

Competencies, Knowledge, and Skills of Effective School Nutrition Managers

Revised 2003



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The University of Mississippi

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National Food Service Management Institute The University of Mississippi

Building the Future Through Child Nutrition

PURPOSE

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

The purpose of NFSMI is to improve the operation of Child Nutrition Programs through research, education and training, and information dissemination. The Administrative Offices and Divisions of Technology Transfer and Education and Training are located in Oxford. The Division of Applied Research is located at The University of Southern Mississippi in Hattiesburg.

MISSION

The mission of the National Food Service Management Institute is to provide information and services that promote the continuous improvement of Child Nutrition Programs.

VISION

The vision of the National Food Service Management Institute is to be the leader in providing education, research, and resources to promote excellence in Child Nutrition Programs.

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COMPETENCIES, KNOWLEDGE, AND SKILLS OF EFFECTIVE SCHOOL NUTRITION MANAGERS

INTRODUCTION

The National Food Service Management Institute (NFSMI), Applied Research Division conducted a multi-phased research activity to determine the competencies, knowledge, and skills required of effective school nutrition managers. Initial research activities spanned a period of approximately four years and involved over 1,300 school nutrition professionals, culminating in 1995 with the development and publication of *Competencies, Knowledge, and Skills of Effective School Nutrition Managers*. The original document detailed the competencies, knowledge, and skills required of effective school nutrition managers and identified knowledge and skill statements as entry-level or beyond entry-level. The document was developed as a tool that could be used to, (a) establish personnel standards or certification requirements, (b) provide information in preparing job descriptions for school nutrition managers, and (c) develop curriculum materials for professional education. The NFSMI recognized the importance of updating the document to reflect current operational issues in the management of a school nutrition program at the school site level. For purposes of both the original research and this research, a school manager was defined as a manager who works in a single school and reports to a district director. Another title for this position may be school foodservice manager.

NFSMI researchers initiated a three-phase research project to update *Competencies, Knowledge, and Skills of Effective School Nutrition Managers*. In the first phase, researchers conducted a national survey of 38 selected school nutrition professionals for the purpose of (a) determining the relevance of the existing knowledge and skill statements to current job responsibilities of school managers and (b) evaluating existing experience level (entry- or beyond entry-level) categories for knowledge and skill statements. In the second phase, NFSMI invited the survey respondents to participate in regional work groups to reach a consensus on the appropriate update for each statement and to identify content gaps in the original document. Thirty-eight participants attended one of four work sessions and reached consensus on recommendations to update the knowledge and skill statements under consideration. The third phase consisted of validating the revised competency, knowledge, and skill statements by mail. Based on recommendations of the work groups, NFSMI researchers designed two separate questionnaires for the validation process. The first questionnaire addressed knowledge and skill statements that received varying recommendations from the four work sessions. Respondents to the questionnaire (89%) selected the recommendation that, in their opinion, best reflected work practices in today's school nutrition programs. The second questionnaire was designed to validate the new competency, knowledge, and skill

statements that addressed content gaps in the original document. This report describes each phase of the research project.

The updated version of the document will assist NFSMI, USDA, state agencies, and training professionals in developing appropriate education materials for training school nutrition managers. This information will be useful to school systems and professional organizations in establishing personnel standards or credentialing requirements. School administrators can use this document in preparing job descriptions that list the competencies, knowledge, and skills required of school nutrition managers.

RESEARCH

**ORIGINAL COMPETENCY STATEMENTS FOR
SCHOOL NUTRITION MANAGERS**

DEVELOPING COMPETENT PERFORMANCE: LAYING THE FOUNDATION

Jeannie Sneed, PhD, RD

Public Law 101-147, passed in 1989, created the National Food Service Management Institute (NFSMI). Guiding purposes for the NFSMI, as specified in PL 101-147, include the provision of training and technical assistance related to improving the quality of meal service to children, the establishment of a national network of trained professionals to present training programs and workshops for food service personnel, and the development of training programs and materials (Child Nutrition and WIC Reauthorization Act of 1989). Also, the five-year strategic plan of the American School Food Service Association (ASFSA), *Shaping a Healthy Future 1991-1995*, proposes that by 1995 ASFSA will lead the way for healthy children through four initiatives. One of those initiatives focuses on "membership development demonstrated by members who are competent, confident and fulfilled professionally" (ASFSA, 1991).

Gale and Pol (1975) define competence as the quality of being functionally adequate in performing tasks and assuming the role of a specified position with the requisite knowledge, ability, capability, skill, judgments, attitudes, and values. The competency and motivation of school food service personnel are important factors for effective production and service of nutritious meals that are well accepted by children. School food service personnel play a key role in increasing acceptance of school nutrition programs by students (Bowen, Vaden & Newell, 1982).

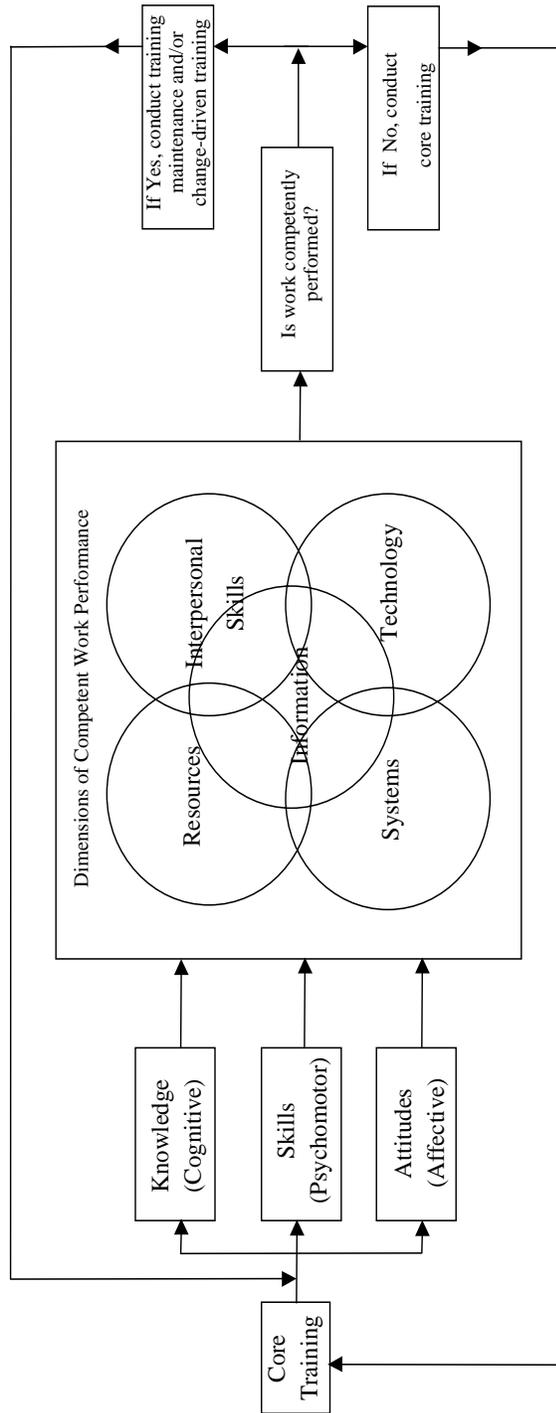
Model for Developing Competent Performance

Based on the research literature, NFSMI staff developed a *Model for Developing Competent Performance* (Figure 1). The U.S. Department of Labor established a Secretary's Commission on Achieving Necessary Skills (SCANS) to identify skills and tasks for jobs. That commission completed its work in 1992 and published its report, *Skills and Tasks for Jobs: A SCANS Report for America 2000* (U.S. Department of Labor, 1992). The five core areas of competency which the SCANS Report identifies as typical of a competent worker are ability to handle resources, information, interpersonal communication, systems, and technology. The specific subcompetencies of each core area are:

Resources

- Allocates time
- Allocates money
- Allocates material and facility resources
- Allocates human resources

Figure 1. Model for Developing Competent Performance



Information	Acquires and evaluates information Organizes and maintains information Interprets and communicates information Uses computers to process information
Interpersonal	Participates as a member of a team Teaches others Serves clients/customers Exercises leadership Negotiates to arrive at a decision Works with cultural diversity
Systems	Understands systems Monitors and corrects performance Improves and designs systems
Technology	Selects technology Applies technology to task Maintains and troubleshoots technology

Competent work performance depends on employees having the requisite knowledge, skills, and attitudes. The SCANS report also identified three foundation skill areas, including basic skills (reading, writing, arithmetic, mathematics, listening, and speaking), thinking skills (creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning), and personal qualities (responsibility, self-esteem, social, self-management, and integrity/honesty). Core training provided to employees can help insure that knowledge, skills, and attitudes are adequate and appropriate to job requirements.

The model we developed includes an on-going process supervisors can use to evaluate workers. If work is performed in a competent manner, the supervisor gives appropriate positive feedback to employees. In addition, administrators can provide maintenance training and change-driven training when changes in technology or systems occur. If workers fail to perform at a competent level, they receive core training to develop the basic knowledge, skills, and attitudes they require.

Model for Curriculum Development

In order to implement a comprehensive program for training and development, NFSMI staff developed a curriculum development model to guide activities (Figure 2). The iterative model includes the following steps:

- A. Develop and validate competency statements
- B. Develop and validate skill and knowledge statements
- C. Establish curriculum advisory committee
- D. Review SNP personnel needs

- E. Identify changes needed
- F. Formulate objectives for curriculum development and evaluation model
- G. Plan curriculum content and framework
- H. Plan outcome-based evaluation framework
- I. Develop curriculum materials and format
- J. Review and pilot test curriculum materials
- K. Market curriculum
- L. Implement curriculum
- M. Evaluate curriculum effectiveness

One version of the model (Figure 3) was developed to include what group or groups of people would have primary responsibility for each step in the competency development process. Research is the basis of the process. There is a transition that occurs between applied research and education and training, yet both groups work closely together.

Developing Competencies

As shown in the model, one important basis for planning education and training programs is competency statements. These competency statements are validated by a process of determining the functions and tasks for a position and identifying the actual responsibilities of job incumbents (Baird & Jones, 1981; D'Costa & Schreck, 1983; Gale & Pol, 1975; Hoadley, Vaden, & Spears, 1981; Jones & Baird, 1981; Kane, Estes, Colton, & Eltoft 1991; Loyd & Vaden, 1977; Mariampolski, Spears, & Vaden, 1980; Martin, 1984; Recommended Functions, 1984). Validated competencies allow individuals charged with education and training to specifically target areas in which personnel have the greatest need for training (Martin, 1984) and can serve as the basis for credentialing programs.

The *Master Plan for Education and Professional Development* provides standards for certification of school food service personnel (ASFSA, 1987). Competency statements validated in 1984 (Martin, 1984) provide the basis for this certification program.

Child Nutrition Programs (CNP) operate in a dynamic environment that includes changes in legislation, economy, technology, customers, and nutritional information. In light of these changes, administrators need to review and update their competency statements on an ongoing basis. Thus, the NFSMI is developing competencies for various levels of CNP professionals.

Figure 2. A Curriculum Development Model for Child Nutrition Program (CNP)

