

TEAM

UP

**for School
Nutrition**



SUCCESS



Team Up for School Nutrition Success



2017

Institute of Child Nutrition

The University of Mississippi

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PURPOSE

The purpose of the Institute of Child Nutrition is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

MISSION

The mission of the Institute of Child Nutrition is to provide information and services that promote the continuous improvement of child nutrition programs.

VISION

The vision of the Institute of Child Nutrition is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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Team Up for School Nutrition Success

Workbook Contents

Team Up for School Nutrition Success

Self-Assessment

Financial Management Self-Assessment

Food Safety Self-Assessment

Increasing Participation Self-Assessment

Menu Planning Self-Assessment

Plate Waste Self-Assessment

Smart Snacks Self-Assessment

Special Nutrition Needs Self-Assessment

Human Resources

Leadership

Other Issues/Challenges

Financial Management

Food Safety

Increasing Participation

Menu Planning

Plate Waste

Smart Snacks

Special Nutrition Needs

Human Resources

Leadership

Other Goals

Helping Agreements

Team Up for School Nutrition Success

Welcome to *Team Up for School Nutrition Success*. There are pages included for note taking, writing down contacts, and jotting down those “a-ha” moments. By using this workbook, it will help make this workshop a valuable use of your time and will enable you to take home many action plans for success.

Team Up for School Nutrition Success is a unique learning experience that serves to enhance schools’ food operations by providing tailored technical assistance to school nutrition programs that want to maintain a healthy environment and student meal program participation. This workshop will pair participants with mentors so that effective peer-to-peer mentoring is provided in a variety of areas. The workshop will include panel discussions of creative solutions for implementing the regulations and will match training opportunities with these issues. The workshop will also have representatives available from allied organizations to offer resources to districts at no cost.

The plan is for each participant to leave the workshop with a plan of action for moving forward. By providing resources in both training and peer-to-peer mentorship, schools will have the opportunity to make positive strides in providing healthy school environments with financial stability and strong student meal participation.

We hope you find this workshop to be a helpful, learning, and networking experience.

Team Up for School Nutrition Success

Team Up for School Nutrition Success

What is your story?

Financial Management Self-Assessment

Rate the following best practice areas in regards to how your school nutrition operation has implemented the best practice areas.

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
Key Area 1: Operations					
Key Topic: Menu Planning					
A1.1 Cycle menus for all reimbursable meal programs are used to direct school nutrition operations.	1	2	3	4	5
Key Topic: Procurement & Inventory Management					
A2.1. Procurement procedures are developed to comply with federal, state, and local purchasing rules and to support the operational goals of the school nutrition program.	1	2	3	4	5
A2.3. Guidelines are developed for selecting and procuring equipment in order to accomplish the operational goals of the school nutrition program.	1	2	3	4	5
A3.1. School nutrition personnel are trained to follow written delivery procedures and policies.	1	2	3	4	5
A3.2. Inventory control procedures are written and established to control costs and maintain quality.	1	2	3	4	5
Key Topic: Food Production and Service					
A4.1. A system is in place to ensure high standards for quality food production.	1	2	3	4	5
A4.3. School nutrition personnel are trained in culinary techniques and food production.	1	2	3	4	5
Key Topic: Environmental Practices					
A7.1. An energy and water management plan is developed to conserve energy and water.	1	2	3	4	5

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SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
A7.2. Procurement procedures that promote an environmentally responsible school nutrition program are developed.	1	2	3	4	5
Key Area 3: Administration					
Key Topic: School Nutrition Program Management					
C1.3. Written policies and procedures address key topics of operations and are implemented to ensure effective operation of the school nutrition program.	1	2	3	4	5
Key Topic: Financial Management					
C5.1. Budgets are prepared that reflect the school nutrition program's financial goals and desired financial outcomes.	1	2	3	4	5
C5.2. Statement of Revenue and Expenditures (Profit and Loss Statement) is prepared on a monthly basis for the department level and for each school nutrition serving site.	1	2	3	4	5
C6.1. All expenditure categories are analyzed monthly and adjustments are made to control operational costs and maintain a financially sound program.	1	2	3	4	5
C6.2. All revenue categories are analyzed monthly to ensure that program expenditures are covered.	1	2	3	4	5
C7.1. Internal controls assure financial accountability.	1	2	3	4	5
C7.2. Financial guidelines and practices are communicated to all school nutrition personnel.	1	2	3	4	5
Key Topic: Human Resources					
C8.2. Staffing is planned and allocated according to operational needs.	1	2	3	4	5
C8.3. School nutrition management personnel review and recommend salary and benefits that are competitive and equitable.	1	2	3	4	5

Team Up for School Nutrition Success

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
Key Topic: Program Accountability					
C9.1. The school nutrition program meets all Child Nutrition Program regulations.	1	2	3	4	5
C9.2. The school nutrition program has established a system for student eligibility determination that complies with federal regulations.	1	2	3	4	5
C9.3. A system is established for data collection and record keeping that ensures compliance with federal, state, and local regulations and policies.	1	2	3	4	5

Source: School Nutrition Association. (2014). *Keys to excellence: Standards of practice for nutrition integrity*. http://www.schoolnutrition.org/uploadedFiles/4_Certification,_Education_and_Professional_development/3_Keys_to_Excellence/2014%20Keys%20to%20Excellence%20Standards%20April%202014.pdf.

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Financial Management Challenges—If you identified any of the best practice areas as **Extremely Poor, Below Average, or Average**, what challenges or issues do you feel prevent you or your staff from meeting those best practices in the specific area(s)?

Team Up for School Nutrition Success

What is your story?

Food Safety Self-Assessment

Rate the following best practice areas in regards to how your school nutrition operation has implemented the best practice areas.

