

**DEVELOPING SCHOOL  
FOOD SAFETY POLICIES**

***A GUIDEBOOK FOR  
COOPERATIVE EXTENSION  
EDUCATORS***

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## **INTRODUCTION**

According to the Centers for Disease Control (CDC) each year in the United States 73 million people suffer from a foodborne illness. These illnesses result in 325,000 hospitalizations and 5000 deaths (CDC, 1999). More than 164 million school days are missed annually by public school children, grades K-12 due to the spread of communicable diseases, including foodborne illness (Hammond, 2000). Preventing foodborne illness in all settings-home, school, workplace, foodservice establishments requires a multifaceted approach. This approach includes the understanding of the mechanisms of contamination and transmission to consumer education about food safety principles to food safety policy development (Tauxe, 1997, King, 1995).

While consumers have a heightened concern about food safety and recognize the seriousness of foodborne illness, evidence still suggests a continued mishandling and/or storage of food products by home food handlers. Consumers rarely consider their own food safety practices a hazard (Bruhn, 1997). This belief not only influences their practices at home but their roles as volunteer foodservice workers and providers of food items for various school functions. However, a 1997 Government Auditor General Office Report includes data from the Centers for Disease Control (CDC) indicating that 60% of the foodborne illness outbreaks in schools were the direct result of food either brought into school from student's homes or other sources (School Meal Programs Report, GAO, 1997).

In school settings, food is often used to enhance the learning process. This is most prevalent in elementary school (grades K-6) classrooms. Cultural and history units of study may conclude with a celebration including preparing and serving food. In addition, cooking activities in the classroom provide experiences which aid in the development of thinking skills that encourage children to guess, observe and draw conclusions (Swanson, 1993). In middle and high schools, foreign language classes may incorporate food to provide the students with a total cultural experience. Parents, caregivers and/or teachers often provide a variety of "home cooked" foods for these events. These food items range from brownies and cookies for bake sales and celebrations to complete hot turkey dinners and other potentially hazardous foods. The potential food safety risk is evident as these foods may be prepared several hours in advance of service, may or may not be cooked or cooled properly nor reheated to proper temperatures for lack of time and proper school facilities. Young children are at high risk for foodborne illness. The students, who ultimately consume the food, must rely on the food safety practices of parents, caregivers and teachers. They are also not included in the process of development of policies and curriculums in school systems that determine food related activities.

In many instances, policies are developed as a direct result of a crisis situation in a short timeframe. In response, the policymakers may not have the luxury of time to conduct the necessary research to develop a sound, long-term policy. They may use a

quick analysis technique and “back of the envelope” calculations to devise an interim policy statement.

As part of the proposal development process for this project, an informal survey of several Rhode Island school district "decision-makers" suggested that not only were there no policies governing the issue, but they had never considered food being brought into school a safety issue in need of policy guidelines.



## PURPOSE OF THE GUIDEBOOK

The guidebook is designed to assist you in helping schools through the process of developing and implementing food safety policies in an effort to reduce the risk of foodborne illness in schools. It focuses on the process of policy development. It is impossible to provide a "template" of a school food safety policy due to the diverse nature of school systems across the country.

The Guidebook is divided into three sections. Section I suggests steps for project implementation. These steps include comments based on the Rhode Island experience. Section II contains samples of communications and resources from the Rhode Island project. This material can be used as written, or adapted as needed. Section III includes samples of the evaluation tools used during the project.

## **SECTION I-GUIDEBOOK**

➤ **PURPOSE**

➤ **PROJECT GOALS**

➤ **ROLE OF THE EXTENSION EDUCATOR**

➤ **PROJECT IMPLEMENTATION**

➤ **IN CONCLUSION**

## PROJECT GOALS

The goals of the project were to:

1. Improve food safety in school settings,
2. Provide opportunities for schools to learn about legal liability, current food safety and related issues,
3. Provide educational resources that will assist policy makers in developing sound school food safety policies.

## ROLE OF THE EXTENSION EDUCATOR

It is critical to understand the "workings" of state and local school systems and their process of policy development. A working knowledge of current food safety issues, local and/or or state food codes and their implications for schools is also helpful.