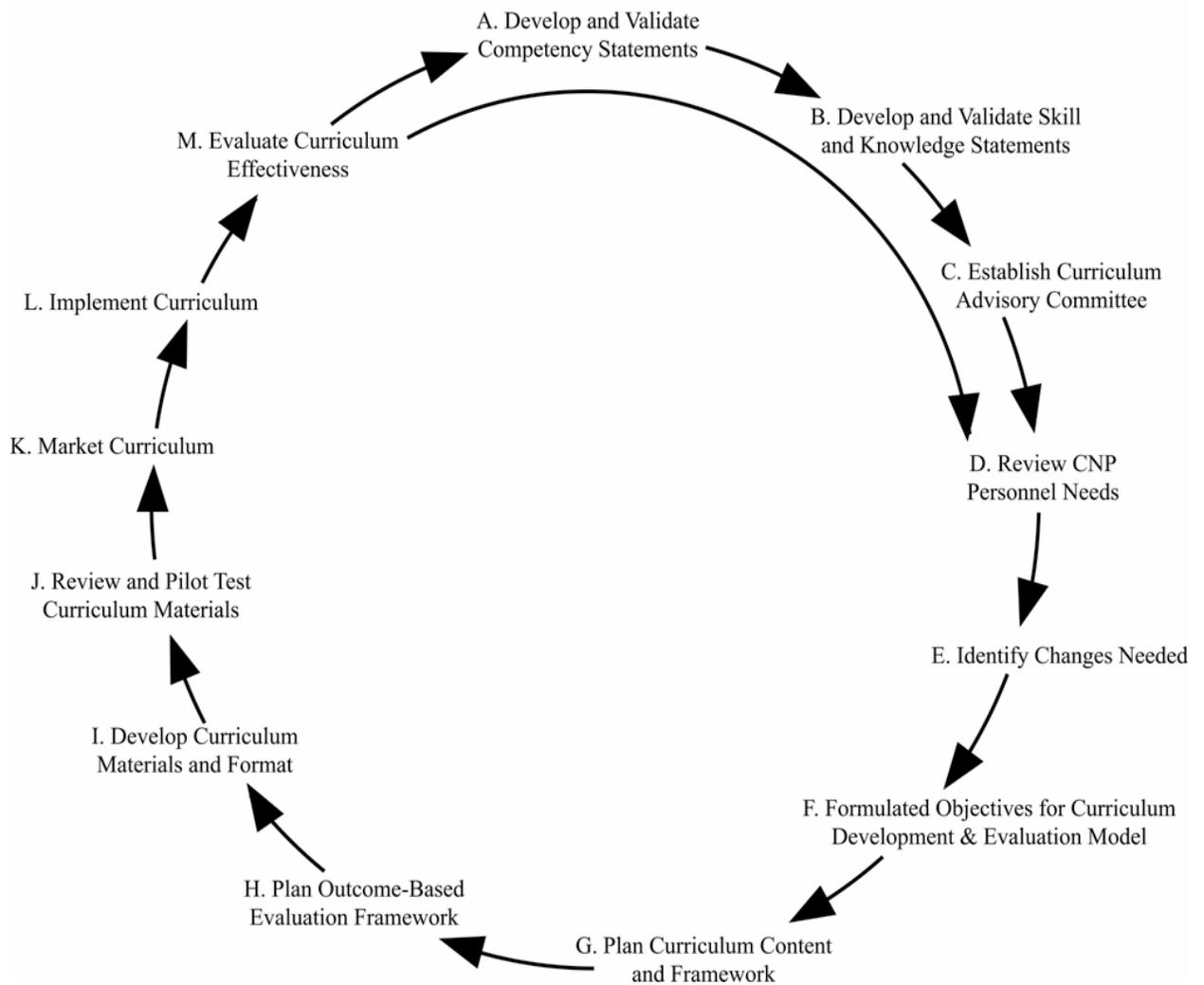
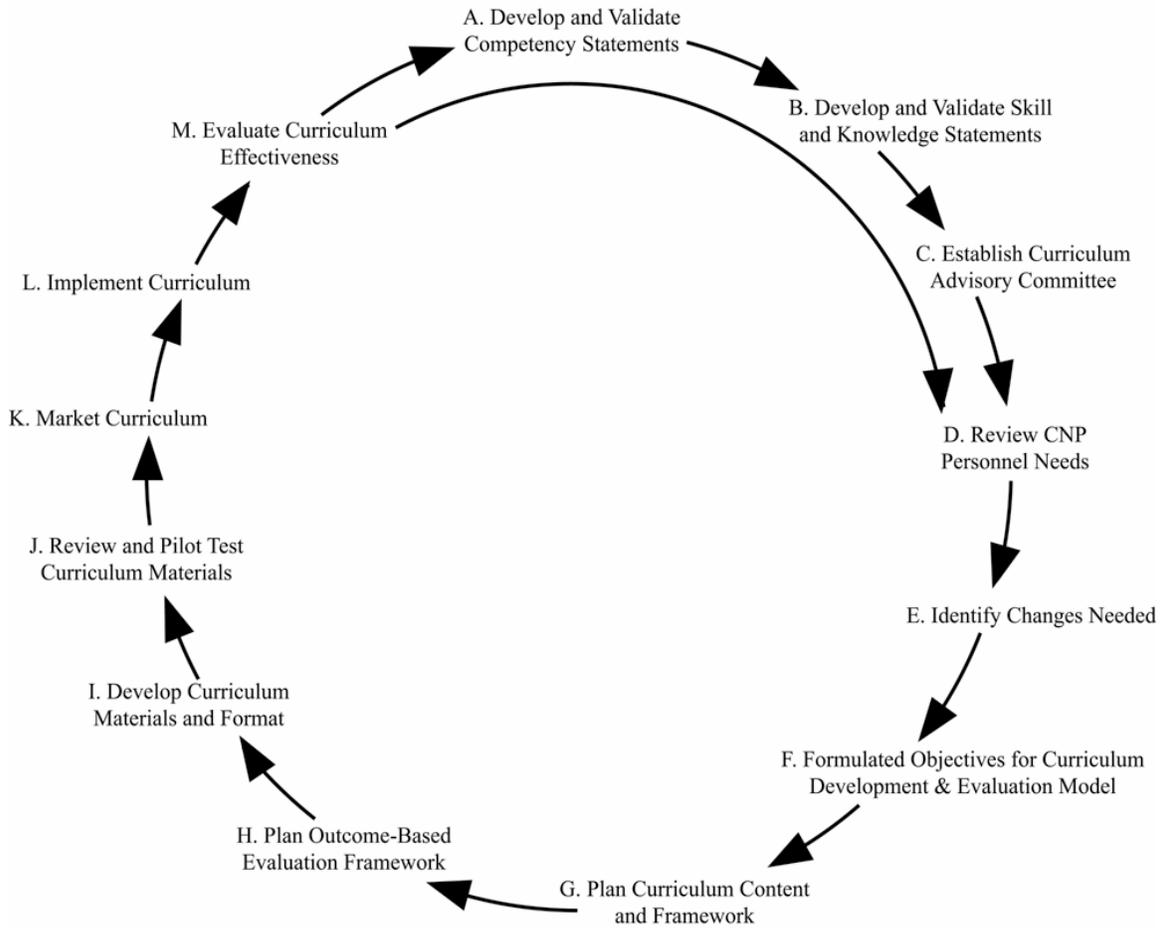


Figure 3. Responsibilities for Implementing A Curriculum Development Model For Child Nutrition Programs (CNP)



Responsibility

- A Applied Research (AR)
- B AR
- C AR, Education and Training (ET)
- D AR, ET, Curriculum Advisory Committee (CAC)
- E AR, ET, CAC
- F AR, ET, CAC
- G AR, ET, CAC
- H AR, ET, CAC
- I ET, CAC
- J ET
- K ET
- L ET
- M AR, ET, CAC

COMPENTENCIES FOR SCHOOL NUTRITION MANAGERS

Jeannie Sneed, PhD, RD
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As a part of the National Food Service Management Institute's (NFSMI) emphasis on education and training of Child Nutrition Programs (CNP), the first competency study was conducted for school food service managers. There had been no recent, large-scale national study to update and validate competency statements for school food service managers in CNP. Thus, the NFSMI conducted a study to (a) develop a comprehensive list of competency statements related to the job of school food service managers; (b) validate competency statements by determining ratings of importance and frequency of performance; and (c) determine how managers' ratings of importance and frequency of performance of these competencies differ based on school variables (school enrollment, production system, and grade levels in the school) and personal variables of the school food service managers (certification status, years worked in food service, years worked in school food service, and education level).

METHODOLOGY

Research Samples

Manager questionnaires were mailed to a systematic random sample of 1,200 school food service managers, 600 for each of two forms. The director/supervisor questionnaires were mailed to a systematic random sample of 1,200 district food service directors/supervisors, 600 for each of two forms. The samples were purchased from Market Data Retrieval, a company that maintains current mailing addresses for 16,466 school districts, 71,315 elementary schools, 38,781 junior high schools, and 24,626 high schools representing public, private, and parochial schools across the United States.

For this study, a manager is defined as an individual designated by the school district to run its food service operation in a single school. The food service operation may be one of five types, (a) onsite preparation (conventional), (b) receive food from a base kitchen, (c) receive food from a central kitchen (commissary), (d) base kitchen, or (e) central kitchen (commissary). A director/supervisor is defined as an individual responsible for a school district that may have multiple schools. A director/supervisor would have a supervisory relationship with managers.

Questionnaire Development

Job functional areas and a comprehensive list of competencies were developed for school nutrition managers based on the *Master Plan for Education and Professional Development* (ASFSA, 1987). NFSMI research scientists also referred to research on competencies, roles, and functions of school nutrition managers and research on competencies for food service managers in health care and restaurants.

To obtain additional information to develop the competency statements, NFSMI research staff observed managers in their schools for one day. We also discussed job responsibilities of managers with two district CNP directors/supervisors, and we asked three school nutrition managers to review the entire list of competency statements. NFSMI staff and other educators and professionals in food service management representing a variety of backgrounds and perspectives, including a university professor, a past ASFSA president, and a vocational food service instructor, reviewed the competency statements. We added, deleted, shortened, and clarified competency statements based on suggestions of those individuals; and we revised the format and direction for clarity.

Managers' Questionnaires

We developed questionnaires to obtain information about competencies and continuing education needs for managers at the school level. Each questionnaire contained two sections. In Section I, respondents indicated their perceived importance for a list of competency statements as they relate to their job as school nutrition manger using a four-point rating scale: (0 not important, 1 some importance, 2 important, and 3 very important). Respondents also indicated the frequency that they performed work related to each competency statement using a five-point rating scale: (0 never, 1 periodically, 2 monthly, 3 weekly, and 4 daily). Section II consisted of items describing the respondents and their schools, including: state; food production system [onsite (conventional), receive food from base kitchen, receive food from central kitchen (commissary), base kitchen, central kitchen (commissary)]; school enrollment; grade levels in the school; certification status of manger; total years worked in food service; years worked in school food service; and education level.

Directors'/Supervisors' Questionnaires

For each competency statement, questionnaires were designed to determine the perceptions of directors/supervisors regarding the importance to the job of having a managers and how frequently managers performed each competency. The questionnaire contained two parts. Part I was identical to the managers' questionnaires with the exception of the instructions. Directors/supervisors indicated how the competency statements related to the jobs of school-level managers they supervised. Part II included

items to describe the directors/supervisors including state, certification status, years of food service experience, years of school food service experience, and education level.

Questionnaire Review and Approval

Prior to data collection, questionnaires were approved by The University of Southern Mississippi Human Subjects Protection Review Committee. Questionnaires also were evaluated by the school food service subcommittee of the Education Information Advisory Committee (EIAC) for the Chief State School Officers. The EIAC Committee recommended that the reading level be reduced for the managers' questionnaires. We used RIGHTWriter software program (1990) to evaluate the reading level of each questionnaire. The questionnaire items were modified to lower the reading level to the 10th-grade level, a level deemed appropriate for the manager position. Words considered jargon, or commonly known in food service, were omitted from evaluation (e.g. management, equipment, food service, nutritional, nutrition, dietary, education, establishes, evaluates). In addition, because the original questionnaire had 124 competency statements, EIAC recommended that two forms of the questionnaire be developed, with one-half of the competency statements on each form. Using two forms would decrease the length of time required to complete the questionnaire, thereby increasing the response rate. The study protocol, questionnaires, and workload to respondents also were approved by the Office of Management and Budget (OMB) prior to data collection.

Pilot Testing

Both managers' questionnaires were pilot tested by nine incumbent managers at the school level and both directors'/supervisors' questionnaires were pilot tested by nine district directors/supervisors. Individuals pilot testing the questionnaires were asked to add, delete, modify, or clarify items in any manner to make the items appropriate for the school nutrition manager's job.

A questionnaire critique form was used for the pilot test sample to make suggestions and recommend improvements to the cover letter and questionnaires. Revisions made were based on suggestions and comments from those reviewing the questionnaires.

Data Collection

The questionnaire, a cover letter explaining the purpose and importance of the study, and a postage-paid return envelope were mailed to each manager and district SNP director/supervisor in the study sample. Forms 1 and 2 of the questionnaires were sent alternately to the names on the address list for the sample. Coding of questionnaires was done so follow-up postcards and surveys could be mailed to non-respondents only,

minimizing data collection cost. Participants were assured of complete confidentiality in the handling and reporting of data.

Two weeks after the original mailing, a follow-up postcard was mailed to encourage participation. Five weeks after the original mailing, a second letter and questionnaire were mailed to non-respondents. Because the response rate was less than we desired, a third questionnaire and cover letter were mailed approximately eight weeks after the initial mailing.

Data Analysis

Frequencies, means, and standard deviations were calculated for importance and frequency ratings of each competency statement. For each demographic item, frequency of responses was determined for descriptive purposes and for testing research hypotheses. The internal consistency (reliability of the importance and frequency scales for both the managers and directors/supervisors) was computed using Cronbach's *alpha* (Cronbach, 1951).

Iterative principal axis factor analysis was used to determine if competency statements could be grouped into related, describable factors that corresponded with *a priori* functional area. The number of factors to be retained was based on an analysis of discontinuity on a scree plot and a minimum eigenvalue of 1.0. Varimax rotation was used for the determined number of factors. For each (functional area), a Cronbach's *alpha* was calculated. Mean scores for items within a functional area were calculated for hypotheses testing.

One-way analysis of variance was used to determine if ratings for importance and frequency for competency functional areas were different depending on the school district variables (including number of students in the school, grade levels in the school, and type of food production system) and personal variables (including education, certification status, years of food service experience, and years of school food service experience). A probability level of 0.05 was used for all tests of significance. Data were analyzed using SPSS (1988).

Results and Discussion

For the two groups of 600 managers, 253 (42%) and 246 (41%) responded. Response rates were higher for the two groups of 600 directors/supervisors, 383 (64%) and 380 (63%). All 50 states were represented in the respondents. For managers, 92% had high school degrees or higher and 7.4% had college degrees. Forty percent of managers had 11 to 20 years of experience while 40% had 10 or less years of school food service experience. These managers were employed predominantly in schools with conventional food production systems (58%), although there were respondents from all types of food

production systems. For district supervisors/directors, nearly 39% had a college degree and 39% had a high school degree. The number of years managers and supervisors in the study had worked in school food service were very similar.

