



# School Nutrition Experiences for Dietetics Students

**National Food Service Management Institute  
The University of Mississippi  
[www.nfsmi.org](http://www.nfsmi.org)  
Applied Research Division  
The University of Southern Mississippi**

# **SCHOOL NUTRITION EXPERIENCES FOR DIETETICS STUDENTS**



**National Food Service Management Institute  
The University of Mississippi**

**Applied Research Division  
The University of Southern Mississippi**

GY 2009 PROJECT 12

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# **National Food Service Management Institute The University of Mississippi**

## **BUILDING THE FUTURE THROUGH CHILD NUTRITION**

The National Food Service Management Institute was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

### **PURPOSE**

The purpose of the National Food Service Management Institute is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

### **MISSION**

The mission of the National Food Service Management Institute is to provide information and services that promote the continuous improvement of child nutrition programs.

### **VISION**

The vision of the National Food Service Management Institute is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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## Table of Contents

INTRODUCTION:.....	7
SECTION I: ACEND Core Competencies for the RD.....	10
NFSMI Competencies, Knowledge, and Skills for District-Level School Nutrition Professionals in the 21st Century.....	11
References.....	12
SECTION II: Examples of Projects for Dietetic Students .....	13
Introduction to School Nutrition .....	14
Celebrating School Nutrition.....	27
Foodservice Management.....	34
Management.....	51
Nutrition Education .....	82
Nutrition and Wellness .....	90
SECTION III: Resources .....	98
SECTION IV: Accredited Dietetic Internships Sponsored by School Nutrition Programs.....	119

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# School Nutrition Experiences for Dietetic Students

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## INTRODUCTION

The National School Lunch Program (NSLP) is a federally assisted meal program operating in over 101,000 public and non-profit private schools and residential child care institutions (USDA, 2008). The program is designed to provide nutritionally balanced, low-cost or free lunches to more than 31,700,000 children in FY 2010 (USDA, 2010).

School nutrition (SN) programs are growing in complexity and importance. These programs range from small operations to multi-million dollar enterprises operated as businesses within school settings. FY 2010 statistics revealed total cash payments to participating schools of \$12,621,400 and total commodity costs of \$1,127,900 (USDA, 2010).

Another important issue confronting society is the incidence of childhood obesity. Schools and SN programs in particular play an important role in the health and well-being of the nation's children. Data from NHANES surveys (1976–1980 and 2003–2006) show that the prevalence of obesity has increased: for children aged 2–5 years, prevalence increased from 5.0% to 12.4%; for those aged 6–11 years, prevalence increased from 6.5% to 17.0%; and for those aged 12–19 years, prevalence increased from 5.0% to 17.6% (CDC, 2009).

Registered Dietitians (RDs) are uniquely qualified to bring together knowledge and skills in both nutrition and management in SN program settings. The 2012 Accreditation Standards for supervised practice programs in dietetics education (ADA, 2012) require students preparing themselves for practice as Registered Dietitians to show competency in four broad areas: the integration of scientific information and research into dietetics practice; the development of beliefs, values, attitudes and behaviors for the professional dietitian; the development and delivery of information, products and services to individuals, groups and populations; and the strategic application of the principles of management and systems in the provision of services to individuals and organizations.

Likewise, a study by the National Food Service Management Institute entitled “Competencies, Knowledge, and Skills for District-Level school nutrition professionals in the 21st Century” (2009) has outlined 10 functional areas encompassing the job responsibilities of a school foodservice director. Areas include facilities and equipment management; financial management; food production and operations management; food security, sanitation, and safety; human resource management; marketing and communication; menu and nutrition management; program management and accountability; and, technology and information systems. More in-depth study of these two sets of requirements reveals significant commonality, thus making employment of RDs in child nutrition settings a logical outcome.



In “Exploring the Uniqueness of Child Nutrition Programs in Large School Districts” (2006), researchers indicated that over one-third of the sample of 232 SN directors of enrollments over 30,000 children indicated that they would be retiring in the next five years. A similar survey in 2008 in districts with enrollment of less than 30,000 students revealed 26.2% indicated retirement in the next five years. Such levels of retirement indicate a growing need for preparation of the next generation of SN directors.

Registered Dietitians can bring a unique skill set to the SN arena and can be a source of new directors in the coming decades. Introducing dietetics students/interns during their training to SN as an employment opportunity may bring more RDs into SN programs, alleviating an impending shortage of qualified directors and enhancing the delivery of food and nutrition services to America’s children.

## **DEVELOPMENT OF THIS RESOURCE**

Input for the development of this resource was obtained from directors of dietetic education programs who were already using SN programs as supervised practice sites in their programs. Examples of assignments and rotation schedules were shared with the researchers.

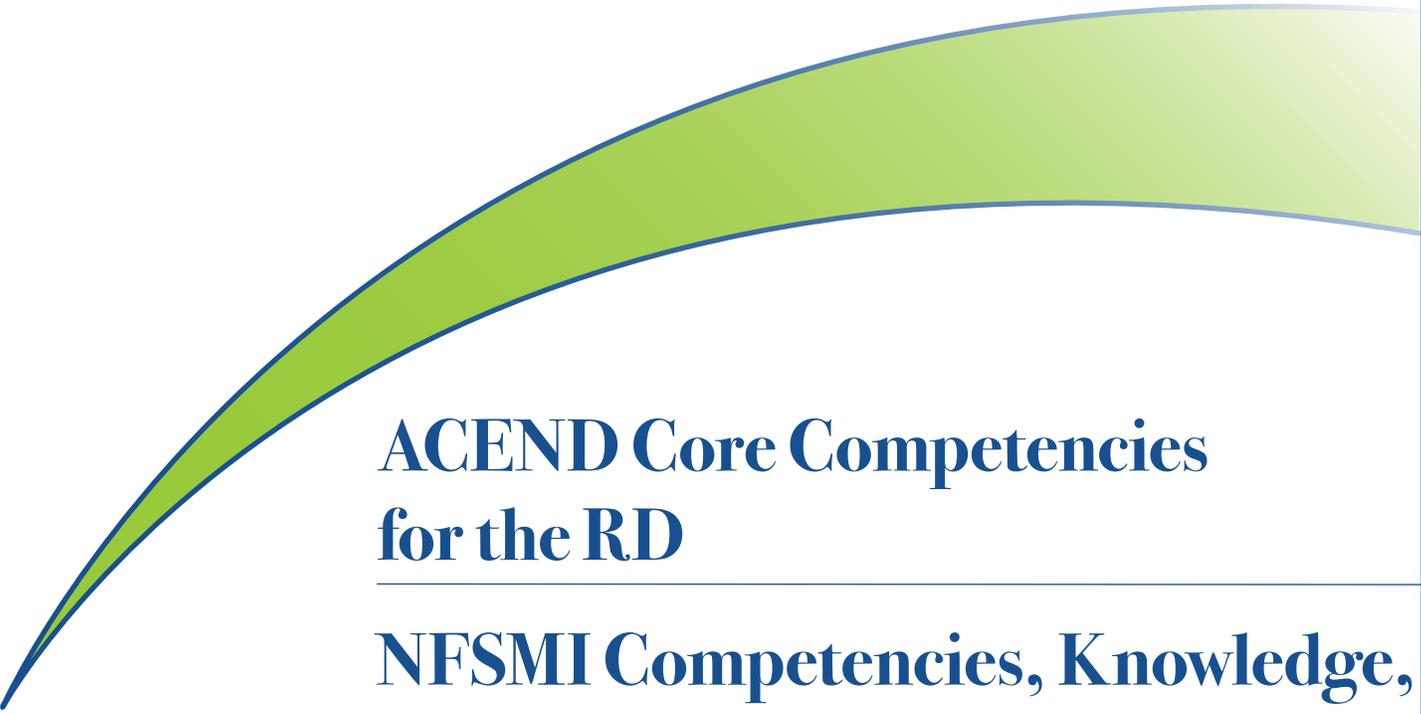
Focus groups were also conducted with dietetic students/interns who were currently involved in their supervised practice experiences to gain their knowledge about school nutrition as a possible career option, ascertain the types of learning experiences that would be of interest to them, and investigate their views on the pros and cons of having supervised practice experiences in a school setting. Support for using school nutrition for supervised practice was overwhelming.

The National School Food Service Management Institute, Applied Research Division (NFSMI, ARD) convened an expert panel of SN directors and directors of supervised practice programs in dietetics to discuss the concept of facilitating alliances between schools and dietetic education programs. The expert panel reviewed the Core Competencies for the RD of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) as well as the Competencies, Knowledge and Skills for District-Level school nutrition professionals in the 21st Century from the NFSMI to ascertain commonalities and gaps. Key learning experiences and objectives for students were identified and guidelines for supervised practice experiences were developed and reviewed.

The examples of supervised learning experiences found in this resource are designed to be used by both dietetic education program personnel as well as SN directors as they work together to craft meaningful and mutually-beneficial experiences for dietetics students as they work in SN program settings. Experiences may be modified to meet the mutually-defined goals and objectives of the dietetics education program and the SN program.



# SECTION I



## **ACEND Core Competencies for the RD**

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## **NFSMI Competencies, Knowledge, and Skills for District-Level School Nutrition Professionals in the 21<sup>st</sup> Century**



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## ACEND Core Competencies for the RD

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The Accreditation Council for Education in Nutrition and Dietetics (ACEND) (formerly the Commission on Accreditation for Dietetics Education or CADE) is the accrediting agency of the Academy of Nutrition and Dietetics (The Academy), formerly known as the American Dietetic Association (ADA). ACEND accredits dietetics education programs preparing students for careers as registered dietitians (RDs).

The Core Competencies for the RD grow out of regular practice audits conducted by The Academy and the Commission on Dietetic Registration. The goal is to make sure that what is being taught in dietetics education programs prepares graduates for the opportunities and challenges of the real world of dietetics practice.

The “supervised practice” component of dietetics education is completed in a Coordinated Program in Dietetics (which combines the supervised practice as part of the dietetics degree program) or in a dietetic internship (which is completed AFTER a student finishes their academic degree). Competition for placement in these programs is rigorous. It is in the supervised practice phase of their training that students have the opportunity to gain a minimum of 1200 hours of hands-on experience encompassing medical nutrition therapy, community nutrition and foodservice systems management.

Because of the diversity of dietetic practice, the core competencies for the RD are extremely broad, encompassing food, nutrition and management components.

In 2012, the latest version of the Core Competencies for the RD was released to guide dietetics programs in developing their curricula and their supervised practice experiences.

### WEB SITE FOR THE ACEND CORE COMPETENCIES FOR THE RD

Click on “2012 Standards for Dietitian Education Programs” or “2012 Standards for Internship Programs in Nutrition and Dietetics;” depending on whether you are working with a Coordinated Program in Dietetics or with a Dietetic Internship. Open the PDF file and scroll through it until you reach Appendix A–Core Competencies for the RD

<http://www.eatright.org/ACEND/content.aspx?id=7877>



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## **NFSMI Competencies, Knowledge, and Skills for District-Level School Nutrition Professionals in the 21st Century**

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The National Food Service Management Institute, Applied Research Division (NFSMI, ARD) conducted research to identify the functional areas, competencies, knowledge, and skills needed by district-level school nutrition (SN) professionals. School nutrition directors or supervisors are the professionals who oversee all aspects of a district-wide SN program.

This project was conducted in two phases. In Phase I, an expert panel of SN directors and state agency staff was convened to gain agreements about the functional areas encompassing the job responsibilities of SN directors and supervisors and the competency, knowledge and skill needed in each area. Phase II enlisted review panel members who verified the work of the expert panel and categorized the knowledge and skill statements into categories of essential knowledge or skill, advanced knowledge or skill, or just-in-time knowledge or skill.

Ten functional areas encompassing the job responsibilities of district-level SN professionals were identified. The functional areas, competencies, knowledge and skills identified in this project provide a clear picture of the role of SN professionals at the district level.

**WEB SITE FOR THE NFSMI COMPETENCIES,  
KNOWLEDGE, AND SKILLS FOR DISTRICT-LEVEL SCHOOL  
NUTRITION PROFESSIONALS IN THE 21ST CENTURY**

<http://www.nfsmi.org/documentlibraryfiles/PDF/20090514085653.pdf>



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Centers for Disease Control and Prevention. Overweight and Obesity. Retrieved December 4, 2009, from <http://www.cdc.gov/obesity/childhood/prevalence.html>

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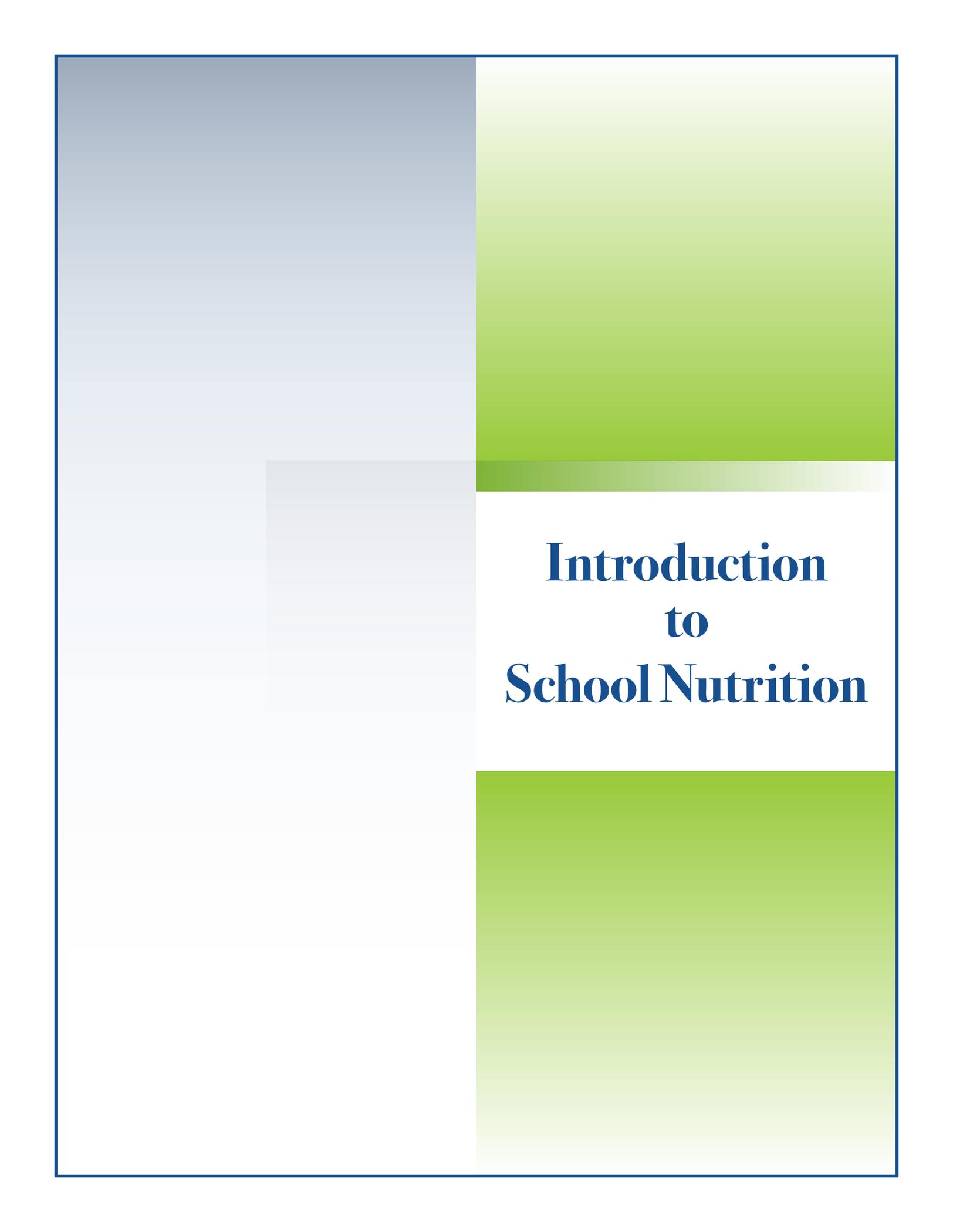


## **SECTION II**



# **Examples of Projects for Dietetic Students**





**Introduction  
to  
School Nutrition**

# Introduction to School Nutrition Programs I

ACEND Competency: CRD 1.1, CRD 1.3, CRD 2.1, CRD 2.2, CRD 4.5

NFSMI Competency: 1.1, 2.1

## Prerequisite Knowledge:

- Basic nutrition

## At the completion of this activity, the student will be able to:

- Demonstrate knowledge of the development of the national school nutrition program

## How will attainment of competency be assessed?

- Evaluation of summary paper

## What is the student expected to submit?

- A summary of the school nutrition program's history

## Who will evaluate the assignment/student performance and communicate the evaluation?

- Preceptor/school nutrition program director

## Factors to consider in evaluating this assignment:

- Student's ability to explain the development of the various school meals programs

## Length of time for this activity:

- 1/2 day
- May be completed as a homework assignment

## Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- Prerequisite for all other assignments involving school nutrition



# Introduction to School Nutrition Programs I

ACEND Competency: CRD 1.1, CRD 1.3, CRD 2.1, CRD 2.2, CRD 4.5

NFSMI Competency: 1.1, 2.1

## Describe the activity. Step by step, what should the student do?

1. Review the Child Nutrition Archives' Interactive Timeline on the National Food Service Management Institute (NFSMI) Web site.  
<http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cEIEPTQ=>
2. Review the "School Meals" section on USDA Web site (all components).  
<http://www.fns.usda.gov/fns>
3. Review Reauthorization 2004 and 2010 on USDA Web site.  
<http://www.fns.usda.gov/cnd/lunch/>
4. Write a 1-2 page summary about the history of the Child Nutrition Program.

## Pertinent References or Resources:

- U.S. Department of Agriculture (USDA) Web site  
<http://www.fns.usda.gov/cnd/lunch/>
- NFSMI Child Nutrition Archives  
<http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cEIEPTQ=>



# Introduction to School Nutrition Programs II

**ACEND Competency: CRD 2.2, CRD 3.4, CRD 4.5**

**NFSMI Competency: 1.1, 2.1**

## **Prerequisite Knowledge:**

- Basic nutrition and knowledge of the history of the school nutrition program

## **At the completion of this activity, the student will be able to:**

- Demonstrate knowledge of the resources and publications available to school nutrition professionals
- Discuss current trends/issues/on-going research in child nutrition

## **How will attainment of competency be assessed?**

- Discussion of issues
- Summary paper

## **What is the student expected to submit?**

- Summary paper
- Discuss current issues in school nutrition with preceptor

## **Who will evaluate the assignment/student performance and communicate the evaluation?**

- Preceptor/school nutrition program director

## **Factors to consider in evaluating this assignment:**

- Summary of resources available to child nutrition professionals
- Ability to articulate the current issues in child nutrition
- Ability to discuss research pertinent to school nutrition

## **Length of time for this activity:**

- 2-3 hours
- Paper may be completed as a homework assignment

## **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- Prerequisite for all other assignments involving school nutrition



## Introduction to School Nutrition Programs II

ACEND Competency: CRD 2.2, CRD 3.4, CRD 4.5

NFSMI Competency: 1.1, 2.1

### Describe the activity. Step by step, what should the student do?

1. Watch one web or satellite seminar of your choice on the National Food Service Management Institute (NFSMI) Web site.  
<http://www.nfsmi.org/documentsearch.aspx>
2. Read a recent article from the NFSMI's document library.  
<http://www.nfsmi.org/Templates/TemplateDivision.aspx?qs=cEIEPTI=>
3. Read an article from the School Nutrition Association's *School Nutrition Magazine*.  
<http://www.asfsa.org/ResourceCenter.aspx>
4. Read one article from the *Journal of Child Nutrition and Management*.  
<http://docs.schoolnutrition.org/newsroom/jcnm/>
5. Write a summary about current issues you found in the school nutrition publications.

