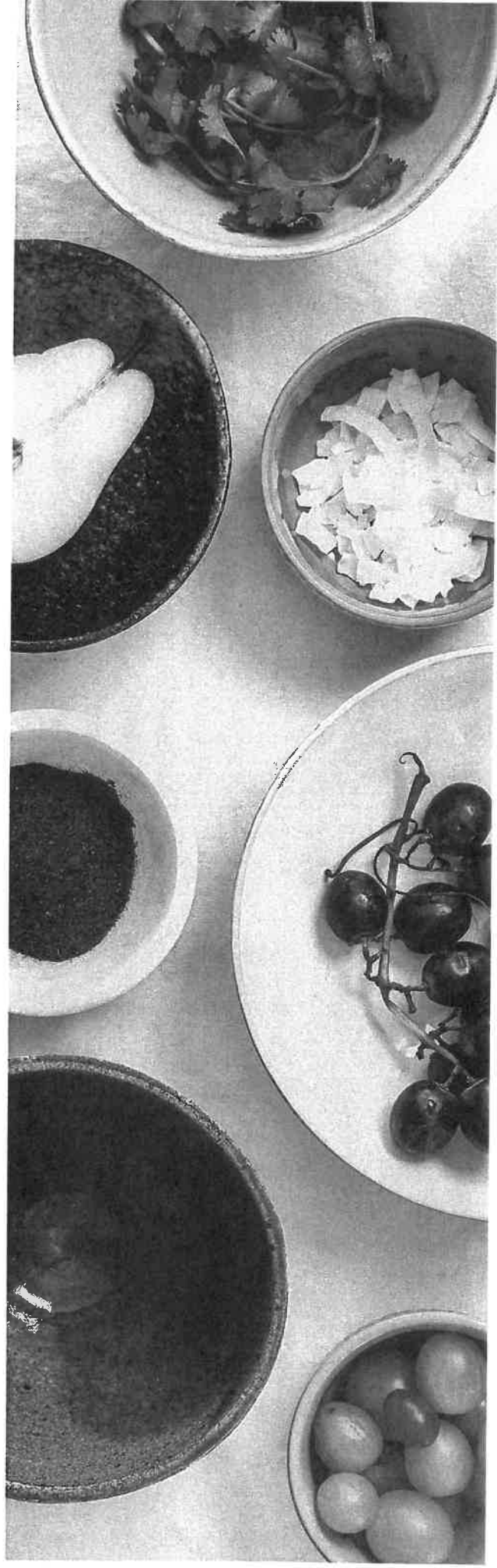


Spencer County Public Schools Food Service Annual Assessment 2019-2020

Jeff Rogers, Director of Operations



PREFACE

This publication has been developed pursuant to KRS 158.856. The statute requires that the School Food Service Director annually assess school nutrition in the district and issue a written report to parents, the local school board and school-based decision making councils. This tool may be used to guide the annual assessment and address compliance with the School Breakfast and National School Lunch Program; evaluate the availability of contracted fast foods or foods sold through commercial vendors; review access to foods and beverages sold outside the School Breakfast and National School Lunch Programs (including vending machines, school stores, canteens and a la carte cafeteria sales); provide a list of foods and beverages that are available to students (including the nutritional value of those foods and beverages) and make recommendations for the improving the school nutrition environment.

The Standards and Indicators for School Nutrition Programs (SISNP) workbook guides districts and schools as they assess their current status in the four standards relative to (1) administration, (2) nutrition integrity, (3) operations and (4) communications and marketing. The SISNP is used to intentionally and effectively plan how to allocate resources to ensure all children enjoy access to a school nutrition program that is administered and operated as an integral part of the learning community.

This document provides the detailed information districts and schools need to answer the essential questions about how to create and sustain excellence in their school nutrition programs. As the nutrition leadership team revisits the Standards and Indicators through the years, it will help team members to focus more effectively on implementing the elements of a school nutrition program that functions as a partner in helping our students reach proficiency.