Reliability of the Scales

The Cronbach's *alpha* coefficient for the importance scales for the two managers' questionnaires were 0.95 and 0.96. For the importance scales to which directors/supervisors responded, the Cronbach's *alpha* coefficients were 0.95 and 0.94. For the frequency scales, the Cronbach's *alpha* coefficients for managers were 0.94 for both questionnaires and for the directors/supervisors, 0.92 and 0.91. The Cronbach's *alpha* was 0.98 for the managers' continuing education scale and 0.97 for the directors/supervisors. These high Cronbach's *alpha* coefficients indicate high internal consistency of responses to the items in the scales.

Functional Areas

Competency statements were grouped in 14 functional areas on the questionnaire. Factor analysis to determine an empirical basis for these *a priori* functional areas showed that the functional areas were fairly accurate but indicated some changes. Based on factor loadings and interpretability, 12 functional areas resulted (Tables 2, 3, and 4). The following changes in functional areas were made: food acceptability was added; purchasing and receiving and storage were combined into one functional area named procurement; sanitation and safety were combined into one functional area; marketing and program promotion and student/community involvement, communications and public relations were combined to form marketing. Cronbach *alpha* reliability coefficients calculated for each functional area for each form of the managers' and directors'/supervisors' questionnaires were high.

Importance Ratings of Competency Statements

Managers rated 70 of the 124 competency statements 2.5 or higher compared to 67 for directors/supervisors, a mean that falls between important and very important. Items that managers rated as 2.9 or 3.0 related to safety, personal hygiene, sanitation, food temperatures, service of meals, and adherence to federal regulations. This indicates that managers understand the importance of areas that are most basic to school food service operations and reflects the areas for which there are external reviews. There was no practical difference in importance ratings for directors/supervisors.

Only seven competencies had importance ratings less than 2.0. Competencies with the lowest importance ratings were: helps staff to select appropriate training opportunities, encourages professional growth through membership in professional organization,

calculates and sets prices for catered and other special events, uses a computer to maintain financial records, coordinates facilities and services with outside groups, visits classrooms and promotes and arranges tasting parties and field trips for students, develops and provides nutrition education and nutrition education materials; and helps teachers to select educational activities and materials. Perhaps managers need to be more sensitized to their role as educators for both employees and students.

Frequency of Competency Performance

There was no practical difference in frequency ratings between managers and directors/supervisors. The competencies that were performed most frequently by managers are (a) those that relate to safety and sanitation (practices and enforces personal hygiene; maintains sanitation standards for equipment, personnel, food, and facility; follows safety standards for equipment, personnel, food, and facility; follows procedures to maintain safe and sanitary conditions in the storage, preparation, and service of food; uses correct temperatures to thaw, prepare, hold, and serve food; and maintains safety standards for equipment); (b) production (maintains daily menu and food production records); and (c) program accountability (follows federal, state, and local regulations; and prevents discrimination by protecting the identity of students receiving free and reduced price meals). Interestingly, the competency statement that received that lowest rating from both managers and directors/supervisors was visits classrooms and promotes and arranges tasting parties and kitchen field trips for the students. With the emphasis on nutrition education and implementation of the Dietary Guidelines for Americans and with the need to integrate nutrition education in the total education of children, this may be an area that needs to be strengthened. Also, the reasons that more of these nutrition education activities are not done needs to be explored and appropriate corrective action taken. Issues to consider include time limitations; perceptions that it is not important by either school food service managers, teachers, or administrators; and lack of manager skills and confidence.

Relationship Among Variables

Importance Ratings for Competency Statement

Analysis of the relationship between demographic variables and importance ratings for the competencies yielded some interesting results. For managers, education level, years of school food service experience, and the grade levels in their schools were not related to importance ratings. School enrollment influenced managers' importance ratings for only one functional area, financial management and record keeping. Importance ratings for this functional area were higher for schools with larger enrollments than for schools with enrollments of 500 or less students. Individuals that are ASFSA certified rated professional development higher in importance than managers who were either not certified or state certified.

The number of years of food service experience influenced managers' importance rating for the areas of food production and personnel management. For both of these areas, individuals with more food service experience rated these areas as more important.

For directors/supervisors, importance ratings for the functional areas were not different based on the number of years of food service experience and the number of years of school food service experience. Importance ratings for procurement, financial management and record keeping, and sanitation and safety were different for education level of the directors/supervisors. For procurement, importance ratings were higher for those with high school or less education. Directors/supervisors with high school diplomas rated financial management and record keeping higher than directors/supervisors with college degrees. For safety and sanitation, individuals with high school or less education had higher ratings than those with some college or college degrees. Certification status influenced importance ratings for personnel management and professional development. For both functional areas, importance ratings were higher for directors/supervisors who were ASFSA certified than for those who were not certified or had state certification.

Frequency Ratings for Competency Statements

For managers, frequency ratings of functional areas were not different based on school enrollment, grade levels, certification status, and education level. Importance ratings for food production, service, equipment use and care, and personnel management differed depending on years of food service experience of the manager. For food production and service, frequency ratings were higher for managers with 11 or more years experience than for managers with less experience for one group and higher for those with more than five years experience for the second group. For equipment use and care, managers with 11 or more years experience performed the competencies more often than did those with less experience for one group; for the other group, frequency declined for managers with more than 30 years experience. Personnel management was related to experience, more experienced managers reported performing these competencies more frequently. Very similar relationships were found based on years of school food service experience.

The type of food production system used in schools of managers influenced frequency ratings for food production and for professional development. For food production, frequency ratings were lower for managers employed in schools that receive food from a base kitchen or from a central kitchen than for managers in conventional kitchen, base kitchen, or central kitchen operations. Professional development frequency ratings were highest for managers employed in conventional (onsite) and base kitchen operations than for all other types of operations.

For directors/supervisors, only one personal variable was significantly related to a functional area; education level of the director/supervisor was related to nutrition and menu planning. Frequency ratings were lower for directors/supervisors with graduate degrees than for those at all other grade levels.

Application

Results of this study provide a basis for the identification of knowledge and skill statements necessary for developing an educational curriculum. As a component of the curriculum development process, the competency statements can be reviewed to identify any gaps or new areas that must be addressed as prospective needs for school food service managers in the year 2000. These competency statements will be useful in planning education and training programs for school nutrition managers.

For curriculum, courses could be planned around the 12 functional areas with differing time requirements for each area depending on whether college credit is granted. For a vocational and technical school curriculum, these functional areas may constitute units within a school food service management curriculum. Vocational program directors may wish to compare the competency requirements of school nutrition managers with those of dietary managers to determine if there is a core curriculum needed for both groups that could be supplemented with specific units and field experiences needed by managers employed in the school and healthcare settings.

These competency statements could be used by school administrators in establishing or reviewing job descriptions for school food service managers because the statements do provide comprehensive statements as they develop performance standards and evaluations for school-level managers.

Sixty-three percent of the school food service managers have a high school education and 7.6% have less than a high school education. This represents a major consideration in the development of education programs with appropriate reading and comprehension levels for these managers. Since 85% of the managers completed high school or some college, there may be a substantial demand for college degree programs at the associate and baccalaureate levels with an emphasis in school food service management.

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REVISED

**COMPETENCIES, KNOWLEDGE, AND SKILLS OF
EFFECTIVE SCHOOL NUTRITION MANAGERS**

COMPETENCIES, KNOWLEDGE, AND SKILLS OF EFFECTIVE SCHOOL NUTRITION MANAGERS

The current update of the *Competencies, Knowledge, and Skills of Effective School Nutrition Managers* is the result of research activities conducted in three phases. It was necessary to update the 1995 document to reflect changes in regulations and current operational procedures in school nutrition programs. This update research in 2002-2003 asked a national panel of school nutrition professionals (n=38) to evaluate competency, knowledge, and skill statements in the original document as they apply to today's environment in school nutrition programs. Following recommendations of the research participants, the document was revised to reflect their input. The NFSMI research staff reviewed the document for final editing.

METHOD

Internal Review Board Approval

The University of Southern Mississippi Human Subjects Institutional Review Board approved the protocol for the research project. Participation in the research study was voluntary.

Participants

Thirty-eight school nutrition professionals, representing 20 states located in four geographic regions (Northeast, Southeast, Midwest, and West), agreed to participate in the research activities. Participants were chosen from a list of state agency recommendations. The groups consisted of school foodservice directors, school site managers, and state agency representatives.

Data Collection

The current update of the *Competencies, Knowledge, and Skills of Effective School Nutrition Managers* is the result of research activities conducted in three phases.

Phase I

The first phase of the research project was a national mailed survey of 38 school nutrition professionals that included school site managers, district foodservice directors, and state agency staff. The group represented 20 states located in four different geographic areas of the nation. Specific objectives of the survey instrument were to rate the relevance (not important, somewhat important, vital, extremely important) of the 479 original statements within the 12 functional areas of job responsibilities performed by managers in today's environment and identify the knowledge and skills required of entry-level school

nutrition managers as distinct from knowledge and skills acquired on the job (beyond entry-level). All 38 panel members (100%) responded to the survey. NFSMI researchers evaluated survey results to determine which of the knowledge and skill statements required further consideration during group work sessions. Statements selected were challenged by a majority of the respondents as being either “not important” or only “somewhat important” to the job responsibilities of managers. NFSMI researchers compiled and sorted the statements according to functional areas. This compilation was used as the foundation for Phase II of the research project.

Phase II

NFSMI conducted four two-day regional work sessions in Baltimore, Omaha, Knoxville, and Phoenix for the purpose of continuing the update process. The 38 nutrition professionals who responded to the mail survey were invited to attend the work session conducted in their respective region. Eight to eleven panel members participated in each of the four sessions. Group activities were specifically designed to assist participants as they (a) reviewed the statements challenged as relevant and recommended whether statements should be revised, deleted, or left as written; (b) re-examined the experience level for each knowledge and skill statement; and (c) identified content gaps related to the manager’s job responsibilities in today’s work environment.

All 38 panel members agreed to participate in one of four regional work sessions. During the two-day work sessions, participants analyzed knowledge and skill statements for relevance to current job responsibilities and reached consensus to recommend whether the statement under consideration should be revised, deleted, or left as written in the original document. A total of 206 statements were recommended for further consideration. Group members presented suggested revisions of statements to the entire group for further discussion. In addition to analyzing the relevance of statements to the present work environment, participants reviewed the existing experience level designation (entry- and beyond-entry) for knowledge and skill statements. Statements selected by participants as having level designations that no longer reflected the appropriate experience level for knowledge and skills on the job were tabulated for consideration in Phase III. In a Gap Analysis exercise to determine content areas requiring new statements in today’s work environment, work group participants identified six new areas. The areas included Crisis/Risk Management, Food Recall/Food Safety, Cultural Diversity in the Labor Force, Diets for Special Needs Children, Technology, and Strategic Planning. Groups in all four work sessions recommended a modification of the title for Functional Area 3. The title was changed from Sanitation and Safety to Sanitation, Safety, and Security to reflect the need for crisis management in the school work environment.

Phase III

In the final phase to update *Competencies, Knowledge, and Skills of Effective School Nutrition Managers*, NFSMI researchers compiled a list of recommendations from the four work sessions. After the recommendations were evaluated by NFSMI researchers, two separate questionnaires were developed and mailed to work group participants. The first questionnaire solicited a preferred choice of action (modify, delete, or leave as

written) for each of the 206 knowledge and skill statements and whether the experience level should be entry- or beyond entry-level. When work groups suggested statement modifications, the modifications were included for panel members to consider. The questionnaire was mailed to the 38 panel members. Thirty-four (89%) panel members responded. The consensus among respondents was that, of the 206 knowledge/skill statements considered from the original document, 138 were to remain unchanged, 47 statements were to be modified or rewritten, and 22 statements were to be deleted. This action reduced the number of statements in the original document from 479 to 457. Recommendations for changes in experience level by the work groups resulted in 323 (71%) knowledge/skill statements as entry-level responsibility and 134 (29%) statements as beyond entry-level responsibility. The ratio in the original document was 50% for each experience category.

The second questionnaire encompassed the group's final recommendation for new competency, knowledge, and skill statements to address the content areas that were not included in the 1995 document. The questionnaire was mailed to a convenience sample of ten panel members, representing previous panel members, one state agency representative, and the NFSMI scholar. Six panel members (60%) responded to the questionnaire. Based on questionnaire results, four new competency statements and 69 new knowledge and skill statements were added in five functional areas. Respondents reached consensus that 21 (30%) new statements were entry-level and the remaining 48 (70%) statements were beyond-entry level.

RESULTS

The original document contained 12 functional areas with 31 competencies and 479 knowledge and skill statements. The revised document has 12 functional areas with 35 competencies and 526 knowledge and skill statements. The two sections that had the highest percentage of overall changes were Program Accountability (38%) and Sanitation and Safety (70%). The changes were due for the most part to the addition of new knowledge and skill statements.

The number of entry-level statements from the original document increased from 50% to 71% in the updated document. However, the consensus for new knowledge and skill statements was that only 21% were entry-level. This was likely due to the perceptions of panel members that the newer content areas were more complex and more likely to be integrated with job responsibilities of other school employees.

