



Lois T. Murray School #313

PARENT HANDBOOK 2023-2024

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Leslie Diaz, Assistant Principal**

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Phone: (410) 396-7463

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School Overview

Brief History of Lois T. Murray



Lois Taylor Murray

Lois T Murray Elementary Middle School opened its doors for the first time in 1979. The school was built to serve children with severe cognitive disabilities and hearing impairments, therefore it was fitting to name the school in memory of Lois Taylor Murray, a pioneer in the education and training of children with disabilities.

Ms. Murray gave 40 years of service to the exceptional children of Baltimore City Public Schools and possessed unique skills in developing and implementing new instructional procedures. Under her direct supervision several curriculum guides and teacher handbooks were developed. She was responsible for much of the significant teacher growth in the field of special education in Baltimore City. Lois T Murray School represents the tomorrow Lois Taylor Murray saw yesterday. Her name is synonymous with a desire for achievement, devotion to service, and an enthusiasm and love for exceptional children.

Vision Statement

The vision of Lois T Murray Elementary/Middle School is to provide a caring, inviting, and structured learning environment that allows for social emotional development, academic growth, and a path to future success for all students.

Mission Statement

Finding the Keys – Unlocking the Door - Opening the Future

The Keys:

- Self-Management
- Communication
- Activities of Daily Living

The Door:

- Academics
 - Reading, Math, and Writing
 - Social Skills
 - Vocational Skills

The Future:

- High School Options
- Independent Living
- Employment

Lois T. Murray Quick Facts

Type of School

- LRE F
- Separate Public Day School K-8

2023-2024 School Theme

-

School Colors

- White and Blue (Royal Blue)

School Mascot

- Lion

School Song

Lois T. Murray Lions are we, give out a roar for victory. We'll show you how we work hard everyday, cheer for the LTM lions today. 1, 2, 3, Roar!

Lois T. Murray Staff

School Administration

Latoya Lewis, Principal

Leslie Diaz, Assistant Principal

Support Staff

Aundrea Harrell, Secretary

Nicole Miller, School Community Coordinator

Anjelica Nava Ramos, Custodian

Latoya (Tish) Roberson, Cafeteria Manager

Ms. Williams, Cafeteria Assistant

Instructional Staff

Juliana Powell, K-2nd Grade Teacher (Yellow Room)

Alexandra (Alex) Mumma, 3rd-5th Math/Science Teacher (Blue Room-Homeroom)

Jennifer (Jenn) Bailey, 3rd-5th ELA/Social Studies Teacher (Blue Room-Homeroom)

Cyril Rufo, 6th-8th ELA Teacher (Pink Room-Homeroom)

Rodolfo Suyat, 6th-8th Math Teacher (Red Room-Homeroom)

Jessica Birden, Paraeducator

Alexandra (Alex) Julian, Paraeducator

Allegra Mason, Paraeducator

Eulalia (Ann) Lofton, Paraeducator

Ky'era Williams, Paraeducator

Denae' Douglas, Paraeducator

Crystal Davis, Paraeducator

Sharonda Cross, Paraeducator

Carole Wilson, Paraeducator

Jessica Jenifer, Paraeducator

Beulah Reeves, Assistant-Special Education

Bria Townes, Paraeducator

Tavonne Graves, Assistant-Special Education

Angenica (Angie) St. Juste, Paraeducator

Akira Beam, Paraeducator

Tequila Stokes, Paraeducator

Marilyn Evangelista (Ms. E), Life Skills Teacher/Content Lead

Sara Eckard, P.E. Teacher

Gabriell (Gabby) Hall, Art Teacher

Elizabeth (Liz) Reedt, Music Teacher

Robin McKissic, IEP Chair

Related Services Staff

Miriam Rosenbluth, Occupational Therapist
Madeline (Maddy) Moore, Occupational Therapist
Angela Dumouchelle, Speech and Language Pathologist
Victoria Genovese, Speech and Language Pathologist
Susan Marker, School Psychologist

Central Office Staff

Dr. Taiisha Swinton-Buck, Instructional Leadership Executive Director (ILED)
Saeed Hill, School Operations Manager
Ronald (Ron) Krach, Academic Content Liaison (ACL)-Mathematics
Jessica Fedderly, Academic Content Liaison (ACL)-Literacy
TBD, Education Specialist-IEP Creation and Compliance
Nichelle Branch, Human Capital Partner

Hours of Operation

School Hours

9:15 am to 3:55 pm

Half Days

9:15 am to 12:40 pm

School Office Hours

8:15 am to 4:15 pm

If you call before 8:15 am or after 4:15 pm, please leave a detailed message and we will contact you as soon as we can.