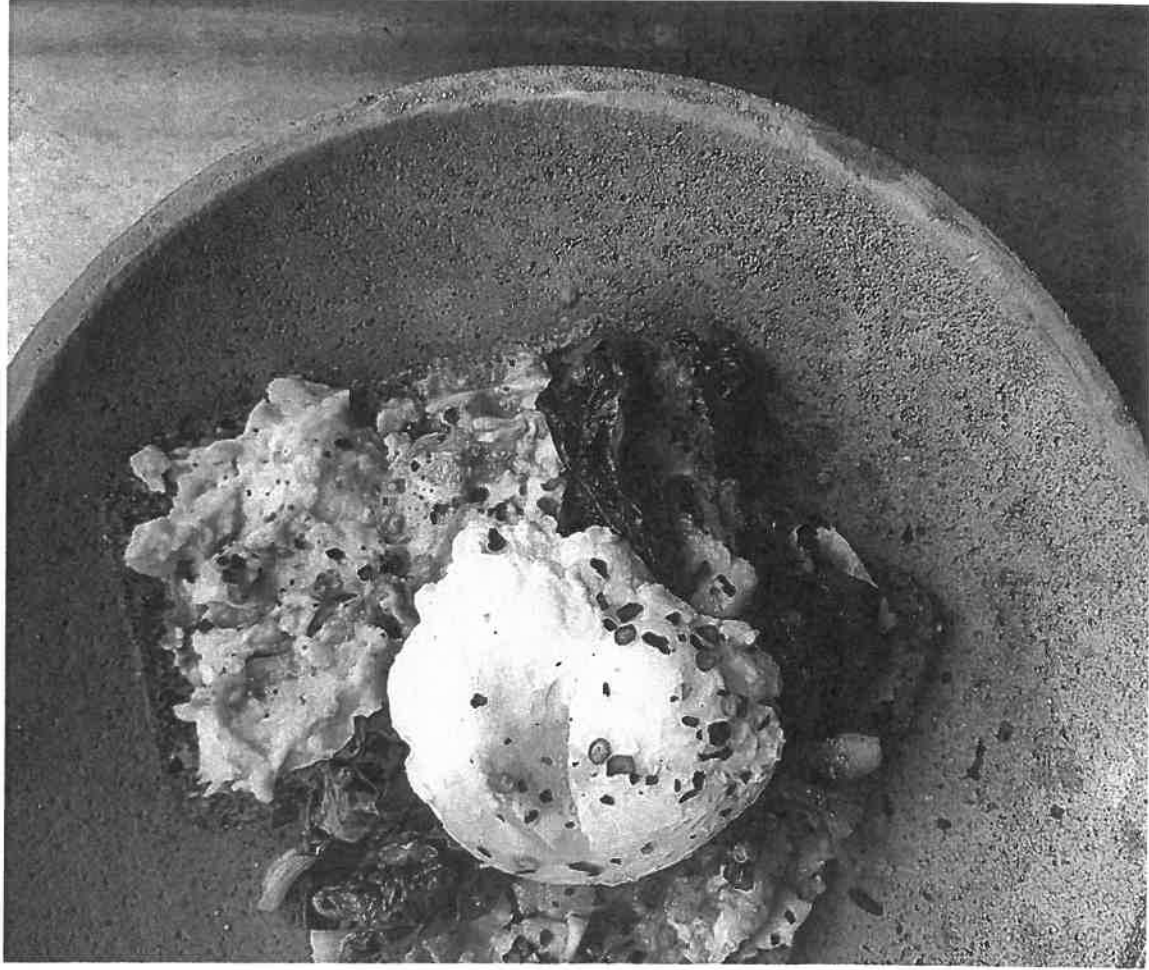


Table of Contents

Administration	
Standard 1: Organization.....	1
Standard 2: Financial Management.....	2
Standard 3: Human Resources.....	3
Nutrition	
Standard 4: Nutrition Standards.....	5
Standard 5: Nutrition Education.....	6
Operations	
Standard 6: Preparation and Service.....	8
Standard 7: Procurement.....	11
Communications and Marketing	
Standard 8: Communications and Marketing.....	12
Acronyms and Resources	14

PERFORMANCE STANDARD 1 – ORGANIZATION

Standard 1: The school nutrition programs have been positioned and are accepted as part of the learning community.