### Pertinent References or Resources:

- National Food Service Management Institute's Online Resource Center  
<http://www.nfsmi.org/documentsearch.aspx>
- School Nutrition Association's (SNA) Online Resource Center  
<http://www.asfsa.org/ResourceCenter.aspx>
- *Journal of Child Nutrition and Management*  
<http://docs.schoolnutrition.org/newsroom/jcnm/>



## National School Lunch Program Regulations

ACEND Competency CRD 1.1, CRD 1.3, CRD 2.1, CRD 2.2,  
CRD 2.3, CRD 2.5, CRD 2.8, CRD 3.2, CRD 4.1, CRD 4.10  
NFSMI Competency 2.1, 2.2, 3.2, 4.3, 6.2, 6.3, 7.2

### Prerequisite Knowledge:

- Basic knowledge of the NSLP guidelines
- Principles of adult education as applied to employee training

### At the completion of this activity, the student will be able to:

- Locate current NSLP regulations
- Apply regulations through the development, implementation, and assessment of employee training

### How will attainment of competency be assessed?

- Pre- and post-test assessment of employee training
- Discussion with preceptor

### What is the student expected to submit?

- All training materials developed for the presentation
- Written report which summarizes this project, including the pre- and post-test results and what was learned in this experience

### Who will evaluate the assignment/student performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student's understanding of the NSLP and ability to succinctly discuss this topic.
- Quality of the training session and its delivery

### Length of time for this activity:

- 1-2 weeks

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- Prerequisite to the "Nutrition Variables Affecting Menu Development" assignment



## National School Lunch Program Regulations

ACEND Competency CRD 1.1, CRD 1.3, CRD 2.1, CRD 2.2,  
CRD 2.3, CRD 2.5, CRD 2.8, CRD 3.2, CRD 4.1, CRD 4.10  
NFSMI Competency 2.1, 2.2, 3.2, 4.3, 6.2, 6.3, 7.2

### Describe the activity. Step by step, what should the student do?

1. Review the NSLP regulations on the USDA Web site.  
<http://www.fns.usda.gov/cnd/governance/regulations.htm>
2. Identify employee training needs related to the NSLP regulations.
3. Develop an employee training session related to the NSLP regulations.
4. Develop and administer a pre-test to determine employee knowledge.
5. Deliver training lesson.
6. Administer the post-test to assess any knowledge gains.

### Pertinent References or Resources

- USDA National School Lunch Program guidelines  
<http://www.fns.usda.gov/cnd/lunch/>
- Code of Federal Regulations
- National Food Service Management Institute materials  
<http://www.nfsmi.org/>



# Nutrition Variables Affecting National School Lunch Program Menu Development

ACEND Competency CRD 1.1, CRD 1.2, CRD 1.5, CRD 2.1,  
CRD 3.3, CRD 3.6, CRD 4.4, CRD 4.5, CRD 4.6, CRD 4.10  
NFSMI Competency 1.3, 2.2, 4.1, 7.2

## Prerequisite Knowledge:

- Basic nutrition
- Knowledge about the National School Lunch Program

## At the completion of this activity, the student will be able to:

- Perform a nutrient analysis and make recommendations for changes/improvements to the menu

## How will attainment of competency be assessed?

- Review of nutritional assessment and recommendations

## What is the student expected to submit?

- Nutrient Analysis
- Recommendations for change, if appropriate
- What was learned from this exercise

## Who will evaluate the student's performance and communicate the evaluation?

- Preceptor/school nutrition program director

## Factors to consider in evaluating this assignment:

- Accuracy of analysis
- Feasibility of recommendations

## Length of time for this activity:

- 4 hours

## Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- No



## Nutrition Variables Affecting National School Lunch Program Menu Development

ACEND Competency CRD 1.1, CRD 1.2, CRD 1.5, CRD 2.1,  
CRD 3.3, CRD 3.6, CRD 4.4, CRD 4.5, CRD 4.6, CRD 4.10  
NFSMI Competency 1.3, 2.2, 4.1, 7.2

### Describe the activity. Step by step, what should the student do?

1. Review USDA Buying Guide and related references.  
<http://fbg.nfsmi.org/>
2. Perform nutrient analysis of new or existing menus.
3. Summarize the analysis.
4. Compare the nutrient analysis of the menu to the USDA requirements for reimbursement.
5. If menu does not meet the requirements, adjust the menu to conform to the requirements.

### Pertinent References or Resources:

- USDA Buying Guide online calculator for Child Nutrition Programs  
<http://fbg.nfsmi.org/>
- Nutrient Analysis Software



## Meal Reimbursement

**ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.1, CRD 3.3, CRD 4.4, CRD 4.5, CRD 4.6, CRD 4.9, CRD 4.11**  
**NFSMI Competency 2.1, 2.2, 9.1, 10.1**

### **Prerequisite Knowledge:**

- Introduction to School Nutrition I and II
- National School Lunch Program Regulations

### **At the completion of this activity, the student will be able to:**

- Demonstrate familiarity with the regulations concerning meal reimbursement for free and reduced meals
- Be able to outline the process by which children are certified to receive these benefits
- Show familiarity with the paperwork required to certify a child to receive benefits
- Discuss some of the issues and challenges of this process
- Discuss the process of claiming reimbursement

### **How will attainment of competency be assessed?**

- Discussion with preceptor/school nutrition program director
- Review of overview paper

### **What is the student expected to submit?**

- Flow chart of the reimbursement process

### **Who will evaluate the assignment/student performance and communicate the evaluation?**

- Preceptor and/or school nutrition director

### **Factors to consider in evaluating this assignment:**

- Student's grasp of the overall process of reimbursement
- Student's ability to discuss the importance of this process to the district's revenue stream and in meeting the needs of the district's children

### **Length of time for this activity:**

- 1 week

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- Prerequisite to Financial Management I and II



## Meal Reimbursement

**ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.1,  
CRD 3.3, CRD 4.4, CRD 4.5, CRD 4.6, CRD 4.9, CRD 4.11  
NFSMI Competency 2.1, 2.2, 9.1, 10.1**

### **Describe the activity. Step by step, what should the student do?**

1. Review the guidelines for free and reduced meals.
2. Review the forms and documentation which are required. Review procedures for paper-based application processing versus computer or web-based application processing.
3. Discuss with the school nutrition program director the process for certifying children to receive free or reduced meals.
4. Review with the director the process which the district must follow to claim their reimbursement dollars and the record-keeping involved.
5. Summarize the process of reimbursement by designing a flow chart to demonstrate the steps in the overall process.

### **Pertinent References or Resources:**

- USDA Food and Nutrition Service Web site for school meals  
<http://www.fns.usda.gov/cnd/>
- Child Nutrition Program Web site for your state.



## HealthierUS School Challenge

**ACEND Competency: CRD 1.1, CRD 1.2, CRD 1.3,  
CRD 2.10, CRD 3.3, CRD 3.6, CRD 4.6, CRD 4.8, CRD 4.11**

**NFSMI Competency: 3.1, 6.1, 7.1, 7.2**

### **Prerequisite Knowledge:**

- Knowledge of school nutrition, menu development, and basic nutrition

### **At the completion of this activity, the student will be able to:**

- Recognize the benefits that Team Nutrition and the HealthierUS School Challenge can play in the National School Lunch Program
- Evaluate their school's program against the USDA HealthierUS School Challenge criteria and implement improvements based on the criteria
- Know how to enroll a school into a federal nutrition program

### **How will attainment of competency be assessed?**

- Preceptor evaluation of summary paper

### **What is the student expected to submit?**

- A copy of the HUSSC application
- OR Summary paper of suggested improvements

### **Who will evaluate the assignment/student performance and communicate the evaluation?**

- Preceptor/school nutrition director

### **Factors to consider in evaluating this assignment:**

- Student understands HUSSC and its goals
- Quality and thoroughness of HUSSC application or summary paper
- Realistic suggestions for improvement

### **Length of time for this activity:**

- On-going – Depends on the individual school
- 1 week to 1 month

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- It is advised that the Introduction to School Nutrition I and II assignments are completed before proceeding with this project. This project could be part of a capstone management experience.



## HealthierUS School Challenge

**ACEND Competency: CRD 1.1, CRD 1.2, CRD 1.3,  
CRD 2.10, CRD 3.3, CRD 3.6, CRD 4.6, CRD 4.8, CRD 4.11**

**NFSMI Competency: 3.1, 6.1, 7.1, 7.2**

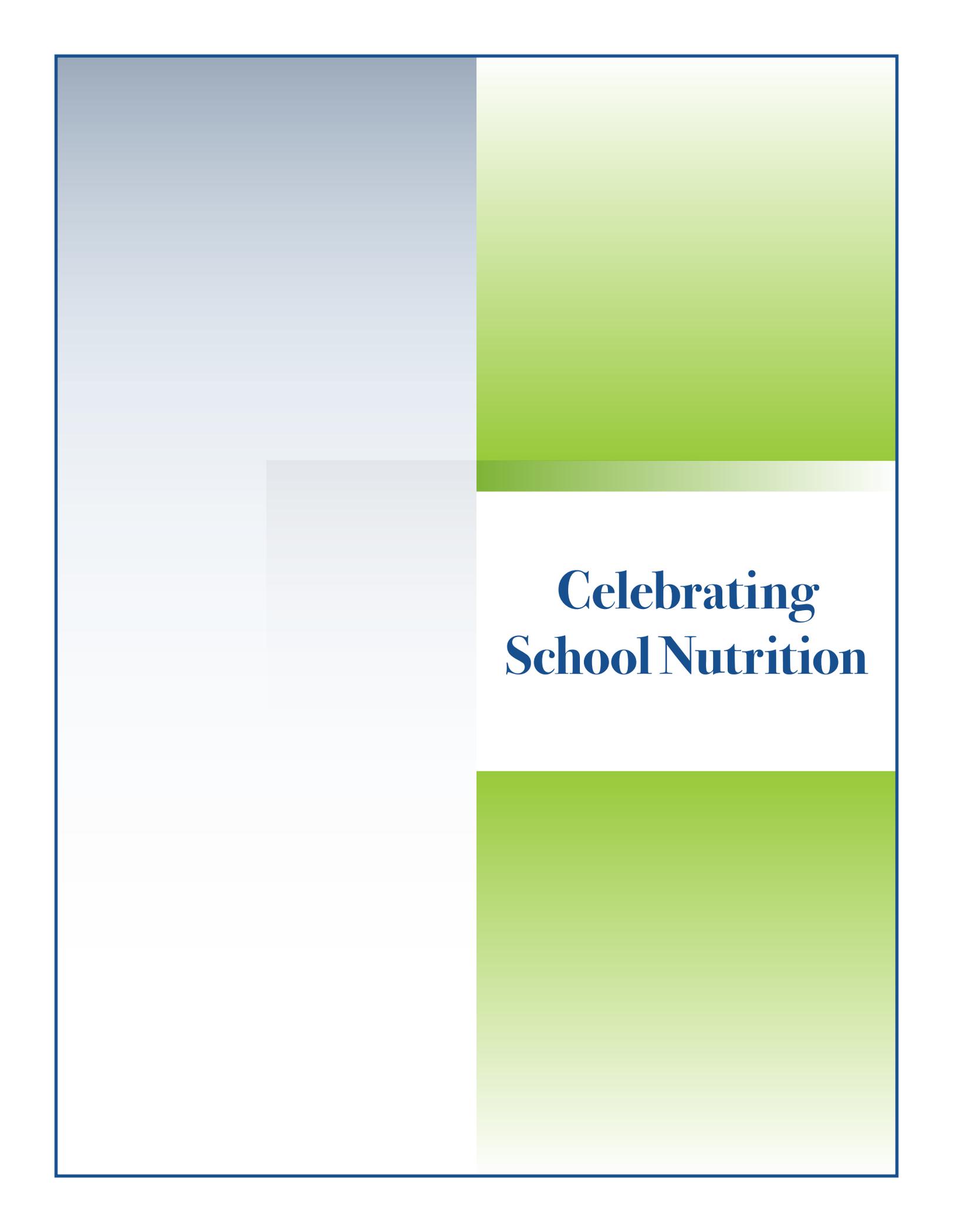
### **Describe the activity. Step by step, what should the student do?**

1. Examine the HealthierUS School Challenge (HUSSC) Web site, become familiar with the program, specifically the program's vision and the "What's It All About?" section in the application kit.  
<http://www.fns.usda.gov/tn/HealthierUS/index.html>
2. Compare your school or school district to the HUSSC criteria and checklist. Identify criteria not met.  
[http://www.fns.usda.gov/tn/HealthierUS/HUSSCkit\\_pp13-24.pdf](http://www.fns.usda.gov/tn/HealthierUS/HUSSCkit_pp13-24.pdf)
3. Enroll your school in Team Nutrition.
4. Examine all the promotional materials and helpful tips provided by HUSSC on their Web site.
5. Use the HUSSC application kit to determine your school's eligibility.
6. Discuss your findings with the school nutrition director and determine your strategy for applying for an award of distinction. \*HUSSC provides a PowerPoint presentation and sample letters for school administrators and parents.
7. Apply for an award of distinction. If you are unable to apply for an award of distinction, use the promotional materials and application kit to work with the school nutrition director and employees to enhance your program. Write a summary for the school nutrition director about small changes that can be made to improve the quality and nutrition of the school meals based on the HUSSC criteria.

### **Pertinent References or Resources:**

- HealthierUS School Challenge Web site
- Team Nutrition Web site  
<http://www.fns.usda.gov/TN/>



The cover features a blue-to-white gradient on the left side and a green-to-white gradient on the right side. A white rectangular box is positioned in the center-right area, containing the title text. The entire design is enclosed in a thin blue border.

**Celebrating  
School Nutrition**

## National School Breakfast Week

**ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.3, CRD 2.5, CRD 2.8, CRD 2.10, CRD 3.2, CRD 3.3, CRD 4.1, CRD 4.9, CRD 4.10**  
**NFSMI Competency 1.1, 1.2, 1.3, 1.4, 1.5**

\*\*\*Note: This assignment can only be conducted if the student is doing a School Nutrition Rotation in the spring, since National School Breakfast Week occurs in March. See the National School Lunch Week assignment if the student's rotation is in the fall.

### Prerequisite Knowledge:

- Basic school nutrition program information
- Contact information for administrators in the district, including the public information officer

### At the completion of this activity, the student will be able to:

- Develop and execute the National School Breakfast Week Campaign
- Work with other departments in the school to achieve a common goal

### How will attainment of competency be assessed?

- Discussion of overall assessment of the week's activities
- Discussion of student's self-assessment of their planning and leadership of the week's activities

### What is the student expected to submit?

- Plan/Outline for the school breakfast week activities
- Success story (if applicable)

### Who will evaluate the student's performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student's planning, leadership, and communication skills
- Ability to work as a team leader and team member

### Length of time for this activity:

- Start planning at least 1 month before National School Breakfast week in March

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- No



## National School Breakfast Week

**ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.3, CRD 2.5, CRD 2.8, CRD 2.10, CRD 3.2, CRD 3.3, CRD 4.1, CRD 4.9, CRD 4.10**  
**NFSMI Competency 1.1, 1.2, 1.3, 1.4, 1.5**

### Describe the activity. Step by step, what should the student do?

1. Review the National School Breakfast Week Web site.  
<http://www.schoolnutrition.org/Content.aspx?id=15457&terms=Breakfast+Week>
2. Follow the instructions for how to get started on a school breakfast campaign, what tools are needed, and how to market National School Breakfast Week.
3. Meet with the school nutrition director to organize the event and create a plan/outline.
4. Meet with staff to discuss the menu that the School Nutrition Association provides.
5. Meet with school principal(s) to rally support for National School Breakfast Week.
6. Meet with the local school system public information officer to discuss publicizing events.
7. Provide direction for (as appropriate) and participate in National School Breakfast Week activities.
8. If the event is successful, submit the success story to the National School Breakfast Week sweepstakes, and/or [www.traytalk.org](http://www.traytalk.org).
9. Provide to the school nutrition director an overall assessment, including strengths and areas for improvement, of your planning and leadership abilities for this project.

### Pertinent References or Resources:

- School Nutrition Association's National School Breakfast Week Web site  
<http://www.schoolnutrition.org/Content.aspx?id=15457&terms=Breakfast+Week>



## National School Lunch Week

**ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.3, CRD 2.5, CRD 2.8, CRD 2.10, CRD 3.2, CRD 3.3, CRD 4.1, CRD 4.9, CRD 4.10**  
**NFSMI Competency 1.1, 1.2, 1.3, 1.4, 1.5**

\*\*\*Note: This assignment can only be conducted if student is doing a School Nutrition Rotation in the fall, since this National School Lunch Week occurs in October. See the National School Breakfast Week assignment if the student's rotation is in the spring.

### Prerequisite Knowledge:

- Basic school nutrition program information
- Contract information for administrators in the district, including the public information officer

### At the completion of this activity, the student will be able to:

- Develop and execute the National School Lunch Week Campaign
- Work with other departments to achieve a common goal

### How will attainment of competency be assessed?

- Discussion of overall assessment of the week's activities
- Discussion of student's self-assessment of their planning and leadership of the week's activities

### What is the student expected to submit?

- Plan/Outline for the school lunch week activities
- Success story (if applicable)

### Who will evaluate the assignment/student performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student's planning, leadership, and communication skills
- Ability to work as a team leader and team member

### Length of time for this activity:

- Start planning at least 1 month before National School Lunch week in October

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- No



## National School Lunch Week

ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.3, CRD 2.5,  
CRD 2.8, CRD 2.10, CRD 3.2, CRD 3.3, CRD 4.1, CRD 4.9, CRD 4.10

NFSMI Competency 1.1, 1.2, 1.3, 1.4, 1.5

### Describe the activity. Step by step, what should the student do?

1. Review the National School Lunch Week Web site.  
[http://www.schoolnutrition.org/Level2\\_NSLW2011.aspx?id=15284](http://www.schoolnutrition.org/Level2_NSLW2011.aspx?id=15284)
2. Follow the instructions for how to get started on the School Lunch Week campaign, what tools are needed, and how to market the National School Lunch Week.
3. Meet with the school nutrition director to organize the event and create a plan/outline.
4. Meet with staff to discuss the menu that SNA provides.
5. Meet with school principal(s) to discuss National School Lunch Week.
6. Meet with the local school system public information officer to discuss publicizing events.
7. Provide direction (as appropriate) and participate in National School Lunch Week activities.
8. If the event is successful, submit the success story to [www.traytalk.org](http://www.traytalk.org).

### Pertinent References or Resources:

- School Nutrition Association's National School Lunch Week Web site  
[http://www.schoolnutrition.org/Level2\\_NSLW2011.aspx?id=15284](http://www.schoolnutrition.org/Level2_NSLW2011.aspx?id=15284)



## Celebrate School Nutrition Employee Week

ACEND Competency CRD 1.1, CRD 1.2, CRD 1.3, CRD 1.4,  
CRD 1.5, CRD 2.2, CRD 2.3, CRD 2.4, CRD 2.5, CRD 2.8, CRD 2.11,  
CRD 3.2, CRD 3.5, CRD 4.1, CRD 4.6, CRD 4.8, CRD 4.10  
NFSMI Competency 10.1, 10.2, 10.3, 10.4

\*\*\*Note: School Nutrition Employee Week occurs the first week of May. This assignment can be adjusted to any time of the year as an independent day of appreciation for employees.