General Procedural Information

Absenteeism Policy

If your child is going to be absent, please notify the school at (410)396-7463. In order for an absence to be considered excused, a written note must accompany the student the first day back in class. The note should include the date returning, child's name, date absent, and the reason for the absence. Any absence for which the school does not receive appropriate notification will be unexcused. Excessive or unexcused absences from school are detrimental to the educational process. The procedures for consecutive absences are as follows:

1. 1st day of student absence — parents will receive a phone call whenever the student is absent.
2. 3rd day of student absence — attendance letter will be sent home.
3. On the 5th day of student absence — Administration will send home a school attendance letter. The school social worker will be notified.
4. More than 5 days of student absence — Home visit with school social worker or community schools coordinator will be conducted.

Absence Notes

A written excuse must be presented by the student on the day he/she returns to school following such absence. If the written excuse is not submitted within 48 hours, it will be considered an unexcused absence. For your convenience, absence notes have been provided at the back of this handbook. Please make copies for your use throughout the school year.

Late Arrivals/Tardiness

Students arriving late (after 9:30 AM) to school must report to the office with their parent/guardian to be counted in attendance before going to class. Parents of students who have 10 or more tardies in a semester will be required to meet with the principal/designee to discuss the reasons for the tardies and to develop a plan for improvement.

Releasing of Students

Students will only be released to the parent/guardian listed on school forms. Any other adult requesting to pick up a student MUST be an approved person on file and must have a written request from the parent. In addition, the school follows all custody and court orders regarding placement of students. It is also against our policy to release children via telephone or to other siblings under the age of eighteen (18) years of age during school hours. Students must be signed out in the office by the parent or designee, before leaving the school grounds. Identification will be required.

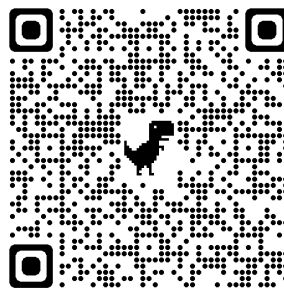
Bus Procedures

All LTM students receive transportation as an IEP service. Those students who require safety equipment will be provided with that equipment to safely be transported to and from school.

If there is a change in pick or drop off, the department of transportation will contact parents directly.

Change of Address/Phone Number

It is vital in the educational process to be able to contact parents/guardians via phone and mail regarding student emergencies, progress, transportation, and other pertinent information. If your phone number or address changes during the year, please use the QR code below to notify the school office so that this information can be updated immediately.



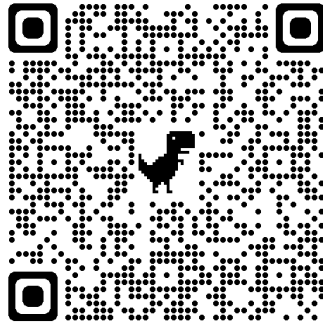
Educational Records Request

Requests by parents/guardians for information regarding their children's educational records should be made to the office secretary at least two (2) days in advance. This includes requests for student transfers.

If you would like a copy of your child's IEP, please contact Ms. Robin McKissic, IEP Chair, at rmckissic01@bcps.k12.md.us or at 410-369-7463.

Parent Input

All parents are part of our school community and your input helps is important for the success of LTM students. If you have any input or would like to request a meeting, please use the QR code below to submit your input or meeting request.



Field Trip

School sponsored field trips are designed to complement the curriculum and are related to the Standards of Learning taught. A field trip permission form will be sent home and must be completed by the parent/guardian. Some field trips may require a nominal fee for student participation. In some cases we will be able to invite parents to chaperone; in these cases, the chaperone opportunity will be included in the field trip permission form.

Visitors

For the safety and protection of the students and staff, all persons entering the building must report to the office to provide identification to be scanned in the visitor system. You will then receive an identification badge. This badge is to be displayed while in the school. This includes parents, volunteers, and other district employees. At the end of the visit, visitors are to return to the office and sign out. All visitors are requested to enter and exit through the front of the building.

Electronics and Cell Phone Policies

In order to create a positive learning environment for all students, any personal electronic devices may not be used on campus during school hours. This includes personal iPads, MP3 players, phones, tracking or recording devices, or other hand held music or gaming devices. If a student brings one of these types of devices to school, it may be confiscated and held until the end of the day.

At LTM we understand that many parents choose to have their students carry a cell phone for communication purposes in the event of emergencies or changes in plans. However, in order to not disrupt

the school day any student bringing a cell phone to school must keep it **turned off** and in their backpack during school hours.

Birthday Celebrations

Birthday celebrations in the classroom are permitted but encouraged to occur at the end of the day. Please contact the classroom teacher to see how they celebrate in the classroom. Please work with the teacher and ask before bringing anything in to make sure that it is allowed. Please respect allergies. Any food items brought in for celebrations must be store bought and sealed upon entering the building.