In this project, the extension educator's role is that of project administrator, facilitator and subject matter resource. These roles include:

- ➔ **BUILDING** a project advisory committee.
- ➔ **RESEARCHING** background information to aid in the project implementation
- ➔ **PLANNING**, co-ordination and evaluation of an informational workshop for schools focusing on the issues surrounding school food safety policies
- ➔ **EVALUATING** the project.

## PROJECT IMPLEMENTATION

### ➔STEP ONE: BUILDING A PROJECT ADVISORY COMMITTEE

The first step towards implementation is to form a project advisory committee. Membership on this committee could include:

- Regional or state cooperative extension food safety education specialists.
- Community development and public policy development specialists. The public policy development specialists can provide valuable information and resources.
- Teachers, nurse/teachers
- School administrators
- School foodservice directors
- Parent/ teacher organization representatives
- Teacher organization representatives
- Directors of regional educational collaboratives. For example, in Rhode Island school districts have joined together to form regional collaboratives. In New York state, school districts participate in BOCES (Boards of Cooperative Educational Services). They may provide current technology, teacher in-service, or bulk purchasing of supplies to participating districts.

The committee will provide valuable assistance to the project directors in: understanding the "workings" of school systems, determining the target audience, recruitment of collaborators, promoting the goals of the project and reviewing project materials. The advisory committee can alert the project directors to potential issues of concern, thus maximizing success.

The first Rhode Island project proposal suggested a "top down" approach targeting school committee members, superintendents and school principals. The project design was changed as a direct result of the input of the advisory committee. The committee strongly recommended targeting school improvement teams.

Every public school in Rhode Island is required to have a school improvement team. The team is comprised of school administrators, teachers, support staff i.e. nurse and psychologist, parents and students (at high school level) and community leaders. The

goal of the team is the improvement of student performance through developing and implementing a school-centered plan designed to improve teaching and learning. The team may make policy decisions that directly affect the school dealing with student learning, teaching and/or the school's physical environment. This concept is known as "site based management" (School Guide- Building a School Improvement Team, Saltworks- 1999). This "bottoms up" approach was utilized in the revised project design.

The advisory committee was critical to the final design of both the approach and the implementation. They guided the project directors in determining what topics would be useful to school improvement team members in developing school food safety policies.

It is important to keep the members of the advisory committee informed of the progress of the project.

If funds allow, a program assistant with experience working in school systems can be a valuable assist to the project. A retired elementary school teacher assisted in the second year of the Rhode Island project. The program assistant provided valuable insight into the "workings" of school systems, school calendars and the issues and concerns of teachers.

State or regional food safety task forces are useful sources of linkages. The task force membership includes representatives from state/local departments of education and health, nonprofit community agencies, academia, the food industry and trade associations. The Rhode Island task force also provided another forum for discussion of the goals of the project and assistance in implementation.

## ➡STEP TWO: GATHERING BACKGROUND INFORMATION

Personal experiences and community linkages are valuable assets. They may provide suggestions of other individuals and/or groups that could provide additional resources to the project.

### A. UNDERSTANDING THE SCHOOL POLICY DEVELOPMENT PROCESS

#### **What does the term "policy" mean and what should "policies" include?**

For the purpose of this project, policies may be defined as a proposed course of action. It addresses a defined problem usually called a "policy problem". An official body (school board, school improvement team) adopts the policy statement. The policy statement guides the actions of students and school employees. The selected policy alternative includes what should be done, why it should be done and who should do it.

For policies to be effective, they should be part of an overall plan that includes a timeline for implementation, an evaluation component, task assignments and

specification of necessary personnel and financial resources-. For example, a school food safety policy could provide the basis for an action plan addressing professional development for teachers, and parent/teacher organizations; distribution of food safety information to caregivers; curriculum materials for classroom use; and necessary parent consent forms.

### **What is the "structure " of schools in the state/locale and how are they administered?**

Visit state and/or local department of education's websites to learn about their structure. National organizations such as the National Association of State Boards of Education also maintain websites that will provide a national prospective. Chambers of Commerce and realtor's websites include information about area schools.

Informal conversations with community leaders, school administrators, teachers, foodservice directors and parents can provide information on the "inner workings" of school systems. In Rhode Island, research led to the director of a collaborative of school districts in the southern part of the state and ultimately school improvement teams. Other states may have similar structures, where small school districts band together to provide support and services that would otherwise be cost prohibitive. Information on these types of structures may be found on the state department of education and/or local school district's website.

