free.

WEEKLY SPECIALS

All students at Ludlow-Taylor attend every "special" class once per week & have at least one special each day. The current rotation of specials is: **Art; Music; Physical Education** (2x per week, each with 1 of the 2 PE teachers); **Spanish**; and **Library**.

DAILY SCHEDULE

OTHER SPECIAL PROGRAMS

FoodPrints: Ludlow-Taylor is one of 19 elementary schools around DC to partner with FRESHFARM FoodPrints for gardening, nutrition, and cooking-related educational programming utilizing our gorgeous on-site garden.

All students will also get the opportunity to engage in FoodPrints programming approximately once per month.

Cycling: As part of a DCPS-wide initiative, all 2nd graders at Ludlow-Taylor learn to ride a bicycle.

Swimming: This year, Ludlow-Taylor's 3rd graders have been chosen to participate in a learn to swim and water safety program at Dunbar High School's swimming pool. Instruction is led by dedicated certified health and physical teacher with a water safety instructor's endorsement. Over the course of instruction, students master essential components of water-safety, develop comfortability in water, improve swimming skills, and practice personal safety.

DISMISSAL

The school day ends at 3:15 pm. Students who are not enrolled in afterschool programming must be picked up by an authorized adult by 3:25 pm or have a form on file permitting them to self-dismiss.

Authorized adults are only those listed on the registration form in the main office. If someone not on the list needs to pick up a child, please inform the homeroom teacher and the main office. The adult picking up the student will need ID (no exceptions).

If you intend for your 3rd-5th grade student to self-dismiss, please complete the form [here](#) or scan this QR code:



Students may be picked up beginning at 3:15 from the following locations:

* PK3, PK4, Kindergarten & ECE CES students will be dismissed from the G St. entrance.

* 1st & 2nd grade students and K-2 CES students will be dismissed from the 7th St. entrance.

* 3rd, 4th & 5th grade students will be outside on the playground. Authorized adults may enter the playground through the Morris St. gate. Please be sure to leave immediately so our aftercare program can begin its exclusive use of the playground at 3:30pm.

DELAYS

In the event that DCPS announces a two-hour delay, drop off for all students will be from 10:30-10:45 am via their usual entrance points.

BEFORE & AFTER SCHOOL: RISING STARS EXTENDED CARE



*Staffed by
Ludlow-Taylor's
fabulous teachers!!*

BEFORE CARE

Before care is now available at Ludlow-Taylor! It runs from 7:10-8:10 am and students can be dropped off at any time during that period at the 7th St. entrance.

AFTERCARE

Aftercare will run from 3:30-6:00 pm daily. Children are given opportunities to discover new talents and interests through creative play and activities. This year's programming will include a variety of student activities such as sign language, craft projects, Edible Literacy, academic power, STEM, puzzles and games, and so much more. Don't miss out on this exciting opportunity!

REGISTRATION

Register here: <https://www.hisawyer.com/rising-stars-extended-care/schedules>.

There is no cap on enrollment. Rising Stars is committed to providing extended care for all L-T students who need it. BUT early enrollment information helps with planning, so if you register by TODAY (August 9th), you will save \$25-50/month!

* If you are registering for both Before & Aftercare with siblings, please do so in separate orders to ensure that you receive the sibling discount for both sessions.

PRICING

Monthly Price	Register Before 8/09/24	Register After 8/09/24
Before Care	\$100	\$125
Before Care 2 or more Siblings	\$150	\$175
Aftercare	\$260	\$285
Aftercare + 1 Sibling	\$420	\$445
Aftercare + 2 Siblings	\$505	\$530
Each Additional Sibling	\$85 each	

QUESTIONS?

Need more information? Contact Ms. Johnson -Corbin (Aftercare Coordinator & Kindergarten teacher) at marquita.johnson@k12.dc.gov or (770) 630-9442.