Dress Code

LTM does not have a mandatory uniform, but we encourage all parents to dress their children with clothing that will allow them to participate in all school activities. Our optional uniform is a royal blue polo and khaki pants. For safety reasons, closed-toe shoes are mandatory; no flip flops, slippers or high heeled shoes are allowed. High top shoes are highly recommended for students who have difficulty keeping their shoes on.

Health

Medication Policy

Medication must be kept in the nurse's suite and administered by the school nurse. Over the counter medications are not permitted. Guidelines for administering prescription medication within school are as follows:

1. A Request for Medication Administration form must be completed and signed by the student's doctor and parent/guardian.
2. The completed form and the prescription, which must be in the original container with the pharmacy label intact, should be given to the school nurse by the parent/guardian of the student.
3. Medications must be brought to school by the parent/guardian and not the student.

School Meals and Snacks

Breakfast and lunch are available each school day for free. Students can also bring their own food to school, but it should not require heating up. At the end of each day, students will have the option of selecting a snack to eat before they board the bus.

Each classroom is scheduled to have Kitchen Time once a week. This instructional block is led by the related services team. Students will have the opportunity to practice speech, occupational therapy, and life skills as they create a quick snack. Food allergies and sensitivities are taken into consideration when planning meals.

This school year, we have been selected to participate in the Fruit and Vegetable Program. At least once a week, students will be provided with a fresh fruit or vegetable to snack on.

Student Wellness Support

Behavior Management Protocol

Tier Hierarchy

Tier 1 - Earning charts, Timers, Wait Time, Visual Icons, School Rules

Tier 2- Follow student protocol established in BIPs or behavior team (walks, break card, individualized schedule, and individualized earning charts).

Tier 3 – Student Wellness Support Team pushes in to assist with behavior. The team will transition the student to an independent work station.

Tier 4 - Student Wellness Support Team pushes in to assist with behavior. The team will assist in transitioning the student to a safe space to de-escalate.

1. Positive Behavior Reinforcement

A. Earning Charts

Every student should be provided one of the three earning charts and it should be used either during or at the end of the instructional period.

B. Token Economy

- Go over the rules
- Select what they want to earn
- Set a timer, each time the timer goes off the student earns a picture icon.
- If the student does not follow the rules during the time frame, pause the timer once a student has all their tokens, they get to earn for the determined period of time.

C. Smiley Earning Chart

- Go over the rules

- Review reward items on the back of earning chart
- At the end of the block or rotation, go over the rules listed on the chart and reward based on how many smileys they earned.
- Students should get the highest reward they earn, but they can choose any reward below what they earned.

D. First-then board

- Go over the rules
- Ask students what they want to earn
- Give directive (ex: First work then earn)
- If a behavior occurs, you can redirect or remind students of the rules.
- Students ALWAYS earn once the directive is completed.

E. Positive Reinforcement

- Verbal Praise (“Great job ___ “or “I love how you__”)
- Edibles (fruit snacks, chips or goldfish)
- Choice activity (Ipad time, song, sensory area)
- Attention (high five, thumbs up, sit next to them)
- Provide frequent praise

2. Behavior Intervention Plan

· Is a plan that is based on the results of a functional behavioral assessment (FBA) and includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports. These strategies are to be consistently implemented to support the student with the identified behaviors.

3. Work Station

If a student is engaging in low intense maladaptive behaviors, the support team will transition the student to a workstation to complete a mastered task. In the workstation the student should be able to complete work for 2-minutes without engaging in a behavior before returning to class.

- a) Sign student into work space
- b) Prepare materials (Icons, timer and file folders)
- c) Set Timer (2-minutes of compliance)
- d) Show students the school rules
- e) Return students back to class

4. Crisis Intervention

Students in a crisis (continuous aggression and/or continuous self-injurious behavior and/or continuous high magnitude disruption) will be removed from the classroom and taken to a calming area.

- a. A student wellness support team member will support the student during the crisis

- b. One classroom member will remain with the student
- c. The classroom member will sign the student in and describe what the behavior looked like in the calming area.

Parent Involvement

Fundraising

During the school year there will be opportunities for parents/guardians to support the school through fundraising activities. Funds collected can be used to cover the cost for student celebrations, field trips, assemblies, and other school related activities.

SFC

Baltimore City Public Schools requires that each school maintain a School Family Council (SFC). The SFC provides a forum for a representative group of school stakeholders consisting of school faculty, staff, students, parents and community members/partners to come together around a range of important school decisions.

Parent Teacher Association (PTA)

The PTA is a very important support system for any school. This year we would like for the Lois T Murray Stakeholders to come together and form the LTM PTA. This group of teachers and parents will work diligently to promote the welfare of our students and the mission of the school. Please use the QR code below to let us know how you would like to support the LTM PTA.