The revised document and a sample job description is included in the appendix of this report. The double-column format featured in the 1995 publication was changed to enhance readability.

The following changes were made to the 12 functional areas in the original document based on panel suggestions:

Functional Area 1: Nutrition and Menu Planning

- Nine statements were modified, eight statements were deleted, and five new statements were added.

Functional Area 2: Program Accountability

- Competency 2.3 was added to address knowledge and skills required to comply with school mission and vision.
- Five knowledge and skill statements were modified and 12 new statements were added. No statements were deleted.

Functional Area 3: Sanitation and Safety

- The title of the functional area was changed to Sanitation, Safety, and Security to reflect addition of two new competencies, 3.2 and 3.4.
- Two statements were modified, one statement was deleted, and 33 statements were added.

Functional Area 4: Equipment Use and Care

- Three statements were modified and one new statement was added. No statements were deleted in this functional area.

Functional Area 5: Procurement

- Three statements were modified, three statements were deleted, and one new statement was added.

Functional Area 6: Food Production

- Four statements were modified and one new statement was added. No statements were deleted.

Functional Area 7: Food Acceptability

- This functional area reflected the least amount of change. Four statements were modified; however, no new statements were recommended for the functional area and no statements were deleted.

Functional Area 8: Service

- Six statements were modified, one statement was deleted, and three statements were added.

Functional Area 9: Financial Management & Recordkeeping

- Two statements were modified, two statements were deleted, and two new statements were added.

Functional Area 10: Marketing

- Five statements were modified and two statements were deleted. No new statements were added in this functional area.

Functional Area 11: Personnel Management

- Competency 11.6 was added to address diversity issues in hiring personnel.
- Five statements were modified, two statements were deleted, and 10 new statements were added.

Functional Area 12: Professional Development

- Four statements were modified, three statements were deleted, and one new statement was added.

APPLICATION

Qualified employees are crucial to effective School Nutrition Programs (SNP). This is especially true for school nutrition managers because they must set the standards for performance on a daily basis. This updated document can be used to develop job descriptions that list the knowledge and skills required of school nutrition managers. When providing orientation to newly hired school nutrition managers, this document will help school food authorities focus on job functions important to the role of a manager. This research can guide the development of refresher courses to improve job performance and provide continuing professional education of SNP management staff. The information gained from the project will assist NFSMI, USDA, state agencies, and training professionals in developing appropriate resources for expanding the professional development opportunities of school nutrition managers. The document will need periodic updates and revisions to reflect changes in regulations and practices in School Nutrition Programs.

APPENDIX A

**COMPETENCIES, KNOWLEDGE, AND SKILLS REQUIRED OF
EFFECTIVE SCHOOL NUTRITION MANAGERS:
ENTRY-LEVEL AND BEYOND**

FUNCTIONAL AREA 1: NUTRITION AND MENU PLANNING

COMPETENCY 1.1

PROVIDES AN ATMOSPHERE THAT ENSURES THE PURPOSE OF THE SCHOOL NUTRITION PROGRAM (SNP) TO "SAFEGUARD THE HEALTH AND WELL-BEING OF THE NATION'S CHILDREN."

Entry-Level Knowledge Statements

Knows the important relationships between nutrition and learning and nutrition and health.

Knows district and state rules governing competitive food sales.

Entry-Level Skill Statements

Serves as a role model by promoting healthful eating habits.

Provides a setting that projects a positive message about the meals served and their nutritional value.

Encourages students to make wise food choices that result in healthy, well-balanced meals.

Beyond Entry-Level Knowledge Statements

Knows basic factors associated with the health and wellness of children.

Knows the importance of the SNP contributions to the long-range health of schoolchildren.

Beyond Entry-Level Skill Statements

Encourages/works with other employees and school officials to develop and maintain a school nutrition policy based on current research and restricts sale of competitive foods of minimal nutritional value.

Utilizes available resources to help integrate the SNP into the total school health education curriculum.

COMPETENCY 1.2
ENSURES ALL MEALS SERVED IN THE SCHOOL NUTRITION PROGRAM (SNP) MEET CURRENT NUTRITIONAL STANDARDS AND MEAL PATTERN REQUIREMENTS, INCLUDING CHILDREN WITH SPECIAL NEED DIETS.

Entry-Level Knowledge Statements

Knows current USDA nutrition standards that apply to meals served in the SNP.

Knows relationship between meal component requirements in the SNP and other nutritional guidelines.

Knows sources of guidance for schools to use in meeting nutritional needs of children with special needs.

Entry-Level Skill Statements

Applies principles of good menu planning to school meals, including those necessary for selective menus that incorporate choice.

Recognizes a reimbursable meal when "offer vs. serve" is available as an option in school meals.

Ensures use of nutritionally equivalent foods when menu substitutions are necessary.

Ensures that meals planned include a variety of foods, avoid repetition, and provide interesting food choices and combinations.

Ensures special food and nutrition needs are met for students with an appropriately approved diet order from a recognized medical authority.

Ensures service of a variety of nutrient dense foods if a la carte items are allowed.

Implements USDA meal pattern requirements for school meals when serving meals to schoolchildren.

Implements an approved menu system that offers food choices of high nutritional value to students.

COMPETENCY 1.2
ENSURES ALL MEALS SERVED IN THE SCHOOL NUTRITION PROGRAM (SNP) MEET CURRENT NUTRITIONAL STANDARDS AND MEAL PATTERN REQUIREMENTS, INCLUDING CHILDREN WITH SPECIAL NEED DIETS.

Entry-Level Skill Statements, cont.

Monitors portion sizes of meal components served to students to ensure meals are nutritionally adequate.

Keeps written medical diets and instructions on file.

Ensures applicable policies are followed when providing school meals for children with special needs.

Maintains appropriate USDA guidance for the SNP staff to use when accommodating children with special dietary needs.

Beyond Entry-Level Knowledge Statements

Knows nutrient sources and their contribution to foods served in school meals.

Knows *Recommended Dietary Allowances* for school-age children.

Knows recommendations for menu planning in the *Dietary Guidelines for Americans* and the *Food Guide Pyramid*.

Knows how to follow a medical authorization to modify meals for a special needs child.

Beyond Entry-Level Skill Statements

Follows the Menu Planning Guide or other appropriate USDA resources for SNP when involved with menu planning.

Uses food labels or manufacturer's nutrition information sheets for identifying nutritive content of food, if involved in menu planning.

COMPETENCY 1.2

ENSURES ALL MEALS SERVED IN THE SCHOOL NUTRITION PROGRAM (SNP) MEET CURRENT NUTRITIONAL STANDARDS AND MEAL PATTERN REQUIREMENTS, INCLUDING CHILDREN WITH SPECIAL NEED DIETS.

Beyond Entry-Level Skill Statements, cont.

Alters the food items to meet the nutritional requirements of students with special dietary needs.

Provides required substitutions or modifications in school meals for children whose special needs restrict their diets.

**COMPETENCY 1.3
MAINTAINS NUTRITIONAL INTEGRITY OF THE SCHOOL NUTRITION
PROGRAM (SNP) THROUGH IMPLEMENTATION OF DIETARY
GUIDELINES FOR AMERICANS.**

Entry-Level Knowledge Statements

Knows the nutrition principles in the *Dietary Guidelines for Americans*.

Knows how the *Dietary Guidelines for Americans* can be used to bring about nutritional improvements in school meals and children's diets.

Knows current food combinations that meet the nutritional requirements for SNP.

Entry-Level Skill Statements

Offers meals that use sugar in moderation.

Plans choices that ensure offering more vegetables, fruits, and grain products when involved in menu planning.

Offers a variety of foods consistent with nutrition principles in the *Dietary Guidelines for Americans* and in the *Food Guide Pyramid*.

Beyond Entry-Level Knowledge Statements

Knows methods of modifying menus to reduce fat, saturated fat, salt, and sugar.

Beyond Entry-Level Skill Statements

Makes required alterations to recipes for lowering fat, saturated fat, and cholesterol.

Incorporates use of herbs and spices to enhance flavor when using less salt/sodium.

Adapts food preparation methods that reduce fat, salt, and sugar.

Utilizes nutrition information in USDA publications for school nutrition programs.

Creates promotional activities that motivate and support student selection of meals that help maintain a healthy body and ideal weight.

**COMPETENCY 1.4
PLANS AND PROVIDES MENUS THAT ENCOURAGE STUDENT
CONSUMPTION.**

Entry-Level Knowledge Statements

Knows how food habits and attitudes toward food influence lifetime diets.

Knows impact of operational influences on menu planning (e.g., physical facilities, equipment constraints, personnel skills, and schedules).

Knows importance of incorporating student suggestions into menus.

Entry-Level Skill Statements

Suggests menus that meet nutrition requirements, avoid repetition, and incorporate choices.

Monitors meal counts when changes are made in menus or recipes.

Ensures preparation of food combinations that add interest, contrast, and variety to a menu.

Works with students and teachers to plan menus around special occasions and holidays celebrated in the community.

Beyond Entry-Level Knowledge Statements

Knows importance of the marketplace's influence on food trends and availability and how they relate to menu planning.

Beyond Entry-Level Skill Statements

Identifies needed menu modification based on customer acceptability information.

Identifies methods for involving students and/or parents in planning menus.

**COMPETENCY 1.4
PLANS AND PROVIDES MENUS THAT ENCOURAGE STUDENT
CONSUMPTION.**

Beyond Entry-Level Skill Statements, cont.

Incorporates student/class planned menus into the SNP.

Utilizes use of research and industry trends to incorporate new ideas into school menus.

Utilizes resources such as *School Foodservice and Nutrition* magazine and state conferences for current marketplace information when planning new menu items.

Encourages organization of a Nutrition Advisory Council.

**COMPETENCY 1.5
ESTABLISHES LEADERSHIP ROLE IN PROVIDING NUTRITION
EDUCATION AS PART OF THE TOTAL SCHOOL EDUCATION PROGRAM.**

Entry-Level Knowledge Statements

Knows influence of childhood eating habits on lifetime health considerations.

Entry-Level Skill Statements

Uses nutrition education materials frequently in the cafeteria and on the serving line.

Provides an environment that promotes wise nutrition choices.

Maintains a copy of the *Dietary Guidelines for Americans*, *Food Guide Pyramid*, and *Recommended Dietary Allowances* in the school cafeteria.

Beyond Entry-Level Knowledge Statements

Knows sources of nutrition education materials for school-age children.

Beyond Entry-Level Skill Statements

Uses merchandizing techniques to improve customer nutrition choices and practices.

Utilizes simple nutrition education materials that can be used to reinforce classroom instruction.

Works with faculty and administration to incorporate nutrition education into classrooms by utilizing the SNP as a resource.

Works with faculty/administrators on nutrition/health education programs that encourage the promotion of balanced eating habits throughout a lifetime.

Shares information as needed with students and their families about the nutrient content of foods served.

**COMPETENCY 1.5
ESTABLISHES LEADERSHIP ROLE IN PROVIDING NUTRITION
EDUCATION AS PART OF THE TOTAL SCHOOL EDUCATION PROGRAM.**

Beyond Entry-Level Skill Statements, cont.

Follows appropriate procedures when inviting students, parents, and teachers to taste and evaluate potential menu items.

Represents the SNP on a Nutrition Advisory Council to assist the school's progress in enhancing the nutrition education program.

Assists teachers, school administrators, and parents with nutrition education resources.

FUNCTIONAL AREA 2: PROGRAM ACCOUNTABILITY

COMPETENCY 2.1

MAINTAINS INTEGRITY AND ACCOUNTABILITY OF THE SCHOOL NUTRITION PROGRAM (SNP) THROUGH COMPLIANCE WITH ALL FEDERAL, STATE, AND LOCAL REGULATIONS.

Entry-Level Knowledge Statements

Knows federal, state, and local regulations and guidelines regarding the SNP.

Knows policies regarding use of USDA commodities.

Knows importance of following written procedures and criteria for implementing all phases of the SNP.

Knows school's approved policy statement of agreement to provide free and reduced price meal benefits.

Entry-Level Skill Statements

Ensures food items/components and portions served meet meal requirement standards and are available throughout the meal service.

Demonstrates ability to identify reimbursable meals.

Ensures program benefits are made available and provided to all children without discrimination on the basis of race, color, national origin, sex, age, or disability and that the School Food Authority seeks to reach all portions of the population.

Provides guidance to school personnel involved in the meal count system to ensure duties and responsibilities are adequately performed on a daily basis.

Uses USDA commodities effectively within the SNP guidelines.

Ensures accurate meal eligibility category is confirmed at the point of service.

**COMPETENCY 2.1
MAINTAINS INTEGRITY AND ACCOUNTABILITY OF THE SCHOOL
NUTRITION PROGRAM (SNP) THROUGH COMPLIANCE WITH ALL
FEDERAL, STATE, AND LOCAL REGULATIONS.**

Entry-Level Skill Statements, cont.

Implements the meal count/collection system to ensure that no overt identification of free or reduced price meal recipients occurs.

Identifies problems/differences in the meal count/collection system for consolidation of line meal counts and cash collection.

Monitors staff involved in meal count and collection procedures for implementation of accurate procedures and recognition of reimbursable meals.