### Prerequisite Knowledge:

- Basic management skills
- Employee motivation techniques

### At the completion of this activity, the student will be able to:

- Identify effective ways to encourage and motivate employees
- Demonstrate skills in planning, organizing and implementing a special event

### How will attainment of competency be assessed?

- Preceptor evaluation
- School nutrition employee evaluation

### What is the student expected to submit?

- Summary report

### Who will evaluate the student's performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student's ability to discuss the role employee recognition plays in employee motivation.
- Planning and organizing abilities
- Teamwork

### Length of time for this activity:

- 1–2 weeks

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- No



## Celebrate School Nutrition Employee Week

ACEND Competency CRD 1.1, CRD 1.2, CRD 1.3, CRD 1.4,  
CRD 1.5, CRD 2.2, CRD 2.3, CRD 2.4, CRD 2.5, CRD 2.8, CRD 2.11,  
CRD 3.2, CRD 3.5, CRD 4.1, CRD 4.6, CRD 4.8, CRD 4.10  
NFSMI Competency 10.1, 10.2, 10.3, 10.4

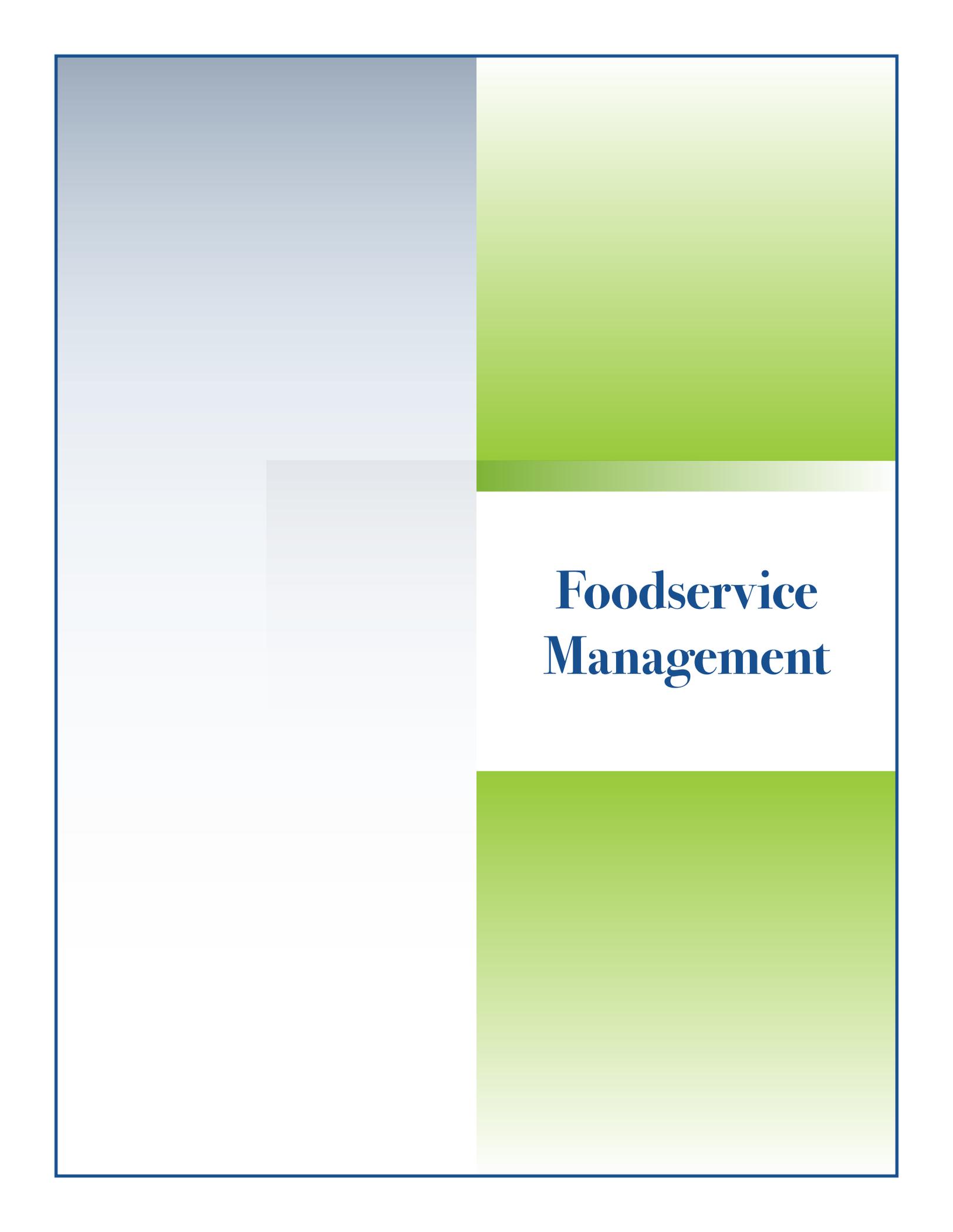
### **Describe the activity. Step by step, what should the student do?**

1. Do some reading on employee motivation and employee recognition.
2. Read all resources on the School Nutrition Employee Week Web site.  
[http://www.schoolnutrition.org/Level2\\_SNEW2010.aspx?id=13433](http://www.schoolnutrition.org/Level2_SNEW2010.aspx?id=13433)
3. Identify ways to recognize employees and select the necessary resources.
4. Discuss with preceptor or school nutrition director the planning of the week's activities.
5. Participate in School Nutrition Employee Week.
6. Write a summary report on the week's activities and what was learned.

### **Pertinent References or Resources:**

- School Nutrition Association's School Nutrition Employee Week Web site  
[http://www.schoolnutrition.org/Level2\\_SNEW2010.aspx?id=13433](http://www.schoolnutrition.org/Level2_SNEW2010.aspx?id=13433)



The cover features a vertical split design. The left side is a light blue gradient, and the right side is a light green gradient. A white rectangular area is centered on the right side, containing the title text. The title is written in a bold, dark blue, serif font.

# **Foodservice Management**

## School Breakfast Menu Development

**ACEND Competency: CRD 1.1, CRD 1.2, CRD 1.5, CRD 2.1, CRD 3.3, CRD 3.5, CRD 3.6, CRD 4.6, CRD 4.9, CRD 4.10**

**NFSMI Competency: 1.2, 1.3, 1.4, 7.1**

### **Prerequisite Knowledge:**

- Knowledge of school nutrition, menu development, and basic nutrition

### **At the completion of this activity, the student will be able to:**

- Plan a cycle-menu.
- Incorporate required nutrients into school breakfast
- Determine food and labor costs
- Compile a simple production schedule

### **How will attainment of competency be assessed?**

- Preceptor evaluation of written material and discussion with student

### **What is the student expected to submit?**

- The final breakfast menu
- The cost summary to produce the menu
- The production schedule showing equipment, personnel and production times
- A brief written summary of what was learned from this experience

### **Who will evaluate the student's performance and communicate the evaluation?**

- Preceptor/school nutrition program director

### **Factors to consider in evaluating this assignment:**

- Nutritional adequacy, flavor, texture, temperature, color, customer acceptability of menu
- Accuracy of cost information
- Production schedule demonstrates that the student understands the food preparation requirements for equipment, labor, and production times
- Student self-assessment of the learning experience demonstrates growth in an understanding of the school breakfast program

### **Length of time for this activity:**

- 1 week

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- More complex menu planning and production scheduling



## School Breakfast Menu Development

ACEND Competency: CRD 1.1, CRD 1.2, CRD 1.5, CRD 2.1,  
CRD 3.3, CRD 3.5, CRD 3.6, CRD 4.6, CRD 4.9, CRD 4.10

NFSMI Competency: 1.2, 1.3, 1.4, 7.1

### Describe the activity. Step by step, what should the student do?

1. Review the USDA regulations for the School Breakfast Program.  
<http://www.fns.usda.gov/cnd/Breakfast/Default.htm>
2. Assist in planning a one-week cycle menu for breakfast that meets the USDA requirements.
3. Identify the budget, labor, and equipment constraints that must be taken into account to produce the menu.
4. Determine both the total cost to produce the menu and cost per serving.
5. Formulate a production sheet showing personnel and equipment needed as well as time schedule to produce each day's menu.

### Pertinent References or Resources:

- USDA Web site for School Breakfast Program  
<http://www.fns.usda.gov/cnd/Breakfast/Default.htm>



## Food Delivery System Enhancement

ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5,  
CRD 3.5, CRD 4.2, CRD 4.4, CRD 4.6, CRD 4.7, CRD 4.10  
NFSMI Competency 6.1, 6.3, 8.1, 8.2, 10.1

### Prerequisite Knowledge:

- Knowledge of school nutrition, foodservice management, equipment, and layout and design

### At the completion of this activity, the student will be able to:

- Identify strengths and weaknesses in a food delivery system
- Make a recommendation for a simple modification to the system that would enhance performance

### How will attainment of competency be assessed?

- Preceptor evaluation

### What is the student expected to submit?

- Written report on the modification suggested, rationale for the modification, assessment of the success of the modification, barriers to implementation, retraining of employees or customers needed, etc.

### Who will evaluate the student's performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student's ability to observe and determine possibilities for modifications
- Feasibility of modification
- Student's ability to see the implications of the change and ways to overcome barriers to implementation

### Length of time for this activity:

- 1 week

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- No



## Food Delivery System Enhancement

ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5,  
CRD 3.5, CRD 4.2, CRD 4.4, CRD 4.6, CRD 4.7, CRD 4.10  
NFSMI Competency 6.1, 6.3, 8.1, 8.2, 10.1

### Describe the activity. Step by step, what should the student do?

1. Observe the food production and delivery system during lunch or breakfast.
2. Record notes about flow of food, customers, employees, etc. during production and service.
3. Identify one possible modification to system to discuss with the school nutrition director. Examples might include improved signage, rearrangement of items on the serving line, relocation of the salad bar, etc.
4. If possible, try out the modification.
5. While the modification is being tested, note any improvements in time, congestion, flow, etc. Collect data to support your observations. Is customer flow improved? Are more students served more quickly?

### Pertinent References or Resources:

- Cornell Center for Behavioral Economics in Child Nutrition Programs  
<http://ben.dyson.cornell.edu/index.html>



## Food Safety

**ACEND Competency CRD 1.1, CRD 1.2, CRD 1.3, CRD 1.5,  
CRD 2.1, CRD 3.5, CRD 4.2, CRD 4.4, CRD 4.6, CRD 4.10  
NFSMI Competency 3.1, 3.2, 3.3, 3.4**

### **Prerequisite Knowledge Needed:**

- Knowledge of school nutrition, management, and food safety

### **At the completion of this activity, the student will be able to:**

- Identify food-borne pathogens and situations conducive to their development
- Properly take and record temperatures of food products
- Recommend and/or implement corrective actions to prevent food safety problems

### **How will attainment of competency be assessed?**

- Preceptor evaluation

### **What is the student expected to submit?**

- Time/temperature logs
- Written summary of overall project

### **Who will evaluate the assignment/student performance and communicate the evaluation?**

- Preceptor/school nutrition director

### **Factors to consider in evaluating this assignment:**

- Student's knowledge of food safety principles
- Time and temperature is monitored correctly
- Student's ability to see problems and follow through with appropriate corrective action
- Student's ability to work with employees to make situation a "teachable moment"

### **Length of time for this activity:**

- 1 day

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- HACCP



## Food Safety

**ACEND Competency CRD 1.1, CRD 1.2, CRD 1.3, CRD 1.5,  
CRD 2.1, CRD 3.5, CRD 4.2, CRD 4.4, CRD 4.6, CRD 4.10  
NFSMI Competency 3.1, 3.2, 3.3, 3.4**

### **Describe the activity. Step by step, what should the student do?**

1. Review all pertinent food safety standards at the local, state, and federal government levels.
2. Review all district food safety and security policies and procedures.
3. Review all sanitation procedures for controlling cleanliness of work areas and equipment.
4. Select one potentially hazardous food item to monitor during production and service.
5. Record all pertinent temperatures during production, holding and service.
6. Record elapsed time from cooking to service.
7. If appropriate time/temperature rules are violated, work with employees to take corrective action.
8. Identify any modifications that need to be made to procedures or equipment to prevent future problems.

### **Pertinent References or Resources :**

- School or District's sanitation policies and procedures
- HACCP Information
- National Food Service Management Institute's (NFSMI) Food Safety Facts Sheets  
<http://www.nfsmi.org/ResourceOverview.aspx?ID=109>
- NFSMI's Web site Standard Operating Procedures  
<http://sop.nfsmi.org/>
- USDA Food and Nutrition Services Food Safety Web site  
<http://www.fns.usda.gov/fns/safety/resources.htm>



# HACCP

**ACEND Competency CRD 1.1, CRD 4.2, CRD 4.3, CRD 4.4**  
**NFSMI Competency 3.1, 3.2, 3.3, 3.4**

**Prerequisite Knowledge:**

- Knowledge of Hazard Analysis & Critical Control Points (HACCP)
- Basic food safety

**At the completion of this activity, the student will be able to do:**

- Discuss issues of HACCP implementation in schools
- Participate effectively in the school nutrition HACCP program

**How will attainment of competency be assessed?**

- Discussion with preceptor

**What is the student expected to submit?**

- Written summary report

**Who will evaluate the student's performance and communicate the evaluation?**

- Preceptor/school nutrition program director

**Factors to consider in evaluating this assignment:**

- Student understanding of HACCP and its importance.
- Student's ability to discuss challenge of implementation and ways to overcome barriers.

**Length of time for this activity:**

- 1-2 days

**Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- No



# HACCP

**ACEND Competency CRD 1.1, CRD 4.2, CRD 4.3, CRD 4.4**  
**NFSMI Competency 3.1, 3.2, 3.3, 3.4**

## **Describe the activity. Step by step, what should the student do?**

1. Review HACCP program requirements.
2. Discuss the HACCP implementation with the school nutrition director and employees.
3. Follow the HACCP program steps for two food products.
4. Identify the challenges of executing HACCP.
5. Make recommendations for change (if appropriate) to improve compliance with the HACCP plan.
6. Write a summary report (2 pages) of this project and discuss what was learned from the experience.

## **Pertinent References or Resources Needed**

- USDA Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles  
<http://www.fns.usda.gov/fns/safety/pdf/HACCPGuidance.pdf>
- National Food Service Management Institute's Standard Operating Procedures  
<http://sop.nfsmi.org>



## Plate Waste Study

**ACEND Competency CRD 1.1, CRD 1.5,  
CRD 3.5, CRD 4.4, CRD 4.6, CRD 4.7, CRD 4.8  
NFSMI Competency 3.1, 3.2, 8.1**

### **Prerequisite Knowledge Needed**

- Knowledge of school nutrition
- Knowledge of how a plate waste study is conducted and how its findings can be used

### **At the completion of this activity, the student will be able to:**

- Identify levels of acceptability of typical foods served in school nutrition programs
- Identify ways to reduce food waste

### **How will attainment of competency be assessed?**

- Discussion with preceptor of summary document

### **What is the student expected to submit?**

- Summary report

### **Who will evaluate the student's performance and communicate the evaluation?**

- Preceptor/school nutrition director

### **Factors to consider in evaluating this assignment:**

- Student understands goals and objectives of a plate waste study
- Student's planning and execution of the study
- Student's ability to analyze the results and implications for the school nutrition program
- Feasibility of recommendations

### **Length of time for this activity:**

- 1 week

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- No



## Plate Waste Study

ACEND Competency CRD 1.1, CRD 1.5,  
CRD 3.5, CRD 4.4, CRD 4.6, CRD 4.7, CRD 4.8  
NFSMI Competency 3.1, 3.2, 8.1

### Describe the activity. Step by step, what should the student do?

1. Discuss with the school nutrition director the goals and objectives of the plate waste study.
2. Select a meal period to conduct the plate waste study.
3. Conduct the study, observing and recording types and weight of food waste. Separate the discarded food into separate waste container. Describe the foods discarded and calculate the weight of the food waste. Calculate the approximate cost of the discarded food.
4. Summarize the findings and make recommendations to minimize food waste and reduce food costs.

### Pertinent References or Resources Needed

- Foodservice management text



## Evaluation of Food Quality

ACEND Competency CRD 1.1, CRD 1.5, CRD 2.2,  
CRD 3.6, CRD 4.1, CRD 4.4, CRD 4.6, CRD 4.10  
NFSMI Competency 6.3, 7.1

### Prerequisite Knowledge:

- Knowledge of school nutrition, foodservice management, and food science principles

### At the completion of this activity, the student will be able to:

- Understand the importance of quality standards
- Describe food products using appropriate terminology
- Work with employees to bring consensus on food quality standards

### How will attainment of competency be assessed?

- Evaluation of written report
- Discussion with preceptor

### What is the student expected to submit?

- Written report including foods selected, recipes, rating form, summary of results, summary of discussion with raters about quality; what was learned from this experience

### Who will evaluate the assignment/student performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student understands the critical nature of food quality
- Ability to articulate quality food standards
- Development of rating form
- Organization of the taste-testing activity
- Quality of summary report

### Length of time for this activity:

- 1-2 days for planning
- 1 day to conduct taste test

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- This activity should be completed before a student assumes any supervision of food production or service



## Evaluation of Food Quality

ACEND Competency CRD 1.1, CRD 1.5, CRD 2.2,  
CRD 3.6, CRD 4.1, CRD 4.4, CRD 4.6, CRD 4.10  
NFSMI Competency 6.3, 7.1

### **Describe the activity. Step by step, what should the student do?**

1. Select food products to evaluate (vegetable, entrée, bread product, etc.)
2. Review recipes for selected products.
3. Write a quality standard for each product. Describe the ideal taste, texture, color, temperature.
4. Devise a rating form or scale to measure food attributes.
5. Conduct a product evaluation with a selected group (i.e. employees, students, etc.)
6. Discuss quality ratings with the evaluators.
7. Summarize this experience in a written report.

### **Pertinent References or Resources:**

- Foodservice management text
- Food science text
- Written food product quality standards, if available



## Student Taste Panel

**ACEND Competency CRD 1.3, CRD 1.5, CRD 2.2, CRD 2.5,  
CRD 2.8, CRD 3.3, CRD 3.6, CRD 4.1, CRD 4.4, CRD 4.8, CRD 4.10  
NFSMI Competency 1.2, 1.3, 6.1, 7.1**

### **Prerequisite Knowledge:**

Student food preferences

### **At the completion of this activity, the student will be able to:**

- Conduct a taste panel with students
- Make an informed decision about adding a new menu item

### **How will attainment of competency be assessed?**

- Preceptor evaluation of written report

### **What is the intern or student expected to submit?**

- Written report on product tasting process and recommendations

### **Who will evaluate the student's performance and communicate the evaluation?**

- Preceptor/school nutrition program director

### **Factors to consider in evaluating this assignment:**

- Student's understanding of the food tasting and acceptability process
- Planning and organizing of the tasting
- Thoroughness of the written report, findings, and recommendations

### **Length of time for this activity:**

- 1 week

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- This assignment can be expanded to include recipe standardization



## Student Taste Panel

**ACEND Competency CRD 1.3, CRD 1.5, CRD 2.2, CRD 2.5,  
CRD 2.8, CRD 3.3, CRD 3.6, CRD 4.1, CRD 4.4, CRD 4.8, CRD 4.10  
NFSMI Competency 1.2, 1.3, 6.1, 7.1**

### **Describe the activity. Step by step, what should the student do?**

1. Select a new food/recipe to be served during lunch.
2. Develop a survey instrument to be used by the students to evaluate the product.
3. Determine students to invite to participate, making sure you have a diversity in grade level, gender, ethnicity, etc.
4. Plan, step-by-step, when, where and how the tasting will occur, what supplies will be needed, who will handle preparation of the food, distribution of the surveys, etc. Be very specific so that someone else could replicate the process.
5. Formulate a report that includes the details about the process, the food item, the date, time and location of the tasting, a description of the participants, and any circumstances that might have had an impact on acceptance. Provide the raw data from the panel and graphs/charts to support your conclusion about the food product.

