

FAMILY HANDBOOK



LUDLOW-TAYLOR
ELEMENTARY SCHOOL

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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 complement 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 this 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 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 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

As 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	Respect	Integrity	Determination	Empathy
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/anti-discrimination-policy>.

SCHOOL COMMUNICATION: BASIC CHANNELS

WEBSITE

ludlowtaylor.org

PTO WHATSAPP

Ludlow Taylor Elementary School (LTES)

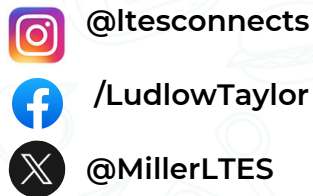
Join the WhatsApp Group through the QR code or by clicking [HERE](#).



PTO LISTSERV

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

SOCIAL MEDIA



@ltesconnects

/LudlowTaylor

@MillerLTES

EMAIL

Principal, Dr. Penelope Miller: penelope.miller@k12.dc.gov

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

PTO: pto@ludlowtaylor.org

Absences: dayonna.braddy@k12.dc.gov

Enrollment: brittney.cloyd@k12.dc.gov

Vaccination Records/ Medication Forms /Questions:

brittney.cloyd@k12.dc.gov / josiah.barnes@k12.dc.gov

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 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 LT 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

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.

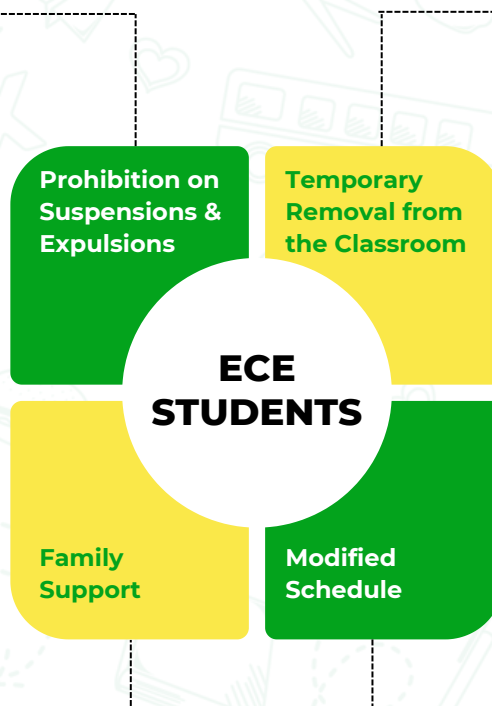
Appeals of Imposition of Suspensions & Expulsions (K-5th GRADE ONLY)

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.isight.com/portal>) or sending an email to dcps.cio@k12.dc.gov.

ECE STUDENTS

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.

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.



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.

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 & HARASSMENT: 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>
- 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>
- **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>
- **DCPSEquity.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 & HARASSMENT: 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>.

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/wpcontent/uploads/2022/09/DCPS-Hate-or-Bias-Incident-Report-Parents_Familiesenglish.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 & HARASSMENT: 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 via the QR code below or **here**:

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



Excused Absences

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

- **Student illness** – A doctor's note is required if a student is absent for 3 or more days.
- **Medical appointment** or other medical reason.
- **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.

Prolonged Absences

Parents should inform the Principal and/or Assistant Principal of prolonged absences (medical, family matters, international travel, vacation, etc.) in addition to their child's teacher.

Early Dismissals

Parents / guardians requesting early dismissals for students for medical or dental appointments should send a note to Ms. Brittney Cloyd-Thompson brittney.cloyd@k12.dc.gov in the main office. Students must be checked out through the main office prior to 2:30 p.m. when they leave for such appointments.

In the event of an emergency (e.g., death in the family, hospitalization, or a sick student), please contact the front office before 2:30 PM to arrange for release during a RED ZONE period. They will do their best to assist.

TARDY

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

K-5 GRADING REPORT CARDS

Report cards are released quarterly (November, January, April and June). They will be sent home via USPS mail or in your child's backpack; they can also be accessed via **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](#) about the new DCPS K-5 Report Cards: https://youtu.be/5xtcElczDfI?si=IHP_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 SERVICES

The Health Suite/Nurse's Office is located on the ground floor of Ludlow-Taylor adjacent to the elevator. It will be staffed by a DC Health department rotating **School Nurse, (schedule and personnel TBD)**. The nurse's office is open during school hours for students with illnesses and injuries that occur during the school day. Nurses can also conduct 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 LT 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 medication will only be administered by the school nurse, or, in their absence, staff specially trained to administer such medication.