Enforces and monitors a procedure to safeguard cash and meal benefit identifiers from loss, theft, or misuse.

Monitors school lunch/breakfast patterns daily to ensure all regulations and federal laws are enforced.

Implements "offer vs. serve" as described in the federal requirement, when applicable.

Monitors competitive food and extra food sales to ensure compliance with federal, state, and local regulations and policies.

Beyond Entry-Level Knowledge Statements

Knows school district's procedures for documenting staff development and training.

Beyond Entry-Level Skill Statements

Follows appropriate system for documentation of in-service training or staff development activities related to accountability.

COMPETENCY 2.2
ENSURES ACCOUNTABILITY OF RECORDED DOCUMENTATION FOR COMPLIANCE WITH FEDERAL, STATE, AND LOCAL REGULATIONS.

Entry-Level Knowledge Statements

Knows the records that are required for federal and state compliance and the importance of accuracy.

Knows importance of compliance with federal, state, and local regulations to prevent penalties.

Knows importance of using technology in the SNP for improving program accountability.

Knows importance of technology training for the SNP staff.

Entry-Level Skill Statements

Uses USDA-approved edit checks to identify potential problems in the meal count system.

Ensures the SNP personnel meet sanitation and safety requirements as prescribed in federal, state, and local policies.

Records quantities of food produced in accordance with USDA requirements for meal patterns served.

Identifies and appropriately counts adult meals, second meals, or other non-reimbursable meals.

Maintains a detailed description of the free and reduced price application approval process and responsibilities.

Ensures accurate meal count is performed and recorded daily by category at point of sale.

Provides staff with copies of required responsibilities and procedures, such as the Accuclaim meal count system, to improve the accuracy and accountability of claims for reimbursement.

**COMPETENCY 2.2
ENSURES ACCOUNTABILITY OF RECORDED DOCUMENTATION FOR
COMPLIANCE WITH FEDERAL, STATE, AND LOCAL REGULATIONS.**

Entry-Level Skill Statements, cont.

Monitors the cash collection system for reimbursable meals and other sales to ensure that appropriate amounts of cash are collected and recorded for each sale category.

Maintains accurate and complete records with respect to the receipt, disposal, and inventory of donated foods.

Ensures use of correct approval date for meal benefits and correlates site records with central office records.

Maintains school's written policies for procedures established to transfer food in case of equipment failure or natural disaster.

Maintains accurate records on students with meal benefits who withdraw or transfer to another school within the district.

Beyond Entry-Level Knowledge Statements

Knows how to use technology as an SNP management tool.

Beyond Entry-Level Skill Statements

Uses current technology developments to improve efficiency in the SNP.

Provides opportunity for staff training on technology applications used in the SNP.

**COMPETENCY 2.3
ENSURES COMPLIANCE WITH SCHOOL/SCHOOL DISTRICT MISSION
AND/OR VISION STATEMENTS.**

Entry-Level Knowledge Statements

Knows school mission as stated in the district mission statement.

Entry-Level Skill Statements

None

Beyond Entry-Level Knowledge Statements

Knows importance of promoting mission/vision statement with other staff members.

Knows how to apply school district's mission/vision statement to the goals of the SNP.

Beyond Entry-Level Skill Statements

Provides leadership in promoting the school district's mission statement.

Promotes representation of the SNP as part of the school mission/vision statement.

Clarifies school district expectations to the SNP staff members about responsibilities to the school community.

FUNCTIONAL AREA 3: SANITATION, SAFETY AND SECURITY

COMPETENCY 3.1

PROVIDES AN ENVIRONMENT CONDUCTIVE TO PROTECTING THE HEALTH AND WELL-BEING OF THE SCHOOL'S CHILDREN THROUGH HIGH LEVELS OF SANITATION STANDARDS.

Entry-Level Knowledge Statements

Knows state and local code requirements for foodservice establishments.

Knows basic principles of foodservice sanitation for equipment, personnel, food, and facility.

Knows appropriate control techniques for insect and rodent contamination.

Knows causes of food borne illnesses and infections, their characteristics, and the most commonly infected foods.

Knows procedures to follow that prevent bacterial food poisoning.

Knows principles of personal hygiene.

Knows sanitation principles associated with disposal and storage of garbage and refuse.

Knows principles of Hazard Analysis and Critical Control Point (HACCP) system or other appropriate safe food handling techniques.

Knows techniques for keeping food secure when in storage.

Knows importance of school district maintaining a food safety policy.

Knows methods for training the SNP staff on safe food handling techniques.

Knows importance of verifying safety and security of food items received from vendors.

**COMPETENCY 3.1
PROVIDES AN ENVIRONMENT CONDUCTIVE TO PROTECTING THE
HEALTH AND WELL-BEING OF THE SCHOOL'S CHILDREN THROUGH
HIGH LEVELS OF SANITATION STANDARDS.**

Entry-Level Knowledge Statements, cont.

Knows sources of food safety information for the SNP operation.

Entry-Level Skill Statements

Implements a system to protect food at all times from contamination agents such as unclean equipment and utensils, pests and rodents, unnecessary handling, poor hygiene habits, and inadequate sanitary facilities.

Implements a schedule for thoroughly cleaning and sanitizing all utensils, equipment, food preparation areas, counters, walls, and floors.

Implements and maintains a practice of handling clean and sanitized equipment and utensils to protect them from contamination.

Implements principles of sanitary food handling using HACCP or appropriate techniques.

Observes rules of time and temperature relationships for food handling and preparation.

Implements proper food handling techniques to prevent food borne illness.

Ensures process for maintaining food at the proper temperature at all times during freezing, thawing, preparation, holding, and serving.

Implements rules of safe practice for handling or discarding leftover foods.

**COMPETENCY 3.1
PROVIDES AN ENVIRONMENT CONDUCTIVE TO PROTECTING THE
HEALTH AND WELL-BEING OF THE SCHOOL'S CHILDREN THROUGH
HIGH LEVELS OF SANITATION STANDARDS.**

Entry-Level Skill Statements, cont.

Maintains daily temperature records of the dry storage areas, refrigeration equipment, and dishwashing equipment, noting deficiencies and corrections.

Enforces rules of health, cleanliness, personal habits, and proper clothing to ensure clean and healthy food handlers.

Plans for a system to display and serve food safely that includes sneeze-guards and length of time food is on display.

Implements a system for receiving and storage of food that uses good housekeeping procedures to reduce the potential for insect and rodent infestation.

Implements a system of properly using, cleaning, and disinfecting approved garbage and trash receptacles and area regularly.

Corrects foodservice deficiencies noted on sanitation inspection reports by Public Health Department.

Maintains a copy of state and local health regulations at the school site.

Evaluates pest control products and services for effectiveness when they are approved for use in the school's foodservice department.

Establishes checklist procedures for inspecting products upon delivery with regard to safety and sanitation.

Calibrates food thermometers regularly to ensure accuracy.

Provides food safety training for staff.

**COMPETENCY 3.1
PROVIDES AN ENVIRONMENT CONDUCTIVE TO PROTECTING THE
HEALTH AND WELL-BEING OF THE SCHOOL'S CHILDREN THROUGH
HIGH LEVELS OF SANITATION STANDARDS.**

Beyond Entry-Level Knowledge Statements

None

Beyond Entry-Level Skill Statements

Applies district or local guidelines to reduction and recycling of waste and other discarded products.

COMPETENCY 3.2
RESPONDS TO A FOOD HOLD AND RECALL IN AN EXPEDIENT,
EFFECTIVE, AND EFFICIENT MANNER.

Entry-Level Knowledge Statements

Knows responsibilities of the school site when a food recall occurs.

Knows school district's standard operating procedures for responding to a food recall.

Knows how to verify food recall items by product identification codes.

Entry-Level Skill Statements

Follows guidance in a food recall notice to protect the health of customers.

Verifies food recall items match product identification codes.

Ensures that unsafe products are removed from sites according to USDA food recall guidance.

Maintains accurate records for the appropriate length of time.

Beyond Entry-Level Knowledge Statements

Knows meaning of USDA food recall classifications.

Knows school district's policy for media communications during a food recall.

Beyond Entry-Level Skill Statements

Prepares documentation in reference to a food recall.

Submits required USDA documentation to expedite reimbursement for food recall items.

Trains the SNP staff to assist with school site level responsibilities when a food recall notice is received.

COMPETENCY 3.3
PROVIDES A SAFE ENVIRONMENT FOR PERFORMANCE OF WORK.

Entry-Level Knowledge Statements

Knows principles of creating and maintaining a safe work environment.

Knows laws that govern safety standards applying to foodservice establishments.

Knows acceptable first aid procedures and necessary supplies to have on site.

Knows procedures and importance of using emergency procedures for cardiac pulmonary resuscitation (CPR) and the Heimlich maneuver.

Knows accident prevention practices.

Knows procedure for the use of fire extinguishers and/or fire extinguishing systems appropriate for each type of fire.

Knows safety standards for using equipment and maintaining facilities.

Knows school district's procedure for reporting accidents and injuries.

Entry-Level Skill Statements

Enforces rules for employees to follow when handling utensils to prevent cuts and bruises.

Ensures safety of facility floors, aisles, and walkways by eliminating factors that cause trips and falls.

**COMPETENCY 3.3
PROVIDES A SAFE ENVIRONMENT FOR PERFORMANCE OF WORK.**

Entry-Level Skill Statements, cont.

Demonstrates procedures for lifting and moving objects to prevent muscle and back injuries.

Conducts training and retraining on safe use and care of equipment.

Maintains a system for labeling and storing all chemicals and other hazardous materials in compliance with all local and state laws.

Encourages employee participation in the creation of a safe work environment.

Demonstrates and follows manufacturer's instructions for the proper use and care of equipment to prevent injuries such as burns, cuts, and other injuries.

Trains and posts procedures for using a fire extinguisher.

Implements school district's disaster plan for the foodservice operation.

Ensures procedures for school's fire drills are followed.

Maintains and posts current emergency telephone numbers.

Follows district's procedures for reporting all accidents and their causes.

Works to ensure cafeteria and all employees are in compliance with district safety policies.

Beyond Entry-Level Knowledge Statements

None

Beyond Entry-Level Skill Statements

Initiates safety training based on needs that motivate employees to improve work practices for a safer work environment.

**COMPETENCY 3.4
PROVIDES LEADERSHIP TO ENSURE A SECURE WORK ENVIRONMENT
DURING AN EMERGENCY OR CRISIS.**

Entry-Level Knowledge Statements

Knows what constitutes an emergency or crisis as defined by the school district.

Knows role of the SNP in the event a crisis occurs.

Knows lines of communication among relevant staff.

Knows school crisis response team and their officially designated locations.

Entry-Level Skill Statements

Provides leadership to staff for implementation of safe school plans.

Prepares staff for immediate response when a crisis occurs.

Beyond Entry-Level Knowledge Statements

Knows school and district crisis management plans.

Beyond Entry-Level Skill Statements

Works with school site to develop a crisis management plan.

Identifies and assembles necessary equipment to assist school/school district in a crisis.

Provides the SNP staff training in crisis management when appropriate.

Establishes critical control areas for securing the cafeteria/kitchen.

FUNCTIONAL AREA 4: EQUIPMENT USE AND CARE

**COMPETENCY 4.1
ESTABLISHES ADMINISTRATIVE RESPONSIBILITY FOR ALL
FOODSERVICE EQUIPMENT THROUGH PROPER USE AND CARE.**

Entry-Level Knowledge Statements

Knows correct methods for operating all foodservice equipment.

Knows procedures for implementing a routine cleaning and maintenance schedule for equipment.

Knows school district procedures for maintaining and filing equipment manuals, warranties, service contracts, and other important information.

Knows basic principles of a good preventive maintenance program for all equipment.

Knows school district's policies and procedures regarding equipment repair.

Entry-Level Skill Statements

Maintains complete records on equipment maintenance and repairs.

Follows the manufacturer's directions for use and care of equipment.

Implements periodic schedule for cleaning and servicing all equipment.

Implements a system for immediately reporting equipment problems or request for needed repairs.

COMPETENCY 4.1
ESTABLISHES ADMINISTRATIVE RESPONSIBILITY FOR ALL
FOODSERVICE EQUIPMENT THROUGH PROPER USE AND CARE.

Beyond Entry-Level Knowledge Statements

Knows training methods and resources available for instructing employees on proper use and care of foodservice equipment.

Beyond Entry-Level Skill Statements

Conducts on-the-job training to demonstrate the proper use, maintenance, and value of each piece of equipment.

Posts written instructions and directions for operation of equipment at the site of operation.

Establishes use of procedure for troubleshooting equipment.

**COMPETENCY 4.2
OPERATES THE SCHOOL NUTRITION PROGRAM (SNP) IN COMPLIANCE
WITH ALL ENERGY CONSERVATION PRINCIPLES.**

Entry-Level Knowledge Statements

None

Entry-Level Skill Statements

None

Beyond Entry-Level Knowledge Statements

Knows energy conservation methods when using equipment.

Knows importance of involving employees in an energy conservation program.

Beyond Entry-Level Skill Statements

Identifies sources of energy use in foodservice.