Ms. Johnson-Corbin & the PTO are committed to making Before & Aftercare available to all students who need them. Please reach out to Ms. Johnson-Corbin for more information on free & reduced priced options based on financial need.



AFTER SCHOOL: THE FUTURE STARS ENRICHMENT PROGRAM

OVERVIEW

The [Future Stars Enrichment Program](#) is excited to offer an array of clubs led by many of Ludlow-Taylor's own talented teachers and some past-favorite outside providers. There are a variety of clubs offered on different days and times, for different lengths of time, and for students of different ages to give all students in our community the opportunity to either tap into their own talents, or enjoy a new experience.

The Session 1 offerings and schedule will be released Friday, August 9th. Registration for Session 1 will open on Friday, August 16th at 5 pm and will be first come, first served. The most popular clubs are likely to fill quickly.

SESSIONS

Future Stars will run its programming in 3 sessions this year:

Session 1: September 9-December 6 (12 weeks)

Session 2: January 6-March 14 (10 weeks)

Session 3: March 31-June 6 (9 weeks)

OFFERINGS

Enrichment offerings will vary from session-to-session, although many will be offered consistently.

New to L-T enrichment offerings in Session 1 include: Sparkle & Shine Guild Jewelry Making Club; Crochet Club; Fishing Scouts; Entrepreneurial Club; Chess Club; StoryQuest; Wild Writers Creating Writing Club; Girl Power Club; and Drama Club: Theatreworx Jr.

Here is the TFS Guide, which has the schedule for Session 1 clubs:

https://docs.google.com/presentation/d/1L8dj1Xbf424TkBv8fVJbnBsyMK0S0SggJTCUUSzITdE/edit#slide=id.g25c4b69b7a0_0_1.

A description of Session 1 clubs can be found here:

https://docs.google.com/presentation/d/1gZVDFXmeN1xVgRsuzKdc4mm6YX3XpkSWCVRxjwwefjQ/edit#slide=id.g27fc7c4b5fc_0_15.

CLUB ZONE

Parents may add "TFS Club Zone" on a club-by-club, session-wide or drop-in basis to get 3:15-6:00 childcare & enrichment activities on any day in which their student is enrolled in any Future Stars enrichment offering.

PRICING

It costs \$30 per FAMILY* (*changed since last year) to register for each session of clubs. Each individual club then varies in price as indicated in the brochure. Club Zone is available for an added cost of \$120 per club, \$420 per session or \$15 per day.

REGISTRATION

Registration for each session will commence about one month before each session starts. Session 1 registration will open Friday August 16th at 5 pm.

Register here: https://www.hisawyer.com/future-stars/schedules?location_id%5B%5D=15622.

QUESTIONS?

Need more information? Interested in free and reduced price options? For **Future Stars Enrichments**, contact Mrs. Hannah (Future Stars Program Director & PK4 teacher) at: info@thefuturestars.net.

AFTER SCHOOL: OTHER ACTIVITIES

DCIAA SPORTS

L-T has the following DCIAA sports teams for 4th & 5th graders: Boys & Girls Cross Country (Fall); Boys & Girls Basketball (Winter); and Co-ed Soccer (Spring).

Each team conducts its own "try-outs" and athletes are selected by the team's coach in order to comply with DCIAA-mandated maximum roster sizes. Cross Country participants will practice once a week from 3:30-4:30; they will likely have 3 different practice days (TBD) to choose from.

Students will need the following to be able to compete and participate in official Ludlow-Taylor sports teams:

- Attend Ludlow-Taylor 4th or 5th grades;
- Submit an up-to-date (within one year) valid physical form or DC Health certificate; and
- After families of team members receive an email with full instructions for the necessary paperwork at the beginning of the season, please fill it ALL out and submit it as a paper copy or through Seamless Docs.

Also, of note:

- We cannot clear students on the day of a competition.
- The clearance process can take multiple days and may require edits from doctors and parents.
- Please support the coaches by submitting paperwork early.