The school nurse 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 in the school office with Ms. Cloyd-Thompson, Mr. Josiah Barnes or the school nurse and dropping off the medication(s). Those forms will be provided to the school nurse. 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. 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 the school nurse, so that the information may be included in your child's health record.

Please also consider notifying your child's classroom teacher (and room parent) 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

At Ludlow-Taylor, students are required to wear uniforms from Monday to Thursday, with Fridays designated as free dress days. The uniform consists of solid-colored shirts in yellow, Kelly green, dark green, or white, and bottoms (skirts, shorts, pants, or dresses) in Kelly green, dark green, or khaki.

While there is no specific vendor requirement, many families purchase uniforms from Primary, Old Navy, GAP, or French Toast. Alternatively, students can also meet the uniform requirement by wearing any Ludlow-Taylor apparel available for purchase through the PTO.

If a student has a clothing need during the school day—whether due to an accident or an urgent issue—Ms. Davis maintains a clothing/uniform supply closet and is available to discreetly assist students and can provide a change of clothes when needed. Please reach out to the main office or Ms. Davis at lynette.davis@k12.dc.gov for assistance.

For families experiencing financial hardship, Mr. Stafford Kevin.stafford@k12.dc.gov can help with uniform support to ensure every student feels prepared and confident. Please don't hesitate to reach out—our goal is to support all students with dignity and care.

PERSONAL CELL PHONE & SMARTWATCH POLICY

Ludlow-Taylor's cell phone and Smart Watch policy is in line with the DCPS mandate that schools are cell-phone and Smart Watch free Zones. Per DCPS policy, students should not bring cell phones to school. If they do, they will check them into the main office upon arrival at school and may pick them up at dismissal. If you need to reach your child in an emergency, please contact the main office. In the case of a school emergency, the school will use multiple forms of communication to reach families and caregivers. Smart watches should be checked into the main office and should not be kept on their person. Exception to policy requires medical documentation to the school nurse (please provide to Mr. Barnes as well). Read more about the policy here: <https://dcps.dc.gov/cellphones>

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

Morning Drop-off Instructions

- If you're dropping off your child without leaving the vehicle, pull forward along G Street, in front of the school.
- Do not stop or park on 7th Street—that lane is reserved exclusively for buses. Cars must not obstruct it.

Parking and Walking In

- If you'd like to park and walk your child into the school, use a legal space with the appropriate permit (e.g. Ward 6 permit).
- The lot across on 7th Street is for STAFF ONLY. Unauthorized vehicles risk being towed at the owner's expense.

OTHER SCHOOL POLICIES

PUBLIC TRANSPORT

The Kids Ride Free (KRF) program allows students to ride for free on Metrobus and Metrorail, while traveling within the District 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 LT's Front Office. A KRF card is specific to a particular student and Ms. Thompson will write the student's name on their card.

VOLUNTEER PROCESS

DCPS requires all field trip chaperones and repeat classroom volunteers – including those who volunteer for FoodPrints on multiple occasions – to have a valid DCPS clearance.

What needs to be done for this process can be found [here](#).

BIRTHDAYS

Our goal is to foster a warm, fun, and inclusive environment where every child feels valued and celebrated. Thank you for helping us make every birthday safe, joyful, and inclusive for all children!

Monthly School-Wide Celebration:

- Once a month, we'll gather in the multipurpose room for a school-wide birthday celebration. Please coordinate any store-bought, peanut-free treats through your child's teacher or room parent.

Classroom Celebrations:

- On your child's actual birthday, you're welcome to arrange a simple craft or story time with the teacher.

Dietary Restrictions:

- If your child has allergies or dietary restrictions, please notify the classroom teacher in advance.

ENROLLMENT RE-ENROLLMENT

The My School DC Lottery, which serves as the common application for both DC Public Schools (DCPS) and DC public charter schools, is expected to open for the 2026 /2027 school year in December 2025.

Families interested in enrolling their children in participating public or public charter schools for grades PK3–12 in the 2026-2027 school year will need to submit a digital application (per DCPS policy) through the My School DC lottery website, MySchoolDC.org, click [here](#).

