



NATIONAL FOOD SERVICE MANAGEMENT INSTITUTE

The University of Mississippi

COMPETENCIES, KNOWLEDGE, AND SKILLS OF EFFECTIVE SCHOOL NUTRITION MANAGERS

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

PROFESSIONAL DEVELOPMENT

APPLIED RESEARCH DIVISION
The University of Southern Mississippi

Competencies, Knowledge, and Skills of Effective School Nutrition Managers



National Food Service Management Institute
The University of Mississippi

This publication has been produced by the National Food Service Management Institute–Applied Research Division, located at The University of Southern Mississippi with headquarters at The University of Mississippi. Funding for the Institute has been provided with federal funds from the U.S. Department of Agriculture, Food and Nutrition Service, to The University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of The University of Mississippi or the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

The information provided in this publication is the result of independent research produced by NFSMI and is not necessarily in accordance with U.S. Department of Agriculture Food and Nutrition Service (FNS) policy. FNS is the federal agency responsible for all federal domestic child nutrition programs including the National School Lunch Program, the Child and Adult Care Food Program, and the Summer Food Service Program. Individuals are encouraged to contact their local child nutrition program sponsor and/or their Child Nutrition State Agency should there appear to be a conflict with the information contained herein, and any state or federal policy that governs the associated Child Nutrition Program. For more information on the Federal Child Nutrition Programs please visit www.fns.usda.gov/cnd.

National Food Service Management Institute The University of Mississippi

Building the Future Through Child Nutrition

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.

PURPOSE

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 NFSMI is to provide information and services that promote the continuous improvement of Child Nutrition Programs.

VISION

The vision of the NFSMI is to be the leader in providing education, research, and resources to promote excellence in Child Nutrition Programs.

Contact Information

Headquarters

The University of Mississippi
Phone: 800-321-3054
Fax: 800-321-3061
www.nfsmi.org

Education and Training Division Technology Transfer Division

The University of Mississippi
6 Jeanette Phillips Drive
P.O. Drawer 188
University, MS 38677-0188

Applied Research Division

The University of Southern Mississippi
118 College Drive #10077
Hattiesburg, MS 39406-0001
Phone: 601-266-5773
Fax: 888-262-9631

Acknowledgments

WRITTEN AND DEVELOPED BY

Jerry B. Cater, PhD
Research Scientist

Deborah H. Carr, PhD, RD
Research Scientist

EXECUTIVE DIRECTOR
Charlotte B. Oakley, PhD, RD, FADA

COMPETENCIES, KNOWLEDGE, AND SKILLS OF EFFECTIVE SCHOOL NUTRITION MANAGERS

Executive Summary

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

EXECUTIVE SUMMARY *continued*

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.

KNOWLEDGE AND SKILL STATEMENTS

**COMPETENCIES, KNOWLEDGE, AND SKILLS 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.

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.

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 diet needs.

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.

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.
- 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.

COMPETENCY 1.2 continued

- 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.

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.
- 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.

COMPETENCY 1.3 continued

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.

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.

Skill Statements

- Suggests menus that meet nutrition requirements, avoid repetition, and incorporate choices.
- Monitors meal counts when changes are made in menus or recipes.

COMPETENCY 1.4 continued

- 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.

Skill Statements

- Identifies needed menu modification based on customer acceptability information.
- Identifies methods for involving students and/or parents in planning menus.
- 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.

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.

Skill Statements

- Uses merchandising 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.
- 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.

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.
- 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.

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.

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.
- 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.

COMPETENCY 2.2 continued

- 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.

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.

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.

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 conducive 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.
- Knows sources of food safety information for the SNP operation.

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.

COMPETENCY 3.1 continued

- 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.
- 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.

BEYOND ENTRY-LEVEL

Knowledge Statements

- None

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.

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.

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.

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.
- 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

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.

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.

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.

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.

BEYOND ENTRY-LEVEL

Knowledge Statements

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

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

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.

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.

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

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.

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.
- 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.
- 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.

COMPETENCY 5.2 continued

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

BEYOND ENTRY-LEVEL

Knowledge Statements

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

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).

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.
- 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

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.

Skill Statements

- 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.
- 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.

COMPETENCY 6.2 continued

BEYOND ENTRY-LEVEL

Knowledge Statements

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

Skill Statements

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

COMPETENCY 6.3

Ensures the School Nutrition Program (SNP) credibility 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.

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.

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.

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.

Skill Statements

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

COMPETENCY 7.1 continued

- 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 importance of utilizing different types of serving systems.
- 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.

COMPETENCY 8.1 continued

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.
- 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.

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).

COMPETENCY 8.2 continued

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.

BEYOND ENTRY-LEVEL

Knowledge Statements

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

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.

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.

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.

COMPETENCY 9.1 continued

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 à la carte items that follow federal, state, and local guidelines.
- Pre-costs menus and à 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.

Skill Statements

- Cooperates with supervisor and all team members to develop a system to maintain

COMPETENCY 9.2 continued

- 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.

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 paper work 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.

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.

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.

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.

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.

COMPETENCY 10.1 *continued*

- 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.

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 merchandising 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.

Skill Statements

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

COMPETENCY 10.2 continued

- 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.

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 the 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.

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.
- 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.

COMPETENCY 11.1 continued

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.

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

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.

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.

BEYOND ENTRY-LEVEL

Knowledge Statements

- Knows environmental factors that influence employee job performance and satisfaction.

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.

COMPETENCY 11.3 continued

- 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.

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.

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.

Skill Statements

- Creates a positive climate for change.

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.

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.

COMPETENCY 11.5 continued

- 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.
- 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.

Skill Statements

- Promotes respect and appreciation for diversity and individual differences.
- Creates an environment sensitive to diversity among employees.

BEYOND ENTRY-LEVEL

Knowledge Statements

- 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.

Skill Statements

- Monitors recruitment and promotion processes to ensure fairness to diversified work-force, 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.

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.

Skill Statements

- Promotes the benefits of training and American School Food Service Association (ASFS) 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.

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.

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.

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.

SAMPLE JOB DESCRIPTION TEMPLATE continued

- 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.



NATIONAL FOOD SERVICE MANAGEMENT INSTITUTE
The University of Mississippi
1-800-321-3054

R-110-07 (GY03)

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

PROFESSIONAL DEVELOPMENT