Volunteering

During the school year, there will be some opportunities for volunteers to support school programs or field trips. All volunteers must register and complete initial screening through our

Partners in Education (PIE) Portal. If you are interested in serving as a volunteer, please contact Ms. Nicole Miller at nicolemiller@ymaryland.org or 410-396-7463.

Communication

- **Thrillshare**
Schoolwide communication is sent via Thrillshare via phone calls, emails, or text.
- **Twitter**
Follow us @LoisTMurray1 to see what is happening at LTM.
- **School Website**
www.loistmurray.com

Safety

Emergency Drills

Several times during the school year, the students will practice fire, tornado, earthquake, and lockdown drills. Fire drills will be conducted on a monthly basis from September through June. These drills prepare students in the event of an emergency. In the event of a school crisis, the Lois T. Murray School Building Emergency Response Crisis Team will implement the Vital Information Plan as mandated by the Baltimore City Public Schools System.

School Closings

The BCPS CEO is authorized to close schools immediately in the event of inclement weather or any other emergencies that may be hazardous to the health or safety of students, teachers, or the school plant/site. When a decision is made to close or delay schools for the day, parents and staff will be notified by phone. Local television and radio stations will also be notified.

Instructional Information

Reporting Student Progress

Students enrolled at Lois T. Murray Elementary Middle School are taught reading, language arts, mathematics, science, social studies, art, music, physical education, and any other course mandated by the Maryland State Department of Education. In addition to receiving curriculum aligned instruction, throughout the day, LTM students receive all the services outlined in their IEP, such as special education, speech and language, occupational therapy, or physical therapy services.

Both progress in curriculum work and IEP work will be documented and formally reported to parents through quarterly report cards. Students' progress on curriculum is reported to parents through progress reports and quarterly report cards. Progress on IEP goals are reported through IEP report cards, which includes detailed notes of the students' performance in each one of their goals.

LTM Grading Policy

| District Grade Policy | IC Grade Entry | IC Grade Equivalent | Grading Rubric |
|------------------------------|-----------------------|----------------------------|---|
| 90-100 | 93 | A | Proficient-Student is able to complete task independently or with minimal prompting. |
| 80-89 | 83 | B | In Progress-Student is able to complete task with multiple gestural, visual, and verbal prompts. |
| 70-79 | 73 | C | Emerging Skill-Student requires maximum skill to demonstrate the skill. |
| 60-69 | 63 | D | Needs Development-unable to demonstrate skill with significant adult support and or extended excused absence. |
| 59 or below | 59 | F | Student is chronically absent (unexcused). |
| 0 | 0 | F | Student did not attend school at all. |

Grade Components

The following components are part of a student’s grade. You will see the following categories of grades:

1. Assessments (30): This category includes both formative (ongoing) and summative (ending) ways of assessing student learning with the goal of supporting student growth and success.
2. Classwork (30): This includes work completed in the classroom setting. This includes small group work, exit tickets, work uploaded in Google Classroom and/or completed in class.
3. Participation (30): This includes, but is not limited to, participation in classroom discussion, group work, and activities. Students should be awake and engaged in class on a daily basis.
4. Independent Practice (10): This includes all reinforcement/supplemental work that requires students to practice at home/asynchronously. It does not always have to be a paper assignment, it can be a practice of skills at home. For example, utilizing communication devices, the communication board, speaking skills, computer skills etc.

Grading Scale

Grading Scales

| Conduct Marks for Grades K-8 | Subject Marks for Grades (K-1) | Subject Marks for Grades (2-5) | Subject Marks for Grades 6-12 | |
|------------------------------|-------------------------------------|----------------------------------|-------------------------------|-----------------|
| 1.....Excellent | P Proficient=80-100 | E..... Excellent=90 and above | 97-100...A+ | 77-79 ... C+ |
| 2.....Satisfactory | I In Process=60-79 | G Good=80-89 | 93-96....A | 73-76 ... C |
| 3.....Unsatisfactory | N Needs Development =Below 60 | S..... Satisfactory=70-79 | 90-92.....A- | 70-72 ... C- |
| | NTQ..... Not Taught this Quarter | P..... Poor=60-69 | 87-89....B+ | 67-69 ... D+ |
| | INC Incomplete | U Unsatisfactory=Below 60 | 83-86....B | 63-66 ... D |
| | L..... Late Enrollment | NTQ..... Not Taught this Quarter | 80-82....B- | 60-62 ... D- |
| | PASS... Pass | INC Incomplete | | 0-59 F |
| | | L..... Late Enrollment | INC...Incomplete | W.... Withdrawn |
| | | PASS... Pass | L.....Late Enrollment | PASS... Pass |

Parent Teacher Conferences

Parent teacher conferences will be held throughout the school year. Parents/guardians will be notified by the classroom teacher through an invitation with the date and time of the conference.