

THE FOOD-SAFE SCHOOLS

ACTION GUIDE



FOOD-SAFE SCHOOLS

NEEDS ASSESSMENT AND PLANNING GUIDE



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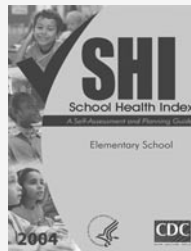
INTRODUCTION

The Food-Safe School Needs Assessment and Planning Guide is a tool that can help your school assess its food safety policies, procedures, and programs and develop plans for improvement. This tool includes a simple, straightforward questionnaire, score card, and planning guide that give administrators, school staff, families, and students a chance to get involved and work together to create a food-safe school. A small investment of time can pay big dividends in improved school food safety, student health, well-being, and readiness to learn.

Promoting the health and safety of students is an important part of the fundamental mission of schools and includes providing young people with the knowledge and skills they need to become healthy and productive adults. Improving school food safety can also:

- Increase safety and reduce liability.
- Reduce absenteeism.
- Lower substitute costs.

SCHOOL HEALTH INDEX A SELF-ASSESSMENT AND PLANNING GUIDE



To help schools meet the challenge of promoting healthy and safe behaviors among students, the Centers for Disease Control and Prevention (CDC) has developed the *School Health Index (SHI)*.

Similar to the Food-Safe School Needs Assessment and Planning Guide, SHI is a self-assessment and planning tool designed to help schools improve the effectiveness of their health and safety policies and programs. And SHI focuses on other key health and safety issues in the United States, such as physical inactivity, poor eating habits, tobacco use, violence and injury prevention, and most recently, asthma management. Future editions also will address other health issues that have a major impact on the current and future health of young people, such as the prevention of infectious diseases. CDC plans on incorporating infectious diseases, including food safety, into future editions.

SHI can be downloaded from the CDC Web site: <http://www.cdc.gov/HealthyYouth/SHI/>.

The Food-Safe School Needs Assessment and Planning Guide will enable you to:

- Identify the strengths and weaknesses of your school’s food safety policies, procedures, and programs.
- Develop an action plan for improving school food safety and outbreak detection and response.
- Involve teachers, foodservice staff, school nurses, school administrators, families, students, and the community (including the local health department and cooperative extension agency) in improving school food safety.
- Incorporate food safety activities in your school improvement plan.

WHY SCHOOLS SHOULD PROMOTE FOOD SAFETY AND HANDWASHING

1. Students and staff consume billions of meals and numerous snacks each year in U.S. schools.
2. Foodborne illnesses affect the health of students and staff, causing symptoms that range from mild discomfort to chronic illness and death.
3. If students or staff become ill with a foodborne illness, they are likely to miss school. Therefore, students’ full learning potential may not be fulfilled.
4. By minimizing potential outbreaks, a food-safe school can prevent lawsuits and loss of reputation.
5. Handwashing is one of the most important means of preventing the spread of infectious illnesses that lead to millions of school days lost each year in the United States.

Instructions For the Food-Safe School Team Leader

1. **Assemble the Food-Safe School Team.** The first step for the Food-Safe School Team Leader is to identify a team of people who will serve as the focal point for all school food safety issues and activities. You may choose to use an existing team, such as the School Health Team, School Improvement Team, or Safety Committee, or to create a new team. One of the team's first tasks can be to complete the Food-Safe School Needs Assessment and Planning Guide. You may want to have the entire team work together on the Guide, or you may want to divide the group into smaller teams to complete certain tasks. In either case, broad participation is important for meaningful assessment and successful planning and implementation.

Below are suggestions about key people who can help complete the Food-Safe School Needs Assessment and Planning Guide. Choose team members who you think are appropriate to represent your school and your community.