In an effort to learn more about school improvement teams, the project directors and program assistant met with the Director of School Improvement and Accountability in the Rhode Island Department of Elementary and Secondary Education (RIDESE). The office oversees the "Saltworks" program. The goal of "Saltworks" was developed by RIDESE in response to a legislative mandate to improve student performance. The meeting resulted in support of the project by the RIDESE office of School Improvement and Accountability.

### **Who is responsible for developing school food safety policies?**

This is an important question to answer. The best workable policies are developed and implemented at the local level. A key factor to successful implementation is including all the stakeholders-teachers, parents, foodservice directors and school administrators in the process. However, you need to be familiar with the structure of school systems in the project and their policy development process. For example, in most school districts, policies are developed by the administration and approved by the school board/committee.

### **Are there resources available about the development of policy development for schools?**

The National Association of State Boards of Education ([boards@nasbe.org](mailto:boards@nasbe.org)) is an excellent resource for information on development of policies related to schools. The March 2000 "Fit, Healthy and Ready to Learn-A School Health Policy Guide" provides useful information on the process of policy development. The Guide also includes a selection of samples of health-related policies.

## **B. FOOD SAFETY ISSUES IN SCHOOLS**

### **Who has responsibility for issues related to student health?**

Past experience with food safety education materials development and distribution of food safety resource materials suggested in Rhode Island, school nurse/teachers played a key role in all issues related to health. Also, foodservice directors and in middle schools, family and consumer sciences teachers are key players. However, this is a complicated issue as different teachers, depending on the school, the district and the state may teach health education. For example, in Rhode Island there are 36 school districts. A school district may include health-related topics in the curriculum taught by elementary classroom teachers. Or, may be taught by school /nurse teachers who spend a brief amount of time in each classroom addressing a particular health-related topic. The school nurse teacher also has a variety of responsibilities associated with the health and welfare of students. They may also be responsible for more than one school. In some districts, the physical education teacher may also teach health-related topics.

Professional associations' i. e. nurse/teachers, science, elementary teachers are excellent sources of support for a project of this type. Discussions and meetings with all the "players" help build support for the project and keep people informed.

### **Who regulates and inspects school foodservice facilities?**

Project directors should be familiar with local/state food codes as they relate to schools and school related activities. Conversations and collaborations with state/local regulatory officials who oversee the regulation and inspection of foodservice establishments are important in building project partnerships. Their input and participation in the project is vital to its success.

### **What are sources of information on foodborne illness outbreaks in schools?**

Once again, a search of the world wide web will lead you to many sources of information on this issue. Possible sources include:

- Centers for Disease Control's Morbidity and Mortality Weekly Report  
<http://www.cdc.gov/epo/mmwe/preview/mmwrhtml/mm>

- Centers for Disease Control's Foodborne Illness Outbreak Investigation-Epidemiological Case Studies  
<http://www.cdc.gov/phtn/casestudies/>
- <http://foodsafety.gov>

### **C. LEGAL ISSUES/LIABILITY ISSUES**

This appears to be the driving force behind the development of many policies that impact all aspects of school life. In Rhode Island, the director of the Southern Rhode Island Collaborative and other advisory committee members expressed concern about the legal issues surrounding foodborne illness outbreaks in schools. In order to provide participant schools with the best information seek out advice from members of the legal community whose specialty is liability.

In Rhode Island, this concern led us to conversations with three lawyers, who provided suggestions of possible options for schools. However, those options suggested for schools in Rhode Island, may not apply in other locales. You will need to consult members of the legal community in your area. Based on the input from the advisory committee and members of the legal profession, we determined this topic to be a key agenda item for any workshop on developing school food safety policies.

Another excellent source of information is the risk management officer/department of the state land grant university. These departments are directly involved with food safety issues and policy development as it relates to university on and off campus events and campus life. In Rhode Island, the Director of the Office of Safety and Risk Management brought another perspective to the issue in relation to the need for food safety policies

### **➡STEP THREE: PROGRAM IMPLEMENTATION**

After understanding the structure of schools in the area/state then development of a plan of action and project time can begin. The timeline should take into consideration the school calendar. For example, when are parent teacher conferences scheduled or administrators busy preparing the budget for the next fiscal year?