Performance Level: 3.0				
Indicator	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
1.1 There is evidence that the district and schools envision the school nutrition programs as part of the learning community. <u>Samples of Supporting Evidence:</u> • District and school improvement plans. • 702 KAR 6:090 or local policy. • School organization charts. • School day schedules.	☐ The district's or school's improvement plan or mission statement makes specific references to the health and learning readiness of children and the role that the school nutrition programs play in contributing to health and readiness to learn. ☐ The local board has adopted and the district and schools have implemented a policy for nutritional standards that is stricter than 702 KAR 6:090. ☐ Each school has an organized, functioning school nutrition team; a team that includes the district SFS Director and SBDM council representation and meets on a regular basis to address the whole range of issues from procurement to menus to dealing with students with special dietary needs. ☐ SBDM minutes reflect a consideration of the importance of access to breakfast and lunch in the decisions regarding the school day schedule.	☐ The district's or school's improvement plan makes reference to the health and learning readiness of children. ☐ The district and schools have fully implemented the provisions of 702 KAR 6:090. Minimum nutritional standards for foods and beverages available on public school campuses during the school day; required nutrition and physical activity reports. ☐ The district SFS Director and the cafeteria manager meet with building administrators, counselors, teachers and students, where necessary, to deal with nutrition program issues. ☐ The SBDM council schedules the day in such a way as to give all students access to the breakfast and lunch programs.	☐ The district and school improvement plans place no emphasis on the importance of student health and learning readiness and make no mention of the role of the school nutrition programs in a functioning learning community. ☐ The district and school implement the requirements of 702 KAR 6:090, regarding minimal nutritional standards for food and beverages sold outside of the school nutrition program and annual reporting on the status of the school nutrition program.. ☐ The district SFS Director and cafeteria manager have limited regular contact with other school personnel. ☐ The school day is scheduled in such a way as to provide only a bare minimum of access to breakfast and lunch.	☐ No reference to health and learning readiness of students in contained in the improvement plans of the district or schools. ☐ The district and schools do not implement 702 KAR 6:090. ☐ The district SFS Director and cafeteria manager have no contact with other school personnel. ☐ The schedule of the school day acts as a barrier to access to breakfast and lunch for some students.

PERFORMANCE STANDARD 2 – FINANCIAL MANAGEMENT

Standard 2: The administration of the school nutrition programs is characterized by sound, data-driven financial and accounting practices in accordance with federal and state regulations and guidelines.

Performance Level: 3.2				
Indicator	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
2.1 There is evidence that financial and accounting practices are based on data and comply with federal and state requirements. <u>Samples of Supporting Evidence:</u> • Annual participation and financial goals. • Annual budget based on data. • Productivity standards. • Data management systems.	☐ A detailed written annual budget is in place and reviewed periodically. The budget is developed using actual participation data and monthly income and expenditure data from the previous year adjusted for projected and actual increases in staff and food costs. ☐ The nutrition program annually adopts and adjusts short and long term participation and staffing goals and those are communicated regularly and reviewed periodically. ☐ Productivity standards are adopted and communicated to staff. Those standards are reviewed and adjusted where necessary on an annual basis. ☐ A system is in place to collect and review all aspects of program data. That system is part of a coordinated data collection and review effort involving schools and the district office. The system generates management reports that are used to make decisions regarding menu development, meal pricing, and staffing levels.	☐ A written budget is developed annually using participation and monthly income and cost data from the previous year. ☐ The nutrition program adopts goals dealing with participation and reviews them annually. ☐ Productivity standards are in place and staff are aware of them. ☐ Data collection is on-going and is coordinated between schools and the district office. Management reports are used to make program decisions.	☐ District and school staff are cognizant of participation, income and cost data. ☐ Participation is reviewed monthly. ☐ Staffing is based on meals per labor hour factors. ☐ Data collection is sufficient to make reports to the state agency, but is not part of a coordinated, data-driven decision-making process.	☐ Staff is unaware of participation, income and cost data or status. ☐ Participation is not reviewed regularly. ☐ Staffing is based on no discernible standards. ☐ Data collection is not timely, accurate and there is a history of late reporting to the state agency.

PERFORMANCE STANDARD 3 – HUMAN RESOURCES

Standard 3: School nutrition program staff is qualified to implement the goals of the program.