Feel free to reach out to Mr. Cooper, the Athletic Director, at joshua.cooper@k12.dc.gov for more information.

READING WITH FRIENDS

All students in K-5 are eligible to sign up for and be placed into small groups of 3-6 students for individualized and strategic reading support after school as a part of the enrichment program. Groups are assigned each session (with sessions lasting approximately 10 weeks), with a total of 3 sessions hosted each academic year. Students are recommended based on their iReady scores, and/or teacher and family request. Days will be offered to families through a google doc sign-up during club session enrollment, please sign-up based on the day of the week you prefer.

These small groups will meet once a week with an assigned L-T teacher. The cost associated with Reading with Friends is \$20/hour, for 1 hour of support each week. Fees will be waived for students who report that cost is a barrier.

We offer this opportunity to everyone, particularly if your child is performing in reading below grade level expectations, but cannot guarantee placement in any particular session. Please reach out to Ms. Hannah, info@thefuturestars.net with further questions!

MATH WITH FRIENDS

All students in K-5 are eligible to sign up for and be placed into small groups of 3-6 students for individualized and strategic reading support after school as a part of the enrichment program. Groups are assigned each session (with sessions lasting approximately 10 weeks), with a total of 3 sessions hosted each academic year. Students are recommended based on their iReady scores, and/or teacher and family request. Days will be offered to families through a google doc sign-up during club session enrollment, please sign-up based on the day of the week you prefer.

These small groups will meet once a week with an assigned L-T teacher. The cost associated with Math with Friends is \$20/hour, for 1 hour of support each week. Fees will be waived for students who report that cost is a barrier.

We offer this opportunity to everyone, particularly if your child is performing in math below grade level expectations, but cannot guarantee placement in any particular session. Please reach out to Marquita Johnson-Corbin, marquita.johnson@k12.dc.gov with further questions!

CALENDAR

Ludlow-Taylor's Major Annual Events

Ludlow-Taylor's calendar can be synchronized to your calendar by navigating to <https://www.ludlowtaylor.org/events> and clicking on the "Subscribe to Calendar" button.

AUGUST

Back to School Event

SEPTEMBER

Back to School Night

Kick-off PTO & LSAT meetings

Movie Night

OCTOBER

Spirit Week & Halloween Parade

NOVEMBER

Thanksgiving Dessert Potluck

DECEMBER

Holiday Concert

JANUARY

Ice or Roller Skating Party

FEBRUARY

Pancakes & Literacy

MARCH

International Night

APRIL

Warriors' Night Out (Auction)

MAY

TheatreWorkz Musical

JUNE

Spring into Summer Concert & Fair

Field Day

PK, K & 5th Grade Graduations

DCPS 2024-2025 Calendar

M T W T F					M T W T F					M T W T F					M T W T F					M T W T F					
2024																									
AUG				1 SS	2 SS	3	6	7	8	9 R-Grad	12	13	14 NEO	15 NEO	16 NEO	19 PD	20 PD	21 PD	22 PD	23 PD	26 F	27	28	29 F-ECE	30
SEPT	2 HOL	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
OCT		1	2 ☾	3 ★	4	7	8	9	10 PTC	11 PD	14 HOL	15	16	17	18	21	22	23 ★	24	25	28	29	30	31	
NOV				1 ★	4 R/PD	5 ***	6	7	8	11 HOL	12	13	14	15	18	19	20	21	22	25	26	27 ***	28 HOL	29 ***	
DEC	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 ***	24 ***	25 ★	26 ★	27 HOL	30 ***	31 ***			
2025																									
JAN			1 HOL	2	3	6	7	8	9	10	13	14	15	16	17 PD	20 HOL	21	22	23	24	27 R/PD	28	29	30	31
FEB	3	4	5	6	7	10	11	12	13	14 PD	17 HOL	18	19	20	21	24	25	26	27	28 ☾					
MAR	3	4	5 ★	6	7	10	11	12	13 PTC	14 ***	17	18	19	20	21	24	25	26	27	28	31 ★				
APR		1	2	3	4	7 R/PD	8	9		10	11	14 ***	15 ***	16 HOL	17 ***	18 ***	21	22	23	24	25	28	29	30	
MAY				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 HOL	27	28	29	30
JUN	2	3	4	5	6 ☾	9	10	11	12	13	16	17 L	18 R/PD	19 HOL	20 SNOW	23 SNOW	24	25	26 ★	27	30				
JUL		1	2	3	4 HOL	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
AUG				1	4	5	6	7	8 R-Grad	11	12	13	14 NEO	15 NEO	16 NEO	19 PD	20 PD	21 PD	22 PD	23 PD	26 F	27	28	29	