### **Pertinent References or Resources:**

- Current district menus
- Ideas and recipes for new menu items
- Cost information for ingredients



## Theme Menu Project

**ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.5, CRD 2.8, CRD 3.2, CRD 3.3, CRD 3.5, CRD 3.6, CRD 4.1, CRD 4.2, CRD 4.4, CRD 4.8, CRD 4.10**  
**NFSMI Competency 1.2, 1.4, 1.5, 6.1, 7.1, 8.1**

### **Prerequisite Knowledge:**

- Basic nutrition knowledge
- Recipe/menu development
- Food production management

### **At the completion of this activity, the student will be able to:**

- Plan and direct the production of a theme meal

### **How will attainment of competency be assessed?**

- Preceptor evaluation of student planning and execution of the event

### **What is the student expected to submit?**

- The menu, recipes, and all schedules
- Promotional materials
- Post-event evaluation and recommendations for future events
- Lessons learned

### **Who will evaluate the student's performance and communicate the evaluation?**

- Preceptor/school nutrition program director

### **Factors to consider in evaluating this assignment:**

- Overall planning and organization of the event by the student
- Success of the event and acceptance by the students and school faculty/staff
- Discuss with school nutrition employees their view of the student's management capabilities
- Accuracy of student self-assessment

### **Length of time for this activity:**

- Coordination and planning of activity: 2-3 weeks
- Conducting event: 1 school lunch period

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- This could be a capstone experience



## Theme Menu Project

**ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.5, CRD 2.8, CRD 3.2, CRD 3.3, CRD 3.5, CRD 3.6, CRD 4.1, CRD 4.2, CRD 4.4, CRD 4.8, CRD 4.10**  
**NFSMI Competency 1.2, 1.4, 1.5, 6.1, 7.1, 8.1**

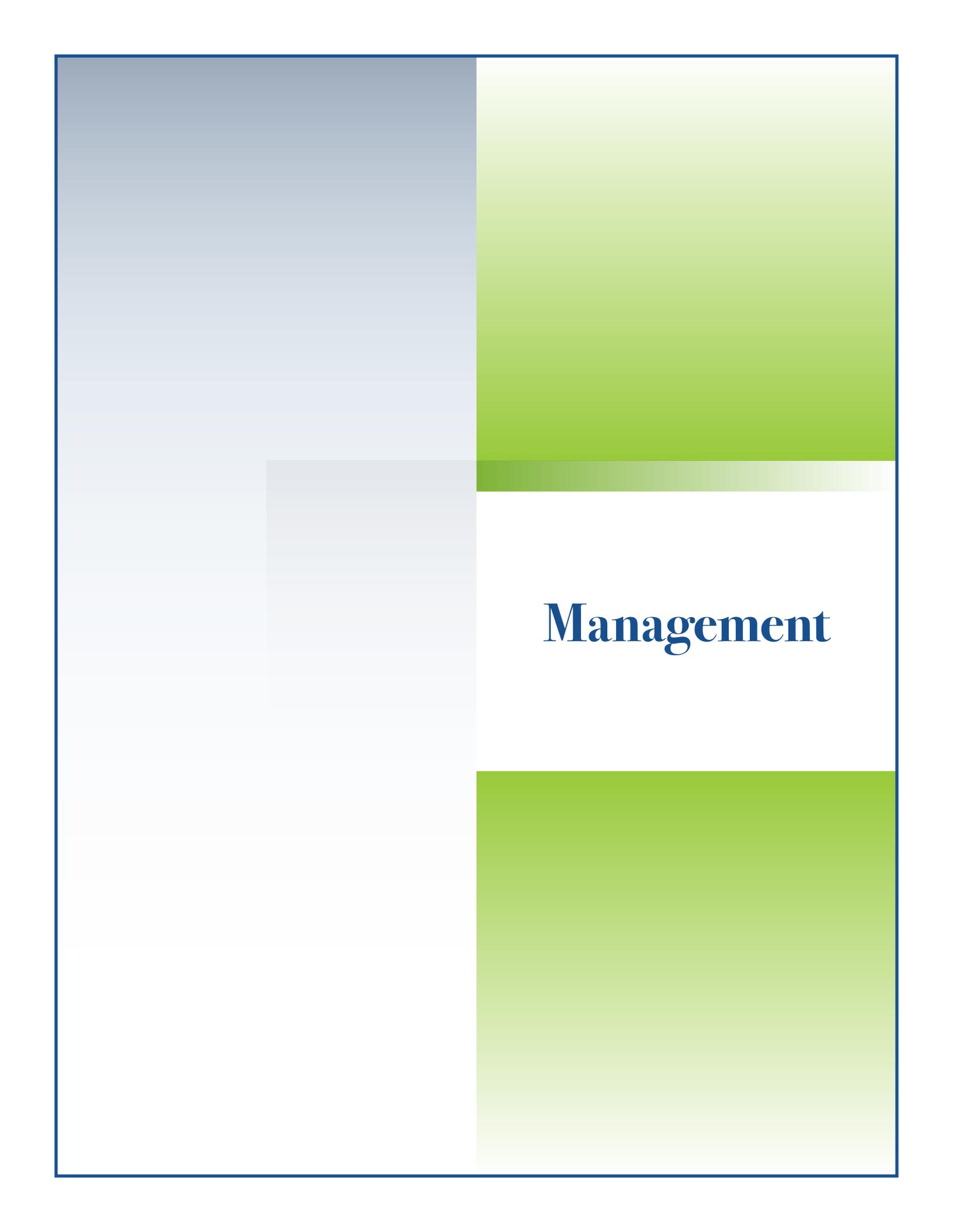
### **Describe the activity. Step by step, what should the student do?**

1. Meet with the school nutrition director to develop an idea for a holiday or themed menu.
2. Plan the menu, purchasing information, production schedule, labor schedule, equipment schedule, cost information, and nutritional analysis.
3. Market the event using brochures, bulletin boards, signs, visiting classes, etc.
4. Oversee the event.
5. Conduct a post-event evaluation to assess effectiveness of plans and determining changes which could be made to make the event even more successful if repeated. What did you learn from the experience?

### **Pertinent References or Resources:**

- School Nutrition Association's menu planning resources  
<http://www.schoolnutrition.org/Content.aspx?id=630>
- USDA recipes  
<http://fnic.nal.usda.gov>
- Other standardized recipes





# Management

## Proposal Development for Justification of a Purchase

ACEND Competency: CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.2, CRD 3.3, CRD 4.8, CRD 4.9, CRD 4.10  
NFSMI Competency: 9.1, 9.2, 9.3, 12.1, 12.2

### Prerequisite Knowledge:

- Knowledge of basic school nutrition and foodservice management
- Financial management
- General accounting concepts

### At the completion of this activity, the student will be able to:

- Develop a simple business plan or justification for funding/support of a new program, new piece of equipment, etc.

### How will attainment of competency be assessed?

- Preceptor evaluation of written plan
- PowerPoint presentation of plan and ability to answer questions posed

### What is the student expected to submit?

- Final business plan or funding proposal; project justification
- PowerPoint presentation

### Who will evaluate the student's performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Feasibility of the idea
- Thoroughness of research for proposal justification
- Logical and clear organization of the proposal and necessary data
- Ability to succinctly present the project justification with PowerPoint presentation and answer questions posed
- Accuracy of cost and other supporting data

### Length of time for this activity:

- 1 week

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- Grant writing to support school nutrition activities



## Proposal Development for Justification of a Purchase

**ACEND Competency: CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.2, CRD 3.3, CRD 4.8, CRD 4.9, CRD 4.10**  
**NFSMI Competency: 9.1, 9.2, 9.3, 12.1, 12.2**

### **Describe the activity. Step by step, what should the student do?**

1. Review information about development of a business plan or proposal for funding.
2. Examine the facility and come up with an idea for the purchase of a new piece of equipment, a new program, etc. that would enhance the school nutrition program.
3. Draft a written plan/proposal that includes the bottom line expenses, revenues, payback period, projected future income, and other tangible/intangible benefits.
4. The plan/proposal must be foodservice-related and bring benefit to the school nutrition program.
6. Create a PowerPoint presentation of the proposal/plan that would hypothetically be presented to the district/school administrator as an actual request.

Examples include: Purchasing vending machines that stock healthy products; purchase of a new piece of equipment (oven, dishwasher, etc.); purchase of nutrient analysis software; purchase of a new cash register; implementation of a new foodservice-related program (such as purchase and implementation of a food kiosk on some part of the school campus to provide healthy snacks or beverages, etc.)

### **Pertinent References or Resources:**

- NFSMI Financial Management Information System.  
<http://www.nfsmi.org/documentlibraryfiles/PDF/20080225031916.pdf>
- Information about funding proposal development (similar to writing a business plan) may be found at:  
<http://www.sba.gov/content/templates-writing-business-plan>



## Competitive Foods Study

**ACEND Competency: CRD 1.2, CRD 1.5,  
CRD 2.1, CRD 3.3, CRD 4.3, CRD 4.6, CRD 4.10**  
**NFSMI Competency: 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 7.1**

### **Prerequisite Knowledge:**

- Basic knowledge of school nutrition
- Completion of the Introduction to School Nutrition assignment

### **At the completion of this activity, the student will be able to:**

- Examine peer-reviewed journal articles and make valid conclusions
- Explain the impact of competitive foods on school nutrition programs

### **How will attainment of competency be assessed?**

- Discussion with preceptor or school nutrition director about competitive foods and ideas to minimize negative effects

### **What is the student expected to submit?**

- Summary of research findings on competitive foods
- Brainstorming ideas

### **Who will evaluate the student's performance and communicate the evaluation?**

- Preceptor/school nutrition program director

### **Factors to consider in evaluating this assignment:**

- Thoroughness of research summary
- Student's ability to discuss various facets of this issue
- Feasibility of student's ideas to minimize negative effects of competitive foods on the school nutrition program

### **Length of time for this activity:**

- 1 day
- Can be done as a homework assignment

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- Financial analyses



## Competitive Foods Study

**ACEND Competency: CRD 1.2, CRD 1.5,  
CRD 2.1, CRD 3.3, CRD 4.3, CRD 4.6, CRD 4.10**  
**NFSMI Competency: 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 7.1**

### Describe the activity. Step by step, what should the student do?

1. Define the terms “competitive foods” and “à la carte menu items.” Explain how they are different.
2. Use published peer-reviewed research or appropriate trade journals to find information about competitive foods and à la carte sales in schools.
3. Examine both the financial impact and the nutritional impact of competitive foods on school nutrition programs.
4. List the competitive foods present in your school by examining vending machines, à la carte sales, and additional food not sold through the school nutrition program.
5. Brainstorm ideas on how to minimize the impact of two competitive foods that are having a negative effect on the school’s program. Come up with alternatives that will cause the least amount of dissatisfaction from the students.
6. Discuss these ideas with preceptor or school nutrition program director.

### Pertinent References or Resources:

- Competitive Foods Policy for your state
- National Food Service Management Institute’s (NFSMI) Document Library  
<http://nfsmi.org/documentlibrary>
- *Journal of Child Nutrition and Management*  
<http://schoolnutrition.org/content.aspx?id=98>
- *Journal of the Academy of Nutrition and Dietetics*  
<http://www.eatright.org/public/>



## Facility Design and Layout

**ACEND Competency CRD 1.1, CRD 1.3, CRD 2.2, CRD 3.5,  
CRD 4.2, CRD 4.4, CRD 4.6, CRD 4.7, CRD 4.8, CRD 4.9, CRD 4.10  
NFSMI Competency: 4.1, 4.2, 11.1**

### **Prerequisite Knowledge:**

- Knowledge of basic school nutrition and foodservice management

### **At the completion of this activity, the student will be able to:**

- Assess and determine effective layouts for school kitchens and food delivery systems
- State the utility and space requirements for equipment

### **How will attainment of competency be assessed?**

- Evaluation of written summary report

### **What is the student expected to submit?**

- Summary report

### **Who will evaluate the student's performance and communicate the evaluation?**

- Preceptor/school nutrition program director

### **Factors to consider in evaluating this assignment:**

- Student grasp of layout and design issues
- Thoroughness of student observations and analysis
- Understanding of facility constraints

### **Length of time for this activity:**

- 1-2 days

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- This activity should precede development of work simplification suggestions, equipment recommendations, etc.



## Facility Design and Layout

ACEND Competency CRD 1.1, CRD 1.3, CRD 2.2, CRD 3.5,  
CRD 4.2, CRD 4.4, CRD 4.6, CRD 4.7, CRD 4.8, CRD 4.9, CRD 4.10

NFSMI Competency: 4.1, 4.2, 11.1

### Describe the activity. Step by step, what should the student do?

1. Review facility design and equipment with foodservice director.
2. Identify strengths and weaknesses in the design.
3. Observe the flow of food and supplies during a breakfast or lunch meal.
4. Create a flow chart or diagram showing flow of food and supplies from the loading dock to service of food to students.
5. Identify any equipment that needs replacing.
6. Measure the facility doors to determine dimensions for equipment and the utility requirements.
7. Summarize all findings into a report for the school nutrition director.

### Pertinent References or Resources:

- National Food Service Management Institute's *Equipment Purchasing and Facility Design for School Nutrition Programs*  
<http://www.nfsmi.org/documentlibraryfiles/PDF/20090312115009.pdf>
- Tape measure
- Graph Paper



# Financial Management I

**ACEND Competency: CRD 1.1, CRD 1.3,  
CRD 1.5, CRD 4.5, CRD 4.6, CRD 4.9**

**NFSMI Competency: 9.1, 9.2, 9.3**

## **Prerequisite Knowledge:**

- Knowledge of school nutrition, management, and general accounting concepts

## **At the completion of this activity, the student will be able to:**

- Compare financial statements and identify important information for analysis and decision making
- Calculate financial ratios and other ratios relevant to the school nutrition environment

## **How will attainment of competency be assessed?**

- Preceptor discussion with student of financial management processes as a basis for control and decision-making

## **What is the student expected to submit?**

- Summary of financial management review
- Ratios calculated

## **Who will evaluate the assignment/student performance and communicate the evaluation?**

- Preceptor/school nutrition program director

## **Factors to consider in evaluating this assignment:**

- Student's understanding of basic financial concepts
- Ability to explain how financial data are used in control and decision-making
- Accuracy of calculations

## **Length of time for this activity:**

- 2-3 hours

## **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- This assignment is a prerequisite to Financial Management II



# Financial Management I

**ACEND Competency: CRD 1.1, CRD 1.3,  
CRD 1.5, CRD 4.5, CRD 4.6, CRD 4.9  
NFSMI Competency: 9.1, 9.2, 9.3**

## **Describe the activity. Step by step, what should the intern or CP student do?**

1. Review the *NFSMI Financial Management Information System (FMIS)* and accompanying slides online.
2. Review balance sheets and income statements for program/facility.
3. Study the financial data and assess what the school nutrition program director needs to do when the income statement has a negative balance.
4. Compute and analyze food cost, labor cost, meals per labor hour, and other relevant ratios.
5. Discuss findings with the school nutrition program director.

## **Pertinent References or Resources:**

- *NFSMI Financial Management Information System* resource.  
[www.nfsmi.org/documentlibraryfiles/PDF/20080225031916.pdf](http://www.nfsmi.org/documentlibraryfiles/PDF/20080225031916.pdf)
- NFSMI Webinars



## Financial Management II

ACEND Competency CRD 1.1, CRD 1.3,  
CRD 4.5, CRD 4.6, CRD 4.9, CRD 4.10  
NFSMI Competency 9.1, 9.2, 9.3

### Prerequisite Knowledge:

- Knowledge of school nutrition, management, and general accounting concepts
- Completion of the Financial Management I assignment

### At the completion of this activity, the student will be able to:

- Identify different budgets used in schools
- Compare actual expenses to the budgeted expenses
- Discuss use of this data for decision-making

### How will attainment of competency be assessed?

- Preceptor evaluation of written budget analysis and recommendations

### What is the student expected to submit?

- Written budget analysis and recommendations

### Who will evaluate the assignment/student performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student understanding of the budgetary process
- Ability to articulate reasons for budget variances
- Feasibility of recommendations to maintain compliance with budget

### Length of time for this activity:

- 1-2 days

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- No



## Financial Management II

ACEND Competency CRD 1.1, CRD 1.3,  
CRD 4.5, CRD 4.6, CRD 4.9, CRD 4.10  
NFSMI Competency 9.1, 9.2, 9.3

### Describe the activity. Step by step, what should the student do?

1. Review the *NFSMI Financial Management Information System* and accompanying slides online.
2. Identify the different types of budgets and determine which budget is used at the facility.
3. Identify the planning steps and approaches to each budget.
4. Participate in budget planning or discuss budgeting process with school nutrition director.
5. Compare the actual expenses incurred by the department for one month with planned budget and justify any variances.
6. Summarize findings from budget analysis in a written report and make recommendations to keep expenses within the budget.

### Pertinent References or Resources:

- *NFSMI Financial Management Information System*.  
[www.nfsmi.org/documentlibraryfiles/PDF/20080225031916.pdf](http://www.nfsmi.org/documentlibraryfiles/PDF/20080225031916.pdf)
- NFSMI Webinars



# Inventory Valuation

**ACEND Competency CRD 1.1, CRD 1.5,  
CRD 4.6, CRD 4.7, CRD 4.9, CRD 4.10  
NFSMI Competency 3.1, 5.1, 5.2, 6.1, 6.2, 9.2**

## **Prerequisite Knowledge:**

- Knowledge of food production management, inventory control, methods of inventory valuation

## **At the completion of this activity, the student will be able to:**

- Identify inventory systems uses and how to conduct a physical inventory count
- Discuss what happens with a food item from arrival to service

## **How will attainment of competency be assessed?**

- Evaluation of flow chart
- Discussion of inventory control with preceptor

## **What is the student expected to submit?**

- Any notes from inventory valuation
- Product Flow Chart

## **Who will evaluate the assignment/student performance and communicate the evaluation?**

- Preceptor/school nutrition program director

## **Factors to consider in evaluating this assignment:**

- Student's knowledge of methods of inventory control and valuation
- Student's ability to discuss the importance of inventory control to fiscal management

## **Length of time for this activity:**

- 1 day

## **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- This assignment is a prerequisite for the Disaster Planning assignment



## Inventory Valuation

ACEND Competency CRD 1.1, CRD 1.5,  
CRD 4.6, CRD 4.7, CRD 4.9, CRD 4.10  
NFSMI Competency 3.1, 5.1, 5.2, 6.1, 6.2, 9.2

### Describe the activity. Step by step, what should the student do?

1. Study the inventory system utilized in the facility.
2. Assist in valuing the inventory through the inventory system used.
3. If discrepancies are found, work with director or foodservice staff to determine the reason for the discrepancies.
4. Construct a flow chart which demonstrates the movement of one food item from its delivery to final disposition.