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
Key Area 1: Operations					
Key Topic: Menu Planning					
A1.3.4 Standardized recipes include, but are not limited to, information such as ingredients, preparation instructions, portions for each grade level, critical control points, yield, and an analysis of key nutrients.	1	2	3	4	5
Key Topic: Procurement & Inventory Management					
A2.1.3 Bid documents include product specifications that reflect quality, Hazard Analysis Critical Control Points (HACCP), their Food Defense Plan, and/or Good Manufacturing Practices (GMPs), nutritional value, customer acceptance, price, usages, and special instruction/conditions for following federal, state and local regulations.	1	2	3	4	5
A3.1.1 Vendor delivery requirements address product quality indicators (e.g. temperature upon delivery, packaging, etc.), cleanliness of truck, time of deliveries, quantity, and substitutions.	1	2	3	4	5
A3.3.1 Thermometers and proper equipment, such as carts, are available.	1	2	3	4	5
A3.3.4 Storage areas are temperature controlled, properly maintained, well-ventilated, and adequately secured.	1	2	3	4	5
Key Topic: Food Production and Service					

Team Up for School Nutrition Success

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
A.4.1.1 Safe and efficient work methods are planned to maximize school nutrition program productivity.	1	2	3	4	5
A4.2.5 End-point cooking temperatures, when taken, are recorded on production records.	1	2	3	4	5
A4.3.5 School nutrition personnel are trained to follow food production and serving standards of practice as outlined in the Food Safety Plan.	1	2	3	4	5
A5.1.1 Policies and procedures are followed to ensure clean and sanitary serving and dining areas.	1	2	3	4	5
Key Topic: Food Defense, Safety, and Sanitation					
A6.1.1 A copy of each school's Food Safety Plan, as well as state and local sanitation and food safety regulations, is on file in the district office and at each school site.	1	2	3	4	5
A6.1.3 All school nutrition personnel attend trainings to update their knowledge of safe food handling practices.	1	2	3	4	5
A6.1.4 At minimum, the onsite manager is certified in food safety through a recognized training program.	1	2	3	4	5
A6.1.6 Emergency procedures and practices for food recalls and foodborne illnesses are developed, maintained, reviewed, and updated regularly.	1	2	3	4	5
A6.2.1 In each kitchen, there is a written worker safety plan detailing the requirements and standards for the selection and use of chemicals and hazardous materials, the prevention of injuries, fire and emergency procedures, and how to handle bloodborne pathogens.	1	2	3	4	5

Team Up for School Nutrition Success

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
A6.2.9 Safe and effective methods for the control of rodents, insects, and other pests are present.	1	2	3	4	5
Key Area 3: Administration					
Key Topic: School Nutrition Program Management					
C2.2.5 Hand washing/sanitizing areas are in close proximity to the serving and dining area.	1	2	3	4	5
Key Topic: Program Accountability					
C9.5.2 A process is established to monitor, review, and improve the food safety plan.	1	2	3	4	5

Source: School Nutrition Association. (2014). *Keys to excellence: Standards of practice for nutrition integrity*. http://www.schoolnutrition.org/uploadedFiles/4_Certification,_Education_and_Professional_development/3_Keys_to_Excellence/2014%20Keys%20to%20Excellence%20Standards%20April%202014.pdf.

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Food Safety Challenges—If you identified any of the best practice areas as **Extremely Poor, Below Average, or Average**, what challenges or issues do you feel prevent you or your staff from meeting those best practices in the specific area(s)?

Team Up for School Nutrition Success

What is your story?

Increasing Participation Self-Assessment

Rate the following best practice areas in regards to how your school nutrition operation has implemented the best practice areas.

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
Key Area 1: Operations					
Key Topic: Menu Planning					
A.1.2. Student preferences are considered when planning menus.	1	2	3	4	5
Key Topic: Food Production and Service					
A4.1. A system is in place to ensure high standards for quality production.	1	2	3	4	5
A4.3. School nutrition personnel are trained in culinary techniques and food production.	1	2	3	4	5
A5.1. The dining and serving areas are customer-friendly and serve as learning laboratories.	1	2	3	4	5
A5.2. Service options and line architecture are designed to encourage healthy choices and minimize the time students wait to be served.	1	2	3	4	5
A5.3. School nutrition personnel excel at customer service.	1	2	3	4	5
Key Area 2: Nutrition, Nutrition Education & Physical Activity					
Key Topic: Nutrition					
B1.1. School meals and snacks are planned and prepared to improve and sustain the health and well-being of all students and to contribute to the development of healthy eating habits.	1	2	3	4	5
B1.3. The school nutrition program addresses competitive food issues to reflect the best interest of student health.	1	2	3	4	5

Team Up for School Nutrition Success

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
B2.1. The school nutrition program participates in national, state, or local initiatives to encourage students to consume healthy foods.	1	2	3	4	5
Key Topic: Nutrition Education					
B3.2. The school dining area serves as a dynamic nutrition learning center where students are engaged in healthy eating.	1	2	3	4	5
Key Area 3: Administration					
Key Topic: School Nutrition Program Management					
C2.2. Meal schedules and operational procedures are planned to meet the food, nutrition, health, and social needs of students.	1	2	3	4	5
Key Topic: Program Accountability					
C9.2. The school nutrition program has established a system for student eligibility determination that complies with federal regulations.	1	2	3	4	5
Key Area 4: Marketing & Communications					
Key Topic: Marketing					
D1.1. A marketing plan is developed and implemented using established marketing principles and techniques.	1	2	3	4	5
D1.2. Reimbursable meals are promoted as the meal choice.	1	2	3	4	5
D.1.3. The school nutrition program explores the feasibility of developing a branded concept for the school meals program.	1	2	3	4	5
D.2.1. School nutrition management personnel evaluate opportunities on an ongoing basis for extended programs to address school and community needs.	1	2	3	4	5
D.3.1. School nutrition personnel advocate for the school nutrition program within the school district and community.	1	2	3	4	5

Team Up for School Nutrition Success

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
Key Topic: Communications					
D5.1. A system is established to communicate with all stakeholders in the school district about the contribution of the program to the educational performance of students.	1	2	3	4	5

Source: School Nutrition Association. (2014). *Keys to excellence: Standards of practice for nutrition integrity*. http://www.schoolnutrition.org/uploadedFiles/4_Certification,_Education_and_Professional_development/3_Keys_to_Excellence/2014%20Keys%20to%20Excellence%20Standards%20April%202014.pdf.

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Increasing Participation Challenges—If you identified any of the best practice areas as **Extremely Poor, Below Average, or Average**, what challenges or issues do you feel prevent you or your staff from meeting those best practices in the specific area(s)?

Team Up for School Nutrition Success

What is your story?

Menu Planning Self-Assessment

Rate the following best practice areas in regards to how your school nutrition operation has implemented the best practice areas.

