



LUDLOW-TAYLOR

659 G Street, NE Washington, DC 20002

“Happy Minds, Healthy Bodies”

Updated: August 2018

Principal's Welcome:

Dear Ludlow-Taylor Families,

I would like to take this opportunity to welcome all returning and new families to Ludlow-Taylor for the 2018-2019 school year. This year, with the help of our families, staff and leadership team, we have decided to focus our work around a health and wellness model designed to get the best out of every student, by remaining active and engaged through the school day. In addition to this model, we will continue to prioritize family engagement, doing our best to ensure that every family is informed and supported.

With family engagement, our goal is to ensure that families are informed and welcomed partners. To do so, we want to first create clear and open lines of communication. Families can expect an emailed update every Wednesday, rotating between your child's classroom teacher and the principal. These weekly updates will be our primary source of information, so please make sure that all email addresses are updated in the main office. We also continue to expand our website, ludlowtaylor.org, which hosts our master calendar, school contact information, parent resources, school updates and curricular resources.

With our school design, students and families can expect to see and experience the following (further information on following page): a focus around staff wellness, added daily movement blocks focused on cardiovascular health of students, classroom brain/body boosts to divide longer instructional blocks and reengage students, health-positive curriculum that will have all students attending physical education and Foodprints more regularly, along with a health-positive environment that will allow for healthier cafeteria and play spaces by January 2019.

Our aim is to ensure that every child at Ludlow-Taylor ES receives a diverse, world-class education. We look forward to working with all families and students to ensure this goal.

Sincerely,

A handwritten signature in black ink, appearing to read 'AS' with a flourish.

Andrew Smith

Principal

LTES Health and Wellness School Design:

The Mission: At Ludlow-Taylor ES, we feel that it is our mission to maximize student outcomes academically, socially, and physically. By examining incredible research from Dr. John Ratey in *Spark*, we are confident that with strategic planning around a health-positive school structure, students' chances of having the most successful, healthy and joyful lives beyond LTES will dramatically improve.

The Research: According to the Center for Disease Control, "in the United States, the percentage of children and adolescents affected by obesity has more than tripled since the 1970s, with data from 2015-2016 showing that nearly 1 in 5 school age children and young people (6 to 19 years) in the United States has obesity." There is an additional 30% of children on the cusp of having obesity. Additionally, according to *Brain Rules* by John Medina, "children who are fit, have a higher ability to access cognitive resources to a task and do so for a longer period of time." We can infer from this that students do not access to sufficient physical activity and nutritional instruction during the school-day, negatively impacting student physical health, while also not allowing for maximum learning opportunities.

The Plan: Working with multiple partners across Washington, DC, we plan to include the following components in the first year of our school design, connected via our mission of every LTES student, staff and community member finding the best version of themselves:

- Staff Wellness: Recognizing the importance of staff wellness, ample opportunities will be provided for exercise and/or mental health support, including: group exercise classes, school wellness center, extended daily breaks, staff clubs and mental health support.
- Spark Block/Boost: Students in Grades 3-5 will begin everyday with a fitness class based around cardiovascular health, set up as circuit training. For LTES, this will take place from 8:25 – 8:55 a.m., with a quick and healthy breakfast that follows prior to the academic blocks. Students in Grades ECE-2 will experience a Spark Boost, an additional block of guided play.
- Physical Education as Fitness Curriculum: The goal of physical education classes will be to "develop healthy habits, skills, a sense of fun, along with knowledge of how the body works." Students will also receive Health and Physical Education twice a week, in addition to the daily Spark Block/Boost.
- Nutrition/Science Class: Science class will shift towards health and nutrition, particularly around the impact of exercise on the physical and mental body, along with healthy eating. To do so, *FoodPrints* will shift from an outside partner to a full-time program.
- Health-Positive Environment: Current school infrastructure will be redesigned to enhance health-positive outcomes for students and adults, including: cafeteria redesign (round tables, dedicated food space, acoustic panels, redecoration, etc.), dedicated indoor/covered physical education space (partitioned multi-purpose room and outdoor gym)
- Classroom Brain Boosts: Classrooms will incorporate brain and body breaks, to enhance current curriculum and instructional practice. Teachers will be trained to include one to five-minute classroom activities, allowing the body and brain to stay active, such as: mindful minutes, quick yoga, group dance, stretching, etc.