### Pertinent References or Resources:

- Foodservice management text
- National Food Service Management Institute's *Inventory Management 2000 BLT*.  
<http://www.nfsmi.org/ResourceOverview.aspx?ID=85>



## Disaster Planning

**ACEND Competency: CRD 1.1, CRD 1.3,  
CRD 1.5, CRD 3.5, CRD 4.2, CRD 4.8, CRD 4.10**

**NFSMI Competency: 2.1, 2.2, 3.1, 3.4, 5.1**

### **Prerequisite Knowledge:**

- Knowledge of food production management

### **At the completion of this activity, the student will be able to:**

- Identify the components of and the process for developing a disaster plan for a school nutrition program

### **How will attainment of competency be assessed?**

- Evaluation by preceptor/school nutrition program director

### **What is the student expected to submit?**

- Written summary of disaster plan evaluation and any action steps that need to be taken to be in compliance with the plan

### **Who will evaluate the assignment/student performance and communicate the evaluation?**

- Preceptor/school nutrition program director

### **Factors to consider in evaluating this assignment:**

- Can the student articulate the necessity for having a disaster plan and examples of situations for which a plan is required
- Discussion of implementation of the plan including employee training

### **Length of time for this activity:**

- 1 day

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- Development of policies and procedures; employee training



## Disaster Planning

ACEND Competency: CRD 1.1, CRD 1.3,  
CRD 1.5, CRD 3.5, CRD 4.2, CRD 4.8, CRD 4.10

NFSMI Competency: 2.1, 2.2, 3.1, 3.4, 5.1

### Describe the activity. Step by step, what should the student do?

1. Examine the disaster plan for the facility with the director or appropriate personnel.
2. Determine the stock levels required to meet the required 3-day disaster plan for schools.
3. Does the facility meet the stock level requirements for the 3-day disaster plan? If not, what steps need to be taken?
4. Discuss with the school nutrition director how the disaster plan was developed and how staff are trained on emergency preparedness.

### Pertinent References or Resources Needed

- National Food Service Management Institute's Web site (search keyword "Emergency")  
<http://nfsmi.org/documentsearch.aspx>
- *Emergency Readiness Plan: Guide and Forms for the School Foodservice Operation*  
<http://foodbiosecurity.nfsmi.org/Forms.php>



## Department and District Meetings

ACEND Competency CRD 1.1, CRD 2.2, CRD 2.3,  
CRD 2.5, CRD 2.8, CRD 2.11, CRD 3.2, CRD 4.1, CRD 4.2  
NFSMI Competency 12.1, 12.2

### Prerequisite Knowledge:

- Knowledge of school nutrition and management

### At the completion of this activity, the student will be able to:

- Participate in school nutrition meetings at the school level and/or district level
- Identify strengths and weaknesses of meetings
- Effectively conduct a meeting

### How will attainment of competency be assessed?

- Discussion with preceptor on student's critiques of meetings attended

### What is the student expected to submit?

- Notes and meeting summaries
- Agenda for the meeting conducted by the student
- Self-evaluation of meeting success

### Who will evaluate the student's performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student's observation skills
- Ability to apply concepts from readings to real situations
- Student's ability to critique the meeting professionally
- Student's ability to conduct a meeting

### Length of time for this activity:

- On going

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- Prerequisite to the student actually conducting a meeting employees or others



## Department and District Meetings

ACEND Competency CRD 1.1, CRD 2.2, CRD 2.3,  
CRD 2.5, CRD 2.8, CRD 2.11, CRD 3.2, CRD 4.1, CRD 4.2  
NFSMI Competency 12.1, 12.2

### Describe the activity. Step by step, what should the student do?

1. Review information about organizational management that includes decision making, problem solving, teamwork strategies, and negotiation.
2. Attend school nutrition department meetings and district level meetings as appropriate.
3. Attend one or two school-related meetings outside of the nutrition department as appropriate.
4. Take notes at these meetings and observe organizational management concepts, communication styles, group dynamics, efforts used for collaboration, and methods of problem solving.
5. For each meeting attended, write a short paragraph on the meeting's strengths and weaknesses. Include how you would have run the meeting if you were the chairperson.
6. Work with the school nutrition director to identify a pertinent meeting which could be conducted by the dietetics student. Conduct a self-evaluation on the success of the meeting and discuss with the school nutrition director.

### Pertinent References or Resources:

- "How to Run an Effective Meeting" from *Inc. Magazine*  
<http://www.inc.com/guides/2010/08/how-to-run-effective-meeting.html>
- Pertinent textbooks on organizational management



## Staffing Schedule

ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5,  
CRD 2.2, CRD 3.5, CRD 4.1, CRD 4.2, CRD 4.5, CRD 4.10  
NFSMI Competency 11.1, 11.4, 11.6

### Prerequisite Knowledge:

- Knowledge of school nutrition and food production management

### At the completion of this activity, the student will be able to:

- Create a staffing schedule for food production
- Create a staffing schedule for the entire food and nutrition department

### How will attainment of competency be assessed?

- Preceptor evaluation of submitted labor schedules

### What is the student expected to submit?

- Food production staffing schedule
- Overall schedule for whole department

### Who will evaluate the assignment/student performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student understanding of production times and requirements
- Effective use of both full-time and part-time employees

### Length of time for this activity:

- 1 day

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- No



## Staffing Schedule

ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5,  
CRD 2.2, CRD 3.5, CRD 4.1, CRD 4.2, CRD 4.5, CRD 4.10  
NFSMI Competency 11.1, 11.4, 11.6

### Describe the activity. Step by step, what should the student do?

1. Obtain the Full Time Equivalent (FTE) report and other pertinent personnel information from the school nutrition director.
2. Determine how many people it takes to produce the menu items needed for one day's breakfast and lunch meals.
3. Examine the employees' status (full or part time) and what times they are available to work.
4. Examine the employees' typically scheduled shifts and if any menu items have unique staffing requirements.
5. Work out a labor schedule for one day's food production.
6. Determine the other non-food production positions that must be present in the school nutrition department such as servers, cashiers, etc.
7. Produce an overall labor schedule that includes all necessary positions for the department for one day.

### Pertinent References or Resources:

- Facility's scheduling procedures and format



## Employee Training for School Nutrition Staff

ACEND Competency CRD 1.1, CRD 2.4, CRD 2.5,  
CRD 2.8, CRD 2.11, CRD 3.2, CRD 4.1, CRD 4.5, CRD 4.10  
NFSMI Competency 11.5, 11.6

### Prerequisite Knowledge:

- Knowledge of school nutrition and food production management
- Completion of the Introduction to School Nutrition I and II assignments

### At the completion of this activity, the student will be able to:

- Plan appropriate training for employees/staff
- Conduct training for employees/staff
- Determine the effectiveness of the training
- Identify the challenges related to changing employee/staff behavior

### How will attainment of competency be assessed?

- Preceptor evaluation of training plans and delivery
- Employee/staff evaluation of training

### What is the student expected to submit?

- BLT Module Selection
- Pre-test and post-tests
- Objectives and outline of presentation and visual aids, handouts, etc. used
- Summary of the completed employee/staff evaluations of the training
- Self-assessment of the experience

### Who will evaluate the student's performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student's determination of training needs
- Planning and organization of the session
- Quality of materials used
- Student delivery of material, poise, communication skills, audience participation
- Student's realistic self-assessment



## Employee Training for School Nutrition Staff

ACEND Competency CRD 1.1, CRD 2.4, CRD 2.5,  
CRD 2.8, CRD 2.11, CRD 3.2, CRD 4.1, CRD 4.5, CRD 4.10  
NFSMI Competency 11.5, 11.6

**Length of time for this activity:**

- Preparation: 2-3 days
- Sessions: 1-6 hours (dependent upon training selection)

**Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

No



## Employee Training for School Nutrition Staff

ACEND Competency CRD 1.1, CRD 2.4, CRD 2.5,  
CRD 2.8, CRD 2.11, CRD 3.2, CRD 4.1, CRD 4.5, CRD 4.10  
NFSMI Competency 11.5, 11.6

### Describe the activity. Step by step, what should the student do?

1. Review the BLT Modules on the NFSMI's Web site.  
<http://www.nfsmi.org/ResourceOverview.aspx?ID=330>
2. Select one BLT Module to use in providing an employee training session.
3. Organize one or more training sessions for the employees/staff at your school.
4. Construct a pre-test and post-test for employees to ascertain knowledge gained from the training.
5. Create an evaluation form for employees to use in assessing student's performance.
6. Conduct a training session for employees

### Pertinent References or Resources:

- National Food Service Management Institute's *Breakfast Lunch Training (BLT) Modules*  
<http://www.nfsmi.org/ResourceOverview.aspx?ID=330>



## Vendor Contracts

**ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.1,  
CRD 2.8, CRD 2.13, CRD 3.5, CRD 4.5, CRD 4.9, CRD 4.10  
NFSMI Competency 5.1, 5.2**

### **Prerequisite Knowledge:**

- Knowledge of food production management
- Knowledge of district purchasing policies and procedures
- Financial goals for the school nutrition program

### **At the completion of this activity, the student will be able to:**

- Describe the school nutrition program's vendors and contractual arrangements
- Understand the use of specifications in purchasing
- Describe resources available to aid in making purchasing decisions
- Communicate effectively with vendors
- Coordinate the collection and communication of appropriate information needed in order to purchase food and non-food items

### **How will attainment of competency be assessed?**

- Evaluation of the student's purchasing project
- Discussion of purchasing procedures, resources, and desired outcomes

### **What is the student expected to submit?**

- Notes from contacting the vendor
- Purchase orders

### **Who will evaluate the assignment/student performance and communicate the evaluation?**

- Preceptor/school nutrition program director

### **Factors to consider in evaluating this assignment:**

- Student's understanding of the purchasing process
- Thoroughness of investigation of purchasing options
- Professionalism in dealing with the vendor
- Accuracy of purchase order for special event



## Vendor Contracts

ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.1,  
CRD 2.8, CRD 2.13, CRD 3.5, CRD 4.5, CRD 4.9, CRD 4.10  
NFSMI Competency 5.1, 5.2

**Length of time for this activity:**

- On-going in conjunction with themed menu assignment

**Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- Prerequisite activity to assuming more in-depth purchasing responsibilities



## Vendor Contracts

**ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.1,  
CRD 2.8, CRD 2.13, CRD 3.5, CRD 4.5, CRD 4.9, CRD 4.10  
NFSMI Competency 5.1, 5.2**

### **Describe the activity. Step by step, what should the student do?**

1. Review the facility's current contracts for food, supplies, and services.
2. Review vendor's specifications lists, catalogs, price sheets, and discounts.
3. Select one product to investigate with a vendor.
4. Contact the vendor to ask what options are available for the selected product and determine if it meets the menu requirements of the facility, the established quality standards, and delivery schedule.
5. Purchase food and supplies for use with the themed menu assignment or for a holiday or other special meal.

### **Pertinent References or Resources Needed**

- List of vendors and their catalogs used by the facility
- The facility's current contracts



## Writing a Grant Proposal

**ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.2,  
CRD 2.8, CRD 3.3, CRD 4.3, CRD 4.5, CRD 4.6, CRD 4.10  
NFSMI Competency 1.1, 2.1, 5.1, 5.3, 6.2, 6.3, 7.2**

### **Prerequisite Knowledge:**

- Professional writing ability
- Knowledge of availability of grants appropriate to school nutrition projects

### **At the completion of this activity, the student will be able to:**

- Discuss how grants can help extend the education mission of school nutrition programs
- Identify sources of grant funding
- Understand the importance of following directions for preparation of the proposal
- Discuss the importance of collaboration in seeking, developing, obtaining, and executing a grant
- Write a simple grant proposal or one segment of a proposal or assist with proposal development

### **How will attainment of competency be assessed?**

- Discussion with preceptor
- Successful writing of a proposal or assistance with proposal development through submission of proposal (if possible)

### **What is the student expected to submit?**

- Timeline of action
- Grant proposal
- Grant submission paperwork, if submitted

### **Who will evaluate the assignment/student performance and communicate the evaluation?**

- Preceptor/school nutrition program director

### **Factors to consider in evaluating this assignment:**

- Student's understanding of grant writing and review process
- Student's contribution to the compilation of the grant

### **Length of time for this activity?**

- Minimum of 1 month

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- No



## Writing a Grant Proposal

ACEND Competency CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.2,  
CRD 2.8, CRD 3.3, CRD 4.3, CRD 4.5, CRD 4.6, CRD 4.10  
NFSMI Competency 1.1, 2.1, 5.1, 5.3, 6.2, 6.3, 7.2

### Describe the activity. Step by step, what should the student do?

1. Discuss with the school nutrition director about grants that are available and the importance of seeking such funding.
2. Seek and review list of available grants pertinent to the mission of school nutrition.
3. Select a grant to pursue, determine criteria and fit with the school nutrition programs goals.
4. Draft a timeline of action based on the deadline for submission.
5. Assist with proposal development and internal review process.
6. Submit the grant, if possible.

### Pertinent References or Resources:

- Grant writing Web sites or other pertinent sources such as the Dairy Council, Kellogg's, or other organizations which provide grants to school nutrition programs
- "Grant Writing Tips"  
[http://www.k12grants.org/tips.htm#Grant %20Writing%20Tips](http://www.k12grants.org/tips.htm#Grant%20Writing%20Tips)
- "How to Write Grant Proposals"  
<http://nonprofit.about.com/od/foundationfundinggrants/tp/grantproposalhub.htm>
- "How to Write a Nonprofit Grant Proposal"  
<http://www.content-professionals.com/How-to-Write-a-Grant-Proposal.php>



## Organization Planning and Goal Setting

ACEND Competency CRD 1.1, CRD 1.3, CRD 3.3

NFSMI Competency 2.3, 11.4

### Prerequisite Knowledge:

- Knowledge of school nutrition, management, and management functions

### At the completion of this activity, the student will be able to:

- Assess the effectiveness of the use of organizational mission and vision statements to guide planning and decision-making

### How will attainment of competency be assessed?

- Discussion with preceptor

### What is the intern or student expected to submit?

- 1-page summary of this assignment

### Who will evaluate the assignment/student performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student understands the purpose of mission, vision, and value statements
- Ability to explain how statements can be used to guide planning and decision-making in the school nutrition program

### Length of time for this activity:

- 2-3 hours

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- No



## Organization Planning and Goal Setting

ACEND Competency CRD 1.1, CRD 1.3, CRD 3.3

NFSMI Competency 2.3, 11.4

### **Describe the activity. Step by step, what should the student do?**

1. Review facility/program's mission, vision, and/or value statements.
2. Relate the short and long-term goals and objectives of the facility/program to these statements.
3. Discuss with the school nutrition program director the use of mission and vision statements to guide planning and decision making and determine if the goals and objectives are linked to these guiding statements.
4. Visit with school nutrition employees to ascertain their level of knowledge of the mission, vision, goals and objectives.

### **Pertinent References or Resources:**

- Mission and vision statements of school district and or school nutrition program, if available
- Management or organization behavior textbook



## Quality Monitoring

**ACEND Competency CRD 1.1, CRD 1.2, CRD 1.3, CRD 1.5,  
CRD 3.5, CRD 4.1, CRD 4.4, CRD 4.5, CRD 4.6, CRD 4.8  
NFSMI Competency 3.1, 6.3, 8.1**

### **Prerequisite Knowledge:**

- Knowledge of school nutrition and foodservice management
- Indicators of quality

### **At the completion of this activity, the student will be able to:**

- Discuss the importance of quality control to meeting school nutrition objectives
- Determine indicators of quality for the product/service being monitored
- Design and conduct a quality monitoring study
- Make recommendations for improvement

### **How will attainment of competency be assessed?**

- Discussion of written report with preceptor

### **What is the student expected to submit?**

- Written report of quality study including data analysis and recommendations

### **Who will evaluate the student's performance and communicate the evaluation?**

- Preceptor and/or school nutrition director

### **Factors to consider in evaluating this assignment:**

- Student understands quality control and its importance
- Quality of the study design
- Quality of the planning and coordinating of the study by the student
- Analysis of the data; appropriate conclusions drawn which are in line with data collected

### **Length of time for this activity:**

- 1 week

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- No



## Quality Monitoring

**ACEND Competency CRD 1.1, CRD 1.2, CRD 1.3, CRD 1.5,  
CRD 3.5, CRD 4.1, CRD 4.4, CRD 4.5, CRD 4.6, CRD 4.8  
NFSMI Competency 3.1, 6.3, 8.1**

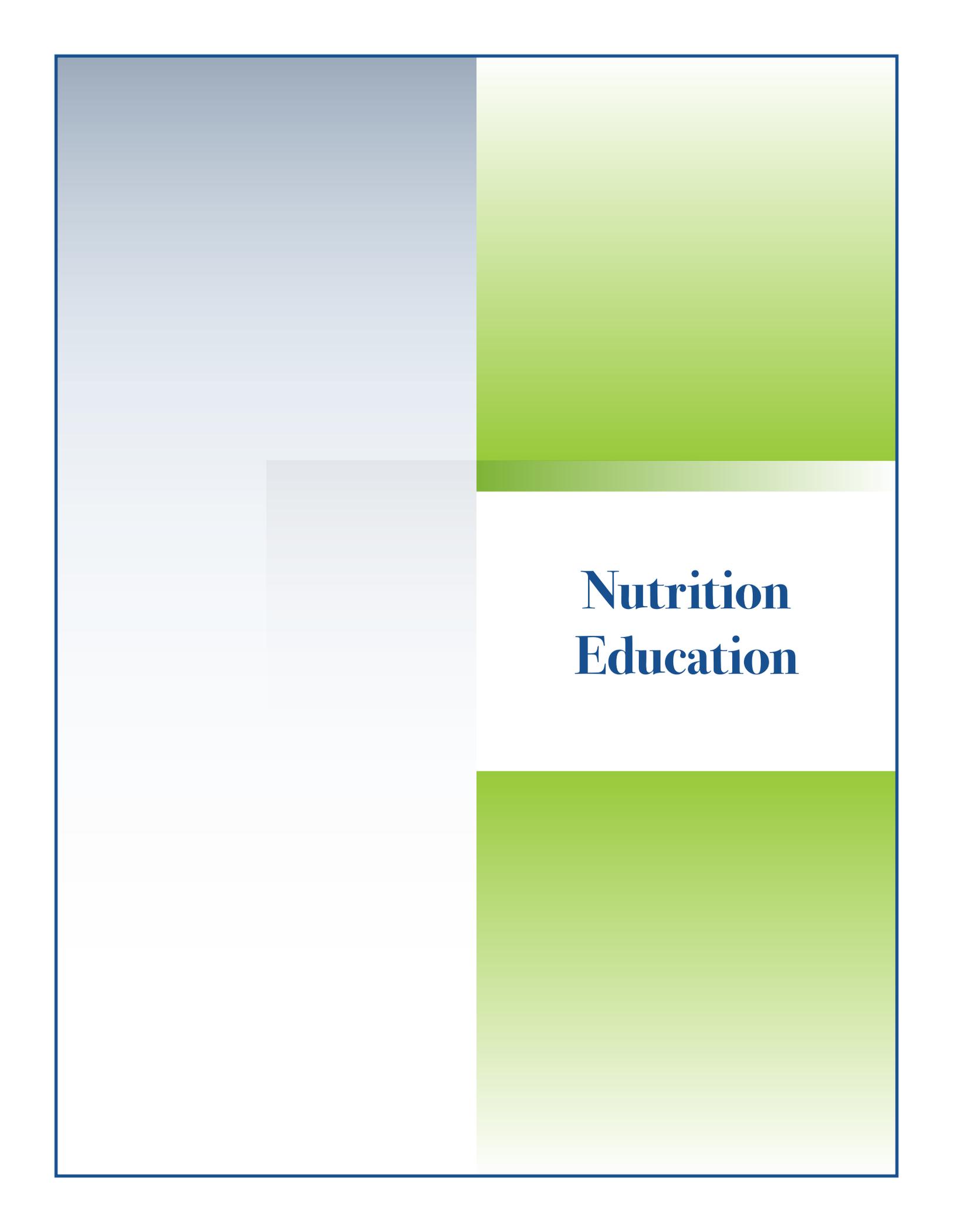
### **Describe the activity. Step by step, what should the student do?**

1. Select a topic for quality study: tray accuracy, customer satisfaction, inventory control, evaluation of food quality for an item, etc. (If assessing customer satisfaction, use the high school student surveys on the National Food Service Management Institute's Web site and their Excel analysis tool).
2. Determine the quality standards for the product/service to be monitored.
3. Design a study to monitor the quality of the product/service including data collection forms. Determine if the student will collect all the data or if others will need to be trained to assist.
4. Compile data and write a report on the findings, include any recommendations for quality maintenance or improvement.

