

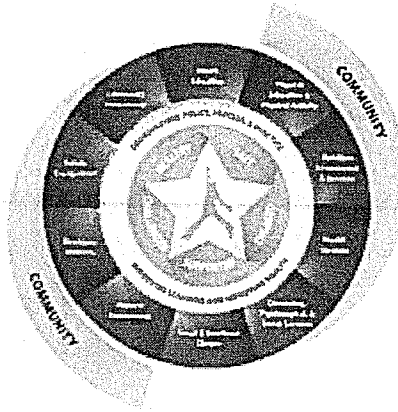
Kansas
2017-2018
Assessment

SCHOOL HEALTH INDEX - Kansas Public Schools

Module 4: Nutrition Environment and Services

Instructions for Module Coordinator

Habits and practices related to health and safety are influenced by the entire school environment. The Whole School, Whole Community, Whole Child (WSCC) model emphasizes a school-wide approach to student health. The expanded model incorporates the components of coordinated school health and the tenets of the whole child approach, focusing its attention on the youth in order to support a collaborative approach to learning and health.



Module 4 focuses on nutrition environment and services. The school nutrition environment provides students with opportunities to learn about and practice healthy eating through available foods and beverages, nutrition education, and messages about food in the cafeteria and throughout the school campus. By providing a learning environment that ensures each student is emotionally and physically healthy, safe, actively engaged, supported, and challenged, the WSCC model presents a framework for school systems to evaluate, streamline, implement, and sustain policies, processes, and practices.

Instructions for completing the module

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

School nutrition services manager	Special education team leader
School nutrition services staff member(s)	Parent(s)
School nurse	Student(s)
Health educator(s)	Principal
Administrative office assistant	Assistant principal
Teacher(s)	

2. Make a photocopy of the module Discussion Questions (pages 5-12) for each Module 4 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 14-15).

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Module 4: Nutrition Environment and Services

Score Card
(photocopy before using)

Instructions

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-12), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 14-15).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	School breakfast	3	2	1	0
N.3	School lunch	3	2	1	0
N.4	Variety of offerings in school meals	3	2	1	0
N.5	Healthy food purchasing and preparation practices	3	2	1	0
N.6	Venues outside the cafeteria offer fruits and vegetables	3	2	1	0
N.7	Promote healthy food and beverage choices and school meals using Smarter Lunchroom techniques	3	2	1	0
N.8	Adequate time to eat school meals	3	2	1	0
N.9	Collaboration between school nutrition services staff members and teachers	3	2	1	0
N.10	Annual continuing education and training requirements for school nutrition services staff	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/S.2	Food safety training	3	2	1	0
N.13/S.3	Preparedness for food emergencies	3	2	1	0
N.14	Farm to School activities.	3	2	1	0

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

33	4	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (42) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

37

MODULE SCORE =
(Total Points / 42) X 100

88 %

Note: Cafeteria does have food emergency plan in place for alternative meal plan.

N.12/S.2 refers to cooking / kitchen aides such as, fruit slicer readily available 1/4. Cutting fruits by hand.

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Module 4: Nutrition Environment and Services

Planning Questions
(photocopy before using)

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

Planning Question 1

Look back at the scores you assigned to each question, and answer the following questions based on these scores: a) what are the **strengths** of your school's environment and services? b) What are the **weaknesses** of your school's nutrition environment and services?

Strengths

- 1) Food safety training
- 2) Healthy food purchasing and preparation practices
- 3) Annual continuing education and training requirements for school nutrition services staff

Weaknesses

- 1) Preparedness for food emergency
- 2) Venues outside the cafeteria offer fruits and vegetables

Planning Question 2

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

- 1) Cafeteria staff will work w/ Public Health Educator to ensure all needs are met in case of a food emergency and prepare or help purchase what may be needed for kitchen.
- 2) Tammy Bowman will work w/ PHE to purchase necessary items for garden so Kansas Public Schools may offer "some" produce outside of the cafeteria.

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

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

Module 4 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top Priority Action?
Preparedness for food emergencies	5	5	3	3	3	19	
Venues outside the cafeteria offer fruits and vegetables	5	5	5	5	5	25	✓

**School Health Index
Overall Score Card**

For each module (row), write an X in the one column where the Module Score falls*

	the Module Score falls*			
	Low 0 - 20%	21% - 40%	Medium 41% - 60%	High 61% - 80% 81% - 100%
School Health Policies and Environment - Module 1				
Health Education - Module 2				
Physical Education and Other Physical Activity Programs - Module 3				
Nutrition Services - Module 4				X
School Health Services - Module 5				
School Counseling, Psychological, and Social Services - Module 6				
Health Promotion for Staff - Module 7				
Family and Community Involvement - Module 8				

* Some schools like to write the module scores in each box.

NEED
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School Health Improvement Plan

Instructions

1. In the first column: list, in priority order, the actions that the School Health Index 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 and when the work will be completed.

Actions	Steps	By Whom and When
<p>1. Preparedness for food emergencies</p>	<p>a. Talk w/ Cafeteria staff & KPS b. vcp to see where the most c. need is in being prepared for d. food emergencies. Purchase e. items for cafeteria that f. is needed most.</p>	<p>Tricia, Kansas School, & Tammy Bowman</p>

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Actions	Steps	By Whom and When
<p>2. Vendors outside the Cafeteria offer fruits and vegetables - Farmer's Market</p>	<p>a. Work w/ local farmers to bring produce to school for a mock Farmer's Market that students and staff will benefit from.</p> <p>f. _____</p> <p>g. _____</p>	<p>Tricia, Tammie Bowman, Rhonda Sloan</p>
<p>3.</p>	<p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>e. _____</p> <p>f. _____</p> <p>g. _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

NEED