- School foodservice director, manager, and/or staff members.
 - School nurse.
 - Classroom teacher(s).
 - Principal or other administrator.
 - Family member(s).
 - Local health department representative.
 - Cooperative extension representative.
 - Facilities management or custodian.
 - School board member.
2. **Review the Needs Assessment and Planning Guide.** Food safety in schools is influenced by the entire school environment and staff, not just the cafeteria and foodservice staff. Therefore, the Food-Safe School Needs Assessment and Planning Guide focuses on multiple aspects of food safety. Talk with the team about the assessment and the various aspects of food safety that are included in the guide. Refer to other sections of the *Food-Safe School Action Guide* as necessary.
 3. **Complete the Questionnaire and Score Card.** Decide how the team will complete the questionnaire. The questions should be answered by obtaining any needed information and having an open discussion. Each question gives directions on how to select from the four scoring choices. Answers should be written on a copy of the Score Card (page 17).

4. **Identify areas for improvement.** Review the results and note which areas need improvement. The team should then answer the Planning Questions on pages 19-20. Work together to decide the top priorities for the school.
5. **Develop a Food-Safe School Improvement Plan.** Once the areas for improvement have been identified, develop recommendations for actions (page 25-31). Refer to other sections of the *Food-Safe School Action Guide* for further information.

TIPS FOR COMPLETING THE NEEDS ASSESSMENT

Delete questions that are not applicable to your school. For example, if your school does not have teachers who cook in the classroom, delete question 8 because it would not be applicable to your school.

Accuracy counts. Please answer all questions as accurately as possible. This is a school-based needs assessment and planning tool; it is not an instrument for evaluating school staff.

There is no passing grade. The tool is not intended to be used to compare one school with another. You should only use your scores to help you understand your school's strengths and weaknesses and to develop an action plan for improving your food safety efforts. It is realistic to expect low scores in certain areas. Low scores can help you build awareness of areas that need improvement.

Some actions are easier than others. Use of the tool might lead your team to recommend actions that require additional resources. You may find, however, that many of the recommended actions involve simply making better use of existing resources.

Keep the team together. The purpose of completing the needs assessment tool is to start on a path to improve your school's food safety. Once you have started, you can keep the team together and use the tool to monitor your progress. Establish a schedule for annual assessment, continuous improvement, and accountability over time.

NEEDS ASSESSMENT QUESTIONNAIRE

1. WRITTEN POLICIES OR PROCEDURES ON FOOD SAFETY

Does the school or district have written policies or procedures on food safety that commit the school to each of the following?

- Ensuring the safety of foods received, stored, prepared, and served in the cafeteria and other foodservice areas (e.g., time and temperature policies and procedures)
- Ensuring the safety of foods brought from home for individual lunches or group events
- Ensuring the safety of foods at school events (e.g., field trips, potlucks, food served at fundraising events) and school stores
- Ensuring the safety of foods brought into the school from outside vendors or caterers
- Ensuring the safety of foods prepared or served in the classroom

- 3 = Yes, all five of these are addressed
- 2 = Three or four of these are addressed
- 1 = One or two of these are addressed
- 0 = No, none of these are addressed

_____ Score

2. OUTBREAK CRISIS MANAGEMENT PLAN

Does the school have a written crisis management plan for a suspected foodborne illness outbreak with each of the following components?

- A definition of staff roles and responsibilities
- Procedures for the identification and treatment of students and staff with a suspected foodborne illness by a school nurse or other school health professional
- Procedures for accounting for and releasing students
- Removing potentially hazardous or suspect food from service and preserving evidence
- Procedures for when and how to report incidents to the district office, superintendent, principal, and local health department. The procedures should include contact names and numbers
- Procedures for when and how to communicate with families of students
- Details on when and how to communicate with the media (e.g., one spokesperson should be designated. This person could be the Food-Safe School Team Leader, the principal, or someone designated by the school district)
- Information on when and how to communicate with health care providers who are treating ill students and staff
- Primary and back-up methods for communication within the school and with the district office, the local health department, families, and the community
- Information on how to cooperate with public health officials

3 = Yes to all of the above components

2 = The school has a plan with five to nine of the above components

1 = The school has a plan with one to four of the above components

0 = The school does not have such a plan or the plan does not contain any of the above components

_____ Score

3. STAFF DEVELOPMENT AND FOOD SAFETY

Have all staff (e.g., teachers, school nurses, foodservice staff, custodians/facilities managers, secretaries, etc.) received professional development on and been given copies of the food safety policies and procedures, including the crisis management plan, related to their job responsibilities?