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
Key Area 1: Operations					
Key Topic: Menu Planning					
A1.1. Cycle menus for all reimbursable meal programs are used to direct school nutrition operations.	1	2	3	4	5
A1.2. Student preferences are considered when planning menus.	1	2	3	4	5
A1.3. All recipes used in the school nutrition program are standardized.	1	2	3	4	5
Key Topic: Food Production and Service					
A4.1. A system is in place to ensure high standards for quality production.	1	2	3	4	5
A4.2. Procedures are established for maintaining required daily food production records at each school site.	1	2	3	4	5
A4.3. School nutrition personnel are trained in culinary techniques and food production.	1	2	3	4	5
Key Area 2: Nutrition, Nutrition Education & Physical Activity					
Key Topic: Nutrition					
B1.1. School meals and snacks are planned and prepared to improve and sustain the health and well-being of all students and to contribute to the development of healthy eating habits.	1	2	3	4	5
Key Area 3: Administration					
Key Topic: Program Accountability					
C9.1. The school nutrition program meets all Child Nutrition Program regulations.	1	2	3	4	5

Team Up for School Nutrition Success

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
C9.3. A system is established for data collection and record keeping that ensures compliance with federal, state, and local regulations and policies.	1	2	3	4	5
Key Area 4: Marketing & Communications					
Key Topic: Communications					
D4.2. The school nutrition program develops partnerships with industry and food service operations, both commercial and nonprofit, to support and promote the school nutrition program.	1	2	3	4	5

Source: School Nutrition Association. (2014). *Keys to excellence: Standards of practice for nutrition integrity*. http://www.schoolnutrition.org/uploadedFiles/4_Certification,_Education_and_Professional_development/3_Keys_to_Excellence/2014%20Keys%20to%20Excellence%20Standards%20April%202014.pdf.

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Menu Planning Challenges—If you identified any of the best practice areas as **Extremely Poor, Below Average, or Average**, what challenges or issues do you feel prevent you or your staff from meeting those best practices in the specific area(s)?

[Empty response box for menu planning challenges]

Team Up for School Nutrition Success

What is your story?

Plate Waste Self-Assessment

Rate the following best practice areas in regards to how your school nutrition operation has implemented the best practice areas.

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
Key Area 1: Operations					
Key Topic: Menu Planning					
A1.1 Cycle menus for all reimbursable meal programs are used to direct school nutrition operations.	1	2	3	4	5
A1.2. Student preferences are considered when planning menus.	1	2	3	4	5
A1.3. All recipes used in the school nutrition program are standardized.	1	2	3	4	5
Key Topic: Food Production and Service					
A4.1. A system is in place to ensure high standards for quality production.	1	2	3	4	5
A4.3. School nutrition personnel are trained in culinary techniques and food production.	1	2	3	4	5
A5.2. Service options and line architecture are designed to encourage healthy choices and minimize the time students wait to be served.	1	2	3	4	5
Key Topic: Environmental Practices					
A7.3. A waste management and recycling program is in place.	1	2	3	4	5
Key Area 2: Nutrition, Nutrition Education & Physical Activity					
Key Topic: Nutrition					
B2.1. The school nutrition program participates in national, state, or local initiatives to encourage students to consume healthy foods.	1	2	3	4	5
Key Topic: Nutrition Education					

Team Up for School Nutrition Success

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
B3.1. The school nutrition program encourages and supports nutrition education.	1	2	3	4	5
B3.2. The school dining area serves as a dynamic nutrition learning center where students are engaged in healthy eating	1	2	3	4	5
Key Area 3: Administration					
Key Topic: School Nutrition Program Management					
C2.2. Meal schedules and operational procedures are planned to meet the food, nutrition, health, and social needs of students.	1	2	3	4	5
Key Area 4: Marketing & Communications					
Key Topic: Communications					
D5.1. A system is established to communicate with all stakeholders in the school district about the contribution of the program to the educational performance of students.	1	2	3	4	5

Source: School Nutrition Association. (2014). *Keys to excellence: Standards of practice for nutrition integrity*. http://www.schoolnutrition.org/uploadedFiles/4_Certification,_Education_and_Professional_development/3_Keys_to_Excellence/2014%20Keys%20to%20Excellence%20Standards%20April%202014.pdf.

Team Up for School Nutrition Success

Plate Waste Challenges—If you identified any of the best practice areas as **Extremely Poor, Below Average, or Average**, what challenges or issues do you feel prevent you or your staff from meeting those best practices in the specific area(s)?

[Empty response area for Plate Waste Challenges]

Team Up for School Nutrition Success

What is your story?

Smart Snacks Self-Assessment

Rate the following best practice areas in regards to how your school nutrition operation has implemented the best practice areas.

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
Key Area 1: Operations					
Key Topic: Food Production and Service					
A5.2. Service options and line architecture are designed to encourage healthy choices and minimize the time students wait to be served.	1	2	3	4	5
Key Area: Nutrition, Nutrition Education & Physical Activity					
Key Topic: Nutrition					
B1.1. Non-program foods are planned and served to encourage healthy choices.	1	2	3	4	5
B1.1. Non-program foods are planned and served to encourage healthy choices.	1	2	3	4	5
B2.1. The school nutrition program participates in national, state, or local initiatives to encourage students to consume healthy foods.	1	2	3	4	5

Source: School Nutrition Association. (2014). *Keys to excellence: Standards of practice for nutrition integrity*. http://www.schoolnutrition.org/uploadedFiles/4_Certification,_Education_and_Professional_development/3_Keys_to_Excellence/2014%20Keys%20to%20Excellence%20Standards%20April%202014.pdf.

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Smart Snacks Challenges—If you identified any of the best practice areas as Extremely Poor, Below Average, or Average, what challenges or issues do you feel prevent you or your staff from improving in the specific area(s)?

Team Up for School Nutrition Success

What is your story?

Special Nutrition Needs Self-Assessment

Rate the following best practice areas in regards to how your school nutrition operation has implemented the best practice areas.

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
Key Area 1: Operations					
Key Topic: Menu Planning					
A1.2. Student preferences are considered when planning menus.	1	2	3	4	5
Key Topic: Food Defense, Safety, and Sanitation					
A6.2. Procedures are in place and accessible to school nutrition personnel to ensure a safe working environment.	1	2	3	4	5
A6.3. Policies and procedures are in place for handling food allergies.	1	2	3	4	5

Source: School Nutrition Association. (2014). *Keys to excellence: Standards of practice for nutrition integrity*. http://www.schoolnutrition.org/uploadedFiles/4_Certification,_Education_and_Professional_development/3_Keys_to_Excellence/2014%20Keys%20to%20Excellence%20Standards%20April%202014.pdf.

Team Up for School Nutrition Success

Special Nutrition Needs Challenges—If you identified any of the best practice areas as Extremely Poor, Below Average, or Average, what challenges or issues do you feel prevent you or your staff from improving in the specific area(s)?

What is your story?

Human Resources

Rate the following best practice areas in regards to how your school nutrition operation has implemented the best practice areas.

