CLOSING THE MEAL GAP

A TOOLKIT FOR SCHOOL HUNGER RELIEF PROGRAMS

NO KID HUNGRY®

INDIANA

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THE PROBLEM: FOOD INSECURITY

According to Feeding America, one in six children in Indiana are food insecure*. Children that go hungry are more likely to experience poor health and underdevelopment, as well as emotional issues such as depression, anxiety, and various behavioral problems. Students that are hungry have also been shown to be less engaged in school, affecting their performance. Many families rely on multiple sources of food assistance at one time. Free or reduced breakfasts and lunches from schools are critical in providing much needed nutrition to food insecure children. But sometimes this still isn't enough. Some families in need of assistance may not qualify for additional aid, and others may still struggle to feed their children at home.

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The School City of Hammond In-School Food Pantry Program by Theresa Mince, MA, CHES, Christine Clarahan, MS, SNS, RDN & John Anello, MPH student, Purdue University

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FOOD WASTE

FOOD WASTE

Despite this, Americans waste millions of tonsof food each year. Food waste in schools can have an adverse effect on the health of students. When nutritious food goes to waste, children aren't able to get the nutrients they need to grow and perform in school. Excessive food waste can increase disposal costs and lead to an overestimation of how much food a school needs, causing the school to over-purchase. A 2013 study estimated that food waste costs schools over $1.2 billion nationally each year (Cohen, 2013)

Schools with more limited resources can be hit especially hard by excessive food waste, as money that goes to over-purchasing food cannot be used elsewhere. To combat this problem, schools have implemented a variety of methods to address food waste. "Offer-versus-serve" and extending lunch periods in order to give students more time to eat are both strategies used to reduce the amount of food that is thrown away.

SOLUTIONS

SOLUTIONS

The following programs provide ways that schools can reduce food waste AND food insecurity.

Share Table

A simple strategy to combat both food waste and hunger is through the implementation of a "Share Table". This type of program can be an innovative first step in rescuing whole foods and beverages one student does not have the time or desire to eat, by placing it in a bin or on a table that another student may take from at no cost to them. Share Tables are recognized by the USDA Food and Nutrition Service as an "innovative strategy to encourage the consumption of nutritious foods and reduce food waste." While there are food safety guidelines and rules that apply, this program can be inexpensive, quick to set up, with limited staffing requirements.

SOLUTIONS

Food Recovery

Food waste and food recovery are linked hand in hand. As previously noted, schools already go to great efforts to reduce the amount of food prepared that could go uneaten. This saves money and reduces trash. They may even take steps through Share Tables to offer additional food to students in need. Food recovery programs go a step further, taking unwrapped, unpeeled food items and donating them to local pantry programs. Providing healthy food and educating students on the importance of nutritious meals are priorities for school meal programs. Food recovery can teach them how to respect food as a resource and what to do with excess besides throwing it away. In the past there were concerns with safety and liability in food recovery programs, making it impossible for schools to consider. Today, legislation has been passed to clarify opportunities in K-12 schools.

SOLUTIONS

Backpack Programs

One gap a hungry child can often slip through during the school year is on the weekends. When students aren't in school, struggling families can't rely on the food their cafeterias provide. Backpack programs were created to bridge that gap. These programs provide food for children on Fridays to supplement their nutritional intake over the weekends. Many backpack programs involve a partnership between a school or school system and a food bank or pantry.

For example, the food bank may provide food and bags, and the school would distribute them to students participating in the program. This type of program can be effective at delivering much needed food to hungry kids without a lot of legwork on the part of the schools. However, some programs can be expensive to take part in, often charging schools for each child that signs up.

SOLUTIONS

School Pantries

Food pantry programs within the school environment take student hunger relief to the next level. While Share Tables handle a child's needs now, school pantries can affect an entire family for the month.

Households with children are more likely to experience food insecurity but may not qualify for other federal nutrition relief programs, creating greater need within the community for support. As the heart of any community, K-12 schools are perfectly poised to house a food pantry, providing a safe, comfortable and convenient environment. Additionally, educators, social workers and school foodservice staff are often the first to know when a family is in need. Housing a school food pantry can connect hungry families to resources quickly but may require more in resources and staff availability. Community partners can be essential in the success of school pantry programs.

STEPS

STEPS TO A SUCCESSFUL PROGRAM

Identify Your Team

First, you'll need to identify a program coordinator and recruit other team members interested in hunger relief in your school and community. Your team will be the liaisons between the students, the program and the outside community. They could be staff, parents or whomever the school chooses. The coordinator will oversee all aspects of the program. This person could also be responsible for identifying and referring students to the program, along with record keeping, data collection, and overseeing the team.

Identify the Program

Assess the needs for your school and the types of programs available with your team. Consider which one seems to fit best based on current resources and team availability. Discuss what is reasonable to start in the short term, and what needs may require more community support to accomplish long term. Don't be afraid to start small.

STEPS TO A SUCCESSFUL PROGRAM

Identify Students

Most schools know which of their students would benefit the most from nutritional assistance. However, some may struggle to identify them. Food Security Checklists are an effective way of discretely identifying students that are food insecure. You could also seek the assistance of teachers and nurses in identifying children who display symptoms of chronic hunger. You could also look at school data to assess how many students qualify for free or reduced meals.

Find the Space

Where will you set up your program? For example, the food that Share Tables collect cannot be stored back in the kitchen, so additional storage space such as a closet or cabinet suitable for food storage must be identified. You will need a refrigeration unit if you collect perishable items. You may also need an area suitable for sorting and bagging/boxing items.

STEPS TO A SUCCESSFUL PROGRAM

For Storage:

- Storage area appropriate for food storage
- Plastic bins with lids
- Labels for bins to identify them as food storage
- Shelves or pallets to keep food bins off the floor
- Refrigerator for cold storage (if necessary)
- Easy-to-read temp gauge inside the fridge to check temp (if necessary)
- Temperature log for recording fridge temp twice daily (if necessary)

For Bagging and Sorting:

- Tables for team to work
- Trash cans for disposing of unacceptable food
- Cleaning supplies for cleaning work surfaces and spills
- Bags (disposable or reusable)
- Labeled bin or wheeled cart for storing filled bags (may also need one for separate cold storage bags)

STEPS TO A SUCCESSFUL PROGRAM

Administrative Needs

- Program referral form
- List of child participants
- Parent/family opt-in/opt-out form
- Distribution Log
- Temp Log
- Sorting and Bagging Walk-thru
- Food Rescue Inventory
- Recovered Food Log
- Program description hand-outs for students, teachers and community
- End-of-the-year assessment surveys for teachers and parents

Decide on Enrollment

At some point you will need to reach out to the parents and families of prospective participants and offer the program to them. For backpack programs or potentially food pantry programs, we recommend adopting either an opt-in or opt-out method.