3 = Yes

2 = Staff are given copies of policies and procedures but are not trained on them

1 = No, but there are plans to do so within the next academic year

0 = No

_____ Score

4. FOODSERVICE MANAGER CERTIFICATION

Does the school have at least one foodservice manager (the person responsible for overseeing the preparation and service of food) who is certified in food safety and sanitation from an accredited program?

3 = Yes

2 = The foodservice manager is certified in either food safety or sanitation, but not both

1 = No, but he or she plans to receive certification from an accredited program within the next academic year

0 = No

_____ Score

5. CONTINUING EDUCATION FOR FOODSERVICE MANAGER

Does the foodservice manager participate in professional development or continuing education on food safety-related topics (e.g., food purchasing and preparation practices, Hazard Analysis and Critical Control Point) at least once a year?

“Professional development/continuing education” includes on-site (school, district) and off-site (city, state, national) training opportunities.

3 = Yes

2 = The manager participates in such professional development or continuing education, but less often than once a year

1 = No, but there are plans to participate in the next academic year

0 = No

_____ Score

6. STAFF DEVELOPMENT FOR ALL FOODSERVICE STAFF

Do all foodservice staff receive training on basic sanitation and the school’s HACCP-based food safety program?

HACCP, an acronym for Hazard Analysis and Critical Control Points, is a preventive food safety program designed to reduce the risk of foodborne hazards by focusing on each step of the food preparation process from receiving to service.

3 = Yes

2 = Most foodservice staff receive training on basic sanitation and the school’s HACCP-based food safety program

1 = Few foodservice staff receive training on basic sanitation and the school’s HACCP-based food safety program

0 = No

_____ Score

7. EXTENT OF STAFF DEVELOPMENT FOR ALL FOODSERVICE STAFF

Do all foodservice staff receive food safety training at new-hire orientation and periodically through continuing education?

“Continuing education” includes on-site (school, district) and off-site (city, state, national) training opportunities.

3 = Yes

2 = Most foodservice staff receive food safety training at new-hire orientation and periodically through continuing education

1 = Few foodservice staff are trained in food safety at new-hire employment and periodically through continuing education

0 = No

_____ Score

8. STAFF DEVELOPMENT FOR TEACHERS WHO COOK IN THE CLASSROOM

Do all teachers who cook in the classroom receive basic sanitation training?

3 = Yes

2 = Most teachers who cook in the classroom are trained in basic sanitation

1 = Few teachers who cook in the classroom are trained in basic sanitation

0 = No

_____ Score

9. STAFF DEVELOPMENT FOR CULINARY AND FAMILY AND CONSUMER SCIENCE TEACHERS

Do culinary and family and consumer science teachers receive training in basic sanitation and the school's food safety procedures based on Hazard Analysis and Critical Control Point (HACCP)?

3 = Yes

2 = Most culinary and family and consumer science teachers are trained in basic sanitation and the school's HACCP-based food safety program

1 = Few culinary and family and consumer science teachers are trained in basic sanitation and the school's HACCP-based food safety program

0 = No

____ Score

10. FOODSERVICE FACILITIES AND EQUIPMENT

Is the safety and function of foodservice facilities addressed in the following ways?

- Foodservice facilities include equipment, kitchen(s), cafeteria(s), and any other room(s) or classroom(s) where food is prepared, served, or consumed.
- The school kitchen, cafeteria, and food storage areas are inspected twice a year by the health department to ensure that they are safe and sanitary
- Classroom kitchens and food storage areas are inspected twice a year by the health department to ensure that they are safe and sanitary
- In the last year, the school received no critical or repeat violations from the health department inspection(s)
- Equipment for ensuring the safety of food is available in all facilities (e.g., thermometers, gloves, test strips, etc.)
- The kitchen, cafeteria, classroom kitchens, and food storage facilities are kept in good working condition (e.g., safe and sanitary)
- Funds are available in the school budget for the repair or replacement of poorly functioning food storage, preparation, holding, or service equipment

3 = Yes, the school addresses all seven of the ways listed above

2 = The school addresses at least three of the six ways listed above

1 = The school addresses at least one of the six ways listed above

0 = No

_____ Score

11. HANDWASHING FACILITIES

Are all school handwashing facilities for students and staff adequate in the following ways?