Initially, to build support and momentum, it may be necessary to offer incentives for participation in the program. This is particularly true for a project focusing on the issues of foodborne illness in schools. Most potential participants in the Rhode Island program did not consider it to be an issue.



Possible participation incentives:

★In service education opportunities for teachers which award participants professional development units. In the Rhode Island project, teachers were offered the opportunity for participating schools to send two individuals to the state mandated 15 hour-food safety manager certification course at no cost.

★Provide funds for participating schools to purchase food safety education resource materials. In Rhode Island, in the first phase of the project, participating schools were each awarded \$100 to spend on food safety curriculum resource materials of their choice.

## **The Action Plan**

### **Select the target audience**

Effective policies are usually developed with input from the affected parties- parents, teachers, administrators and foodservice directors. As previously stated, elementary/middle school improvement teams which include school principals and representatives of school/ parent/teacher associations were selected as the target audience. If there are no school improvement teams, schools participating in the project could be asked to send a team comprised of teachers, administrators, the school nurse and representatives of their parent/teacher organization. However it appears that the trend across the country is towards site-based management, so schools may have some type of an advisory committee that would have an interest in participating in a project of this nature.

### **Communicate with the target audience**

Determine the most effective method to communicate the project goals to the target audience. In Rhode Island, a letter discussing the importance food safety issues in schools was sent to all elementary school principals, chairs of school improvement teams and parent/teacher organization presidents. The letter included information on a scheduled training session and the availability of food safety education resources. A program registration form was attached to the letter. A sample letter and project registration form may be found in Section II- Communications.

Personal contact is important. In Rhode Island, the one or both of the project directors and the program assistant visited with each school improvement team who expressed interest in participation. These meetings provided opportunities to share information about the project, distribute food safety education resource materials and gain incite into the food safety related issues of concern to the school improvement teams. The project directors also offered to conduct in-service sessions for teachers and informational meetings for parents. School nurse teachers and foodservice directors appeared to be the most concerned about the issue. Administrators had not thought of it as an issue until it was

brought to their attention. An agenda for the school improvement team meetings may be found in Section II-Communications

### **Provide Training**

A late afternoon workshop for schools participating in the project was held at a central location. Each school was encouraged to send at least 3 individuals. The content of the Rhode Island agenda was based on input from the project advisory committee and the participating school improvement teams. It included:

- Overview of the project presented by the project directors,
- Information on current food safety and issues presented by the head of the state's food regulatory agency,
- Legal aspects of food safety policies including suggestions on their content and the process of distribution to parents/caregivers by a lawyer who is familiar with the food industry and specializes in liability,
- Food safety policy development process and implementation by the director of the office of safety and risk management of the land grant university.

It is important to build time into the agenda for participants to share information and discuss the issues amongst themselves. There are not many opportunities provided to teachers and administrators to share information and ideas.

A sample agenda may be found in Section II-Communications

### **Keeping in touch with target audience**

Teachers and administrators are busy people whose jobs place varied demands on them as professionals. Caregivers/parents are busy with family and work responsibilities. Therefore, continued support to work towards development and implementation of food safety policies in their school is necessary. This may be in the form of educational resources, offers of in-service education or just attending a meeting where the policy will be discussed. A phone call or note offering assistance may help in the process. A sample of a letter sent out after the workshop may be found in Section II-Communications.

## STEP FOUR-EVALUATION

The progress towards the achievement of the goals and objectives of a project of this type is very difficult to measure in the short term. The workshop participants were asked to rate the usefulness of the information presented for developing food safety policies for their schools. All project participants were sent follow up evaluations three months and one year after the workshop. The follow up evaluations focused on their progress towards the development of food safety policies in their schools. The Project Report contains the results of all the project evaluations. Section III-Evaluation includes copies of the forms used in the project.

## IN CONCLUSION

The accomplishments will come in small increments. The first is acceptance of the issue as a concern. However, over the long term, two-three years, may bring about some positive change in the form of effective food safety policies in schools.