STEPS TO A SUCCESSFUL PROGRAM

For the opt-in method, letters are sent home with the students prior to the start of the program. The letters describe the program and include a tear-off section for the parent to fill out if they wish their child to participate. In an opt-out design, the students are considered registered once they are selected. Letters explaining the program are sent home with the first bags and include a section for the parent to fill out only if they wish to remove their child from the program.

Marketing

You may wish to explain the purpose of your program to your students. A handout or morning announcement will inform the students why it is important, and how they can help fight hunger or reduce food waste. It will be essential however to make sure students understand that they are not to forgo eating in order to contribute to the chosen program.

STEPS TO A SUCCESSFUL PROGRAM

Procuring Food Items

Each program will procure food items differently. To see more detailed information, read further for each program type. When planning your program, consider the following ideas for procuring food items (not an exhaustive list):

- Local Food Bank
- Share Table
- Food Recovery
- Local Organization
- Grocery Store or Vendor

Food Safety

The safety of all food items used in any program is essential. The team needs to identify how the program will keep foods safe throughout the entirety of each step.

STEPS TO A SUCCESSFUL PROGRAM

Each Hunger Relief Program has its own food safety consideration listed within each section below. As an overall guideline, establishing a Standard Operating Procedure (SOP), utilizing expiration dates, and understanding compromised packaging is the responsibility of the Hunger Relief Program team.

Time & Temperature Control

The most important procedure to keeping food safe is time and temperature control. Food items that are to be kept cold (under 40°F) must not be out of that temperature range for more than two hours. For more information on temperature danger zone, please refer to USDA's "Danger Zone" information. Safe food handling tips can be found at FDA's website.

Need a sign for your operation? Check out this resource.

STEPS TO A SUCCESSFUL PROGRAM

Labeling & Storing

If the food items were rescued from the Share Table program, then these items cannot be stored within the school meals program area. Collected food and beverage items must be clearly labeled in a container or box marked food recovery and not mixed with unsold foods.

Compromised Packaging

It is your responsibility to keep food safe and suitable for distribution. Look for the following signs of damage (not an all-inclusive list):

- The most common issue to look for is damaged or opened packaging.
- Any tears or holes in the wrapper or dents in the container will need to be identified.

STEPS TO A SUCCESSFUL PROGRAM

- If the food is visible in its packaging, does it appear moldy or discolored?
- Items must still be factory sealed; nothing has been opened and resealed or repackaged.
- Food that is past its "Use-By" date, or anything else that would make the item unacceptable.
- Any items with compromised packaging should be thrown out.

Expiration Dates

If you distribute shelf-stable food the same week you collected it, expiration dates may not be much of an issue. But if you do start to collect perishable items, here are some things to keep in mind regarding expiration dates:

- A "Sell-By" date tells the store how long to display the product for sale. You should buy the product before the date expires.

STEPS TO A SUCCESSFUL PROGRAM

- A "Best if Used By (or Before)" date is recommended for best flavor or quality. It is not a purchase or safety date.
- A "Use-By" date is the last date recommended for the use of the product while at peak quality. The date has been determined by the manufacturer of the product. You can consider "Use-By" as a hard line for determining quality.

It is recommended to identify a Standard Operating Procedure (SOP) for your program to ensure everyone helping has a clear understanding of how to keep foods safe. Need a template? Check these out.

For more information check out these fact sheets.

HOW TO

HOW TO SET UP SHARE TABLE

Share Tables are becoming more and more common in public school settings. They are a good way of providing extra food to hungry kids. Share Tables are set up in the cafeteria, typically at the end of the lunch line where the students exit. The students can place unopened food that they do not wish to eat on the table, and other students can take food from the table during their lunch period.

Unless your Share Table is set up for keeping perishable food cold (a cooler or cold storage compartment), your Share Table should focus on collecting non-perishable food only. The items must be individually wrapped and unopened. The table must be monitored by someone other than the cashier who is trained to identify potential sources of contamination, and who has been instructed on what foods are acceptable for the Share Table and how they must be stored. The Share Table should also have signs informing the students what foods are acceptable to share.

HOW TO SET UP SHARE TABLE

In this example, the Share Table can function normally during breakfast or lunch. Any student can take an item from the table during their meal period. At the end of the meal, the remaining food can be gathered up and will be part of the food recovery program at your school.

Reminder: Once the students select a meal item as part of their meal, it can no longer be resold or used as part of the school meals program.

Some best practices from the Indiana Department of Education before starting:

- Before implementing a sharing table, make sure to discuss these plans with your local health department.
- Figure out the location of the sharing table. Ideally the table should be close to the cashier or wherever students exit the food service line.
- The sharing table must be monitored by any employee other than the cashier.

HOW TO SET UP SHARE TABLE

Standard Operating Procedure (SOP)

For your Share Table program, it is recommended to have an SOP in the school's Food Safety HACCP Plan, ready prior to the beginning of the implementation date. Here's an example:

Students can place unwanted food items on the Sharing Table or in the designated fridge/coolers at any point during the meal service.

The monitor should identify any food or beverage items that are not contaminated (e.g. opened, partially consumed, etc.), and make sure the original packaging is in sound condition.

During meal periods, the monitor is responsible for removing temperature controlled food items from the Share Table and placing them in the appropriate Share Table storage bin in the cooler [Remember: Share Table items must be kept separate from food items used for school meals program].

HOW TO SET UP SHARE TABLE

- Discard items that require temperature control and have been in possession of the consumer at the end of the last meal service or within 4 hours of service.
- Students may not be allowed to donate items brought from home.

Focus Foods

The types of food you can collect will depend on whether you can store them properly. A Share Table with a cooler or temperature-controlled compartment, along with a refrigeration unit to store the food in after it is collected, will allow you to include perishable food in your program. This applies to anything which states on the packaging that it must be kept refrigerated. This food cannot be kept at the Share Table for longer than four hours before it needs to be refrigerated. Otherwise, you will need to focus on shelf-stable food items only.

HOW TO SET UP SHARE TABLE

Food items should be individually wrapped and unopened. Remember, the food you collect at the Share Table cannot come from anywhere other than the school cafeteria. Do not collect food students bring from home, and do not collect anything that has been opened and resealed.

Shelf Stable:

- Unopened bags of dried fruit & nuts
- Unopened fruit cups unopened bags of chips, cookies, or crackers
- Unopened granola bars & breakfast bars
- Unopened juice boxes

Cooler:

- Unopened milk cartons unopened & individually wrapped cheese
- Fruit with no bites or visibly damaged skin

If you're not sure what foods are appropriate, or whether they need temperature control, school food service staff can help you.