- Soap is available at all sinks (e.g., classroom, bathrooms, cafeteria, etc.)
- Warm (at least 100° F) water is available at all sinks
- Paper towels or hand dryers are available at all sinks
- Enough sinks are available for use
- Everyone has time to wash his or her hands before eating and after hands are soiled
- Handwashing sinks are easily accessible for students in or very near the cafeteria

3 = Yes, facilities are adequate for all five of the above
2 = Facilities are adequate for four to five of the above
1 = Facilities are adequate for one to three of the above
0 = No

_____ Score

12. HANDS WASHED BEFORE MEALS AND SNACKS

Is time allotted for students to wash their hands before all meals and snacks?

3 = Yes
2 = Most students are allotted time to wash their hands before meals and snacks
1 = Few students are allotted time to wash their hands before meals and snacks
0 = No, students are not allotted time to wash their hands before meals and snacks

_____ Score

13. SAFE FOOD PREPARATION IN THE CAFETERIA

Do foodservice staff follow established FDA Food Code guidelines and other federal, state and local guidelines and regulations on food preparation, handling, storage, and service?

3 = Yes, all foodservice staff follow the FDA Food Code and all federal, state, and local guidelines and implement HACCP

2 = All foodservice staff follow the FDA Food Code and all federal, state, and local guidelines, but do not implement HACCP

1 = All foodservice staff follow some of the Food Code and some federal, state, and local guidelines, but do not implement HACCP

0 = No

_____ Score

**14. ASSESSMENT OF STUDENTS AND STAFF FOR POTENTIAL
FOODBORNE ILLNESS**

Do school health services or school nurse protocols address each of the following topics?

A school nurse protocol is a procedural statement written and used by school nurses that outlines the standard of practice for assessing and managing a specified clinical problem and authorizes particular activities.

Signs and symptoms of foodborne illness

In-school management of students and staff suspected of having a foodborne illness

Referral of students and staff suspected of having a foodborne illness for further health care

Procedure for contacting the local health department if foodborne illness is suspected

Review of health records for indications of a foodborne illness outbreak

3 = Yes, address all 5 of the topics listed above

2 = Address three or four of the topics listed above

1 = Address one or two of the topics listed above

0 = No

_____ Score

15. FOOD SAFETY AND HANDWASHING TAUGHT BY GRADE LEVELS

Do students receive food safety and handwashing education?

- 3 = Yes, at all grade levels
- 2 = Yes, at most grade levels
- 1 = Yes, at a few grade levels
- 0 = No

_____ Score

16. EDUCATION FOR FAMILIES ABOUT FOOD SAFETY AND HANDWASHING

Does the school provide families with opportunities to learn about food safety and handwashing through educational materials sent home and family involvement in school-sponsored activities?

Examples of “educational materials” include:

- Brochures (e.g., about how to pack a lunch for a field trip)*
- Information about school policies on food brought into the classroom*
- Newsletter articles*
- Web sites*
- CD-ROMs*
- Introduction to curricula*
- Homework assignments that require family participation*

- 3 = Yes, five or more of the above are provided
- 2 = Yes, three or four of the above are provided
- 1 = Yes, one or two of the above are provided
- 0 = No

_____ Score

17. COLLABORATION

Do school staff collaborate with each other and with community members (including the local health department, cooperative extension service, and families) to prevent foodborne illness, improve school food safety, and promote handwashing?

“Collaborate” refers to working with one another to prevent foodborne illness, improve food safety, and promote handwashing.