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
Key Area 3: Administration					
Key Topic: Human Resources					
C8.1. A process is developed and implemented for recruiting and hiring qualified personnel that is in compliance with district procedures and labor laws.	1	2	3	4	5
C8.2. Staffing is planned and allocated according to operational needs.	1	2	3	4	5
C8.3. School nutrition management personnel review and recommend salary and benefits that are competitive and equitable. (When labor unions are in place, some of the following indicators may not apply).	1	2	3	4	5
C8.4. Orientation and training that enhances learning and improves job skills is available to all school nutrition personnel.	1	2	3	4	5
C8.5. Performance standards and a formal evaluation and disciplinary system are developed that comply with district, state, and federal regulations, as well as union contracts, if applicable.	1	2	3	4	5
C8.6. A system for addressing retention, promotion, recognition, and motivation is implemented and communicated to all school nutrition personnel.	1	2	3	4	5

Source: School Nutrition Association. (2014). *Keys to excellence: Standards of practice for nutrition integrity*. http://www.schoolnutrition.org/uploadedFiles/4_Certification,_Education_and_Professional_development/3_Keys_to_Excellence/2014%20Keys%20to%20Excellence%20Standards%20April%202014.pdf.

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Human Resources Challenges—If you identified any of the best practice areas as Extremely Poor, Below Average, or Average, what challenges or issues do you feel prevent you or your staff from improving in the specific area(s)?

Team Up for School Nutrition Success

What is your story?

Leadership

Rate the following best practice areas in regards to how your school nutrition operation has implemented the best practice areas.

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
Key Area 3: Administration					
Key Topic: School Nutrition Program Management					
C1.1. The school nutrition program has a mission statement and conducts strategic planning on a regular basis.	1	2	3	4	5
C1.2. The school nutrition program has written short- and long-term goals that reflect the strategic plan and focus on program improvement.	1	2	3	4	5
C1.3. Written policies and procedures address key topics of operations and are implemented to ensure effective operation of the school nutrition program.	1	2	3	4	5
C3.1. School nutrition personnel are actively involved in planning facilities that support the operational goals of the program.	1	2	3	4	5
Key Topic: Financial Management					
C5.1. Budgets are prepared that reflect the school nutrition program's financial goals and desired financial outcomes.	1	2	3	4	5
C7.2. Financial guidelines and practices are communicated to all school nutrition personnel.	1	2	3	4	5
Key Topic: Program Accountability					
C9.1. The school nutrition program meets all Child Nutrition Program regulations.	1	2	3	4	5

Team Up for School Nutrition Success

SNA Keys to Excellence Best Practice Areas	1 (Extremely Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Excellent)
C9.4. School nutrition management personnel ensure that the local board of education has adopted a written school wellness policy that complies with the provisions of the federal regulation.	1	2	3	4	5
C9.5. A school food safety plan for the preparation and service of meals is developed and implemented in compliance with federal law.	1	2	3	4	5
Key Topic: Marketing					
D3.1. School nutrition personnel advocate for the school nutrition program both within the school district and in the community.	1	2	3	4	5
Key Topic: Communications					
D5.1. A system is established to communicate with all stakeholders in the school district about the contribution of the program to the educational performance of students.	1	2	3	4	5

Source: School Nutrition Association. (2014). *Keys to excellence: Standards of practice for nutrition integrity*. http://www.schoolnutrition.org/uploadedFiles/4_Certification,_Education_and_Professional_development/3_Keys_to_Excellence/2014%20Keys%20to%20Excellence%20Standards%20April%202014.pdf.

Team Up for School Nutrition Success

Leadership Challenges—If you identified any of the best practice areas as Extremely Poor, Below Average, or Average, what challenges or issues do you feel prevent you or your staff from improving in the specific area(s)?

Team Up for School Nutrition Success

What is your story?

Other Issues/Challenges—What other challenges or issues do you feel prevent you or your staff from meeting those best practices your school nutrition operation?

Team Up for School Nutrition Success

How to Develop Your Action Plan(s) Using S.M.A.R.T. Goals

Definition of Key Terms

GOALS

Specific objectives that provide the context for what is to be accomplished

S.M.A.R.T. GOAL

A goal that is specific, measurable, achievable, relevant, and time-bound.

Specific – Goals should be simplistically written and clearly define what you are going to do.

Measurable – Goals can be quantified to a determined amount of a specified unit; indicator of progress.

Achievable – Goals state what results can realistically be achieved, given available resources, but may stretch the team.

Relevant – Goals must be ones that you are willing and able to work on and must be based on current or forecasted needs.

Time-Bound – Goals should be linked to a timeframe that creates a practical sense of urgency.

Example Problem

Developed menus that meet the standards, but having a difficult time identifying a whole grain-rich pasta of choice that students prefer.

Example Best Practices/Solutions

- Employee Training
- Taste Tests with Students & Staff
- Contact other districts for ideas & suggestions
- More nutrition education with students
- Model behavior by having teachers, student groups (i.e., athletes), administrators, and parents promote food choices
- Try, Try, Try...and Try Again
 - ◆ Takes 9-15 times before children like new foods

News in Health Newsletter. NIH. (Feb. 2013). Shape Your Family's Habits: Helping Kids Make Healthy Choices.

S.M.A.R.T Goals

- **S–Specific (Who, What, When, Where, How?)**
 - ◆ What do you want to accomplish?
 - Menus that meet the standards but also reflect student preferences
 - Conduct student taste tests of whole grain-rich pastas

- **M–Measurable (How much, how many, how often?)**
 - ◆ Quantify the results (milestones/track progress)
 - How do you know when you've achieved your goal?
 - Identify a whole grain-rich pasta that meets the standards in which 50%-65% of students prefer

- **A–Achievable (Is it a realistic goal?)**
 - ◆ Is it important to you?
 - ◆ Is this something you can accomplish?
 - Yes, it is achievable because there are several vendor products of whole grain-rich pastas that meet the meal pattern standards.
 - You can accomplish this by conducting taste tests of the various product items.

- **R–Relevant (Is this relevant to your program?)**
 - ◆ Are you willing and able to work towards your goal?
 - ◆ Is this goal based on your current or forecasted needs?
 - Yes, you have identified a whole grain-rich pasta that meets the meal pattern standards and is a student preferred food item which will lead to increased participation.

- **T–Time-Bound (Timeframe)**
 - ◆ What is a realistic timeframe for accomplishing your goal?
 - You want to conduct a taste test on several products of whole grain-rich pastas. How much time do you need to adequately survey students' preferences?
 - 3 months

S.M.A.R.T Goal – Menu Planning

- **Over the next three months, students will taste test three varieties of whole grain-rich pastas to select a student-preferred brand for next school year at a 65% student approval rating.**
 - ◆ **Specific:** Students will taste test whole grain-rich pastas.
 - ◆ **Measurable:** 65% of students will prefer the selected whole grain-rich pasta.
 - ◆ **Achievable:** Yes
 - ◆ **Relevant:** Yes
 - ◆ **Time-Bound:** Next 3 months

Example Team Up for School Nutrition Success Action Plan Menu Planning

Menu Planning Goal: Over the next three months, students will taste test three varieties of whole grain-rich pastas to select a student-preferred brand for next school year at a 65% student approval rating.