Establishes procedures for reducing loss of energy in refrigeration/freezer equipment by observing rules of proper use and storage techniques.

Recognizes and implements energy-saving tips when preparing food by developing methods to reduce excess heat loss.

Motivates employees to incorporate energy-saving techniques as part of their workday habits.

Monitors and reports equipment problems that lessen energy-efficient operation.

FUNCTIONAL AREA 5: PROCUREMENT

COMPETENCY 5.1

CONDUCTS THE PROCUREMENT PROCESS WITHIN THE BOUNDARIES OF FEDERAL, STATE, AND LOCAL SCHOOL PURCHASING GUIDELINES TO PROTECT THE INTEGRITY OF THE SCHOOL NUTRITION PROGRAM (SNP).

Entry-Level Knowledge Statements

Knows steps required to calculate purchase quantities based on standardized recipes, portion sizes, and production forecast.

Knows ethical practices for procurement in school foodservice.

Knows specifications for approved items on quotations or bid list.

Knows importance of using commodities to manage food cost.

Knows vendor performance requirements such as specified delivery times and approved products.

Knows district-operating procedures for product purchases.

Knows recommended procedures, forms, and records to use when preparing requisitions for purchase of food, supplies, equipment, and service.

**COMPETENCY 5.1
CONDUCTS THE PROCUREMENT PROCESS WITHIN THE BOUNDARIES
OF FEDERAL, STATE, AND LOCAL SCHOOL PURCHASING GUIDELINES
TO PROTECT THE INTEGRITY OF THE SCHOOL NUTRITION PROGRAM
(SNP).**

Entry-Level Skill Statements

Orders/requisitions accurate food amounts to meet meal pattern requirements based on the *Food Buying Guide* and other appropriate resources.

Prepares and keeps records of food requisitioned, food on hand, and food usage to serve as a guide when calculating amount of food to order.

Maintains an efficient inventory for available storage facilities.

Uses district's procurement procedures when requisitioning/ordering items for the SNP.

Utilizes inventory when determining quantities for purchased food and/or USDA commodities.

Beyond Entry-Level Knowledge Statements

None

Beyond Entry-Level Skill Statements

None

**COMPETENCY 5.2
OPERATES THE SCHOOL NUTRITION PROGRAM (SNP) TO ENSURE THAT
PROPER RECEIVING PROCEDURES AND STORAGE TECHNIQUES ARE
FOLLOWED.**

Entry-Level Knowledge Statements

Knows established market standards used for verifying food quality and packaging.

Knows policies for checking and documenting quantity, quality, and price of all items ordered against receiving document.

Knows procedures for storing food and supplies that maximize sanitation and quality and avoid loss.

Knows receiving procedures that promote food quality and security.

Knows procedures for returning or crediting unacceptable merchandise.

Knows procedures and district policies for maintaining an accurate inventory system.

Entry-Level Skill Statements

Evaluates labels of items received to determine compliance with product identification and specifications.

Develops a method for receiving control to verify that quantities, prices, and specified items conform to the orders placed.

Monitors deliveries to ensure only authorized substitutions are accepted.

Maintains appropriate storage areas according to federal, state, and local guidelines.

Institutes a stock rotation system of First-in, First-out (FIFO) with all products placed in storage.

Demonstrates an understanding of CN Labeling or product analysis and how it is used in the SNP to "credit" food items in the meal pattern.

**COMPETENCY 5.2
OPERATES THE SCHOOL NUTRITION PROGRAM (SNP) TO ENSURE THAT
PROPER RECEIVING PROCEDURES AND STORAGE TECHNIQUES ARE
FOLLOWED.**

Entry-Level Skill Statements, cont.

Ensures correct quality and quantities of delivered product match product identified on the delivery ticket or invoice and that any errors are noted and initialed.

Demonstrates ability to recognize food quality and usability.

Compares package size listed in quotation or bid specifications with delivered items to ensure accuracy of count.

Implements a system to assure storage temperatures are properly maintained, areas and products are well-ventilated and insect-proof, and adequate security is provided to prevent loss.

Maintains storage cleanliness and sanitation in accordance with good housekeeping practices and sanitation guidelines.

Implements guidelines for weighing or counting delivered items.

Monitors deliveries of daily/weekly items such as perishables, milk, bread, and other items.

Monitors items received to ensure they are delivered in required condition.

Prepares and keeps accurate inventories in a timely manner that are consistent with federal, state, and local policies.

**COMPETENCY 5.2
OPERATES THE SCHOOL NUTRITION PROGRAM (SNP) TO ENSURE THAT
PROPER RECEIVING PROCEDURES AND STORAGE TECHNIQUES ARE
FOLLOWED.**

Beyond Entry-Level Knowledge Statements

Knows importance of using specifications, labels, and other information for documentation of accurate delivery.

Beyond Entry-Level Skill Statements

Maintains a system for filing copies of approved specifications, labels, product codes, and other information required by the local district to document accuracy of deliveries.

FUNCTIONAL AREA 6: FOOD PRODUCTION

COMPETENCY 6.1

APPLIES MANAGEMENT PRINCIPLES TO ESTABLISHING AND MAINTAINING HIGH STANDARDS OF CONTROL FOR QUALITY FOOD PRODUCTION AND DISTRIBUTION.

Entry-Level Knowledge Statements

Knows standards for preparing, holding, distributing, and serving food in volume that maintain nutrition and food quality.

Knows how ingredients and preparation techniques influence the quality of the food product.

Knows importance of development and use of standardized recipes for effectively controlling food quality, recipe yield, portion size, and cost.

Knows principles of preplanning, planning, and scheduling food production to maximize efficient use of time and equipment and minimize production challenges.

Knows impact of operational influences and resources on food production (e.g., physical facilities, equipment constraints, personnel skills, and schedules).

Entry-Level Skill Statements

Prepares complete and accurate production planning and forecasting records.

Establishes procedures of food preparation to conserve the nutritive value, enhance flavor and attractiveness, and promote peak freshness of the final product.

Provides work organization for keeping job task in proper sequence.

Prepares and follows work schedules that promote organized workflow and development of employee skills.

Plans for arrangement of equipment and utensils to achieve high production standards.

**COMPETENCY 6.1
APPLIES MANAGEMENT PRINCIPLES TO ESTABLISHING AND
MAINTAINING HIGH STANDARDS OF CONTROL FOR QUALITY FOOD
PRODUCTION AND DISTRIBUTION.**

Entry-Level Skill Statements, cont.

Incorporates the *Dietary Guidelines for Americans* in recipes, menus, and food production techniques.

Evaluates menus for equipment/time requirements and personnel availability.

Identifies standards to ensure food quality will meet expectations of school-age children.

Ensures production of adequate quantities of menu items so each child is offered the advertised menu.

Ensures portion control by posting serving sizes and indicating the size and type of utensil to use for each product served.

Tests new recipes and food products prior to service.

Beyond Entry-Level Knowledge Statements

None

Beyond Entry-Level Skill Statements

None

COMPETENCY 6.2
PROVIDES A SYSTEM FOR PREPARING AND MAINTAINING RECORDS THAT REFLECT AN ACCURATE REPORT OF PLANNED MENUS, FOOD PRODUCED, AND FOOD DISCARDED.

Entry-Level Knowledge Statements

Knows the types of information and acceptable methods for preparing food production records as required for compliance with federal regulations.

Knows SNP regulations regarding filing, storing, and length of time for keeping food production records.

Knows SNP regulations on recording usage of USDA commodities.

Knows relationship between accurate food production records and forecasting for a well managed SNP.

Incorporates standardized recipes into production records as a tool in planning for food purchases.

Adjusts ingredient quantities in standardized recipes to yield planned number of servings.

Maintains food production records in an accurate manner to provide an audit trail for SNP coordinated reviews.

Prepares and maintains written records on amount of food planned and served, appropriate portion size, and type and use of leftovers.

Develops a system for using food production records as a guide for future menu development.

Maintains an accurate sales record of all menu items for forecasting production quantities.

Maintains a master standardized recipe file that is available in all food preparation areas of the kitchen.

COMPETENCY 6.2
PROVIDES A SYSTEM FOR PREPARING AND MAINTAINING RECORDS THAT REFLECT AN ACCURATE REPORT OF PLANNED MENUS, FOOD PRODUCED, AND FOOD DISCARDED.

Entry-Level Skill Statements, cont.

Maintains a written record of menu changes or substitutions.

Maintains records that identify foods served as meal components to ensure meal credibility.

Adjusts food production schedules to changing circumstances such as weather or field trips.

Beyond Entry-Level Knowledge Statements

Knows accurate sales history of all menu items for ordering and forecasting production.

Beyond Entry-Level Skill Statements

Includes a pre-preparation procedure in standardized recipe files when applicable.

COMPETENCY 6.3
ENSURES THE SCHOOL NUTRITION PROGRAM (SNP) CREDITABILITY
THROUGH DAILY MONITORING OF FOOD PRODUCTION PROCEDURES.

Entry-Level Knowledge Statements

Knows importance of monitoring food production daily to ensure quality of food and service.

Knows procedures to effectively control food production, distribution, and service.

Entry-Level Skill Statements

Monitors and staggers food production according to meal service time.

Guides staff to incorporate work simplification techniques into production tasks.

Directs the use of standardized recipes in controlling food quality, recipe yield, and portion size.

Monitors employees during cooking and food preparation periods to ensure the yield of high quality food that meets nutrition guidelines.

Works with employees to ensure proper use of portion control equipment and use of procedures to maintain effective portion control of food items.

Directs staff members to accurately record data on required food quantities, recipe yield, and number of menu items prepared.

Beyond Entry-Level Knowledge Statements

Knows importance of developing food production plans.

Beyond Entry-Level Skill Statements

Develops a system for reviewing over- and under-production of food and implementing corrective action.

FUNCTIONAL AREA 7: FOOD ACCEPTABILITY

COMPETENCY 7.1 MAINTAINS AN OPERATION THAT RESPONDS TO STUDENT FOOD PREFERENCES.

Entry-Level Knowledge Statements

Knows importance of varying menus to allow student choices.

Entry-Level Skill Statements

Observes returned trays for amount of plate waste, notes observations, and reports to menu planner when applicable.

Maintains an open-door policy for parents, students, and the community to respond and promote feedback.

Establishes a rapport with students to encourage good student/staff relationships.

Recommends menu changes to keep current with student food preferences.

Develops a system for investigating customer complaints.

Beyond Entry-Level Knowledge Statements

Knows how to modify menu and food preparation based on customer acceptability information.

Knows how to administer food preference surveys and analyze resulting data.

Knows importance of student, parent, and community advisory committees.

**COMPETENCY 7.1
MAINTAINS AN OPERATION THAT RESPONDS TO STUDENT FOOD
PREFERENCES.**

Beyond Entry-Level Skill Statements

Responds to diversity in food preferences and nutrition needs as determined by ethnic, regional, and religious influences.

Recognizes basic influences of social, cultural, psychological, and economic factors on eating behavior.

Utilizes student and nutrition advisory committee suggestions for determining student acceptability of menu and food quality.

Utilizes written surveys to determine student food preferences.

Evaluates and implements a plan for offering students a variety of choices in school meals based on changing trends and expectations.

Modifies menus based on customer acceptability information.

Suggests changes in food purchased, prepared, and served based on food acceptability information.

FUNCTIONAL AREA 8: SERVICE

**COMPETENCY 8.1
DEVELOPS STANDARDS OF EXCELLENCE FOR PROVIDING AND
MAINTAINING QUALITY IN THE PRESENTATION AND SERVICE OF
FOOD.**

Entry-Level Knowledge Statements

Knows standards for holding and serving food in volume that maintains nutritive value and food quality.

Knows importance of maintaining a serving line in proper condition to maintain high food quality and nutritive value.

Knows time and temperature relationships associated with microbiological safety, appearance, and palatability of food.

Knows importance of monitoring temperatures on the serving line throughout the serving period.

Knows that the advertised menu is always served, except in an emergency, and makes every effort to inform customers when a change is necessary.

Knows importance of utilizing different types of serving systems.

Entry-Level Skill Statements

Utilizes a system to maintain high standards of quality in the appearance of food products on the serving line.

Identifies techniques to present menu items attractively on plate or tray.

Ensures production schedules that provide for batch cooking as a method for producing high-quality food.

**COMPETENCY 8.1
DEVELOPS STANDARDS OF EXCELLENCE FOR PROVIDING AND
MAINTAINING QUALITY IN THE PRESENTATION AND SERVICE OF
FOOD.**

Entry-Level Skill Statements, cont.

Develops techniques for serving and decorating food to promote student acceptability.

Implements a system for monitoring and holding food at the correct temperature on the serving line.

Implements and maintains a system for documentation of food temperature during serving periods.

Ensures that service is "on time" with minimum waiting and without food shortages.

Beyond Entry-Level Knowledge Statements

Knows importance of quality presentation of food served.

Beyond Entry-Level Skill Statements

Plans a variety of garnishes to enhance presentation of food on serving line.

**COMPETENCY 8.2
PROVIDES LEADERSHIP TO ENSURE SCHOOL MEALS WILL BE SERVED
IN PLEASANT FACILITIES AND BY A COURTEOUS STAFF.**

Entry-Level Knowledge Statements

Knows importance of employee attitudes in influencing children's participation in the SNP.

