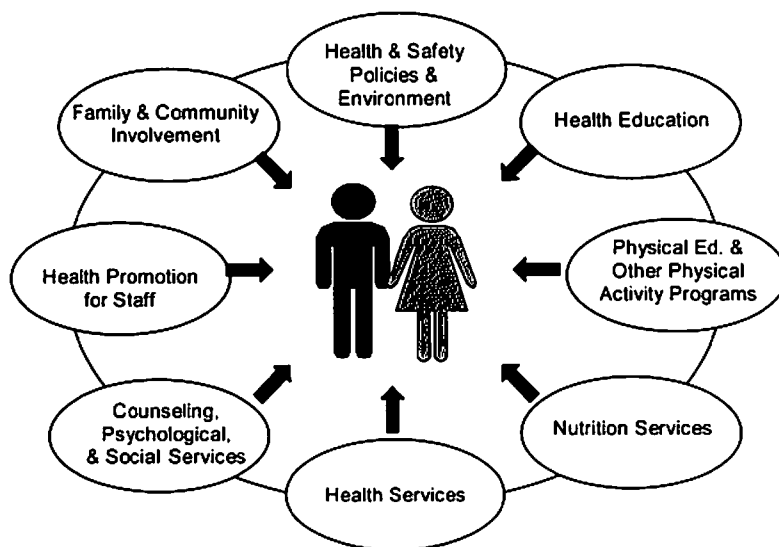


## **Module 4: Nutrition Services**

### ***Instructions for Module Coordinator***

Habits and practices related to health and safety are influenced by the entire school environment. That's why the School Health Index has eight different modules, which correspond to the eight components of a coordinated school health program in the figure below.



### ***Instructions for completing the module***

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 4 team.

School food service manager  
School food service staff member(s)  
School nurse  
Health educator(s)

Teacher(s)  
Parent(s)  
Student(s)  
Assistant principal

2. Make a photocopy of the module Discussion Questions (pages 5-12) for each Module 4 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 13-14).
3. Give each Module 4 team member a copy of the Module 4 Discussion Questions. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.

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4. At a Module 4 team meeting:
- Discuss each of the Module 4 Discussion Questions and its scoring choices.
  - Decide how to collect any information you need to answer each question accurately.
  - After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The School Health Index is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
  - Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
  - Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
  - Use the results from the third Planning Question to identify the one, two, or three highest priority actions that you will recommend to the School Health Index team for implementation this year.
  - Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up School Health Index team meeting.

We wish you success in your efforts to improve the health and safety of young people!



## Instructions

1. Carefully read and discuss the Module 4 Discussion Questions (pages 5-12), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 13-14).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Low-fat and skim milk available	3	2	1	0
N.4	Meals include appealing, low-fat items	3	2	1	0
N.5	Food purchasing and preparation practices to reduce fat content				
N.6	A la carte offerings include appealing, low-fat items	3	2	1	0
N.7	Sites outside cafeteria offer appealing, low-fat items	3	2	1	0
N.8	Promote healthy food and beverage choices	3	2	1	0
N.9	Adequate time to eat school meals	3	2	1	0
N.10	Collaboration between food service staff and teachers	3	2	1	0
N.11	Degree and certification of food service manager	3	2	1	0
N.12	Professional development for food service manager	3	2	1	0
N.13/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.14/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (42) by subtracting 3 for each question eliminated).

<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			
<b>MODULE SCORE =</b> (Total Points / 42) X 100			%

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## Module 4: Nutrition Services

### *Discussion Questions*

#### **N.1 Breakfast and lunch programs**

Does the school offer nutritious breakfast and lunch programs\* that are fully accessible\*\* to all students?