Enrollment Document: Car Registration, ID both registered at the address that you are enrolling the student at. Both documents must be up to date. Two Consecutive bills showing the enrolling address. Lease with signatures and accurate Receipt. Proof of being Osse Verified, military Housing orders showing the home address that you are enrolling the student with. DHS documents up to date. D40 Tax documents and Embassy Letters showing the home address you are enrolling your student with

Every student must have proof of live birth showing the enrolling parent on the documents. All documents must align with the proof provided along with the enrollment packet.

All students must have a up to date health records and dental records.

Home visits are only suggested once the enrolling parents have exhausted all other means of providing residency.

We would like to encourage families to provide us with two available Emergency Contacts for your student(s).

It is highly encouraged that families apply to become Osse verified for the upcoming school year. While there may be families that are unable to do so, families that may do so following this link provided OSSE.Residency@dc.gov. Applying for Osse verification allows the enrollment process to run smoothly and puts less strain on the enrolling parent.

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.

EPIC

EPIC is a digital library with thousands of high-quality books, audiobooks, and educational videos for kids. Students can explore their interests, read at their own level, and build a lifelong love of reading -- both at school and at home. For those new to EPIC, students have access to it from school during the school day. However, you have to subscribe to EPIC to get access outside of school. Thanks to the generosity of this community over the course of the last year, PTO is able to provide this amazing resource for all students until **Jun 30, 2026**. Use the code provided by your teacher or by room parent. **We will update as codes are provided.**

HOW TO LOGIN:

1. Go to: www.getepic.com/students or download EPIC app
2. Click "Students & Educators" and enter your child's class code. Ask your child's teacher for the code. If your child's class does not have a code (or your code does not work), just use the PTO Code: trh5174
3. After entering the class code, you will either be able to (1) select your child's name from the class list to start reading or (2) you will be logged in as a guest to start reading.

EPIC LOGINS

PK3:

Blackstone: xwd2883

Brown:

Sackifeyo:

PK4:

Campbell:

Hannah:

Morrison: vuv7004

Kindergarten:

Dautruche

Griffin

Moreno

1st:

Cooper:

Currier

Hallman:

2nd:

Andrews: qyv6966

Atchison: bvb3582

Godfrey:

Roman:

3rd: dnn3855

4th: Ayl4867

5th: apu5864

****3-5th grades have single class code.**

PTO CODE: trh5174

CLEVER

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

ASPEN

DCPS' Aspen system allows parents & guardians to track academic information regarding their students, including their **teachers, grades, absences, report cards & 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 LT Front Office for assistance.

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 8:30-8:40 am. 1-5th grade students should head directly to the multipurpose room, where they will wait with their classmates to be collected & walked upstairs by their teachers. Kindergarten students will wait with an instructor in hallway by office.

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 the front office for a late pass.

Breakfast will be served daily in the 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.

BREAKFAST

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>

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.

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.

WEEKLY SPECIALS

DAILY SCHEDULE

OTHER SPECIAL PROGRAMS

FoodPrints

Ludlow-Taylor is one of 21 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

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(s) 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.

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:



DISMISSAL

Students may be picked up beginning at **3:15** and no later than **3:25 p.m.** from the following locations:

- PK3, PK4, Kindergarten & ECE CES students will be dismissed from the G St. entrance. Must sign child out.
- K - 2 CES students will be dismissed from the 7th St. entrance.
- 1st, 2nd, 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.

Rain / Severe Weather Dismissal Plan: 1st, 2nd, 3rd, 4th & 5th grade students will be in the multipurpose room and dismissed through 7th street entrance. ECE and K students will be dismissed normally from G street entrance.

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

THE FUTURE STARS BEFORE & AFTER CARE

OVERVIEW

The Future Stars (TFS) runs the Extended Care Program (traditional before and after care) and Enrichments (clubs/paid extracurricular activities) at Ludlow-Taylor. TFS is owned and operated by highly-effective LT teachers dedicated to creating a dynamic and enriching experience beyond the traditional classroom.

This page provides information regarding TFS' traditional before & after care programs. The following page provides information regarding enrichments/clubs.

BEFORE CARE

Before care is available at Ludlow-Taylor! It runs from 7:00-8:30 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.