Date: 11-14-14

Expected Outcomes (measurable and specific):
Lunch menus will meet the meal pattern standards. Menus will reflect the food preferences of students.

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed
Provide taste tests of new food items	SN Director/ Site Manager	Taste Test Results	Ongoing (Annually)	
Contact other districts for ideas and suggestions	SN Director	Established relationships and ongoing communication	Ongoing	
Employee Training on culinary techniques of preparing whole grain-rich pastas.	SN Director and Staff	Training completion records	Monthly	
More nutrition education with students	SN Staff and Teachers		Ongoing (Quarterly)	

Resources: ICN’s Culinary Techniques, USDA’s Whole-Grains Resource, Healthy Cuisine for Kids, Team Up for School Nutrition Success, and Other Allied Organization Resources
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Customized Action Plan(s)

- **Self-Assessment**
 - ◆ Think of the best practice areas that could use assistance
- **Develop one action plan**
- **Develop multiple action plans**
- **Within the 3 Topic Areas or Other Area(s)**

Another Simplistic Goal

- All cooks will complete the ICN's Culinary Techniques: Preparing Entrees online course by October 2015.
 - ◆ Specific
 - ◆ Measurable
 - ◆ Achievable
 - ◆ Relevant
 - ◆ Time-Bound

Financial Management

Stage 1: Current Picture (What is going on?)

Your school nutrition program may have concerns related to financial management that must be addressed. Take a moment to “tell your story” and share the concerns you have.

Task 1-A

Task A. The Story: Problem Situations

What is going on in your school nutrition program as it relates to financial management? What are your main concerns? Think about some of the best practice areas that you identified as areas that may need assistance during the self-assessment.

Task 1-B

Task B. The Real Story: New Perspectives

As you look closely, what is really going on with financial management? What new perspectives have you gained just in thinking about your story and listening to the presenters?

Task 1-C

Task C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real progress in your financial management outcome?

**Stage 2: Preferred Picture
(What do you see for the future of your program?)**

You have taken the time to look at what is currently happening in your SN program. Now, begin to imagine the kind of future you see for your SN program with financial management in terms of setting new goals.

Task 2-A

Task A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future of financial management to look like in your school district?

Task 2-B

Task B. Goals/Outcomes

What do you really want and need? Which solutions are best? Set some **S.M.A.R.T.** GOALS.

Goal 1:

Goal 2:

Goal 3:

Stage 3: The Way Forward (How do I get what I want or need?)

This stage helps you make a realistic plan to achieve the goals that lead to problem-managing outcomes. This is where you come up with strategies to meet each established goal.

Task 3-A

Task A. Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve goals set in Task 2B. This is a list of possibilities.

Goal 1 Strategies:

Goal 2 Strategies:

Goal 3 Strategies:

Team Up for School Nutrition Success

Task 3-B

Task B. Best Fit Strategies

What strategy or set of strategies are best? Which strategies fit the resources available?

Goal 1 Strategy(ies):

Goal 2 Strategy(ies):

Goal 3 Strategy(ies):

Financial Management Follow Up/To Do List

Use this space to write down people you would like to follow up with during breaks, at the resource tables, or after the workshop.

1.

2.

3.

4.

Financial Management Reflections of Ideas: Solutions of Interest

Spend some time thinking through what you have learned about this topic. Write some of your reflections here so you can come back to these thoughts later. Be sure to include the resources you have heard about as well.

Team Up for School Nutrition Success Action Plan Financial Management

Financial Management Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Financial Management Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Team Up for School Nutrition Success Action Plan

Financial Management Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources
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Team Up for School Nutrition Success Action Plan

Financial Management Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Notes:

Notes:

Food Safety

Stage 1: Current Picture (What is going on?)

Your school nutrition program may have concerns related to food safety that must be addressed. Take a moment to “tell your story” and share the concerns you have.

Task 1-A

Task A. The Story: Problem Situations

What is going on in your school nutrition program as it relates to food safety? What are your main concerns? Think about some of the best practice areas that you identified as areas that may need assistance during the self-assessment.

Task 1-B

Task B. The Real Story: New Perspectives

As you look closely, what is really going on with food safety? What new perspectives have you gained just in thinking about your story and listening to the presenters?

Task 1-C

Task C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real progress in your food safety outcome?

**Stage 2: Preferred Picture
(What do you see for the future of your program?)**

You have taken the time to look at what is currently happening in your SN program. Now, begin to imagine the kind of future you see for your SN program with food safety in terms of setting new goals.

Task 2-A

Task A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future of food safety to look like in your school district?

Task 2-B

Task B. Goals/Outcomes

What do you really want and need? Which solutions are best? Set some **S.M.A.R.T.** GOALS.

Goal 1:

Goal 2:

Goal 3:

Stage 3: The Way Forward (How do I get what I want or need?)

This stage helps you make a realistic plan to achieve the goals that lead to problem-managing outcomes. This is where you come up with strategies to meet each established goal.

Task 3-A

Task A. Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve goals set in Task 2B. This is a list of possibilities.

Goal 1 Strategies:

Goal 2 Strategies:

Goal 3 Strategies:

Team Up for School Nutrition Success

Task 3-B

Task B. Best Fit Strategies

What strategy or set of strategies are best? Which strategies fit the resources available?

Goal 1 Strategy(ies):

Goal 2 Strategy(ies):

Goal 3 Strategy(ies):

Food Safety Follow Up/To Do List

Use this space to write down people you would like to follow up with during breaks, at the resource tables, or after the workshop.

1.

2.

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4.

Food Safety Reflections of Ideas: Solutions of Interest

Spend some time thinking through what you have learned about this topic. Write some of your reflections here so you can come back to these thoughts later. Be sure to include the resources you have heard about as well.

Team Up for School Nutrition Success Action Plan Food Safety

Food Safety Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Food Safety Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Team Up for School Nutrition Success Action Plan

Food Safety Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Food Safety Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Notes:

Notes:

Increasing Participation

Stage 1: Current Picture (What is going on?)

Your school nutrition program may have concerns related to increasing participation that must be addressed. Take a moment to “tell your story” and share the concerns you have.

Task 1-A

Task A. The Story: Problem Situations

What is going on in your school nutrition program as it relates to increasing participation? What are your main concerns? Think about some of the best practice areas that you identified as areas that may need assistance during the self-assessment.