*\*Nutritious breakfast and lunch programs means school-sponsored or district-sponsored programs that are designed to meet the U.S. Department of Agriculture School Meal Nutrition Standards (see standards on page 6).*

*\*\*Fully accessible means that the school (1) offers free and reduced-price meals for students who meet income requirements in a way that ensures these students are not identified by other students as recipients of these programs and (2) coordinates class and bus transportation schedules so that all students can eat breakfast and lunch at school.*

3 = Yes.

2 = The school offers breakfast and lunch programs, but they are not fully accessible to all students.

1 = The school offers only a lunch program, but there are plans to add a breakfast program.

0 = The school offers only a lunch program and there are no plans to add a breakfast program, or the school does not offer a breakfast or a lunch program.

***School Meal Nutrition Standards***  
***(For Question N.1)***

All school meals, as part of the U.S. Department of Agriculture National School Lunch Program and School Breakfast Program, must meet the statutory and regulatory nutrition standards defined below:

1. Provide one third (lunch) and one fourth (breakfast) of the Recommended Dietary Allowances (RDA) for protein, calcium, iron, vitamin A, and vitamin C, for the applicable age or grade groups.
2. Provide one third of lunchtime energy allowances (calories) and one fourth of breakfast energy allowances for children, for the applicable age or grade groups.
3. Follow the applicable recommendations of the *2000 Dietary Guidelines for Americans*:
  - ✓ let the Food Pyramid guide your food choices
  - ✓ choose a variety of grains daily, especially whole grains
  - ✓ choose a variety of fruits and vegetables daily
  - ✓ keep food safe to eat
  - ✓ choose a diet that is low in saturated fat and cholesterol and moderate in total fat
  - ✓ choose beverages and foods to moderate your intake of sugars
  - ✓ choose and prepare foods with less salt

**N.2 Variety of foods in school meals**

Do school meals\* include a variety of foods\*\*?

*\*A school meal is a set of foods that meets school meal program regulations. This does not include a la carte foods.*

**\*\*Variety of foods means that at least**

- ✓ two entrees are offered daily for lunch
- ✓ two choices of fruit or 100% fruit juice are offered daily for lunch
- ✓ two choices of vegetables are offered daily for lunch
- ✓ five foods containing whole grain are offered weekly

3 = Yes, meets all four criteria for variety.

2 = Meets three criteria.

1 = Meets one or two criteria.

0 = Meets none of these criteria.

**N.3 Low-fat and skim milk available**

Does the school food service offer low-fat\* and skim milk every day?

*\*Low-fat means either ½% or 1% fat.*

3 = Yes, low-fat and skim milk are offered every day.

2 = Either low-fat or skim milk, but not both, is offered every day.

1 = Low-fat and/or skim milk are offered, but not every day.

0 = Neither is offered any day.

**N.4 Meals include appealing, low-fat items**

Do school meals include at least one appealing,\* low-fat\*\* fruit, vegetable, and dairy product every day?

**NOTE:** School breakfasts should not be expected to include vegetables.

*\*Appealing items are food items that are acceptable to a majority of students, as indicated by some kind of evaluation such as analysis of plate waste or student choices.*

*\*\*Low-fat means items that contain no more than three grams of fat per serving. In most cases, fried potatoes, other fried foods, foods cooked with or covered with butter or margarine, pies, cobblers, cookies, cakes, and other pastries are not low-fat.*

3 = Yes, meals include at least one appealing, low-fat item from each of these three food groups every day.

2 = Include at least one appealing, low-fat item from two of these food groups every day.

1 = Include at least one appealing, low-fat item from one of these food groups every day.

0 = School meals do not include appealing, low-fat items from any of these three food groups every day.

**N.5 Food purchasing and preparation practices to reduce fat content**

Does the school food service consistently follow all of these food purchasing and preparation practices to reduce the fat content of foods served?