School Communication Information:

- **Website:** www.ludlowtaylor.org
- **Facebook:** Join our Facebook group (by "liking" it)—Ludlow-Taylor Capitol Hill (<https://www.facebook.com/LudlowTaylor>)
- **List Serv:** Email ltes_dc-subscribe@yahoogroups.com with your name/email/grade of student or search Yahoo groups for, "LTES_DC" to request an invite
- **Parent Newsletter:** Sign up for the e-newsletter at <http://tinyurl.com/ltesnews>
- **Principal Email:** Andrew.Smith2@dc.gov
- **Principal Twitter:** @LTPincipSmith
- **Main Office Phone Number:** (202) 698-3244

School Vision and Overview:

Ludlow-Taylor aims to provide every student with a world-class education. We take a students centered approach, where the needs of each individual student are met, and where learning is seen through the lens of the real world. Our goal is to encourage inquiry, creativity and a love of learning that begins with our Reggio approach in early childhood and extends through 5th grade. For 2018-2019, we look forward to basing our entire approach around the slogan, "Healthy Bodies, Happy Minds."

Educational Overview:

School-Wide Approach: To develop the full potential of each student, LTES fosters a culture based on a student-centered approach to learning that encourages inquiry, creativity and a love for learning. To do so, teachers work to ensure that lessons are rooted in the Common Core State Standards, but also adapted to tackle the real world, while also meeting the interests and needs of our students on a daily basis. In addition to a hands-on approach to reading, math, writing, social studies, and science, students in all grades participate in six weekly special subjects: art, music, FoodPrints, Spanish, and health and physical education twice a week. The library will still be a special subject for PK3 and PK4, while all students in K-5 will still visit the library on a weekly basis.

Learn more about elementary school academic standards ([link to dcps.dc.gov/page/elementary-school-academic-standards](http://dcps.dc.gov/page/elementary-school-academic-standards)).

Early Childhood Education: LTES offers a comprehensive Pre-Kindergarten (PS3/PK4) program that prepares students for success by offering a Reggio Emilia-inspired approach. The Reggio approach emphasizes child-led, project-based activities built around children's interests and curiosity. Parents are encouraged to engage in activities alongside the child. As a result, children's interests drive units of study.

Cornerstones: All K-5 students will take part in Cornerstones, a project-based, content-rich extension to

ongoing units of studies. Developed by top DCPS teachers, Cornerstones provide access to rigorous content for every student, while also providing innovative methods for students to take part in the learning experience. At LTES, we embed Cornerstones as part of our student-centered approach to teaching. Learn more about Cornerstones at (<http://dcps.dc.gov/page/cornerstones>).

Specialized Instruction: Specialized instruction at LTES focuses on social, emotional, and educational advancement in the least restrictive environment, providing all students with access to an exceptional education. We offer support in small-groups, collaborative teaching, one-on-one tutoring, and fully inclusive Communication and Education, Early Learning and Intensive Learning supportive classrooms, ensuring the needs of every child are met.

After-School Programming:

Afterschool at LTES provides enrichment, academics, arts and recreation, and opportunities to make new friends, try new clubs, in a safe, nurturing environment. The program begins with a snack on a daily basis, and extends into a variety of activities for students.

Registration: All registration is done online at: <http://dcps.dc.gov/DCPS/asp> . Afterschool does reach capacity and will have a waitlist. If you are on the waitlist, you will be contacted by the afterschool coordinator when a space opens up.

Hours and Pick-Up: Afterschool takes place from 3:30 p.m.- 5:55 p.m. After 6:05 pm, families are considered late. We understand emergencies do happen and we try to accommodate as needed. However, three late pickups will result in removal from the program and/or CFSA will be called. Students can always be picked up any time prior to 6:00 p.m. If someone other than the designated pick up person/s, be sure to alert the afterschool program to add that person to your pickup list. That person must have picture ID, as well (no exceptions).