Indicator	Performance Level: 3.7			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
3.1 There is evidence that there is a system in place to hire, train, allocate, evaluate and motivate staff that will contribute to the learning of students. <u>Samples of Supporting Evidence:</u> • Policies and procedures • Training agendas • Salary schedules • Professional association memberships • Level 2 certification or School Foodservice and Nutrition Specialist (SFNS) credential from the School Nutrition Association (SNA)	☐ The school nutrition program has developed and the local board has adopted a Policy and Procedures Manual that details the system in place for hiring and treatment of employees. Those practices are in conformance with federal and state guidelines and are focused on recruiting and retaining a qualified, diverse workforce. ☐ Procedures are in place for the allocation of staff among the various schools. Allocation is based on factors such as participation, facilities, and preparation and serving systems. Those allocation standards are communicated to employees. Policies are in place to emphasize promotion from within the system. ☐ Salary schedules are written, available to staff and are reviewed annually to ensure that salary levels are comparable to those in both the public and private sectors. ☐ Training is an intentionally planned, ongoing effort available to all staff and designed not only to further current skills but also to allow staff to develop additional skills. The training is both on-	☐ The district has adopted procedures to deal with the hiring and treatment of school nutrition program staff. Those procedures do conform to federal and state employment guidelines and encourage the recruitment of a diverse workforce. ☐ Standards are in place to allocate staff among the various schools. Factors involved in those standards include participation, facilities, and preparation and serving systems. ☐ Salary schedules are written and available to all staff. Training activities are designed to enhance the employees' skills and capacities. ☐ There are regular staff meetings, both at the school level and between the district office and schools. Due to email and texting, face to face meetings are rarer yet communication is improved and ongoing.	☐ Staffing procedures in place do conform with federal and state guidelines. ☐ Staff allocation is based on meals per labor hour standards. ☐ Salary schedules are written and available to employees. ☐ Training activities occur on an infrequent basis but are not designed to enhance staff skills. ☐ Staff meetings are infrequent and cover little of substance. ☐ Staff receives little feedback regarding job performance and recognition for work well-done is rare. ☐ Membership in professional associations is not encouraged.	☐ There are no formal employment practices procedures in place. ☐ Staff allocations are based on no discernible standards. ☐ Salary schedules are not available to employees and are outdated. ☐ Staff meetings do not occur. ☐ Training activities do not occur or are not documented to any significant degree. ☐ No evaluation system is in place. ☐ No staff are members of professional associations. ☐ Sub employees do not participate in other than on-the-job training

the-job and job-embedded. Training activities and opportunities are evaluated annually.	☐ An evaluation system is in place and procedures are followed to conduct annual evaluations and provide feedback and recognition to employees. ☐ Memberships in professional associations such as SNA and KSNA are encouraged and attendance at and participation in association meetings and activities is allowed.			

Indicator	Performance Levels			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation	2 Limited development or partial implementation	1 Little or no development and implementation
3.1 CONTINUED <u>Samples of Supporting Evidence:</u> • Policies and procedures • Training agendas • Salary schedules • Professional association memberships • Level 2 certification or School Foodservice and Nutrition Specialist (SFNS) credential from the School Nutrition Association (SNA)	☐ The SFS Director is Level 2 certified or holds the SFNS credential from the SNA., pursuant to KRS 158.856. (Documentation needs to be compiled and sent to SNA) ☐ Cafeteria managers receive two (2) hours annual training in applied nutrition and healthy meal planning and preparation. ☐ Communication among and between school nutrition program staff is promoted by regular meetings among managers and staff and between the district SFS Director and school cafeteria managers. Due to email and texting, face to face meetings are rarer yet communication is improved and ongoing. ☐ There is in place a formal evaluation system for all staff. The staff is evaluated at least annually by the district SFS Director and other appropriate staff persons who have received training in how to conduct the evaluations. Staff are recognized and rewarded for outstanding performance ☐ Memberships in professional associations such as SNA and KSNA are encouraged and attendance at and participation in association meetings and activities is facilitated.	☐ The SFS Manager and/or Director is Level 2 certified or holds the SFNS credential from the SNA, pursuant to KRS 158.856. ☐ Cafeteria managers receive two (2) hours annual training in applied nutrition and healthy meal planning and preparation.		

STANDARD 4 – NUTRITION STANDARDS

Standard 4: School Nutrition Program meals are planned to meet the nutritional needs of all students.