- ✓ spoon solid fat from chilled meat and poultry broth before using
- ✓ use specifications requiring lower fat content in ordering preprepared foods such as hamburgers, pizza, chicken nuggets, etc.
- ✓ rinse browned meat with hot water to remove grease before adding to other ingredients
- ✓ remove skin from poultry before or after cooking
- ✓ roast, bake, or broil meat rather than fry it
- ✓ roast meat and poultry on rack so fat will drain
- ✓ use low-fat or reduced-fat cheese on pizza
- ✓ prepare vegetables using little or no fat
- ✓ cook with nonstick spray or pan liners rather than with grease or oil
- ✓ offer low-fat salad dressings

- 3 = Yes, follows all ten of these practices.  
2 = Follows six to nine of these practices.  
1 = Follows three to five of these practices.  
0 = Follows two or fewer of these practices.

**N.6 A la carte offerings include appealing, low-fat items**

Do the à la carte offerings\* include at least one appealing, low-fat fruit, vegetable, and dairy product every day?

*\*A la carte offerings means a set of foods from which students can choose individual items that are not usually counted as part of a reimbursable meal.*

- 3 = Yes, à la carte offerings include at least one appealing, low-fat item from each of these three food groups every day.  
2 = Include at least one appealing, low-fat item from two of these food groups every day.  
1 = Include at least one appealing, low-fat item from one of these food groups every day.  
0 = The daily à la carte offerings do not include appealing, low-fat items from any of these three food groups.

**N.7 Sites outside cafeteria offer appealing, low-fat items**

Do most or all sites outside the cafeteria\* offer appealing, low-fat fruits, vegetables, or dairy products?

*\*Examples of sites outside the cafeteria include*

- ✓ *vending machines*
- ✓ *school stores and canteens*
- ✓ *concession stands*
- ✓ *parties and special events*
- ✓ *meetings*
- ✓ *extended day programs (i.e., school-sponsored after-school programs)*

3 = Yes, most or all sites outside the cafeteria do.

2 = About half the sites do.

1 = Fewer than half the sites do.

0 = None of the sites do.

**N.8 Promote healthy food and beverage choices**

Are food and beverage choices that are low in fat, sodium, and added sugars promoted through the following methods?

- ✓ *place in more prominent positions than less nutritious choices*
- ✓ *offer at competitive prices compared with less nutritious choices*
- ✓ *display nutritional information about available foods*
- ✓ *display promotional materials such as posters*
- ✓ *highlight healthy cafeteria selections in menus that are distributed or posted*
- ✓ *offer taste-testing opportunities*
- ✓ *make school-wide audio or video announcements*
- ✓ *have contests*

3 = Yes, promoted through five or more of these methods.

2 = Promoted through three or four of these methods.

1 = Promoted through one or two of these methods.

0 = Promoted through none of these methods.

**N.9 Adequate time to eat school meals**

Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?

- 3 = Yes. (NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, you can select 3.)  
2 = Have adequate time for breakfast or lunch, but not for both.  
1 = No, but there are plans to increase the time.  
0 = No.

**N.10 Collaboration between food service staff and teachers**

Do food service staff use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?

- ✓ participate in design and implementation of nutrition education programs
- ✓ display educational and informational materials that reinforce classroom lessons
- ✓ provide food for use in classroom nutrition education lessons
- ✓ provide ideas for classroom nutrition education lessons
- ✓ teach lessons or give presentations to students
- ✓ provide cafeteria tours for classes

- 3 = Yes, use three or more methods.  
2 = Use two of these methods.  
1 = Use one of these methods.  
0 = Use none of these methods.

**N.11 Degree and certification of food service manager**

Does the school's food service manager have a nutrition-related baccalaureate or graduate degree and certification/credentialing in food service from either the state or the American School Food Service Association?

- 3 = Yes, has a degree and certification/credentialing.  
2 = Has a degree or certification/credentialing, but not both.  
1 = Has neither a degree nor certification/credentialing, but she/he is working on one or both.  
0 = Has neither a degree nor certification, and she/he is not working on either.

**N.12 Professional development for food service manager**

Does the food service manager participate at least once a year in professional development/continuing education\* on both of the following topics?

