

FOOD SERVICES



F.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

Foundational	Proficient	Advanced/Mastery
<p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> provide general information to students, parents/guardians, staff, visitors, and community regarding National School Nutrition requirements understand and follow oral and written directions necessary for the functioning of the cafeteria (e.g., cooking/warming procedures, serving guidelines, cashier duties, etc.) share accurate information in a timely fashion (e.g., changes in breakfast options, monthly menu via school newsletter, daily menu via morning announcements, etc.) <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters.^{RM}</p> <ul style="list-style-type: none"> access and respond to emails, texts, and other required formats operate the school intercom systems and make announcements in a clear and pleasant voice attend required staff meetings and trainings know emergency codes and phrases report factually and promptly any unusual situations or events to supervisor, administration, or designee 	<p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> assist supervisor or designee in handling interruptions, asking clarifying questions to determine immediacy of need serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes participate in professional learning concerning effective communication discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner write emails, texts, and reports as required by job duties that are clear and grammatically correct provide comprehensive and accurate information regarding school nutritional services, sanitation and safety standards, and food allergy precautions, as needed <p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community.^{RM}</p> <ul style="list-style-type: none"> explain and reinforce school/district expectations for a positive learning environment in the cafeteria research and provide comprehensive and accurate information facilitate transfer of information between school site/program and outside agencies and districts (i.e., Health Department) use corrective feedback to discourage inappropriate behavior and respect the individual know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.) use language that reinforces the positive academic and social expectations to increase appropriate school behavior 	<p>Be responsible for critical worksite/district communications.^L</p> <ul style="list-style-type: none"> call for assistance, as needed, giving clear details about medical, security, or other emergencies de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications handle difficult conversations with calm a demeanor work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., annual deep clean, kitchen remodeling, grant applications, etc.) write and compile reports, grant proposals, and other important documents coordinate dissemination of information to students, parents/guardians, staff, visitors, and community regarding food services and cafeteria procedures maintain positive internal communication system between all cafeteria workers <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication.^M</p> <ul style="list-style-type: none"> review written communications for qualities of professionalism, cultural sensitivity, and clarity guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement train other food service staff in communication expectations and procedures stay current and share best practices relating to communication strategies <p>Recommend areas for improvement in communications.^L</p> <ul style="list-style-type: none"> research and suggest software applications/devices serve on committee or work group gathered to improve communication quality and processes

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model

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Foundational	Proficient	Advanced/Mastery
<p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> ◦ greet students, staff, and visitors in the serving line or at cash register with a smile and pleasant tone ◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) ◦ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community ◦ share and reinforce expectations for positive school-wide behavior (e.g., be safe in the cafeteria by sitting while eating; be responsible by clearing your table, be respectful by not talking with food in your mouth; etc.) ◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests 		

F.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

Foundational	Proficient	Advanced/Mastery
<p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> ◦ identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity ◦ aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) ◦ understand social construction resulting in stratification of groups of people ◦ know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself.^{RM}</p> <ul style="list-style-type: none"> ◦ aware of personal implicit and explicit biases ◦ manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives.^{RM}</p> <ul style="list-style-type: none"> ◦ accept diversity as the normal, and part of working with all students, parents/guardians, staff, visitors, and community effectively ◦ learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values ◦ speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> ◦ learn key phrases in language of students, parents/guardians, staff, visitors, and community ◦ post signage, menu, and labels in multiple languages ◦ use photos or pictograms along with signage, menu, and labels to assist in translation 	<p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> ◦ access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect ◦ examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity ◦ recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets ◦ acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others.^{RM}</p> <ul style="list-style-type: none"> ◦ reflect on own racial, social class, gender experiences to identify generalized social norms and expectations ◦ reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Work collaboratively with members of racially and culturally diverse groups.^L</p> <ul style="list-style-type: none"> ◦ use racial consciousness and cross-cultural understanding to communicate effectively ◦ participate in activities with interracial and cross-cultural groups in school and in the larger community ◦ provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community 	<p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership.^L</p> <ul style="list-style-type: none"> ◦ lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community ◦ participate in school/district equity activities ◦ participate on school/district’s racial justice and equity teams ◦ review school/district policies and practices for equity and cultural responsiveness, and recommend changes ◦ coordinate with public services to develop a backpack program for students with food insecurity ◦ share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences.^{M, L}</p> <ul style="list-style-type: none"> ◦ engage in racial and cross-cultural dialogue with students in settings outside the classroom ◦ process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources.^L</p> <ul style="list-style-type: none"> ◦ access information on racial-identity development ◦ review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community ◦ acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community ◦ increase literacy (i.e., listening, speaking, reading, writing) in additional languages ◦ understand historical development of access to education by race, class, gender, disability, etc. in the United States