Performance Level: 4				
Indicator	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
4.1 Meals served (breakfasts, lunches and after school snacks) meet the nutritional needs of all students Samples of Supporting Evidence: • Menus • Nutrient analysis • Individual Education Plans (IEP's)	☐ Menus are planned to meet the nutritional requirements contained in 7 CFR 220 (breakfast) and 7 CFR 210 (lunch and after school snacks) and are characterized by daily choices of entrees and fruits and vegetables, at least two types of milk offered, and at least five foods containing a whole grain offered weekly. ☐ Lunch menus are analyzed to ensure they meet the standards of HHS/FDA of 2010. ☐ Staff receives training on and utilizes healthy preparation techniques to limit access to fat and sodium and proper portion controls for various age groups ☐ When required, school nutrition program staff participate in the development of IEP's, ensuring that students with special dietary needs enjoy access to nutritional meals. ☐ Contracted fast foods or foods sold through commercial vendors are available only one (1) day per week. (Currently not applicable)	☐ School nutrition program staffs are involved in menu planning. ☐ Menus meet the requirements of the meal pattern set forth in the federal regulations and are characterized by both choice and variety. ☐ Menus are analyzed to ensure that the targets with regard to fat and saturated fat are not exceeded. ☐ Healthy preparation techniques are used and portion size controls are implemented. ☐ School nutrition program staff responds to requests from students with special dietary needs, (with physician directives) ☐ Contracted fast foods or foods sold through commercial vendors are available only one (1) day per week. (Currently not applicable)	☐ Menus are planned in advance and meet the requirements of the regulations. ☐ Food offerings are limited in terms of choices and variety. ☐ The district relies on the state agency for nutrient analysis. ☐ Preparation techniques are not frequently reviewed nor does staff vary portion sizes among age groups. ☐ Staff is not responsive to requests for accommodations for students with special dietary needs.	☐ Menus are planned day-by-day or week-to-week. ☐ Food offerings are the minimum required by federal guidelines.

STANDARD 5 – NUTRITION EDUCATION

Standard 5: Nutrition education is embedded in all areas of the curriculum and the district and schools promote healthy eating habits.

Indicator	Performance Levels: 3			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functional level of operational level of implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
5.1 Nutrition education is provided at all grade levels. <u>Samples of Supporting Evidence:</u> • Professional development (PD) plans • Units of study • Lesson plans • Assessment tasks • Cafeteria visits Mostly relevant to elementary schools.	☐ The district SFS Director and PD Coordinator collaborate to develop training for teachers to allow them to provide nutrition education throughout the curriculum, using the <i>Academic Expectations, Core Content and Program of Studies</i> and providing examples of how to teach nutrition principles in content areas such as reading, math, science and social studies. ☐ Teachers, especially at the elementary level, incorporate the content and teaching strategies into day-to-day classroom instruction and activities. ☐ Teachers designing assessment tasks include the nutrition education content in those tasks. ☐ Teachers use the cafeteria and kitchen facilities and school nutrition program staff as a laboratory and resource to both introduce new content and reinforce classroom content with students.	☐ Teachers are aware of nutrition as a part of the <i>Academic Expectations, Core Content</i> and <i>Program of Studies</i> and receive some PD on how to incorporate nutrition education into other content areas. ☐ Teachers use the <i>My Plate Food Guide</i> and <i>The Dietary Guidelines for Americans</i> as a basis for nutrition education in the classroom. ☐ Assessment tasks do include nutrition education as a part of Practical Living. ☐ Teachers do take advantage of the resources available in the cafeterias and kitchens.	☐ Teachers do develop units of study and lesson plans dealing with basic nutrition education. ☐ Teachers have little or no resources with which to address nutrition education in the classroom. ☐ Assessment tasks rarely include nutrition content ☐ Teachers encourage students to eat in the cafeteria.	☐ Teachers are unaware of basic nutrition principles and rarely cover them in class. ☐ Teachers have little or no resources with which to address nutrition education in the classroom. ☐ Assessment tasks never include nutrition content. ☐ Teachers discourage students from eating in the cafeteria.