- ✓ meeting the Dietary Guidelines for Americans (e.g., meal planning, recipe modification and substitutions, food purchasing and preparation practices)
- ✓ nutrition education to promote healthy eating choices

*\*Professional development/continuing education means on-site (e.g., school, district) and off-site (e.g., city, state, national) training opportunities.*

3 = Yes.

2 = Participates for one topic, but not for the other.

1 = No, but there are plans to participate in the near future.

0 = No, and there are no plans to participate in the near future.

**N.13/S.1 Clean, safe, pleasant cafeteria**

Does the school provide students with a clean, safe, and pleasant cafeteria, according to the following criteria?

- ✓ physical structure (e.g., walls, floor covering) does not need repairs
- ✓ tables and chairs are not damaged and are of appropriate size for all students
- ✓ seating is not overcrowded (i.e., never more than 100% of capacity)
- ✓ rules for safe behavior (e.g., no running, no throwing food or utensils) are enforced
- ✓ tables and floors are cleaned between lunch periods or shifts
- ✓ age-appropriate decorations are used
- ✓ appropriate practices are used to prevent excessive noise levels (e.g., no whistles)
- ✓ smells are pleasant and not offensive
- ✓ appropriate eating devices are available when needed for students with special health care needs

3 = Yes, cafeteria meets all nine criteria.

2 = Meets five to eight criteria.

1 = Meets three or four criteria.

0 = Meets two or fewer criteria.

**N.14/S.2 Preparedness for food emergencies**

Are school food service staff and cafeteria monitors (e.g., teachers, aides) trained to respond quickly and effectively to the following types of food emergencies?

- ✓ choking
- ✓ natural disasters (e.g., electrical outages affecting refrigeration)
- ✓ medical emergencies (e.g., severe food allergy reactions, diabetic reactions)
- ✓ attempts to introduce biological or other hazards into the food supply
- ✓ situations that require students or others to shelter in the school

3 = Yes, trained for all five types of emergencies.

2 = Trained for three or four types of emergencies.

1 = Trained for one or two types of emergencies.

0 = Trained for none of these types of emergencies.

## Module 4: Nutrition Services

### *Planning Questions* (photocopy before using)

The Module 4 Planning Questions will help your school use its School Health Index results to identify and prioritize changes that will improve policies and programs to improve students' health and safety.

#### **Planning Question 1**

Look back at the scores you assigned to each question. According to these scores, what are the **strengths** and the **weaknesses** of your school's food service policies and programs?

#### **Planning Question 2**

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., offer an accessible school breakfast program).

*Continued on next page*

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**Planning Question 3.** List each of the actions identified in Planning Question 2 on the table below. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the points for each action to get the total points. Use the total points to help you choose one, two, or three top priority actions that you will recommend to the School Health Index team for implementation this year.

<b>Importance</b>	<b>How important is the action to my school?</b> 5 = Very important                      3 = Moderately important                      1 = Not important
<b>Cost</b>	<b>How expensive would it be to plan and implement the action?</b> 5 = Not expensive                      3 = Moderately expensive                      1 = Very expensive
<b>Time</b>	<b>How much time and effort would it take to implement the action?</b> 5 = Little or no time and effort                      3 = Moderate time and effort                      1 = Very great time and effort
<b>Commitment</b>	<b>How enthusiastic would the school community be about implementing the action?</b> 5 = Very enthusiastic                      3 = Moderately enthusiastic                      1 = Not enthusiastic
<b>Feasibility</b>	<b>How difficult would it be to complete the action?</b> 5 = Not difficult                      3 = Moderately difficult                      1 = Very difficult

<b>Module 4 Actions</b>	<b>Importance</b>	<b>Cost</b>	<b>Time</b>	<b>Commitment</b>	<b>Feasibility</b>	<b>Total Points</b>	<b>Top Priority Action?</b>