Knows importance of pleasant surroundings when serving meals and providing dining accommodations.

Knows techniques that facilitate cooperative interactions with others.

Knows how to organize a serving line for optimum efficiency.

Knows the importance of maintaining the appearance of the dining room (e.g., walls, window treatments, flooring, ceiling, lighting, artwork).

Entry-Level Skill Statements

Establishes quality customer service standards.

Provides an environment that fosters top-quality menus.

Encourages employees to operate the serving line with prompt, courteous, and efficient service.

Provides leadership to staff members for maintaining a friendly, helpful, and caring attitude.

Develops and implements a cleaning schedule to assure that the kitchen and dining areas are always clean and attractive.

**COMPETENCY 8.2
PROVIDES LEADERSHIP TO ENSURE SCHOOL MEALS WILL BE SERVED
IN PLEASANT FACILITIES AND BY A COURTEOUS STAFF.**

Beyond Entry-Level Knowledge Statements

Knows importance of working with the school community to provide a pleasant serving environment.

Beyond Entry-Level Skill Statements

Encourages school administrators to provide adequate eating time for students.

Works with classes, the student council, or student committees to plan for a pleasant dining room atmosphere.

Recommends dining room maintenance, repair, and redecorating according to procedures in the district.

**FUNCTIONAL AREA 9 :
FINANCIAL MANAGEMENT AND RECORDKEEPING**

**COMPETENCY 9.1
OPERATES SCHOOL NUTRITION PROGRAM (SNP) WITHIN ESTABLISHED
GUIDELINES FOR A FINANCIAL MANAGEMENT SYSTEM THAT
PROVIDES A COST-EFFECTIVE PROGRAM OF HIGH INTEGRITY.**

Entry-Level Knowledge Statements

Knows importance of operating a cost-effective program.

Knows relationship of program cost and program revenue.

Knows methods and purposes of calculating program cost, such as food, supplies, labor, operating, and special events.

Knows standard security practices and importance of protecting the financial integrity of the program.

Knows financial goals and objectives of the school district's Board of Education.

Entry-Level Skill Statements

Implements methods for increasing productivity and decreasing waste.

Implements a system of checks and balances to ensure accuracy and to prevent fraud.

Implements security measures at all times when handling cash or meal benefit identifiers.

Ensures that all accounting procedures are documented and comply with federal, state, and local regulations and policies.

Ensures that all personnel responsible for meal count and cash collection operations are properly trained and authorized.

**COMPETENCY 9.1
OPERATES SCHOOL NUTRITION PROGRAM (SNP) WITHIN
ESTABLISHED GUIDELINES FOR A FINANCIAL MANAGEMENT SYSTEM
THAT PROVIDES A COST-EFFECTIVE PROGRAM OF HIGH INTEGRITY.**

Beyond Entry-Level Knowledge Statements

Knows the purpose and components of the school's budget and the importance of operating within district guidelines.

Knows the elements of budget management justification according to district guidelines.

Beyond Entry-Level Skill Statements

Adjusts expenditures in relation to income.

Identifies factors that influence variable cost and practices effective measures for cost containment.

Identifies and calculates the production and operation portion of the meal cost.

Provides accurate information for establishing a pricing structure in all meal categories and a la carte items that follow federal, state, and local guidelines.

Pre-costs menus and a la carte items.

Uses a team approach to encourage staff members to incorporate sound financial management practices as a part of their responsibility.

Participates in the budget process by providing information for forecasting participation, labor and equipment needs, and other costs such as repair projections.

Maintains effective labor cost controls through effective training and employee development according to district standards.

Implements effective cost controls using established financial standards for all phases of the SNP.

**COMPETENCY 9.2
PROVIDES EFFECTIVE OFFICE ORGANIZATION AND GOOD PAPER
MANAGEMENT TECHNIQUES TO ENSURE ALL RECORDS AND
SUPPORTING DOCUMENTATION ARE MAINTAINED IN ACCORDANCE
WITH FEDERAL, STATE, AND LOCAL REGULATIONS AND POLICIES.**

Entry-Level Knowledge Statements

Knows purpose and importance of financial reports.

Knows requirements and approved methods for organizing and maintaining operational information.

Knows benefits of computer applications in preparation and maintenance of financial records.

Knows all federal, state, and local requirements for maintaining accurate and appropriate records.

Entry-Level Skill Statements

Cooperates with supervisor and all team members to develop a system to maintain appropriate foodservice records.

Follows procedures for documenting and retaining operational information as needed.

Generates computerized financial reports when required by school district.

Implements procedures for supplying information according to district guidelines for financial reports.

Develops techniques for preparing timely reports according to district guidelines.

Beyond Entry-Level Knowledge Statements

Knows importance of using current methods for documentation in the SNP.

COMPETENCY 9.2
PROVIDES EFFECTIVE OFFICE ORGANIZATION AND GOOD PAPER
MANAGEMENT TECHNIQUES TO ENSURE ALL RECORDS AND
SUPPORTING DOCUMENTATION ARE MAINTAINED IN ACCORDANCE
WITH FEDERAL, STATE, AND LOCAL REGULATIONS AND POLICIES.

Beyond Entry-Level Skill Statements

Works with supervisor to evaluate computer and computer software that perform functions necessary to the successful operation of the SNP.

Demonstrates ability to periodically evaluate record keeping techniques and paperwork management to update any program changes, as needed.

**COMPETENCY 9.3
ORGANIZES AND MANAGES THE BUSINESS FUNCTIONS OF THE SCHOOL
FOODSERVICE OFFICE TO MAINTAIN AN EFFICIENT AND EFFECTIVE
ORGANIZATION.**

Entry-Level Knowledge Statements

Knows how to organize and effectively perform general office functions.

Knows time management techniques.

Entry-Level Skill Statements

Generates and maintains good records that are consistently accurate.

Develops a system for performing daily business tasks, such as filing, payroll, and leave time according to school/district procedures and policies.

Handles incoming and outgoing phone calls with a customer-service focus.

Practices time management by planning activities and setting priorities.

Delegates managerial responsibilities to trained assistant when absent.

Beyond Entry-Level Knowledge Statements

Knows importance of learning and implementing new techniques and methods to improve outdated activities.

Beyond Entry-Level Skill Statements

Modifies business techniques when appropriate.

FUNCTIONAL AREA 10: MARKETING

COMPETENCY 10.1

IMPLEMENTS A MARKETING PLAN TO CREATE AN ATMOSPHERE THAT ATTRACTS AND PLEASES STUDENTS, TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL SUPPORT STAFF.

Entry-Level Knowledge Statements

Knows importance of using marketing for program promotion and creating interest in school meals.

Knows importance of the employees' understanding the benefits of positive employee/student relationships for achievement of marketing goals.

Entry-Level Skill Statements

Serves as a role model to demonstrate the value of caring about people in the organization, especially the foodservice customer.

Provides an atmosphere for cooperation between SNP personnel and other groups within the organizational framework of the school and school district.

Encourages cooperation between foodservice staff and teaching staff in promoting higher student participation in lunch, breakfast, and special feeding programs.

COMPETENCY 10 .1

IMPLEMENTS A MARKETING PLAN TO CREATE AN ATMOSPHERE THAT ATTRACTS AND PLEASES STUDENTS, TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL SUPPORT STAFF.

Beyond Entry-Level Knowledge Statements

Knows basic principles of marketing and resources available.

Knows steps necessary for achieving goals and objectives in a marketing plan.

Knows how to plan and implement classroom activities that will promote the SNP.

Knows the value of involving students in preparing marketing strategies that promote the SNP.

Beyond Entry-Level Skill Statements

Provides leadership for promoting school meals as a part of the total educational process.

Networks through available communication channels to maintain inter- and intra-department relationships (e.g., meetings, in-house media).

Facilitates cooperative interactions with teachers, parents, and other departments to promote benefits of the SNP.

Works with the school community to create a team to promote the SNP.

Implements marketing strategies that encourage the school community to participate in the SNP.

Works with classroom teachers to promote the value of school meals as a source of good nutrition.

Demonstrates a commitment to the school/school district's marketing plan.

Uses merchandizing techniques to improve consumer nutrition choices and practices (e.g., flyers, displays, pricing strategies, and point-of-choice materials).

Uses sound marketing principles such as the Four P's - product, price, place, and promotion - to sell school meals.

**COMPETENCY 10.2
PROVIDES LEADERSHIP THAT PROMOTES THE SCHOOL NUTRITION
PROGRAM (SNP) AND CREATES AN INTEREST IN THE ROLE OF THE
SCHOOL FOODSERVICE PROGRAM IN THE SCHOOL AND COMMUNITY.**

Entry-Level Knowledge Statements

Knows importance of good public relations.

Knows regulatory requirements associated with special meal functions and community activities using the school facilities and resources.

Entry-Level Skill Statements

Communicates with parents and community about the value and quality of SNP.

Maintains lines of communication between the SNP team, district personnel, students, and the community.

Initiates a positive marketing approach to the community by preparing and serving meals for special functions and other community activities when requested by school authorities/school boards.

Cooperates with school faculty to invite adults who have a direct interest in students to eat in the SNP facility as appropriate.

Beyond Entry-Level Knowledge Statements

Knows importance of communicating SNP goals to parent-teacher association and other community organizations.

Knows basic market research strategies (focus groups, comment card, and surveys) that seek student, parental, and community involvement in SNP activities.

Knows the importance of marketing good nutrition for children with the community.

**COMPETENCY 10.2
PROVIDES LEADERSHIP THAT PROMOTES THE SCHOOL NUTRITION
PROGRAM (SNP) AND CREATES AN INTEREST IN THE ROLE OF THE
SCHOOL FOODSERVICE PROGRAM IN THE SCHOOL AND COMMUNITY.**

Beyond Entry-Level Skill Statements

Conducts tours of the school nutrition service facilities for individuals and community groups.

Coordinates facilities and services with outside groups when authorized by school officials.

Presents pertinent SNP information, when appropriate, at school or community meetings.

Promotes school meals through effective advertising to teachers, PTO/PTA, and other school groups.

Works with school nutrition team to generate support for federal, state, and local policies beneficial to the health and education of children.

FUNCTIONAL AREA 11 : PERSONNEL MANAGEMENT

**COMPETENCY 11.1
MANAGES THE SCHOOL NUTRITION PROGRAM (SNP) STAFF
ACCORDING TO ALL FEDERAL, STATE, AND LOCAL DISTRICT
EMPLOYMENT LAWS, POLICIES, AND REGULATIONS.**

Entry-Level Knowledge Statements

Knows organization framework needed to achieve goals and objectives.

Knows personnel policies and procedures in school district, including discipline and grievance procedures.

Knows laws and regulations pertaining to personnel practices in the SNP or person to contact for information.

Knows legislation pertaining to labor union agreements, if pertinent, or person to contact for information.

Knows civil rights legislation, person to contact for information, and implications for the SNP.

Entry-Level Skill Statements

Implements all school district personnel policies.

Follows the district plan for interviewing prospective employees to determine qualifications without violating the civil rights laws.

Follows the school district's written procedures for recruiting and hiring qualified personnel.

Ensures all new employees are given pertinent information regarding policies, laws, and regulations affecting their employment.

**COMPETENCY 11.1
MANAGES THE SCHOOL NUTRITION PROGRAM (SNP) STAFF
ACCORDING TO ALL FEDERAL, STATE, AND LOCAL DISTRICT
EMPLOYMENT LAWS, POLICIES, AND REGULATIONS.**

Entry-Level Skill Statements, cont.

Applies school district policies uniformly when recommending staff changes, additions, or releases.

Makes current policy and procedures manual available to all school employees in the SNP.

Beyond Entry-Level Knowledge Statements

Knows the importance of periodically reviewing and updating the SNP policy and procedure manual.

Beyond Entry-Level Skill Statements

Reviews policy and procedure manuals periodically and adds timely updates as required by the school district.

**COMPETENCY 11.2
COMMUNICATES EFFECTIVELY WITH BOTH SUPERVISOR AND OTHER
EMPLOYEES.**

Entry-Level Knowledge Statements

Knows methods of effective communication skills and how they work.

Knows methods for conducting a productive meeting.

Knows importance of communicating needs and concerns of supervisor to employees and of employees to supervisor.

Entry-Level Skill Statements

Gives clear directions, instructions, and information to staff members.

Recognizes and applies verbal and nonverbal communication techniques.

Uses constructive methods to correct employees and resolve employee conflict through use of good communication skills.

Listens effectively to employees.

Understands and works within organizational lines of authority.

Determines methods for using feedback in the communication process to improve employee relationships and gain a better understanding of employee concerns.

Applies rules of composition and grammar to written communication.

Interprets technical information to staff members in a clear and concise manner.

Maintains effective interdepartmental communication channels.

Beyond Entry-Level Knowledge Statements

None

Beyond Entry-Level Skill Statements

None

**COMPETENCY 11.3
CREATES AN ATMOSPHERE FOR EMPLOYEE PRODUCTIVITY AND
SATISFACTION IN THE WORKPLACE.**

Entry-Level Knowledge Statements

Knows factors that contribute to meeting employee needs and job satisfaction.