Performance Levels: 3.2

Indicator	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
5.2 The district and schools promote healthy eating habits. Samples of Supporting Evidence: 702 KAR 6:090 or local policy - Classroom rewards policies - Parent newsletters or district/school websites - Fund raising policies	- The local board has adopted and the district and schools abide by a policy that is stricter than 702 KAR 6:090 with regard to the nutritional value of food and beverages available during the school day. - Teachers are instructed that sweet and sugary food and beverage items shall not be used as incentives or rewards for desired classroom behavior and are given information and resources regarding alternatives. - Parent newsletters or district/school websites emphasize the importance of helping students develop healthy eating habits, provide tips on healthy snacks, and provide information regarding breakfast and lunch menus. - Fund raising policies prohibit the use of candies, cakes, cookies, etc., as items to be used for raising funds.	- The district and schools abide by the provisions of 702 KAR 6:090. - Teachers are discouraged from using sweet and sugary food and beverage items as incentives or rewards for desired classroom behavior. - Parent newsletters or district/school websites provide information regarding the importance of healthy eating habits and promote the school nutrition program as an avenue for balanced meals. - Fund raising policies discourage the use of candies, cakes, cookies, etc., as items to be used for raising funds.	- The district and schools abide by the provisions of 702 KAR 6:090. - Teachers infrequently use sweet and sugary food and beverage items as incentives or rewards for desired classroom behavior. - Parent newsletters or district/school websites provide information about the school breakfast and lunch programs. - Fund raising policies do not mention the types of food and beverage items that can be sold.	- There are no restrictions on the types of items or when they can be sold in the school. - Teachers routinely use sweet and sugary food and beverage items as incentives or rewards for desired classroom behavior. - Parent newsletters do not mention the school breakfast and lunch programs. - Fund raising policies do not mention the types of food and beverage items that can be sold.

STANDARD 6 – PREPARATION AND SERVICE

Standard 6: Preparation and serving procedures assure the delivery of high quality meals in a student-centered, safe and sanitary environment.

Performance Level: 4.0				
Indicator	⁴ Exemplary level of development and implementation	³ Fully functioning and operational level of development and implementation	² Limited development or partial implementation	¹ Little or no development and implementation
6.1 Meal preparation and serving is the culmination of a well-planned, collaborative effort <u>Samples of Supporting Evidence:</u> • Menus • Production plans • Standardized recipes • Work schedules Professional Development plans	☐ Menus, planned in advance as part of a collaborative effort involving staff and students, are on a district-wide cycle designed to provide nutritional quality, ensure maximum student acceptance and obtain optimum use of commodity and purchased foods. ☐ Production plans are detailed and provide information regarding the standardized recipe to be used, quality indicators to be checked before serving and portion control to be utilized in serving. Daily production records are accurate and complete and form the basis for post-cost data. Pre-cost and post-cost information is developed, available and reviewed regularly. ☐ Standardized recipes are used throughout preparation assuring quality product and cost control. Staff has access to standardized recipes in all food preparation areas. ☐ "Batch" cooking is used wherever possible to ensure acceptability. ☐ Daily work schedules are developed, posted and reviewed on a regular basis. ☐ Staff training and cross-training is conducted on a regular basis and is menu-driven.	☐ Menus are planned in advance and are on a cycle basis designed to make maximum use of resources and ensure student acceptance. ☐ Production plans are detailed and provide information necessary to accomplish preparation and serving of a quality product. Pre- and post-cost information is developed and reviewed with staff. ☐ Standardized recipes are developed and used by staff, especially for entrée items. ☐ "Batch" cooking is used wherever possible to ensure acceptability. ☐ Daily work schedules are developed, posted and reviewed on a regular basis. ☐ Staff training and cross-training is regular in nature and is driven by the menu cycle.	☐ Cycle menus are in place. ☐ Daily production plans are complete and accurate ☐ Standardized recipes are used for some items. ☐ "Batch" cooking is occasionally used. ☐ Work schedules are posted. There is some staff training.	☐ Cycle menus are not used. ☐ Production plans are completed but not always complete or accurate. ☐ Standardized recipes have not been developed. ☐ There are no work schedules developed or used. Staff training is infrequent or not relevant to preparation to the menu.