Task 1-B

Task B. The Real Story: New Perspectives

As you look closely, what is really going on with increasing participation? What new perspectives have you gained just in thinking about your story and listening to the presenters?

Task 1-C

Task C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real progress in your participation outcome?

**Stage 2: Preferred Picture
(What do you see for the future of your program?)**

You have taken the time to look at what is currently happening in your SN program. Now, begin to imagine the kind of future you see for your SN program with increasing participation in terms of setting new goals.

Task 2-A

Task A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future of increasing participation to look like in your school district?

Task 2-B

Task B. Goals/Outcomes

What do you really want and need? Which solutions are best? Set some **S.M.A.R.T.** GOALS.

Goal 1:

Goal 2:

Goal 3:

Stage 3: The Way Forward (How do I get what I want or need?)

This stage helps you make a realistic plan to achieve the goals that lead to problem-managing outcomes. This is where you come up with strategies to meet each established goal.

Task 3-A

Task A. Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve goals set in Task 2B. This is a list of possibilities.

Goal 1 Strategies:

Goal 2 Strategies:

Goal 3 Strategies:

Team Up for School Nutrition Success

Task 3-B

Task B. Best Fit Strategies

What strategy or set of strategies are best? Which strategies fit the resources available?

Goal 1 Strategy(ies):

Goal 2 Strategy(ies):

Goal 3 Strategy(ies):

Increasing Participation Follow Up/To Do List

Use this space to write down people you would like to follow up with during breaks, at the resource tables, or after the workshop.

1.

2.

3.

4.

Increasing Participation Reflections of Ideas: Solutions of Interest

Spend some time thinking through what you have learned about this topic. Write some of your reflections here so you can come back to these thoughts later. Be sure to include the resources you have heard about as well.

Team Up for School Nutrition Success Action Plan Increasing Participation

Increasing Participation Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Increasing Participation Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Team Up for School Nutrition Success Action Plan

Increasing Participation Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Increasing Participation Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Notes:

Notes:

Menu Planning

Stage 1: Current Picture (What is going on?)

Your school nutrition (SN) program may have concerns related to menu planning that must be addressed. Take a moment to “tell your story” and share the concerns you have.

Task 1-A

Task A. The Story: Problem Situations

What is going on in your school nutrition program as it relates to menu planning? What are your main concerns? Think about some of the best practice areas that you identified as areas that may need assistance during the self-assessment.

Task 1-B

Task B. Possibilities

As you look closely, what is really going on with menu planning? What new perspectives have you gained just in thinking about your story and listening to the presenters?

Task 1-C

Task C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real progress in your menu planning outcome?

**Stage 2: Preferred Picture
(What do you see for the future of your program?)**

You have taken the time to look at what is currently happening in your SN program. Now, begin to imagine the kind of future you see for your SN program with menu planning in terms of setting new goals.

Task 2-A

Task A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future of menu planning to look like in your school district?

Task 2-B

Task B. Goals/Outcomes

What do you really want and need? Which solutions are best? Set some **S.M.A.R.T.** GOALS.

Goal 1:

Goal 2:

Goal 3:

Stage 3: The Way Forward (How do I get what I want or need?)

This stage helps you make a realistic plan to achieve the goals that lead to problem-managing outcomes. This stage is where you come up with strategies to meet each established goal.

Task 3-A

Task A. Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve goals set in Task 2B. This is a list of possibilities.

Goal 1 Strategies:

Goal 2 Strategies:

Goal 3 Strategies:

Task 3-B

Task B. Best Fit Strategies

What strategy or set of strategies are best? Which strategies fit the resources available?

Goal 1 Strategy(ies):

Goal 2 Strategy(ies):

Goal 3 Strategy(ies):

Menu Planning Follow Up/To Do List

Use this space to write down people you would like to follow up with during breaks, at the resource tables, or after the workshop.

1.

2.

3.

4.

Menu Planning Reflections of Ideas: Solutions of Interest

Spend some time thinking through what you have learned about this topic. Write some of your reflections here so you can come back to these thoughts later. Be sure to include the resources you have heard about as well.

Team Up for School Nutrition Success Action Plan Menu Planning

Menu Planning Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources
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Team Up for School Nutrition Success Action Plan

Menu Planning Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Menu Planning Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources
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Team Up for School Nutrition Success Action Plan

Menu Planning Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Notes:

Notes:

Plate Waste

Stage 1: Current Picture (What is going on?)

Your school nutrition program may have concerns related to plate waste that must be addressed. Take a moment to “tell your story” and share the concerns you have.

Task 1-A

Task A. The Story: Problem Situations

What is going on in your school nutrition program as it relates to plate waste? What are your main concerns? Think about some of the best practice areas that you identified as areas that may need assistance during the self-assessment.

Task 1-B

Task B. The Real Story: New Perspectives

As you look closely, what is really going on with plate waste? What new perspectives have you gained just in thinking about your story and listening to the presenters?

Task 1-C

Task C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real progress in your plate waste outcome?

**Stage 2: Preferred Picture
(What do you see for the future of your program?)**

You have taken the time to look at what is currently happening in your SN program. Now, begin to imagine the kind of future you see for your SN program with plate waste in terms of setting new goals.

Task 2-A

Task A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future of plate waste to look like in your school district?

Task 2-B

Task B. Goals/Outcomes

What do you really want and need? Which solutions are best? Set some **S.M.A.R.T.** GOALS.

Goal 1:

Goal 2:

Goal 3:

Stage 3: The Way Forward (How do I get what I want or need?)

This stage helps you make a realistic plan to achieve the goals that lead to problem-managing outcomes. This is where you come up with strategies to meet each established goal.

Task 3-A

Task A. Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve goals set in Task 2B. This is a list of possibilities.

Goal 1 Strategies:

Goal 2 Strategies:

Goal 3 Strategies:

Team Up for School Nutrition Success

Task 3-B

Task B. Best Fit Strategies

What strategy or set of strategies are best? Which strategies fit the resources available?

Goal 1 Strategy(ies):

Goal 2 Strategy(ies):

Goal 3 Strategy(ies):

Plate Waste Follow Up/To Do List

Use this space to write down people you would like to follow up with during breaks, at the resource tables, or after the workshop.

1.

2.

3.

4.

Plate Waste Reflections of Ideas: Solutions of Interest

Spend some time thinking through what you have learned about this topic. Write some of your reflections here so you can come back to these thoughts later. Be sure to include the resources you have heard about as well.

Team Up for School Nutrition Success Action Plan Plate Waste

Plate Waste Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Plate Waste Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Team Up for School Nutrition Success Action Plan

Plate Waste Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Plate Waste Goal

Expected Outcomes (measurable and specific):

--

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Notes:

Notes:

Smart Snacks

Stage 1: Current Picture (What is going on?)