REGISTRATION

To register, visit www.thefuturestars.net, click "Programs," click "Before & After Care," click "Register," click "More Filters," click on "Locations," click on Ludlow-Taylor, then register.

To register for DROP IN before or after care, visit https://www.hisawyer.com/future-stars/schedules?sched_ids%5B%5D=638071&schedule_id=

The Future Stars extended care program operates on rolling admissions based on additional staffing. Early registration is encouraged as TFS is committed to providing extended care for all LT students who need it.

PRICING

Pricing for Before- Care (7am-8:30am)

	Monthly Price
Before Care	\$135
Before Care (2 children)	\$208
Before Care (3 or more)	\$312
Drop-In	\$20

Pricing for After- Care (3:15pm-6:00pm)

	Monthly Price
After Care	\$275
After Care (2 children)	\$440
After Care (3 children)	\$535
After Care (4 or more)	\$640
Drop-In	\$30

QUESTIONS?

Need more information? For questions regarding The Future Stars, contact The TFS team at: ludlowtaylor@thefuturestars.net.

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

AFTER SCHOOL “CLUBS”

THE FUTURE STARS ENRICHMENT PROGRAM

OVERVIEW

The **Future Stars Enrichment Program** is excited to offer a variety of clubs led by Ludlow-Taylor teachers and favorite outside providers. Clubs are available on different days and times, for various age groups and session lengths—giving all students a chance to explore their interests or try something new.

Session 1 offerings and schedule were released on Monday, July 21. Registration opened Friday, August 1, and will close Monday, September 1. All clubs are first come, first served—popular clubs may fill quickly!

Club Dismissal: Students should be picked up at 4:45 PM from the 7th Street entrance. After 4:50 PM, students will be transitioned to aftercare and can be picked up after 5:00 PM, due to RED ZONE restrictions.

** Club pick up times are 4:45, 5:15, 5:45 with a 5min grace period. If students are left after 5:05 there is \$5 per minute late charge. Red zone is just for Aftercare and does not apply for Clubs pick up.

SESSIONS

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

Session 1:

September 8-December 5 (12 weeks)

Session 2:

January 5-March 13 (10 weeks)

Session 3:

March 30-June 6 (10 weeks)

OFFERINGS

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

New to LT enrichment offerings in Session 1 include: French club, Kiddie Choir, Spanish Club, Create-tology, Pencil Pals & Mathletes!

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

<https://docs.google.com/presentation/d/1YmwRdJgdyQwLY0zIJCpbbPh1m2uKRBri7BCALF2PexE/edit?usp=sharing>

A description of Session 1 clubs can be found here:

https://www.canva.com/design/DAGVI3JDxOk/XppTyhXiCadcnDSy6Ukomw/view?utm_content=DAGVI3JDxOk&utm_campaign=designshare&utm_medium=link&utm_source=viewer

CLUB ZONE

TFS Club Zone provides childcare and enrichment from 3:15–6:00 PM on club days. It's a great option for families seeking flexible, extended care.

Families enrolled in two or more clubs receive a discounted rate, and Club Zone can be added per club, for the full session, or as a drop-in.

PRICING

It costs \$30 per FAMILY* 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 based on the number of clubs a student is registered for.

REGISTRATION

Registration for each session will commence about one month before each session starts. Session 1 registration opened Friday August 1st and closes Monday September 1.

Register here:

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

QUESTIONS?

Need more information? For questions regarding The Future Stars and scholarship spots, contact The TFS team at: ludlowtaylor@thefuturestars.net.

Red Zone Times

LUDLOW TAYLOR &

THE FUTURE STARS ENRICHMENT PROGRAM

OVERVIEW

To ensure the safety of all students and allow for accurate transitions and headcounts, no pick-ups are allowed during **RED ZONE** times:

- 2:30–3:15 PM – End-of-day dismissal transition
- 3:30–3:50 PM – Aftercare check-in transition
- 4:40–5:00 PM – Club-to-aftercare transition

** Club pick up times are 4:45, 5:15, 5:45 with a 5min grace period. Red zone times is just for Aftercare and does not apply for Clubs pick up.**

If you need to pick up your child, please do so before or after these designated times. These periods are critical for ensuring every child is safely accounted for and where they need to be.

In the event of an emergency (e.g., death in the family, hospitalization, or a sick student), please contact the front office before 2:30 PM to arrange for release during a RED ZONE period. They will do their best to assist.