Knows importance of praise and recognition to enhance employee productivity.

Knows methods of problem solving and decision-making.

Knows the principles of delegation to create a more efficient workplace.

Knows importance of developing good leadership skills.

Knows importance of cross-training to enhance employee productivity.

Entry-Level Skill Statements

Creates ways to acknowledge employees and appreciate employees' accomplishments.

Applies effective human resource management techniques.

Uses techniques that motivate employees, build morale, and promote self-esteem.

Encourages employees to improve productivity by applying motivational techniques.

Develops a plan for conducting regular employee meetings to keep employees informed.

Creates an atmosphere that encourages employee feedback.

Refers employees to assistance programs.

**COMPETENCY 11.3
CREATES AN ATMOSPHERE FOR EMPLOYEE PRODUCTIVITY AND
SATISFACTION IN THE WORKPLACE.**

Beyond Entry-Level Knowledge Statements

Knows environmental factors that influence employee job performance and satisfaction.

Beyond Entry-Level Skill Statements

Recognizes job-related stress symptoms in employees and offers effective resolution techniques before serious problems arise.

Determines and adjusts factors that can improve the physical working environment.

Develops a system for implementing change effectively.

Determines which duties can be delegated and which can be shared.

Develops a method for selecting the right person for a delegated task.

Develops a system for reviewing tasks delegated and evaluating results.

Implements procedures for cross-training employees.

**COMPETENCY 11.4
IMPLEMENTS ORGANIZATIONAL TECHNIQUES TO ACCOMPLISH JOB
TASKS WITH EFFICIENCY AND MAXIMUM DEVELOPMENT OF HUMAN
RESOURCES.**

Entry-Level Knowledge Statements

- Knows principles of work flow.
- Knows techniques of time management.
- Knows principles of work simplification.
- Knows purposes and elements of a job description.
- Knows relationship of workload to personnel requirements.

Entry-Level Skill Statements

- Develops and posts work schedules to maximize productivity.
- Sets goals and deadlines for completion of tasks.
- Balances equipment and personnel for efficiency.
- Organizes work area for efficiency.
- Plans work flow to ensure completion of task and attainment of human resource objectives.

Beyond Entry-Level Knowledge Statements

- Knows how to use staffing tools to maximize employee performance.
- Knows how to utilize "meals per labor hour" formula for determining productivity rate of meals and meal equivalents served.

**COMPETENCY 11.4
IMPLEMENTS ORGANIZATIONAL TECHNIQUES TO ACCOMPLISH JOB
TASKS WITH EFFICIENCY AND MAXIMUM DEVELOPMENT OF HUMAN
RESOURCES.**

Beyond Entry-Level Skill Statements

Analyzes tasks for distribution of labor hours.

Develops procedures for preparing, revising, and/or using job descriptions to ensure each person knows his or her job task.

Uses job analysis to develop job performance standards.

Utilizes procedures to allocate staffing hours based on standards for productivity, participation, and school facilities.

**COMPETENCY 11.5
INTEGRATES A COMPREHENSIVE TRAINING PROGRAM AND
STANDARDS FOR EVALUATING EMPLOYEE PERFORMANCE INTO THE
OVERALL MANAGEMENT OF THE SCHOOL NUTRITION PROGRAM
(SNP).**

Entry-Level Knowledge Statements

Knows training methods that are active and relevant to the job.

Knows importance of orientation and in-service training for professional growth and job success.

Knows significance of performance evaluation to employee and organization.

Knows importance of following district policies in selecting, supervising, disciplining, promoting, and terminating employees.

Knows school district's policy for employee grievance procedures.

Entry-Level Skill Statements

Creates a positive climate for change.

**COMPETENCY 11.5
INTEGRATES A COMPREHENSIVE TRAINING PROGRAM AND
STANDARDS FOR EVALUATING EMPLOYEE PERFORMANCE INTO THE
OVERALL MANAGEMENT OF THE SCHOOL NUTRITION PROGRAM (SNP).**

Beyond Entry-Level Knowledge Statements

Knows sources for appropriate educational and training materials.

Knows methods suitable for teaching adults.

Knows relationship of performance standards to job requirement and performance evaluation.

Knows sources for appropriate educational and training materials.

Beyond Entry-Level Skill Statements

Applies principles of adult learning to all training sessions.

Conducts program assessment for identifying training needs.

Uses written employee performance appraisals to improve job performance.

Conducts written evaluation of personnel.

Maintains personnel records and documentation as required by district.

Monitors new employees for strengths and weaknesses to determine follow-up training needs.

Recognizes personnel for outstanding work performance.

Works with supervisor to correct unsatisfactory work performance.

Implements district guidelines for employee selection, supervision, discipline, promotion, and termination.

Schedules regular training sessions to develop employee knowledge and skills.

**COMPETENCY 11.5
INTEGRATES A COMPREHENSIVE TRAINING PROGRAM AND
STANDARDS FOR EVALUATING EMPLOYEE PERFORMANCE INTO THE
OVERALL MANAGEMENT OF THE SCHOOL NUTRITION PROGRAM (SNP).**

Beyond Entry-Level Skill Statements con't.

Conducts on-the-job training to improve skills and productivity.

Varies training techniques and methods to create interest and promote enthusiasm.

Uses appropriate tools to evaluate employee learning.

Teaches and promotes the use of stress and time management.

**COMPETENCY 11.6
PROVIDES LEADERSHIP THAT FOCUSES ON RECOGNIZING,
UNDERSTANDING, VALUING, AND EFFECTIVELY MANAGING DIVERSITY
FOR MAXIMUM PRODUCTIVITY.**

Entry-Level Knowledge Statements

Knows importance of recognizing workforce diversity.

Entry-Level Skill Statements

Promotes respect and appreciation for diversity and individual differences.

Creates an environment sensitive to diversity among employees.

Beyond Entry-Level Knowledge

Knows school district policies related to workforce diversity.

Knows challenges related to workplace diversity.

Knows how diversity within the workforce affects the SNP operations.

Knows resources available to assist with diversity issues in the labor force.

Beyond Entry-Level Skill Statements

Monitors recruitment and promotion processes to ensure fairness to diversified workforce, when applicable.

Recognizes the importance of overcoming language barriers in the workplace.

Promotes a teamwork approach to solving problems related to diversity challenges.

FUNCTIONAL AREA 12: PROFESSIONAL DEVELOPMENT

**COMPETENCY 12.1
PROVIDES LEADERSHIP THAT SETS HIGH PROFESSIONAL STANDARDS
FOR THE SCHOOL NUTRITION PROGRAM (SNP) AND EMPLOYEES.**

Entry-Level Knowledge Statements

Knows manager's role as a representative for the staff at organizational and other various meetings.

Knows benefits of working with supervisor to adjust work schedules and provide substitute workers to allow employee attendance at educational, staff-development, and professional meetings.

Entry-Level Skill Statements

Demonstrates ability to enforce standards of personal conduct for all SNP staff members.

Provides a role model to SNP staff members for professional growth through membership in professional organizations.

Encourages staff participation in training and continuing education programs.

Beyond Entry-Level Knowledge Statements

Knows standards of performance for SNP managers and staff.

Knows methods of assessing skill level needs of SNP personnel as well as self-evaluation.

Knows programs available to SNP staff that meet training and certification requirements.

**COMPETENCY 12.1
PROVIDES LEADERSHIP THAT SETS HIGH PROFESSIONAL STANDARDS
FOR THE SCHOOL NUTRITION PROGRAM (SNP) AND EMPLOYEES.**

Beyond Entry-Level Skill Statements, cont.

Promotes the benefits of training and American School Food Service Association (ASFSA) certification to school foodservice staff.

Establishes a system for making continuing education materials available to staff (e.g., trade magazines, professional journals, and audiovisual materials).

Identifies incentives for employees who participate in training.

**COMPETENCY 12.2
ESTABLISHES PROFESSIONAL STATUS FOR THE SCHOOL NUTRITION
PROGRAM'S (SNP) ROLE IN THE EDUCATION COMMUNITY BY
ACQUIRING THE EDUCATION AND SKILLS NECESSARY FOR
LEADERSHIP AND MANAGEMENT ROLES.**

Entry-Level Knowledge Statements

Knows importance of periodically reviewing professional readings.

Entry-Level Skill Statements

Keeps abreast of the latest knowledge by reading professional journals and trade publications containing current information.

Beyond Entry-Level Knowledge Statements

Knows importance of developing a plan for personal professional development.

Knows methods of evaluating professional performance for employee and managerial levels.

Beyond Entry-Level Skill Statements

Implements a professional development plan to improve job performance.

Develops techniques for promoting employees, department, and profession.

Utilizes ASFSA resources to advance learning and growth within the school foodservice profession.

Develops a professional profile in the education community through peer respect and increased responsibility for child nutrition.

Interprets information from journals to assist management of the SNP.

Encourages membership and participation in professional organizations.

APPENDIX B

SAMPLE JOB DESCRIPTION TEMPLATE

SAMPLE JOB DESCRIPTION TEMPLATE

School Nutrition Manager

GENERAL FUNCTION AND SCOPE

The school nutrition manager will oversee and manage the local school food service operation. The job functions include nutrition and menu planning; program accountability; sanitation, safety, and security; equipment use and care; procurement; food production; food acceptability; service; financial management and recordkeeping; marketing; personnel management; and professional development. The school nutrition manager shall partner with others in the local school, school district, and community to solicit support for the development of a sound nutrition assistance food program while following federal, state, and local guidelines. The local school nutrition operation is to provide an environment that supports healthy food habits while maintaining program integrity and customer satisfaction.

ESSENTIAL FUNCTIONAL AREAS OF RESPONSIBILITIES

NUTRITION AND MENU PLANNING

- Provides an atmosphere that ensures the purpose of the School Nutrition Program (SNP) to “safeguard the health and well-being of the nation’s children.”
- Ensures all meals served in the SNP meet current nutritional standards and meal pattern requirements, including children with special need diets.
- Maintains nutritional integrity of the SNP through implementation of Dietary Guidelines for Americans.
- Plans and provides menus that encourage student consumption.
- Establishes leadership role in providing nutrition education as part of the total school education program.

PROGRAM ACCOUNTABILITY

- Maintains integrity and accountability of the SNP through compliance with all federal, state, and local regulations.
- Ensures accountability of recorded documentation for compliance with federal, state, and local regulations.
- Ensures compliance with school/school district mission and/or vision statements.

SANITATION, SAFETY, AND SECURITY

- Provides an environment conducive to protecting the health and well-being of the school’s children through high levels of sanitation standards.
- Responds to a food hold and recall in an expedient, effective, and efficient manner.
- Provides a safe environment for performance of work.
- Provides leadership to ensure a secure work environment during an emergency or crisis.

EQUIPMENT USE AND CARE

- Establishes administrative responsibility for all foodservice equipment through proper use and care.
- Operates the SNP in compliance with all energy conservation principles.

PROCUREMENT

- Conducts the procurement process within the boundaries of federal, state, and local school purchasing guidelines to protect the integrity of the SNP.
- Operates the SNP to ensure that proper receiving procedures and storage techniques are followed.

FOOD PRODUCTION

- Applies management principles to establishing and maintaining high standards of control for quality food production and distribution.
- Provides a system for preparing and maintaining records that reflect an accurate report of planned menus, food produced, and food discarded.
- Ensures the SNP creditability through daily monitoring of food production procedures.

FOOD ACCEPTABILITY

- Maintains an operation that responds to students' food preferences.

SERVICE

- Develops standards of excellence for providing and maintaining quality in the presentation and service of food.
- Provides leadership to ensure school meals will be served in pleasant facilities and by a courteous staff.

FINANCIAL MANAGEMENT AND RECORDKEEPING

- Operates SNP within established guidelines for a financial management system that provides a cost-effective program of high integrity.
- Provides effective office organization and good paper management techniques to ensure all records and supporting documentation are maintained in accordance with federal, state, and local regulations and policies.
- Organizes and manages the business functions of the school foodservice office to maintain an efficient and effective organization.

MARKETING

- Implements a marketing plan to create an atmosphere that attracts and pleases students, teachers, administrators, and other school support staff.
- Provides leadership that promotes the SNP and creates an interest in the role of the SNP the school and community.

PERSONNEL MANAGEMENT

- Manages the SNP staff according to all federal, state, and local district employment laws, policies, and regulations.
- Communicates effectively with both supervisor and other employees.
- Creates an atmosphere for employee productivity and satisfaction in the workplace.
- Implements organizational techniques to accomplish job tasks with efficiency and maximum development of human resources.
- Integrates a comprehensive training program and standards for evaluating employee performance into the overall management of the SNP.
- Provides leadership that focuses on reorganizing, understanding, valuing, and effectively managing diversity for maximum productivity.

PROFESSIONAL DEVELOPMENT

- Provides leadership that sets high professional standards for the SNP and employees.
- Establishes professional status for the SNP role in the education community by acquiring the education and skills necessary for leadership and management roles.

OTHER

- Performs and manages job-related proficiency with the highest ethical integrity.
- Performs and manages with a commitment to promote a quality SNP that meets the nutritional needs of the customers served.
- Performs and manages with an overall nature that is committed to the goals and visions of the school district.
- Performs and manages appropriate communication skills with the customers served.