Calendar: Afterschool days are based on the school calendar days. If there is no school, there is no afterschool. If there is a half day/early dismissal, there is no afterschool. Due to difficulty in finding staff coverage, afterschool will not be held on the following days: prior to Winter Break (December 21), prior to April Break (April 12th) and the last day of school (June 14th).

Cost: For school year 18-19, co-payment fees will be nine monthly invoices (September 1, 2018 through May 30, 2019) **of \$94.50 for a total annual co-payment of \$850.50 per student**. OSTP afterschool programming will remain cost-free for families that fall in one or more of the following categories:

- Families that receive TANF or Medicaid
- Homeless students, unaccompanied minors, and any foster youth
- Some CBOs (Community Based Organizations) charge fees for their clubs/offers and are paid directly.

Contact Information: Ms. Brenda Thomas is the afterschool coordinator. She can be reached at 202.805.2888. or brenda.thomas@dc.gov. If questions arise with DCPS after-school programming, please contact, Kathryn Kigera at 202.478.5923 in the Out of School Time Office.

School-Wide Policy:

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 three and four 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. **Students who miss more than 20% of their scheduled periods in a school day will, by law, be considered absent for the entire day.**

If your child received a seat through the out-of-boundary lottery and had **ten unexcused absences or twenty unexcused tardies**, they may be asked to return to their neighborhood school at the end of the school year.

On-Time Arrival: Student arrival takes place from 8:05 - 8:45, with instruction beginning around 8:55 p.m.. When arriving to LTES, students will begin their days in the following locations:

- PK3/4 - check-in directly at homeroom , drop belongings and head outside to play , supervised by paraprofessionals (weather dependent)
- K-5 – all students report to the multipurpose room, with the following schedule:
- K-2 – outdoor play from 8:05 – 8:30, breakfast follows
- 3-5 – arrival in the cafeteria from 8:05 – 8:30, breakfast follows

Two-Hour Delays: If there is ever a two-hour delay, doors will open at 10:05 a.m., with instruction beginning at 10:55 a.m.

Tardies: Any arrival after 9:00 a.m. will result in a tardy. All students and parents who arrive after 9:00 a.m. should go directly to the main office and sign the Late Arrival book and provide any documentation for tardiness (Doctor Appointments etc.). Students will receive a late pass from main office prior to heading to class. For students in PreK3, PreK4 and Kindergarten, parents can then transport students to class.

- If a student is tardy five or more times within 1 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. More than 20 tardies throughout the school-year can result in student retention.

Breakfast: Breakfast is free for all students and will take place at the following times and locations:

- PK3/4... 8:45 a.m. – 9:15 a.m., in the classroom
- K-2... 8:30 – 9:00 a.m., in the cafeteria
- 3-5... 9:00 – 9:15 a.m. in the classroom

Dismissal: We hope to maximize instruction and minimize distractions, so students **cannot be picked up from 2:45 – 3:10**, unless there is an emergency or necessary appointment. This allows us to ensure that all students getting on the busses can do so without congestion in the main foyer and to make sure that all students are accounted for prior to let adults in the building. Doors will open for pick-up between

3:05 and 3:10, and all students from ECE - Grade 2 will be picked up from the classroom. Grades 3-5 will be dismissed from the cafeteria. For students that are not in afterschool, they will need to be picked up by 3:25. For older students that walk, they will be dismissed as their classes come to the cafeteria.

Pick-Up List: All names of those that can pick up your child need to be on the registration form in the main office, please update that list as needed. If someone not on the list needs to pick up a child - please inform the homeroom teacher, and send a written note to the main office. The adult picking up the student will need ID (no exceptions). With safety as our top priority, we will not let students leave with others unless the aforementioned procedure has been followed.