-Thank you for your understanding



RED ZONES



2:30PM-3:15PM

**END OF SCHOOL
DISMISSAL**

3:30PM-3:50PM

**AFTERCARE
TRANSITIONS**

4:40PM-5:00PM

**CLUBS TRANSITION
TO AFTERCARE**

QUESTIONS?

Need more information? For questions regarding The Future Stars and scholarship spots, contact The TFS team at: ludlowtaylor@thefuturestars.net.

AFTER SCHOOL OTHER ACTIVITIES

DCIAA SPORTS

LT 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 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 10-12 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. Students meet with their assigned teacher and group once per week on their assigned date & time.

Session 1 sign up is below. It runs from Sep 8 to Dec 5, and registration closes Aug 17, 2025.

https://docs.google.com/forms/d/e/1FAIpQLSdZkWhHOW4PUWeon_WafDgrC9RbfG5FHYksWbVJKiV5IWHf5Q/viewform.

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. M, mhellams@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. Students meet with their assigned teacher and group once per week on their assigned date & time.

Session 1 sign up is below. It runs from Sep 8 to Dec 5, and registration closes Aug 17, 2025.

https://docs.google.com/forms/d/e/1FAIpQLSdZkWhHOW4PUWeon_WafDgrC9RbfG5FHYksWbVJKiV5IWHf5Q/viewform. S

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 Ms. M, mhellams@thefuturestars.net 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 Meet the Teacher Event - Aug. 22 Grounds Beautification - Aug. 23 Summer Meetup/Playdate- Aug. 23	JANUARY PTO Meeting - Jan. 15 Ice or Roller Skating Party
SEPTEMBER Kick-off PTO - Sep. 4 Back to School Night - Sep. 9 LSAT Welcome Meeting Movie Night - Sep. 19	FEBRUARY Pancakes & Literacy
OCTOBER Spirit Week Golf Tournament - Oct. 17 Halloween Parade - Oct. 31	MARCH PTO Meeting - Mar. 19 International Night
NOVEMBER PTO Meeting - Nov. 6 Thanksgiving Dessert Potluck	APRIL
DECEMBER Holiday Concert	MAY Warrior's Night Out (Auction) - May 2 PTO Meeting - May 14 TheatreWorkz Musical
	JUNE Spring into Summer Concert Field Day PK, K & 5th Grade Graduations

	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	Student Days in Month	Cumulative Student Days	Teacher Days in Month	Cumulative Teacher Days
2025																													
AUG					1 SS	4	5	6	7	8 R-Grad	11	12	13 NEO	14 NEO	15 NEO	18 PD	19 PD	20 PD	21 PD	22 PD	25 F	26	27	28 F-ECE	29	5	5	10	10
SEPT	1 HOL	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				21	26	21	31
OCT			1	2	3	6	7	8	9	10 PTC	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31 ET	20	46	22	53
NOV	3 R/W	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						15	61	15.5	68.5
DEC	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			15	76	15	83.5
2026																													
JAN				1 HOL	2 PD	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23 ET	26 R/PD	27	28	29	30	18	94	20	103.5
FEB	2	3	4	5	6	9	10	11	12	13 PD	16	17	18	19	20	23	24	25	26	27						18	112	19	122.5
MAR	2	3	4	5	6	9	10	11	12	13 PTC	16	17	18	19	20	23	24	25	26	27	30	31				20	132	21	143.5
APR			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		16	148	16.5	160
MAY					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	20	168	20	180
JUN	1	2	3	4	5 LS	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				12	180	13	193
JUL			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	N/A	N/A	N/A	N/A
AUG	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					N/A	N/A	N/A	N/A

Please find the DCPS calendar [here](#) for your reference

SCHOOL COMMUNICATION

WHAT TO EXPECT

FROM THE PRINCIPAL

Principal Miller will send weekly newsletters via the Remind App. If you are a returning LT family and have not been receiving Remind emails or you are a new LT family and do not receive a Remind email by Friday August 15th, 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 approximately biweekly. The teachers will communicate what app they will be using at the start of the year. 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 TEACHERS

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.

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. Teachers commit to responding to any inquiries or communications from families within 48 hours.