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Foundational	Proficient	Advanced/Mastery
	<p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none"> ◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed ◦ apply cross-cultural communication and sensitivity knowledge (e.g., difference in cultural/religious dress and uniforms required by school nutrition department, religious fasting, ways of showing respect, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community.^{RM}</p> <ul style="list-style-type: none"> ◦ express awareness of own implicit and explicit biases ◦ ask questions to determine if missing perspectives have been sought and included in decisions ◦ use protocols and skills in cross-cultural and interracial interactions 	

F.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

Foundational	Proficient	Advanced/Mastery
<p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> ◦ daily records and reports, as per position ◦ portioning standards ◦ safety standards ◦ health standards ◦ equipment operation <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> ◦ work as a team to coordinate multiple facets of food service delivery <p>Follow directions and recommended operating procedures for job-related duties.</p> <ul style="list-style-type: none"> ◦ hygienic handling and correct storage of all food items, (e.g., first in/first out, shelf life, maintaining clear and clean work area, etc.) 	<p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> ◦ food requisitions and inventory ◦ school-wide positive reinforcements during interactions with students and staff ◦ recipes and food preparation techniques ◦ meal records <p>Model efficient and effective workload management.^{RM}</p> <ul style="list-style-type: none"> ◦ activities that can be accomplished in-between starting and ending cook/reheat times ◦ clean and tidy up prep area while waiting for food to warm ◦ replenish utensils and other line items in-between lunch waves ◦ daily, weekly, monthly, and annual cleaning or checking of kitchen equipment <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.</p> <ul style="list-style-type: none"> ◦ proper care and storage of all foods and supplies ◦ regularly scheduled deep-cleaning or inventory of freezers and pantry <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> ◦ assist in cleaning and maintaining equipment ◦ recognize when supplies are needed 	<p>Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion.^L</p> <ul style="list-style-type: none"> ◦ accurate inventory ◦ calendar and apps that track orders and receipt of foods and supplies ◦ assist in menu planning <p>Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements.^L</p> <ul style="list-style-type: none"> ◦ improve methods for food management and preparation ◦ food waste management <p>Manage administrative, fiscal, and kitchen facility functions responsively.^M</p> <ul style="list-style-type: none"> ◦ inventory management ◦ respond to department budget requirements <p>Manage or lead complex, multifaceted projects related to job duties.^L</p> <ul style="list-style-type: none"> ◦ nutrition education with students, parents/guardians, staff, visitors, and community involvement (e.g., Garden Club, Farm to School, Wellness Committee, etc.) <p>Mentor/coach others in developing or maintaining organization skills related to job duties.^M</p> <ul style="list-style-type: none"> ◦ cleaning procedures ◦ coordinate on-the-job training to maintain the operation of the kitchen ◦ food inventory procedures

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F.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

Foundational	Proficient	Advanced/Mastery
<p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ student and adult behavior ◦ identify and report a situation to the proper administrator, and document the situation ◦ understand the chain of command for reporting procedures <p>Maintain the necessary documentation for required agency and individual reports.^{RM}</p> <ul style="list-style-type: none"> ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ production sheets ◦ health code violations ◦ deliveries, equipment, inventory, and regulations ◦ report equipment failure ◦ variances in temperature, and actions taken to correct 	<p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities.^M</p> <ul style="list-style-type: none"> ◦ proper use and submission of all forms and documents ◦ factual reporting using appropriate terminology ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting <p>Understand and comply with federal, state, and district requirements for meal-reimbursement documentation.</p> <ul style="list-style-type: none"> ◦ complete reports including meal count, menu plans, orders, deliveries, and inventory ◦ documentation of food productions ◦ adhere to scheduled meal times ◦ plan and order food and supplies required for the menu <p>Represent the school/district in a professional manner when reporting all incidents.^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements 	<p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements for food service and nutrition staff.^L</p> <ul style="list-style-type: none"> ◦ collect current reporting requirements ◦ organize information for presentation <p>Prepare required agency and individual reports and maintain all appropriate records.</p> <ul style="list-style-type: none"> ◦ account for meals served and monies received according to established procedures, either manually or by computer ◦ violations to Health Department or appropriate agencies <p>Mentor/coach others in documentation and reporting protocols.^M</p> <ul style="list-style-type: none"> ◦ accidents or incidences at the worksite or during sponsored activities ◦ food preparation and inventory ◦ student and adult behavior