HOW TO SET UP SHARE TABLE

Here are some other things to keep in mind regarding storage:

- Food bins must be kept at least six inches off the floor and away from the walls.
- Storage area cannot be used to store chemicals or other contaminants.
- Make sure nothing is stored above the bins that can contaminate the food underneath.

- If you're storing food in a refrigeration unit, the unit must be monitored twice a day to ensure proper storage temperature (40 degrees and under) using a temp log.
- Storage areas must be maintained and kept clean, with daily inspections for signs of pests or contamination.

A temperature log template is provided at the end of this tool kit.

HOW TO SET UP FOOD RECOVERY

When planning this type of program, consider the following questions:

- How often will your food items be ready to pick up?
- What day and time should the food be picked up?
- Who will be responsible for the food in each kitchen?
- How will the food be transported to community organization? Who will do it?
- How will you track the recovered food items?

Begin with a pilot program in one building to make sure the processes are in place. Get support from the school board and provide information so that the community
 knows the importance of the program
and community connection.

Pro Tip: Allow a student group in each building to own this program. This makes for a great leadership development opportunity and brings student support, provides volunteer hours, and allows them see the need in their own community.

HOW TO SET UP FOOD RECOVERY

If schools are planning and preparing meals with the intent to serve one reimbursable meal per child per day, schools that occasionally have unexpected meal or food surpluses may donate the leftover foods to food banks, food pantries, homeless shelters, and similar non-profit charitable organizations. Most food recovery programs only recover foods that are pre-wrapped (see Focus Foods), but there are opportunities to rescue items that have been cooked and used on the serving line.

Prior to implementing a food recovery program including food items served-it is recommended to check with the School Nutrition Department at Indiana Department of Education along with your local health department.

Need more resources? Check out Food Rescue US and K12 Food Rescue

Liability

Food recovery programs are protected for liability under:

- The Bill Emerson Good Samaritan Food Donation Act, found in section 22 of the Child Nutrition Act and Indiana Code 34-4-12.5 "Immunity from Civil Liability for Gifts of Food to Charitable Entities."

HOW TO SET UP FOOD RECOVERY

And

- Consolidated and Further Continuing Appropriations Act, 2012 (P.L. 112-55) provides clear statutory authority for current Food and Nutrition Service food recovery and donation policy in use by schools and institutions participating in the Child Nutrition Programs, NSLP, SBP, CACFP, and SFSP.

To be covered by these acts, schools must ensure leftover food is not taken by or given to school employees, parents, or anyone else that is not part of a charitable entity.

Tracking Food Items

Before beginning the program, identify a tool to help track the items that are being recovered. This can help identify items that the students don't like and help the school food service budget. This data can also be used to evaluate the program and keep the community up-to-date on your sustainability efforts. It is recommended to have one leader in each building responsible for the tracker. Also plan to complete it daily.

HOW TO SET UP FOOD RECOVERY

A tracking sheet can be as simple as an excel spreadsheet that includes the following items:

- Itemized list of foods recovered
- Number of items rescued (*pounds works great to provide feedback to the community)
- Building Name
- Day of the week
- Week of collection

For a template check out this resource

Focus Foods

Do NOT rescue previously heated individualized items, such as waffles or pancakes, cooked by the manufacturer and meant to be reheated for a meal. It would not be safe to reheat them again. If you do not know what these items are, speak with your Food Service Director for more information.

HOW TO SET UP FOOD RECOVERY

Distribution

To maintain safety of food items prior to distribution, a system will need to be created, labeling food in a container or box as "recovered food for donation" and storing the rescued food items separate from food that will be served to students. Distribution will depend on the volunteers' ability to pick up the items, but it is recommended to consider the following for ease of storage space.

- How large is the school's kitchen storage?
- How often can the volunteers pick up the food? Is one time per week sufficient?

HOW TO SET UP FOOD RECOVERY

Once the pickup date and time have been identified, make sure to have a team member appointed to welcome the volunteer and have the recovered foods ready for them. When setting up the distribution ask the agency if their transport has a cooling unit to keep foods cold and how long the travel time is - this way you can be proactive to ensure food is safe.

If you have specific containers for the food - determine if the agency picking up the items should use their own containers, reuse (or weekly switch out) current containers, or just take the containers you are using. This depends on ability and resources.

HOW TO SET UP BACKPACK PROGRAM

Backpack food programs provide nutritious, non-perishable, easy-to prepare food to children to ensure they get enough food on weekends and holidays to avoid hunger. Starting a pilot program is an excellent way to begin on a smaller scale. Contact your local food bank to see if they would like to partner. While it may be difficult to identify a small student group to provide the backpacks to, figuring out the kinks of the program will be helpful down the road.

Regardless of how you begin, use the following questions as a guideline to form the plan:

- What is the need? A helpful way to determine the need of the school is to explore the percentage of students that qualify for free or reduced-price school meals. When 40% or more of students qualify, the school is considered a high-need school.

HOW TO SET UP BACKPACK PROGRAM

How many students will be involved in your program? Can families opt-in to the program?

Having a clear set of identifiers prior to starting the program could be helpful. Once it is started it may be more difficult to not help all the students. The narrower the focus, the greater impact.

- How will students be recommended for the program?
- Who is responsible for recommending students? This could be counselors, teachers, nurses - best if there is a team.
- How and where will you store the food and where will it be packed?
- What day of the week will you pack the food bags?
- Who will pack the backpacks?
- How will the food bags be distributed?
- What do you need to make the program successful?
- What is the budget?

HOW TO SET UP BACKPACK PROGRAM

FOCUS FOODS THAT COULD BE USED ARE:

Shelf Stable:

- Unopened bags of dried fruit & nuts
- Unopened fruit cups unopened bags of chips, cookies, or crackers
- Unopened granola bars & breakfast bars
- Unopened juice boxes

Cooler:

- Unopened milk cartons
- Unopened & individually wrapped cheese
- Fruit with no bites or visibly damaged skin

HOW TO SET UP BACKPACK PROGRAM

Nutrition is important when selecting items for the backpacks - try identifying items that are low sodium, 100% juice, whole grain, etc. Provide a variety of food options in each backpack, such as:

PROTEIN	Pop-top cans of meat (tuna, salmon, chicken), single-serve trail mix or nuts, peanut butter, soups and stews, chili, beans, beef or turkey jerky
GRAINS	Boxes of individual serving size cereal (whole grain or low sugar), granola bars, crackers (cheese, graham, saltine), microwave popcorn, envelopes of flavored rice, microwave mac n' cheese cups, instant oatmeal
FRUITS	Dried fruit, 100% fruit juice, pop-top canned fruit, plastic single-serve fruit cups, applesauce/ pureed fruit squeezes
VEGETABLES	100% vegetable juice, pop-top canned vegetables, instant mashed potatoes
DAIRY	Shelf-stable milk, pudding cups (or may use cheese sticks, yogurt, fluid milk if a cold pack is placed for food safety)
OTHER	Boost or other nutritional shakes, jams, pudding, etc

HOW TO SET UP BACKPACK PROGRAM

SAMPLE MENU

Aim to include 2 to 5 components in each meal

BREAKFAST	2 individual packets of instant oatmeal OR 1 box of whole-grain cereal WITH 1 fruit option
LUNCH	1 jar of peanut butter and 1 jar of jelly OR 2 cans of soup/stew or chili WITH 1 fruit and 1 vegetable option
DINNER	2 cans of chicken, tuna, or salmon OR 2 boxes of macaroni and cheese WITH 1 fruit and 1 vegetable option
SNACKS	2 granola bars OR 2 packages of pretzels, graham or cheese crackers, or raisins

Pro Tip: Provide recipes that the student can easily make with the items provided.

HOW TO SET UP BACKPACK PROGRAM

Food Safety

After the SOP is followed for correct storage processes of the food items, now we must determine how to pack each backpack correctly. Each process is based on the school's program, size, distribution date, and storage capacities.

Here are guiding questions on how to create a food safe backpack program once the food items are in the students' hands:

- Do students need a note reminding them of how to store the food items properly at home? Would a picture be better for students to ensure readability?
- Should each backpack come with an ice pack for safe travels home?
- Do the students walk home? How far is the walk?

HOW TO SET UP BACKPACK PROGRAM

Food Safety

- What are the weather conditions at distribution time?
- Do the students have after school extracurricular activities?

For more information, please refer to the Food Safety of a Successful Program section.

Bagging

Prior to the bagging process, consideration should be given to student privacy and reducing stigma.

This could be to ensure the backpacks are easily identified by other students (i.e., don't use a bright colored bag or don't label the bags). Essentially, how can this program can be offered to students without overtly identifying them to the school population.

Pro Tip: Partner with a local grocery store to obtain grocery bags for your program as these can easily fit into students' personal backpacks.

HOW TO SET UP BACKPACK PROGRAM

Food Safety

Your team should form an assembly line, with one person stationed for each item getting bagged. Instruct them as to how many of each item will go into each bag, and have some people stationed at the end of the line to tie the bags up and place them in whatever cart or bin you're using to store filled bags. Have documentation of students with food allergies on hand to ensure safe items get placed into their backpacks. Once you have bagged items appropriately, store safely prior to distribution.

Distribution

Determine the day of distribution. Many schools do this prior to the bell ringing on Friday. Consider creating a club that meets weekly prior to the end of school that the students can meet and receive their bags. This makes receiving a bag less noticeable and allows for feedback from the student group on how well the items are received, questions or concerns.

Pro Tip: Invite Purdue Extension to do nutrition education lessons for these students during the time frame. They can also do a cooking demo based on the ingredients in the bag.

HOW TO SET UP SCHOOL PANTRY

Before starting a pantry in your school, it's good practice to reach out to your local food bank or community groups like the United Way, neighborhood churches, etc. to see what services already exist in your community. It's possible you can do more good joining forces and resources instead of duplicating programs already in place. You may even consider visiting to learn more about how their operation functions.

If, after evaluating the need, a school pantry program makes the most sense, then it's time to get started! In addition to the tips in this toolkit, agencies like Feeding Indiana's Hungry and the Indy Hunger Network can be excellent resources.

The first thing you will need to start a food pantry is the support of your team and community. Experience, diverse ideas, volunteer support, financial resources and referrals will all be helpful in building a successful pantry. In particular, seek input from:

- Families you plan to serve: They may share insights into what is most needed.

HOW TO SET UP SCHOOL PANTRY

- Social Service Agencies: Your school social worker could be a great ally in determining who needs assistance and other valuable community partners available.
- Community Organizations: Members of parent/teacher organizations, community clubs or groups, etc. can be helpful to recruit volunteers.

Consider How the Pantry Will Be Used

When planning for a pantry, identify how students and families will be able to use the site. This can look differently for each school district and community. Use the following questions as guidelines to identify the best location and operation for your pantry:

- Which building is within walking distance of most families in your community?
- Who will be served? Students? Families? A select group of students?
- How will students not be overtly identified as having access to the pantry?

HOW TO SET UP SCHOOL PANTRY

- What is the process to recommend a student to have access to the pantry?
- Where will the pantry be located in the building? Is it easily accessible without a vehicle? Is it close to an outside door?
- How often will assistance be provided?
- What hours will the pantry be in operation?
- What security measures are needed if community members come in during the school day?
- Who will do the work? Can High School students volunteer for hours? Can a student group own this project?
- How much storage room do we have to house the pantry?
- How will we acquire products/resources to keep the food pantry open?

Emergency vs. Supplemental Pantry

Emergency pantries are available when an individual or family only needs assistance because of short-term hardship (fire in home, temporary job loss, etc.) Supplemental pantries are for those in need of ongoing assistance due to lack of access or income. Food pantries can provide extra groceries, allowing the money saved to be spent on other necessities of life.

HOW TO SET UP SCHOOL PANTRY

Client Choice

Client choice pantries allow participants to select what food they are given. Individuals or families are free to choose the items they would like from a specific food group/category. A pantry may set guidelines for how many items within a category are allowed, (e.g.: how many cans of green beans in the vegetable category), or it may permit clients to select as much as they need.

Client choice pantries can be run in a variety of ways, depending on the needs of the school and community. Below are a few examples of variations:

- **Standard box plus "Odds and Ends Table"** Pantry distributes its traditional fixed food box, and also sets up a table of "odds and ends" that have come into the pantry. Clients are welcome to swap out some of the items from their box, or simply add odds and ends to their order.
- **List of available goods:** Pantry acquires the best and most food it can and makes a list of available items. Clients indicate what, of the available items, they want, and pantry volunteers assemble their bag from that list.

HOW TO SET UP SCHOOL PANTRY

Distribution Methods

Pre-packing: The "pre-packing method" is a convenient way of distributing food. Clients are given bags/boxes of food that are already assembled based on the number of people in the household. Pre-packing is convenient because it decreases the amount of time spent serving each client. Additionally, pre-packing allows you to keep track of your inventory and determine what items you need to keep your pantry stocked. Finally, pre-packing allows you to utilize minimal pantry space and can be used when volunteers are limited.