Classroom Visits: Unannounced parent visits are not allowed to the classroom as it may disrupt instructional time. We wish to create an inviting environment for families while also maximizing our instructional time for students. After the first two days of school, we ask that parents leave classrooms and hallways by 8:45 a.m. The parent center, outside the main office, is always free to be used as a gathering space. Additionally, specific arrangements can be made with teachers for conferences and classroom visits as determined by the teacher and principal.

Uniform Policy: We implement a mandatory uniform policy with uniforms that are expected to be worn every day, except on Fridays. On casual Fridays, our students are free to wear uniforms or appropriate school clothing. Close-toed shoes are required everyday for safety reasons – students will not be able to participate in physical education or recess if appropriate shoes are not worn. Our uniforms are light yellow, white or dark green shirts/tops with dark green or khaki colored pants, skirts and jumper. There is no specific vendor that is required.

Teacher Requests: Teacher requests by parents are not accepted. We first consider a balance of gender, race, special education services, and academic proficiency when putting classes together. It is simply impossible to fulfill everyone's requests, so for the sake of transparency, requests are not taken into account.

Homework: Homework is determined by teacher to teacher basis. We encourage all families to read with their child and to practice math fluency facts on a nightly basis.

Special Education and Resources:

LTES, 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.

Full-Time Programs: These programs provide specialized instruction and services to a class or grouping made up entirely of students with specific needs. Ludlow-Taylor Elementary School provides specialized supports to students with twenty or more hours of specialized instruction outside of general education in their Individualized Education Programs (IEP) with our CES, ELS, and ILS programs.

Inclusion Models: Inclusion is not a type of classroom or a place, but rather the philosophy of including students with special needs into the general education setting. 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 is when a student's special education needs are met in the general education classroom.

504 Program: Unlike special education, Section 504 does not prescribe specialized instruction for eligible students but ensures that eligible students with disabilities get the reasonable accommodations or services they need to access the DCPS curriculum and learning opportunities. For questions about the Section 504 Program, please email 504@dc.gov.

Behavioral and Emotion 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.

Physical Supports: Occupational Therapy and Physical Therapy: 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.

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. School psychologists also help school staff and parents develop learning and behavior strategies.

Speech: 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.

Early Stages: According to the Individuals with Disabilities Act (IDEA) a school district must identify, locate and evaluate all children ages 3—5 in the school district who may have a disability through a process known as Child Find. Early Stages works with children in DCPS; children in independent charters, private or religious schools or child-care centers; and children who are not yet enrolled in school. Early Stages also manages Part C Transition, the process that informs families with children who receive Early Intervention services whether the children are also eligible for special education when they turn three.

Parent-Teacher Organization:

Families, neighbors, community organizations, and local businesses together strengthen the Ludlow-Taylor community. Family members and neighbors are needed to chaperone field trips, help with FoodPrints, support classroom and specials teachers, share their talents, and celebrate student successes.

Joining the PTO: Please join the Ludlow-Taylor Parent Teacher Organization each month for discussion, announcements, and community. PTO meetings are the third Thursday of each month during the school year from 6:00–7:00 pm. Potluck dinners begin at 5:45 pm in the Multi-Purpose Room. Childcare is available for Ludlow-Taylor students and siblings beginning at 6:00 pm.

PTO Executive Board: The PTO promotes collaboration between parents, staff, administration, and the community in order to provide quality education for all students at Ludlow-Taylor. 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 for the Executive Board members. Executive Board members are elected to serve two-year terms.

2018-2019 Executive Board:

- Lauren McDermott, *President*
- Meaghan Jones, *Vice President*
- Danielle White, *Vice President*
- Melanie Moore, *Secretary*
- Erin Johnston, *Treasurer*
- Tom Sellevaag, *Assistant Treasurer*
- Keisha Henderson, *Teacher Representative*

LTES Food and Nutrition Policy

DC Public Schools Introduction: The District of Columbia Public Schools (DCPS) plays a critical role in promoting student health. Studies have shown that school health programs can positively affect educational and health outcomes. A school environment that encourages the overall health of students and provides tools that lead to lifelong patterns of healthy behaviors is integral to a student's ability to learn and focus. The Centers for Disease Control and Prevention (CDC) and the Association for Supervision and Curriculum Development (ASCD) developed the Whole School, Whole Community, Whole Child (WSCC) model, which provides a framework for integrating health-promoting practices. The model focuses on a school-wide approach to supporting the whole child, through a collaborative approach to health and learning to improve cognitive, physical, social and emotional development, and maximize success. With the 2017 revision of the Local Wellness Policy (LWP), DCPS has embraced and adapted this model to frame efforts to support DCPS students. Questions about this policy shall be directed to dcps.policy@dc.gov.