FROM OTHER TEACHERS/ STAFF

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

WELLNESS TEAM & RESOURCES

OVERVIEW

The Ludlow-Taylor Elementary School Wellness Team 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. Our special education coordinator is **Stephanie Ward** and can be reached at stephanie.ward@k12.dc.gov.

FULLTIME 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.

TEACHERS & STAFF

ADMINISTRATION

Dr. Penelope Miller, Principal penelope.miller@k12.dc.gov
 Sandy Watson, Assistant Principal sandy.watson@k12.dc.gov
 Josiah Barnes, Manager of Strategy & Logistics(MSL)
josiah.barnes@k12.dc.gov
 Lisa Broom, Instructional Coach lisa.broom@k12.dc.gov
 David Bain, Math Interventionist david.bain@k12.dc.gov
 Genell Penn, Reading Teacher genell.penn@k12.dc.gov
 Wendy Toussaint, Instructional Coach
wendy.toussaint@k12.dc.gov
 Sarah Carnochan, ML

2ND GRADE TEACHERS

Monet Andrews monet.andrews@k12.dc.gov
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 Shakia Godfrey shakia.godfrey@k12.dc.gov
 Kaitlyn Roman kaitlyn.roman@k12.dc.gov

PK3 TEACHERS

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 Naa Borle Sackeyfio naaborle.sackeyfio@k12.dc.gov

3RD GRADE TEACHERS

Joshua Cooper, Math joshua.cooper@k12.dc.gov
 Sharnette Gordon, Reading sharnette.gordon@k12.dc.gov
 Lesli Jackson, Writing & Social Studies
lesli.jackson@k12.dc.gov

PK4 TEACHERS

Donnette Campbell donnette.campbell@k12.dc.gov
 Angela Hannah angela.townes@k12.dc.gov
 Rebecca Morrison rebecca.morrison@k12.dc.gov

4TH GRADE TEACHERS

Donnay Brown, Writing & Science
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 Elisabeth Golub, Math elisabeth.golub@k12.dc.gov
 Harley Sanchez, Reading harley.sanchez@k12.dc.gov

KINDERGARTEN TEACHERS

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 Katherine Griffin katherine.griffin@k12.dc.gov
 Leidy Moreno leidy.moreno@k12.dc.gov

5TH GRADE TEACHERS

Rodney Parker, Math rodney.parker@k12.dc.gov
 Keisha Henderson, Reading keisha.henderson@k12.dc.gov
 Tamesha Henry, Writing tameshia.henry@k12.dc.gov

1ST GRADE TEACHERS

Todd Hallman todd.hallman@k12.dc.gov
 Channing Cooper channing.cooper@k12.dc.gov
 Ashley Currier ashley.currier@k12.dc.gov

EDUCATIONAL AIDES

Cyiani Addison
 Shakira Bowlding shakira.bowlding@k12.dc.gov
 Kamya Campbell-States kamya.campbell-states@k12.dc.gov
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 Eanie Hall eanie.hall@k12.dc.gov
 Candice Mitchell
 Rushelle Morris
 Anaisa Tyler anaisa.tyler@k12.dc.gov
 Kenyana Merriweather, CES Aide
kenyana.woodard@k12.dc.gov
 Keith Cherry, CES Aide keith.cherry@k12.dc.gov
 Sheridan Carty, ECE CES Aide sheridan.carty@k12.dc.gov
Open, Aide (three positions)

TEACHERS & STAFF

SPECIALIZED INSTRUCTION

Communication & Education Support (CES)

Audriana Henderson, ECE Teacher
audriana.henderson@k12.dc.gov
 Andrea Trujillo, K-2nd Teacher
 Janice Joseph, 3rd-5th Teacher
Janice.Casimir-Joseph@k12.dc.gov

SPECIALS TEACHERS

Morgan Hall, Art
morgan.hall@k12.dc.gov
 Barbara Alexander, Music
barbara.alexander@k12.dc.gov
 Miranda Metheny, Spanish
miranda.metheny@k12.dc.gov
 Mark Gottfried, Library mark.gottfried@k12.dc.gov
 Tyresa Smith, PE tyresa.smith@k12.dc.gov
 Daviel Escallon, PE daviel.escallon@k12.dc.gov
 Aubryn Walters, FoodPrints aubryn@ffm.org

Resources for Students with Disabilities (SWD)