This method, however, allows no opportunity for clients to select the kind of food that best meets their needs. Therefore, clients may receive food they cannot consume for health or cultural reasons or simply do not like. If not consumed, the food and money spent to obtain it are wasted. The food pantry has not accomplished its mission if food is not consumed.

HOW TO SET UP SCHOOL PANTRY

Distribution Methods

Pack as you go: Many food pantries distribute food boxes in a "pack as you go" manner. Boxes are made by staff/volunteer as clients come in, using lists of available options noted above. This allows staff/volunteers to accommodate any special needs at that time. Additionally, the "open distribution" model suggested above could be done, allowing participants to choose off the shelf and fill their own box.

Obtaining Foods

Perhaps one of the biggest questions to ask when creating your food pantry is, where are you going to get an adequate and varied supply of food? Purchasing from local food banks, potentially through voucher programs could be an option for you locally. In addition, you may also want to pursue donated products from your community. Meet with store owners and managers to let them know who you are and ask for their assistance. Establish relationships with grocery stores, restaurants, bakeries, convenience stores, drug stores and more.

HOW TO SET UP SCHOOL PANTRY

Many of these establishments throw away hundreds of pounds of damaged or day-old products each week that could be utilized by pantry clients. You may also be able to arrange discounts on large purchases of items. Additionally, work with a student group or parent/teacher organization to host a food drive or hold a fundraiser. Consider applying for grant funding to get your pantry established.

Culturally Appropriate Foods

When purchasing or accumulating foods for the pantry consideration should be given to culturally appropriate items. Food choice is very personal, and simply providing a box of food does not necessarily mean it can be consumed. Having a variety of foods available allows families to make choices that meet their nutritional, religious and cultural needs. The following lists are meant to serve as a starting point for sourcing and offering culturally appropriate foods in the pantry.

HOW TO SET UP SCHOOL PANTRY

Recommended Guidelines For All Immigrant Populations

- Offer whole ingredients. (avoid processed foods)
- Prioritize dry beans over canned.
- Focus on fresh produce.
- Offer herbs and spices.
- Give taste tests, recipes, and other nudges.

How to Source Culturally Appropriate Foods

- Request specific items in food drives.
- Partner with international grocery stores for donation.
- Partner with farmers, farmers markets, Society of St. Andrew, and local food banks for fresh produce.
- Partner with HATCH for Hunger for low-cost egg.
- Focus on low-hanging fruit. (Source what you can. Pantries can't offer all the items on these lists, but providing some appropriate foods can free up money in clients' budgets to buy other items at specialty stores.)
- See lists shared by the Immigrant Welcome Center for greater detail in choosing foods for a variety of populations.

HOW TO SET UP SCHOOL PANTRY

Food Safety

If an item doesn't look safe, it is always best to discard rather than providing it for a student/family to select.

Pro Tip: Utilize a color system to identify when the food item was brought in and distinguish how long it can live in the pantry before needing to be discarded.

Storage

- When setting up your pantry, it's important to keep food safety in mind.
- Choose a storage space with locking doors and no outside entrance.
- Store all grocery products away from walls and at least 6 inches off the floor.
- Use freestanding shelves or leave space between items and the wall.
- Protect products from moisture by selecting a dry, well-ventilated area.
- Store non-food items on separate shelving units from food.
- Make sure all cans have a label from the manufacturer.
- Discard all cans that do not have a label, even if you think you know what is in them.

HOW TO SET UP SCHOOL PANTRY

- Mark the date received on all cases of food and start a first-expired, first-out system.
- Inspect all items. Do NOT use any that are bulging, contaminated, or leaking.
- Self-spray for pests or hire a professional service.
- Use thermometers and regularly monitor the temperature of refrigerators (40°F or lower) and freezers (0°F or lower).

Equipment

Depending on the size and type of pantry you choose to start, equipment needs could vary. Likely, you will need tables for collecting and sorting, a closet or room for storage and potentially refrigerator or freezer for perishable food items. See "Collect the Equipment" under "Steps For A Successful Program" or use this reference from No Kid Hungry to get started.

ASSESSING THE PROGRAM

Given what we know about how chronic hunger affects children, one way to assess the program's effectiveness is by comparing pre and post data in areas like academic performance, absenteeism or trips to the nurse's office. It may take longer to measure any impact in these areas, but this will show you any benefits of the program on a student level.

Distribution

By tracking the amount of food that is rescued and distributed, you will be able to quantify the financial benefits of the program. Saving your school money may be the best way to gain administrative support for continuing the program.

Surveys

Honest feedback will be the best way to learn what your program needs. Conducting staff and parent surveys will allow you to assess how well the processes of the program are working and how you can make the program better for everyone.

ADDITIONAL RESOURCES

American Dairy Association Indiana

- Grant Opportunities
- Dairy Nutrition Education
- School Foodservice Resources

No Kid Hungry

- Center for Best Practices
- Grant Opportunities
- Free Meals Finder
- School Meals Information
- Hunger Awareness Resources

Feeding Indiana's Hungry

- Find Your Foodbank
- Anti-Hunger Organizations (Local and National)

Indy Hunger Network

- Manual of Best Practices
- Food Pantry Network
- Meal Gap Videos

Feeding America

- Food Rescue – Meal Connect

USDA- Food Waste and Food Loss Resources

- Food Gleaning Toolkit

K-12 Food Rescue

SAMPLES

Culturally Appropriate Foods: Indianapolis Food Pantries

These lists were compiled using information from Purdue Extension, Gleaners Food Bank, the Immigrant Welcome Center, Jewish Family Services, the Metropolitan School District of Washington County, and online resources from government agencies or other organizations. While these lists are not comprehensive and may not include all the important grocery items for these communities, they are meant to serve as a starting point for sourcing and offering culturally appropriate foods in the pantry.

Recommended guidelines for all immigrant populations:
- Offer whole ingredients (**avoid processed foods**)
- Prioritize **dry beans** over canned
- Focus on **fresh produce**
- Offer **herbs and spices**
- Give taste tests, recipes, and other **nudges**

How to source culturally appropriate foods:
- Request specific items in food drives.
- Partner with international grocery stores for donations.
- Partner with farmers, farmers markets, Society of St. Andrew, and local food banks for fresh produce.
- Partner with HATCH for Hunger for low-cost eggs.
- Focus on low-hanging fruit. (Source what you can. Pantries can't offer all the items on these lists, but providing some appropriate foods can free up money in clients' budgets to buy other items at specialty stores.)