Performance Levels: 3.4

Indicator	4 Exemplary level of development and implementation	3 Fully functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
6.2 A student-centered environment is provided. <u>Samples of Supporting Evidence:</u> • Clean, attractive, well-lit dining areas • Varied serving methods • Length of meal periods • Adult supervision • Customer treatment	☐ Dining areas are clean, well-lit, decorated in grade appropriate fashion and are arranged to provide socialization opportunities for students. Students are involved in planning for new dining areas or the renovation of existing ones and are involved in menu planning and special occasion celebrations (holidays, etc.). ☐ A number of age-appropriate serving methods are used (self-serve, food courts, food bars, scramble systems) are used to make maximum use of facility design, limit time in line and provide a variety of menu items to students. ☐ Meal periods are of sufficient length to allow for enjoyment of food and peers. ☐ Age appropriate adult supervision is available to assist students where necessary and to model appropriate behavior in a social setting. ☐ Students are treated with respect and genuine affection. Parents and grandparents are routinely invited for meals at school. Customer service training does occur.	☐ Dining areas are clean and attractively decorated in accordance with the age of students. Students are involved in menu planning and special events planning. ☐ A variety of serving styles are used to limit time in line and provide a variety of menu items to students. ☐ Meal periods are of sufficient length to allow for enjoyment of food and peers. ☐ Age appropriate adult supervision is available to assist students where necessary and to model appropriate behavior in a social setting. ☐ Students are treated with respect and genuine affection. Parents and grandparents are routinely invited for meals at school. Customer service training does occur.	☐ Dining areas are clean. ☐ More than one type of serving style is employed. ☐ Meal periods are of the minimum length recommended (10 minutes for breakfast/20 minutes for lunch). ☐ Some adult supervision is available to help students, especially elementary students. ☐ Staff is respectful to students.	☐ Dining areas are not well-maintained. ☐ Only a single line serving style is utilized. ☐ Meal periods are of the minimum length recommended (10 minutes for breakfast/20 minutes for lunch). ☐ Little or no helpful adult supervision is available. ☐ Staff do not treat students like customers.

Performance Levels: 3.8				
Indicator	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
6.3 A safe and sanitary food production environment is maintained. <u>Samples of Supporting Evidence:</u> • Health inspection reports. • PD plans • Disaster plans • Equipment maintenance plans • HACCP Plan	☐ Relevant federal, state and local health regulations are on file at each site and are followed by school personnel as evidenced by health inspection reports. ☐ Staff training regularly addresses food safety and sanitation and equipment use, cleaning and safety. ☐ Plans are in place for reporting and responding to accident, crisis and disaster situations and staff are well acquainted with those plans. ☐ Each school has a plan for routine equipment maintenance and a time table for equipment replacement. ☐ A Hazard Analysis Critical Control Point (HACCP) Plan has been developed and implemented in all schools. The plan is reviewed annually and updated as necessary.	☐ Relevant federal, state and local health regulations are on file at each site and are followed by school personnel as evidenced by health inspection reports. ☐ Staff training regularly addresses food safety and sanitation and equipment use, cleaning and safety. ☐ Plans are in place for reporting and responding to accident, crisis and disaster situations and staff are well acquainted with those plans. ☐ Each school has a plan for routine equipment maintenance. ☐ A Hazard Analysis Critical Control Point (HACCP) Plan has been developed and implemented in all schools.	☐ Health regulations are on file at the school. Health inspection reports are generally good. ☐ Staff training agendas occasionally deal with safety and sanitation issues. ☐ Staff is unclear about how to report or respond to accidents or crises. ☐ Schools do not have equipment maintenance plans.	☐ Health regulations are on file at the school. Health inspection reports are not always good. ☐ Staff training agendas rarely deal with safety and sanitation issues. ☐ Staff is unclear about how to report or respond to accidents or crises. ☐ Schools do not have equipment maintenance plans.

STANDARD 7 – PROCUREMENT

Standard 7: Purchasing practices are in place to ensure the use of high quality ingredients and assure ethical use of public funds.

Indicator	Performance Level: 4.0			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
7.1 Purchasing practices include written specifications that insure food quality, student acceptance, nutritional value and lowest cost. <u>Samples of Supporting Evidence:</u> • Food specifications • Bid invitations • Product analysis information	☐ Detailed specifications are developed for each food and beverage item to be purchased. These are designed to obtain products that are high in nutritional value, quality and customer acceptance. ☐ Bid invitations conform to federal and state law and are designed to facilitate maximum competition among vendors thereby helping to ensure the highest quality product at the lowest price. Bid analysis and awards are conducted in conformance with the legally required procedures. ☐ Nutritional value data for each food and beverage item available to students has been collected and is reported via the district website.	☐ Detailed specifications are developed for each food and beverage item to be purchased. These are designed to obtain products that are high in nutritional value, quality and customer acceptance. ☐ Bid invitations conform to federal and state law and are designed to facilitate maximum competition among vendors thereby helping to ensure the highest quality product at the lowest price. Bid analysis and awards are conducted in conformance with the legally required procedures. ☐ Nutritional value data for each food and beverage item available to students has been collected and can be reviewed by members of the public.	☐ Detailed specifications are available for some items. ☐ Not all items are bid and bid invitations do not always conform to federal and state law. Bid analysis and award procedures are not always in accordance with prevailing legal standards.	☐ Detailed specifications are unavailable. ☐ Bid invitations, analysis and awards are not in accordance with legal standards.