2018-2019 Modifications: In compliance with the 2010 Health Schools Act (HSA), and in coordination of our school health and wellness model, Ludlow-Taylor ES will be making the following modifications to our community gatherings and classroom activities for the 2018-2019 school year:

Birthday Parties:

- Birthday parties will be moved to monthly celebrations, the third Friday of every month, to celebrate the birthdays of all students from a particular month. During these celebrations, teachers will work with families to coordinate treats that comply with the LTES Food Allergy Policy, as well as activities for the class to celebrate. If requested by a family, cupcakes will be permitted on this particular date.
- On exact birthday dates, non-food items are permitted.
- With the addition of morning announcements, all student birthdays will be announced over the loud speaker, with summer birthdays spread throughout the last two weeks of school

Incentives:

AT LTES, our goal is to promote intrinsic motivation. When incentives are utilized to reward students, staff members will utilize non-food items such as, but not limited to: added movement breaks, additional recess, stickers, coloring pages, school supplies, certificates, etc.

Special Events:

For designated school-wide events including: Halloween, Winter Holiday Celebrations, and Field Day, a limited number of treats will be made available that comply with the LTES Food Allergy Policy.

Grade-Level Celebrations:

For all grade level celebrations (publishing parties, student work showcases, etc.), all provided or donated snacks are required to fall under the USDA health snacks guidelines (such as popcorn, fruit cups, pita chips, baked chips, etc.), comply with the LTES Food Allergy Policy, and/or include non-food items.

Special Events (not counting evening activities):

For designated school-wide events including: Halloween, Winter Holiday Celebrations, and Field Day, a limited number of treats will be made available that comply with the LTES Food Allergy Policy.

LTES Food Allergy Policy

Food Allergy Policy: Food related allergies, especially allergies related to nuts, can be life threatening for children with those allergies. As such, Ludlow-Taylor ES is a nut free school. Please do not send nuts, nut spreads, foods containing nuts to school with your child. Accommodations can be made for a “nut-zone” on a case by case basis, as approved by a student’s teacher and Principal Smith.

Recognizing the importance of this change, we are asking families to support us in taking immediate next steps:

1. For all parents, please ensure all student allergies are explicitly communicated to teachers (**please complete the attached form** and turn into your homeroom teacher as soon as possible – this is for all parents)
2. For parents with students with food allergies, please make sure all information and prescriptions with **Nurse Fraser** and with **Mrs. Thomas** (for students in afterschool) is up to date
3. Review the list of banned foods (attached)
4. Review parent, student, nurse, administration and teacher responsibilities on the following page

As a school team, we recognize that these are dramatic shifts, but would not be doing so unless there was a serious need to ensure the safety of all students at LTES. Please feel free to reach out to Meghan Musselman (mmusselman@hudco.com), Tricia Jefferson (tg.jefferson@gmail.com) or myself (Andrew.Smith2@dc.gov) with any questions or concerns.

We appreciate your support in this effort moving forward.

Sincerely,



Andrew Smith
Principal

LTES Food Allergy Policy:

Food related allergies, especially allergies related to nuts, can be life threatening for children with those allergies. As such, Ludlow-Taylor ES is a nut free school. Please do not send nuts, nut spreads, foods containing nuts to school with your child.