### **Pertinent References or Resources:**

- Foodservice management text
- *High School Satisfaction and Non-Participation Survey Guide – Internal Benchmarking for School Nutrition Programs*  
<http://nfsmi.org/documentlibraryfiles/PDF/20090910105833.pdf>
- *The Non-Participation Survey – Understanding Why High School Students Do Not Eat School Lunches*  
<http://nfsmi.org/documentlibraryfiles/PDF/20090910104851.pdf>
- *The School Lunch Experience Survey – Making Your Opinions Known*  
<http://nfsmi.org/documentlibraryfiles/PDF/20090910105206.pdf>
- *Non-Participation Survey Results Template*  
<http://nfsmi.org/documentsearch>
- *School Lunch Experience Surveys Results Template*  
<http://nfsmi.org/documentsearch>





**Nutrition  
Education**

## Classroom Observation

ACEND Competency CRD 1.5, CRD 4.4

NFSMI Competency 1.4, 1.5

### Prerequisite Knowledge:

- Knowledge of school nutrition program goals
- Knowledge of district curricula for varying grade levels

### At the completion of this activity, the student will be able to:

- Identify the challenges involved with performing nutrition education in the classroom environment
- Identify what is needed to conduct nutrition education and the resources available for use in a classroom setting

### How will attainment of competency be assessed?

- Discussion of written summary with preceptor

### What is the student expected to submit?

- Written report on the observational experience

### Who will evaluate the student's performance and communicate the evaluation?

- Preceptor/school nutrition program director

### Factors to consider in evaluating this assignment:

- Student's understanding of nutrition education goals
- Ability to discuss ways to integrate nutrition education with curriculum
- Feasibility of ideas presented

### Length of time for this activity:

- One day of observation
- Two hours to write outline

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- Yes, the Classroom Teaching and Curriculum Development assignment



## Classroom Observation

ACEND Competency CRD 1.5, CRD 4.4

NFSMI Competency 1.4, 1.5

### Describe the activity. Step by step, what should the student do?

1. With assistance of the school nutrition program director, identify one class to observe and request permission from the teacher.
2. Observe the class.
3. Take notes on the following:
  - Any special “conditions of the day”
  - Number of students in the classroom
  - Classroom Layout – Where does the teacher teach from? How are the desks arranged? What distractions exist in the classroom? Are there any safety hazards present?
  - Available resources – What supplies do the students have in their desks and in the classroom? What audio-visual materials or props are available?
  - The schedule for that specific class – recess, lunch, periods of instructions, etc.
  - Students’ knowledge, skills, and abilities – What curriculum are they studying? Does the teacher include nutrition/health into curriculum? Are there children with special physical/language/other needs in the class?
4. After observing the class, outline how a nutrition component might be integrated with the class topics. What might be the challenges and how might any barriers be overcome.
5. Prepare a written report and discuss with the school nutrition director and, if possible and appropriate, with the teacher you observed.

### Pertinent References or Resources:

- Curricula for school district at varying grade levels



## Classroom Teaching and Curriculum Development

ACEND Competency CRD 1.1, CRD 1.2, CRD 2.2, CRD 2.3, CRD 2.4,  
CRD 2.5, CRD 2.8, CRD 2.10, CRD 3.2, CRD 3.3, CRD 3.4, CRD 4.5  
NFSMI Competency 4.1, 5.3, 6.2, 6.3

### Prerequisite Knowledge:

- Knowledge of nutrition throughout the life cycle
- How to write a lesson plan

### At the completion of this activity, the student will be able to:

- Develop a nutrition education lesson plan appropriate to the subject and the audience
- Understand how food and nutrition topics can be incorporated into an overall curriculum plan in a variety of subject matter areas
- Present selected nutrition education concepts in an interesting and entertaining way to a group of students in a classroom setting
- Assess the achievement of learning objectives for the audience
- Evaluate his/her own effectiveness as a nutrition educator

### How will attainment of competency be assessed?

- Achievement of learning objectives by the audience in the classroom using an assessment strategy developed by the dietetic student
- Evaluation of the dietetic student's presentation by the classroom teacher and/or preceptor
- Degree of achievement of the dietetic student's personal objectives

### What is the student expected to submit?

- Personal objectives for this experience along with assessment of whether these were achieved
- Lesson plan and evaluation summary of student learning in the classroom
- Assessment of dietetic student's performance by the classroom teacher

### Who will evaluate the student's performance and communicate the evaluation?

- Classroom teacher
- Preceptor/school nutrition program director



## Classroom Teaching and Curriculum Development

ACEND Competency CRD 1.1, CRD 1.2, CRD 2.2, CRD 2.3, CRD 2.4,  
CRD 2.5, CRD 2.8, CRD 2.10, CRD 3.2, CRD 3.3, CRD 3.4, CRD 4.5  
NFSMI Competency 4.1, 5.3, 6.2, 6.3

### Factors to consider in evaluating this assignment:

- Student's ability to effectively and appropriately teach nutrition concepts to the selected students with methods appropriate for age, background knowledge, the setting, etc.
- Ability to plan, self-direction and organizational skills
- Presentation of accurate nutrition information
- Dietetic student's ability to "read the audience" and respond appropriately
- Quality of lesson plan, handouts, visuals, evaluation instruments
- Interaction with classroom instructor
- Interaction with students
- Ability to self evaluate regarding achievement of personal objectives

### Length of time for this activity:

- 1 week

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- No



## Classroom Teaching and Curriculum Development

ACEND Competency CRD 1.1, CRD 1.2, CRD 2.2, CRD 2.3, CRD 2.4,  
CRD 2.5, CRD 2.8, CRD 2.10, CRD 3.2, CRD 3.3, CRD 3.4, CRD 4.5  
NFSMI Competency 4.1, 5.3, 6.2, 6.3

### Describe the activity. Step by step, what should the student do?

1. In conjunction with his/her preceptor, develop personal learning objectives related to this assignment.
2. In conjunction with a designated classroom teacher, determine the nutrition education concepts to be taught and discuss appropriate teaching strategies.
3. Develop a lesson plan which includes objectives, procedures, and evaluation instruments/methods and review these with the classroom teacher.
4. Present the nutrition education lesson.
5. Assess attainment of objectives by students in the classroom.
6. Debrief with the classroom teacher after the presentation to discuss strengths and areas for improvement.
7. Assess attainment of personal objectives for this experience with the preceptor.

### Pertinent References or Resources:

- Materials needed for lesson plan development; will vary depending on audience and topic to be presented.
- Teaching Kids about Nutrition by School Nutrition Association (SNA) – can be accessed online at <http://www.schoolnutrition.org>



## Nutrition Education for Sports Teams

**ACEND Competency CRD 1.1, CRD 1.2, CRD 1.4, CRD 2.2, CRD 2.3, CRD 2.5, CRD 2.8, CRD 2.10, CRD 3.2, CRD 3.3, CRD 3.4, CRD 4.10**  
**NFSMI Competency 1.4, 1.5**

### **Prerequisite Knowledge:**

- Sports nutrition
- Familiarity with sports drinks and other popular supplements used by athletes

### **At the completion of this activity, the student will be able to:**

- Develop and present a nutrition presentation for middle/junior high or high school athletes

### **How will attainment of competency be assessed?**

- Preceptor evaluation
- Coach and athlete evaluation of student dietitian's presentation

### **What is the student expected to submit?**

- Presentation outline and any handouts or visual aids used
- Written report including summary of evaluation ratings and student self-assessment

### **Who will evaluate the student's performance and communicate the evaluation?**

- Preceptor/school nutrition program director and coach(es)

### **Factors to consider in evaluating this assignment:**

- Student's interaction with the coach(es) in planning and executing the project
- Quality of the presentation
- Student's ability to answer questions and/or provide follow-up information
- Student self-assessment

### **Length of time for this activity?**

- Presentation Development : 1 week
- Presentation: 1 hour maximum

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- No



## Nutrition Education for Sports Teams

ACEND Competency CRD 1.1, CRD 1.2, CRD 1.4, CRD 2.2, CRD 2.3,  
CRD 2.5, CRD 2.8, CRD 2.10, CRD 3.2, CRD 3.3, CRD 3.4, CRD 4.10  
NFSMI Competency 1.4, 1.5

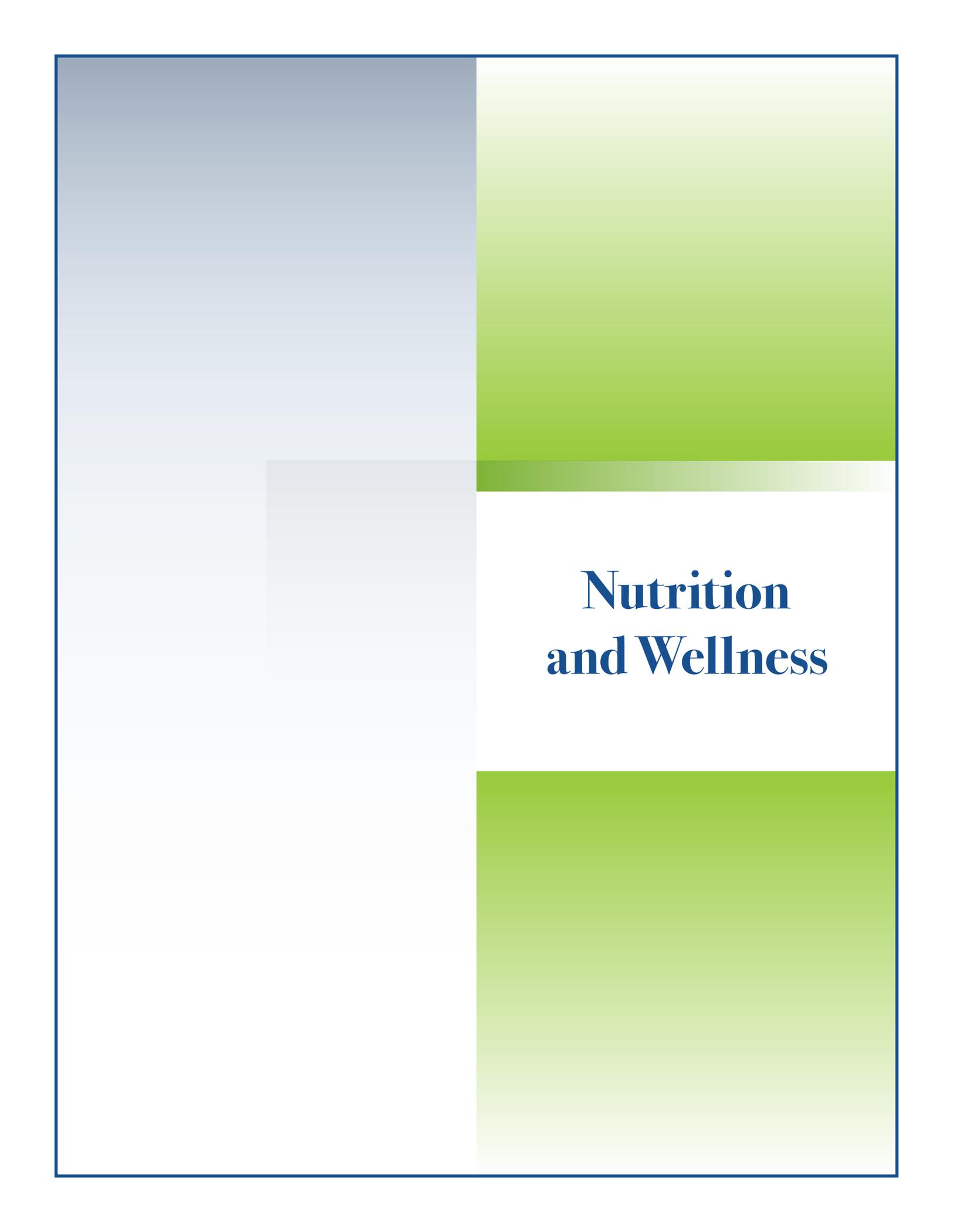
### Describe the activity. Step by step, what should the student do?

1. Talk with a coach in the school about nutrition education needs of his/her student athletes. Have some possible topics ready to discuss with the coach.
2. Find out specifics about the team so the presentation will be focused appropriately.
3. Use AND's Sports Nutrition Resources to create an appropriate presentation, including how the information and subsequent behavior change will help them better achieve their individual and team goals.
4. Create an evaluation form for the athletes and coaches to use in evaluating the presentation.
5. If permitted, give the presentation and ask the athletes and coaches to evaluate your performance.
6. Write a 1-page report evaluating this learning experience. What was effective and what would you do differently in the future?

### Pertinent References or Resources:

- Sports Nutrition Resources from the Academy of Nutrition and Dietetics (AND)  
<http://www.eatright.org/Public/content.aspx?id=5527>



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**Nutrition  
and Wellness**

## Wellness

**ACEND Competency CRD 1.1, CRD 1.2, CRD 1.3, CRD 1.4, CRD 1.5,  
CRD 2.1, CRD 2.5, CRD 2.10, CRD 2.11, CRD 3.3, CRD 4.3, CRD 4.6  
NFSMI Competency 1.1, 4.1, 4.3, 5.3, 6.2, 6.3, 7.2, 10.1**

### **Prerequisite Knowledge:**

- Local wellness policy information
- Regulations regarding wellness programs from the child nutrition reauthorization

### **At the completion of this activity, the student will be able to:**

- Participate meaningfully on a wellness committee
- Make recommendations for wellness activities to fulfill the district's wellness policy

### **How will attainment of competency be assessed?**

- Discussion with school nutrition program director and/or individual responsible for wellness policy implementation
- Assessment of written report, if applicable

### **What is the student expected to submit?**

- Notes from meeting(s)
- Policy recommendation(s)
- Assessment report of local wellness policy

### **Who will evaluate the student's performance and communicate the evaluation?**

- Preceptor/school nutrition program director

### **Factors to consider in evaluating this assignment:**

- Student's grasp of legislation mandating wellness policy
- Objective critique of local wellness policy
- Feasible suggestions for new activities or other ways of fulfilling the local wellness policy
- Understanding of goals of local wellness policy and barriers to implementation or success

### **Length of time for this activity:**

- 2 weeks

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- No



## Wellness

**ACEND Competency CRD 1.1, CRD 1.2, CRD 1.3, CRD 1.4, CRD 1.5,  
CRD 2.1, CRD 2.5, CRD 2.10, CRD 2.11, CRD 3.3, CRD 4.3, CRD 4.6  
NFSMI Competency 1.1, 4.1, 4.3, 5.3, 6.2, 6.3, 7.2, 10.1**

### **Describe the activity. Step by step, what should the student do?**

1. View the National Food Service Management Institute's satellite seminar (10/18/05) on local school wellness policies at <http://www.nfsmi.org/ResourceOverview.aspx?ID=86>.
2. Review the local wellness policy.
3. Attend a wellness program committee meeting.
4. Assess the level of implementation of the wellness policy.
5. If possible, participate in an initiative being promoted by the wellness committee.
6. If you do not have the opportunity to participate in an initiative, critique the policy and write a 1-2 page report assessing the policy, its implementation, activities and successes.

### **Pertinent References or Resources :**

- Local wellness policy requirements
- Child Nutrition Reauthorization  
<http://www.schoolnutrition.org/Content.aspx?id=2402>
- School Nutrition Association Web site resources
  - "Local Wellness Policies Frequently Asked Questions"  
<http://www.asfsa.org/Content.aspx?id=2190&terms=Wellness>
  - "Sample Wellness Policies"  
<http://www.asfsa.org/Content.aspx?id=2166>
  - "Local School Wellness Policies Resources"  
<http://www.asfsa.org/Content.aspx?id=2168&terms=Wellness>



## Nutrition Promotion

**ACEND Competency CRD 1.1, CRD 1.2, CRD 1.3, CRD 1.4,  
CRD 1.5, CRD 2.3, CRD 2.4, CRD 2.8, CRD 2.10, CRD 3.2, CRD 3.3,  
CRD 4.1, CRD 4.4, CRD 4.6, CRD 4.8, CRD 4.10  
NFSMI Competency 1.4, 1.5, 10.1**

### **Prerequisite Knowledge:**

- Basic nutrition, knowledge of basic marketing techniques, good communication skills

### **At the completion of this activity, the student will be able to:**

- Organize an event to promote good nutrition

### **How will attainment of competency be assessed?**

- Teacher and/or preceptor evaluation
- Child or adult (audience) evaluation

### **What is the student expected to submit?**

- The plan with goals, objectives, activities and plan to assess achievement of goals
- Promotional materials
- Photographs of the event
- Any feedback obtained from participants
- Summary of what was learned in this experience

### **Who will evaluate the student's performance and communicate the evaluation?**

- Preceptor/school nutrition program director

### **Factors to consider in evaluating this assignment:**

- Student's ability to plan and organize an event, working effectively with a team to achieve goals
- Feedback from participants
- Effectiveness of activity in achieving stated goals and objectives

### **Length of time for this activity:**

- Coordination and planning of activity: 1-2 weeks
- Conducting event: 1 hour to 1 day

### **Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.**

- No



## Nutrition Promotion

**ACEND Competency CRD 1.1, CRD 1.2, CRD 1.3, CRD 1.4,  
CRD 1.5, CRD 2.3, CRD 2.4, CRD 2.8, CRD 2.10, CRD 3.2, CRD 3.3,  
CRD 4.1, CRD 4.4, CRD 4.6, CRD 4.8, CRD 4.10  
NFSMI Competency 1.4, 1.5, 10.1**

### **Describe the activity. Step by step, what should the student do?**

1. Meet with the school nutrition program director to develop an idea for a nutrition promotion event.
2. Develop a plan with goals and objectives, coordinating the event with the school's menu or with other activities in the school.
3. Create promotional materials.
4. Coordinate and train a team to put on the event, if required.
5. Conduct the event. Take photographs or otherwise document the event and participants.
6. Write a summary about the event, what was successful, and what you would do differently next time. (Examples: Bulletin boards promoting whole grains; booth at the school health fair, or planning and execution of an event for National Nutrition Month, etc.)