SCHOOL COMMUNICATION: WHAT TO EXPECT

FROM THE PRINCIPAL

Principal Miller will send weekly newsletters via the Remind App. If you are a returning L-T family and have not been receiving Remind emails or you are a new L-T family and do not receive a Remind email by Friday August 17th, please add yourself to [this](#) spreadsheet.

You can alter your Remind notification preferences (e.g., add or change email addresses, switch to text messages) by logging into your account at: <https://www.remind.com/>.

FROM YOUR CHILD'S ECE TEACHER

ECE teachers will send a class update through the Remind App approximately biweekly. ECE parents and caregivers will frequently see their child's teachers at morning drop-off, and those teachers may initiate a quick check-in as needed.

FROM YOUR CHILD'S K-2 TEACHER

Weekly Remind Updates: To ensure consistent and effective communication between teachers and parents, we will utilize the Remind platform for weekly updates. Every week, teachers will send a brief message through Remind that will include:

- Photos: Snapshots of classroom activities, special projects, and events.
- Messages: Important announcements, reminders for upcoming events, and any immediate updates relevant to the class or individual students.

These updates are designed to keep parents engaged with their child's daily experiences and informed about classroom happenings in a timely manner.

Bi-Weekly Email Updates: In addition to the weekly Remind updates, teachers will send a comprehensive email every two weeks. These emails will cover:

- Class Updates: A summary of recent class activities, highlights of student achievements, and upcoming events.
- Curriculum Progression: Information about what the class has been learning, topics covered, and an outline of upcoming curriculum units. This will help parents understand the educational journey and support their child's learning at home.

By maintaining regular communication through these channels, we aim to foster a collaborative and supportive environment for our students' growth and development.

FROM YOUR CHILD'S 3-5 TEACHER

Families will receive communication from teachers through multiple channels to ensure timely and effective information sharing. These methods include:

1. ****Emails****: Teachers will send emails to keep families informed about important updates and student progress.
2. ****Remind App Alerts****: Instant notifications and reminders will be sent through the Remind app for quick communication.
3. ****Fliers in Backpacks****: Physical fliers will be sent home in students' backpacks to provide information on school events, announcements, and other important notices.
4. ****48-Hour Response Time****: Teachers commit to responding to any inquiries or communications from families within 48 hours.

REACHING OUT

Parents and caregivers should always feel empowered to reach out to your child's classroom teacher at any time if you have questions about their academic and/or social emotional development.

FROM OTHER TEACHERS/ STAFF

The L-T specials team (Art, Library, Music, PE x 2 & Spanish) shares school-wide quarterly updates on expectations, progress, and any pertinent dates.

OVERVIEW

The Ludlow-Taylor Elementary School Wellness Team for 2024-2025 includes a Social Worker, a Restorative Justice Coordinator and a Department of Behavioral Health Therapist. The team is dedicated to promoting and supporting the physical, emotional, and mental well-being of students.