Please ensure these foods are no longer included in food sent to school (peanuts and tree nut products): The following information is taken from FARE (Food Allergy Research and Education). More information can be found at <https://www.foodallergy.org/common-allergens>:

Peanut Products:

- Foods to Avoid:
 - Arachis oil (another name for peanut oil), Artificial nuts, Cold-pressed, expelled or extruded peanut oil, Goobers, Ground nuts, Lupin (or lupine)—which is becoming a common flour substitute in gluten-free food. Mandelonas (peanuts soaked in almond flavoring), Mixed nuts, Monkey nuts, Nut meat, Nut pieces, Peanut butter, Peanut flour, Peanut protein hydrolysate
- Foods to double check before sending:
 - Candy (including chocolate candy), Chili, Egg rolls, Enchilada sauce, Glazes and marinades, Ice creams, Marzipan, Nougat, Pancakes, Pet food, Sauces such as chili sauce, hot sauce, pesto, gravy, mole sauce and salad dressing, Specialty pizzas, Sunflower seeds, Sweets such as pudding, cookies, baked goods, pies and hot chocolate, Vegetarian food products, especially those advertised as meat substitutes

Tree-Nut Products:

- Foods to Avoid:
 - Almond, Artificial nuts, Beechnut, Brazil nut, Butternut, Cashew, Chestnut, Chinquapin nut, Coconut, Filbert/hazelnut, Gianduja (a chocolate-nut mixture), Ginkgo nut, Hickory nut, Litchi/lichee/lychee nut, Macadamia nut, Marzipan/almond paste, Nangai nut, Natural nut extract, Nut butters (e.g., cashew butter), Nut distillates/alcoholic extracts, Nut meal, Nut meat, Nut milk (e.g., almond milk, cashew milk), Nut oils (e.g., walnut oil, almond oil), Nut paste (e.g., almond paste), Nut pieces, Pecan, Pili nut, Pine nut (also referred to as Indian, pignoli, piñolia, pignon, piñon and pinyon nut), Pistachio, Praline, Shea nut, Walnut
- Foods to double check before sending:
 - Cereals, crackers, cookies, candy, chocolates, energy bars, flavored coffee, frozen desserts, marinades, barbeque sauces and some cold cuts, such as mortadella

LTES Community Responsibilities:

To ensure the safety of all students at LTES, we recognize that a community effort is needed. Please review the list of responsibilities below

Community Member:	Responsibilities:
Students:	<ul style="list-style-type: none">• Awareness and respect for classroom allergies• Self-advocacy (as needed)• Honor school-wide food policies
Parents:	<ul style="list-style-type: none">• Action plan for anaphylaxis updated yearly in the nurse's office• Provision of EpiPen with prescription label to nurse• Food Allergy Form turned into homeroom teachers• Empower children to effectively communicate food allergies• Honor school-wide food policies
Teachers:	<ul style="list-style-type: none">• Class-wide list of food allergies• Parent/student communication• Classroom and field trip supervision of known food allergens• Zero food/snacks allowed in specials• Emergency protocol procedures followed• Honor school-wide food policies
Administrators:	<ul style="list-style-type: none">• Implement and supervise school-wide food policy• School-wide student emergency protocol posted with allergies and symptoms• Incident documentation• Supplemental EpiPen control
Nurse:	<ul style="list-style-type: none">• Staff training on food allergies/ anaphylaxis (next staff meeting)• Maintain student action plans for anaphylaxis• Teacher collaboration to ensure comprehensive allergy lists• Honor school-wide food policies

LTES Student Food Allergy Disclosure

If your child has a food allergy that you would like to disclose to the student's homeroom teacher, please complete this form and return promptly after enrollment or after the start of school. Note that medical authorizations/action plans completed by a physician are submitted separately to the school nurse.

Student Name: _____

Classroom Teacher: _____

My child does not have any known food allergies

My child has the following food allergies that the District should be made aware of:

Food Name

Nature of the Allergic Reaction

I understand that since I am providing this information without documentation of a food allergy from a physician, this information will NOT be included in my child's health record. If I have physician's documentation of my child's food allergy(ies), I will submit it to the school so that the information may be included in my child's health record.

Parent Name (Please Print)

Date

Parent Signature