### **Pertinent References or Resources:**

- Materials will vary depending on audience and topic to be presented



## Medical Nutrition Therapy in Schools

ACEND Competency CRD 1.1, CRD 1.2, CRD 1.4, CRD 2.1, CRD 2.2,  
CRD 2.4, CRD 2.7, CRD 2.8, CRD 2.10, CRD 3.1, CRD 3.2, CRD 3.3  
NFSMI Competency 3.1, 3.2, 6.3, 7.1, 7.2, 9.1

### Prerequisite Knowledge:

- Knowledge of advanced nutrition, modified diets, medical nutrition therapy, life cycle nutrition, especially pediatric exchange lists

### At the completion of this activity, the student will be able to:

- Discuss the impact of a doctor's order for a modified diet for a student in the school system including implications for the foodservice operation and staff, classroom teachers, the school nurse, other students, etc.
- Explain how modified diet prescriptions are handled within the system
- Discuss with the parent(s) and/or child what the district is doing to meet their specific dietary needs
- Demonstrate collaboration with other professionals including the school nurse, MD, parent(s), teachers, school nutrition professionals
- Using Nutrition Care Process (NCP), create an Assessment, Diagnosis, Intervention, Monitoring and Evaluation (ADIME) note to document the nutrition care for the child
- Coordinate with foodservice staff in assuring all appropriate steps are followed

### How will attainment of competency be assessed?

- Preceptor/school nutrition program director evaluation
- Child and/or parent evaluation of interaction with dietetic student
- Faculty supervisor will assess completeness and accuracy of the ADIME note

### What is the student expected to submit?

- Any menu/diet created for the child
- Any written education materials developed
- Example of ADIME note
- Nutritional analysis (as appropriate) for menus/recipes utilized

### Who will evaluate the student's performance and communicate the evaluation?

- Preceptor/school nutrition program director in consultation with school nurse, parents or other professionals who worked with the student



## Medical Nutrition Therapy in Schools

ACEND Competency CRD 1.1, CRD 1.2, CRD 1.4, CRD 2.1, CRD 2.2,  
CRD 2.4, CRD 2.7, CRD 2.8, CRD 2.10, CRD 3.1, CRD 3.2, CRD 3.3  
NFSMI Competency 3.1, 3.2, 6.3, 7.1, 7.2, 9.1

### Factors to consider in evaluating this assignment:

- Student's knowledge of the diagnosed condition prompting the need for modified diet order
- Student's ability to discuss how this order affects the school nutrition system
- Accuracy of ADIME note
- Professionalism in discussions with school nurse, teacher(s), parent(s), the child, foodservice staff
- Realistic suggestions for diet modification
- Quality of materials developed

### Length of time for this activity?

- Varies depending on urgency and complexity of the individual situation

### Is this activity a prerequisite experience to a higher level supervised practice activity? If so, describe.

- Capstone management experience in school nutrition program



## Medical Nutrition Therapy in Schools

ACEND Competency CRD 1.1, CRD 1.2, CRD 1.4, CRD 2.1, CRD 2.2, CRD 2.4, CRD 2.7, CRD 2.8, CRD 2.10, CRD 3.1, CRD 3.2, CRD 3.3  
NFSMI Competency 3.1, 3.2, 6.3, 7.1, 7.2, 9.1

### Describe the activity. Step by step, what should the student do?

1. Review pertinent reference material.
2. Spend time with school nurse and review records of students on modified diets. Discuss the process of communication with all parties involved and pertinent documentation.
3. If appropriate, create education materials (written or verbal) for a child on a modified diet.
4. Plan a school menu which has been modified to meet a child's modified diet prescription.
5. Spend time with foodservice staff discussing (or actually seeing) how the modified diet is accomplished.
6. Document education and care delivered for a real or hypothetical case.
7. Discuss with preceptor about the overall experience and the impact on the school nutrition system.

### Pertinent References or Resources:

- Accommodating Children with Special Dietary Needs in the School Nutrition Program: Guidance for School Food Service Staff (USDA)  
[www.fns.usda.gov/cnd/guidance/special\\_dietary\\_needs.pdf](http://www.fns.usda.gov/cnd/guidance/special_dietary_needs.pdf)
- National Food Service Management Institute's (NFSMI) *Handbook for Children with Special Food and Nutrition Needs*  
[www.nfsmi.org/documentlibraryfiles/PDF/20111019090741.pdf](http://www.nfsmi.org/documentlibraryfiles/PDF/20111019090741.pdf)
- NFSMI's BLT Module on *Meeting Children's Special Food and Nutrition Needs in Child Nutrition Programs*  
[www.nfsmi.org/ResourceOverview.aspx?ID=89](http://www.nfsmi.org/ResourceOverview.aspx?ID=89)
- Academy of Nutrition and Dietetics (AND) *Pediatric Nutrition Care Manual/AND Nutrition Care Manual*
- Information on Individualized Education Plans (IEPs)
- Diet prescribed for student(s)
- Pertinent school policies and procedures
- School nurse
- Diet Manual from the state or locality



## SECTION III

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**Resources**

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# Resources

There are multiple sources of information available to assist dietetic education program directors and school nutrition program directors in providing students the materials they need to complete meaningful assignments in the school setting.

## Page 100

The National Food Service Management Institute (NFSMI) has an abundance of resources online that provide a wealth of resources available at [www.nfsmi.org](http://www.nfsmi.org).

- Documents
- Satellite seminars/teleconferences
- Demonstrations of culinary techniques
- Breakfast/Lunch Training (BLT) Modules

## Page 115

The School Nutrition Association (SNA) provides promotional tools online for school nutrition programs and other reference material available at [www.schoolnutrition.org](http://www.schoolnutrition.org).

The peer-reviewed journal, *The Journal of Child Nutrition & Management*, also provides similar resources, available online at <http://docs.schoolnutrition.org/newsroom/jcnm/>.

## Page 117

The United States Department of Agriculture Food and Nutrition Service (USDA, FNS) Team Nutrition provides a wide variety of resources which students may find helpful as they complete projects.

The following section provides descriptions and links to some of these resources. This list is only a sampling of the many resources available.



# National Food Service Management Institute Resources

## Satellite Seminars (located under NFSMI Resource Center)

All of these satellite seminars are applicable to school foodservice. Each seminar can be viewed over the internet as a video with a corresponding PDF handout. Most videos have Spanish captions if needed. Viewers can receive continuing education credits if they opt to view the satellite seminar through the online learning system.  
<http://www.nfsmi.org/Templates/TemplateDivision.aspx?qs=cELEPTQx>

### ***Coach Employees: Will You Make a Difference?***

This satellite seminar video identifies the coaching relationship as a partnership that will ultimately increase productivity of the employee, the team, and the child nutrition program. Emphasizes USED model, a 4-step method of training: Understanding, Showing, Experiencing, and Doing the task.

### ***Conflict and Challenge in the Workplace***

This satellite seminar video discusses the causes and value of conflict, identifies conflict resolution styles, and examines coping strategies for working with nonproductive behaviors in the workplace.

### ***Developing a Food Safety Program Using the Process Approach***

This satellite seminar discusses how to develop a written school food safety program that follows the food safety guidelines established by the USDA.

### ***Emergency Management***

As a school nutrition professional, you must respond immediately when there is an emergency in your operation. Are you prepared? Do you have a written emergency management plan in place? Emergencies come in many forms and degree of severity, so it's important to develop a flexible plan that can be easily adapted to any situation. By using the information presented in this program, you will be ready to develop a written plan that will help you and your staff manage emergencies in your foodservice operation.

### ***Emergency Readiness Teleconference***

This satellite teleconference video addresses possible disruptions that may hinder a foodservice operation and identifies six important steps to consider when developing an emergency readiness plan. Encourages foodservice professionals to develop an action plan before a disaster strikes.



# National Food Service Management Institute Resources

## ***Local School Wellness Policy: A Team Approach***

This satellite teleconference provides the child nutrition professionals and other key players in the school and community an opportunity to hear the school wellness policy information.

## ***Procurement Education and Training***

This satellite teleconference video provides basic information about the purchasing process and the importance of training. A key message is the importance of administrative decision-making based on assessment of individual program and training needs. Expert panelists identified the steps of the procurement process for child nutrition programs; described successful methods used in procurement training; compared similarities and differences of training needs for a variety of audiences including child care; discussed improvements in a school district that acquired procurement training; and identified examples of available training programs and resources.

## ***School Breakfast: A Smart Way to Start the Day***

This satellite seminar video discusses the link between eating breakfast and classroom success. The video defines the following: USDA reimbursable breakfast, identifies new menu ideas, describes creative ways to market the School Breakfast Program, and suggests ideas for promoting breakfast. Includes an 8-minute *Start Smart - Do Breakfast Every Day* video (also available separately) to use in promoting the breakfast program to administrators, teachers, and community groups.

## ***Special Needs in Child Nutrition Programs***

This satellite seminar is designed to help school foodservice professionals meet the challenges of serving all children nutritious meals at school. Based on NFSMI's *Handbook for Children with Special Food and Nutrition Needs*, the satellite seminar presents ideas for dealing with the following: different disabilities, chronic health conditions, food allergies, and emphasizing being a team player within the school setting.

## ***Summer Food Service Programs: Planning for Next Summer***

This satellite teleconference video addresses issues on starting Summer Food Service Programs. It discusses the following: roles and responsibilities, budgetary concerns, marketing ideas, and mentoring.



# National Food Service Management Institute Resources

## *USDA Foods, America's Finest*

This satellite seminar looks at the USDA Food Program and how this program helps to provide high quality and nutritious foods to the schools. Go back to the early days when donated surplus foods helped feed a nation in the middle of a severe depression and how today's USDA Food Programs continue to provide nutrition assistance throughout the country. During this program, school nutrition professionals and USDA professionals share their knowledge and experiences with USDA foods.

## *Valuing Differences in the Workplace*

This satellite seminar video discusses the dynamics of culture in the United States, its influence on the workplace, and the skills that are necessary to open lines of communication while fostering understanding of others.

## **Culinary Techniques (located under NFSMI Resource Center)**

### *Culinary Techniques for Healthy School Meals*

This presents step-by-step food preparation techniques to produce healthy and delicious school meals. Culinary Techniques provides 16 print lessons and 51 video lessons to use in training. Six online courses are available for earning continuing education credits. The video lessons feature chefs from the Culinary Institute of America demonstrating step-by-step food preparation methods. The programs highlight the *USDA Recipes for Schools*.

### *Preparing Cookies, Cakes, and Pastries*

This lesson instructs participants on how to improve the quality, variety, appeal, and nutrition profile of cakes, cookies, and pastries served to students. Video techniques include: cookies, cakes, and pastry dough.

### *Preparing Dairy Products*

The objectives of this lesson include improving the quality and appeal of dairy products served to students. Video techniques include: cheese sauce and tips for cooking cheese.

### *Preparing Dry Beans and Peas*

Dry beans and peas are good sources of vegetable protein and fiber, and they serve as meat alternatives in school menus. Learn to improve the quality, variety, and appeal of dry beans and peas in this lesson. Video techniques include: dry beans quick soak and overnight soak, and canned beans.



# National Food Service Management Institute Resources

## *Preparing Eggs*

Eggs and egg dishes must be prepared just-in-time for service to be at their best. Learn techniques to improve the quality and appeal of this meat alternative. Video techniques include: hard cooked eggs and scrambled eggs.

## *Preparing Fruits*

This lesson demonstrates how to prepare fruits in the school nutrition environment that will improve their quality, variety, and appeal. Video techniques available include: preparing fruits, fruit side dishes, baked fruit, and fruit sauces.

## *Preparing Meats, Poultry, and Fish*

Learn culinary techniques for cooking meat, poultry, and fish to produce a safe and appealing product for students. This lesson describes ways to cook these items to reduce fat. Video techniques include: roasting and baking, sautéing, and braising and stewing.

## *Preparing Pasta, Rice, and Grains*

The main ideas in this lesson include the fact that pasta, rice, and grains can be used in main dishes, side dishes, soups, or desserts. Video techniques included: boiling pasta, cooking rice, and simmering grains.

## *Preparing Quick Breads*

Learn how quick breads play an important role in a healthy diet. A main idea included in this lesson is that two main culinary techniques used to make quick breads are the muffin and biscuit methods. Video techniques include: quick breads – muffins and biscuits.

## *Preparing Salads*

Learn to prepare quality salads that maintain their freshness and nutrients. This lesson describes salad terms, the basic types of salads, and how to use a French knife. Video techniques available include: salad prep, green salads, fruit salads, vegetable salads, potato salad, pasta and grain salads, legume salads, protein salad, composed (arranged) salad, blanching vegetables, and the chef's knife.

## *Preparing Sandwiches*

Learn ways to add variety to this versatile and delicious food. Whole-grain breads will provide important vitamins, minerals, fiber, and other nutrients to sandwiches. Video techniques include: Sandwich prep, cold sandwiches, wraps, pocket sandwiches, and toasted sandwiches.



# National Food Service Management Institute Resources

## *Preparing Sauces*

Sauces are flavorful liquids used to enhance the taste and appearance of other foods. Learn the three basic kinds of ingredients in most sauces and how to prepare them so that they are healthy and appealing additions to the menu. Video techniques include: Making a roux, making a slurry, salsa, and vegetable sauces.

## *Preparing Soup*

Learn the many ways to prepare and serve flavorful soups that are tasty and appealing. Video techniques include: Clear and thick soup.

## *Preparing Vegetables*

Learn how to prepare nutritious vegetables for your school nutrition program. This lesson describes steaming, stir-frying, and roasting vegetables. Seasoning ideas help to reduce the use of salt, butter, and margarine in vegetable preparation. Video techniques available include: vegetable prep, steaming vegetables, stir-frying vegetables, oven-baked fries, and roasting vegetables.

## *Preparing Yeast Breads*

The main ideas in this lesson include the special job that each ingredient in a yeast bread recipe has to do. Learn the straight-dough method that is a step-by-step way to prepare breads that meet quality standards. Video techniques include: yeast rolls, straight dough method.

## *Seasonings*

The creative use of seasoning can enhance flavor and create new recipes. Learn the basic types of seasonings along with the general rules to follow when using seasonings. Video techniques include: seasoning selection and storage, seasoning usage and enhancing flavors.



# National Food Service Management Institute Resources

## Web Seminars (located under NFSMI Resource Center)

### *Carbohydrate Counting for School Food Service Professionals*

This webinar addresses the following topics:

- Brief explanation of diabetes
- Overview of diabetes meal planning tools
- Basics of carbohydrate counting
- Methods to find carbohydrate content
- Carbohydrate counting in the school setting
- Ways to communicate information about carbohydrate counts

### *Communicating in the Kitchen*

This webinar will discuss how improved communication can make a stronger professional team. Participants will learn about the importance of giving and receiving constructive criticism and the methods of effective communication. The webinar will also address the importance of listening and following instructions.

### *Contributing to the Team*

This webinar is designed to help school nutrition assistants learn ways they can contribute to the success of their team. The team building topics addressed are: demonstrating the willingness to help out, avoiding problem situations, intervening to avoid conflicts, and mentoring new employees.

### *Cooks for Kids Webinar*

This webinar will provide an overview of Cooks for Kids, highlighting best practices of innovative school nutrition programs across the country. Learn how you can use the healthy food messages presented in Cooks for Kids to help tell what you are doing in your school nutrition program to improve the overall health of children.

### *Creating an Active, Healthy Environment*

This seminar will focus on designing an environment for children which invites discovery learning in the areas of both nutrition and activity/movement. Child care providers will take-away several ideas for setting up play centers which encourage children to make healthful food choices.



# National Food Service Management Institute Resources

## ***Financial Management #1***

This webinar covers how to use financial reports that are consistent with federal and state guidelines to achieve a financial management system that supports a cost effective program with nutritional integrity. It will focus on using financial information to manage school nutrition programs and covers financial reports. The NFSMI Financial Management Information System model will be introduced.

## ***Financial Management #2***

The purpose of this webinar is to assist school nutrition professionals in interpreting financial information for program analysis and evaluation. The discussion will include guidelines for setting meal prices, calculating the cost to produce a meal equivalent, and determining the percentage of operational cost to total revenue earned.

## ***Financial Management #3***

The purpose of this webinar is to present how to use financial information as a tool to improve program operations and accountability. Determining labor cost factors and food cost factors are covered. Budget analysis including using the budget to set goals and using the budget as a control document is covered.

## ***Fueling the School-Aged Athlete - Healthy Eating Score!***

This webinar will provide information on how children engaged in athletics can meet fuel and nutrient needs for activity and growth. Fueling the School-Aged Athlete Fact Sheets will be introduced. Tips on healthy food choices and suggestions about eating and drinking before, during, and after exercise will be covered.

## ***Helping Child Nutrition Professionals Communicate Effectively with Families of Special Needs Children***

The topics discussed in this webinar included:

- The importance and types of communication
- New ideas for improving existing communications with families
- Methods of conflict resolution
- Child nutrition case presentations

## ***Nutrition 101: A Taste of Food and Fitness - An Overview of The BLT Series***

This webinar introduces the Breakfast/Lunch Training (BLT) and the eight topic lessons currently available. The training would cover the objectives of each lesson and information specific to each topic to help participants gain an overall view of the BLT content.



# National Food Service Management Institute Resources

## ***Nutrition 101: A Taste of Food and Fitness - Implement for Success***

This webinar will present ways to present the BLT through a variety of staff in service options: 1 lesson per week for 8 weeks, 1 topic per month for a school year, 1 partial day in service option, and 1 full day in service option. Each option will include tips and ideas for making the most of the training time and facilities available. Learner-center training tips will be included in tips and ideas.

## ***Nutrition 101: A Taste of Food and Fitness - Make the Most of This Resource***

The Nutrition 101: A Taste of Food and Fitness is a great training tool for school foodservice personnel. But the resources in the BLT can be used in a variety of ways every day in school foodservice operations! This webinar will focus on innovative ways to extend the messages for Nutrition 101 into:

- School cafeteria
- Classroom
- Wellness committee
- Staff development at all levels of the school district
- Local community

## ***Nutrition 101: A Taste of Food and Fitness - Preparing to Facilitate the BLT***

This webinar will guide the participants through the components of each lesson set to increase familiarity and for those participants with less experience, their comfort level with the BLT layout, design, and resources.

## ***Playing, Learning, and Growing. Overview of Early Childhood Education***

Playing, Learning, and Growing: Fun Food Activities that reinforce health messages - overview of early childhood education and how food activities such as cooking, gardening, games, and role playing can contribute to learning and health; examples of activities to incorporate into their child care curriculum.

## ***Review of the Guidelines for Treatment and Prevention of Childhood Obesity and What Child Nutrition Professionals Can Do***

During this webinar a review of the expert committees' recommendations for treatment and prevention of childhood obesity and resources that can be used in school systems will be provided.



# National Food Service Management Institute Resources

## *Serving Safe Food in Child Care, Lesson 1: Clean*

This webinar will focus on procedures for cleaning and sanitizing food contact surfaces, dishes, and equipment during food preparation to reduce risks of foodborne illness. It will also cover personal hygiene and handwashing.

## *Serving Safe Food in Child Care, Lesson 2: Separate*

This webinar will focus on controlling contamination of foods by separating products. It will also cover appropriate storing techniques for food and chemicals.