The Team's responsibilities include:

- Assessing student academic and/or behavioral needs;
- Identifying goals;
- Designing strategies for support and intervention;
- Evaluating the effectiveness of interventions; and
- Participating on Student Support Teams, which serve as an early-warning system to identify struggling students and provide them with additional support. They help schools intervene earlier with students who face challenges (e.g., academically not on grade level, chronically absent or truant, at risk for grade level retention).

Overall, the goal of the Team is to foster a holistic approach to student health, ensuring that physical, mental, and emotional well-being are prioritized and supported within the school community.

RESTORATIVE JUSTICE COORDINATOR

Ludlow-Taylor's Restorative Justice Coordinator, Kayla Reid (kayla.reid@k12.dc.gov) is responsible for developing and implementing proactive and responsive restorative practices to foster a safe, supportive, and positive school culture. The Restorative Justice Coordinator will develop systems that create strong school culture and train staff on utilizing restorative practices in order to remove barriers and provide the optimal learning experience for all students.

SOCIAL WORKER

Ludlow-Taylor's Social Worker, Kevin Stafford (kevin.stafford@k12.dc.gov) is part of the Office of Special Education (OSE) team and is based at our school through the Office of Youth Engagement (OYE). These offices are responsible for providing services to students with special needs and the general education student population. As such, the Social Worker is involved in the following key areas: (1) preventive work with students, staff, and families that promotes positive school climate and social/emotional well-being; (2) program development to meet the unique needs of the school; (3) program planning that contributes to the development of school-wide policies; (4) advocacy that supports students and families; (5) direct services to students and families; and (6) and special education.

PEACE CLASS

Peace Class, derived from the [Peace of Mind curriculum](#), is a social-emotional learning initiative designed to educate students on mindfulness, brain science, conflict resolution, and social justice. Taught by the Restorative Justice Coordinator, the program is offered to students from Pre-K through 5th grade. Each class meets once a month to develop skills that enhance their well-being and foster their growth into well-rounded members of society and peacemakers.

ACCESSING SERVICES

Teachers, guardians, or concerned trusted adults can refer students for services or raise concerns through the student referral QR code, available at the front office, security desk, and on every double door in the building, as well as to the right of this blurb. You can also click [here](#) to access the referral form.



SPECIALIZED INSTRUCTION & SUPPORT

OVERVIEW

Ludlow-Taylor, in conjunction with the Office of Specialized Instruction (OSI), serves students requiring additional supports by providing high-quality instruction and services in a timely and consistent manner. Currently, Ludlow-Taylor's program is overseen by Sandy Watson, our Assistant Principal, who can be reached at sandy.watson@k12.dc.gov.

FULL-TIME PROGRAMS

These programs provide specialized instruction and services to a class or grouping made up entirely of students with specific needs. Ludlow-Taylor currently has 3 such "self-contained" classrooms, all of which are Communication & Education Support (CES)/Autism classrooms serving different grades of students. These classrooms provide specialized supports to students with 20 or more hours of specialized instruction outside of general education in their IEPs (see below for details).

PHILOSOPHY OF INCLUSION

The philosophy of inclusion seeks to incorporate students with special needs into the general education setting to the greatest extent possible. The goal of inclusion is to provide students with high-quality instruction that is aligned with grade-level expectations and give them the opportunity to succeed in all areas. One important way inclusion happens at Ludlow-Taylor is when a student's special education needs are met in the general education classroom; another is when self-contained classroom students attend specials with their grade-level peers.

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

An Individualized Education Program (IEP) is a comprehensive plan tailored to meet the unique educational needs of a student with a diagnosed disability. The IEP serves as a roadmap for the student's educational journey, detailing specific goals, the services and supports the student will receive, and any accommodations necessary to ensure the student's academic success and participation in the general education curriculum.

Before a student can receive an IEP, they must undergo a thorough eligibility process. This process typically involves a referral, evaluation, and eligibility determination.