Miranda LeBlanc-Karim miranda.leblanc-karim@k12.dc.gov
 Azita Monem azita.monem@k12.dc.gov
 Mia Chase
 Marissa Evans

FRONT OFFICE

Brittney Cloyd-Thompson, Registrar
brittney.cloyd@k12.dc.gov

 Dayonna Braddy, Clerk
dayonna.braddy@k12.dc.gov

RELATED SERVICES

Dr. Kristen Dezen, Clinical Psychologist
kristin.dezen@k12.dc.gov
 Stephanie Ward, SEC
Open, Speech-Language Pathologist (SLP)

Open, Occupational Therapist (OT)

CUSTODIANS

Joewan Thompson, Head Custodian
Joewan.Thompson@k12.dc.gov

 Kenneth Blake, Custodian
 Andrea Chase, Custodian
 Melvin Wright, Custodian

Open, Custodian

WELLNESS TEAM

Kevin Stafford, Social Worker kevin.stafford@k12.dc.gov
 Kayla Reid, Restorative Justice Coordinator
kayla.reid@k12.dc.gov
 Dr. Oron Gan, Department of Behavioral Health Therapist
oron.gan@dc.gov

OTHER

Officer Boomer, Security Officer
 Mrs. Casynella Cyrus, Long-term substitute teacher
casynella.cyrus@k12.dc.gov
 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 LT Multipurpose Room. Free dinner & childcare will be provided for all PTO meetings.

Meetings will be held on Thursdays at 6pm on the following dates:

September 4th; November 6th, January 15th, March 19th, and May 14th.

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.

2025-2026 Executive Board:

- Andrea Lisell, President // pto@ludlowtaylor.org
- Emily Woodburn, Vice-President (Communications) // ptovp1@ludlowtaylor.org
- Hannah Zlotnick, Vice-President (Fundraising) // ptovp2@ludlowtaylor.org
- Lauren Pipping, Treasurer // ptotreasurer@ludlowtaylor.org
- Lauri Andrews, Assistant Treasurer // ptoassttreasurer@ludlowtaylor.org
- Abby Orshefsky, Secretary // ptosecretary@ludlowtaylor.org
- Hardeep Grover, Community Liaison Officer // PTOcommunity@ludlowtaylor.org

2025-2026 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 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: RaShonda Riddle and Laura Miller
Emails: events@ludlowtaylor.org

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

Warrior Fund Chair: TBD
Email: warriorfund@ludlowtaylor.org

SPIRIT & SWAG

This committee leads efforts to foster school spirit by ordering and managing SWAG (apparel and branded items), decorating the front window monthly and occasionally decorating for other school celebrations (e.g., the first/last day of school).

Chairs: Sasha Albohm (SWAG), Daniela McInerney (Spirit), and Allegra Bartscherer
Email: spiritfingers@ludlowtaylor.org

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: Laurie Burkitt and Roger Gordon
Email: grounds@ludlowtaylor.org

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: Danielle Davidowitz, Shoko Fox & Teena Jose
Emails: ta@ludlowtaylor.org

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: Brittany Ward and Tina Kenia
Email: bdpeyton@gmail.com and tina.kenia@gmail.com

ROOM PARENT

A room parent coordinates communication between teachers and parents within their class, organizes classroom events, and supports the teacher by volunteering time and resources to enhance the classroom experience.

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), the American Federation of State, County, and Municipal Employees Union (AFSCME) and PTO Executive Board are also represented.

2025-2026 Ludlow-Taylor LSAT:

- Beth O'Connor, Acting Co-Chair, Parent Representative
- Channing Cooper, Acting Co-Chair, Teacher Representative
- Lesli Jackson, Teacher Representative
- Audriana Henderson, Teacher Representative
- Yakeema Blackstone, Teacher Representative
- Lynnette Davis, Assistant Education Aides Representative
- LaQuontinesha Atchison, WTU Representative
- Angelle Baugh, Parent Representative
- Jasmine Tingling-Clemmons, Parent Representative
- Chris Hanley, Parent Representative
- Andrea Lisell, PTO Representative

MEETINGS

LSAT meetings are held once per month throughout the school year. Meetings are open to all members of the LT 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 LT PTO listserv & the LT 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/lSAT.html>.



LUDLOW-TAYLOR
ELEMENTARY SCHOOL