Your school nutrition program may have concerns related to smart snacks that must be addressed. Take a moment to “tell your story” and share the concerns you have.

Task 1-A

Task A. The Story: Problem Situations

What is going on in your school nutrition program as it relates to smart snacks? What are your main concerns? Think about some of the best practice areas that you identified as areas that may need assistance during the self-assessment.

Task 1-B

Task B. The Real Story: New Perspectives

As you look closely, what is really going on with smart snacks? What new perspectives have you gained just in thinking about your story and listening to the presenters?

Task 1-C

Task C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real progress in your smart snacks outcome?

**Stage 2: Preferred Picture
(What do you see for the future of your program?)**

You have taken the time to look at what is currently happening in your SN program. Now, begin to imagine the kind of future you see for your SN program with smart snacks in terms of setting new goals.

Task 2-A

Task A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future of smart snacks to look like in your school district?

Task 2-B

Task B. Goals/Outcomes

What do you really want and need? Which solutions are best? Set some **S.M.A.R.T.** GOALS.

Goal 1:

Goal 2:

Goal 3:

Stage 3: The Way Forward (How do I get what I want or need?)

This stage helps you make a realistic plan to achieve the goals that lead to problem-managing outcomes. This is where you come up with strategies to meet each established goal.

Task 3-A

Task A. Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve goals set in Task 2B. This is a list of possibilities.

Goal 1 Strategies:

Goal 2 Strategies:

Goal 3 Strategies:

Team Up for School Nutrition Success

Task 3-B

Task B. Best Fit Strategies

What strategy or set of strategies are best? Which strategies fit the resources available?

Goal 1 Strategy(ies):

Goal 2 Strategy(ies):

Goal 3 Strategy(ies):

Smart Snacks Follow Up/To Do List

Use this space to write down people you would like to follow up with during breaks, at the resource tables, or after the workshop.

1.

2.

3.

4.

Smart Snacks Reflections of Ideas: Solutions of Interest

Spend some time thinking through what you have learned about this topic. Write some of your reflections here so you can come back to these thoughts later. Be sure to include the resources you have heard about as well.

Team Up for School Nutrition Success Action Plan Smart Snacks

Smart Snacks Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Smart Snacks Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Team Up for School Nutrition Success Action Plan

Smart Snacks Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Smart Snacks Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Notes:

Notes:

Special Nutrition Needs

Stage 1: Current Picture (What is going on?)

Your school nutrition program may have concerns related to special nutrition needs that must be addressed. Take a moment to “tell your story” and share the concerns you have.

Task 1-A

Task A. The Story: Problem Situations

What is going on in your school nutrition program as it relates to special nutrition needs? What are your main concerns? Think about some of the best practice areas that you identified as areas that may need assistance during the self-assessment.

Task 1-B

Task B. The Real Story: New Perspectives

As you look closely, what is really going on with special nutrition needs? What new perspectives have you gained just in thinking about your story and listening to the presenters?

Task 1-C

Task C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real progress in your special nutrition needs outcome?

**Stage 2: Preferred Picture
(What do you see for the future of your program?)**

You have taken the time to look at what is currently happening in your SN program. Now, begin to imagine the kind of future you see for your SN program with special nutrition needs in terms of setting new goals.

Task 2-A

Task A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future of special nutrition needs to look like in your school district?

Task 2-B

Task B. Goals/Outcomes

What do you really want and need? Which solutions are best? Set some **S.M.A.R.T.** GOALS.

Goal 1:

Goal 2:

Goal 3:

Stage 3: The Way Forward (How do I get what I want or need?)

This stage helps you make a realistic plan to achieve the goals that lead to problem-managing outcomes. This is where you come up with strategies to meet each established goal.

Task 3-A

Task A. Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve goals set in Task 2B. This is a list of possibilities.

Goal 1 Strategies:

Goal 2 Strategies:

Goal 3 Strategies:

Team Up for School Nutrition Success

Task 3-B

Task B. Best Fit Strategies

What strategy or set of strategies are best? Which strategies fit the resources available?

Goal 1 Strategy(ies):

Goal 2 Strategy(ies):

Goal 3 Strategy(ies):

Special Nutrition Needs Follow Up/To Do List

Use this space to write down people you would like to follow up with during breaks, at the resource tables, or after the workshop.

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4.

Special Nutrition Needs Reflections of Ideas: Solutions of Interest

Spend some time thinking through what you have learned about this topic. Write some of your reflections here so you can come back to these thoughts later. Be sure to include the resources you have heard about as well.

Team Up for School Nutrition Success Action Plan Special Nutrition Needs

Special Nutrition Needs Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources
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Team Up for School Nutrition Success Action Plan

Special Nutrition Needs Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Team Up for School Nutrition Success Action Plan

Special Nutrition Needs Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Special Nutrition Needs Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Notes:

Notes:

Human Resources

Stage 1: Current Picture (What is going on?)

Your school nutrition program may have concerns related to human resources that must be addressed. Take a moment to “tell your story” and share the concerns you have.

Task 1-A

Task A. The Story: Problem Situations

What is going on in your school nutrition program as it relates to human resources? What are your main concerns? Think about some of the best practice areas that you identified as areas that may need assistance during the self-assessment.

Task 1-B

Task B. The Real Story: New Perspectives

As you look closely, what is really going on with human resources? What new perspectives have you gained just in thinking about your story and listening to the presenters?

Task 1-C

Task C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real progress in your human resources outcome?

**Stage 2: Preferred Picture
(What do you see for the future of your program?)**

You have taken the time to look at what is currently happening in your SN program. Now, begin to imagine the kind of future you see for your SN program with human resources in terms of setting new goals.

Task 2-A

Task A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future of human resources to look like in your school district?

Task 2-B

Task B. Goals/Outcomes

What do you really want and need? Which solutions are best? Set some **S.M.A.R.T.** GOALS.

Goal 1:

Goal 2:

Goal 3:

Stage 3: The Way Forward (How do I get what I want or need?)

This stage helps you make a realistic plan to achieve the goals that lead to problem-managing outcomes. This is where you come up with strategies to meet each established goal.

Task 3-A

Task A. Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve goals set in Task 2B. This is a list of possibilities.

Goal 1 Strategies:

Goal 2 Strategies:

Goal 3 Strategies:

Team Up for School Nutrition Success

Task 3-B

Task B. Best Fit Strategies

What strategy or set of strategies are best? Which strategies fit the resources available?

Goal 1 Strategy(ies):

Goal 2 Strategy(ies):

Goal 3 Strategy(ies):

Human Resources Follow Up/To Do List

Use this space to write down people you would like to follow up with during breaks, at the resource tables, or after the workshop.