People who should collaborate include:

- *Foodservice staff*
- *School health services staff*
- *Teachers*
- *Administrators*
- *Health department staff*
- *Cooperative extension specialists*
- *Families*

3 = Yes, all of the above groups collaborate with each other

2 = Most of the above groups collaborate with each other

1 = A few of the above groups collaborate with each other

0 = No

_____ Score

18. SCHOOL-WIDE APPROACH

Are food safety measures taken in each of the following places where food is prepared or consumed in the school?

“Food safety measures” include food safety policies, procedures, programs, and staff development.

- In the cafeteria
- In the classroom
- At school events
- When brought from home

3 = Yes, all of the places listed above
2 = Three of the four places listed above
1 = One or two of the four places listed above
0 = No

_____ Score

NEEDS ASSESSMENT QUESTIONNAIRE

SCORE CARD

(Suggestion: photocopy before using)

| | 3 - Fully in Place | 2 - Partially in Place | 1 - Under Development | 0 - Not in Place |
|--|-----------------------|---------------------------|--------------------------|---------------------|
| 1. Written Policies or Procedures on Food Safety | | | | |
| 2. Outbreak Crisis Management Plan | | | | |
| 3. Staff Development and Food Safety | | | | |
| 4. Foodservice Manager Certification | | | | |
| 5. Continuing Education for Foodservice Manager | | | | |
| 6. Staff Development for All Foodservice Staff | | | | |
| 7. Extent of Staff Development for all Foodservice Staff | | | | |
| 8. Staff Development for Teachers Who Cook in the Classroom | | | | |
| 9. Staff Development for Culinary and Family and Consumer Science Teachers | | | | |
| 10. Foodservice Facilities and Equipment | | | | |
| 11. Handwashing Facilities | | | | |
| 12. Hands Washed before Meals and Snacks | | | | |
| 13. Safe Food Preparation in the Cafeteria | | | | |
| 14. Assessment of Students and Staff for Potential Foodborne Illness | | | | |
| 15. Food Safety and Handwashing Taught by Grade Levels | | | | |
| 16. Education for Families about Food Safety and Handwashing | | | | |
| 17. Collaboration | | | | |
| 18. School-Wide Approach | | | | |
| Total the number of checks in each column | | | | |
| Multiply by the point value | x 3 | x 2 | x 1 | x 0 |
| Subtotals | | | | 0 |
| Total points earned (add subtotals) | | | | |
| Total points possible | | | | 54 |
| Percentage (total points earned/54) x 100 | | | | % |

3. For each recommendation identified in Question 2, complete a copy of the form on page 23. When you have rated all the recommendations, total up the score for each and fill in the “priority action” (high, middle, or low) in the last line (see sample on page 21).

SAMPLE

NEEDS ASSESSMENT RECOMMENDATIONS RATING FORM

(Suggestion: photocopy one copy for each recommendation before using)

| | | | | | |
|---|--|----------------|----------------------------|-------------------|-------------------|
| Recommendation # <u>5</u> | | | | | |
| <i>Decrease risk For Foodborne illness by allowing more time For students to wash their hands before meals and snacks</i> | | | | | |
| | Agree strongly | Agree somewhat | Neither agree nor disagree | Disagree somewhat | Disagree strongly |
| This recommendation's outcome[s] is very important. | 5 | 4 | 3 | 2 | 1 |
| This recommendation is inexpensive to plan and implement. | 5 | 4 | 3 | 2 | 1 |
| This recommendation does not require much time and effort to implement. | 5 | 4 | 3 | 2 | 1 |
| This recommendation will be met with enthusiasm from the school community. | 5 | 4 | 3 | 2 | 1 |
| This recommendation is fairly easy to attain. | 5 | 4 | 3 | 2 | 1 |
| Total for each column | 15 | 8 | 0 | 0 | 0 |
| TOTAL POINTS (sum of column totals) | 23 | | | | |
| What level of priority action is this recommendation, based on the score achieved? | <input checked="" type="radio"/> High Middle Low | | | | |