The IEP is reviewed at least annually to assess the student's progress and make any necessary adjustments. Additionally, a reevaluation must occur at least every three years to determine if the student's needs have changed and if they continue to require special education services. By carefully outlining and regularly reviewing these elements, the IEP ensures that the student receives a tailored education that addresses their unique needs and promotes their academic and functional growth in the least restrictive environment.

Please see the following resource for further information:

<https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/Special%20Education%20Family%20Guide%20SY21-22.pdf>.

SPECIALIZED INSTRUCTION & SUPPORT

504 PROGRAM

Section 504 of the Rehabilitation Act of 1973 ensures that eligible students with disabilities get the reasonable accommodations or services they need to access the DCPS curriculum and learning opportunities. Unlike an IEP, a 504 Plan does not provide for specialized instruction. For questions about the Section 504 Program, please email 504@dc.gov. You can also find “A Parent’s Guide to Section 504 Supports for Students with Disabilities” at: https://dcps.dc.gov/sites/default/files/dc/sites/dcps/page_content/attachments/A-Parents-Guide-to-Section-504_Supports_for_Students_with_Disabilities.pdf.

Within the Office of School Improvement and Supports, the Section 504 and Student Accommodations Team has staff members dedicated to supporting schools’ development and implementation of 504 plans. If you have general inquiries, the Central Office Section 504 and Student Accommodations Team can be reached at the following: 504@k12.dc.gov or (202) 442-5471.

MULTI-TIERED STUDENT SUPPORT TEAM (MTSS)

Students who show evidence of needing additional academic or social/emotional support are to be referred to the Multi-Tiered Student Support Team (MTSS) as soon as it is evident that additional support needs to be put in place. MTSS meetings will be scheduled with grade levels by the MTSS team after universal screening and then at regular intervals through the year.

The MTSS process includes:

- Review of data with MTSS team at scheduled meetings to determine eligibility for interventions.
- Conference scheduled with parent, teacher, and MTSS Team.
- It is imperative that anecdotal notes be maintained on any student for whom there are behavioral concerns.
- Anecdotal notes/portfolio sample work must be presented at the time of the MTSS conference.
- Interventional strategies suggested at conference.
- Implementation of strategies by classroom teacher.
- Follow-up meeting at designated time to determine success of intervention strategies.

SUPPORTS FOR STUDENTS WITH DISABILITIES

Behavioral and Emotional Supports: Delivered by social workers, these services can include group or individual counseling; home visits; and social, emotional and behavioral assessments. School social workers work with teachers to analyze student behavior and to function over time to develop strategies that help maximize learning in the classroom. These social workers also connect students and families with community resources to maximize the impact of in-school behavioral support services.

Psychology: The Psychology team supports students and educators by giving psychological and developmental tests, analyzing information about a student’s behavior and cognitive functioning, and interpreting these results with school staff and parents.

Physical Supports: Occupational therapists (OTs) work to improve students’ ability to perform day-to-day tasks through developing self-help skills, adaptive behavior and play, and other sensory and motor skills. Physical therapists (PTs) help students with challenges related to movement, such as climbing stairs or transitioning from class to class.

Speech Support: The Speech-Language Pathology team identifies and supports students with specific disorders and delays related to language and communication. The team provides therapy to help students overcome the impact of these challenges on their academic success.

ADMINISTRATION

Penelope Miller, *Principal*
penelope.miller@k12.dc.gov

Sandy Watson, *Assistant Principal*
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Josiah Barnes, *Manager of Strategy & Logistics (MSL)*
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Lisa Broom, *Instructional Math Coach*
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Genell Penn, *Instructional ELA Coach (K-2)*
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Wendy Toussaint, *Instructional ELA Coach (3-5)*
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Monet Andrews ("Ms. Monet")
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Sharnette Gordon, *Reading*
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Lesli Jackson, *Writing & Social Studies*
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4TH GRADE TEACHERS

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Harley Sanchez, *Reading*
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5TH GRADE TEACHERS