F.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

Foundational	Proficient	Advanced/Mastery
<p>Contribute to the learning environment by nurturing positive ethical and moral practices.^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy ◦ exercise self-control, discipline, and integrity <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ read and follow employee code of conduct/handbook ◦ maintain confidentiality concerning student and staff information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with families and community 	<p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite.^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ use institutional or professional resources and privileges only for job-related duties ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality ◦ keep details of confidential matters limited to those who need to support and provide service 	<p>Mentor/coach others in ethical conduct.^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior.^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ initiate action for social justice ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ stay informed about current social issues that differentially affect students, schools, and communities

F.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

Foundational	Proficient	Advanced/Mastery
<p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> Food Services and Health Department regulations safe food storage in hazard-free environment first aid certification, AED training, and blood-borne pathogen training <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> keep emergency plan in easily accessed location station oneself at designated location to direct emergency responders know procedures for kitchen/electrical fires escort and direct students in cafeteria or kitchen at time of emergency conduct emergency shutdown of all kitchen and cafeteria equipment <p>Know worksite rules and policies for student and staff codes of conduct related to safety.^{RM}</p> <ul style="list-style-type: none"> areas of refuge fire drill, evacuations, and lockdown procedures <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> know procedures for person with a knife or firearm know procedures for assisting choking or unresponsive student or staff call for ambulance/emergency support make appropriate staff aware of situation know and follow all Health Department regulations 	<p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> access refresher materials online annually register for first aid, CPR/AED certification classes every two years know how to use epinephrine auto-injector for food allergic reactions <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</p> <ul style="list-style-type: none"> high level of cleanliness in accordance with Health Department regulations know policies/procedures for reporting food contamination, and other food-related safety concerns procedure for reporting accidents in kitchen and cafeteria <p>Recognize behaviors that students may exhibit during emergency situations.^L</p> <ul style="list-style-type: none"> plan for students who may have a seizure, run away, hide, etc. in response to stressful situations implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events.^{RM}</p> <ul style="list-style-type: none"> use a firm, calm voice and controlled breathing use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> share only needed information with emergency or other assisting staff 	<p>Participate on safety committees at the school, district, community, and/or state level.^L</p> <ul style="list-style-type: none"> take note of action items contribute to discussion based on experience and knowledge of food safety and nutrition <p>Advocate for positive changes that will improve the health and safety of students and staff.^L</p> <ul style="list-style-type: none"> suggest improvements to food preparation coordinate healthy eating campaign with Health and Student Services post health and safety reminders in public areas of the building <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond to and coordinate emergency and disaster drills/incidents.</p> <ul style="list-style-type: none"> participate in mock emergency drills practice operation of emergency communication devices communicate with administration and staff regarding emergency food situations <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> apply knowledge from daily interaction with students apply de-escalation skills and procedures

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*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

Foundational	Proficient	Advanced/Mastery
<p>Maintain security and safety with regard to visitors in the building.</p> <ul style="list-style-type: none"> ◦ know sign-in procedures and parameters for visitors in the building, (e.g., name badge visible, in permitted areas, observing school expectations, etc.) ◦ know procedures for stranger in the building/on campus <p>Know food allergies and medical needs of students and staff.</p> <ul style="list-style-type: none"> ◦ procedures for responding to food allergies ◦ procedures for cleaning after exposure to allergens ◦ signage alerting all to presence of food allergens ◦ make appropriate staff aware of allergy incident 		<p>Mentor/coach others regarding emergency policies and procedures.^M</p> <ul style="list-style-type: none"> ◦ evacuation paths and protocols ◦ procedure for food allergy monitoring ◦ stranger-in-the-building scenarios