STANDARD 8 – COMMUNICATIONS AND MARKETING

Standard 8: The school nutrition program utilizes a comprehensive communication and marketing strategy designed to provide information about and promote the benefits of the program to all members of the learning community.

Performance Levels: 2.5				
Indicator	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
8.1 The school nutrition program team provides information to the learning community, including the parent community, designed to promote the benefits of the program and increase participation therein. <u>Samples of Supporting Evidence:</u> • Marketing plans • Parent newsletters • PTA/PTO agendas • SBDM council agendas • Local board agendas • School Nutrition Program Report Card	☐ A comprehensive marketing plan for the school nutrition program has been developed and is reviewed and updated on an annual basis. The plan includes participation goals, nutrient analysis goals, and outreach goals. ☐ Each school has a school nutrition program team that is tasked with pursuing the goals of the marketing plan at that school. The team is composed of the SFS Director, cafeteria manager, SBDM council representative and student representative [preferably from the Nutrition Advisory Council (NAC)]. The team has regularly scheduled meetings where the only agenda is the progress and status of the marketing plan. ☐ District and school parent communication methods routinely include information regarding the status and benefits of the school nutrition program including, but not limited to, menus, meal times, miscellaneous but relevant nutrition information, special event information, etc.	☐ The district and schools have plans in place dealing with short and long range goals with regard to participation. Those plans are reviewed and updated annually. ☐ The SFS Director, building administrator, NAC member and cafeteria manager regularly meet and review the status of the nutrition program in each school. ☐ Parent newsletters and other forms of communication from the district and schools include menus and promote participation in the nutrition programs. ☐ The SFS Director presents an annual status report on the school nutrition programs to the local board of education, parents, and school-based decision making councils. The report addresses compliance with the School Breakfast and National School Lunch Programs; the availability of contracted fast foods or food sold through commercial vendors; access to foods sold outside the school nutrition programs; a list of foods and beverages available to students and the nutritional value of each; and recommendations for improving the school nutrition environment.	☐ The district develops and tracks participation goals on an annual basis. ☐ The SFS Director and cafeteria managers meet on a regular basis and look at participation, income and expenditure data. ☐ Menus and promotional items regularly appear in the local media (paper, radio, etc.). ☐ The SFS Director presents an annual status report to the local board of education.	☐ No goals are in place and no outreach is planned. ☐ The SFS Director and cafeteria managers do not communicate on any regular basis. ☐ Menus are only available at school in the cafeteria. ☐ The local board is given no regular report regarding the school nutrition programs.

Indicator	Performance Levels			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functional and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
8.1 Continued	☐ School nutrition environment. The school nutrition program issues a <i>School Nutrition Program Report Card</i> annually, addressing compliance with the School Breakfast and National School Lunch Programs; the availability of contracted fast foods or food sold through commercial vendors; access to foods sold outside the school nutrition programs; a list of foods and beverages available to students and the nutritional value of each; and recommendations for improving the school nutrition environment.			

GLOSSARY

ACRONYMS

SNA – School Nutrition Association

KDE – Kentucky Department of Education

KSNA – Kentucky School Nutrition Association

SBDM – School Based Decision Making

SFS – School Food Service

RESOURCES

Keys To Excellence –Standards of Practice for Nutrition Integrity School Nutrition Association

Cost Control Manual inTEAM Associates

inTEAM Food System Management Manual inTEAM Associates

Managing Child Nutrition Programs-Leadership for Excellence Martin and Conklin

School Foodservice Management for the 21st Century Dorothy Pannell-Martin

Controlling Costs in the FOOD SERVICE INDUSTRY Dorothy Pannell-Martin

Changing the Scene – Improving the School Nutrition Environment US

COVID Considerations

The Spencer County Public Schools Food Service Annual Assessment for the 2019-2020 school year takes into consideration the challenges created by a global pandemic.

Through USDA COVID Relief Programs we are feeding more meals than ever before in our district's history and we are providing those meals in more ways to meet the needs of our students learning virtually and in a hybrid learning environment.

As we plan for a more traditional school nutrition future, we have learned ways to improve our performance on these standards, particularly relating to Standard 8 - Communications and Marketing.