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EDUCATIONAL AIDES

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TEACHERS & STAFF

SPECIALIZED INSTRUCTION

Communication & Education Support (CES)

Ms. Audriana Henderson, *ECE Teacher*
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Janice Casimir-Joseph, *K-2nd Teacher*
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Jenise Lovitt, *3rd-5th Teacher*
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Resources for Students with Disabilities (SWD)

Tameshia Henry, *SPED Teacher Lead*
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Azita Monem
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Devin Ware
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Related Services

Dr. Kristen Dezen, *Clinical Psychologist*
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TBD, *Speech-Language Pathologist (SLP)*
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Danielle Goldberg, *Occupational Therapist (OT)*
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WELLNESS TEAM

Kevin Stafford, *Social Worker*
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Kayla Reid, *Restorative Justice Coordinator*
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Dr. Oron Gan, *Department of Behavioral Health Therapist*
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SPECIALS TEACHERS

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FRONT OFFICE

Brittney Thompson, *Registrar*
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Dayonna Braddy, *Clerk*
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CUSTODIANS

Joewan Thompson, *Head Custodian*
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Bijan Benson, *Custodian*
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Kenneth Blake, *Custodian*

Melvin Wright, *Custodian*

OTHER

TBD, *Security Officer*

Ms. Cyrus, *Long-term substitute teacher*

Secret Meres, *Long-term substitute teacher*

Todd Halman, *Long-term substitute teacher*

TBD, *Cafeteria Lead*
CafeLTaylor@k12.dc.gov

PARENT-TEACHER ORGANIZATION (PTO)

ABOUT

Ludlow-Taylor's Parent-Teacher Organization (PTO) offers a way for parents to come together to support our school in a variety of ways, including organizing community events and fundraising. The PTO is a 501(c)(3) that works closely with Principal Miller, Assistant Principal Watson, teachers, and staff to identify needs and find ways to provide appropriate resources.

If you are a parent, caregiver, teacher or staff member in the Ludlow-Taylor community, you are a member of the PTO! There is no fee to join and all are welcome. Whether you have multiple hours or just a few minutes, we need your help! There are a variety of ways to volunteer from serving as a "room parent" for your child's class to chairing a PTO Committee to volunteering an hour at a PTO event.

MEETINGS

PTO meetings open to the entire school community will be held 5 times each school year in September, November, January, March, and May. Meetings will typically be held at 6 pm in the L-T Multipurpose Room. Free dinner & childcare will be provided for all PTO meetings.

The first meeting of the year will be held on Thursday September 5th @ 6 pm.

EXECUTIVE BOARD

The Executive Board manages the PTO and oversees its activities according to the Ludlow-Taylor PTO Bylaws. Each parent or guardian of a Ludlow-Taylor student can vote in the annual Executive Board elections. Executive Board Members typically serve two-year terms.

2024-2025 Executive Board:

Angelle Baugh, *Co-President* // pto@ludlowtaylor.org

Chris Hanley, *Co-President* // ptopresident@ludlowtaylor.org

Jessica Bowron, *Vice-President* // ptovp1@ludlowtaylor.org

Krista Vogt, *Treasurer* // ptotreasurer@ludlowtaylor.org

Lauren Pippinger, *Assistant Treasurer* // ptoassistanttreasurer@ludlowtaylor.org

Hannah Zlotnick, *Secretary* // ptosecretary@ludlowtaylor.org

2024-2025 Administration Partners:

Penelope Miller, *Principal* // penelope.miller@k12.dc.gov

Sandy Watson, *Assistant Principal* // sandy.watson@k12.dc.gov

QUESTIONS?

Find more information about the PTO, including the breakdown of last year's projected PTO budget here: <https://www.ludlowtaylor.org/about.html>.

PTO COMMITTEES

ABOUT

The best way to get more involved with the PTO is to join a Committee!