## **SECTION II-COMMUNICATIONS**

- **LETTER TO PROECT ADVISORY COMMITTEE MEMBERS**
- **LETTER TO POTENTIAL PROJECT PARTICIPANTS**
- **SAMPLE AGENDA- MEETINGS SCHOOL IMPROVEMENT TEAMS**
- **SAMPLE AGENDA- SCHOOL FOOD SAFETY POLICY WORKSHOP**
- **FOLLOW-UP LETTER TO WORKSHOP PARTICIPANTS**

## **SAMPLE LETTER TO ADVISORY COMMITTEE MEMBERS**

Date

Dear

Thank you for agreeing to participate in a meeting and discussions concerning a project entitled "Development of Food Safety Policies in Schools. The goal of this project is to assist schools in the development of policies related to food safety. Attached is a summary of the proposed project. If you are unable to attend the meetings, may be in touch by phone or email? Please let us know the best time to call. Thank you in advance for your interest in and support of this most important project.

Sincerely,

Project Coordinator

## **SAMPLE LETTER TO POTENTIAL PROJECT PARTICIPANTS AND REGISTRATION FORM**

**DATE:**

**TO:** Chair, School Improvement Team  
School Principal  
President, Parent/Teacher Organization

**FROM:** Project Directors

**SUBJECT:** Food Safety Education and Policy Program for Elementary Schools

The Food Safety and Quality Initiative at the \_\_\_\_\_ Cooperative Extension, under the direction of \_\_\_\_\_, is part of a national effort to reduce the risk of foodborne illnesses to all consumers. As part of our goals, we have placed major emphasis on food safety education in schools. This is due, in part, to the fact that young children, as well as the elderly and chronically ill, are more vulnerable to foodborne illnesses than other segments of the population.

In the past few years, the incidences of foodborne illnesses have appeared to increase. Reports of food-related illness outbreaks and recalls of contaminated products regularly appear in the media. This has created a concern about and interest in food safety as a possible issue for the health and safety of all children. To address these issues and concerns, the Cooperative Food Safety Education Program, with input from teachers from numerous districts across the state, has a strong history of developing and implementing food safety education programs in elementary schools.

However, preventing foodborne illness requires a multifaceted approach - from education to policy development - within the schools. In school settings, food is often used to enhance the learning process. While foodservice providers in schools are mandated by law to be educated in food handling and sanitation practices to reduce health risks related to food, there are no mechanisms or policies in place to help direct other elementary school activities which involve food preparation. For example, home-prepared foods that are brought into schools carry potential risks that should be addressed, particularly for younger elementary school children. The purpose of such school-specific policy would be one of prevention rather than crisis management. Therefore, we have begun a project which will be looking at the various ways to develop *workable* school policy on this issue, without, necessarily, severely limiting the use of food in the learning environment. We need your help to try to accomplish this goal.

It was suggested that School Improvement Teams, whose primary goal is to make schools a better place for learning and teaching, would be the best means by which this complex policy problem might be solved. As these teams may include

administrators, teachers, business leaders and parents, the wide variety of perspectives would be critical in developing a school-specific food safety policy that works. The Director of the Office of School Improvement and Accountability in the State Department of Education has agreed to offer his support in launching a *pilot program*, which seeks to develop food safety policy at the school level. The Director has offered assistance in an effort to identify a maximum of ten (10) elementary schools that would like to participate in this effort. Results of this project will be communicated to all elementary schools in the state.

Therefore, we are seeking the support and interest of a limited number of schools and their School Improvement Teams to assist us in implementing the program effort in their schools. Program participation would include:

1. An initial meeting with the team members to explain, specifically, the goals and objectives of the project.
2. Participation in an after-school workshop (a minimum of 2 members/team).
3. Production of a food safety policy in the participating school and documenting benefits *and* problems with its development and implementation.
4. Food safety education resources will be made available.

Why should your school participate? In this program you will learn the legal ramifications of food safety issues - especially those related to food being prepared at home and then brought into school for school-sponsored events and student celebrations. Food safety issues will be discussed as well as options for policy development. While information will be presented, it is our hope that team member interactions will provide new and innovative ways to tackle this issue. ( In addition, each participating school will receive \$500 to spend on food safety materials). Finally, there will be an opportunity for two members of the Team or other appropriate school representatives to attend the food safety certification course, for free, (for which CEU's through the state Department of Education will be given).