1.

2.

3.

4.

Human Resources Reflections of Ideas: Solutions of Interest

Spend some time thinking through what you have learned about this topic. Write some of your reflections here so you can come back to these thoughts later. Be sure to include the resources you have heard about as well.

Team Up for School Nutrition Success Action Plan Human Resources

Human Resources Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Human Resources Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Team Up for School Nutrition Success Action Plan

Human Resources Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Human Resources Goal

Expected Outcomes (measurable and specific):

--

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Notes:

Team Up for School Nutrition Success

Leadership

Stage 1: Current Picture (What is going on?)

Your school nutrition program may have concerns related to leadership that must be addressed. Take a moment to “tell your story” and share the concerns you have.

Task 1-A

Task A. The Story: Problem Situations

What is going on in your school nutrition program as it relates to leadership? What are your main concerns? Think about some of the best practice areas that you identified as areas that may need assistance during the self-assessment.

Task 1-B

Task B. The Real Story: New Perspectives

As you look closely, what is really going on with leadership? What new perspectives have you gained just in thinking about your story and listening to the presenters?

Task 1-C

Task C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real progress in your leadership outcome?

**Stage 2: Preferred Picture
(What do you see for the future of your program?)**

You have taken the time to look at what is currently happening in your SN program. Now, begin to imagine the kind of future you see for your SN program with leadership in terms of setting new goals.

Task 2-A

Task A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future of leadership to look like in your school district?

Task 2-B

Task B. Goals/Outcomes

What do you really want and need? Which solutions are best? Set some **S.M.A.R.T.** GOALS.

Goal 1:

Goal 2:

Goal 3:

Stage 3: The Way Forward (How do I get what I want or need?)

This stage helps you make a realistic plan to achieve the goals that lead to problem-managing outcomes. This is where you come up with strategies to meet each established goal.

Task 3-A

Task A. Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve goals set in Task 2B. This is a list of possibilities.

Goal 1 Strategies:

Goal 2 Strategies:

Goal 3 Strategies:

Team Up for School Nutrition Success

Task 3-B

Task B. Best Fit Strategies

What strategy or set of strategies are best? Which strategies fit the resources available?

Goal 1 Strategy(ies):

Goal 2 Strategy(ies):

Goal 3 Strategy(ies):

Leadership Follow Up/To Do List

Use this space to write down people you would like to follow up with during breaks, at the resource tables, or after the workshop.

1.

2.

3.

4.

Leadership Reflections of Ideas: Solutions of Interest

Spend some time thinking through what you have learned about this topic. Write some of your reflections here so you can come back to these thoughts later. Be sure to include the resources you have heard about as well.

Team Up for School Nutrition Success Action Plan Leadership

Leadership Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan

Leadership Goal

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Team Up for School Nutrition Success Action Plan

Leadership Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources
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Team Up for School Nutrition Success Action Plan

Leadership Goal

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Other Goals

Stage 1: Current Picture (What is going on?)

Your school nutrition program may have other concerns related that must be addressed. Take a moment to “tell your story” and share the concerns you have.

Task 1-A

Task A. The Story: Problem Situations

What is going on in your school nutrition program as it relates to other issues/concerns?
What are your main concerns?

Task 1-B

Task B. The Real Story: New Perspectives

As you look closely, what is really going on with these other issues/concerns? What new perspectives have you gained just in thinking about your story and listening to the presenters?

Task 1-C

Task C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real progress in your outcome?

**Stage 2: Preferred Picture
(What do you see for the future of your program?)**

You have taken the time to look at what is currently happening in your SN program. Now, begin to imagine the kind of future you see for your SN program in terms of setting new goals.

Task 2-A

Task A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future to look like in your school district?

Task 2-B

Task B. Goals/Outcomes

What do you really want and need? Which solutions are best? Set some **S.M.A.R.T.** GOALS.

Goal 1:

Goal 2:

Goal 3:

Stage 3: The Way Forward (How do I get what I want or need?)

This stage helps you make a realistic plan to achieve the goals that lead to problem-managing outcomes. This is where you come up with strategies to meet each established goal.

Task 3-A

Task A. Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve goals set in Task 2B. This is a list of possibilities.

Goal 1 Strategies:

Goal 2 Strategies:

Goal 3 Strategies:

Team Up for School Nutrition Success

Task 3-B

Task B. Best Fit Strategies

What strategy or set of strategies are best? Which strategies fit the resources available?

Goal 1 Strategy(ies):

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Goal 3 Strategy(ies):

Other Issues/Concerns Follow Up/To Do List

Use this space to write down people you would like to follow up with during breaks, at the resource tables, or after the workshop.

1.

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Other Issues/Concerns Reflections of Ideas: Solutions of Interest

Spend some time thinking through what you have learned about this topic. Write some of your reflections here so you can come back to these thoughts later. Be sure to include the resources you have heard about as well.

**Team Up for School Nutrition Success Action Plan
Other Goals**

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan Other Goals

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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Team Up for School Nutrition Success Action Plan Other Goals

Expected Outcomes (measurable and specific):

Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

Team Up for School Nutrition Success Action Plan Other Goals

Expected Outcomes (measurable and specific):

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Observations:

Plan (What will you do to achieve the expected outcome)	Person Responsible	Measure of Success	Target Date	Date Completed

Resources

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HELPING AGREEMENT

A successful participant/mentor relationship requires a commitment on the part of both partners. The following agreement is intended to provide a starting framework for the partnership. Either party should understand that they may withdraw from the relationship at any time. Each party should keep a copy of this agreement and make every effort to fulfill the terms of the agreement.

Mentor _____ **Contact Number** _____

School District: _____

Participant _____ **Contact Number** _____

School District: _____

Mentor and participant are encouraged to share additional contact information as needed.

PARTICIPANT GOALS

The participant has established, with the encouragement of the mentor, at least three goals for one or more of the topic areas. Meeting these established goals is vital for the mentee. The mentor should do his or her best to assist the participant to achieve the pre-established goals through active listening, exploration assistance, and sharing knowledge and experiences.

CONTACT AGREEMENT

The duration of the helping relationship is at the discretion of the mentor and participant. Mentors are encouraged to continue the relationship on a voluntary basis. Contacts with participants may be in person, by telephone or by email. Participant/mentor should allow enough time during a contact for discussion of goals, as well as questions from the participant concerning their program development.

Participant Signature and Date

Mentor Signature and Date

Team Up for School Nutrition Success

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Participant Signature and Date

Mentor Signature and Date

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Participant Signature and Date

Mentor Signature and Date

Team Up for School Nutrition Success



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