## *Serving Safe Food in Child Care, Lesson 3: Cook*

This webinar will focus on how to cook foods safely to reduce risk of foodborne illness. It will cover thermometer use and calibration, appropriate internal temperatures for foods, and a process for reheating foods.

## *Serving Safe Food in Child Care, Lesson 4: Chill*

This webinar will focus on maintaining food temperatures at storing, preparing, and cold holding of food to reduce time spent in the temperature danger zone. It will also cover cooling of food and handling leftovers.

## *Special Foods for Special Kids*

In response to the growing concern about food allergies in schools, this one-hour webinar covers the following topics:

- Current laws governing special diet needs in schools
- Food allergies
- Non-allergic special diet needs
- Special diet management team
- Daily management
- Possible funding sources

## *The Importance of Leadership in Team Building*

This webinar will discuss an important tool for building a professional team: providing leadership as a member of the school community. Ethics and the importance of continued training will be addressed. Participants will also learn about cooperative and effective leadership and working with varied populations.



# National Food Service Management Institute Resources

## *Using Children's Storybooks as a Basis for Nutrition Education*

There are many quality children's story books that provide food, nutrition, and health messages. This seminar will offer numerous examples of how to use storybooks as the basis of health and nutrition education lessons.

## *Using Exchange Lists for Students with Diabetes in School Food Service*

During this webinar you will learn about: the definition of diabetes, foodservice roles in students with diabetes, types of diabetes meal plans, explanations of Exchange Lists for diabetes, and the application for foodservice.

## *Update on Inborn Errors of Metabolism*

This webinar will define inborn errors of metabolism, describe the treatment of various inborn errors of metabolism, define the appropriate treatment of these various disorders, explain how to recognize the role of school foodservice, and will provide resources for products and information on inborn errors of metabolism.



# National Food Service Management Institute Resources

## Supplemental NFSMI Resources

### *Breakfast Lunch Training (BLT)*

These resources provide training for school nutrition assistants. Each BLT contains a face to face training resource. Videos are included to reinforce the concepts covered in the lessons. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=330>

### *Child Nutrition Archives*

The NFSMI collects, preserves, and makes available to researchers collections concerning the history of U.S. child nutrition programs. The archives contain an interactive timeline, an oral history project, photograph collections, manuscript collections, online exhibitions, and poster exhibits. Available at <http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cEIEPTQ>

### *Cooks for Kids*

*Cooks for Kids* is a series of satellite training programs from the National Food Service Management Institute that celebrates the fact that healthful food for children can, and should, be served everywhere. NFSMI believes that children should have access to healthful food and be able to make healthy food choices wherever they are - at home, in school, and out in the community. Reversing the childhood obesity epidemic is a shared responsibility. And we know that schools cannot accomplish these goals alone. It will take the commitment of parents, the foodservice industry, the media, and schools working together to reverse the childhood obesity trend. *Cooks for Kids* is a forum to demonstrate how we can work together. Available at <http://www.nfsmi.org/Templates/TemplateDivision.aspx?qs=cEIEPTQz>

### *Financial Management Training*

The purpose of this webinar series is to provide information that will assist school nutrition professionals in using financial reports as a tool to make better financial management decisions. The discussion will include a segment on the importance of using financial reports that are consistent with federal and state guidelines to achieve a cost effective program with nutritional integrity. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=63>

### *USDA Recipes*

USDA recipes for schools and child care settings are available at <http://www.nfsmi.org/Templates/TemplateDivision.aspx?qs=cEIEPTI3MA>



# National Food Service Management Institute Resources

## NFSMI Applied Research Resources

### *Competencies, Knowledge, and Skills for District-Level School Nutrition Professionals in the 21st Century*

The environment in which school nutrition programs operate is more complex and is changing at a faster pace than ever before. The NFSMI, Applied Research Division compiled the functional areas, competencies, knowledge, and skills needed by district-level school nutrition professionals to be successful Trusted Advisors in the 21st Century. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=284>

### *Competencies, Knowledge, and Skills of Effective School Nutrition Assistants/Technicians*

This project focused on the school nutrition assistant/technician who works at the local school cafeteria under the direction of a school nutrition manager. The objectives of this study were to:

- Identify the functional areas, competencies, knowledge, and skills needed by effective school nutrition assistants in the current school nutrition environment.
- Determine at what point the school nutrition assistant should be able to know/perform the knowledge/skill statement, at time of hire or after training.

Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=130>

### *Competencies, Knowledge, and Skills of Effective School Nutrition Managers*

Updated report includes a detailed list of competency, knowledge, and skill statements and a job description for a school nutrition manager. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=131>

### *Competency-Based Performance Appraisals for School Nutrition Managers and Assistants/Technicians*

The purpose of the research was to develop competency-based performance appraisal forms and an accompanying guide for school nutrition managers and assistants/technicians. An effective performance appraisal form should have the following qualities: criteria clearly defining expected performance; a rating scale appropriately reflecting criteria; clear instructions; a user-friendly format; space for comments; and a plan for improvement. For the guide to be useful and comprehensible to school nutrition program practitioners at all levels of responsibility, it should include general and specific guidance customized to school nutrition professionals written in clear and specific language familiar to potential users. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=259>



# National Food Service Management Institute Resources

## ***Continuous Quality Improvement Process Tailored for the School Nutrition Environment***

This Web-based resource has been developed as a guide to the continuous quality improvement (CQI) process using six sequential steps referred to as the Problem Solving Discipline (PSD) Approach, as modified for the school nutrition environment. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=133>

## ***Equipment Purchasing and Facility Design for School Nutrition Programs***

Purchasing foodservice equipment and/or planning new and renovated school nutrition facilities can be one of the most challenging projects school nutrition directors undertake. To be successful, school nutrition directors must provide leadership to making informed decisions and communicate with other professionals involved in the process. This resource will give school nutrition directors a competitive advantage as they approach their equipment purchases and facility design projects as Trusted Advisors. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=273>

## ***Exploring Factors that Affect the School Lunch Experience of High School Students Participating in the National School Lunch Program***

The purposes of this research were to develop surveys to assess the perceptions of high school students regarding their dining experience and to provide a step-by-step guide for administering the surveys, interpreting results, and creating continuous quality improvement action plans to address student concerns. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=323>

## ***High School Student Satisfaction and Non-Participation Survey Guide***

This resource was developed for use by school nutrition professionals as a guide for using “The School Lunch Experience Survey” and “The Non-Participation Survey” to assess the perceptions and satisfaction of high school students regarding their dining experience or their non-participation in the NSLP. It provides step-by-step guides for administering surveys, interpreting results, and creating continuous quality improvement action plans to address student concerns. Available at <http://www.nfsmi.org/documentlibraryfiles/PDF/20090910105833.pdf>

## ***In Classroom Breakfast Programs: Best Practices***

The purpose of this study was to determine the best practices of providing an in-classroom breakfast in schools. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=158>



# National Food Service Management Institute Resources

## ***NFSMI Best Practice Checklist for School Nutrition Professionals Implementing or Assessing Recess Before Lunch in Elementary Schools***

This resource is a Web-based, self-assessment checklist designed for school nutrition professionals implementing or assessing Recess Before Lunch (RBL) in elementary schools. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=302>

## ***NFSMI Best Practice Guide for Increasing High School Student Participation and Satisfaction in the National School Lunch Program***

This resource was developed to assist school nutrition professionals evaluate the operational performance of their school nutrition program based on the best practice areas (Food Quality, Staff, Program Reliability, Marketing and Communications). A baseline assessment is recommended to identify strategies that the school nutrition program can implement or continue to implement for maintaining or increasing high school student participation and satisfaction. The resource also contains a Progress Review form that is designed to measure how effectively the action plan has been implemented. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=328>

## ***NFSMI Best Practice Guide for School Nutrition Professionals Serving the Nutritional Needs of PreK Children***

This guide is designed for school nutrition professionals to assess and monitor the effectiveness of nutritional services provided to PreK children or as a tool for implementing goals and practices for new PreK programs. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=244>

## ***NFSMI Best Practices for Serving Students with Special Food and/or Nutrition Needs In School Nutrition Programs***

This best practice resource is a user-friendly, Web-based self-assessment tool for school nutrition professionals to assess operational issues based on the identified best practices of serving students with special food and/or nutrition needs in school nutrition programs. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=319>

## ***NFSMI Insights***

*NFSMI Insight* is an informational newsletter based on research and educational projects sponsored by the National Food Service Management Institute. This user-friendly publication summarizes the research or project and emphasizes the “so what” by giving practical suggestions that can be used by local child nutrition program directors to enhance their operations. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=122>



# National Food Service Management Institute Resources

## *Ready, Set, Go! Creating and Maintaining a Wellness Environment in Child Care Centers Participating in the CACFP*

The purpose of this project was to identify goals and establish best practices for providing a wellness environment in child care centers based on two practice categories, Resources and Partnerships and Healthy Environment, identified in previous NFSMI research. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=376>

## *Recess Before Lunch in Elementary Schools: Development of a Best Practice Checklist*

The purpose of this study was to determine the best practices (quality indicators) related to recess placement before lunch in elementary schools, to compile a best practice checklist that can be used as an assessment tool for school nutrition programs, and to validate and evaluate the usefulness of the best practice checklist. Available at <http://www.nfsmi.org/ResourceOverview.aspx?ID=303>

## Document Library

Search the NFSMI's Web site for any information on child nutrition and research. Available at <http://www.nfsmi.org/DocumentSearch.aspx>



# School Nutrition Association Resources

## ***Journal of Child Nutrition & Management***

*The Journal of Child Nutrition & Management* features up-to-date research articles on significant issues affecting child nutrition and school foodservice management. Each issue of the *Journal* provides timely and relevant insights into the many challenges and opportunities surrounding child nutrition programs. Information found in the journal facilitates decision-making and serves as evidence of the effectiveness of child nutrition programs. Available at <http://www.schoolnutrition.org/Content.aspx?id=14666>

## ***Preparing School Meals***

Information is provided to assist members to be on the cutting edge of preparing and serving delicious and nutritious meals. Available at <http://www.schoolnutrition.org/Level2.aspx?id=640>

## ***Program Promotion Tools***

School Nutrition Association offers a variety of materials to assist members in promoting school nutrition programs and healthy school meals. These resources can help you identify new marketing opportunities, prepare you for media interviews and provide fresh ideas on ways to educate the community about your work. Available at <http://www.schoolnutrition.org/Content.aspx?id=54>

- National School Lunch Week - The campaign runs from August to October, culminating in National School Lunch Week in October.
- National School Breakfast Week - The campaign runs from January to March, culminating in National School Breakfast Week in March
- Tips for Reaching Out to the Media and Your Community - Documents that provide suggestions on ways to promote your program in the community, guidance for dealing with reporters and other outreach resources. Available at <http://www.schoolnutrition.org/Content.aspx?id=13854>
- Social School Lunch: A How-to Guide on Social Media Available at [http://www.schoolnutrition.org/uploadedFiles/School\\_Nutrition/101\\_News/NewsArchives/SNA\\_News\\_Articles/Social%20Media%20Guide%20for%20SNA%20Members.pdf](http://www.schoolnutrition.org/uploadedFiles/School_Nutrition/101_News/NewsArchives/SNA_News_Articles/Social%20Media%20Guide%20for%20SNA%20Members.pdf)

## ***Researching the School Nutrition Industry***

School Nutrition Association (SNA) investigates the latest trends, factors and issues impacting school nutrition. Their research is designed and conducted to meet needs of members and the general public. SNA also conducts secondary research and literature reviews to monitor the external environmental factors influencing the profession. Available at <http://www.schoolnutrition.org/Content.aspx?id=76>



# School Nutrition Association Resources

## ***Running Your Program***

The SNA provides resources for running a school nutrition program. Resources are available on the following topics: procurement, program accountability, sanitation and food safety, financial management, general management, personnel management, local school wellness policies, summer feeding toolkits, and an afterschool snacking toolkit. Available at <http://www.schoolnutrition.org/Level2.aspx?id=622>

## ***Staff Appreciation and Events***

Caring. Trained. Thoughtful. Professional. Dedicated. These are just a few words that describe today's child nutrition professional. School nutrition employees are the heart of every district's program. Whether it is the district director overseeing the entire program's operations or the employee working the serving line, these people ensure that over 30 million children receive a healthy and nutritious school lunch. SNA offers several staff appreciation events and personal development programs throughout the year. Available at <http://www.schoolnutrition.org/Content.aspx?id=92>

## ***Teaching Kids About Nutrition***

The School Nutrition Association is dedicated to its mission and vision to provide healthful meals and nutrition education to all children. Resources, curriculum, and educational materials are provided to promote healthy lifestyles and lifelong learning. Available at <http://www.schoolnutrition.org/Content.aspx?id=94>



## USDA, FNS Team Nutrition Resources

### ***Eat Smart. Play Hard***

Available at <http://teamnutrition.usda.gov/Resources/eatsmartmaterials.html>

### ***Food Safety***

Available at [http://www.fns.usda.gov/fns/food\\_safety.htm](http://www.fns.usda.gov/fns/food_safety.htm)

### ***Fuel Up to Play 60***

Fuel Up to Play 60 (FUTP 60) is an in-school nutrition and physical activity program that helps students and staff decide how to make their school a healthier place by offering free resources and competitive funding to schools. The Food and Nutrition Service and FUTP 60 have formed a partnership, which recognizes FUTP 60 as a great resource for schools wanting to become HUSSC award winners. Schools who activate FUTP 60 are eligible to apply for FUTP 60 Funds, worth up to \$4,000, for improving school nutrition and physical activity. Available at <http://teamnutrition.usda.gov/HealthierUS/futp60.htm>

### ***Graphics Library***

Graphics for *Team Nutrition*, *MyPlate*, *MyPyramid for Kids*, and *Eat Smart. Play Hard*. Available at <http://teamnutrition.usda.gov/graphics.html>

### ***HealthierUS School Challenge***

The HealthierUS School Challenge (HUSSC) is a voluntary initiative established in 2004 to recognize those schools participating in the National School Lunch Program that have created healthier school environments through promotion of nutrition and physical activity. Application materials, promotional materials and tips from award winners are among the resources found on this site. Available at <http://teamnutrition.usda.gov/healthierUS/index.html>

### ***Join the Team***

Explains how a school can become part of Team Nutrition, the behavior-focused strategies of Team Nutrition, the online enrollment form, database of participating schools and other related links and resources. Available at <http://teamnutrition.usda.gov/team.html>

### ***MyPlate for Kids: Make Half Your Plate Fruits and Vegetables***

This poster shows how to make a student's tray and/or plate half fruits and vegetables at school, eating out, and at home. Teachers and school foodservice professionals will find this poster helps students visually understand how to make half their plate fruits and vegetables. Available at [http://teamnutrition.usda.gov/Resources/myplate\\_halfplateposter.html](http://teamnutrition.usda.gov/Resources/myplate_halfplateposter.html)



## USDA, FNS Team Nutrition Resources

### ***Research – Child Nutrition Programs***

Available at <http://www.fns.usda.gov/ora/MENU/Published/CNP/cnp.htm>

### ***Resources A to Z***

A comprehensive listing of all the resources available through Team Nutrition to schools and child care facilities participating in Federal child nutrition programs. References are divided by audience: Foodservice professionals, educators, parents, child care providers. Resources available in Spanish are also listed. Available at <http://teamnutrition.usda.gov/library.html>

### ***Team Nutrition Training Grants***

Resources include the Grant Writing 101 Webinar, grant summaries, state developed materials and resulting efforts of grant recipients. Available at <http://teamnutrition.usda.gov/grants.html>



## **SECTION IV**



# **Accredited Dietetic Internships Sponsored by School Nutrition Programs**

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## Accredited Dietetic Internships Sponsored by SNPs

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The Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics is the accrediting agency for education programs that prepare students for careers as registered dietitians (RD) or dietetic technicians, registered. Programs are accredited by demonstrating via a self-study process and through a site visit from ACEND that the program is meeting the 2012 Core Competencies for the RD. Available at <http://www.eatright.org/ACEND/content.aspx?id=7877>

Programs must provide a minimum of 1,200 hours of supervised practice experience to achieve the Core Competencies for the RD.

After completion of the supervised practice experience, individuals are eligible to sit for the national Registration Examination for Dietitians of the Commission on Dietetic Registration. Test specifications for the RD examination may be retrieved from <http://cdrnet.org/certifications/rddtr/specificationseffjan12012.cfm>

The following accredited dietetic internships are sponsored by school districts or state agencies. These programs cooperate with hospitals, long-term care facilities, public health departments or other agencies to provide the required experiences not available in a school nutrition setting.

### ALABAMA STATE DEPARTMENT OF EDUCATION MONTGOMERY, AL

Available at <http://www.alsde.edu/html/sections/documents.asp?section=53&sort=87&footer=sections>

- Accepts two interns per year
- The program has an emphasis in foodservice systems management in child nutrition programs (12 week rotation) and also provides interns with a well-rounded foundation in dietetics through rotations in a variety of dietetics practice settings.
- Internship begins in August and is a full-time, nine-month program with 1,280 hours of supervised practice experience.
  - Orientation – 1 week
  - Foodservice management – 12 weeks
  - Clinical nutrition – 10 weeks
  - Community nutrition – 6 weeks
  - Experience in state agency office – 2 weeks
  - 80 hours of special project determined by the intern and the internship director



## **PARADISE VALLEY UNIFIED SCHOOL DISTRICT PHOENIX, AZ**

Available at <http://www.azdieteticprograms.org/programinfo.cfm?PID=100050>

- Accepts six interns per year
- Program is an 8½ month, full-time (40 hours per week) program beginning in early March and ending in mid-November.
- Program provides a total of 1,440 supervised practice hours with an emphasis in foodservice systems management.
- Affiliates of this program include an additional school district (Washington Elementary School District). Clinical and community affiliates include John C. Lincoln Hospital, Banner Healthcare, and the Arizona Department of Health Services.

## **SARASOTA SCHOOL DISTRICT OSPREY, FL**

Available at <http://www.sarasotacountyschools.net/departments/fns/default.aspx?id=1628>

- Accepts four interns per year
- Seventeen-week school nutrition program rotation (including four weeks of staff experience)
- Utilizes three school districts
- Five weeks of school nutrition education activities (including two weeks of staff experience)

## **FLORIDA DEPARTMENT OF AGRICULTURE AND CONSUMER SERVICES TALLAHASSEE, FL**

Available at <http://www.freshfromflorida.com/divisions/fnw/internship.html>

- Accepts two to three interns per year
- Internship areas of concentration are USDA child nutrition programs and school foodservice management
- Program length is nine months, September through May
  - Clinical nutrition – 13 weeks
  - Foodservice – 8 weeks
  - Community – 16 weeks



## UTAH STATE UNIVERSITY LOGAN, UT

Available at <http://dietetic.internship.usu.edu/>

- Accepts approximately 60 interns per year. Ten interns within the state of Utah and 45-50 “distance” interns around the United States who have arranged approved supervised practice experiences in their own communities under the supervision of Utah State University.
- 31 week program
  - Orientation – one week
  - Foodservice management – 11 weeks
    1. Purchasing inventory
    2. Foodservice in elementary and secondary schools
    3. Food production
    4. Administration and food management staff experience
    5. School nutrition education in elementary and secondary classes
  - Clinical nutrition – 13 weeks (in-patient, out-patient, long-term care)
  - Community nutrition – six weeks





## **National Food Service Management Institute**

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