Food safety policy can have an impact on the health and safety of the children. We are hoping that you agree to participate. Again, this is only a pilot effort and therefore there is a limited number of spaces available. If you would like more information and/or be involved with this project, please call the Project Coordinator, before [redacted]. Project participants will be notified by [redacted]. Thank-you for your interest in the project.

# SAMPLE REGISTRATION FORM

## SCHOOL FOOD SAFETY POLICY

### WORKSHOP

Each participating school may send up to three individuals to the workshop. Please list the names of course participants below and return to \_\_\_\_\_, Project Director by \_\_\_\_\_

1. Name \_\_\_\_\_  
Address \_\_\_\_\_  
Town \_\_\_\_\_, Zip \_\_\_\_\_  
Daytime Phone Number \_\_\_\_\_  
School \_\_\_\_\_

2. Name \_\_\_\_\_  
Address \_\_\_\_\_  
Town \_\_\_\_\_, Zip \_\_\_\_\_  
Daytime Phone Number \_\_\_\_\_  
School \_\_\_\_\_

3. Name \_\_\_\_\_  
Address \_\_\_\_\_  
Town \_\_\_\_\_, Zip \_\_\_\_\_  
Daytime Phone Number \_\_\_\_\_  
School \_\_\_\_\_



## **SAMPLE AGENDA**

### **MEETINGS WITH SCHOOL IMPROVEMENT TEAMS**

INTRODUCTIONS-PROJECT DIRECTOR

REVIEW OF THE GOALS AND OBJECTIVES OF THE PROJECT

REVIEW OF RESPONSIBILITIES OF SCHOOLS PARTICIPATING IN THE PROJECT

QUESTIONS/COMMENTS

## **SAMPLE AGENDA**

### **SCHOOL FOOD SAFETY POLICY WORKSHOP**

- |                |   |
|----------------|---|
| 3:30 – 4:00 pm | Registration  |
| 4:00 – 4:10 pm | Welcome and Introductions<br>Cooperative Extension Food Safety Specialist                 |
| 4:10 – 4:30 pm | School Food Safety Hazards<br>Chief, Division of Protection<br>State Department of Health |
| 4:30 – 5:15 pm | A Recipe for Success-Food Safety Legal Issues<br>Attorney                                 |
| 5:15 – 5:45 pm | Event Food Safety and the University<br>Director<br>Office of Safety and Risk Management  |
| 5:45 – 6:30 pm | Dinner Break and Group Discussion   |
| 6:30 pm        | Report back   |
| 7:00 pm        | Adjourn   |

## **SAMPLE FOLLOW-UP LETTER TO WORKSHOP PARTICIPANTS**

To: School Food Safety School Policy Workshop Participants

From: Project Coordinator

Subject: Food Safety Policy Working Group

I'd like to thank you for participating our recent School Food Safety Policy Workshop. I hope you found this workshop to be useful in your attempt to develop a working food safety policy at your school. Hopefully after attending this workshop much interest will continue to be generated in your school and your school district.

There was interest expressed about a working group meeting at the end of the current school year. Perhaps at that time, it would be a great opportunity to share ideas or discuss any problems that you were experiencing in your attempt to develop a policy. The timeline of 6-12 months was the one chosen by the majority of the participants as the target date for implementing a food safety policy at their school.

If you're interested in participating in this working group, please contact me and I'll make arrangements for setting up this meeting. Also, if you need additional resources or know of any speakers who you feel would be beneficial to the completion of a food safety policy, please contact me at the above number.

Enclosed is a workshop participant's list with the appropriate corrections.

## **SECTION III-EVALUATION TOOLS**

- **PROJECT PARTICIPANT WORKSHOP**
- **THREE MONTH FOLLOW-UP**
- **ONE YEAR FOLLOW-UP**

# SAMPLE- EVALUATION FORM

## SCHOOL FOOD SAFETY POLICY WORKSHOP

Please use 1-5 for the rating scale to evaluate the usefulness of this workshop in formulating your school's food safety policy.

1= not applicable, 2= not very useful, 3= useful, 4=very useful, 5= extremely useful

1. The State Department of Health representative's presentation on current food safety issues.

1                      2                      3                      4                      5

2. The attorney's presentation on the legal ramification and liabilities of food safety issues.

1                      2                      3                      4                      5

3. The Director of the Office of Safety and Risk Management's presentation on the development of food safety policy at the university.