Top International Foods recommended by IWC
10 COMMON FOODS

01 Rice
02 Onion
03 Beans
04 Garlic
05 Fresh Tomato
06 Oils (not olive)
07 Potato
08 Flour
09 Lentils
10 Fish

SOURCE: DATA FROM IWC

Image from Gleaners Food Bank

If you know where many of your clients are from, the following lists provide examples of foods that might be appropriate for clients from specific parts of the world. Items marked with a double asterisk (**) are inexpensive, shelf-stable items that are available in most grocery stores.

Households from Burma/Myanmar

Meats:
Fish & other seafood (fresh or frozen)
Meat (pork & chicken)

Fresh Produce:
Vegetables (potatoes, green chili, sweet potatoes, cucumbers, okra, green beans, cabbage, radishes, eggplant, greens (roselle, mustard, pumpkin), tomatoes)

Fruits (bananas, apples, watermelon)

Grains & Legumes:
**Rice (jasmine rice preferred)
**Noodles (instant, vermicelli, & rice noodles)
**Dry black-eyed peas
**Dry chickpeas
**Yellow lentils
Dry corn/hominy

Herbs/Spices:
Garlic
Ginger

Turmeric
Dried whole chili peppers
Green onion

Oil:
Cooking oil (peanut, sunflower)

Beverages:
**Tea leaves (green, black)

Other:
Canned bamboo shoots (not for Chin)
Mushrooms
Tofu

For more detailed information, see "Grocery Staples List for Burmese Refugees; South Side Indianapolis March 2017," Purdue Extension.

Households from Haiti

Meats:
Meat (chicken, goat, beef)
Seafood (fresh or frozen fish, shrimp)

Fresh Produce:
Vegetables (potatoes, pumpkin, carrots)
Fruits (avocados, bananas, plantains)

Grains & Legumes:
Rice
Corn
**Dry beans (black, black-eyed peas, chickpeas, soy, red)
**Cornmeal

Herbs/Spices:
Garlic
**Thyme

Oil:
Cooking oil (soy, palm)

Beverages:
Fruit juice
Coffee

Other:
Eggs

Households from West Africa
(Nigeria, Ivory Coast)

Meats:
Seafood (shrimp, fish)
Meat (beef, goat, poultry)

Fresh Produce:
Vegetables (sweet potatoes, okra, chili peppers, tomatoes, bell peppers, greens (spinach, kale, collards, jute), onions, African yam)

Fruits (plantains, bananas, coconut, avocados, papaya, oranges, pineapple)

Grains & Legumes:
Cassava/yucca
**Rice (white)
Dried corn
**Dry beans (black eyed peas)

**All-purpose flour
Other flours (yam, cassava, maize)
Millet

Herbs/Spices:
Garlic
Ginger

Oil:
Cooking oil (palm)

Beverages:
** Black tea

Other:
**Coconut milk (canned)
**Peanuts

Households from Russia/Eastern Europe

Meats:
Canned salmon
**Canned sardines

Fresh Produce:
General fresh produce
Potatoes

Beverages:
Fruit juice

Other:
**Cream of mushroom soup
**Canned peas
**Pickles

Households from Central/East Africa

(Democratic Republic of Congo, Central African Republic, Uganda, South Sudan)

Meats:
Fish (fresh or frozen)
Meat (poultry, beef, pork, goat)

Fresh Produce:
Vegetables (potatoes, onions, cabbage,
tomatoes, corn, greens (kale, spinach, collard
greens, cassava), carrots, okra, sweet
potatoes, green beans)
Fruit (oranges, bananas, plantains, avocados)

Grains & Legumes:
**Cornmeal
Cassava flour
Semolina flour
**Dry beans (black eyed peas, kidney, fava)

**Rice (jasmine rice preferred)
Other grains (sorghum, millet, corn)

Herbs/Spices:
Garlic
Ginger

Oil:
Cooking oil (palm, sunflower)

Beverages:
Fruit juice
Milk
**Black tea

Other:
**Peanuts

Households from the Horn of Africa

(Ethiopia, Eritrea, Somalia)

Meats:
Fish (fresh or frozen)
Meat (beef, chicken)

Fresh Produce:
Vegetables (potatoes, onions,
cabbage, tomatoes, carrots, chili
peppers, peas, arugula)

Fruits (bananas)

Grains & Legumes:
**All-purpose flour
Other flours (teff, sorghum,
maize)
**Rice
**Spaghetti

Herbs/Spices:
Garlic
Berbere

Oil:
Cooking oil (**vegetable, butter, ghee)

Beverages:
Milk

**Cumin
**Coriander
 Turmeric

Coffee

Other:
Eggs
Mushrooms

Households from Central/South America

Meats:
Meat (beef, chicken, pork)
Seafood (**tuna, **sardines, deviled ham)

Fresh Produce:
Vegetables (lettuce, onions, potatoes,
tomatoes, green tomatoes, jalapeños, green
peppers, cabbage)
Fruits (bananas, plantains, oranges,
avocados)

Grains & Legumes:
**Dry beans (black, small red, chickpeas)
**Chili beans (canned or dry)
**Maseca/Masa Harina (tortilla flour)
Tortillas
**Oats (traditional, not instant or flavored)
**All-purpose flour

**Rice

Herbs/Spices:
Cilantro
Garlic
**Oregano
**Cumin

Oil:
**Cooking oil (vegetable, canola)

Beverages:
Milk
Fruit juice (oranges, apple)
Instant coffee

Other:
Eggs

Households from the Middle East

(Afghanistan, Syria)

Meats:
Meat (halal - beef, lamb)
Fish (fresh or frozen) - Syria

Fresh Produce:
Vegetables (spinach, eggplant,
spinach, potatoes, carrots, peas,
onions, tomatoes, cucumbers, lettuce,
turnip)
Fruits (grapes, pomegranates, citrus, melons)

Grains & Legumes:
**Rice
**Lentils
**Chickpeas
**Beans (kidney)
**Wheat/All-purpose flour
Fava beans - Syria
Bulgur wheat - Syria

Herbs/Spices:
Mint
Cilantro
Garlic
Cardamom
Parsley
**Coriander
**Cumin
**Paprika

Oil:
Cooking oil (sunflower) - Afghanistan
Cooking oil (olive, ghee) - Syria

Beverages:
**Tea (black)
Milk
Olives - Syria
Feta cheese - Syria
Nuts (pistachio, walnut)

Other:
** Peanut butter - Afghanistan
Eggs
Yogurt (plain)
Dried fruits (**raisins, dates)