F.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

Foundational	Proficient	Advanced/Mastery
<p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ cash register and computer system ◦ food and nutrition-related programs ◦ online or virtual professional development ◦ appropriate software for job requirements ◦ food thermometers ◦ telephone, email, printer, district website, internet, etc. <p>Operate standard food-prep equipment.</p> <ul style="list-style-type: none"> ◦ food-prep monitoring devices ◦ oven, cookers, warmers, etc ◦ scales and portion-control devices <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ digital scales, tablet payment methods 	<p>Monitor job-related emails routinely.^{RM}</p> <ul style="list-style-type: none"> ◦ daily or as directed by supervisor <p>Operate advanced settings of maintenance systems and equipment needed to perform job duties.</p> <ul style="list-style-type: none"> ◦ coolers and freezers ◦ telephone ◦ work order tracking <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ software to produce weekly menu flyer for posting and sharing electronically ◦ web and document searches ◦ document, spreadsheet, and report creation ◦ input data, as needed, for accurate data management (e.g., equipment usage information, meal counts, inventory control) <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use.^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ know student data privacy rules and/or laws ◦ appropriate response to phishing, trolling, spam, etc. 	<p>Research trends/issues pertaining to the job.^L</p> <ul style="list-style-type: none"> ◦ cleaning/chemical usage ◦ Integrated Pest Management (IPM) in food preparation and storage areas ◦ food safety ◦ nutrition/healthy eating guides <p>Download specific programs for food preparation and maximum nutritional benefit.</p> <ul style="list-style-type: none"> ◦ app for tracking food waste ◦ maintenance of equipment schedule ◦ food and supply inventory-management program <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ track accounting of meals served and monies received, payroll programs, inventory control, etc. <p>Mentor/coach other kitchen staff to use internet/software applications safely and independently.^M</p> <ul style="list-style-type: none"> ◦ opportunity to answer questions about acceptable use policy ◦ new digital control system for ovens ◦ schedule time with mentee to review kitchen equipment operation and maintenance (e.g., cash register, digital thermostat, refrigeration units) ◦ schedule time with mentee to review worksite/district Acceptable Use Policy <p>Manage a social media presence.^L</p> <ul style="list-style-type: none"> ◦ previews of upcoming menu specials and changes ◦ feedback from students, parents/guardians, staff, visitors, and community via worksite/district Facebook page and/or online platform

F.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

Foundational	Proficient	Advanced/Mastery
<p>Align appearance appropriately to job duties and Health Department regulations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ sturdy footwear ◦ no jewelry on hands or arms ◦ uniform, clean and wrinkle-free ◦ hair restraint or visor, and gloves <p>Conduct oneself as an ambassador for school or agency.^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner ◦ respond to requests for information or assistance promptly ◦ provide courteous and appropriate information to visitors and guests ◦ demonstrate honesty and integrity in making decisions ◦ provide friendly, accurate, and fast service ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ comply with all regulations as defined by the Health Department ◦ general food preparation and service duties on a regular and as-needed basis ◦ cleaning duties outlined in job description ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) <p>Work collaboratively with a team.^{RM}</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students 	<p>Project a positive image to the community through communication, involvement, and personal conduct.^{RM}</p> <ul style="list-style-type: none"> ◦ commitment to providing a clean and welcoming environment ◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community <p>Maintain emotional control in stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite.^{RM}</p> <ul style="list-style-type: none"> ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identify needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws.^L</p> <ul style="list-style-type: none"> ◦ competent use of food preparation/cleaning methods, materials, tools, and equipment ◦ changes in Nutrition Services ◦ requirements for maintaining healthy and safe food preparation ◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community when performing work tasks (options for dietary requirements, space for students observing religious fasting, etc.) <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities 	<p>Seek or maintain connections with the larger community.^L</p> <ul style="list-style-type: none"> ◦ liaison to the state, county, or municipal public Health Department ◦ liaison to local food security agency ◦ vendor or service repair individuals <p>Engage in the improvement of the profession through active participation in professional organizations.^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ attend food service and nutrition expos or conferences ◦ monitor trends of student food preferences ◦ recommend new food items/recipes and equipment needs ◦ seek resources from the School Nutrition Association (SNA), Multicultural Foodservice & Hospitality Alliance (MFHA), or similar organization <p>Demonstrate initiative in identifying areas of need and opportunities for improvement.^L</p> <ul style="list-style-type: none"> ◦ effective food waste management procedures ◦ anticipate needs for cleaning or preparing food for different groups or visitors ◦ healthy eating programs to reflect importance of nutrition for learning and well-being <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ school nutrition certificate ◦ continuing education units <p>Mentor/coach others in role-alike positions on professionalism standards.^M</p> <ul style="list-style-type: none"> ◦ communicate importance of good nutrition and pleasant eating experience to a positive learning environment