1                      2                      3                      4                      5

4. Overall usefulness of the workshop for the development of a food safety policy at your school.

1                      2                      3                      4                      5

5. Do you think that your school will be implementing some kind of food safety policy in the near future?

0-6 months                      6-12 months                      12-18 months

6. Will you be sharing information with other schools in you district?  
Which school district? \_\_\_\_\_

7. Other comments about this workshop. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. How do you think other schools should be encouraged to be involved?

# **SAMPLE- EVALUATION FORM- THREE MONTH FOLLOW-UP**

## **SCHOOL FOOD SAFETY POLICY PROGRAM**

Please take a moment and answer the questions listed below and return in the enclosed envelope by \_\_\_\_\_ . Thank you

1. What progress have you made towards developing a school food safety policy?  
(Check all that apply)

\_\_\_\_ Shared information presented at Food Safety Policy Workshop for Elementary Schools workshop with colleagues.

\_\_\_\_ Shared information presented at the workshop with School Improvement Team.

\_\_\_\_ Have not begun to develop a policy. Plan to begin development in \_\_\_\_\_.

\_\_\_\_ Work has begun on drafting a policy

\_\_\_\_ Policy has been drafted and distributed to parents and administrators.

\_\_\_\_ Policy has been shared with other schools in the district.

\_\_\_\_ Other.

Please attach copies of any policies (including drafts and plans for review and implementation)

2. What have the reactions been to the following project activities by colleagues and School Improvement Team members? (complete all that apply)

a. Sharing the information about the proposed policy.

b. Process of drafting the policy.

c. The policy itself after distribution to teachers and parents.

3. Even if you have not completed the development of a food safety policy, please rate the following: 1 =least difficult, 5 = most difficult

a. How difficult has it been to develop a food safety policy for your school?

1                      2                      3                      4                      5

b. How difficult do you anticipate it will be to implement this policy?

1                      2                      3                      4                      5

4. What were the "roadblocks" to the development and implementation of such a policy in your school?

5. What types of resources could we provide to assist in the continued development and implementation of the policy?

6. Are you interested in participating in a follow-up meeting to share experiences, discuss future plans and help draft a model food safety policy?

Yes                       No

If yes, what time of day is best? \_\_\_\_\_

Contact person/number \_\_\_\_\_

School \_\_\_\_\_

7. What types of food safety education materials did you purchase with the \$100 project stipend?

How were they used?

# SAMPLE EVALUATION FORM- ONE YEAR FOLLOW-UP

## SCHOOL FOOD SAFETY POLICY PROGRAM

Please take a moment and answer the questions listed below and return in the enclosed envelope . Thank you

3. What progress have you made towards developing a school food safety policy?  
(Check all that apply)

Shared information presented at the Food Safety Policy Workshop for Elementary Schools with colleagues.

Shared information presented at the workshop with School Improvement Team.

Have not begun to develop a policy. Plan to begin development in \_\_\_\_\_.

Work has begun on drafting a policy

Policy has been drafted and distributed to parents and administrators.

Policy has been shared with other schools in the district.

Other.

Please attach copies of any policies (including drafts and plans for review and implementation)

4. What have the reactions been to the following project activities by colleagues and School Improvement Team members? (complete all that apply)

d. Sharing the information about the proposed policy.

e. Process of drafting the policy.



f. The policy itself after distribution to teachers and parents.

3. Even if you have not completed the development of a food safety policy, please rate the following: 1 =least difficult, 5 = most difficult

a. How difficult has it been to develop a food safety policy for your school?

1                      2                      3                      4                      5

b. How difficult do you anticipate it will be to implement this policy?

1                      2                      3                      4                      5

7. What were the "roadblocks" to the development and implementation of such a policy in your school?

8. What types of resources could we provide to assist in the continued development and implementation of the policy?

9. Are you interested in participating in a follow-up meeting in June to share experiences, discuss future plans and help draft a model food safety policy?

Yes                       No

If yes, what time of day is best? \_\_\_\_\_

Contact person/number \_\_\_\_\_

School \_\_\_\_\_

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