SAMPLES

Backpack – Referral Form

Child's Name: _____

Age: _____   **Grade:** _____   **Teacher:** _____

The Backpack program is only for children who you feel are chronically hungry.
The program provides backpacks with food on Fridays to children who might otherwise not have food over the weekend. To refer a child to the Backpack program, please check one or more of the following behaviors that the child displays on a _regular_ basis. _At least one item on this list MUST be checked to refer the child to the Backpack program._

- ❑ Rushing food lines
- ❑ Extreme hunger on Monday morning
- ❑ Quickly eating all of the food served and asking for more
- ❑ Asking when the next meal/snack will be served
- ❑ Regularly asking their teacher for food
- ❑ Saving/hoarding/stealing food to take home for themselves and/or a sibling
- ❑ Lingering around for or asking for seconds
- ❑ Comments about not having enough food at home
- ❑ Asking classmates for food they don't want
- ❑ Other information regarding the child's home situation that requires the need for food. _Please be as thorough as possible in your explanation:_

Other factors that may be present and may help you identify a chronically hungry child:
Physical Appearance: Extreme thinness   Puffy/ swollen skin   Chronically dry/cracked lips

Chronically dry and itchy eyes

School Performance: Excessive absences and/or tardiness   Repetition of a grade

Chronic sickness   Short attention span/inability to concentrate

Chronic behavior problems (hyperactive, irritable, anxious, withdrawn, etc)

Home Environment: Often cooks own meal, or has another sibling who does

Moves frequently   Loss of household income   Family crisis

_____   _____
Name/Title of person referring the student   _Date_

For the School Coordinator:
❑   Check to confirm child's approval and then initial here: _____
Additional notes:

_____
_____
_____
_____

We are now accepting applications for the
(Insert name of program)

The (insert name of program) is teaming up with the staff and teachers of (insert name of school) for a pilot program which will offer a supply of nutritious food for children over their weekends and extended breaks, free of charge. This pilot program will send prepackaged and unopened food from the school lunchroom home with your student every Friday when it is available. This program will be confidential, and students will not be identified as participating.

We are now accepting applications for enrollment into the (insert name of program) which will begin (insert name of start date). If you feel your child could benefit from this program, we invite you to fill out the bottom portion of this form and return it to the front office. Once your child is signed-up, they will receive a bag of food each week until they leave the school, or you choose to no longer participate.

We encourage you to take advantage of this program for your family and your children.
Questions or concerns? Please contact your school's front office. (insert contact person)

▪▪

(insert name of program) Opt-in Form
Please register my child(ren) for the (insert name of program). I understand my child(ren) will soon start to receive a supply of food at the end of each week for his/her use over the weekend or school holiday. ***PLEASE PRINT CLEARLY.***

Today's Date _____

Child's Name, Teacher and
Grade_____
Child's Name, Teacher and
Grade_____
Child's Name, Teacher and
Grade_____
Child's Name, Teacher and
Grade_____
Child's Name, Teacher and
Grade_____
Parent/ Guardian Name:
_____

Parent/ Guardian Signature:
_____

Your child is receiving this free bag of food through the
(Insert name of program)

The (insert name of program) is teaming up with the staff and teachers of (insert name of school) for a pilot program which will offer a supply of nutritious food for children over their weekends and extended breaks, free of charge. This pilot program will send prepackaged and unopened food from the school lunchroom home with your student every Friday when it is available. This program will be confidential, and students will not be identified as participating.

These bags will be distributed to the students on Fridays just before the end of the school day.   **Your child has been selected to participate in this pilot program.** If you believe your child will benefit from this program, we will continue to provide this resource each week during this pilot, until they leave the school or until you longer wish to participate. **If you do not want your child to continue with this program, please fill out the form below.**

*You only need to return this form if you **do not** want your child to participate in the (insert name of program).*

We encourage you to take advantage of this program for your family and your children.
Questions or concerns? Please contact your school's front office. (insert contact person)

▪▪▪

(insert name of program) Opt-Out Form
Please remove my child(ren) from the (insert name of program). I understand my child(ren) will no longer receive a supply of food at the end of each week for his/her use over the weekend or school holiday. ***PLEASE PRINT CLEARLY.***

Today's Date _____

Child's Name, Teacher and
Grade_____

Child's Name, Teacher and
Grade_____

Child's Name, Teacher and
Grade_____

Child's Name, Teacher and
Grade_____

Child's Name, Teacher and
Grade_____

Parent/ Guardian Name:
_____

Parent/ Guardian Signature:
_____

If you would like to participate in the future, please contact your school's front office.
Thank you for considering the (insert name of program).

YOU CAN HELP FIGHT HUNGER

IMAGINE IF YOU HAD TO MISS A MEAL.

How would you feel? Would you feel tired? Cranky? Would it be difficult to concentrate in class? There are lots of kids in Indiana who don't get enough to eat.   And it's nothing to feel ashamed of.   But you can help.   Share tables are a great way for schools to collect unwanted, unopened cafeteria food and use it to feed hungry kids. So if you're done with your lunch, and have food you haven't opened, put it on the share table!
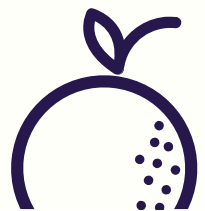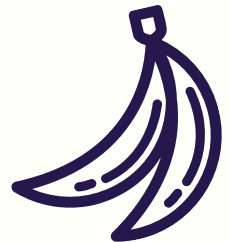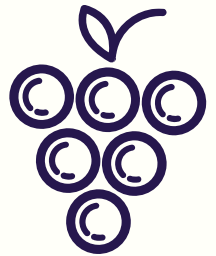
SHARE TABLE RULES

OK to Share

✓ Unopened Packages

✓ Milk and Juice Boxes

✓ Fruit in the Peel

Not OK to Share

✗ Opened Packages

✗ Food With a Bite in it

✗ Food From Home

Welcome to the (insert name of program)

Your school has been selected to participate in the **(insert name of program).** This program will be conducted through a partnership between the (if necessary). This pilot will test the efficacy of a program designed to provide nutritious food for the weekend to children in need of food assistance.

This pilot will reduce food waste from the school cafeteria by collecting prepackaged, unopened food (prioritizing shelf-stable) that students do not wish to eat, via a share table. The food left over at the end of each day's lunch period will be collected and stored at each school for distribution through a backpack-style mechanism. This food will be sorted and bagged on-site by groups that each school will identify. These groups may include student groups, volunteer groups, or parent or teacher groups. The bags will be distributed on Fridays prior to the end of the school day, with each school determining the best method of distribution.

This program will last approximately (insert estimated duration), and will target (X) students selected by the schools themselves. The pilot will have an (opt-in/opt-out) enrollment method. Letters will be sent home with the students selected for the pilot explaining the program to parents, and will provide the option to remove their child from the program should they choose (if you're choosing opt-out).