EVENTS

This Committee meets monthly & organizes community events, including Movie Night, Pancakes & Literacy, the Holiday Concert & Fair, International Night... and more!

Co-Chairs: Laurie Burkitt & Lea Laman

Emails: lburkitt@gmail.com & leamariani19@gmail.com

FUNDRAISING

With subcommittees to manage the Warrior Fund Drive, the Warriors' Night Out Auction & Gala, Grants and Promotions, this Committee raises the funds that our PTO spends in service of the school.

Warriors' Night Out Auction & Gala Co-Chairs: Liza & Brad Reed

Email: auction@ludlowtaylor.org

Promotions/Partnerships Chair: Caitlin LaRocco

Email: caitlin.short@gmail.com

Grants Chair: TBD

Warrior Fund Chair: TBD

SPIRIT

This committee leads efforts to foster school spirit by decorating the front window monthly and occasionally decorating for other school celebrations (e.g., the first day of school).

Chair: TBD

GROUNDS

This committee helps take care of Ludlow's outdoor facilities, including the playground, garden, and outdoor classroom, and organizes monthly work days.

Co-Chairs: Melanie Knapp & Will Teass

Email: mospeedracer02@gmail.com

TEACHER APPRECIATION

This committee helps make sure that our teachers feel how much we appreciate them, including by organizing Teacher Appreciation Week, Holiday & End of Year parties, and monthly surprises. This committee will often liaise with each class' "room parents" to help coordinate school-wide appreciation activities.

Co-Chairs: Jill Verret & Evelyn Mitchell

Emails: jillme@gmail.com & emm2108@gmail.com

ECE

This committee will liaise with our fabulous ECE teaching team & our ECE room parents to help coordinate activities & events for our youngest students.

Co-Chairs: Hannah Zlotnick & TBD

Email: ptosecretary@ludlowtaylor.org

LOCAL SCHOOL ADVISORY TEAM (LSAT)

ABOUT

The [Local School Advisory Team \(LSAT\)](#) is a group of elected and appointed teachers, parents & staff members that advises the principal on matters of importance to the school community. Specifically, the LSAT works with the principal on initial development, regular monitoring, and continuous refinement of the local Comprehensive School Plan (school goals) and school budget; advises the principal on school priorities; reviews data in order to be informed about school needs and trends; uses assessment results to develop specific strategies for research-based school improvement; and aligns strategic and specific goals and objectives of DCPS.

More information about LSATs, which every DCPS school is required to have, can be found at: <https://dcps.dc.gov/page/local-school-advisory-teams-lsat>.

Questions? You can reach the LSAT at LSAT@ludlowtaylor.org.

MEMBERSHIP

Elections for the Parent Representatives and Teacher Representatives on the LSAT are held annually. The Washington Teachers Union (WTU) and PTO Executive Board are also represented.

2024-2025 Ludlow-Taylor LSAT:

Yakeema Blackstone, *Teacher Representative*
Channing Cooper, *Teacher Representative*
Elisabeth Golub, *Teacher Representative*
Janice Joseph, *Teacher Representative*
TBD, *Assistant Educational Aides Representative*
LaQuontinesha Atchison, *WTU Representative*

Shoko Fox, *Parent Representative*
Qiana Hooker, *Parent Representative*
Michelle Lerner, *Parent Representative*
Beth O'Connor, *Parent Representative*
Chris Hanley, *PTO Representative*

MEETINGS

LSAT meetings are held once per month throughout the school year. Meetings are open to all members of the L-T community (and the public) and the notes are shared publicly shortly afterwards. Meetings will typically be held on a regular schedule (e.g., the last Tuesday of the month) via Zoom. Meeting dates/times & links will be circulated in advance on the L-T PTO listserv & the L-T website.

More information about the Ludlow-Taylor LSAT, including agendas for its upcoming meetings and notes from its past meetings can be found here:

<https://www.ludlowtaylor.org/lstat.html>.