NEEDS ASSESSMENT RECOMMENDATIONS RATING FORM

(Suggestion: photocopy one copy for each recommendation before using)

| | | | | | |
|--|----------------|----------------|----------------------------|-------------------|-------------------|
| Recommendation # _____ | | | | | |
| | Agree strongly | Agree somewhat | Neither agree nor disagree | Disagree somewhat | Disagree strongly |
| This recommendation's outcome[s] is very important. | 5 | 4 | 3 | 2 | 1 |
| This recommendation is inexpensive to plan and implement. | 5 | 4 | 3 | 2 | 1 |
| This recommendation does not require much time and effort to implement. | 5 | 4 | 3 | 2 | 1 |
| This recommendation will be met with enthusiasm from the school community. | 5 | 4 | 3 | 2 | 1 |
| This recommendation is fairly easy to attain. | 5 | 4 | 3 | 2 | 1 |
| Total for each column | | | | | |
| TOTAL POINTS (sum of column totals) | | | | | |
| What level of priority action is this recommendation, based on the score achieved? | High | Middle | Low | | |

PLANNING FOR IMPROVEMENT

Instructions For the Food-Safe School Team Leader

You have already taken an important step toward preventing foodborne illness by appraising your school's food safety strengths and weaknesses. No matter how your school scores on the Needs Assessment Questionnaire, you now have the information you need to start planning for a safer, healthier school environment.

Taking Action, One Step at a Time

Now it is time to summarize the results, reflect on your school's strengths, identify and discuss areas that need improvement, and plan for making improvements with the members of the Food-Safe School Team.

This section contains a form that can help you make the best use of the information collected by the Needs Assessment Questionnaire.

The three action steps described in this section can help your school plan improvements and implement recommended changes.

Step 1: Complete the Food-Safe School Improvement Plan (page 31).

Step 2: Implement recommendations from the Food-Safe School Improvement Plan.

Step 3: Reassess annually and strive for continuous improvement.

Step 1: Complete the Food-Safe School Improvement Plan

At a meeting of the Food-Safe School Team:

Ask each team member to present the two or three recommendations they believe should be implemented first. Remember that some actions may be critical to address no matter how much they may cost, such as a nonfunctioning cafeteria refrigerator.

Decide on several actions that the school is able to realistically commit to implementing. Having a relatively small number of recommended actions is important, because pushing for too many changes at once can be overwhelming and reduce your chances of success. Actions and recommendations that are not included in the Food-Safe School Improvement Plan can be addressed at a later date. The group may consider different criteria in deciding which actions to implement first. Some very important actions that may be more expensive, more labor-intensive, or more complex to address in the short term might be broken down into more immediately manageable recommendations to allow for partial implementation and incremental improvement over time. Others that might be less important but require fewer resources may be easier to implement right away. Use the collective judgment and knowledge of your team members. Together, the team knows the school and can arrive at the best mix of important and achievable recommendations.

Have the team complete the Food-Safe School Improvement Plan form (see a sample completed form on page 29) as follows:

- **Action column:** Write the agreed-upon actions in order of priority.
- **Steps column:** Write brief descriptions of all the specific steps that need to be taken to implement an action.
- **By Whom column:** Write the name of the person who will be responsible for planning and implementing the action steps.
- **By When column:** Write the date when work will begin and the targeted completion date.

Decide who will prepare a concise summary report of your findings and recommendations that can be presented to the school administrators (or other decision-making team) for approval and inclusion in the School Improvement Plan.

Step 2: Implement Recommendations From the Food-Safe School Improvement Plan

When your plan has been approved by the school principal or other administrator, implement the recommendations and monitor progress. Review the Resources section at the end of the relevant sections of the *Food-Safe School Action Guide* to identify materials and organizations that can help you implement your actions.

Some actions can be handled quickly and easily by one team member, whereas others may require gathering information, raising funds, or a group effort. A full discussion of project management is beyond the scope of this guide, but here are some general principles:

- **Workgroups.** Form implementation workgroups so that no single person is overwhelmed with responsibility.
- **Short-term and long-term goals.** Most positive changes will take some time to put in place, but delayed gratification can be frustrating for many volunteers. Having a mix of short-term and long-term goals creates some early accomplishments that will keep the team motivated while it tackles the longer-term goals.
- **Timeline.** Create a timeline of activities and set monthly or quarterly implementation milestones.
- **Assistance.** Ask for help when you need it. Look for help from the school district, the state department of education, the local or state health department, and local universities.
- **Monitoring progress.** Ongoing monitoring of activities and strategies is essential for smooth and successful implementation. Special achievements should be recognized and problems should be discussed.
- **Reporting progress.** Establish a mechanism for reporting progress so that there is some level of accountability.
- **Recognition.** Recognize your volunteers. Write letters of appreciation and publicize their good work so that the entire community will know about their contributions.
- **Money.** If you need money, but it is not available at the school, do not be shy about soliciting support from local businesses, especially if you need an amount under \$1,000.

Step 3: Reassess Annually and Strive For Continuous Improvement

Periodically conduct the Food-Safe School Needs Assessment. An annual or more frequent assessment will ensure that food safety remains high on the school agenda. Take the time to measure and recognize the progress and accomplishments of the previous school year. Report annually to the principal, the superintendent, and the school board on progress made during the past year and plans set for the upcoming year.

SAMPLE FOOD-SAFE SCHOOL IMPROVEMENT PLAN

*Jenks Junior High School, Pawtucket, Rhode Island
FSS Team: Anne Barlow (Team Leader), Solange Morrissette, Kathy Kando, Skip Sequeria,
Elizabeth Bugden, and Linda Cabral*

| Action | Steps | By Whom | By When | |
|---|--|---|---------------------------------|-----------|
| 1. Develop school-wide or district-wide policies and procedures | a. Introduce project to School Committee | Anne (Food and consumer science teacher) | 4/9 | |
| | b. Share examples of other relevant existing food safety policies and procedures | Elizabeth (KidsFirst) | 3/20 | |
| | c. Draft school food safety policy for Jenks Junior High | All team members | 6/30 | |
| | d. Bring policy to District Standards Committee | Skip (Principal) | 6/30 | |
| | e. Bring to School Committee for approval | Skip (Principal) | 6/30 | |
| | f. Share contents of the CDC Food-Safe Schools Action Guide Toolkit | Elizabeth (KidsFirst) | 3/20 | |
| | 2. Conduct staff and student training on food handling and handwashing | a. Introduce project to all school staff; pass out food safety brochure | All team members | 4/3 |
| | | b. Gather materials for student education/training; involve other departments (e.g., science, math, history, physical education) in development of training | Anne | 6/30 |
| | | c. Gain food safety certification | Anne | June |
| | | d. Conduct a one-hour training during staff development day | Solange (Food Service Director) | September |
| e. Design training program for students | | Anne/Solange | 6/30 | |
| f. Implement food safety training for students | | Anne | 6/30 | |
| g. Install hand sanitizers in the cafeteria | | Solange | 6/30 | |
| h. Have information table at school-wide International Night | | Elizabeth/Anne | 5/7 | |
| 3. Locate or develop tool to assess potential foodborne illness | a. Research foodborne illness assessment tools | Kathy (Nurse Teacher) | 6/30 | |
| | a. Search Internet (e.g., www.foodsafeschools.org) and the Action Guide CD-ROM and work with Elizabeth to gather resources for education | All team members | 3/31 | |
| 5. Add other items as project progresses | a. TBD | TBD | TBD | |

Instructions

Food-Safe School Improvement Plan

1. In the first column: list, in priority order, the actions that the Food-Safe School Team has agreed to implement.
2. In the second column: list the specific steps that need to be taken to implement each action.
3. In the third column: list the people who will be responsible for each step.
4. In the fourth column: list the dates when the work will begin and when it will finish.

FOOD-SAFE SCHOOL IMPROVEMENT PLAN

(Suggestion: photocopy one copy for each action before using)

| Action | Steps | By Whom | By When |
|---------|-------|---------|---------|
| # _____ | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| | e. | | |
| | f. | | |
| | g. | | |