How can you help? We understand how hard you work for your students every day, and do not wish to add to that workload. Here are some ways you can help.

1. Your school may need help in **identifying students** for the pilot. Recommending those students that would benefit the most from this food-assistance program will ensure that we are reaching the right kids.
2. Helping your school **maintain confidentiality** during the pilot to reduce the risk of stigmatizing students participating in the program.
3. E**xplain to your students** the purpose of the share table, and what foods are appropriate for sharing. Make sure they understand that it is only for food they don't wish to eat.
4. **Providing honest feedback** at the end of the pilot which will allow us to assess the impact of the program, and how it can be improved to be an even better fit for your school and students.

We appreciate your help in conducting this pilot, and look forward to collaborating with your school in testing this program.

Refrigerator Temperature Log

Date	A.M. temp	Initials	P.M. temp	Initials	Actions Taken

Sorting/Bagging Process Walk-Thru

This document represents a step-by-step description of the sorting and bagging process. While it is meant to be detailed, it is not intended to be the definitive representation of how to perform these procedures. Schools can adapt this process in whatever way suits them best, provided they adhere to proper food safety and sanitation standards. Consider this a guideline that can be followed to the letter, or deviated from when necessary. Make this process your own, and make it work for you.

Preparation

- Assemble your team in the area designated for sorting and bagging. Every one should wash their hands before handling food.
- Make sure the surfaces you're working on are clean.
- Send one or two people (or more if necessary) to retrieve the bins of food waiting to be sorted. This should include both perishable and non-perishable food.
- The bin or cart for collecting filled bags should be placed at the end of your "assembly line".
- Make sure you have gathered the necessary items: Bags, inventory log sheet, trash can suitable for throwing away unacceptable food, bins and/or carts for filled bags.

Sorting

- Place the packaged food on the tables, keeping perishable and non-perishable food on separate tables.
- Team should begin to sort through the items, keeping like items together (fruit, veg, snacks, drinks, etc.).
- While sorting, team should also be inspecting each item for compromised packaging; large dents, rips or tears, leaks, holes, etc.
- Food that is visible in the package should also be examined for visible mold or discoloration.
- Food that is perishable should also be examined for expiration dates (Consider "use by" as a hard cut-off).
- Any food that is deemed unacceptable should be thrown away in an appropriate trash receptacle.

When sorting is complete

- **This is important**: Team leader should complete inventory log sheet. Include a description for each item, and the number of ACCEPTABLE food items rescued. Do not conduct an item count until unacceptable items have been removed and thrown out.
- Once the items have been counted and logged, the team leader will decide on the "menu" for that week.
  - Try to keep each bag as similar as possible in terms of contents.
  - Hopefully, you will have enough of each item to put at least one of each in every bag.
  - All the food that was deemed acceptable MUST go out that week. If some of the bags are uneven in contents, that's OK.

Bagging

- Perishable and non-perishable foods should be bagged separately.
- One team member should be assigned to each item group. The team leader will instruct each bagger how many of each item they are to place in each bag.
- Additional team members are to be stationed at the end of the tables, for handling filled bags.
- The bags will start empty on one end of the assembly line, and will be passed from person to person in the bagging assembly line, each placing the correct number of items in each bag.
- As the bags reach the end of the assembly line, team members stationed at the end of the table will tie the bags up, and place them in the designated storage container.
    - When perishable food bags are complete, they can be tied-up and must be returned to cold storage.
    - When non-perishable food bags are complete, they can be returned to their designated storage room.
- Bags should not have any identifying information on them.

Food Rescue Inventory Sheet

Today's Date	Lead Initials	Item Description	Quantity Thrown Out	Quantity Rescued	Distribution Date

Distribution Log

School Name:

	Student Name	Date Bags					
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
	Totals						

Signature:

Parent Survey

We wish to thank you and your child for participating in the **(Insert name of program)** and for taking the time to complete this brief survey. We want to hear your thoughts on the program and how we can make it an even better fit for you and your family. Please be honest in your feedback, and feel free to provide any additional information.

1. **What were your child's three favorite foods provided in the bags?**

_____

_____

_____

2. **What were your child's three least favorite foods provided in the bags?**

_____

_____

_____

3. **Have you or anyone in your house hold participated in food assistance programs during the last six months? (Examples: Food Stamps, WIC, SNAP, TANF)**

☐ **Yes**   ☐ **No**

If yes, what programs? _____

_____

_____

4. **Who is the main person that prepares food in your home?** _____

5. **About how long did the food provided in the bags last you?**

☐ **Less than a day**   ☐ **Two days**

☐ **One day**   ☐ **All the way to Monday**

6. How was the food provided in the bags used? Did your child eat the food themselves, or did they share it with others in the house? Was the food used in family meals?

_____

_____

_____

7. What kitchen items do you have in your home? Check all that apply

☐ Oven   ☐ Toaster   ☐ Microwave

☐ Stove Top   ☐ Toaster Oven   ☐ Refrigerator

8. Has this program changed your household food budget? If so, how?

_____

_____

_____

9. Overall, how much did you like this program?

☐ 1 Hated it   ☐ 4

☐ 2   ☐ 5 Loved It

☐ 3

10. What comments or suggestions do you have about this program? How can we improve it?

_____

_____

_____

_____

<u>Staff Survey</u>

Thank you so much for your help in conducting the (insert name of program) and for taking the time to give us your honest opinion of the pilot by completing this survey. Feel free to give us any additional information about your feelings regarding this project and any affects it has had on the students. This information will allow us to assess the effectiveness of our pilot, and what changes need to be made to improve it.

School _____

Name (optional) _____

Position _____

Number of students in your class participating in the program _____

1. How easy was it to store food for this program?

☐ **1 Very Hard**   ☐ **4**

☐ **2**   ☐ **5 Very Easy**

☐ **3**

2. How easy was the sorting/bagging process?

☐ **1 Very Hard**   ☐ **4**

☐ **2**   ☐ **5 Very Easy**

☐ **3**

3. How easy was the distribution process?

☐ **1 Very Hard**   ☐ **4**

☐ **2**   ☐ **5 Very Easy**

☐ **3**

4. What changes have you seen in the students participating in the program?

_____

_____

_____

5. What are students saying about the program?

_____

_____

_____

6. What would your school need in order to serve additional students in an on-going program?

_____

_____

_____

7. What would you change or improve about the program?

_____

_____

_____

8. Overall, how much did you like this program?

☐ **1 Hated it**   ☐ **4**

☐ **2**   ☐ **5 Loved It**

☐ **3**

9. Additional comments or suggestions.

_____

_____

_____

_____

Other questions: