The Summer Food Service Program

Summer Food Rocks!

2015 Nutrition Guidance for Sponsors

United States Department of Agriculture,
Food and Nutrition Service

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Introduction

The Summer Food Service Program (SFSP) was established to make sure that low-income children continue to receive nutritious meals when school is not in session. Free meals that meet Federal nutrition guidelines, including meal pattern requirements, are provided to all children 18 years old and under at approved SFSP sites in areas with significant concentrations of low-income children. The SFSP meal patterns ensure that children receive well-balanced meals, and establish the minimum portions of each meal component that must be served to each child in order for the participating sponsor to receive reimbursement.

Summer Food Service Program for Children: 2015 Nutrition Guidance for Sponsors was developed to help sponsors plan and serve menus with a variety of foods and beverages rich in nutrients, identify their food service responsibilities, operate a safe and successful food service at summer sites. This guide offers menu planning and nutrition guidance along with sample breakfast, lunch, and snack menus. Also included are food service record-keeping requirements, food buying and storage information, and guidance in the areas of food safety and sanitation. This guide is primarily for sponsors who prepare meals on-site or in central kitchens for participating children.

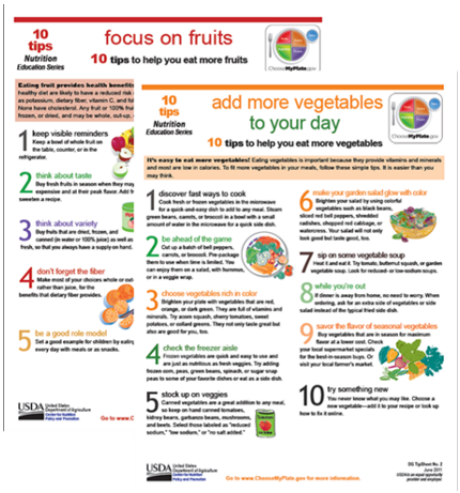
Eating Habits Begin Early

Children can learn healthy eating habits when they are young. Offering healthy meals and snacks through the SFSP provides the energy children need for active lives and helps them to learn healthy habits that may last for a lifetime. The summer food service setting offers an opportunity to impact children's lives positively. If possible, taking time to provide nutrition and physical education during meals, snacks, or at play can serve to begin a lifestyle of healthy eating and physical activity.

Dietary Guidelines for Americans

The Dietary Guidelines for Americans provide evidence-based recommendations that support and promote healthy eating and physical activity in the general population, with the ultimate purpose of improving the health of all Americans ages 2 years and older. These recommendations serve as the basis for the nutrition messages in this guide. To review or download a copy of the most recent guidelines, visit: http://www.health.gov/dietaryguidelines/2010.asp

MyPlate is a food icon that acts as a reminder to help people make healthier food choices and reflects the recommendations in the Dietary Guidelines for Americans. The MyPlate 10 Tips Nutrition Education Series provide high-quality and easy–to-follow tips that are available in English and Spanish. Check out the Series here: http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html



See the MyPlate page in the Reference Section for more information.

Food Safety

Please be aware that the SFSP Nutrition Guidance recommends a more conservative approach to some food safety practices than the 2013 Food Code in order to accommodate food preparation in non-institutional settings such as park and recreation sites. This guide also references information found in the USDA Food Safety and Inspection Service (FSIS) Food Safety Education materials for food preparation in non-institutional settings. **Keep in mind you should first be familiar with and follow your State and local public health requirements and your State Agency policies and procedures.**

PART I — MENU PLANNING

Understanding Meal Pattern Requirements

In this section, you will find information on:

- SFSP meal pattern requirements;
- Offer versus serve (OVS);
- Food components;
- How to credit foods;
- Product formulations; and
- Special needs, food allergies and intolerances, and dietary preferences.

SFSP Meal Pattern Requirements

The SFSP meal patterns enable sponsors to serve meals that are appetizing and are consistent with the *Dietary Guidelines for Americans*. Meal pattern requirements assist the menu planner in providing well-balanced, nutritious meals that supply the kinds and amounts of foods that help children meet their nutrient and energy needs.

For a meal to be eligible for reimbursement, all food components in the required minimum serving sizes must be offered. A food component is one of the food groups that comprise a reimbursable meal. Sites must always offer the food components that comprise a reimbursable meal in at least the minimum required amounts. A food item is a specific food offered within the food components comprising the reimbursable meal. For example, separate ½ cup servings of peaches and pears are two food items that comprise one component, the fruit and vegetable component. All food components that make up a reimbursable meal should be served to each child all at the same time (plated together).

The chart on page 8 shows the required food components and the minimum required serving sizes for breakfast, lunch, supper, and snacks. Because teenagers have greater nutritional needs, sponsors may serve larger portions to older children

In certain cases, SFSP sponsors may be approved by the State agency to serve meals that meet the meal pattern requirements of other Child Nutrition Programs, such as the Child and Adult Care Food Program (CACFP). This may be helpful in situations where the sponsor would like to serve smaller meals to younger children. SFSP sponsors that serve meals prepared in schools participating in the National School Lunch Program (NSLP) may be approved by the State agency to substitute the meal requirements outlined in the NSLP and School Breakfast Program (SBP) regulations for the SFSP meal pattern requirements. Refer to the

SFSP Administrative Guidance for Sponsors for more details, or contact the State agency that administers the SFSP in your State. SFSP sites choosing to follow the meal pattern requirements of another Child Nutrition Program must follow all of that Program's meal pattern service requirements.

See the SFSP Meal Patterns- Points to Remember in the reference section for more useful tips.

SUMMER FOOD SERVICE PROGRAM
MEAL PATTERN FOR CHILDREN

SELECT THE APPROPRIATE COMPONENTS FOR A REIMBURSABLE MEAL

FOOD COMPONENTS AND FOOD ITEMS	BREAKFAST Serve all three	LUNCH OR SUPPER Serve all four	SNACK Serve two of the four
Milk	**Required**	**Required**	
Fluid milk	1 cup[1] (½ pint, 8 fluid ounces)[2]	1 cup (½ pint, 8 fluid ounces)[3]	1 cup (½ pint, 8 fluid ounces)[2]
Vegetables and Fruits *Equivalent quantity of any combination of…*	**Required**	**Required**	
Vegetable or fruit or	½ cup	¾ cup total[4]	¾ cup
Full-strength vegetable or fruit juice	½ cup (4 fluid ounces)	⅜ cup[4]	¾ cup (6 fluid ounces)[5]
Grains/Breads[6] *Equivalent quantity of any combination of…*	**Required**	**Required**	
Bread or	1 slice	1 slice	1 slice
Cornbread, biscuits, rolls, muffins, etc or	1 serving	1 serving	1 serving
Cold dry cereal or	¾ cup or 1 ounce[7]		¾ cup or 1 ounce[7]
Cooked cereal or cereal grains or	½ cup	½ cup	½ cup
Cooked pasta or noodle products	½ cup	½ cup	½ cup
Meat and Meat Alternates *Equivalent quantity of any combination of…*	**Optional**	**Required**	
Lean meat or poultry or fish or	1 ounce	2 ounces	1 ounce
Alternate protein products[8] or	1 ounce	2 ounces	1 ounce
Cheese or	1 ounce	2 ounces	1 ounce
Egg (large) or	½	1	½
Cooked dry beans or peas or	¼ cup	½ cup	¼ cup
Peanut or other nut or seed butters or	2 tablespoons	4 tablespoons	2 tablespoons
Nuts or seeds[9]or		1 ounce=50%[10]	1 ounce
Yogurt[11]	4 ounces or ½ cup	8 ounces or 1 cup	4 ounce or ½ cup

ENDNOTES

[1] For the purposes of the requirement outlined in this table, a cup means a standard measuring cup.

[2] Served as a beverage or on cereal or used in part for each purpose.

[3] Served as a beverage.

[4] Serve two or more kinds of vegetable or fruits or a combination of both. Full-strength vegetable or fruit juice may be counted to meet not more than one-half of this requirement

[5] Juice may not be served when milk is served as the only other component.

[6] Bread, pasta or noodle products, and cereal grains (such as rice, bulgur, or corn grits) shall be whole-grain or enriched. Cornbread, biscuits, rolls, muffins, etc., shall be made with whole-grain or enriched meal or flour. Cereal shall be whole-grain, enriched or fortified. Serving sizes and equivalents will be in guidance materials to be distributed by FNS to State agencies.

[7] Either volume (cup) or weight (ounces), whichever is less.

[8] Must meet the requirements of 7 CFR 225 Appendix A.

[9] Tree nuts and seeds that may be used as meat alternate are listed in Program guidance.

[10] No more than 50 percent of the requirement shall be met with nuts or seeds. Nuts or seeds shall be combined with another meat/meat
alternate to fulfill the requirement. For purposes of determining combinations, one ounce of nuts or seeds is equal to one ounce of cooked
lean meat, poultry or fish.

[11] Plain or flavored, unsweetened or sweetened.

Offer Versus Serve (OVS)

Offer versus serve (OVS) is a concept that applies to menu planning and meal service which allows children to decline some of the food offered in a reimbursable breakfast, lunch, or supper, excluding snacks. The goals of OVS are to simplify Program administration and reduce food waste and costs while maintaining the nutritional integrity of the SFSP meal that is served. All SFSP sites, regardless of location or type of sponsorship, may utilize OVS. All non-school sponsors electing to use OVS and schools participating in SFSP and electing to follow the SFSP meal patterns are required to follow the SFSP OVS requirements, which are as follows:

Breakfast

- Three food components are required for a reimbursable breakfast:
  - One serving of fruit/vegetable;
  - One serving of bread/bread alternate; and
  - One serving of fluid milk.
- All food components listed above must be offered through at least four different food items for OVS in SFSP.
- The fourth food item offered can be a serving of fruit/vegetable, bread/bread alternate, or meat/meat alternate.
- A child must take at least three of the four food items offered.

Lunch or Supper

- Four food components are required for a reimbursable lunch or supper:
  - One serving of meat/meat alternate;
  - Two different servings of fruit and/or vegetable (two different food items);
  - One serving of bread/bread alternate; and
  - One serving of fluid milk.
- All food components listed above must be offered through at least five different food items for OVS in SFSP.
- Lunch or supper OVS requirements differ from breakfast in that a child must take at least three food components, rather than items, listed above from the five food items offered. Three food components are required for an adequate nutritious meal for children.

Offering two servings of the same food item is not permissible under OVS in SFSP. All food items offered must be different from each other. For example, a breakfast menu that includes a serving of milk, a serving of fruit, and two servings of toast is not a reimbursable meal under OVS in SFSP because the toast is two of the same food item. Additionally, a larger food item that is worth two servings in weight, such as a two ounce muffin, counts as only one food item under OVS in SFSP, not two. Offering different food items supports and encourages the practice of offering a variety of food choices for children, which increases the likelihood that children will select foods they prefer and reduces waste. School sponsors that elect to use the NSLP or SBP meal pattern and SFAs

operating SSO are required to follow the OVS requirements of NSLP and SBP.

For more detailed information on OVS, including questions and answers, refer to memorandum SFSP 05-2015, *Summer Food Service Program Questions and Answers: REVISED*
http://www.fns.usda.gov/sites/default/files/SP13_SFSP05-2015v2os.pdf

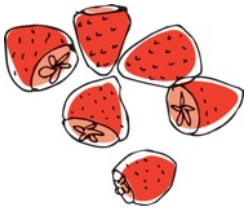
More on Food Components

This section offers additional information on the food components in the meal pattern requirements, including examples of food items within each component and guidance on acceptable types and quantities of food items that may be used or combined to meet meal pattern requirements. For nutrition information and tips on creating well-balanced meals, see *Making the Most of Summer Meals* in this Guidance.

Milk

Allowable food items:	Pasteurized, unflavored or flavored whole milk, reduced-fat milk, low-fat milk, fat-free milk, buttermilk, lactose-reduced milk, or acidophilus milk. See Exceptions and Substitutions for information on milk substitutes.
Guidelines:	• At breakfast or for snacks, milk can be served as a beverage, on cereal, in an in-house prepared smoothie, or in a combination of all three. • At lunch or supper, milk must be served as a beverage.

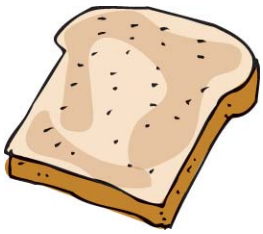
Vegetables and Fruits



Allowable food items:	Vegetables, such as: o Dark green: bok choy, broccoli, collard greens, dark-green leafy lettuce, kale, spinach, etc. o Red/orange: carrots, pumpkin, red peppers, squash varieties, sweet potatoes, tomatoes, etc. o Starchy: corn, green peas, potatoes, etc. o Dry beans and peas: black beans, black-eyed peas, chickpeas, kidney beans, lentils, etc. o Other: artichoke, asparagus, avocado, beets, Brussels sprouts, cabbage, cauliflower, etc. o Full strength (100%) vegetable juice Fruits, such as: o Apples, bananas, blackberries, cantaloupe, grapes, kiwi, mangoes, oranges, pears, pineapple, plums, raspberries, watermelon, etc. o Full strength (100%) fruit juice
Guidelines:	• At breakfast, a serving of fruit or vegetable or a serving of full-strength fruit and/or vegetable juice is required. • For lunch or supper, serve two or more kinds of vegetables and/or fruits at each meal. Up to one-half of the total requirements may be met with fruit and/or vegetable juice. • Cooked vegetables means a serving of drained cooked vegetables.

- Cooked or canned fruit means a serving of fruit and the juice it's packed in; thawed frozen fruit includes fruit and the thawed juice.
- Dry beans and peas cannot be credited as both a vegetable and meat/meal alternate within the same meal.
- Dried fruits, such as dried apricots, raisins, and prunes, may be used to meet requirements.
- Juice may not be served for a snack if milk is the only other component served.
- Fruit within yogurt, whether blended, mixed, or on top, cannot be credited toward the fruit requirement. Extra fruit provided as a separate component can be credited.

Grains/Breads



Allowable food items:	Enriched grains, such as: o Bagels, cereal (ready-to-eat), cornbread, muffins, crackers, tortillas, noodles/pasta, pita bread, rolls, wheat bread, white bread, etc. o Enriched rice. o Enriched or fortified cereal. Whole grains, such as o Whole-grain or whole-wheat bagels, breads, cereal (ready-to-eat), crackers, pita bread, rolls, noodles, or pasta; whole-corn tortillas; etc. o Brown rice, buckwheat, oatmeal, quinoa, etc.
Guidelines:	• Grains and breads must be whole-grain or enriched, or made from whole-grain or enriched flour or meal; ready-to-eat cereals must be whole-grain, enriched or fortified. • Bran and germ are credited the same as whole-grain or enriched meal or flour. • Non-sweet snack foods such as hard pretzels, hard bread sticks, and chips made from whole-grain or enriched meal or flour can be used to meet the grain requirement. • Sweet grain-based snack foods should not be served as part of a snack more than twice a week. • Choose whole grains and whole-grain products when possible to provide additional vitamins, minerals, and fiber; see *Building a Healthy Plate* and the Breads and Grains in the Reference sections of this Guidance for more information on identifying and serving healthy whole-grain products.

Meat and Meat Alternates

Allowable food items:	Meat, fish, poultry, and eggs, such as: o Beef, chicken, fish, ham, pork, turkey, eggs, etc. Cheese, such as: o American, cheddar, cottage, mozzarella, Parmesan, ricotta, Swiss, etc. Dry beans and peas, such as: o Black beans, black-eyed peas, chickpeas, kidney beans, lentils, pinto beans, refried beans, soybeans, etc. Nuts and seeds, such as: o Almonds, cashews, hazelnuts, peanuts, pecans, pumpkin seeds, sesame seeds, sunflower seeds, walnuts, etc. o Nut butters: almond, peanut, etc. Yogurt o Commercially produced yogurt, plain or flavored, unsweetened or sweetened Alternate protein product (APP) o Products mixed/made into food items, such as ground beef patties, meat loaf, tuna salad, chicken nuggets, pizza toppings, etc.
Guidelines:	• Meat and meat alternates must be served at lunch and supper. • Meat and meat alternates may be served as part of a snack or as an additional item at breakfast. • Dry beans and peas cannot be credited as both a vegetable and meat/meal alternate within the same meal. <u>Nuts and seeds</u> • Nuts and seeds may fulfill all of the meat/meat alternate requirement for snack, and up to half of the required meat/meat alternate requirement for lunch or supper. • When combining nuts and seeds with another meat/meat alternate to fulfill the lunch or supper requirement, 1 oz. of nuts or seeds is equal to 1 oz. of cooked lean meat, poultry, or fish. • Children under 4 are at the highest risk of choking; USDA recommends that nuts and/or seeds only be served to them ground or finely chopped in a prepared food, and nut butters should be spread thinly on bread or crackers. <u>Yogurt</u> • For breakfast and snack, 4 oz. or ½ cup of plain, sweetened, or flavored yogurt may be served to equal 1 oz. of meat/meat alternate.

- For lunch and supper, 8 oz. or 1 cup of plain, sweetened, or flavored yogurt may be served to equal 2 oz. of meat/meat alternate.
- Homemade yogurt, frozen yogurt, or other yogurt-flavored products (e.g. yogurt bars, yogurt-covered fruit or nuts, etc.) may not be credited.

Beyond the Meal Pattern: Serving Additional Items

In addition to the foods required in the meal patterns other foods may be served at meals to help improve acceptability and to satisfy children's appetites. These foods include toppings, condiments, and spreads such as honey, jam, jelly, syrup, mayonnaise, salad dressing, butter, margarine, or oil, and may also include sweets or snacks that do not otherwise satisfy meal requirements.

Other foods provide additional energy, and, if wisely chosen, increase the variety of nutrients offered. However, these foods can also be higher in fat, sugar and salt. Keep this in mind when menu planning and limit the frequency and amounts you serve of foods such as chips, ice cream, and pastries.

Taking Food Off-site

While Program regulations require sponsors to ensure children eat meals on-site, sponsors may let a child to take one fruit, vegetable, or grain item off-site to eat later without prior State agency approval. Sponsors should only use this option if they believe they have adequate staff to properly administer and monitor the site, in order to ensure that issues, particularly related to food safety and Program integrity, do not arise. State agencies may prohibit individual sponsors on a case-by-case basis from using this option if there is a question regarding whether the sponsor will be able to provide adequate oversight.

For more detailed information on taking meal components off-site, refer to memorandum SFSP 05-2015, *Summer Food Service Program Questions and Answers: REVISED* http://www.fns.usda.gov/sites/default/files/SP13_SFSP05-2015v2os.pdf

Crediting Foods

The *Food Buying Guide for Child Nutrition Programs* is a useful tool for SFSP sponsors and can be found here: http://www.teamnutrition.usda.gov/resources/foodbuyingguide.html. The guide contains a wealth of information that will help with crediting foods and can assist with planning meals and purchasing foods that meet the requirements of the Summer Food Service Program.

Additional information on how to use the *Food Buying Guide* can be found in the Part II: Nutrition Services section of this guidance.

Product Formulation

School Foodservice Directors may use the Road to SMI Success– A Guide for School Foodservice Directors and can be found here: http://www.fns.usda.gov/TN/Resources/roadtosuccess.html. This guide contains a sample product formulation template for meat/meat alternate products and a reviewer's checklist. The template demonstrates what kind of information is necessary in documenting meal pattern requirements and requires adaptation to accommodate other types of products. The checklist may be used by the school foodservice personnel to determine if the completed product formulation statements are acceptable for documenting meal pattern requirements.

The Food and Nutrition Service does not review or approve product formulation statements.

Substitutions and Exceptions

Disabilities

A child is entitled to receive meal or food substitutions if the child has a disability that restricts his or her diet and if there is a medical statement signed by a license physician that explains the disability and the need for the substitution. Sponsors are required to make reasonable accommodations for children with disabilities, however they are not expected to make accommodations that are so expensive or difficult that they would cause the sponsor undue hardship. In most cases, children with disabilities can be accommodated with little extra expense or difficulty. A statement from the child's physician is required to ensure that the requested substitutions meet nutrition standards that are medically appropriate for that child and to justify that the modified meal is reimbursable. The physician's statement must identify:

- the child's disability and an explanation of why the disability restricts the child's diet;
- the major life activity affected by the disability; and
- the food or foods to be omitted from the child's diet, and the food or choice of foods that must be substituted.

Medical or Special Dietary Needs

Meal or food substitutions may be made at a sponsor's discretion for a child with a non-disability medical or special dietary need . Such determinations should be made on a case-by-case basis and must be supported by a medical statement that identifies the medical or special dietary need and which foods should be omitted and foods that should be substituted. This medical statement must be signed by a recognized medical authority (e.g., physician, physician assistant,

nurse practitioner, or registered nurse) or other health professional specified by the State agency.

Sponsors should be aware that meal or food substitutions for non-disability medical or special dietary needs that are outside the meal pattern are not reimbursable.

Food Allergies and Intolerances

A food allergy is a reaction of the body's immune system to a protein in a food called an allergen. Food allergies can be serious, life-threatening conditions and should be diagnosed by a licensed physician or board-certified allergist. Symptoms of a food allergic reaction may include a skin rash, hives, itchy, watery eyes, swelling of lips, tongue, and throat, itching in the mouth or throat, nausea, vomiting, diarrhea, difficulty breathing, or loss of consciousness. More than 170 foods are known to cause an allergic reaction in some people, but there are eight foods that most commonly trigger such reactions: cow's milk, eggs, peanuts, tree nuts, fish, shellfish, soy, and wheat. When food allergies may result in severe, life-threatening reactions, a physician may assess that the child meets the definition of "having a disability" and food service personnel must make the substitutions prescribed by a licensed physician.

Food intolerance is an adverse food-induced reaction that does not involve the body's immune system. Lactose intolerance is one example of food intolerance. A person with lactose intolerance lacks an enzyme that is needed to digest milk sugar. When that person eats milk and milk products, gas, bloating, and abdominal pain may occur. Gluten intolerance, also known as Celiac disease, is another food intolerance. Sponsors are not required to make food substitutions for a person with food intolerances as food intolerances are not considered disabilities. However, food substitutions may be made at a sponsor's discretion for a child with a non-disability medical or special dietary need, such as a food intolerance. See *Disabilities* and *Medical or Special Dietary Needs* sections above for more information on meal and food substitutions.

Dietary Preferences

Sponsors are not required to make food substitutions based solely on a parent or child's personal or taste preferences. The meal patterns are designed to be flexible and, with advance notice, may accommodate parents concern about religious food restrictions or preference for their child to eat vegetarian meals.

Summer Menu Planning

In this section you will find information on:

- How to plan your menus
- How to create a cycle menu
- How to calculate serving sizes and costs
- How to check your budget, inventory, labor, and equipment

Good menu planning for summertime involves several food service considerations. Most importantly, the menu should meet a child's nutritional needs. Children's preferences, recipes, serving location, food costs, food safety and handling, equipment, and labor must also be considered.

Planning menus means thinking about what foods to serve together to create a healthy meal with a variety of foods that complement each other, nutritionally and in flavor.

A healthy diet:

- Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk products;
- Includes lean meats, poultry, fish, beans, eggs, and nuts; and
- Is low in saturated fats, *trans* fats, cholesterol, salt (sodium), and added sugars.

Key logistical considerations for menu planning include: the location, practicality, using cycle menus, calculating serving sizes and costs, delivering of the food, keeping food safe, and checking your budget, inventory, labor, and equipment. For example, if food is going to be served outdoors or delivered to a playground or campsite, make the menu practical and appealing for this setting.

Summer Menu Planning: The Basics

Use the following steps to create a summer lunch menu:

1. Begin with the main dish or entrée.
   Consider a source of protein from the meat or meat alternate group. Sometimes, grains, vegetables, or fruits may also be part of the main dish, such as a taco, burrito, or chef's salad.
2. Choose a combination of a fruit and a vegetable that go well together and with the main dish.
3. Include a whole-grain that is rich in fiber.
4. Add low-fat or fat-free milk as the beverage.

When menu planning, be sure to consider children's likes and dislikes, design a meal that offers a variety of colors, textures, and tastes, and meets the SFSP's meal pattern requirements. Very young children are at

risk for choking so make sure foods are offered in a form that is easy for them to chew and swallow. See Choking Risks in the Reference Section for more information.

It is also important to consider the Dietary Guidelines for Americans' recommendations to get adequate nutrients within calorie needs while increasing the use of whole-grains, fresh fruits, vegetables, and low-fat or fat-free milk and milk products, and limiting saturated and *trans* fat, added sugars, and sodium. Refer to *Making the Most of Summer Meals* in this guidance for recipes and tips on incorporating a wide variety of nutritious foods in your summer menu. You can use the Summer Menu Checklist in this section to evaluate menus.

If you have on-site cooking facilities, try using standardized recipes, when they are available. A standardized recipe is a recipe that gives the same good results every time. Finally, make sure to think about preparation time, labor, equipment, delivery, costs, and extra needs and resources, such as ice, straws, and garbage bags.

Creating a Cycle Menu

Planning menus in advance can help to ensure a successful food service operation. One way to do this is to develop a cycle menu. A cycle menu is a set of planned menus that are repeated in the same order for a period of time, usually 2, 3, or 4 weeks. The menu is different every day during the cycle. A cycle menu offers variety and is flexible to allow for substitutions. It is the master plan of meal planning.

Cycle menus can be adjusted as follows:

- Replace foods that not are available
- Observe birthdays and other special occasions
- Introduce new foods and try new recipes
- Take advantage of seasonal foods or best buys. (See the Buying Calendar for Fresh Fruits and Vegetables in the Reference section to learn when foods are in season.)
- Use leftovers wisely
- Consider food acceptability

When planning your menus include a schedule for food purchases, cost control, food preparation time and delivery.

Calculating Serving Sizes and Costs

Calculate serving sizes and food cost by following these steps:

1. Select recipes
2. Determine the serving size
3. Determine how many meals to prepare
4. Adjust the recipes for number of servings
5. Calculate the amount of food needed for the total number of meals
6. Estimate the total food cost

Checking the Budget

Compare the estimated cost of the menu with the food budget. If the cost is higher than the food budget, try replacing some of the foods in the menu with less costly ones. Compare the estimated cost of the menu with the food budget. If the cost is higher than the food budget, try replacing some of the foods in the menu with less costly ones.

Checking the Inventory

Determine the amount of food you have on hand in your storeroom and refrigerators and then, based on the estimated amounts of foods needed to prepare the menus, decide what foods you need to purchase.

Checking Labor and Equipment

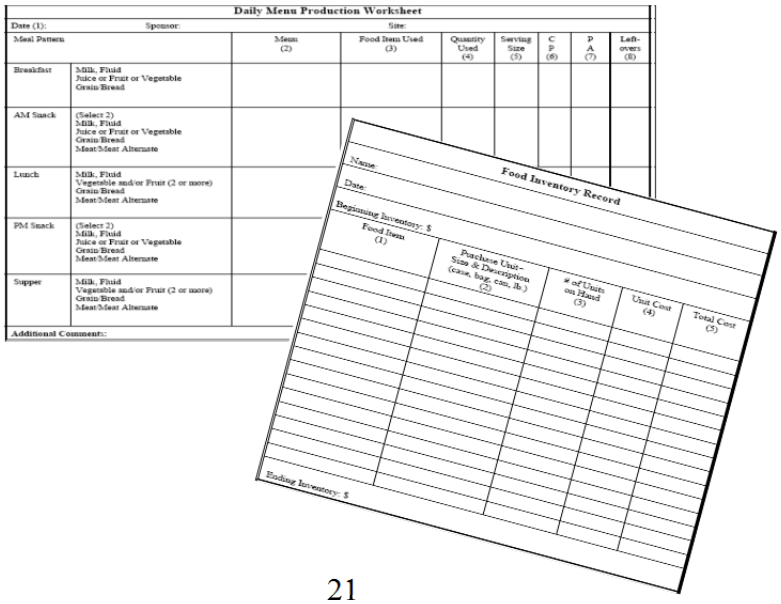
Schedule production time, equipment usage, and develop work schedules. Do not over-schedule or under-schedule!

Worksheets

Worksheets can help with keeping records organized. They can be used to help:

- Record menus on a worksheet
- Maintain food inventory control sheets

See sample worksheets in the Reference Section of this guide.



Daily Menu Production Worksheet

Date (1): Sponsor: Site:

Meal Pattern		Menu (2)	Food Item Used (3)	Quantity Used (4)	Serving Size (5)	C P (6)	P A (7)	Left-overs (8)
Breakfast	Milk, Fluid Juice or Fruit or Vegetable Grain/Bread							
AM Snack	(Select 2) Milk, Fluid Juice or Fruit or Vegetable Grain/Bread Meat/Meat Alternate							
Lunch	Milk, Fluid Vegetable and/or Fruit (2 or more) Grain/Bread Meat/Meat Alternate							
PM Snack	(Select 2) Milk, Fluid Juice or Fruit or Vegetable Grain/Bread Meat/Meat Alternate							
Supper	Milk, Fluid Vegetable and/or Fruit (2 or more) Grain/Bread Meat/Meat Alternate							

Additional Comments:

Food Inventory Record

Name:

Date:

Beginning Inventory: $

Food Item (1)	Purchase Unit-Size & Description (case, bag, can, lb.) (2)	# of Units on Hand (3)	Unit Cost (4)	Total Cost (5)

Ending Inventory: $

Summer Menu Checklist

Evaluate menus on a weekly and monthly basis.

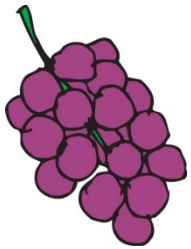
		Yes	No
1.	Have you included all food components in the minimum portion sizes as specified by the USDA?	____	____
2.	Have you varied foods from day to day and week to week?	____	____
3.	Are foods containing vitamin A, vitamin C, and iron offered frequently?	____	____
4.	Do meals include a variety of foods with a balance of color, texture, shape, flavor, and temperature?	____	____
5.	Have you included fresh fruits and vegetables often, as well as whole-grain or enriched bread or fortified cereal products?	____	____
6.	Have you included "other foods" to satisfy the appetites and to help meet the nutritional needs of the children?	____	____
7.	Have you considered the children's likes and dislikes, cultural, and ethnic practices?	____	____
8.	Have you chosen foods lower in saturated and *trans* fats?	____	____
9.	Have you chosen foods with minimal added sugars?	____	____
10.	Have you chosen foods lower in salt (sodium)?	____	____

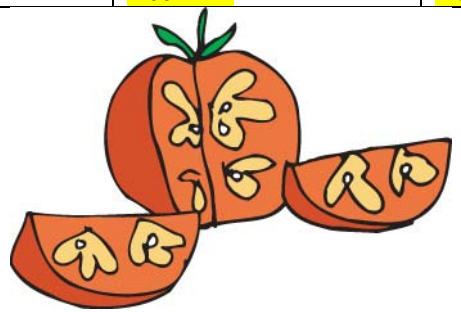
Sample Cycle Menus

The following is a sample 4 week lunch cycle menu from the National Food Service Management Institute. You may change any of the meals shown, rearrange the order, or make substitutions within a meal. Be sure each new menu offers all the required food components in the SFSP meal pattern. Note the variety of foods, lower fat selections, and culturally diverse menu suggestions. These sample menus are primarily for on-site preparation. Some suggestions or variations of the suggestions can be used for off-site service at playgrounds or campsites.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Bean & cheese burrito on whole grain tortilla Mexicali corn Fresh strawberries Low-fat or fat-free milk	Sweet and sour chicken Brown rice Fresh snap sugar peas Mandarin oranges Low-fat or fat-free milk	Whole grain tortilla rollup with hummus and veggies Romaine salad Orange slices Low-fat or fat-free milk	Spaghetti casserole Mixed spinach and green salad Fresh cantaloupe Low-fat or fat-free milk	Oven baked parmesan chicken Whole grain bread stick Sweet potatoes Low-fat or fat-free milk
Week 2	Black bean taco Fresh sliced cucumber and tomatoes Fresh peaches Low-fat or fat-free milk	Tuna sandwich on whole grain bread Fresh broccoli and cauliflower Fresh blueberries Low-fat or fat-free milk	Pork stir fry Brown rice Sliced oranges Steamed broccoli Low-fat or fat-free milk	Chicken and vegetable soup Whole grain crackers Fresh plums Sweet potato strips Low-fat or fat-free milk	Mexican pizza on whole grain tortilla Sliced peppers Canned peaches Low-fat or fat-free milk

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3	Sloppy joes on whole grain bun Broccoli sala Fruit salad Low-fat or fat-free milk	Turkey burrito on whole grain tortilla Refried beans Fresh honeydew Low-fat or fat-free milk	Minestrone soup Whole grain roll Fresh apples Low-fat or fat-free milk	Ham and cheese sandwich on whole grain bread Three bean salad Fresh watermelon Low-fat or fat-free milk	Taco salad Baby carrots Canned pears Low-fat or fat-free milk
Week 4	Meatloaf Whole grain roll Yellow squash Frozen raspberries Low-fat or fat-free milk	Turkey and cheese on whole grain bread Vegetable soup Fresh bananas Low-fat or fat-free milk	Vegetable chili Corn muffins Fresh kiwi Low-fat or fat-free milk	Oven baked chicken Brown rice Stir fry vegetables Frozen peaches Low-fat or fat-free milk	BBQ pork sandwich on whole grain bun Steamed zucchini Mixed fruit Low-fat or fat-free milk





Making the Most of Summer Meals

Building a Healthy Plate

The *Dietary Guidelines for Americans* describe a healthy diet as one that:

- Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk products;
- Includes lean meats, poultry, fish, beans, eggs, and nuts; and
- Is low in saturated fats, *trans* fats, cholesterol, salt (sodium), and added sugars.

The *Dietary Guidelines for Americans* (DGAs) also identify potassium, dietary fiber, calcium, and vitamin D as nutrients of concern in American diets because most people consume less than the recommended amount. To increase dietary intake of these nutrients, the DGAs recommend consuming more vegetables, fruits, whole grains, milk and milk products. The following information will help you to build a healthy plate that incorporates more of these foods while limiting sodium, solid fats, and added sugars.

Limiting Sodium, Solid Fats, and Added Sugars

When planning your summer menu, it is important to consider the amount of sodium (salt), solid fats, and added sugars that may be in the foods you serve.

Sodium

Nearly everyone benefits from eating foods with less sodium. On average, blood pressure goes up with sodium intake. African-American children of all ages, as well as children with a family history of high blood pressure, diabetes, or chronic kidney disease, are most affected by sodium and potassium intake. Most sodium comes from processed and ready-to-eat foods, which usually come in cans, jars, packages, and boxes. Offering children the least processed foods available is an important way to help them reduce sodium intake and stay healthy. Choose fresh foods when possible and check Nutrition Facts labels to find packaged and canned foods lower in sodium. Foods that are low in sodium have less than 140 mg or 5% Daily Value (DV). Serving foods lower in sodium can help children learn to like and enjoy foods with a less salty taste. For more information on enjoying a variety of foods with less sodium, see: http://www.choosemyplate.gov/preschoolers/daily-food-plans/about-salt.html

Solid fats

Americans consume too many foods that are high in solid fats. Solid fats, which are solid at room temperature, are high in saturated or *trans* fats and can increase blood cholesterol levels. Solid fats are found in butter (milk fat), beef fat, chicken fat, pork fat (lard, bacon), stick margarine, and shortening. The fat in milk is also considered solid. You can help by offering children fewer foods that are high in solid fats or replacing solid fats with healthy oils (canola, corn, cottonseed, olive, safflower, sunflower, etc.), which come from many different

plants (nuts, olives, avocadoes) or fish and are liquid at room temperature. Oils are a good source of healthy unsaturated fats and are generally cholesterol-free; compared to solid fats, oils are a healthier option. For more information on solid fats, see: http://www.choosemyplate.gov/weight-management-calories/calories/solid-fats.html

Added sugars

Sugars are found naturally in fruits, milk, yogurt, and cheese. However, the majority of sugars in typical American diets are "added sugars." Added sugars are often called "empty calories" because they add calories to the diet without offering nutrients. The extra calories from added sugars make it harder for children to grow at a healthy weight, and may contribute to weight gain; sugar also increases the risk for dental cavities. Sodas, fruit drinks, cakes, pies, cookies, dairy desserts, and candy are the major sources of added sugars for children and adolescents 2 to 18 years old. Check ingredient lists for added sugars, including: high fructose corn syrup, white sugar, brown sugar, honey, molasses, corn syrup solids, raw sugar, malt syrup, maple syrup, pancake syrup, or other ingredients ending in "-ose," such as maltose or fructose. Choose foods that do not list added sugars among the first three ingredients in the ingredient list. For more information on added sugars, see: http://www.choosemyplate.gov/weight-management-calories/calories/added-sugars.html

Build a Healthy Plate with Fruits

Most children 4 years and older do not consume enough fruit. You can help by offering different fruits on your menu. Offering a variety of fruits during the week can:

- Teach healthy eating habits children will use for life.
- Add color, texture, and flavor to children's plates.
- Give children the vitamins and minerals they need to grow and play.
- Promote proper digestion, help children feel full, and maintain a healthy weight by providing dietary fiber.

What type of fruits should I offer?

- Fresh, frozen, canned, and dried fruits are all great choices. Introduce kids to the whole rainbow of fruit choices – each fruit has its own unique flavor and nutrients. Providing different choices each day helps children get the nutrition they need.
- Limit fruit juice. While 100% fruit juice can be part of a healthy diet, it does not contain the dietary fiber found in other forms of fruit.
- Include good sources of potassium, such as bananas, dried plums, cantaloupe, honeydew melon, nectarines, raspberries, and orange juice. Potassium can help children maintain a healthy blood pressure.

How can I serve fruits and juices with no added sugars?

It is easy for children to get too many added sugars from foods and beverages. The extra calories from these added sugars can make children feel full before they've had a chance to get the nutrients they need from other foods. Extra calories from added sugars also make it harder for children to maintain a healthy weight. Since

fruits are naturally sweet, it can be easy to get children to eat them without adding sweeteners like sugar, corn syrup, and honey. Here are a few tips:

- Serve fresh fruit more often than fruit-based desserts, such as fruit pies, cobblers, and crisps.
- Purchase fruit canned in water or 100% fruit juice instead of syrup. Offer unsweetened applesauce and try sprinkling ground cinnamon on top.
- Purchase frozen fruit that does not contain added sugars.
- Choose 100% fruit juice instead of fruit-flavored drinks or soda, including cola, lemon lime, root beer, or orange soda.
- Offer raisins or other unsweetened dried fruit instead of chewy fruit snacks or strips, fruit drops, candy, or sweets. Since it is easy to eat a lot of dried fruit in a short time, it is best to serve unsweetened dried fruit in a ¼ cup serving. Eating ¼ cup of dried fruit is like eating ½ cup of fresh fruit.

Build a Healthy Plate with Vegetables

Most children 2 years and older do not eat enough vegetables or a variety of vegetables. You can help by offering a variety of vegetables during the week. Serving vegetables at meals and snacks can:

- Give children the vitamins and minerals they need to grow and play.
- Help children maintain a healthy weight as they grow.
- Provide dietary fiber to help children feel full.
- Create healthy eating habits children will keep for life.
- Add color, crunch, and flavor to children's plates.

What type of vegetables should I offer?

- Fresh, frozen, or canned vegetables are all great choices. Each vegetable contains different amounts of nutrients and fiber, so vary the vegetables you serve. Providing different choices each day helps children get the nutrition they need.
- Brighten children's plates with dark green, red, and orange vegetables.
- Incorporate a variety of dry beans and peas into the meal. Offer white bean dips or mashed black bean burritos. (Remember: dry beans and peas may be considered both as a vegetable and a meat alternate; however, they cannot be credited as both a vegetable and a meat alternate in the same meal.)

How can I serve a variety of vegetables low in sodium and solid fats?

Since vegetables are naturally low in sodium (salt) and solid fats, prepare and serve vegetables without adding too much salt or solid fats like butter, stick margarine, cream sauces, and regular, full-fat cheese. Here's how:

- Use herbs or no-salt spice mixes instead of salt, butter, or stick margarine to season vegetable dishes.
- Offer fresh vegetables more often instead of breaded and fried vegetables, including fried white potatoes.
- Purchase canned vegetables and beans labeled "no salt added" or "low sodium." If these are not available, reduce sodium by draining and rinsing canned foods before preparing. Choose fat-free refried beans, or reduced-sugar and reduced-sodium versions of baked beans.
- Use frozen vegetables that do not contain added solid fats, sugars, and

sodium.
- Go light on the salad dressings, sauces, and dips.

Build a Healthy Plate with Dry Beans and Peas

Dry beans and peas are unique foods. They are nutritious, inexpensive, and creditable as either a vegetable or a meat alternate in the SFSP meal pattern. They are great sources of protein, iron, zinc, folate, and fiber. Most children 2 years and older do not consume enough vegetables, including dry beans and peas. You can help by offering beans and peas on your menu. Offering dry beans and peas as part of a meal or snack can:

- Help children feel full longer and maintain a healthy weight as they grow.
- Promote proper digestion.
- Add shape, texture, and flavor to children's plates.

What type of dry beans and peas should I offer?

- Cooked, canned, or frozen dry beans and peas are all great choices.
- Mix things up by providing different types of beans and peas each week to help children get the nutrition they need, as well as taste new foods.
- Remember: dry beans and peas may be considered both as a vegetable and a meat alternate; however, they cannot be credited as both a vegetable and a meat alternate in the same meal.

How can I reduce sodium and solid fats when serving dry beans and peas?

Since dry or frozen beans and peas are naturally low in sodium (salt) and solid fats, prepare and serve beans and peas without adding too much salt or solid fats like butter, stick margarine, cream sauces, and regular, full-fat cheese. Here's how:

- Choose the easiest form: Use canned, precooked beans. They will simplify recipes and reduce cooking times. Purchase canned beans labeled "no salt added" or "low sodium." If these are not available, rinse and drain the canned beans to reduce the sodium content.
- Pour a bag of dry beans into a bowl of water on the kitchen counter. Soak dry beans overnight without adding any salt, and discard the soaking water and cook the next day.
- Choose fat-free refried beans, or reduced-sugar and reduced-sodium versions of baked beans.
- Use herbs or no-salt spice mixes instead of salt, butter, or stick margarine to season bean dishes. This will lower solid fats, sodium, and calories in the dishes while adding flavor. Garlic, celery, onion, and carrots complement the flavors of dry beans and peas.

Meat and Meat Alternates: Build a Healthy Plate with Protein

Children should eat a variety of meat and meat alternates each week. These foods include fish, shellfish, dry beans and peas, nuts, and seeds, as well as lean meats, poultry, and eggs. Most children 2 years and older do not consume enough fish, shellfish, and dry beans and peas. You can help by offering different meat and meat alternates on your menu. Include a variety of meat and meat alternates at meals and snacks to:

- Give children the protein, B vitamins, and minerals (like iron, zinc, and magnesium) they need to grow, play, and learn.

- Protect children's hearts, brains, and nervous systems with heart-healthy oils from fish and seafood.
- Help children feel full for longer with protein.

What types of meat and meal alternates should I offer?
Providing different choices each day helps children get the nutrition they need and introduces them to new foods.

- Fish and seafood (fresh, frozen, or canned) are good choices for mealtime. Try salmon, tuna, trout, and tilapia prepared in different ways: baked, grilled, or in sandwiches or tacos.
- Poultry, like chicken or turkey, can be served grilled, roasted, or in pastas or burritos.
- Look for lean cuts of meat, including beef, pork, and lamb. Try round steaks and roasts (round eye, top round, bottom round, round tip), top loin, top sirloin, and chuck shoulder and arm roasts. The leanest pork choices include pork loin, tenderloin, or center loin.
- Choose the leanest ground meats possible (including beef, pork, chicken, and turkey), preferably meats labeled "90% lean" or higher. The higher the % number, the lower the amount of solid fats in the meat.
- Offer unsalted, chopped, or finely ground nuts and seeds (including almonds, mixed nuts, peanuts, walnuts, sunflower seeds), and peanut and sunflower seed butters spread thinly.
- Prepare and serve eggs in different ways. Try hard-boiled egg slices, scrambled eggs, or deviled eggs (prepared with low-fat mayo or mustard). Make sure the egg whites and yolks are cooked thoroughly to avoid foodborne illness.
- Cooked, canned, or frozen dry beans and peas are all great options. Vary the choices for dry beans and peas.
- Yogurt and cheese can be credited as a meat alternate. Offer yogurt labeled fat-free or low-fat (1%). When selecting cheese, choose low-fat or reduced-fat versions.
- Serve processed soy products, such as meatless "chicken" nuggets or soy burgers that are creditable. To credit soy products as a meat alternate, they must have a Child Nutrition (CN) Label or a company-certified product formulation statement. (Use only creditable products; check with your State agency or sponsoring organization for additional guidance.)
- Remember: some children coming to your site may be allergic to fish, shellfish, soy, milk, wheat, eggs, nuts, and seeds. Actively supervise children when serving these foods.

How can I serve a variety of meat and meat alternates low in sodium and solid fats?
Be sure to start with lean choices for meat and meat alternates. Use recipes without adding too much sodium (salt) or solid fats like butter, stick margarine, cream sauces, gravy, and regular, full-fat cheese. Here's how:

- Use herbs or no-salt spice mixes instead of salt, butter, or stick margarine to season dishes. This will lower solid fats, sodium, and calories in the dishes while adding flavor.

- Trim away visible fat from meats and poultry before cooking. Remove the skin from chicken and turkey to reduce the amount of solid fats. Drain off any fat that appears during cooking.
- Boil, grill, roast, poach, or boil fish, meat, or poultry instead of frying. These cooking methods do not add extra fat and calories. Keep in mind that breading adds extra calories, and frying causes food to soak up more fat during cooking.
- Limit serving highly processed poultry, fish, or meat (like hotdogs, chicken nuggets, and fish sticks) to once weekly. Even "reduced-fat" meats and cold cuts, like sausage, bologna, and salami, may be high in solid fats, sodium, and calories. Use canned tuna or salmon (packed in water) for sandwiches in place of deli or lunch meats, which are often higher in sodium.
- Purchase canned beans, fish, and meat labeled "no salt added" or "low sodium." If these are not available, reduce sodium by draining and rinsing canned foods before preparing. Choose fat-free refried beans or reduced-sugar and reduced-sodium versions of baked beans.
- See *Choose MyPlate* for additional ideas on lean choices for meat and meat alternates. *http://www.choosemyplate.gov/food-groups/protein-food-tips.html*

Build a Healthy Plate with Whole Grains

Any food made from wheat, rice, oats, cornmeal, barley, or cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain-rich products. Grains are divided into two groups: whole grains and refined grains. Whenever possible, whole-grain versions of these grain products should be offered. Most children 2 years and older do not consume enough whole grains or other foods rich in dietary fiber. You can help by providing children with a variety of whole grains during the week. The *Dietary Guidelines for Americans* recommend making at least half your grains whole grains. Increase the amount of whole grains in children's diets by purchasing, preparing, and serving foods that contain a whole as the first ingredient in the ingredient list. Including whole-grain foods in meals and as snacks can:

- Give children the B vitamins and minerals they need for energy to play and learn.
- Promote proper digestion.
- Help them feel full longer and maintain a healthy weight as they grow.
- Add texture and flavor to their plate.

What type of grains should I offer?

Instead of:	Choose Whole Grains:
White rice	Brown rice, wild rice, quinoa
White flour	Whole-wheat flour
White or wheat bread	100% Whole-grain bread
Noodles, pasta, spaghetti	Whole-wheat pasta or whole-grain noodles
Flour tortillas	Whole-grain or whole-corn tortillas
Crackers	Whole-grain crackers
Degermed cornmeal	Whole-grain cornmeal

How can I tell whether a product is whole grain?

- Take a look at the ingredient list. Choose products that name a whole-grain ingredient first on the list, or second after water – that means there is more of it than the other ingredients.
- Look for "whole wheat," "brown rice," "oatmeal," "bulgur," "buckwheat," "whole corn," "whole-grain cornmeal," "whole oats, "whole rye," or "wild rice." For foods made of multiple grains, make sure the whole-grain ingredients appear near the beginning of the ingredient list.
- Use the Nutrition Facts label to check the fiber content of whole-grain foods. Choose those higher in dietary fiber. Good sources of fiber contain 10% to 19% of the Daily Value; excellent sources contain 20% or more.
- Remember: the color of a grain or bread product is not an indication that it is a whole-grain food. Bread can be brown because of molasses or other added ingredients. Foods labeled as "multi-grain," "stone-ground," "100% wheat," "cracked wheat," "seven-grain," or "bran" are usually *not* whole-grain products, and might not contain any whole grain.

How can I limit added sugars and solid fats when serving whole-grain foods?

- Check the ingredient list of whole-grain rich products for added sugars. Look for sugar, honey, and ingredients ending in "-ose." If present, make sure they are *not* one of the first three ingredients on the ingredient list. For a naturally sweet taste, try topping whole-grain foods with fresh, frozen, or canned fruit slices (canned in 100% fruit juice or water).
- Be aware of solid fats in grain foods and toppings by reading the ingredient list. Instead of butter, shortening, lard and oils with the word "hydrogenated" in the ingredient list, choose those made from vegetable oils that are *not* hydrogenated.
- Choose toppings wisely for toast, hot cereals, pasta, noodles, and rice. Instead of adding butter, stick margarine, lard, bacon, cream sauces, and regular, full-fat cheese, use vegetable oils, low-fat cheeses, marinara sauce, or steamed vegetables as toppings.

Build a Healthy Plate with Milk

Children who consume dairy products such as milk, milk substitutes, yogurt, and cheese get many important nutrients and have healthier diets than those who don't. However, many children ages 2 to 3 years, and most children 4 years and older, do

not consume enough milk and dairy products. You can help by offering fat-free and low-fat milk during the day to:

- Provide children with nutrients such as protein, calcium, vitamin D, and potassium.
- Help build strong bones, teeth, and muscles in growing children.
- Increase the chance that children will drink milk when they are older.

What type of milk should I offer children over 2 years old?
Fat-free and low-fat (1%) milk options have the same amount of calcium and other important nutrients as whole and reduced-fat (2%) milks, but much less fat. Starting at age 2, children should drink:

- Fat-free or low-fat (1%) milk, or
- Fat-free, or low-fat, lactose-free or lactose-reduced milk.

How can I serve fat-free and low-fat milk?

- Offer unflavored, fat-free and low-fat milks most often. These have less added sugar and fewer calories than flavored, whole, or reduced-fat milk.
- Offer lactose-reduced or lactose-free milk to children who are lactose-intolerant.

Making Water Available
When children are thirsty between meals and snacks, water is the best beverage choice. The amount of water needed will vary among children and increase on hot summer days and during physical activity. You can help by making safe drinking water freely accessible to children throughout the day. Drinking water can:

- Keep children hydrated and healthy.
- Help build and maintain strong teeth, if water includes fluoride.
- Help rinse food from teeth and reduce acid in the mouth, both of which contribute to dental cavities.Help children develop a habit of drinking water that they will keep for life.

Introducing New Foods

Picky eating is common among young children. Some children are sensitive to certain textures or smells and other children are afraid to try new foods. Children are more likely to try and like new foods when you introduce new foods with fun or interesting nutrition education activities and serve meals that look and taste good Consider introducing new recipes gradually, and always have an alternate choice available. Use these tips to help get kids excited about trying healthy new foods and meals:

Add a variety of colors, shapes, and textures to meals

- Use several different noodle shapes (macaroni, penne, etc.) to create a cold pasta salad or hot pasta dish.
- Add crushed pineapple, mandarin oranges, or fresh apples to salad mix or coleslaw.

- Prepare a stir-fry with a variety of different colored vegetables. Use dark leafy greens, such as spinach, and add red peppers, shredded carrots, and red cabbage.

Make food fun!

- Serve fresh vegetable sticks (zucchini, yellow squash, celery, red pepper) with "Snow Princess Dip" (low-fat ranch dressing), hummus (pureed chickpeas, olive oil, and lemon juice), or "Alligator Eyelash Dip" (plain, low-fat yogurt mixed with dill or other herbs).
- Try "Shark Pockets" (stuff half a whole-wheat pita pocket with canned light tuna, spinach, shredded carrots, and a little salad dressing) or "Mighty Monster Meatloaf" (made with whole-grain bread or cracker crumbs and lean ground meat).
- Add kidney and pinto beans in chili and serve it in a baked sweet potato "chili boat." Let children mash beans in a plastic bag, and then make a "Smashed Bean Burrito" with a whole-grain tortilla, spinach, and their favorite veggies.
- Create themed food dishes for special events, holidays, and celebrations.
- Create your own Milk Mustache event! Take pictures of children drinking low-fat milk and post them on a bulletin board.
- Sing a song while working with ingredients during a cooking demonstration or while mixing recipe ingredients!

Cook together

- Children learn about fruits and vegetables when they help prepare them. Young children can help rinse fruits and make "faces" out of pieces of fruits. Pick kitchen tasks that match children's abilities: mash bananas, peel some fruits, or mix ingredients for a fruit salad.
- Have children make a potato bar by choosing their own toppings for half a baked potato. Arrange separate bowls and serving utensils for refried beans, black-eyed peas, chopped chicken tenders, shredded low-fat cheese, sliced cherry tomatoes, thinly chopped spinach, and grated carrots for children to build their own baked potato.
- See the "Edible Art" activity from Team Nutrition's *Community Nutrition Action Kit* at: http://www.fns.usda.gov/tn/Resources/edibleart.pdf

Introduce beans by adding them to children's favorite foods

- Add beans and peas to pastas, tacos, casseroles, stews, and side dishes.
- Make "Mexican Pizza" by topping whole-wheat pita bread with refried beans, tomato salsa, spinach, and low-fat cheese.

Introduce whole grains gradually, in new or familiar recipes

- Try mixing whole-grain and non-whole-grain foods in your recipes and meals. Then, gradually increase the amount of whole grains each time you make them.

Use taste tests and games to help kids try new foods

- Highlight unique fruits or vegetables, such as purple carrots from the farmer's market, with a "show and tell" each week.
- Have a bean guessing game or taste-test: let children sample dishes that use dry beans or peas as the main ingredient, and have children "name that bean!" Some ideas include lentil soup, bean dip, three bean salad, or bean burgers.

- Have children taste-test whole-grain versions of crackers, granola bars, soft pretzels, bagels or cereals. See if they can tell the difference!

Model eating behaviors

- Remember, kids learn from you! See *Creating a Positive Eating Environment* for more guidance on modeling eating behaviors at summer sites.

Incorporate nutrition education into meals

- See *Nutrition Education* for information and resources on providing fun and effective nutrition education with meal.

See How to Read Nutrition Labels, Nutrition Facts Label at a Glance, and Sources of Nutrients in the Reference Section for more helpful tips to make the most out of your summer meals.

Sample Recipes

The following recipes are from the USDA *Recipes for Healthy Kids Cookbook for Homes*, which contains the top 30 recipes from the *Recipes for Healthy Kids* competition. These recipes were created by teams of students, school nutrition professionals, chefs, parents, and community members, and feature foods that children and adults alike should consume more of: dark green and orange vegetables, dry beans and peas, and whole grains. All of these healthy recipes are low in total fat, saturated fat, sugar, and sodium. To access the full cookbook, go to: http://www.fns.usda.gov/sites/default/files/cookbook-homes.pdf

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Oodles of Noodles

This whole-wheat pasta dish is bright and fun that is sure to please.

Preparation time: 15 minutes
Cooking time: 20 minutes
Makes: six 1-cup servings

Ingredients:

2 ¾ cups Penne pasta, whole-wheat, dry (11 oz)
1 ½ Tbsp Extra virgin olive oil
2 ¼ cups Fresh grape tomatoes, halved
1 ½ tsp Dried basil
¾ tsp Sea salt
¼ tsp Ground black pepper
1 Tbsp Fresh garlic, minced (or 1 tsp garlic powder)
3 Tbsp Whole-wheat flour
2 1/3 cups Low-sodium vegetable broth
4 cups Fresh Swiss chard, stems removed, chopped (or spinach)

Directions:

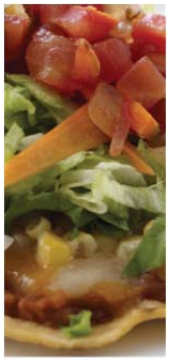
1. In a large pot, bring 2 quarts water to a boil. Gradually stir in pasta and return to a boil. Cook uncovered for 8-10 minutes or until tender. Do not overcook. Drain well.
2. Heat olive oil in a large skillet over medium heat. Add half of tomatoes and cook 2-3 minutes until skin soften. Do not overcook. Reserve remaining tomatoes for step 4. Add basil, salt, pepper, and garlic. Stir.
3. Sprinkle flour over tomatoes. Cook for 30 seconds over medium heat until mixture becomes thick. Add vegetable broth. Bring to boil and then immediately reduce to low heat.
4. Add Swiss chard and remaining tomatoes. Simmer uncovered over low heat for 1-2 minutes or until Swiss chard is wilted. Pour over pasta. Serve hot.

Crunchy Hawaiian Chicken Wrap
This appealing wrap combines seasoned chicken, sweet pineapples, and crunchy shredded vegetables, topped with a delicious poppy seed dressing all wrapped in a warm, whole-wheat tortilla.

Preparation time: 20 minutes
Makes: 6 wraps

Ingredients:
¾ cup Light mayonnaise
1/8 cup White vinegar
¼ cup Sugar
1 tsp Poppy seeds
1 ½ tsp Garlic powder
1 ½ tsp Onion powder
1 ½ tsp Chili powder
2 cups Fresh broccoli, shredded
1 ½ cups Fresh carrots, peeled, shredded
¼ cup Canned crushed pineapple, in 100% juice, drained
1 cup Fresh baby spinach, chopped
3 cups Cooked diced chicken, ½" pieces (12 oz)
6 Whole-wheat tortillas, 10"

Directions:
1. In a small mixing bowl, combine mayonnaise, vinegar, sugar, poppy seeds, garlic powder, onion powder, and chili powder for the dressing. Mix well. Cover and refrigerate.
2. Combine broccoli, carrots, pineapple, and spinach in a large bowl. Stir in dressing and chicken. Mix well. Serve immediately or cover and refrigerate.
3. For each wrap, place 2/3 cup filling on the bottom half of the tortilla and roll in the form of a burrito. Place seam down. Cut diagonally. Serve immediately.



Eagle Pizza
A delicious combination of pizza and taco, this recipe is made with whole-grain tostada shells, refried beans, shredded cheese, and a stack of colorful veggies.

Preparation time: 25 minutes
Cooking time: 10 minutes
Makes: 6 Tostada Pizzas

Ingredients:
½ cup Fresh spinach, julienne cut "shoestring strips"

½ cup Fresh romaine lettuce, julienne cut "shoestring strips"
2 ¼ tsp Salt-free chili-lime seasoning blend*
1 ¾ cups Canned low-sodium refried beans, fat-free
¾ cup Fresh green bell pepper, seeded, diced
¾ cup Fresh onions, peeled, diced
1 ¼ cups Canned low-sodium corn, drained, rinsed
6 Whole-grain tostada shells
6 Tbsp Reduced-fat Mexican cheese blend, shredded (1 ½ oz)
1 cup Fresh carrots, peeled, shredded
½ cup Low-sodium salsa, mild
½ cup Fat-free sour cream

Directions:

1. Preheat oven to 350°F.
2. Combine spinach and lettuce in bowl and set aside.
3. In a medium mixing bowl, combine salt-free seasoning blend and refried beans. Set aside.
4. In a small skillet, coated with nonstick cooking spray, cook green peppers, onions, and corn for 3-4 minutes. Set aside.
5. For each pizza, place ¼ cup of bean filling on tostada shell. Spread mixture evenly using the back of a spoon. Top with 1/3 cup sautéed vegetable mixture. Lightly sprinkle 1 Tbsp of cheese on top.
6. Place tostadas on a large baking sheet coated with nonstick cooking spray. Bake until cheese is melted, about 2 minutes.
7. Remove tostadas from oven. Top each tostada with:
   - About 1 Tbsp spinach/lettuce mixture
   - About 2 ½ Tbsp carrots
   - About 1 Tbsp salsa
   - About 1 Tbsp sour cream

   Serve immediately

*If desired, use 2 ¼ tsp Salt-Free Taco Seasoning Blend in place of salt-free chili-lime seasoning.

Salt-Free Taco Seasoning Blend
1 tsp dried onion
1 tsp chili powder
½ tsp ground cumin
½ tsp crushed red pepper
½ tsp garlic powder
¼ tsp oregano
½ tsp cornstarch

Combine all ingredients. If using immediately do not add cornstarch. Store in airtight container.

Summer Meal Ideas and Checklists

Make a plan to incorporate a variety of fruits, vegetables, and whole grains into your menu!

	Food Items			Recipe Ideas
Fruits	Apples Apricots Bananas Blackberries Blueberries Cantaloupe Cherries Grapefruit	Grapes Honeydew Kiwi fruit Mangoes Nectarines Oranges Papaya Peaches	Pears Pineapple Plums Raisins Raspberries Strawberries Tangerines Watermelon	❑ Apples and peanut butter ❑ Fresh fruit and oatmeal breakfast ❑ Fruit and yogurt parfait ❑ Fruit salad (fresh, frozen, & canned) ❑ Green, leafy salad with fruit (canned pineapple or sliced strawberries; serve with balsamic vinaigrette dressing) ❑ Italian ham and melon (cantaloupe wedge wrapped in a thin slice of ham) ❑ Smoothie (with milk and/or yogurt)
Vegetables, Dry Beans and Peas	**Dark green:** Bok choy Broccoli Greens Collard Mustard Turnip Kale Spinach Watercress **Dry beans and peas:** Black beans Black-eyed peas Chickpeas Kidney beans Lentils Navy beans Pinto beans Soy beans Split peas White beans	**Red/orange:** Carrots Pumpkin Red Peppers Squash Acorn Butternut Hubbard Sweet potatoes Tomatoes **Starchy:** Cassava Corn Green peas Green lima beans Plantains Potatoes Taro Water chestnuts	**Other:** Artichoke Asparagus Avocado Bean sprouts Beets Brussels sprouts Cabbage Cauliflower Celery Cucumbers Eggplant Green beans Green peppers Iceberg lettuce Mushrooms Okra Onions Parsnips Turnips Wax Beans Zucchini	❑ Ants on a log (celery sticks topped with raisins and peanut butter) ❑ Bean dip or hummus ❑ Chana Masala (spiced chickpea dish) ❑ Cold pasta salad ❑ Egg casserole with veggies & cheese ❑ Greek salad (cucumber, tomato, olives, feta, and low-fat Greek dressing) ❑ Grilled veggie sandwich/panini ❑ Loaded veggie pizza ❑ Mexican rice and beans ❑ Mixed greens salad ❑ Pasta or lasagna with summer squash ❑ Salsa with whole grain tortilla chips ❑ Soup, stew, or chili ❑ Stuffed peppers with seasoned quinoa or brown rice filling ❑ Summer veggie skewers ❑ Sweet potato and chili boats ❑ Three bean salad ❑ Vegetable stir-fry ❑ Veggie burrito or quesadilla ❑ Veggie roll-up (veggies in a whole grain tortilla with hummus/dressing) ❑ Veggie sticks with dip
Whole Grains	Amaranth Brown rice Buckwheat Bulgur Millet Oatmeal Whole-grain cereal Rolled oats Quinoa	Whole corn: Tortillas Whole grain: Barley Bread/buns Cornmeal Crackers Noodles Pitas, Rolls Tortillas	Whole rye Wild rice	❑ Breakfast dishes: Oatmeal with fruit or whole-grain cereal and yogurt parfait ❑ Brown rice salad ❑ Kangaroo pocket (whole grain pita pocket with veggies and fillings) ❑ Sandwich (whole grain bread) ❑ Stuffed peppers with seasoned quinoa or brown rice filling ❑ Tabbouleh salad (bulgur, tomatoes, mint, parsley, lemons, and olive oil) ❑ Whole-grain barley stew ❑ Wild rice casserole

Education and Enrichment

In this section, you will find information on:

- Creating a positive eating environment;
- Incorporating nutrition education at your sites; and
- Promoting physical activity.

Creating a Positive Eating Environment

A pleasant eating environment is another important key to healthy eating. Bringing children and foods together in a happy meal setting is as important as what children should eat. Pleasant eating experiences form habits and attitudes that can last a lifetime.

Tips for Adult Role Models

- Sit with children at the table for meals.
- Don't rush. Allow enough time for children to eat and experience healthy eating within meal service time requirements.
- Help children recognize hunger cues. Encourage and try new foods with children and praise children when they do. Discuss the color, shape, size, nutritional value, or origin of the foods served to stimulate appetite and encourage consumption of new foods.
- Engage children in conversation about the meal and healthy foods. For example, ask children to name the food groups; to name examples of fruits, vegetables dairy products, meat or meat alternatives, and grain products; or to name their favorite healthy foods, and explain what they like about them.
- Try new foods with children and praise children when they do.
- Discuss the color, shape, size, nutritional value, or origin of the foods served to stimulate appetite and encourage consumption of new foods.
- Engage children in conversation about the meal and healthy foods. For example, ask children to name the food groups; to name examples of fruits, vegetables dairy products, meat or meat alternatives, and grain products; or to name their favorite healthy foods, and explain what they like about them.
- Try new foods with children and praise children when they do.
- Be mindful of the language you use to encourage healthy eating. Use phrases that help; avoid phrases that hinder (see the table below).

Be mindful of the language you use to encourage healthy eating. Use phrases that help; avoid phrases that hinder (see the table on the next page).

Phrases that Help and Hinder

Family Child Care FUNdamentals (National Food Service Management Institute)

Phrases that Hinder	Phrases that Help
Eat that for me. **If you do not eat one more bite, I will be mad.** *Phrases like these teach children to eat for your approval. This can lead children to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.*	**This is kiwi fruit; it's sweet like a strawberry.** **These radishes are very crunchy!** *Phrases like these help to point out the sensory qualities of food. They encourage children to try new foods.*
You're such a big girl; you finished all your peas. **Jenny, look at your sister. She ate all of her bananas.** **You have to take one more bite before you leave the table.** *Phrases like these teach children to ignore fullness. It is better for children to stop eating when full or satisfied than when all of the food has been eaten.*	**Is your stomach telling you that you're full?** **Is your stomach still making its hungry growling noise?** **Has your tummy had enough?** *Phrases like these help children to recognize when they are full. This can prevent overeating.*
See, that didn't taste so bad, did it? *This implies to children that they were wrong to refuse the food. This can lead to unhealthy attitudes about food or self.*	**Do you like that?** **Which one is your favorite?** **Everybody likes different foods, don't they?** *Phrases like these make children feel like they are making the choices. It also shifts the focus toward the taste of food rather than who was right.*
No dessert until you eat your vegetables. **Stop crying and I will give you a cookie.** *Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches children to eat to feel better. This can lead to overeating.*	**We can try these vegetables again another time. Next time, would you like to try them raw instead of cooked?** **I am sorry you are sad. Come here and let me give you a hug.** *Reward children with attention and kind words. Comfort them with hugs and talks. Show love by spending time and having fun together.*

The Physical Environment

If you are serving food inside a building:

- Make sure the room or area is attractive and clean.
- Use bright colors and decorations that children like.
- Offer good lighting and proper air circulation.
- Provide chairs, tables, dishes, glasses, plastic ware, and serving utensils that are appropriate for children.
- Arrange food on plates and garnish serving lines to make meals attractive.
- Avoid delays so children do not have to wait.
- Have children help set up the food service and help clean up after eating.

If you are serving food outdoors:

- Be sure to maintain food quality and safety by providing ice or refrigeration for cold foods, and warmers for hot foods.
- If you are transporting food to outdoor sites, look into using refrigerated trucks and/or warmers. Proper temperature maintenance is necessary and must be accommodated if food is to be transported. For more information, refer to the section on *Food Safety*.
- Provide a safe, clean, and comfortable area for eating and enjoying meals.

Nutrition Education

Nutrition education is learning about foods and how they are important to health. Nutrition education is an important part of serving meals to children participating in SFSP. Encourage your staff to provide a variety of activities to help children learn about healthy eating behaviors.

Nutrition knowledge helps children:

- Adopt healthy eating habits;
- Develop positive attitudes toward nutritious meals;
- Learn to accept a wide variety of foods;
- Establish good food habits early in life; and
- Share and socialize in group eating situations.

The teaching of nutrition principles is most effective when you combine concepts with other learning activities. Learning is reinforced when children have an opportunity to practice what you teach them. This section provides tips, resources, and creative ways of incorporating nutrition education into a variety of site activities.

Nutrition Education Activities and Resources

Sponsor a Nutrition and Physical Activity Fair: Show children the connection between nutrition and physical activity with a fair. Set up booths that host nutrition and physical activity related games that will encourage them to try new foods and new physical activities that will show them how important the two are for good health.

Focus on MyPlate: MyPlate is a great resource that can be incorporated into your program. Visit http://www.ChooseMyPlate.gov to download or order the available lesson plans and use them to make nutrition fun for your participants.

Go Fish! Give students practice in sorting foods into groups by playing a game of Go Fish with food cards. Duplicate food illustrations from the Choose My Plate website (http://www.choosemyplate.gov/print-materials-ordering/graphic-resources.html) and cut into cards.
Put students into groups of four and distribute 30 cards to each group. The dealer deals out four cards to each student in the group and places the rest of the deck in the middle. Each group is now ready to play. The first student asks the student sitting to his/her left if he/she has a fruit. If the student has a fruit, the second student gives the card to the first student and the first student places the matched pair on the table. The second student who gave up the card picks up a card from the middle. He/she then asks the student to his/her left if they have a vegetable. If the student does not have a vegetable, the student says "go fish" and the student who asked for the card, will pick a card from the middle. The students continue to take turns and ask questions until all the pairs are found. The student with the most pairs wins.

Eat Smart. Play Hard.™: Make learning about nutrition and physical activity an adventure they will never forget by incorporating Eat Smart. Play Hard.™ materials and activities into the day. Activity sheets, lesson plans, and comics are just a few of the resources available. Materials can be downloaded from
http://www.teamnutrition.usda.gov/Resources/powerpanther.html

What's the Mystery Food? Place the child's hand in a paper bag containing a fruit or vegetable and ask him or her to identify it. If he or she cannot identify it, select several children to peek into the bag and provide clues.

Food Match: Ask the children to name as many vegetables as they can that are green…purple…yellow, or start with the letter A, etc.

Field Trips: Children can learn many things from field trips. They can discover how food is produced, prepared, and sold. If possible, plan excursions to a farm, market, grocery store, dairy, or bakery. After the trip, have children role-play to recall what they learned. Promote other recreational activities such as food drawings, stories, puppet plays with food characters, songs, and games to help children develop wholesome attitudes toward nutritious foods.

Promoting Physical Activity

While physical activity is not an SFSP requirement, it is important that children be provided a healthy environment. Encourage children to take part in vigorous activities and join them whenever possible. Children need at least 60 minutes per day of moderate physical activity. It's important to encourage children to get in the habit of being physically active at a young age. Physical activity helps children have fun and:

- Maintain a healthy weight;
- Develop strong muscles, a healthy heart and lungs;
- Strengthen bones;
- Develop motor skills, balance, and coordination;
- Develop positive attitudes; and
- Improve self-esteem.

Physical activity burns calories, helps with weight control, and reduces the risk of certain chronic diseases, including high blood pressure, stroke, coronary artery disease, type 2 diabetes, and osteoporosis later in life. An inactive lifestyle increases the risk of overweight and obesity as well as many chronic diseases. If activities are part of your SFSP, keep children moving.

Children can be physically active by:

- Turning up the music and dancing;
- Lifting and throwing balls to use muscles;
- Taking the stairs, both up and down; or
- Swimming or playing basketball.

Tips for Promoting Physical Activity

How can I help children be physically active every day?

- ❑ Be a good role model. Participate with children in activities and show them that you enjoy active play every day.
- ❑ Create opportunities for safe active play indoors and outdoors. Use toys and equipment that are the right size for the age of the children.
- ❑ Keep children moving. Encourage all children to participate by playing games that do not have them sitting still for a long period of time or "out" of the game early.
- ❑ Help everyone be active. Plan activities that allow all children the opportunity to play, including those with special needs.
- ❑ Include movement and physical action in children's indoor play and learning activities.
- ❑ Be weather-ready. When weather is too severe for outdoor play, dance to music indoors and tell or read stories that children act out physically.
- ❑ Use space wisely. Many games and activities meant for outdoors and large spaces can be changed for use in limited, indoor spaces. For example, use colored masking tape to create pathways for children to follow as they jump or walk.

What are some activities or games I can incorporate at my summer site?

- ❑ Allow kids to roll, pass, or kick balls to each other.

- ❑ Create an obstacle course.
- ❑ Set up relay races or jumping games.
- ❑ Play *Octopus Tag!* Draw two lines at least 20 feet apart. When the "octopus" in the middle says "Hungry!" the other children (the "fish") should try to cross to the other side while the octopus tries to tag them. When a fish is tagged, he becomes the octopus's arm and has to hold hands with the octopus, working with him to try to tag the other fish. The last fish left wins!
- ❑ Add fun to games by using pool noodles, beach balls, and hula-hoops. Try *Noodle Limbo, Cooperation Carry,* or *Musical Hoops.* Visit www.headstartbodystart.org for ideas.
- ❑ Set up a hula-hoop game. With all the children standing in a single file line, give the first child in the line one hula-hoop to hold over his or her head. The child will pull the hula-hoop down over his or her body to the floor, step out of it, and give the hoop to the next person in line.
- ❑ Act out different animals – hop like a rabbit, jump like a kangaroo, or waddle like a duck!
- ❑ Teach children math, science, and language concepts through games involving movement. For example, children can learn to count by tossing bean bags into a bowl.
- ❑ Plan a "movement parade." March around the room or outside, while calling out different movements children can do: hop, skip, leap, twirl, twist, jump, stomp, and more.
- ❑ Provide two or more 5 to 10 minute periods of adult-led active play or games that promote physical activity every day. Try "follow-the-leader" or musical movement games, such as "Head, Shoulders, Knees, and Toes," "Hokey Pokey," and "If You're Happy and You Know It."
- ❑ See the *Let's Move Child Care* Web site for more activity ideas. *http://healthykidshealthyfuture.org/content/hkhf/home/activities.html*

Spotlight on Summer Food Service Programs: Best Practices

Children won't get the nutrition they need to learn, play and grow if the food doesn't taste good. This section shares ideas that creative sponsors have used to enhance the overall quality of the meals they serve.

Camp Lejeune Dependents School
Midway Park, North Carolina

Why switch from commercial to fresh produce? The school serving the children at Camp Lejeune discovered that buying fresh, locally grown fruits and vegetables enhances meal quality and supports local farmers. The school worked with area farmers to set up a purchasing schedule, so that children could eat SFSP meals featuring vegetables that were harvested the very same morning. Food waste decreased and participation increased at the site. The farmers were eager to see their business grow and help feed children in the community.

Community & Economic Development Association (CEDA) of Cook County, Inc.
Chicago, Illinois

Serving healthy meals is a top priority for this sponsor. The sponsor prepares its meals at a central kitchen, the local high school, and distributes them to its satellite feeding sites. CEDA reviews school menus to get ideas for SFSP meals. All SFSP menus have been reviewed and approved by a registered dietitian to ensure that they are healthy and meet the 30 percent or less fat requirement of the American Heart Association. Serving the meals cafeteria style provides an additional opportunity to model good eating habits. A partnership with the University of Illinois Extension Service reinforces the good eating behaviors of the program through nutrition education activities.

Moundsville Housing Authority
Moundsville, West Virginia

The Moundsville Housing Authority Summer Program featured a diverse menu from around the world. Every Friday was Ethnic Day, which featured culturally diverse food, placemats, and signs and banners in foreign languages. The success of the Summer Program was linked to the role community partnerships and volunteers played in the program. It was able to procure food donations and food supplies from local businesses. The Moundsville Summer Program also recognized the value of fully understanding the needs of the community and the dietary preferences of kids. To improve the program, it recently conducted a community-wide survey to see how it could provide better service in the future.

Questions and Answers

1. What are the *Dietary Guidelines for Americans*?

The *Dietary Guidelines for Americans* are the cornerstone of federal nutrition policy and education. They are based on what experts have determined to be the best scientific knowledge about diet, physical activity and other issues related to what we should eat and how much physical activity we need.

The *Dietary Guidelines for Americans* answer the questions, "What should Americans eat?", "How should we prepare our food to keep it safe and wholesome?", and "How should we be active to be healthy?" The *Dietary Guidelines for Americans* are designed to help Americans choose diets that will meet nutrient requirements, promote health, support active lives and reduce risks of chronic disease.

2. What can I do to lower the amount of fat in the meals I serve to the children?

There are many things you can do while preparing meals. For instance, you can bake or broil instead of frying; you can drain fat off meats before serving, or try combining beans with meat for variety. Serve fresh fruits and vegetables, or steam, bake or boil them until they're crisp or "al dente" (cooked but still firm). Limit your use of solid or saturated fats such as butter and margarine. Use vegetable oils (canola, olive, safflower, corn, sunflower, sesame seed) as a substitute, and use herbs and spices for flavor. Use whole grain breads, such as sandwich bread, pita bread, and bagels more often instead of higher fat items such as croissants, doughnuts, and sweet rolls. Choose snack foods that are lower in total fat, saturated fat, *trans* fat, and added sugars more often. And, offer low-fat or fat-free milk to children over two years of age as a beverage, and replace whole milk with low-fat, buttermilk or reconstituted fat-free dry milk during food preparation.

3. What is a meal pattern requirement?

A meal pattern requirement is a listing of food components and serving sizes you are required to serve the children in the SFSP. Each component in each meal must be present in at least the minimum serving size in order for you to receive reimbursement for that meal. However, summer sites may use offer versus serve (OVS) meal service and meals will be fully reimbursed if all food components are made available, but the child has declined a certain number of items. When the meal pattern requirements are followed, not only do you receive proper reimbursement, but also the child eating the meal receives a well-balanced, nutritious meal that supplies the kinds and

amounts of foods that will meet their nutrient and energy needs. You can find the SFSP Meal Pattern Requirement beginning on page 8 of this guidance.

4. I have a few children in my Program that need special meals. What should I do?

Sometimes children have a disability or life-threatening food allergy that prevents them from eating the same foods as the other children. Such children are entitled to receive modified meals from the Program and you are required to provide those modified meals, provided the preparation of those meals does not cause your organization undue hardship. For children with disabilities and life threatening food allergies that require specially prepared meals, you should receive and have on file a physician's statement. This statement, as a minimum, should outline the child's disability or allergy, the major life activity affected by the disability or allergy, and the food or foods that should be omitted or substituted. This statement must be signed by the licensed physician.

5. I keep hearing about "cycle menus" – what are they, and how do I set one up?

A cycle menu is a set of planned daily menus that are repeated in the same order for a period of time—usually 2, 3, or 4 weeks. The menu is different every day during the cycle. A cycle menu offers you variety and flexibility. Some of the things you can do to adjust a cycle menu is to replace foods that are not available; observe holidays and other special occasions; introduce new foods or try new recipes; take advantage of seasonal foods or good buys, and use leftovers. A sample cycle menu can be found on page 22 of this guidance.

6. How can I make mealtime more "fun" for the children I serve?

There are a lot of things you can do to make the eating experience a more pleasant one. The first thing to know is the children themselves. Each child reacts differently to different foods, and eats in his or her own way. Remember to never force a child to eat and to give them enough time to eat. The environment you provide is important: a clean area with bright colors, age-appropriate seating, tables and utensils, and presenting attractive meals at the proper temperatures helps. Giving the children quiet time before meals and having them help clean up afterwards can also help children have a positive meal experience.

7. How can I "market" my meals to the children?

You can do all sorts of things to make the children look forward to the meal service! Advertise the meal with posters and pictures or dress in costumes for a special occasion or activity. Adding "go-with" food items

to standard menus or serving ethnic foods are ways to spice up a meal, as well as an opportunity for an educational lesson. Serving a familiar food in a new way, or serving the meal in a different setting can also make mealtime fun!

PART II — NUTRITION SERVICES

Hire With Care: Food Service Staff

In this section, you will find information on:

- How to hire and manage the staff necessary to run your food service; and
- What you should do to prepare and train those staff members.

Selecting Staff

Sponsors who prepare meals on-site or in a central kitchen are responsible for choosing staff, including a food service manager, food production staff, and general kitchen help. The number of food service employees will depend on the number and type of meals prepared. The following staffing schedule is provided as a guide for a program serving lunches and snacks.

Number of Meals	Hours of Labor	Staff Needs
1 to 50	6 to 8	1 full-time employee
51 to 100	8 to 10	1 full-time employee* 1 part-time employee**
101 to 200	12 to 20	2 full-time employees* 1 part-time employee**
201 to 300	20 to 24	3 full-time employees* 1 part-time employee**

*These full-time employees can be scheduled for only the hours they are needed and may not be required to work an 8-hour day.
**These part-time employees may be optional or as needed, based on menu requirements.

The range of hours for labor varies based on the skills of the food service employees and the convenience foods used in the menus. If the sites serve breakfast, add 1 hour of labor for every 50 breakfasts prepared. Sites require less time for labor when serving snacks than when serving breakfast or lunch.

Tips for Selecting Staff

- Determine the number of staff you will need. The type of employee and the amount of experience will vary with the duties each will perform.
- For the position of food service managers, consider someone with a

food production or nutrition background with food service experience.

- Use qualified volunteers, such as parents or supervisory adults, to help you operate the program. These individuals may offer help during food service and supervising the children while they eat. Parent involvement should be encouraged. Parents often see their involvement as a benefit too!
- All food service employees should meet the health standards set by local and State health authorities.

Training Staff

Once you have selected your food service staff, you must train them in Program operations. Introduce staff to each other and help them to understand:

- The goals of SFSP;
- The meal pattern requirements;
- The importance of preparing nutritious meals that meet the *Dietary Guidelines for Americans;*
- The food safety rules and sanitation guidelines;
- Operation of food service equipment; and
- Development of and following standardized recipes.

***Note: No site may operate until your staff has attended a SFSP operations training session.**

Develop a job description for each food service position.
Job descriptions identify duties and responsibilities for each position. A sample position description for a cook is provided in the Reference Section.

Food production employees will have food preparation duties and must be shown how to fill out the necessary records. They must know how to use recipes and meet the necessary meal pattern requirements. It is also important that staff be able to recognize complete meals and food safety guidelines. Other personnel will have food service or cleanup duties and responsibilities. Write down the requirements of the job and go over the schedule of activities.

Offer training on a formal or informal basis.
Have regular meetings. Get input from your staff on an on-going basis. Encourage new ideas on how to improve the current menu, food production, and food service areas. Ask employees what they would like to see to make their jobs better.

Training Resources

Contact your State SFSP administering agency for training materials promoting nutrition education, food safety information, recipes, etc. Video packages are available for group training or self-study. Check the Information Resources list provided in the Reference Section on page 135.

Getting Organized: Food Purchasing and Receiving

In this section, you will find information on:

- How much to buy;
- When and where to buy your food;
- How to use the Food Buying Guide; and
- How to receive food from vendors.

Careful planning and food buying will not only help control your food costs, but will also reduce waste and help upgrade the quality of meals.

Success in food buying depends on getting good-quality foods in the proper quantities at the best possible prices. The proper quantities of foods to buy depends on the number of children eating at the site, the menus and recipes you use, the amount and kind of storage space available, inventory on hand, perishability of the food, and the length of time the order covers. In addition to this guide, request a copy of USDA's *Food Buying Guide for Child Nutrition Programs* from your State SFSP administering agency or Team Nutrition at http://www.fns.usda.gov/tn/foodbuying-guide-child-nutrition-programs.

How Much to Buy

The following guidelines can help you decide how much food to buy:

- Review the cycle menu.
- Determine the recipes to use.
- Calculate the quantities of food you need to meet the required meal pattern serving sizes.
- Compile the "grocery list" of foods and quantities you will need to buy.
- Check your inventory to determine what is on hand and subtract that from the list of foods to purchase.
- Keep in mind the size of the storage facilities and buy only the quantities of food that you can store properly.
- Buy only the products you need.

When To Buy Food

The following guidelines can help you decide when to buy each type of food.

- Buy bread, milk, and produce every day or every 2 days if storage allows.
- Buy perishable foods, such as meat, fish, poultry, and frozen foods, in quantities that can be stored in the refrigerator and freezer. Check the Approximate Storage Life in Days of Refrigerated Foods and Frozen Foods Chart for length of time to keep perishables in the refrigerator or freezer in the Food Safety Section of this guide.

- Buy canned foods and staples monthly or twice a month if dry storage is available.

Find Buying Calendars for Fresh Fruits and Fresh Vegetables in the Reference Section of this guide.

Where To Buy Food

Consider where to buy foods:

- Find out which food companies (suppliers or vendors) in your area offer foods that will help you meet the recommendations of the Dietary Guidelines for Americans (i.e., low-fat and fat-free milk and milk products, foods low in saturated fat and *trans* fat content, etc.), can supply foods you will use frequently, and will provide the services you require (prompt and frequent delivery, credit, discounts).
- Buy from suppliers or vendors who provide the best quality foods at the most reasonable prices.
- Keep in mind that some SFSP sponsors may be eligible to receive USDA Foods for use in summer meals either directly from the State distributing agency or the local school food authority. Fruits, vegetables, legumes, whole grains, and lean protein are available. Visit http://www.fns.usda.gov/fdd for more information
- Follow a strict code of business ethics when you purchase foods for the Program. Know what the food suppliers or vendors expect, and let them know what you expect of them.

To help you decide what to buy:

- Read the label and be familiar with nutrients and ingredients. See How to Read a Food Label in the Reference Section.
- Buy federally inspected meats and poultry.
- Purchase only pasteurized low-fat and fat-free milk and milk products that meet State and local standards.
- Purchase bread and bread products that are properly wrapped or kept in paper-lined containers with covers to keep them fresh and wholesome.
- Check dates on packages of bread and bread products to be sure that they are fresh.
- Purchase frozen foods that have been kept frozen solid. Do not accept delivery of frozen foods that are, or have been, thawed or partially thawed.
- Purchase perishable foods that have been kept under refrigeration.

Developing Food Specifications

When preparing food on a large scale and procurement is needed, a food specification will need to be developed. A food specification is a detailed or specific list of the desired characteristics of a food product. How you plan to use the food determines both the form and quality that you should buy. Consider the product's style, size, count, container, and packing medium. Also, buy seasonally and locally to help keep food costs lower, such as purchasing food from farmers markets.

You should:

- Provide the supplier with clear specifications for each food item ordered.
- Upon delivery of the order, check to see that the food meets the specifications and is in good condition.

Specification Criteria

- Name of product or Standard of Identity
- Grade, brand, type
- Size of container
- Unit size
- Description
- Delivery requirements
- Sanitation conditions expected
- Provisions fair to seller and protective to buyer
- Tolerance level accepted
- Estimated product usage
- Condition of the product

See a sample specification bid on the next page.

Sample Specification Bid

Peaches, Cling

Purchase Unit: Number 10 can, 6 cans per case

Style: Halves, Slices

Type: Yellow, Cling

Grade: U.S. Grade B (Choice)

Count: 36-54 Halves

Packing Medium: Light Syrup

Net Weight: 108 ounces

Drained Weight: 66½ ounces

Yellow cling peaches should have reasonably uniform color that is practically free from any brown color due to oxidation. They should be reasonably uniform in size and symmetry and be reasonably free from defects such as blemished, broken, crushed units, and peel. Units should be reasonably tender and have texture typical of properly ripened fruits, not more than slight fraying.

Watch for: Off-color or wide-color variation. Excessive variation in size, symmetry, and thickness. Discoloration, excessive softness, or hard units. Crushed or broken pieces, presence of excessive loose pits, stems, and leaves.

For more in-depth information and a detailed guide to writing food specifications, you can download *Choice Plus: A Reference Guide for Foods and Ingredients* from the National Food Service Management Institute (NFSMI). For contact information, see the Information Resources list in the Reference Section on page 135. Document available online at: http://www.nfsmi.org/documentLibraryFiles/PDF/20080201030612.pdf.

For further guidance on procurement, contact your State Agency.

How to Use the Food Buying Guide

USDA's *Food Buying Guide for Child Nutrition Programs, (*PA-1331), has been designed to help determine quantities of food to purchase for use in preparing meals for children. It can be found online here: http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs See charts for commonly eaten fruits and vegetables in the Serving Sizes and Yields for Vegetables and Serving Sizes and Yield for Fruits in the Reference Section.

Use the *Food Buying Guide* and the following steps to determine how much food to buy:

1. Determine the serving size and the total number of servings needed for each food item as follows:

   For *meat, poultry, fish or cheese,* multiply the number of servings times the serving size (in ounces) to get total ounces needed.

   For *vegetables and fruits*, the *Food Buying Guide* lists amounts to buy based on ¼ cup servings. Therefore, to calculate the amount to purchase, convert your serving size to the number of ¼ cup servings. This is done by dividing the serving size by ¼ and then multiplying the result by the number of servings to get the total number of ¼ cup-servings needed. See examples below.

2. Divide the amount needed (total ounces of meat or total number of ¼ cup servings of the vegetable or fruit) by the number of servings per purchase unit (from column 3 of the *Food Buying Guide* for the food you want to use).

$$\frac{\text{Amount needed}}{\text{Number of servings per purchase unit}}$$

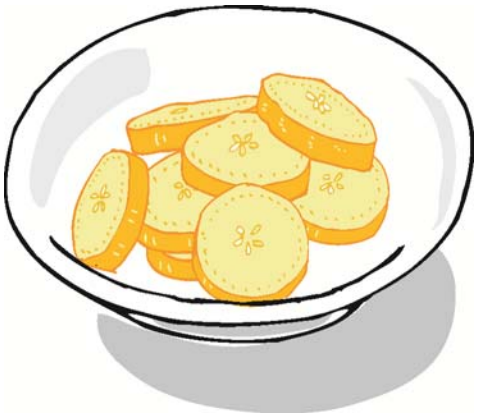
Example A: Canned-Sliced Cling Peaches, fruit and juice

1. Serving size: ½ cup fruit and juice
   Number of servings: 50

2. Calculate the number of ¼ cup servings:
   ½ ÷ ¼ = 2 x 50 = 100 ¼ cup servings

3. Amount needed (no. of ¼ cup servings) = 100 ÷ 50.0* = 2.0 #10 cans
   Servings per purchase unit

   * Servings per purchase unit is the number of servings of canned cling peaches with fruit and juice per #10 can = 50.0.



Example B: Carrot Sticks

1. Serving size: ¼ cup
   Number of servings: 50

2. No conversion is needed because the serving size is ¼ cup.

3. Amount needed (no. of ¼ cup servings) = 50 ÷ 10.3* = 4.85 or 5 lbs.
   Servings per purchase unit

   * Servings per purchase unit is the number of servings of fresh carrots per pound = 10.3.

Example C: Ground Beef, fresh or frozen, no more than 20% fat

1. Serving size: 2 oz, cooked
   Number of servings: 50

2. Number of servings x serving size = total ounces needed
   50 servings x 2 ounces =100 ounces

3. Amount needed (total ounces) = 100 ÷ 11.8* = 8.5 pounds
   Servings per purchase unit

   * Servings per purchase unit is the number of 1 oz. servings of ground beef per pound = 11.8.

Additional information about calculating how much to purchase can be found in the *Food Buying Guide for Child Nutrition Programs*.

Receiving Food

When receiving food deliveries from suppliers or vendors, use the following guidelines:

- Confirm supplier or vendor name, date and time of delivery, as well as driver's identification (ID) before accepting delivery. If the driver's name is different than what is indicated on the delivery schedule, contact the supplier or vendor immediately.
- When the delivery truck arrives, make sure that it looks and smells clean and is equipped with the proper food storage equipment. Check the interior temperature of refrigerated trucks.
- Examine all food upon delivery to be sure it is not spoiled, dirty, infested with insects, or opened.
- Do not accept foods that fail to meet your food specifications.
- Do not accept foods that are not on the order form or are in poor condition. Make sure the order form indicates the food items for the menu(s), the correct number of meals or food items, and the date and time of delivery.
- All perishable foods (milk, eggs, cheese, fresh meats, poultry, fish, lunch meats, etc.) should have either an expiration date or a "sell by" date on the packaging.
    - If the food has an expiration date, do not accept the food if the date has passed.
    - If the food has a "sell by" date, check it to make sure that you will be able to use the product in a timely manner.
- Check the temperature of all refrigerated and frozen foods to ensure that they are within proper ranges.
- Make sure that frozen foods are in airtight, moisture-proof wrappings.
- Do not accept foods that have been thawed and refrozen. Signs of this are large ice crystals, large areas of ice, water, or excessive ice in containers.
- Do not accept frozen foods that have started to thaw.
- Do not accept cans that have any of the following: no labels, swollen sides or ends, flawed seals or seams, dents or rust.
- Do not accept dairy, bakery and other foods delivered in flats or crates that are dirty.

For additional information on receiving, refer to NFSMI – Standard Operating Procedures: http://www.sop.nfsmi.org/HACCPBasedSOPs/ReceivingDeliveries.pdf.

Set the Standard: Food Service Quality

In this section, you will find information on:

- How to prepare foods;
- Menu production records;
- How to work with quantity recipes; and
- Common measures and portion control.

Food Production

Serving acceptable and nutritious foods depends not only on good planning, selection, and storage, but also on good food preparation using standardized recipes whenever possible. Determine how much food to prepare by (1) examining the menu (which shows the kinds of foods to prepare and the serving size of each), (2) determining the total number of children you will serve, and (3) becoming familiar with food yields (the number of servings you can obtain from a purchase unit). Charts in the Reference Section provide information on serving sizes, yield of servings, and yield of selected foods.

Tips for Food Preparation

- Wash fresh fruits and vegetables with water (no soap) and use a brush if necessary to remove soil. Remove damaged leaves, bruised spots, peels, and inedible parts. Use a sharp blade when trimming, cutting, or shredding to avoid further bruising and loss of nutrients.
- Steam or cook vegetables in small batches for best quality. Cook until tender-crisp, avoid over cooking, using as little water as possible to help retain vitamins and minerals.
- Add only a small amount of salt, if any, to water or to foods when cooking. Do not add salt when cooking pasta or rice.
- Cook potatoes in their skins to help retain their nutritive value.
- Trim visible fat from meats and meat products.
- Cook cereals and cereal grains according to cooking directions.
- There is no need to rinse or drain the cereals or cereal grains such as rice after cooking.
- Use seasonings sparingly. Think of children's tastes and preferences.
- Follow standardized recipes exactly. Measure and weigh ingredients precisely and follow procedures carefully. This includes using equipment, time, and temperature as specified in the recipe.
- Serve portion sizes as specified in the recipes and menus. Use correct serving utensils to portion foods. Make sure portion sizes follow meal pattern requirements

Menu Production Records

The SFSP regulations require sponsors to maintain records of participation and preparation or ordering of meals to demonstrate that the appropriate number of meals was ordered and justify all costs and meals claimed.

These should include records of:

- Meal counts taken daily at each site;
- Program operating costs, including food and other costs;
- Program administrative costs, including labor and supplies; and
- Funds accruing to the program.

Some States also require sponsors to maintain production records, which include detailed information about how food was purchased and the specific amounts of foods prepared and served. This is an additional State requirement that requires FNS Regional Office review and approval. Contact your State agency to determine whether production records are required.

Using Standardized Recipes

A standardized recipe is a recipe that provides the same good results every time. It specifically describes the amount of ingredients and the method of preparation needed to produce a consistently high-quality product. A sample standardized recipe is included in the Reference Section. It specifies the number of portions and sizes of serving utensils for correct portions.

Contact your State agency for copies of recipes for use in the Program. Other recipes from associations, the food industry, and reliable cookbooks may provide variations for you to use from time to time.

How to Use Quantity Recipes

To use quantity recipes properly, follow these steps:

1. Read the entire recipe carefully before beginning preparation and follow directions exactly.
2. Adjust the food quantities in the recipe to provide the number of servings you need.
3. Determine the amount of food needed for preparing the recipe. (Refer to the section on *How To Use the Food Buying Guide.*)
4. Collect the necessary utensils and ingredients.
5. Weigh and measure ingredients accurately. Weigh ingredients whenever possible since weighing is more accurate. If you must measure ingredients, use standard measuring equipment.
6. Follow directions carefully for combining ingredients and cooking the product. Note that quantity recipes may take more time to prepare, for example, if you need to thaw a large amount of frozen meat.
7. Serve portion size according to recipe. Also, make sure portion sizes served follow meal pattern requirements.

For more information, refer to:
USDA Recipes for Schools
http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cElEPTEwMiZpc01ncj10cnVl
USDA Child Care Recipes
http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cElEPTYzJmlzTWdyPXRydWU=

Abbreviations Used in Recipes

AP----as purchased	qt----quart
EP----edible portion	gal---gallon
Cyl---cylinder	oz----ounce
pkg---package	fl oz--fluid ounce
tsp---teaspoon	No.----number
Tbsp--tablespoon	wt----weight
lb----pound	incl--including
pt----pint	excl--excluding

Equivalent Measures

1 tablespoon	= 3 teaspoons	1 cup	= 16 tablespoons
1/8 cup	= 2 tablespoons or 1 fluid ounce	1/2 pint	= 1 cup or 8 fluid ounces
1/4 cup	= 4 tablespoons	1 pint	= 2 cups
1/3 cup	= 5 1/3 tablespoons	1 quart	= 4 cups
3/8 cup	= 6 tablespoons	1 gallon	= 4 quarts
1/2 cup	= 8 tablespoons	1 peck	= 8 quarts (dry)
2/3 cup	= 10 2/3 tablespoons	1 bushel	= 4 pecks
3/4 cup	= 12 tablespoons	1 pound	= 16 ounces

Portion Control

- Serve each meal as a unit.
- Serve all of the required food components in the proper amounts.
- Use proper serving utensils (Example: a #16 scoop makes a 1/4 cup serving).
- Train employees to recognize proper portion sizes.
- Provide a sample plate containing the proper amounts of food as an appealing example.

Measures for Portion Control

Scoops, ladles, and serving spoons of standard sizes provide dependable measures and help serve food quickly.

Scoops

The number of the scoop indicates the number of scoopfuls required to make 1 quart. The following table shows the level measure of each scoop in cups or tablespoons:

Scoop No.	Level Measure
6	2/3 cup
8	½ cup
10	3/8 cup
12	1/3 cup
16	¼ cup
20	3 1/3 tablespoons
24	2 2/3 tablespoons
30	2 tablespoons
40	1 2/3 tablespoons

Use scoops for portioning foods such as muffins, meat patties, and some vegetables and salads.

Ladles

Use ladles to serve soups, stews, sauces, and other similar products. The following sizes of ladles are most often used for serving meals:

Number on Ladle	Approximate Measure
1 fluid ounce	1/8 cup
2 ounces	¼ cup
4 ounces	½ cup
6 ounces	¾ cup
8 ounces	1 cup
12 ounces	1½ cups

Serving Spoons

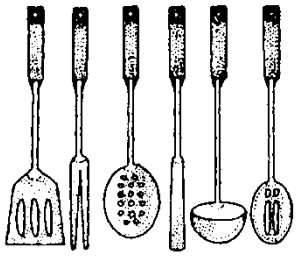
You could use a serving spoon (solid or slotted) instead of a scoop. Since these spoons are not identified by number, you must measure or weigh the

quantity of food from the various sizes of spoons you use in order to obtain the approximate serving size you need. You may want to keep a list of the amount of food each size spoon holds as an aid for the staff serving the food.

Food Service

Once food is ready to serve, food service staff must continue their efforts to maintain food quality and avoid food contamination.

- Maintain foods at proper temperatures before and during service. Hot foods must be 139 °F or above and cold foods must be at 40 °F or below. Use food thermometers to determine temperatures. See the Take Precautions: Food Safety section of this guide for more information.
- Use correct serving utensils to get the correct portion size. Be consistent in portion sizes.
- Serve meals as a unit with only one meal served per child.
- Keep an accurate count of the number of children and adults you serve.
- Encourage a pleasant eating environment that will support meal time as a learning experience.



Keep Food Fresh: Food Storage

In this section, you will find tips on:

- How to properly store your food; and
- How to keep food inventory records.

Storage Facilities

Good storage facilities (dry, frozen, and refrigerated) help keep food safe, fresh, and appetizing. Food products must be in excellent condition when they arrive at the receiving area. They must be kept that way as you store, prepare, and serve them.

Guidelines for Proper Storage

- Examine all food upon delivery to be sure it is not spoiled, dirty, infested with insects, or opened. Do not accept or use cans with bulges or without labels. Do not accept frozen foods that have started to thaw. Send these items back.
- Store all food off the floor on clean racks, dollies, or other clean surfaces. Pallets and dollies should be at least 6 inches off the floor to permit cleaning under them.
- Keep storage rooms clean, sanitary, and free from rodent infestations. Clean on a rotating schedule to ensure that regular cleaning is done on a consistent basis.
- Protect foods such as flour, cereals, cornmeal, sugar, dry beans, and dry peas from rodents and insects by storing them in tightly covered containers.
- Make sure refrigerated and frozen storage maintain proper temperatures.
- Use foods on a "first-in, first-out" basis. Arrange foods so that older supplies will be used first. Label shelves if necessary.

Food Inventory Records

Keep accurate and up-to-date food inventory records which includes the:

- Date the food was ordered
- Name of the supplier or vendor
- Date received
- Condition on arrival
- Price paid
- Amount left

These records are helpful in planning future food purchases and menus. Records on the cost of food are important for documenting the non-profit foodservice and that all costs are allowable.

A sample inventory form is provided in the Reference Section of this guide. Use this form as a guide for determining the value of foods used during a reporting period. This may be obtained by taking a physical count of foods on hand (closing inventory), obtaining the value of these foods from invoices, and calculating the total value of food on hand.

Quantity x Unit Cost = Total Value

Take an inventory of any stock you have on hand at the beginning of Program operations as "beginning inventory." Beginning inventory of a given period should be the same as the ending inventory of the preceding period.

Cost of food used is the beginning inventory plus food received, minus the ending inventory. The dollar value of food received is obtained from the receipts or invoices for the reporting period.

Drive Dirt and Germs Out: Food Sanitation

In this section, you will find information on:

- Some common sense rules on food sanitation; and
- Tips on dishwashing, cleaning, and sanitizing.

Food Sanitation Rules

Follow these rules to ensure a safe and clean environment for serving food to children:

- **Wash hands** thoroughly with soap and warm running water for 20 seconds before handling food or utensils. Wash hands after each visit to the restroom, eating, touching the face or other body parts (these also apply to children).
- **Clean** and **sanitize** utensils, cutting boards, and work surfaces thoroughly after each contact with raw eggs, fish, meats, and poultry. **Sanitize** between use for raw and cooked, or use separate plates or equipment (See page 65 for how to sanitize).
- Thoroughly rinse all fresh fruits and vegetables with water before cooking or serving. Do not use soap, as it can leave residue.
- Use disposable plastic gloves, as required by local health codes. Use gloves for only one task and throw away – for example, if you touch other equipment, or handle money, etc.
- Keep hands off face and hair. Wash hands if touched.
- Wear clean uniforms and hair restraints.
- Food service staff with open cuts, sores, colds, or other contagious illnesses should not prepare or serve food.
- Properly clean and sanitize all food preparation and service areas; wipe up spilled food immediately.
- Empty garbage cans daily. They should be kept tightly covered and thoroughly cleaned. Use plastic or paper liners.
- Meet health standards set by your State and local health department.

Cleanup

Give careful attention to cleanup procedures following food preparation and service. If you use disposable ware (dishes, trays, utensils, glasses, etc.), promptly and carefully remove the disposable items from the site. If you use permanent ware, you must make sure to wash and sanitize them after each use.

Dishwashing Procedures

Whether washing dishes by hand or by machine, minimum procedures include the following:

- Scrape and pre-rinse before washing.
- Wash with detergent solution in hot water.
    - If washing by hand, temperature should not be less than 110 °F or the temperature specified on the cleaning agent manufacturer's label.

- If washing by machine, temperature should be between 150-165 °F, depending on the type of machine.
- Rinse with clear, hot water between 120 °F to 139 °F.
- Sanitize with a final rinse of at least 171 °F for 30 seconds or a final rinse containing a chemical sanitizing agent.
- Air dry on a clean rack.
- Store in a clean area, protected from contamination.

Cleaning and Sanitizing

In addition to the cleanup of disposable or permanent ware, you must properly clean and sanitize food preparation and service areas (equipment, floors, etc.). A cleaning schedule should be part of the overall work schedule to assure that the site is cleaned regularly. If serving meals outdoors, clean picnic tables, serving tables, or cover with disposable table cloths.

What's the difference between cleaning and sanitizing?
Cleaning is removing food, grease, sauces, dirt and dust, etc., from a surface generally with a detergent and water. Sanitizing is the reduction of bacteria and viruses that may be on a surface with a special solution. Household bleach is a sanitizer that is inexpensive and is approved by your local health department. Make sure to sanitize food preparation areas, tables, countertops, cutting boards, drying racks, and sinks.

How to Sanitize

1. Mix 1.5 teaspoons to 1 tablespoon (do not exceed 1 tablespoon) of bleach with one gallon of warm water. Put the mixture in a spray bottle and label it. For maximum effectiveness, mix fresh bleach solution every day. Any leftover solution should be discarded at the end of the day.
2. Clean surface with warm soapy water.
3. Rinse with water.
4. Spray with sanitizing solution and wipe with paper towel(s).
5. Air dry (no need to rinse off the sanitizing solution).

For more information on cleaning and sanitizing, refer to the Reference Section. Additional resources include:

Serving it Safe http://www.teamnutrition.usda.gov/Resources/serving_safe.html.

Food Safety for Summer Food Service http://www.nfsmi-web01.nfsmi.olemiss.edu/ResourceOverview.aspx?ID=73.

Take Precautions: Food Safety

In this section, you will find information on:

- The importance of food safety;
- How to keep food safe;
- Foodborne illnesses and E. coli; and
- Cooking with microwave ovens.

Importance of Food Safety

What is foodborne illness?
Foodborne illness is illness that comes from eating food contaminated with harmful bacteria or other pathogens. Symptoms may occur within minutes to weeks and are often similar to flu-like symptoms. A person with a foodborne illness may experience symptoms such as nausea, vomiting, diarrhea, or fever.

Who is at risk for foodborne illnesses?
Everyone is at risk for getting a foodborne illness. However, young children are especially at risk for having foodborne illnesses because their bodies and immune systems are still developing. Pregnant women, the elderly, and those who have chronic illnesses, or compromised immune systems are also at high risk for getting a foodborne illness.

How do bacteria get in food?
Microorganisms may be present on food products when you purchase them or can become contaminated during food preparation and cooking. Thousands of types of bacteria are naturally present in our environment. Microorganisms that cause disease are called pathogens. When certain pathogens enter the food supply, they cause foodborne illness. During food preparation and cooking, food can become cross-contaminated with pathogens transferred from raw egg products and raw meat, poultry, and seafood products and their juices, other contaminated products, or from food handlers with poor personal hygiene. Most cases of foodborne illness can be prevented with proper cooking or processing of food to destroy pathogens.

Proper food handling and cooking is the best way to prevent this from happening at your summer food service site. It is also important to have a date marking system in place. A sample Standard Operating Procedure (SOP) for date marking ready-to-eat, potentially hazardous foods can be found in the Reference Section. If you suspect cases of food borne illness at your SFSP site(s), follow the procedures outlined in the Reference Section.

Keep Food Safe

You can help prevent foodborne illness in the children that come to your site by following these four simply steps to food safety:

- CLEAN: Keep food safe, and everything that touches it clean.
- SEPARATE: Separate foods at every step of food handling, from purchase to preparation to serving.
- COOK: Cook foods to proper internal temperatures, as measured by a

food thermometer.
- CHILL: Keep foods out of the “danger zone” of 40 °F to 140 °F.

CLEAN
Follow these tips to make sure everything that touches food is clean.

Make washing hands a habit:
- Wash your hands with warm water and soap, scrubbing all parts of the hands, including under your fingernails, for at least 20 seconds before and after preparing, serving, handling, and eating food. When handling food, wash your hands when you switch between tasks, like after handling raw meat and before handling fresh produce or other ready-to-eat foods that do not require further cooking (like bread, cheese, or cooked chicken).
- Wash your hands after going to the bathroom, coughing, sneezing, touching animals, handling garbage, or tending to someone that is sick or injured. Dry hands with a clean paper towel and use a paper towel to turn off the faucet and open doors.
- Assist children with washing their hands before meals as well as before and after helping with food preparation. Help children wash their hands after going to the bathroom.

Keep it clean:
- Always start preparing food with clean cutting boards, pots, pans, utensils, and counter tops.
- Wash cutting boards, dishes, utensils, and counter tops with hot soaping water after preparing each food item and before you go on to the next. This is especially important before and after preparing raw meat, poultry, seafood, and eggs.
- Use clean towels or paper towels to wipe kitchen surfaces, counter tops, sinks, and tables. Dirty towels and sponges often collect and spread bacteria, instead of removing them. TIP: to kill germs, put damp sponges in the microwave for 1 minute on full power or through a full wash-dry cycle in the dishwasher. Use new sponges frequently.
- Do not allow books, backpacks, or other items to be placed on tables or counters where food will be prepared or served. Keep pets and other animals off of tables and counters too.

Clean and prepare:
- Rinse all fresh fruit and vegetables just before peeling, eating, cutting, or cooking. Under running water, rub produce briskly with your hands and scrub firm-skinned fruits and vegetables with a clean produce brush to remove dirt and germs. Some vegetables like lettuce, celery, and broccoli should be broken apart before rinsing to remove dirt between the different layers.
- Before opening cans of food, wash the top of the can under clean running water. Then, dry the can with a clean cloth or paper towel.
- Do not rinse raw fish, seafood, meat, and poultry. Bacteria in these raw juices can splash and spread to other foods and surfaces. Cooking foods thoroughly will kill harmful bacteria.

SEPARATE

Separate foods that are ready to eat from those that are raw or that might contain harmful germs. Be sure to separate foods at each step of food handling. Keep fruits and vegetables away from raw meat, poultry, and seafood while buying, storing, or preparing them.

Purchase and store:

- Place raw meat, poultry, and seafood in plastic bags when food shopping to prevent juices from leaking or dripping. Separate them from other foods in your grocery cart and bags.
- Store raw meat, poultry, and seafood on a plate, or in a container or sealed plastic bag on the bottom shelf of the refrigerator, so juices don't drip onto other foods.

Prepare and serve:

- Use one clean cutting board for fresh produce or ready-to-eat food items and a separate one for raw meat, poultry, and seafood. Label the cutting boards or use different colored cutting boards so there is no confusion. Always wash cutting boards in hot, soapy water in between uses.
- Use separate plates and utensils for cooked and raw foods. Never place cooked food on a dirty plate or cutting board that held raw meat, poultry, seafood, or eggs.

COOK

Food is safely cooked when a food thermometer indicates the food has reached a safe enough internal temperature to kill the harmful bacteria that causes foodborne illness.

- Never thaw foods on the kitchen counter or at room temperature. Defrost foods on the bottom shelf of the refrigerator overnight. Another option is to place food that is either packaged or contained within an air-tight container under cold, running tap water until fully thawed. Only a thin stream of running water is needed. For a quick thaw, use the defrost option on a microwave oven, but only if you are going to cook the food immediately after it is thawed.
- Use a food thermometer to check temperatures to determine when a meat, fish, poultry, or egg dish is fully cooked. Do not judge whether a food is cooked thoroughly by its color or texture. Cook ground beef, pork, veal, or lamb to 160 °F; egg dishes to 160 °F; and poultry, casseroles, or leftovers to 165 °F. See this chart for more detail on minimum internal temperatures and how long to hold different food at that temperature: http://www.foodsafety.gov/keep/charts/mintemp.html
- Use a clean food thermometer to measure the internal temperature. Insert it far enough into the food to get a good reading. Place it in the thickest part of the meat, without touching the bone. Clean your food thermometer with hot, soapy water after each use. http://www.fsis.usda.gov/Fact_Sheets/Kitchen_Thermometers/index.as

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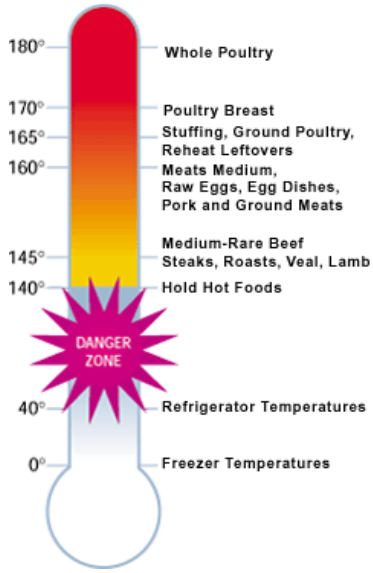
- Cover food, and stir, rotate, and/or flip food periodically to help foods cook evenly in the microwave oven. Doing so will prevent the food from having "cold spots," which can hold bacteria. Always follow cooking instructions on food packages and use microwave-safe cookware.

CHILL

Use appropriate thermometers (food, oven, refrigerator) to ensure that hot food stay hot, cold food stay cold, and that perishable foods do not remain in the "danger zone." Pay close attention to time and temperature to keep foods safe.



Be careful in the "Danger Zone":

- The "danger zone" is the temperature range 40 °F to 140 °F where bacteria grow most rapidly.
- Keep hot foods hot (140 °F or above) and cold foods cold (40 °F or below) to minimize the amount of time foods spend in the danger zone.
- Keep the refrigerator at 40 °F or below. Keep the freezer at 0 °F or below. Use thermometers designed for each location and check temperatures regularly, according to your State agency recommendations or policies.

Handle food carefully:

- Never leave perishable food out of the refrigerator for more than at total of 2 hours. If the temperature is over 90 °F where the food is out of the refrigerator (such as at a picnic table or on a field trip), food should not be left out more than 1 hour.
- Chill perishable foods promptly (these include meat, poultry, fish, eggs, and leftovers). Refrigerate or freeze perishables, prepared food, and leftovers as soon as possible but no longer than 2 hours after purchase, preparation, or serving.
- Divide large amounts of cooked leftovers into shallow containers for quicker cooling in the refrigerator. Divide large cuts of meat or roasts into smaller pieces before refrigerating.
- Reheat all leftovers to a minimum internal temperature of 165 °F, and discard perishable food left out more than 2 hours (or 1 hour during warm weather if the outdoor temperature is above 90 °F). Use a food thermometer to check the food's internal temperature.

*The food safety guidelines provided here are based on recommendations found on the Web site www.foodsafety.gov. Sponsors should check with their State agency or sponsoring organization for the specific food safety requirements in the communities they serve.

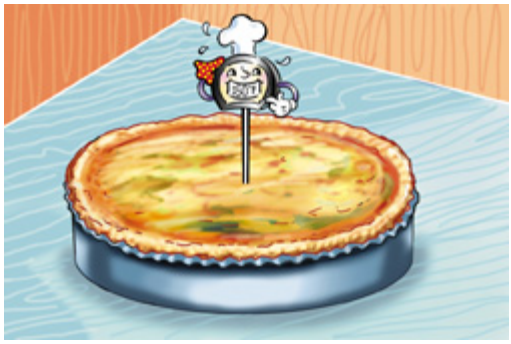
For additional information, visit http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/basics-for-handling-food-safely.

Using a Food Thermometer

Using a food thermometer is the only sure way to tell if the food has reached a high enough temperature to destroy harmful bacteria. Always check the temperature of foods to make sure that they are thoroughly cooked (see page 76 for minimum temperatures).

- Use a metal-stemmed, numerically scaled thermometer, accurate to plus or minus 2 °F.
- Sanitize the thermometer before each use with a sanitizing solution (see page 65).
- Check the food temperature in several places, especially in the thickest parts.
- To avoid getting a false reading, be careful not to let the thermometer touch the pan, bone, fat or gristle.
- For poultry, insert the tip into the thick part of the thigh next to the body.

A thermometer graphic, a daily temperature form- internal food temperature, and a storage temperature form can be found in the Reference Section.



Microwave Cooking

Some summer food service sponsors are making use of microwave cooking in kitchens. Microwave ovens heat the surfaces of food quickly, but leave food with "cold spots" that could support the growth of harmful bacteria. It is recommended that large cuts of meat not be prepared in the microwave.

It is important to become familiar with the manufacturer's information so that food cooks thoroughly and evenly in the microwave. In addition, follow these microwave safety tips:

- Cover food to hold in moisture, cook evenly, and keep microwave clean.
- If microwave does not have a turntable, stir food several times during heating.

- Allow food cooked in the microwave to stand covered for 2 minutes after heating.
- Check the internal temperature of food in several places to verify that food has reached a safe internal temperature of 165 °F in all parts of food.

Traditional and Home Grown Foods

Meat and meat products must be inspected by USDA in order to be allowable in SFSP. USDA's Food Safety and Inspection Service (FSIS) has mandatory inspection authority over all food products from cattle, sheep, swine, goats, horses, mules, and other equines, chickens, turkeys, ducks, geese, guineas, ratites (emu, ostrich, and rhea), and squab. Additionally, FSIS does voluntary inspection of reindeer, elk, deer, antelope, water buffalo, bison, migratory water fowl (birds that swim such as ducks and geese), game birds, and rabbits. Fresh grown fruits and vegetables and freshly caught fish are allowable in SFSP if these foods meet the policies of the State or local public health agency regarding food safety (SFSP Memorandum 14-2012, Tribal Participation in the Child and Adult Care Food Program and the Summer Food Service Program, July 24, 2012).

For more information, contact USDA's Meat and Poultry Hotline, 1-888-MPHotline (1-888-674-6854), or FDA's Food Information Line, 1-888-SAFE FOOD. You can also visit http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education and http://www.fightbac.org.

USDA is committed to ongoing modernization and improvement of the Federal inspection systems for meat and poultry, while the Food and Drug Administration (FDA) has responsibility for seafood inspections and safety. However, since foods are not sterile and need to be handled with care at all links in the food safety chain; your help is needed to ensure food safety.

What You Can Do

What should I do if I suspect a child at my site has a foodborne illness?
Unfortunately, there may be a time when despite the best of intentions, a child may become ill due to bacteria in the food he or she eats. Here are some guidelines to follow if a child is suspected to be suffering from a foodborne illness.

- Get the following information:
  - Name(s) of the child(ren)
  - Name of parent or guardian
  - Parent's or guardian's telephone number
  - When the child ate last (the date and time)
  - What the child ate last (include everything eaten)
  - Whether anything tasted bad when it was eaten, and
  - What time the child began to feel ill, including the symptoms.
- Include information on the food item(s) involved. Seal and keep all leftovers of the suspected food(s) and mark "DO NOT USE."

- Call the local or State Health Department and inform them of the incident. They will direct you on what to do with the child and the suspected food(s).

Common Foodborne Illness from Bacteria

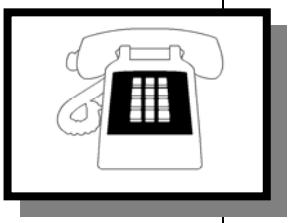
Clostridium Perfringens	**Cause**: From undercooked, leftover, or poorly cooled meat products, bacteria grow in the danger zone when food is left out at room temperature or food is reheated and served again. **Symptoms**: In 8 to 24 hours, diarrhea and gas pains, ending within 1 day.
Salmonella	**Cause:** Poor hand washing practices after using the bathroom; undercooked poultry or raw eggs; use of improperly sanitized utensils used previously on raw meat, poultry, or other foods. **Symptoms:** In 12 to 36 hours, diarrhea, fever, and vomiting, ending in 2 to 7 days.
Staphylococcus Aureus (Staph)	**Cause:** Usually from food handlers who are sick. They may sneeze or cough or have skin infections that come in contact with food. **Symptoms**: Within 2 to 8 hours after eating, vomiting and diarrhea lasting about 1 to 2 days.
Campylobacter Jejuni	**Cause:** Drinking untreated or unpasteurized milk; or eating raw or undercooked meat, poultry, or shellfish; or pets become infected and spread it to others. **Symptoms:** In 2 to 5 days, severe, even bloody diarrhea, cramping, fever, and headache lasting 2 to 7 days.
Clostridium Botulinum	**Cause:** From dented cans, loose jar lids, poorly processed canned foods. **Symptoms**: Within 12 to 48 hours, the nervous system reacts (double vision, difficulty speaking, swallowing, droopy eyelids). **Can be fatal if not treated.**

E. Coli Report

According to USDA's Food Safety and Inspection Service (FSIS):

- Children under the age of 5 are particularly susceptible to *E. coli 0157:H7* bacteria.
- While the bacteria can be spread through food, it can also be transmitted by person-to-person contact. Adults or children with diarrhea caused by *E. coli 0157:H7*, can easily spread the illness to others. It only takes a few *E. coli 0157:H7* bacteria to make people sick.
- *E. coli 0157:H7* has been most frequently linked to improperly cooked ground beef, but it has also been found in a variety of other foods including unpasteurized milk, unpasteurized apple cider and vegetables. It has also been traced to a variety of sites other than restaurants.
- Approximately 5 percent of those who become ill as a result of *E. coli 0157:H7*, especially children, progress to a life-threatening blood disorder called hemolytic uremic syndrome (HUS). About 15 percent of these patients die or suffer chronic kidney failure.

From USDA/FSIS, Food Safety Education Branch



Federal Government Food Safety Hotlines

Questions about food safety and sanitation?

For inquiries about meat and poultry:
Call **USDA's Meat and Poultry Hotline** at
1-888-MPHotline (1-888-674-6854)
TTY: 1-800-256-7072
10 a.m. to 4 p.m. weekdays, Eastern Time
(Recorded food safety messages are available 24 hours a day)
website: http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safetyeducation/!ut/p/a0/04_Sj9CPykssy0xPLMnMz0vMAfGjzOINAg3MDC2dDbz8LQ3dDDz9wgL9vZ2dDSyCTfULsh0VAdVfMYw!/?1dmy&current=true&urile=wcm%3Apath%3A/fsis-content/internet/main/programs-and-services/contact-centers/usda-meat-and-poultry-hotline/usda-meat-and-poultry-hotline Questions via e-mail: mphotline.fsis@usda.gov

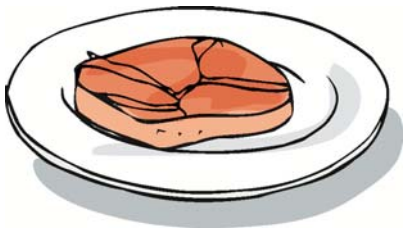
For inquiries about seafood, food safety, nutrition, labeling, additives, and biotechnology:
Call: Food and Drug Administration,
Center for Food Safety and Applied Nutrition
Outreach Information Center
1-888-SAFEFOOD (1-888-723-3366)
10 a.m. to 4 p.m. weekdays, Eastern Time
(Recorded informational messages are available 24 hours a day)
website:
http://www.fda.gov/AboutFDA/CentersOffices/OfficeofFoods/CFSAN/default.htm
Other sources of food safety information:
http://www.FoodSafety.gov, www.FightBac.org

Minimum Safe Internal Temperatures for Hot Foods

Product	Internal Temperature
Poultry, stuffing, stuffed meats, stuffed pasta, casseroles, leftovers	165 ºF for 15 seconds
Pork, bacon	145 ºF for 15 seconds
Injected meats	155 ºF for 15 seconds
Ground or flaked meats including hamburger, ground pork, flaked fish (patties or sticks), sausage, gyros	155 ºF for 15 seconds*
Beef and pork roasts	145 ºF for 4 minutes*
Ham (a cured pork roast)	145 ºF for 4 minutes
Beef steaks, veal, lamb, commercially raised game animals	145 ºF for 15 seconds
Fish	145 ºF for 15 seconds
Shell eggs for immediate service	145 ºF for 15 seconds
Any potentially hazardous food cooked in a microwave oven	165 ºF for 15 seconds; Hold covered for 2 minutes after cooking to obtain temperature equilibrium
Fruits and vegetables to be served hot	139 ºF or above
Leftovers to be reheated (example: leftover spaghetti with meat sauce)	165 ºF for 15 seconds; Let food stand for 2 minutes after cooking
Convenience products that include a potentially hazardous food, such as hamburger patties, chicken nuggets, burritos, and pizza	165 ºF for 15 seconds
Ready-to-eat food taken from a commercially processed, hermetically sealed container or from an intact package (examples: hot dogs, chicken nuggets)	135 ºF (15 seconds)

*For alternative times and temperatures, see the FDA Food Code 2013
http://www.fda.gov/food/guidanceregulation/retailfoodprotection/foodcode/ucm374275.htm

Source: USDA Food and Nutrition Service with the National Food Service Management Institute. (2009). *Serving it safe trainer's guide (3rd ed)*. University, MS: Author.



Approximate Storage Life in Days of Refrigerated Foods

The information in this chart is intended as guidelines. Harvesting techniques, manufacturing processes, transportation and distribution conditions, the nature of the food, and storage temperature and conditions may impact storage life.

Item	32-35 ºF	35-45 ºF	45-55 ºF	Remarks
Apples, red Delicious, Washington[d, h, o]	---	7 – 21	---	
Bacon, slab slice[d, h]	---	7	---	
Bananas, green[a, p]	---	---	---	7-10 @ 56 ºF
Bananas, ripe[a, p]	---	---	---	3-4 @ 56-58 ºF
Beef, ground[d, j]	---	1 – 2	---	
Berries, strawberries[d]	---	1 – 2	---	
Berries, blueberries[d]	---	1 – 2	---	
Bologna[d]	---	3 – 5	---	
Broccoli[d]	---	3 – 5	---	
Brussel sprouts[a]	21 – 35	---	---	
Butter[h]	---	7 – 14	---	
Cabbage, early[d]	---	3 – 5	---	
Cabbage, late[d]	---	3 – 5	---	
Cantaloupe, hard ripe[d, h, q]	---	7	---	
Cantaloupe, full slip[d, h]	---	7	---	
Carrots, mature topped[a, r]	120 – 150	---	---	
Catsup, foil pouch[a, s]	---	365	270	
Cauliflower[d, r]	---	7	---	
Celery[d, h]	---	7 – 14	---	
Cheese, Cheddar[a, b]	365	---	---	
Cheese, Cheddar, shredded[a, b]	180	---	---	
Cheese, Cheddar, reduced fat loaves[b]	150	---	---	
Cheese, Cheddar, reduced fat shredded[b]	150	---	---	
Cheese, cottage[h]	---	5	---	
Cheese, Cream[i]	---	7	---	
Cheese, Mozzarella, loaves[b]	---	---	---	365 @ 20 ºF
Cheese, Mozzarella, lite & shredded[b]	---	---	---	150 @ 20 ºF
Cheese, process, American, loaves[b]	365	---	---	

Reference: Choice Plus: Food Safety Supplement
http://www.foodsafeschools.org/FSAG_CD/Resources/FSIS/ChoicePlus/choice-plus-food-safety-supplement.pdf

Approximate Storage Life in Days of Refrigerated Foods

The information in this chart is intended as guidelines. Harvesting techniques, manufacturing processes, transportation and distribution conditions, the nature of the food, and storage temperature and conditions may impact storage life.

Item	32-35 ºF	35-45 ºF	45-55 ºF	Remarks
Cheese, process, American, sliced[a, b, i]	180	---	---	
Cheese, process, American, shredded[b]	150	---	---	
Cheese, Parmesan[h]	---	60	---	
Cheese, blend, slices[b]	210	---	---	
Cheese, blend, loaves[b]	270	---	---	
Cucumbers[d]	---	7	---	
Dip, sour cream, commercially made[d]	---	14	---	
Dressing, French[a]	---	---	90	
Eggs, fresh in shell[h]	---	14 – 21	---	
Frankfurters, bulk pack[h]	---	4 – 5	---	
Grapes[h]	---	3 – 5	---	
Ham, boneless, cooked[d, h, i]	---	7	---	
Ham, smoked[d, i]	---	7	---	
Honeydew melon[h]	---	7	---	
Jams, jellies, preserves, cup[a, s]	---	---	180	
Jams, jellies, preserves, foil pouch[a, s]	---	---	365	
Lettuce, Iceberg, wrapped[a]	21 – 42	---	---	
Lettuce, Iceberg, naked[a]	14 – 21	---	---	
Lettuce, Iceberg, table ready[a]	5 – 7	---	---	
Lettuce, Romaine[h]	5 – 7	---	---	
Lemons[h]	---	3 – 5	---	
Margarine[a]	90	60	---	
Milk, buttermilk[d, t]	---	7 – 14	---	
Milk, chocolate flavored[a, t]	10	---	---	
Milk, cream, light or half & half, UHT processed[d]	---	21 – 28	---	
Milk, cream heavy or whipping[d]	---	7	---	
Milk, fluid pasteurized[i, t]	---	5 – 7	---	
Milk, ice cream or shake mix[a, t]	10	---	---	

Reference: Choice Plus: Food Safety Supplement
http://www.foodsafeschools.org/FSAG_CD/Resources/FSIS/ChoicePlus/choice-plus-food-safety-supplement.pdf

Approximate Storage Life in Days of Refrigerated Foods (continued)

The information in this chart is intended as guidelines. Harvesting techniques, manufacturing processes, transportation and distribution conditions, the nature of the food, and storage temperature and conditions may impact storage life.

Item	32-35 ºF	35-45 ºF	45-55 ºF	Remarks
Onions, green[a]	10	---	---	
Oranges, CA, AZ[h]	---	3 – 5	---	
Oranges, FL, TX[h]	---	3 – 5	---	
Oranges, Temple, tangelo[h]	---	3 – 5	---	
Orange juice[d]	---	7	---	
Parsley[a]	30 – 60	---	---	
Pears[a, h, u]	---	3 – 5	---	
Peppers, sweet[d]	---	7	---	
Plums[h]	---	3 – 5	---	
Potatoes, sweet[a, v]	---	---	---	90-120 days @ 50-60 ºF
Radishes, poly bag[h]	---	7 – 14	---	
Salad dressing, all[a]	180	120	90	
Sour cream[h]	---	14 – 21	---	
Spinach[h]	---	3 – 5	---	
Squash, Fall, Winter, Hubbard[a, w]	---	---	180	
Squash, Summer[a]	---	---	10 – 14	
Tangerines[h]	---	3 – 5	---	
Tomatoes, mature green[a]	---	---	---	14-21 days @ 55-60 ºF
Tomatoes, pink[d]	---	3 – 5	---	
Tomatoes, firm ripe[h]	---	1 – 2	---	
Tomatoes, full color[h]	---	1 – 2	---	
Watermelon[d, h]	---	7	---	
Whipped topping, aerosol can[d]	---	21	---	
Whipped topping prepared from mix[d, h]	---	3	---	
Whipped topping purchased frozen & thawed[d, h]	---	14	---	
Yogurt, plain or fruit flavored[h]	---	7 – 10	---	

Reference: Choice Plus: Food Safety Supplement
http://www.foodsafeschools.org/FSAG_CD/Resources/FSIS/ChoicePlus/choice-plus-food-safety-supplement.pdf

[a]TM 38-400/NAVSUP PUB 572/AFMAN 23-210 MCO 4450. 14/DLAM 4145.12. *Joint Service Manual for Storage and Materials Handling* (Section IV, Subsistence. 5-17). In *Perishable Subsistence, Chilled and Frozen Storage*. (n.d.). Washington, DC: Department of Defense.
[b]USDA/AMS (1998). *Best If Used by Date for Commodities*. (Based on DOD 4145. 19-R-1). Washington, DC.
[c]Penner, Karen P. (1990). *Cupboard Approximate Storage Times*. Manhattan, KS: Kansas State University.
[d]Penner, Karen P. (1990). *Refrigerator/Freezer Approximate Storage Times*. Manhattan, KS: Kansas State University.

[e]Will harden at high temperature, mold at low temperature.
[f]Garlitz, Carol J., Boor, K., and York, G.K. (1990). *Freezer Storage: Quality for Now and Later*. University of California Cooperative Extension Service Publication 21472.
[g]Garlitz, Carol J., Boor, K., and York, G.K. (1990). *Cupboard Storage: Quality for Now and Later*. University of California Cooperative Extension Service Publication 21473.
[h]Garlitz, Carol J., Boor, K., and York, G.K. (1990). *Refrigerator Storage: Quality for Now and Later*. University of California Cooperative Extension Service Publication 21474.
[i]National Food Service Management Institute. (2000). *Inventory Management for Child Nutrition Programs*. University, MS: Author.
[j]Serve Safe Course Book. (1999). Chicago: National Restaurant Association Educational Foundation.
[k]Fialkow, Gail. (n.d.) *Canned Good Shelf Life and Stamped Code Decoder*. Retrieved April 18, 2002, from http://www.y2kkitchen.com/html/can-can-code-decoder.html.
[l]Highly susceptible to damage by moisture.
[m]Humidity above 90% will cause caking. (Caked salt is useable.)
[n]Cream-style soups break down when frozen but are not spoiled.
[o]The length of time apples can be held successfully in cold storage at 32 to 35 ºF will vary with the variety and with the district or state where grown, as well as with their condition when harvested. Controlled atmosphere can extend storage life an additional 2 to 4 months.
[p]Temperature below 56 to 58 ºF causes chill injury.
[q]Chill damage will result if stored at lower temperature than indicated.
[r]This item keeps better unwashed.
[s]Keeping time in dry storage (above 55 ºF) is less than 3 months.
[t]Imperfect seals will reduce shelf life.
[u]If stored at 30 to 31 ºF immediately after harvest the shelf life is as follows: Anjou – 4 to 6 month, Bartlett and Comice – 2 to 3 months, Bosc – 3 to 4 months. If Anjou, Bartlett, Comice and Bosc Pears are stored in polyethylene liners, the shelf life can be extended an additional 1 to 2 months.
[v]Chill injury if stored below 50 ºF.
[w]Cold sensitive below 50 ºF.

Frozen Food Storage

The information in this chart is intended as guidelines. Harvesting techniques, manufacturing processes, transportation and distribution conditions, the nature of the food, and storage temperature and conditions may impact storage life.

Item	Approximate storage life in months from date of pack to consumption
Apple slices[d]	8 to 12
Apple juice concentrate[d, f]	12
Apricots[f]	12
Bacon, slab sliced non-vacuum pack[j]	1/2
Beans, green[d]	8 to 12
Beef, ground bulk[d, j]	3 to 4
Beef, ground patties[b, i]	4
Beef, roast[j]	6 to 9
Blackberries[d]	8 to 12
Blackberry/Raspberry puree[b]	18
Blueberries[d]	8 to 12
Bologna[j]	2 weeks
Bread dough[d, f]	1
Bread, baked yeast[d]	2
Broccoli[f]	8
Brussel sprouts[f]	8
Burritos[a]	9
Butter[f]	6 to 9
Cakes, all types frosted[d]	1
Cakes, all types unfrosted[f]	1
Carrots[d]	8 to 12
Cauliflower[d]	8 to 12
Cherries, dark and sweet pitted[f]	12
Cheese, pizza blend, shredded[d]	6 to 8
Chicken nuggets or patties[f, i]	3
Chicken, cooked, diced[f]	3
Chicken parts, cooked, breaded[f]	3
Chicken leg quarters[b]	8
Chicken, cut up[b]	8
Cookie dough[d]	3
Corn[f]	8
Corn on the cob[f]	8

Reference: Choice Plus: Food Safety Supplement http://www.foodsafeschools.org/FSAG_CD/Resources/FSIS/ChoicePlus/choice-plus-food-safety-supplement.pdf.

Frozen Food Storage (continued)

The information in this chart is intended as guidelines. Harvesting techniques, manufacturing processes, transportation and distribution conditions, the nature of the food, and storage temperature and conditions may impact storage life.

Item	Approximate storage life in months from date of pack to consumption
Egg roll[a]	6
Eggs, whole including table grade[a, b, d, f, i]	12
Egg whites[a, d, f]	12
Egg yolks, sugar or salt added[a, d, f]	12
Enchiladas[a]	9
Fish fillets – lean: cod, haddock, flounder[j]	3 to 6
Fish sticks and portions[f]	12
Frankfurters, bulk pack[j]	2 weeks
Grape juice concentrate[d, f]	12
Grapefruit juice concentrate[d, f]	12
Grapefruit – orange concentrate[d, f]	12
Grapefruit sections[d]	4 to 6
Greens, leafy[f]	8
Hams[j]	2 weeks
Ice cream or sherbet[f]	2
Ice cream, novelties[f]	2
Lemonade, concentrated[a]	24
Margarine[d, f]	12
Okra[f]	8
Onion rings, french fried and raw[f]	8
Orange juice concentrate[d, f]	12
Orange juice single service carton[b]	9
Peaches[f]	12
Peaches, individual cup[f]	12
Peas, black eyed[f]	8
Peas, green[f]	8
Peas and carrots[f]	8
Pepperoni[a]	12
Peppers[f]	8
Pies, fruit filled, unbaked[d]	2 to 4
Pies, fruit filled, baked[c]	6 to 8
Pineapple juice concentrate[d, f]	12

Reference: Choice Plus: Food Safety Supplement
http://www.foodsafeschools.org/FSAG_CD/Resources/FSIS/ChoicePlus/choice-plus-food-safety-supplement.pdf

Frozen Food Storage (continued)

The information in this chart is intended as guidelines. Harvesting techniques, manufacturing processes, transportation and distribution conditions, the nature of the food, and storage temperature and conditions may impact storage life.

Item	Approximate storage life in months from date of pack to consumption
Pizza[a]	6
Pizza shells[a]	6
Pork, barbecued[a]	12
Pork cutlets, boneless restructured[a]	9
Pork chops[d]	3 to 4
Pork, diced or sliced [a]	9
Pork, ground[j]	2
Potatoes, french fries[f]	8
Potatoes, hash browns[f]	8
Ravioli[a]	6
Salmon nuggets[b]	6
Sausage, pork, bulk style[b]	3
Sausage, pork patties[d]	1 to 2
Sausage, precooked, polish or Italian[a]	9
Sausage, pork and beef, precooked[a]	9
Sausage, smoked[d]	1 to 2
Spinach, chopped[f]	8
Squash, summer and fall[f]	8
Strawberries[d]	8 to 12
Succotash[f]	8
Tortillas, corn or wheat[a]	12
Turkey, boneless, cooked[f]	3
Turkey, boneless, raw[a, d]	6
Turkey, ground[b]	3
Turkey, whole ready to cook[a, b]	9
Vegetables, mixed[f]	8
Waffles[d]	1

Reference: Choice Plus: Food Safety Supplement
http://www.foodsafeschools.org/FSAG_CD/Resources/FSIS/ChoicePlus/choice-plus-food-safety-supplement.pdf

[a]TM 38-400/NAVSUP PUB 572/AFMAN 23-210 MCO 4450. 14/DLAM 4145.12. *Joint Service Manual for Storage and Materials Handling* (Section IV, Subsistence. 5-17). In *Perishable Subsistence, Chilled and Frozen Storage*. (n.d.). Washington, DC: Department of Defense.
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[k]Fialkow, Gail. (n.d.) *Canned Good Shelf Life and Stamped Code Decoder*. Retrieved April 18, 2002, from http://www.y2kkitchen.com/html/can-can-code-decoder.html.
[l]Highly susceptible to damage by moisture.
[m]Humidity above 90% will cause caking. (Caked salt is useable.)
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[o]The length of time apples can be held successfully in cold storage at 32 to 35 ºF will vary with the variety and with the district or state where grown, as well as with their condition when harvested. Controlled atmosphere can extend storage life an additional 2 to 4 months.
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[r]This item keeps better unwashed.
[s]Keeping time in dry storage (above 55 ºF) is less than 3 months.
[t]Imperfect seals will reduce shelf life.
[u]If stored at 30 to 31 ºF immediately after harvest the shelf life is as follows: Anjou – 4 to 6 month, Bartlett and Comice – 2 to 3 months, Bosc – 3 to 4 months. If Anjou, Bartlett, Comice and Bosc Pears are stored in polyethylene liners, the shelf life can be extended an additional 1 to 2 months.
[v]Chill injury if stored below 50 ºF.
[w]Cold sensitive below 50 ºF.

Keep These Food Safety Rules in Mind

- Keep hot foods HOT! (Keep food at 139 °F or above). Maintain proper holding temperatures of 139 °F or above.
- Keep cold foods COLD! (Refrigerate or chill food at 40 °F or below)
- Keep frozen food in a freezer at 0 °F or lower.
- Be sure thermometers are available and use them properly.
- Cook potentially hazardous foods to proper internal temperatures. Use a meat thermometer.
- Do not partially cook food one day and complete cooking the next day.
- Prepare sandwiches and salads with a minimum amount of handling. Follow local health regulations for using disposable plastic gloves.
- Promptly refrigerate or freeze leftovers. Divide large quantities into smaller containers or use shallow pans, and cover loosely for quick cooling. Once cooled, tightly cover and date leftovers.
- Reheat leftovers to at least 165 °F.
- Thaw poultry and meat in a refrigerator and not on counters. Refreeze only if ice crystals are still present.
- Do not let perishable food remain at room temperature between 40 °F and 139 °F any longer than possible.
- Keep meals and milk not being served at the time in the refrigerator or cooler at a temperature of 40 °F or below. Hot meals should be in a warming unit or insulated box at a holding temperature of 139 °F or more.
- Empty garbage cans daily. They should be kept tightly covered and thoroughly cleaned. Use plastic or paper liners.
- Remember that you cannot determine food safety by sight, taste, odor, or smell. If there is *any* doubt, throw the food away.
- Follow instructions exactly on how to use and clean kitchen equipment.
- Train food service employees on the safe use of all types of equipment and on personal hygiene.
- Keep a fire extinguisher and first-aid kit handy and instruct all personnel in their use.

Food Safety Checklist

Date_____Observer_____

Directions: Use this checklist daily. Determine areas in your operations requiring corrective action. Record corrective action taken and keep completed records in a notebook for future reference.

PERSONAL HYGIENE	Yes	No	Corrective Action
• Employees wear clean and proper uniform including shoes.	☐	☐	_____
• Effective hair restraints are properly worn.		☐	☐
_____			
• Fingernails are short, unpolished, and clean (no artificial nails).	☐	☐	_____
• Jewelry is limited to a plain ring, such as wedding band and a watch and no bracelets.	☐	☐	_____
• Hands are washed properly, frequently, and at appropriate times.	☐	☐	_____
• Burns, wounds, sores or scabs, or splints and water-proof bandages on hands are bandaged and completely covered with a foodservice glove while handling food.	☐	☐	_____
• Eating, drinking, chewing gum, smoking, or using tobacco is allowed only in designated areas away from preparation, service, storage, and ware washing areas.	☐	☐	_____
• Employees use disposable tissues when coughing or sneezing and then immediately wash hands.	☐	☐	_____
• Employees appear in good health.	☐	☐	_____
• Hand sinks are unobstructed, operational, and clean.	☐	☐	_____
• Hand sinks are stocked with soap, disposable towels, and warm water.	☐	☐	_____
• A handwashing reminder sign is posted.	☐	☐	_____
• Employee restrooms are operational and clean.	☐	☐	_____

FOOD PREPARATION	Yes	No	Corrective Action
• All food stored or prepared in facility is from approved sources.	☐	☐	_____
• Food equipment utensils, and food contact surfaces are properly washed, rinsed, and sanitized before every use.	☐	☐	_____
• Frozen food is thawed under refrigeration, cooked to proper temperature from frozen state, or in cold running water.	☐	☐	_____
• Thawed food is not refrozen.	☐	☐	_____
• Preparation is planned so ingredients are kept out of the temperature danger zone to the extent possible.	☐	☐	_____
• Food is tasted using the proper procedure.	☐	☐	_____
• Procedures are in place to prevent cross-contamination.	☐	☐	_____
• Food is handled with suitable utensils, such as single use gloves or tongs.	☐	☐	_____

Food Safety Checklist, continued

	Yes	No	Corrective Action
• Food is prepared in small batches to limit the time it is in the temperature danger zone.	☐	☐	_____
• Clean reusable towels are used only for sanitizing equipment and surfaces and not for drying hands, utensils, or floor.	☐	☐	_____
• Food is cooked to the required safe internal temperature for the appropriate time. The temperature is tested with a calibrated food thermometer.	☐	☐	_____
• The internal temperature of food being cooked is monitored and documented.	☐	☐	_____

HOT HOLDING	**Yes**	**No**	**Corrective Action**
• Hot holding unit is clean.	☐	☐	_____
• Food is heated to the required safe internal temperature before placing in hot holding. Hot holding units are not used to reheat potentially hazardous foods.	☐	☐	_____
• Hot holding unit is pre-heated before hot food is placed in unit.	☐	☐	_____
• Temperature of hot food being held is at or above 135 ^{o}F.	☐	☐	_____
• Food is protected from contamination.	☐	☐	_____

COLD HOLDING	**Yes**	**No**	**Corrective Action**
• Refrigerators are kept clean and organized.	☐	☐	_____
• Temperature of cold food being held is at or below 41 ^{o}F.	☐	☐	_____
• Food is protected from contamination.	☐	☐	_____

REFRIGERATOR, FREEZER, AND MILK COOLER	**Yes**	**No**	**Corrective Action**
• Thermometers are available and accurate.	☐	☐	_____
• Temperature is appropriate for pieces of equipment.	☐	☐	_____
• Food is stored 6 inches off floor or in walk-in cooling equipment.	☐	☐	_____
• Refrigerator and freezer units are clean and neat.	☐	☐	_____
• Proper chilling procedures are used.	☐	☐	_____
• All food is properly wrapped, labeled, and dated.	☐	☐	_____
• The FIFO (First In, First Out) method of inventory management is used.	☐	☐	_____
• Ambient air temperature of all refrigerators and freezers is monitored and documented at the beginning and end of each shift.	☐	☐	_____

Food Safety Checklist, continued

FOOD STORAGE AND DRY STORAGE	Yes	No	Corrective Action
• Temperatures of dry storage area is between 50 °F and 70 °F or State public health department requirement.	☐	☐	_____
• All food and paper supplies are stored 6 to 8 inches off the floor.	☐	☐	_____
• All food is labeled with name and received date.	☐	☐	_____
• Open bags of food are stored in containers with tight fitting lids and labeled with common name.	☐	☐	_____
• The FIFO (First In, First Out) method of inventory management is used.	☐	☐	_____
• There are no bulging or leaking canned goods.	☐	☐	_____
• Food is protected from contamination.	☐	☐	_____
• All food surfaces are clean.	☐	☐	_____
• Chemicals are clearly labeled and stored away from food and food-related supplies.	☐	☐	_____
• There is a regular cleaning schedule for all food surfaces.	☐	☐	_____
• Food is stored in original container or a food grade container.	☐	☐	_____

CLEANING AND SANITIZING	Yes	No	Corrective Action
• Three-compartment sink is properly set up for ware washing.	☐	☐	_____
• Dish machine is working properly (such as gauges and chemicals are at recommended levels).	☐	☐	_____
• Water is clean and free of grease and food particles.	☐	☐	_____
• Water temperatures are correct for wash and rinse.	☐	☐	_____
• If heat sanitizing, the utensils are allowed to remain immersed in 171 °F water for 30 seconds.	☐	☐	_____
• If using a chemical sanitizer, it is mixed correctly and a sanitizer strip is used to test chemical concentration.	☐	☐	_____
• Smallware and utensils are allowed to air dry.	☐	☐	_____
• Wiping cloths are stored in sanitizing solution while in use.	☐	☐	_____

UTENSILS AND EQUIPMENT	Yes	No	Corrective Action
• All small equipment and utensils, including cutting boards and knives, are cleaned and sanitized between uses.	☐	☐	_____
• Small equipment and utensils are washed, sanitized, and air-dried.	☐	☐	_____
• Work surfaces and utensils are clean.	☐	☐	_____
• Work surfaces are cleaned and sanitized between uses.	☐	☐	_____

Food Safety Checklist, continued

	Yes	No	Corrective Action
• Thermometers are cleaned and sanitized after each use.	☐	☐	_____
• Thermometers are calibrated on a routine basis.	☐	☐	_____
• Can opener is clean.	☐	☐	_____
• Drawers and racks are clean.	☐	☐	_____
• Clean utensils are handled in a manner to prevent contamination of areas that will be in direct contact with food or a person's mouth.	☐	☐	_____

LARGE EQUIPMENT	**Yes**	**No**	**Corrective Action**
• Food slicer is clean.	☐	☐	_____
• Food slicer is broken down, cleaned, and sanitized before and after every use.	☐	☐	_____
• Boxes, containers, and recyclables are removed from site.	☐	☐	_____
• Loading dock and area around dumpsters are clean and odor-free.	☐	☐	_____
• Exhaust hood and filters are clean.	☐	☐	_____

GARBAGE STORAGE AND DISPOSAL	**Yes**	**No**	**Corrective Action**
• Kitchen garbage cans are clean and kept covered.	☐	☐	_____
• Garbage cans are emptied as necessary.	☐	☐	_____
• Boxes and containers are removed from site.	☐	☐	_____
• Loading dock and area around dumpster are clean.	☐	☐	_____
• Dumpsters are clean.	☐	☐	_____

PEST CONTROL	**Yes**	**No**	**Corrective Action**
• Outside doors have screens, are well-sealed, and are equipped with a self-closing device.	☐	☐	_____
• No evidence of pests is present.	☐	☐	_____
• There is a regular schedule of pest control by a licensed pest control operator.	☐	☐	_____

Source: National Food Service Management Institute. (2009). *Serving it safe training resource*. University, MS: Author. http://www.nfsmi.org/documentlibraryfiles/PDF/20100204085529.pdf

Questions and Answers

1. I have to hire staff to operate the kitchen. What are some of the things I have to take into consideration?

Before you hire your meal service staff, you will have to first determine the number and the type of meals you will be serving and consider the budget amount you will have at your disposal. From there, you can determine how many staff you need to hire. Take into consideration their experience, and don't be afraid to utilize qualified volunteers in your operations. Also make sure they meet health standards outlined by your local and State authorities. Once you have selected your food service employees, ensure they understand, as a minimum, the goals of the SFSP, the meal pattern requirements, the importance of serving meals that meet the Dietary Guidelines and food safety and sanitation rules. Refer to page 47 for more information. You can contact your State administering agency for training resources.

2. I want to get the most for my food dollar. How can I accomplish that?

Careful planning and buying are the keys to getting the most from your food dollar. Getting good quality food in the proper amounts at the best possible price is what it's all about! Buy food from suppliers who provide the best quality product and offer food that will help you meet SFSP meal patterns and the Dietary Guidelines, and at a reasonable price. When deciding what to buy read the labels carefully, buy federally inspected meats and poultry, check packaging and expiration dates, purchase only pasteurized milk and milk products and juice and make sure perishable foods have been kept under refrigeration and that frozen food has been kept frozen. Review your cycle menu to see what recipes you'll use and the items needed. Check your inventory and be sure to follow a grocery list when you make your purchases. USDA's *Food Buying Guide for Child Nutrition Programs* will help you determine the quantities of food to purchase.

3. Do you have any tips on how to prepare quality meals for the children?

How you prepare your food plays a big part in serving nutritious and acceptable meals. When using standardized recipes, follow them exactly. When preparing fresh fruits and vegetables, wash them in water and carefully trim away any bruised or inedible spots. Steam or cook in small batches to retain most of their vitamins and minerals. Trim visible fat from meats when preparing them for cooking. Don't overcook cereals and grains, and don't over-season foods: remember children's taste buds are more sensitive than adults'.

4. How can I determine how much food to give to a child?

By using scoops, ladles, and serving spoons of standard sizes, you can provide dependable measures of food items which will ensure the children are getting the proper amount of food as outlined in the SFSP meal pattern requirements. Scoops

can be used for portioning such foods as drop cookies, muffins, meat patties and also some ready to eat vegetables and salads. Use ladles to serve soups, stews, sauces and other similar products. Serving spoons can be used instead of a scoop. However, you must measure or weigh the quantity of food from the various sizes of spoons you use in order to determine the serving size you need. Further, train your kitchen staff to recognize and use the proper serving size spoons, scoops and ladles and provide a sample plate containing the proper amounts of foods for that day's meal service. Keep in mind that each child should be served a complete meal that contains the necessary food components to make up a reimbursable meal.

5. How should I store the foods I purchase?

Proper storage will keep the foods you buy safe, fresh, and appetizing. Check the condition of all foods once they reach your receiving area, and store them in the proper environment. Dry foods must be stored in a dry area, off of the floor, and refrigerated/frozen foods must be stored in refrigerators or freezers under the proper temperatures. It is important to keep all food storage areas orderly, clean, sanitary, and free from rodent or insect infestation, and to rotate your foods on a "first-in, first out" basis. Keeping inventory records will also help you in knowing what foods you have on hand, what you'll need to buy, as well as tracking food costs.

6. I want to be sure I maintain a clean kitchen. How can I accomplish this?

Proper sanitation will go a long way in preventing or reducing the risk of food borne illnesses. Washing hands thoroughly with warm, soapy water before handling foods or utensils is absolutely necessary. You should wash and sanitize all dishes, utensils, equipment and work surfaces. Wearing clean uniforms and hairnets using disposable gloves, and adhering to local and state health codes are important things to keep in mind. Be sure to immediately clean up any spilled foods, and empty garbage cans daily. Make sure those cans have covers and are lined with plastic or paper.

7. Do I need to be concerned with food safety?

Yes! It is extremely important for you to take every precaution against foodborne illness, an illness that comes from eating food contaminated with harmful bacteria or other pathogens . Food stored, cooked, held, or handled at improper temperatures allow bacteria to grow to dangerous levels. The best way to combat foodborne illness is to make sure foods are stored, handled, and cooked at the right temperature, and making sure cold foods are kept cold (at or below 40 °F), and that hot foods are kept hot (at 139 °F or above). Never let perishable foods remain in the danger zone temperature (40 °F to 140 °F) any longer than necessary. Ensure that all food preparation surfaces and utensils are clean at all times, and use food thermometers to check foods when cooking, handling, and serving food. USDA has a Meat and Poultry Hotline (1-888-674-6854) that you can call to get more information on food safety. The Food and Drug Administration also has a hotline

with food safety information, which is handled by the Center for Food Safety and Applied Nutrition: 1-888-SAFEFOOD (1-888-723-3366).

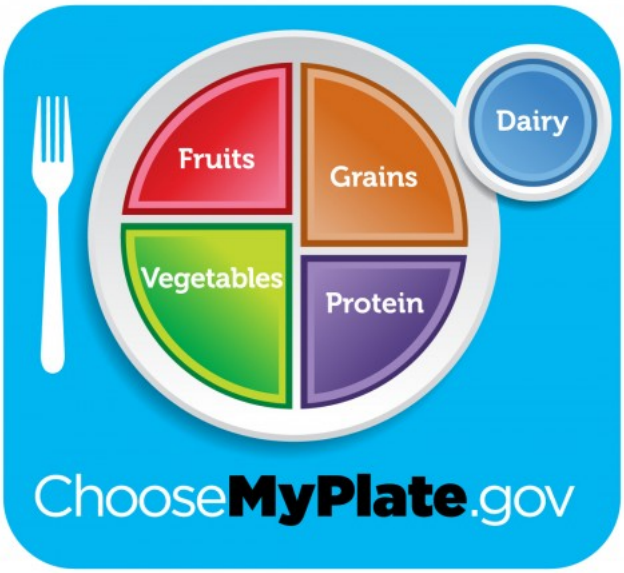
REFERENCE SECTION

MyPlate

The U.S. Department of Agriculture (USDA) created the *MyPlate* food icon to visually demonstrate the nutrition recommendations from the 2010 *Dietary Guidelines for Americans*. Along with the *MyPlate*, USDA created many materials, including tip sheets, videos, and recipes, to help Americans make healthy food choices and to be active every day. The recommendations in *MyPlate* are for the general public over 2 years of age. *MyPlate* is not a therapeutic diet for any specific health condition. Individuals with a chronic health condition should consult with a health care provider to determine what dietary pattern is appropriate for them.

For more detailed information about *MyPlate*, as well as promotional materials, go to choosemyplate.gov.

Reference: http://www.choosemyplate.gov



Archived *MyPyramid* posters, lesson plans, and other materials are still available for use. They can be accessed at the *MyPlate* website.

SFSP Meal Pattern – Points to Remember

Keep in mind the following points to help you plan menus that meet the SFSP meal pattern requirements and the Dietary Guidelines recommendations.

Meat and Meat Alternates

- For menu variety, serve:
  - Meat and cheese together (1 ounce of meat and 1 ounce of cheese equals 2 ounces total).
  - Dried beans or peas (Remember: do not count dried beans and peas as a vegetable **and** meat alternate in the same meal).
  - Peanut butter or other nut butters, such as almond butter. (Do not use only peanut butter to meet the meat/meat alternate requirement for lunch or supper since a sandwich made with 4 Tbsp. of peanut butter is usually too thick and difficult for children to consume.)
- Nuts and seeds may fulfill:
  - the full requirement for the snack, but
  - no more than one-half of the requirement for lunch or supper.

Note: Children under 4 are at the highest risk of choking. USDA recommends that nuts and/or seeds be served to them ground or finely chopped in a prepared food. Refer to page 99 in the Reference Section.

- Yogurt may be served as a meat/meat alternate component.
  - At breakfast and snack you may serve 4 oz. (weight) or ½ cup (volume) of plain, sweetened, or flavored yogurt to equal 1 ounce of the meat/meat alternate component.
  - At lunch and supper you may serve 8 oz. (weight) or 1 cup (volume) yogurt to equal 2 ounces of the meat/meat alternate component.
  - Do not use homemade yogurt, as it may present food safety dangers. Frozen yogurt or other yogurt-flavored snack products are not considered yogurt and therefore do not meet the requirements.

Fruits and Vegetables

- Fruit-flavored drinks, ades, or punches may be served as an "other food" but are not credited toward meeting the fruit/vegetable requirement.
- Juice may not be served as part of the snack when milk is the only other component.
- Juice or syrup from canned fruit does not count as fruit juice. Use a combination of two or more different servings of fruits and/or vegetables for lunch. Include various forms such as raw or cooked, fresh, frozen, canned in juices, or dried.
- Do not serve two forms of the same fruit or vegetable in the same meal. Example: An orange and orange juice, or an apple and

applesauce are combinations that should not be used. **Serve a variety of vegetables and fruits to ensure a nutritionally, well-balanced meal.**

- Small amounts (less than 1/8 cup) of onions, pickles, relish, catsup, jams or jellies, or other condiments may be added for flavor or garnish as "other foods". These do not count toward fruit/vegetable requirement

Grains and Breads

- Use grains/breads that are whole grain, enriched, or made from whole-grain, or enriched flour or meal or, if it is a cereal it must be whole grain, enriched, or fortified. Read labels on commercial products to guide you; see page 100 How to Read a Nutrition Labels. Bran and germ are credited the same as whole grain or enriched flour and/or meal.
- Use macaroni or noodle products (cooked) made with enriched or whole-grain flour. Program regulations allow enriched macaroni products that have been fortified with protein to be counted to meet either a grain/bread or meat/meat alternate requirement but not as both in the same meal.
- Non-sweet snack products such as hard pretzels, hard bread sticks, and chips made from enriched or whole-grain meal or flour can be used to meet the grain/bread requirement.
- Piecrust used as part of the main dish (i.e., for meat turnovers or meat pies) is allowed as a bread item.
- When made from whole-grain or enriched meal or flour, sweet foods such as toaster pastries, coffee cake, doughnuts, sweet rolls, cookies, or cakes can be used to meet the bread requirement as specified in the Grains and Breads Chart below. Grain-based sweet snack foods should not be served as part of a snack more than twice a week.

Note: Formulated grain-fruit products are allowed only for school districts participating in the SFSP under the National School Breakfast/Lunch Program.

Grains and Breads

GROUP A	MINIMUM SERVING SIZE FOR GROUP A
• Bread type coating • Bread sticks (hard) • Chow mein noodles • Crackers (saltines and snack crackers) • Croutons • Pretzels (hard) • Stuffing (dry) Note: weights apply to bread in stuffing	1 serving = 20 gm or 0.7 oz ¾ serving = 15 gm or 0.5 oz ½ serving = 10 gm or 0.4 oz ¼ serving = 5 gm or 0.2 oz
GROUP B	**MINIMUM SERVING SIZE FOR GROUP B**
• Bagels • Batter type coating • Biscuits • Breads (white, wheat, whole wheat, French, Italian) • Buns (hamburger and hotdog) • Crackers (graham crackers - all shapes, animal crackers) • Egg roll skins • English muffins • Pita bread (white, wheat, whole wheat) • Pizza crust • Pretzels (soft) • Rolls (white, wheat, whole wheat, potato) • Tortillas (wheat or corn) • Tortilla chips (wheat or corn) • Taco shells	1 serving = 25 gm or 0.9 oz ¾ serving = 19 gm or 0.7 oz ½ serving = 13 gm or 0.5 oz ¼ serving = 6 gm or 0.2 oz
GROUP C [1]	**MINIMUM SERVING SIZE FOR GROUP C**
• Cookies [2] (plain) • Cornbread • Corn muffins • Croissants • Pancakes • Pie crust (dessert pies [2], fruit turnovers [3], and meat/meat alternate pies) • Waffles	1 serving = 31 gm or 1.1 oz ¾ serving = 23 gm or 0.8 oz ½ serving = 16 gm or 0.6 oz ¼ serving = 8 gm or 0.3 oz

[1] Some of the following foods, or their accompaniments may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.

[2] Allowed only for desserts under the enhanced food-based menu planning alternative specified in §210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP.

[3] Allowed for desserts under the enhanced food-based menu planning alternative specified in §210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP, and for breakfasts served under the SBP, SFSP and CACFP.

GROUP D	MINIMUM SERVING SIZE FOR GROUP D
• Doughnuts [3] (cake and yeast raised, unfrosted) • Granola bars [3] (plain) • Muffins (all, except corn) • Sweet roll [3] (unfrosted) • Toaster pastry [3] (unfrosted)	1 serving = 50 gm or 1.8 oz ¾ serving = 38 gm or 1.3 oz ½ serving = 25 gm or 0.9 oz ¼ serving = 13 gm or 0.5 oz
GROUP E	**MINIMUM SERVING SIZE FOR GROUP E**
• Cookies [2] (with nuts, raisins, chocolate pieces and/or fruit purees) • Doughnuts [3] (cake and yeast raised, frosted or glazed) • French toast • Grain fruit bars [3] • Granola bars [3] (with nuts, raisins, chocolate pieces and/or fruit) • Sweet rolls [3] (frosted) • Toaster pastry [3] (frosted)	1 serving = 63 gm or 2.2 oz ¾ serving = 47 gm or 1.7 oz ½ serving = 31 gm or 1.1 oz ¼ serving = 16 gm or 0.6 oz
GROUP F	**MINIMUM SERVING SIZE FOR GROUP F**
• Cake [2] (plain, unfrosted) • Coffee cake [3]	1 serving = 75 gm or 2.7 oz ¾ serving = 56 gm or 2 oz ½ serving = 38 gm or 1.3 oz ¼ serving = 19 gm or 0.7 oz
GROUP G	**MINIMUM SERVING SIZE FOR GROUP G**
• Brownies [2] (plain) • Cake [2] (all varieties, frosted)	1 serving = 115 gm or 4 oz ¾ serving = 86 gm or 3 oz ½ serving = 58 gm or 2 oz ¼ serving = 29 gm or 1 oz
GROUP H	**MINIMUM SERVING SIZE FOR GROUP H**
• Barley • Breakfast cereals (cooked) [4] • Bulgur or cracked wheat • Macaroni (all shapes) • Noodles (all varieties) • Pasta (all shapes) • Ravioli (noodle only) • Rice (enriched white or brown)	1 serving = ½ cup cooked (or 25 gm dry)
GROUP I	**MINIMUM SERVING SIZE FOR GROUP I**
• Ready to eat breakfast cereal (cold dry) [4]	1 serving = ¾ cup or 1 oz, whichever is less

[4] Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfasts served under the SBP; and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.

Choking Risks

Young children, especially ages 2 to 3 years, are at risk of choking on food. They remain at risk until they can chew and swallow better by about age 4. Always supervise children during meals and snacks.

Foods that may cause choking include...

- Hot dogs
- Nuts and seeds
- Raw carrots
- Raisins
- Chunks of meat
- Peanut butter (spoonfuls)
- Whole grapes
- Marshmallows
- Round or hard candy
- Chips
- Popcorn
- Pretzels
- Raw celery
- Cherries with pits
- Large pieces of fruit with skin

Some foods can be offered if you change the form. For example,

1) Cut hot dogs lengthwise into thin strips.
2) Steam carrots or celery until slightly soft, then cut into sticks.
3) Cut grapes or cherries into small pieces.

How to Read Nutrition Labels

Nutrition labels, called "Nutrition Facts", appear on almost all food products. You may not see them on institutional packs. Foods packaged in large size containers for food service are currently exempt. Inserts or fact sheet information may be provided.

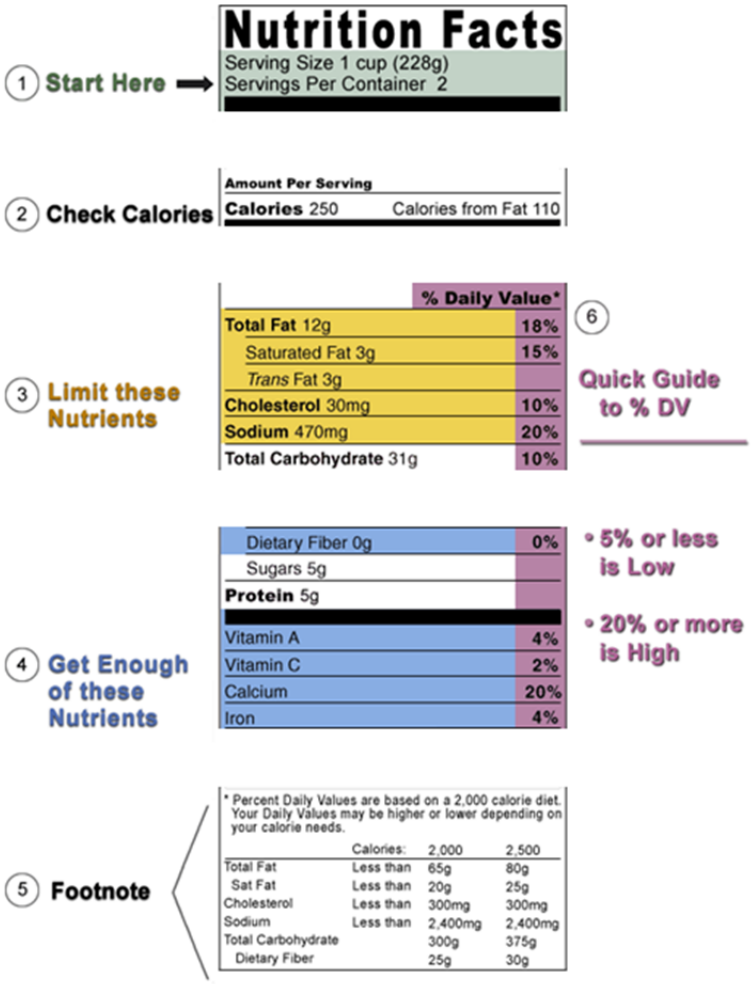
The Nutrition Facts label gives standard serving sizes for adults therefore the amounts should be adjusted for child size portions, according to meal pattern minimum quantity requirements. Therefore the number of servings and the number of calories per serving along with the number of calories from fat would be similarly adjusted.

Nutrient information on the Nutrition Facts label includes: total calories, calories from fat, total fat, saturated fat, *trans* fat, cholesterol, sodium, total carbohydrate, including dietary fiber and sugars, and protein based on an established serving size. "Daily Values" are shown in percentages and are based on an adult's daily intake of 2,000 calories. Keep in mind that the calorie needs vary by age, gender, and level of physical activity. Children often need less than 2,000 calories a day. Visit ChooseMyPlate.gov to see learn more about calorie needs. .

Included on the label are percentages of Vitamins A and C, calcium and iron. Again these are based on daily requirements for adults, not children.

The Nutrition Facts Label at a Glance

The Nutrition Facts label carries an up-to-date, easy to use nutrition information guide, required on almost all packaged foods. The guide serves as a key to help in planning a healthy diet. Here are some tips to help you read and understand the Nutrition Facts label to make quick and healthy food choices.



1. Serving Size

The first place to start when you look at the Nutrition Facts label is the serving information. This tells you the serving size and the number of servings in the package.

2. Calories

Next, check the number of calories per serving. The number of servings you eat determines how many calories you actually consume. If you double the amount of servings you eat or serve, then the you double the calories and nutrients consumed.

3. Limit these nutrients
In general, Americans eat too much fat, cholesterol, and sodium.

4. Get enough of these nutrients
Most Americans do not get enough fiber, Vitamin A, Vitamin C, calcium, and iron in their diet. Eating enough of these nutrients can help improve your health and reduce the risk of some diseases and conditions.

5. Footnote
The footnote at the bottom of the Nutrition Facts label tells you the daily recommend intake for each nutrient. These are known as Daily Values (DVs). DVs in the footnote are based on a 2,000 and 2,500 calorie diet.

6. % Daily Values
The % Daily Values (%DVs) are based on the Daily Value recommendations for key nutrients for a 2,000 calorie diet. The %DV helps you determine if a serving of a food is high or low in a nutrient. As a guide, if you want to consume less of a nutrient (such as saturated fat or sodium), choose foods with a lower % DV of 5% or less. If you want to consume more of a nutrient (such as fiber), seek foods with a higher % DV of 20% or more.

Reference: Information adapted from the U.S. Food and Drug Administration and the American Heart Association.

Sources of Nutrients

Plan menus to include good sources of nutrients

Food Sources of Vitamin A

Food sources of vitamin A ranked by International Units (IU). All foods listed are ≥ 20% (1000 IU (of the Daily Value (DV)) of 5000 IU for vitamin A. The DVs are used on the Nutrition Facts Label and are based on a 2,000 Calorie diet.

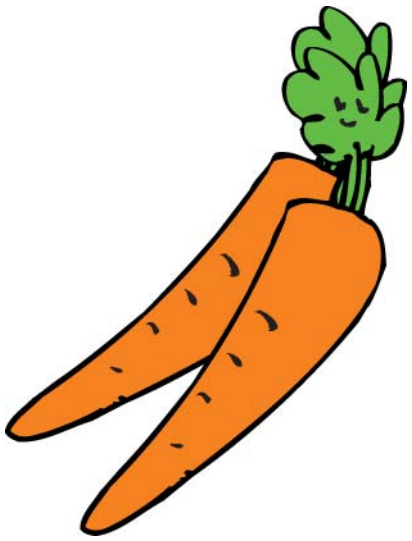
Food Item	Serving Size*	Vitamin A (IU)
Sweet potato, cooked, baked in skin	1 potato (146 grams)	28,058
Sweet potato, cooked, boiled, without skin	1 potato (156 grams)	24,554
Carrots, frozen, cooked, drained	½ cup	12,137
Sweet potato, canned, vacuum pack	½ cup	10,179
Pumpkin, canned	¼ cup	9,532
Kale, cooked, drained	½ cup	8,854
Carrots, canned, drained	½ cup	8,154
Collards, cooked, boiled, drained	½ cup	7,709
Carrots, raw	½ cup	6,620
Dandelion greens, cooked, boiled, drained	½ cup	5,207
Vegetables, mixed, canned, drained	¼ cup	4,746
Spinach, cooked, boiled, drained	¼ cup	4,717
Mustard greens, cooked, boiled, drained	½ cup	4,426
Cabbage, Chinese (pak-choi), cooked, boiled, drained	½ cup	3,612
Turnip greens, cooked, boiled, drained	¼ cup	2,745
Cantaloupe, raw	½ cup	2,706
Squash, winter, all varieties, cooked, baked	¼ cup	2,677
Cantaloupe, raw	1/8 melon	2,334
Lettuce, green leaf, raw	½ cup	2,074
Apricots, canned juice pack, with skin, solids and liquids	½ cup	2,063
Soup, bean with ham, canned	½ cup	1,976

Food Sources of Vitamin A (Continued)

Food Item	Serving Size*	Vitamin A (IU)
Vegetable juice cocktail, canned	4 fl. oz.	1,885
Peas, green, frozen, cooked, drained	½ cup	1,680
Lettuce, cos or romaine, raw	½ cup	1,626
Apricots, canned, heavy syrup pack, solids and liquids	½ cup	1,587
Broccoli, cooked, boiled, drained	½ cup	1,535
Grapefruit, raw, pink and red	½ grapefruit	1,415
Spinach, raw	½ cup	1,407
Plums, canned purple, juice pack, solids and liquids	½ cup	1272
Apricots, dried, sulfured, uncooked	10 halves	1,261
Peppers, sweet, red, raw	¼ cup	1,167
Tangerines (mandarin oranges), canned, light syrup pack	½ cup	1,059

*Note: These serving sizes may not coincide with the SFSP serving sizes.

Reference: Adapted from the Agricultural Research Service (ARS) Nutrient Database for Standard Reference, Release 17.



Food Sources of Vitamin C

All foods in this list contain 8 milligrams (mg) or more of vitamin C.

Food Item	Serving Size*	Vitamin C (mg)
Peppers, sweet, red, raw	¼ cup	71
Oranges, raw, all commercial varieties	1 medium	70
Peaches, frozen, sliced, sweetened	¼ cup	59
Peppers, sweet, red, cooked, boiled, drained	¼ cup	58
Strawberries, frozen, sweetened, sliced	½ cup	53
Strawberries, raw	½ cup	49
Papayas, raw	¼ papaya	47
Cranberry juice cocktail, bottled	4 fl. oz.	45
Kohlrabi, cooked, boiled, drained	½ cup	45
Orange juice, canned, unsweetened	4 fl. oz.	43
Orange juice, chilled, includes from concentrate	4 fl. oz.	41
Broccoli, frozen, chopped, boiled	½ cup	37
Kiwi fruit (Chinese gooseberries), fresh	½ medium	35
Vegetable juice cocktail, canned	4 fl. oz.	34
Tomato soup, canned, prepared with equal amount of water	½ cup	33
Peppers, sweet, green, raw	¼ cup	30
Melons, cantaloupe, raw	½ cup	29
Sweet potato, cooked, baked in skin	1 potato	29
Melons, honeydew, raw	1/8 melon	28
Kale, cooked, boiled, drained	½ cup	27
Peppers, hot chili, green, raw	¼ pepper	27
Melons, cantaloupe, raw	1/8 melon	25
Peppers, sweet, green, cooked, boiled, drained	¼ cup	25

Food Sources of Vitamin C (Continued)

Food Item	Serving Size*	Vitamin C (mg)
Watermelon, raw	1 wedge (10 oz)	23
Asparagus, frozen, cooked, boiled	½ cup	22
Cabbage, Chinese (pak-choi), cooked, boiled	¼ cup	22
Collards, frozen, chopped, boiled	½ cup	22
Tangerines (mandarin oranges), raw	1 tangerine	22
Tomato juice, canned	4 fl. oz.	22
Raspberries, frozen, red, sweetened	½ cup	21
Broccoli, raw	¼ cup	20
Grapefruit, raw, white	¼ grapefruit	20
Turnip greens, frozen, cooked, boiled	½ cup	20
Potatoes, white, flesh and skin, baked	1 potato (7 oz)	19
Brussels sprouts, frozen, cooked, boiled	¼ cup	18
Mustard greens, cooked, boiled	½ cup	18
Turnip greens, frozen, cooked, boiled	½ cup	18
Peppers, hot chili, red, raw	¼ pepper	16
Asparagus, frozen, cooked, boiled	4 spears	15
Cabbage, cooked, boiled	½ cup	15
Melons, honeydew, raw	½ cup	15
Soybeans, green, cooked, boiled	½ cup	15
Spinach, canned, drained solids	¼ cup	15
Cauliflower, frozen, cooked, boiled	¼ cup	14
Grapefruit sections, canned, light syrup pack, sol. & liquid	¼ cup	14
Pineapple, raw, all varieties	¼ cup	14
Pineapple juice, canned, unsweetened	4 fl. oz.	13

Food Sources of Vitamin C (Continued)

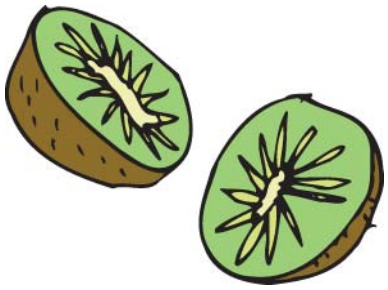
Food Item	Serving Size*	Vitamin C (mg)
Tomato products, canned, puree	¼ cup	13
Cauliflower, raw	¼ cup	12
Mangos, raw	¼ cup	12
Pineapple, canned, juice pack, solids and liquids	½ cup	12
Potato salad, school-prepared	½ cup	12
Tangerines (mandarin oranges), canned	¼ cup	12
Lima beans, immature seeds, frozen, cooked	½ cup	11
Potatoes, white, mashed, dehydrated, prepared from flakes without milk, whole milk and butter added	½ cup	11
Potatoes, white, mashed, school-prepared	½ cup	11
Sweet potato, canned, syrup pack, drained solids	½ cup	11
Tomatoes, red, ripe, raw, chopped	½ cup	11
Banana	Medium	10
Cabbage, red, raw	¼ cup	10
Coleslaw, school-prepared	¼ cup	10
Dandelion greens, cooked, boiled, drained	½ cup	10
Pimento, canned	1 tbsp.	10
Potatoes, hash-brown, school-prepared	½ cup	10
Squash, summer, all varieties, raw	½ cup	10
Squash, winter, all varieties, cooked, baked	½ cup	10
Carambola (starfruit), raw	¼ cup	9
Corn, sweet, yellow, canned	½ cup	9
Grapes, red or green (such as Thompson seedless), raw	½ cup	9
Sauerkraut, solid and liquid	¼ cup	9

Food Sources of Vitamin C (Continued)

Food Item	Serving Size*	Vitamin C (mg)
Tomato products, canned, sauce	½ cup	9
Tomatoes, cherry, red, ripe, raw	4 cherry tomatoes	9
Lemon juice, canned or bottled	2 tbsp.	8
Peas, green, canned, regular pack	½ cup	8
Peas, green, frozen, cooked, boiled	¼ cup	8
Potato wedges, frozen, commodity	½ cup	8
Refried beans, canned (includes commodity)	½ cup	8
Rutabagas, cooked, boiled	¼ cup	8

*Note: These serving sizes may not coincide with the SFSP serving sizes.

Reference: Adapted from the Agricultural Research Service (ARS) Nutrient Database for Standard Reference, Release 17.



Food Sources of Iron

All foods in this list contain 0.8 mg or more of iron.

Food Item	Serving Size*	Iron (Mg)
Soybeans, mature cooked, boiled	½ cup	4.4
Beans, baked, canned, with pork and tomato sauce	½ cup	4.0
Beans, white, mature seeds, canned	½ cup	4.0
Beef, liver, cooked	2 oz	3.5
Molasses, blackstrap	1 tbsp	3.5
Lentils, mature seeds, cooked, boiled	½ cup	3.3
Spinach, cooked, drained	½ cup	3.2
Beans, kidney, red, mature seeds, cooked	½ cup	2.6
Chickpeas (garbanzo beans), mature seeds, cooked	½ cup	2.4
Soybeans, green, cooked	½ cup	2.3
Beans, navy, mature seeds, cooked	½ cup	2.2
Lima beans, large, mature seed, dried, cooked	½ cup	2.2
Cake, gingerbread, from recipe	1 piece	2.1
Refried beans, canned (includes USDA commodity)	½ cup	2.0
Cereals ready-to-eat	1 cup	2 -22
Beans, great northern, mature seeds, cooked	½ cup	1.9
Potato, baked, flesh and skin	1 medium	1.9
Rolls, hard (includes Kaiser)	1 roll	1.9
Beans, black, mature seeds, cooked	½ cup	1.8
Beans, pinto, mature seeds, cooked boiled	½ cup	1.8
Beef, chuck, blade roast, braised	2 oz	1.8
Lima beans, immature seeds, frozen, baby or fordhook, cooked	½ cup	1.8
Biscuits, plain or buttermilk, prepared from recipe	2-1/2” biscuit	1.7
Cherries, sour, red, canned, water pack, solids and liquids (includes USDA commodity)	½ cup	1.7
Sauerkraut, canned, solids and liquids	½ cup	1.7
Bread, cornbread, from recipe, made with low-fat milk	1 piece	1.6
Bread, pita, white, enriched	6-1/2” pita	1.6
Peas, green, cooked	½ cup	1.6
Turnip greens, frozen, cooked, boiled	½ cup	1.6

Food Sources of Iron (Continued)

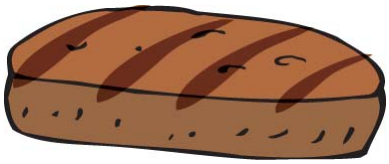
Food Item	Serving Size*	Iron (Mg)
Beans, baked, canned, plain or vegetarian	½ cup	1.5
Beef, round bottom round, braised	2 oz	1.5
Beets, canned	½ cup	1.5
Beef, ground, 80% lean meat/ 20% fat, patty, broiled	2 oz	1.4
Pizza, cheese, regular crust, frozen	1 serving	1.4
Rolls, hamburger or hotdog, plain	1 roll	1.4
Asparagus, canned, drained solids	4 spears	1.3
Noodles, egg, cooked, enriched	½ cup	1.3
Peas, split, mature seeds, cooked	½ cup	1.3
Turkey, all classes, dark meat, roasted	2 oz	1.3
Cowpeas, common (black-eyed, crowder, southern), mature seeds, canned	½ cup	1.2
Collards, cooked	½ cup	1.1
Pizza, meat and vegetable, regular crust, frozen	1 serving	1.1
Pork, fresh, shoulder, arm picnic, braised	2 oz	1.1
Sweet potato, canned	½ cup	1.1
Tomato products, canned, puree	¼ cup	1.1
Tortillas, read-to-bake or fry, flour	1 tortilla	1.1
Fish fillet, battered or breaded, and fried	2 oz	1.0
Fish, tuna salad	½ cup	1.0
Muffins, corn, dry mix, prepared	1 muffin	1.0
Plums, canned, purple, heavy syrup pack, solids and liquids	½ cup	1.0
Rice, white, long-grain or regular, parboiled, enriched	½ cup	1.0
Tomato products, canned, paste	2 tbsp	1.0
Tomato sauce for pasta, spaghetti/marinara, ready-to serve	½ cup	1.0
Turkey, ground, cooked	2 oz	1.0
Bread, mixed-grain (includes whole-grain, 7-grain)	1 slice	0.9
Bread, pumpernickel	1 slice	0.9
Bread, rye	1 slice	0.9
Bread, white, commercially prepared (includes soft bread crumbs)	1 slice	0.9
Bread, whole-wheat, commercially prepared	1 slice	0.9
Brussels sprouts, cooked, boiled,	½ cup	0.9
Chicken, broilers or fryers, breast, roasted	½ breast	0.9

Food Sources of Iron (Continued)

Food Item	Serving Size*	Iron (Mg)
Crackers, matzo, plain	1 matzo	0.9
Fish, tuna, light canned in water, drained	2 oz	0.9
Macaroni, cooked, enriched	½ cup	0.9
Muffins, blueberry, commercially prepared	1 muffin	0.9
Rolls, dinner, plain, commercially prepared	1 roll	0.9
Spaghetti, cooked, enriched	½ cup	0.9
Tomatoes, red, ripe, canned, stewed	¼ cup	0.9
Tomato soup, canned, prepared with equal volume water	½ cup	0.9
Turkey roast, boneless, light and dark meat, roasted	1 oz light and 1 oz dark	0.9
Vegetables, mixed canned	½ cup	0.9
Bread, wheat (includes wheat berry)	1 slice	0.8
Chicken, broilers or fryers, dark meat, meat only, roasted	2 oz	0.8
Fish, catfish, channel, cooked, breaded and fried	2 oz	0.8
Fish, haddock, cooked	2 oz	0.8
Frankfurter, chicken or beef	1 frank	0.8
Potato salad, school-prepared	½ cup	0.8
Raspberries, frozen, red, sweetened	½ cup	0.8
Strawberries, frozen, sweetened, sliced	½ cup	0.8
Sweet potato, cooked, baked	1 medium	0.8
Spaghetti, whole-wheat, cooked	½ cup	0.7

*Note: These serving sizes may not coincide with the SFSP serving sizes.

Reference: Adapted from the Agricultural Research Service (ARS) Nutrient Database for Standard Reference, Release 17.



Food Sources of Calcium

All foods listed in this chart are ≥ 20% (200 milligrams) of the Daily Value (DV) of 1000 milligrams (mg) for calcium. The DVs are used on the Food and Drug Administration's Nutrition Facts Label and is based on a 2000 calorie diet. A food that contains 200 mg. or more of calcium contributes a substantial amount of calcium to the diet and is used here to define a good source.

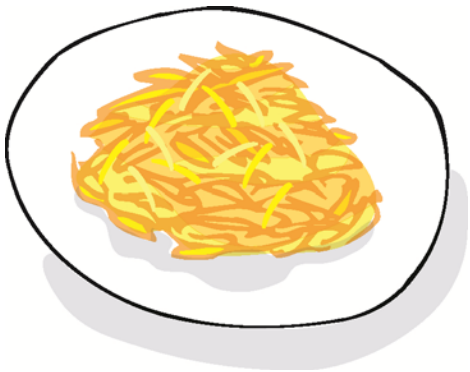
Food Item	Serving Size*	Calcium (Mg)
Yogurt, plain, skim milk	8-oz container	452
Yogurt, plain, low fat	8-oz container	415
Yogurt, fruit, low fat	8-oz container	345
Cheese, ricotta, part skim milk	½ cup	335
Milk, nonfat, fluid	1 cup	306
Milk, fluid, 2% milkfat	1 cup	285
Milk, whole, 3.25% milkfat	1 cup	276
Yogurt, plain, whole milk	8-oz container	275
Cheese, ricotta, whole milk	½ cup	255
Cheese, includes cheddar, mozzarella (part-skim), muenster and provolone	1 oz	204 - 214
Cereal, ready-to-eat, fortified	1 oz	236 – 1043
Collards, frozen, chopped, cooked boiled, drained	½ cup	179
Cornbread, prepared from recipe, made with low fat (2%) milk	1 piece (2 oz)	162
Spinach, frozen, boiled, cooked, drained	½ cup	146
Soybeans, green, cooked, boiled, drained	½ cup	131
Seeds, sesame butter, tahini,	2 tbsp	128
Turnip greens, frozen, cooked, boiled, drained	½ cup	125
Fish, salmon, pink, canned, solids with bone and liquid	2 oz	119
Cowpeas (Blackeyes), immature seeds (not dried) cooked, boiled, drained	½ cup	106

Food Sources of Calcium (Continued)

Food Item	Serving Size*	Calcium (Mg)
Frozen yogurt, soft-serve	½ cup	103
Cereal, oats, instant, fortified, plain, prepared with water	1 packet	99
English muffins, plain, enriched, with calcium propionate	1 muffin	99
Beans, white, mature seeds, canned	½ cup	91
Kale, frozen, cooked, boiled, drained	½ cup	90
Okra, frozen, cooked, boiled, drained	½ cup	89
Soybeans, mature, cooked, boiled	½ cup	88
Ice cream, vanilla	½ cup	84
Cabbage, Chinese (pak-choi), cooked, boiled, drained	½ cup	79
Cheese, processed, American	1 oz	78
Waffles, plain, frozen, ready-to-eat	1 waffle (33 g)	77
Fish, ocean perch, Atlantic, cooked, dry heat	2 oz	76
Cereal, cream of wheat, regular, cooked with water	2/3 cup	75
Beans, baked, canned, with pork and tomato sauce	½ cup	71
Dandelion greens, cooked, boiled, drained	½ cup	71
Cheese, cottage, creamed	½ cup	70
Nuts, almonds	1 oz (24 nuts)	70

*Note: These serving sizes may not coincide with the SFSP serving sizes.

Reference: Adapted from the Agricultural Research Service (ARS) Nutrient Database for Standard Reference, Release 17.



Serving Sizes and Yields for Vegetables

This chart is a snapshot of commonly used vegetables that can be found in the USDA Food Buying Guide for Child Nutrition Programs. The Food Buying Guide can assist you in menu planning and purchasing.

Vegetable	Size and Count	Serving Size and Yield
Carrot Sticks	Specify U.S. #1 carrots with 1-1/8 in. medium diameter - about 7½ in. length, 6 per pound, various bag sizes available (1, 2, 5, 10, 25, and 50 pound bags.)	1 stick is 4 in. long and ½ in. wide. 3 sticks = ¼ cup
Cauliflower	Specify in cartons of 18-24 pounds, or wire-bound crates of 45-50 pounds.	1 medium head = about 6 cups florets
Celery Sticks	Specify 2, 2½, or 3 dozen per crate. Crates weigh 60-70 pounds net.	1 stick is 4 in. long and ½ in. wide. 3 sticks = ¼ cup
Cucumber Sticks	Specify 2 in. minimum diameter. This information will be stamped on the basket. Cucumbers will vary from 2 in. to 2½ in. in diameter and are about 7½ in. long.	1 stick is 3 in. long and ¾ in. wide. 3 sticks (pared or unpared) = ¼ cup
Lettuce, Head (Iceberg)	Specify 2 dozen heads, weight of 40-48 pounds.	¼ cup raw, shredded vegetable OR ¼ cup raw vegetable pieces
Lettuce, Leaf	Specify 2 dozen heads, weight 18 pounds.	¼ cup raw vegetable pieces
Olives, Ripe	Large	8 olives = ¼ cup
Pickles, Dill	Specify large size, 4 to 4¾ in. long, 22 to 39 count per gallon.	1/3 pickle = ¼ cup
Pickles, Sweet	Specify small size, 2¾ to 3½ in. long, 52 to 99 count per gallon.	1 pickle = ¼ cup
Radishes	Specify U.S. #1, ½ in. diameter minimum, without tops, small size, 45 radishes per pound.	7 small radishes = ¼ cup
Tomato	Specify large or extra large, 30 pound net per container. Tomato is 2 ½ in. x 2 ¾ in. diameter; sliced 1/8 inch.	4 slices, 1/8 in. thick = ¼ cup
Slices	Specify small or medium tomatoes, 2 1/8 in. to 2 ¼ in. diameter.	5 slices, 1/8 in. thick = ¼ cup
Cherry	Specify standard size, (California or Arizona) or size 125 (Texas).	3 tomatoes = about ¼ cup

Serving Sizes and Yields for Fruits

This chart is a snapshot of the information of commonly used fruits that can be found in the USDA Food Buying Guide for Child Nutrition Programs. The information in the Food Buying Guide can assist you in menu planning and purchasing.

Fruit	Size and Count	Serving Size and Yield*
Apples	Specify size: 125-138 count, whole, or 100 count, whole.	¼ raw, unpeeled apple = about ¼ cup 1/5 raw, unpeeled apple = about ¼ cup
Bananas	Purchase by fingers, institutional pack, 150 per case, three to four bananas per pound.	1 banana = 3/8 cup
Blueberries	Specify U.S. #1, sold in pints, fresh. 1 pint AP = about 2 2/3 cups EP.	¼ cup measure
Strawberries	Specify U.S. #1, minimum diameter ¾ in, sold in quarts and pints.	½ cup measure
Cantaloupe	Specify size 18, 5 in. diameter, approximately 30 oz. per melon.	1/10 medium melon = ¼ cup
Grapes	Specify variety desired.	
With seeds		6 grapes = about ¼ cup; 12 grapes = ½ cup
Seedless		7 grapes = about ¼ cup; 14 grapes = ½ cup
Nectarines	Specify size 88 (2 ¼ in. diameter) approximately 4 per pound.	1 nectarine = about ½ cup
Medium size	Specify size 56 and 64 (2 ¾ in. diameter).	1 nectarine = about ¾ cup
Oranges	Specify size 138 or 113 (California or Arizona) or size 125 (Florida or Texas).	1 orange (size 113/125) = about 5/8 cup 1 orange (size 138) = about ½ cup
Peaches	Specify size 84 (2 1/8 in. diameter - box may state 2 to 2¼ in. diameter); approximately 3½ to 4 peaches per pound.	1 peach = about 3/8 cup
Medium size	Specify size 60 to 64 (2½ in. diameter); approximately 3 per pound.	1 peach = about 2/3 cup

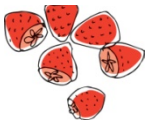
Serving Sizes and Yields for Fruits (continued)

Fruit	Size and Count	Serving Size and Yield*
Pears	Specify size 150 (2¼ to 2⅜) in. diameter.	1 pear = about ½ cup
Medium size	Specify size 120; approximately 3 per pound.	1 pear = about ¾ cup
Plums	Specify size 45 and 50 (2 in. diameter).	1 plum = about ½ cup
Medium size	Specify size 60 and 65.	1 plum = about 3/8 cup
Raisins	Specify bulk purchase or individual packages.	Yield of Bulk: 1.3 to 1.5 ounce package = ¼ cup 1 lb. = 12.6-¼ cup servings
Tangerine	Specify size 120 count.	1 tangerine = about 3/8 cup
Watermelon	Specify average size, melons will average about 27 pounds.	¼ cup fruit or ¼ cup diced fruit without rind

* Any serving size may be planned. For simplicity, this table of serving sizes and yields for vegetables and fruits provides ¼ cup servings of vegetables and a variety of cup servings of fruits.

Note: Sponsors/sites that prepare meals for a smaller number of children might find the third column (Serving Size and Yield) more appropriate for the size of their program, rather than initially referring to the second column (Size and Count).

Where sizes are specified for fruits, they indicate numbers of fruit in the box. The larger the number, the smaller the fruit. Any fruit that is larger than that specified may be used.
For more information, refer to the USDA *Food Buying Guide for Child Nutrition Programs:* http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs



Buying Calendar for Fresh Vegetables and Fruits

The items featured in the two charts highlight the vegetables and fruits that are in season during months when the SFSP may be in operation. Fresh vegetables and fruits may be less expensive and most flavorful when they are brought during these particular months.

Fresh Vegetables

May	June	July	August
Asparagus Beets Cabbage Carrots Celery Lettuce Onions Peas Potatoes Spinach Sweet corn Tomatoes	Carrots Celery Cucumbers Green beans Lettuce Onions Peppers Potatoes Squash Sweet corn Tomatoes	Cabbage Carrots Celery Cucumbers Eggplant Green beans Lettuce Lima beans Okra Onions Peppers Potatoes Squash Sweet corn Tomatoes	Cabbage Celery Cucumbers Eggplant Green beans Lettuce Okra Onions Peppers Potatoes Squash Sweet corn Tomatoes

Fresh Fruits

May	June	July	August
Avocados Cherries Grapefruits Lemons Navel Oranges Valencia Oranges Winter Pears	Apricots Avocados Bushberries Cantaloupes Cherries Figs Honeydew Melons Lemons Nectarines Peaches Plums Strawberries Valencia Oranges Watermelons	Apricots Avocado Bushberries Cantaloupe Grapefruits Honeydew Melons Lemons Nectarines Peaches Pears Plums Strawberries Valencia Oranges Watermelons	Avocado Cantaloupes Figs Grapes Grapefruits Honeydew Melons Lemons Nectarines Peaches Pears Plums Valencia Oranges Watermelons

Sample Position Description (Cook)

Job Title: Cook	Effective Date:
Prepares, seasons, and cooks soups, meats, vegetables, desserts, and other foods for consumption by children and some adults.	
Responsibilities:	% Time
Reads from menu and recipes to estimate food requirements and orders food from supplier or procures it from storage.	____ %
Prepares food according to food safety requirements, and records temperatures of equipment and food at time of service. Reinforces the practice of frequent hand-washing and takes steps to prevent cross-contamination.	____ %
Adjusts thermostat controls to regulate temperature of ovens, broilers, grills, roasters, and/or steam kettles.	____ %
Measures and mixes ingredients according to recipe, using variety of kitchen utensils and equipment, such as blenders, mixers, grinders, slicers, and tenderizers, to prepare soups, salads, gravies, desserts, sauces, and casseroles.	____ %
Bakes, roasts, broils, or steams meats, fish, vegetables, and other foods.	____ %
Adds seasoning to food during mixing or cooking, according to standardized recipes.	____ %
Observes and tests food being cooked by tasting, smelling, and taking the internal temperature of food to determine that it is cooked.	____ %
Carves meat, portions food on serving plates, and adds gravies, sauces, and garnishes to food orders.	____ %
May supervise other cooks and kitchen employees.	____ %
May wash, peel, cut, and shred vegetables and fruits to prepare them for use.	____ %
May bake bread, rolls, cakes, and pastry.	____ %
Keeps accurate records of amounts used.	____ %
Clean up as necessary.	____ %
	____

What is a Standardized Recipe?

A standardized recipe provides a list of measured ingredients and set of directions for preparation and service. These are necessary to prepare menu items of consistent quality, portion size, and nutritive value. A sample can be found below. Additional information can be found in *Measuring Success with Standardized Recipes:* http://www.nfsmi.org/ResourceOverview.aspx?ID=88.

Toasted Cheese and Tomato Sandwich

Ingredients	24 Servings		48 Servings		Directions
	Weight	Measure	Weight	Measure	
Enriched white bread, sliced (at least 0.9 oz each) OR Enriched wheat bread, sliced (at least 0.9 oz each)		24 slices OR 24 slices		48 slices OR 48 slices	1. On half-sheet pans (13" x 18" x 1") which have been lightly coated with pan release spray, place half the bread slices 6 per pan. For 24 servings, use 2 pans. For 48 servings, use 4 pans.
Reduced fat processed American cheese, sliced, 1 oz slices	1 lb 8 oz	24 slices (1 oz each)	3 lb	48 slices (1 oz each)	2. Top each slice of bread with 1 oz (1 slice) of cheese, 1 ½ oz (1 slice) of tomato, and another 1 oz (1 slice) of cheese. Cover with remaining bread slices.
Fresh tomatoes, 1 ¾ oz Slices	1 lb 5 oz	12 slices (1 ¾ oz each)	2 lb 10 oz	24 slices (1 ¾ oz each)	
					3. Bake until lightly browned: Conventional oven: 400° F for 15-20 minutes Convection oven: 350° F for 10-15 minutes CCP: Hold for hot service at 135° F or higher. 4. Cut each sandwich in half diagonally. Serve immediately. 5. Portion is ½ sandwich.

Serving: ½ sandwich provides 1 oz of cheese, ⅛ cup of vegetable, and 1 slice of bread.

Yield: 24 servings: 24 half sandwiches
Yield: 48 servings: 48 half sandwiches

Reference: USDA Recipes for Child Care
http://www.teamnutrition.usda.gov/Resources/childcare_recipes.html

Food Service Equipment Needs				
Equipment	Number of Children			
	1 - 50	51 - 100	101 - 200	201 - 300
Range with ventilating hood	1 range with oven; 30" domestic or 30" – 36" commercial (2 burners)	1 range with oven 30" – 36" commercial (4 burners)	1 range with oven 30" – 36" commercial (2 if over 150 children) (6 burners)	2 ranges with ovens 30" – 36" commercial or 1 range w/oven 60" or larger commercial (8 burners)
Refrigerator with shelves	single section domestic 18 cu. ft. or commercial reach-in 20-25 cu. ft.	double section commercial reach-in 40-50 cu. ft.	double section commercial reach-in 50-60 cu. ft. or 64 sq. ft. (8 ft. x 8 ft.) walk-in	triple section commercial reach-in 60-75 cu. ft. or 64 sq. ft. (8 ft. x 8 ft.) walk-in
Freezer	same as refrigerator	same as refrigerator	same as refrigerator	same as refrigerator
Work Tables (Allow 4 linear ft./worker). Use countertops as tables	1 table	2 tables	3 tables	4 tables
Sink with separate hand sink	1 sink - 3 compartments	1 sink - 3 compartments	1 sink - 3 compartments	1 sink - 3 compartments

If the site will serve over 100 children, the following equipment is recommended to supplement the minimum items listed above:

- Steam equipment (kettle, steamer)
- Hot food holding cabinet
- Convection oven
- Microwave oven
- Electric food slicer
- Mixer with attachments (vegetable slicer/shredder, meat and food chopper)

Cleaning and Sanitizing Smallware and Large Equipment

Smallware

How should smallware be cleaned and sanitized?
Smallware is a collective term used to include dishes, flatware, preparation and serving utensils, measuring devices, cooking pots and pans, and small equipment that can be moved to a three-compartment sink or dishwasher for cleaning and sanitizing. Follow State public health department regulations on how to clean and sanitize smallware. The information below is general guidance.

All surfaces that come in contact with food must be clean and sanitized. To clean a surface means to remove visible food particles—what can be seen on the surface. To sanitize a surface means to use either a chemical or heat to reduce the number of microorganisms or other contaminants to a level that is not harmful. The first step is cleaning; the second step is sanitizing.

Select from Two Methods of Sanitizing:

1. Chemical sanitizing can be accomplished by immersing an object in or wiping it down with a sanitizing solution and allowing the solution to remain in contact with the surface for a specified amount of time. Use only EPA-approved (Environmental Protection Agency) chemical sanitizers for food-contact surfaces. A household bleach can be used as a sanitizer only if the label indicates it is EPA registered. ***Mix, test, and use the sanitizing solution as recommended by the State and local public health department. Refer to the manufacturer's directions for specific mixing, storing, and first aid instructions.***

USE A SANITIZER TEST KIT

A test kit designed for a specific sanitizer should be used to check the concentration of the sanitizing solution. A foodservice supplier who sells sanitizers may also have the test kits for each type of sanitizer. Mix, use, and test the sanitizing solution as recommended by the State and local public health department. Refer to the manufacturer's directions for specific mixing, storing, and first aid instructions. When a sanitizing solution is exposed to air, detergent, and food particles, the solution becomes less effective. Sanitizing solutions should be tested frequently.

The three most common chemical sanitizers are:

- Chlorine – Chlorine is the most commonly used sanitizer and is the cheapest. It is effective in hard water, but is inactivated by hot water above 120 °F. Chlorine bleach solutions must be tested regularly and changed as necessary to ensure that the solution is working to sanitize. Using too much chlorine in a solution can pit stainless steel and aluminum surfaces, while using too little will not sanitize the surface.
- Iodine – Iodine is more expensive and less effective than chlorine. However, an iodine sanitizing solution is not as quickly inactivated by food particles as a chlorine solution.

- Quaternary ammonium compounds (Quats) – Quats is not as quickly inactivated by food particles as a chlorine solution, is non-corrosive to metal surfaces, and non-irritating to skin. It leaves a film on surfaces and does not kill certain types of microorganisms.

2. Heat sanitizing involves exposing equipment to high heat for an adequate length of time. This may be done *manually* by immersing equipment into water maintained at a temperature of 171 °F to 195 °F for at least 30 seconds. In a *dishwashing machine*, a good rule of thumb is to wash at 150 °F and rinse at 180 °F. But remember, temperature may vary depending on the type of machine used and requirements of the State and local public health department.

Thermometers and heat-sensitive tapes and labels are available for determining whether adequate sanitation temperatures have been achieved.

Chlorine Sanitizing Solution for Equipment, Food-Contact Surfaces, and Utensils

Rule-of-thumb mixtures for chlorine sanitizing solutions

50 PPM solution for immersion: 1 tablespoon (1/2 fluid ounce) 5% chlorine commercial bleach mixed with four gallons of water. The solution should be in contact with the surface to be sanitized for seven seconds at temperatures between 75 °F and 115 °F. Be aware that very hot water may prevent chlorine bleach from sanitizing. **This sanitizing solution can be used to sanitize a food thermometer after every use. For details on using, cleaning, and sanitizing food thermometers refer to http://www.nfsmi.org/documentLibraryFiles/PDF/20080219125946.pdf.**

100 PPM solution: 1 tablespoon (1/2 fluid ounce) 5% chlorine commercial bleach mixed with two gallons of water

200 PPM solution: 1 tablespoon (1/2 fluid ounce) 5% chlorine commercial bleach mixed with one gallon of water

Use the manufacturer's label directions for specific information on mixing, storing, and first aid. Test with a test kit.

Sanitize Smallware in a Three-Compartment Sink

- To properly clean and sanitize smallware, the kitchen must have a sink with at least *three separate compartments* for manually cleaning, rinsing, and sanitizing, or a mechanical dishwasher that functions properly. If your facility has different equipment, please contact your State or local public health department regarding proper procedures for sanitizing smallware.

- There should be a separate area for scraping and rinsing food and debris into a garbage container or disposal before washing and a separate drain board for clean and soiled items.

Manually Sanitize Smallware in a Three-Compartment Sink

Step 1: Clean and sanitize sinks that will be used for washing and sanitizing smallware.

Step 2: Scrape and rinse food into garbage container or disposal. Pre-soak items, such as flatware, as necessary. Then…

In the first sink, immerse and **wash** the smallware in a clean detergent solution at 110 ºF or the temperature specified on the cleaning agent manufacturer's label instructions. Use a brush or a cloth to loosen and remove any remaining visible food particles.

In the second sink, rinse using clear, clean hot water (110 °F) to remove all traces of food, debris, and detergent.

In the third sink, sanitize:
CHEMICAL: Immerse the clean items in a chemical sanitizing solution at the appropriate temperature for the correct amount of time. Be sure all surfaces of the clean items are covered with hot water or the sanitizing solution. Follow manufacturer's label directions for mixing the sanitizing solution and using the required contact time for sanitizing. Check the concentration of the chemical sanitizer at regular intervals using a test kit. Be aware that hot water inactivates some chemical sanitizers, so read and correctly follow the manufacturer's directions for using the chemical. Always read the Material Safety Data Sheet before using a chemical.

OR

HEAT: Immerse or spray rinse clean items in hot water at 171 °F to 195 °F for at least 30 seconds. Some State public health department codes require a temperature of 180 °F.

While you wash, rinse, and sanitize . . . If soapsuds disappear in the first compartment or remain in the second, the water temperature cools, or water in any compartment becomes dirty with food particles or cloudy from grease, empty the compartment and refill it.

Step 3: Air dry all items on a drain board. Wiping can re-contaminate equipment and can remove the sanitizing solution from the surfaces before it has finished working.

Step 4: Store. Make certain all smallware is dry in order to avoid retaining moisture that fosters bacterial growth.

Sanitize Smallware in a Mechanical Dishwasher
When sanitizing smallware (dishes, trays, flatware, glasses) in a dishwasher, follow the manufacturer's procedures. Check the temperature of the water in the wash and rinse cycle.
Wash at 150 °F, Rinse at 180 °F
The temperature may vary depending on the type of dishwashing machine used and requirements of the State and local public health department.

Check Dishwasher Temperatures
Although dishwashers have temperature gauges for each compartment, it is useful to confirm that the gauge is accurate using another type of thermometer. There are two types of thermometers that can be used to confirm the accuracy of dishwasher thermometer gauges.

- Waterproof maximum/minimum-registering thermometer
- Self-adhering temperature-sensitive label

A **waterproof maximum/minimum-registering thermometer** is a type of thermometer that is placed in a dish rack to go through the dishwasher cycle with soiled trays and flatware. It is set to register the highest temperature of the cycle to confirm that the required temperature is reached in a sanitizing rinse cycle.

Another tool for checking the temperature is a **self-adhering temperature-sensitive label.** This type of sensor attaches to the surface of a clean dish/tray and changes color to record the dishware surface temperature during dishwashing. Labels are available for various temperatures. For example, to determine whether the temperature in the final sanitizing rinse of a dishwasher reaches 180 °F, a single temperature 180 °F label could be attached to a clean tray to go through the cycle. When the temperature has been reached, the label changes color. The label can be removed from the tray at the end of the dishwasher cycle and placed in a log to document temperature.

Before using or purchasing either of these types of thermometers to confirm the temperature in a dishwasher, check with the State and local public health department on what is recommended. Be knowledgeable about the correct use of each thermometer to decide which one best meets the needs of the foodservice operation.

Large equipment

How should large equipment be cleaned and sanitized?
To keep large or in-place equipment free of harmful levels of bacteria or other contaminants, it is necessary to clean and sanitize all surfaces that will come into contact with food. This is especially important after any possible contamination such as slicing a deli meat on a slicer or mixing a meat salad in a mixer.

Wash, rinse, and sanitize tables, stoves, sinks, slicers, choppers, mixers, and large cooking utensils after each use. This rule also applies to equipment used to clean other food contact surfaces.

Scrub surfaces on standing equipment, such as cutting boards, with a detergent solution and a stiff-bristled nylon brush. Then rinse in clear, clean water, and sanitize solution after every use. For the use and care of wooden cutting boards, surfaces, or utensils, follow State and local public health department recommendations. Synthetic cutting boards can be sanitized in a three-compartment sink or in a dishwasher, depending on their size. Follow State and local public health department recommendations.

Use the Chemical Method to Sanitize Equipment

Using Sanitizer—Immerse or wipe down with commercial sanitizer. Follow manufacturers label instructions for mixing and using the sanitizer. Use a test kit to test for correct concentration. Always read the Material Safety Data Sheet before using a chemical.

Follow the Steps to Sanitize In-Place Equipment

Read and follow the manufacturer's directions for cleaning and sanitizing the piece of equipment. Follow the general steps described below.

Step 1: Unplug electrically powered equipment, such as meat slicers and mixers.

Step 2: Remove loose food particles and scraps.

Step 3: Wash, rinse, and sanitize any removable parts using the manual immersion method.

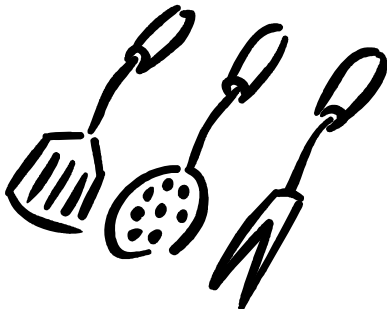
Step 4: Wash the remaining food-contact surfaces and rinse with clean water. Wipe down with a chemical sanitizing solution mixed according to the manufacturer's directions.

Step 5: Clean surfaces that do not come in contact with food using a clean wiping cloth. Allow all parts to air dry before reassembling. Clean the wiping cloth before and during use by rinsing it in a sanitizing solution.

Step 6: Re-sanitize the external food-contact surfaces of the parts that were handled when the equipment was reassembled.

CAUTION:
All equipment should be kept clean and sanitized. Although some equipment is not used for food preparation, all equipment that has any contact with food should be cleaned and sanitized on a routine basis. Follow manufacturer's directions to clean and sanitize proof cabinets, shelf racks, dish dollies, dish and tray dispensers, pan racks, bakery racks, food holding equipment, equipment used to transport foods, and ice machines. Remember to keep all food preparation equipment and utensils free from dirt, dust, and other forms of contaminations.

Reference:
USDA Food and Nutrition Service with the National Food Service Management Institute. (2009). *Serving it safe trainer's guide (*3rd ed*)*. University, MS: Author. For more information, visit http://www.nfsmi.org/documentlibraryfiles/PDF/20091028020533.pdf.



Food Inventory Record

Name:

Date:

Beginning Inventory: $

Food Item (1)	Purchase Unit - Size & Description (case, bag, can, lb.) (2)	# of Units on Hand (3)	Unit Cost (4)	Total Cost (5)

Ending Inventory: $

Food Inventory Record Instructions

The value of the beginning inventory is determined by taking a physical count before the food service operation begins. The value of the beginning inventory thereafter is the same as the ending inventory for the previous month.

A complete physical inventory of all purchased foods, commodities, and supplies on hand should be taken at the end of the tracking period.

For ease in taking a physical count of foods in storage, arrange the items according to food groups in the storage area and arrange each group in alphabetical order, for example, canned fruits and fruit juices - apples, apricots, etc. Store food in cases, boxes, or other containers marked with the date received and cost per unit to facilitate the taking of inventories.

Column 1	Enter the name of the food item, such as asparagus, green beans, or mayonnaise.
Column 2	Enter the size pack, such as 6/#10 case, #50 bag, or #10 can. If different size containers of the same food item are on hand, use a separate line for each size and a separate line for each different unit cost of the same size pack.
Column 3	Enter the number of units (of the size shown in column 2) found on hand from actual count.
Column 4	Enter the unit cost for the size unit shown in column 2 (use the unit cost written on package or unit).
Column 5	Obtain the total cost by multiplying the number of units (column 3) by the unit cost (column 4) and enter in column 5. Add column 5 (total cost) on all pages for the inventory at the end of the month. This total is the value of the ending inventory, and becomes the beginning inventory for the following month.

Date Marking Ready-to-Eat, Potentially Hazardous Food (Sample SOP)

PURPOSE: To ensure appropriate rotation of ready-to-eat food to prevent or reduce foodborne illness from *Listeria monocytogenes.*

SCOPE: This procedure applies to foodservice employees who prepare, store, or serve food.

KEY WORDS: Ready-to-Eat Food, Potentially Hazardous Food, Date Marking, Cross-Contamination

INSTRUCTIONS:

2. Train foodservice employees on using the procedures in this SOP. The best practice for a date marking system would be to include a label with the product name, the day or date, and time it is prepared or opened. Examples of how to indicate when the food is prepared or opened include:
   - Labeling food with a calendar date, such as "cut cantaloupe, 5/26/08, 8:00 a.m.,"
   - Identifying the day of the week, such as "cut cantaloupe, Monday, 8:00 a.m.," or
   - Using color-coded marks or tags, such as cut cantaloupe, blue dot, 8:00 a.m. means "cut on Monday at 8:00 a.m."
3. Follow State or local health department requirements.
4. Label ready-to-eat, potentially hazardous foods that are prepared on-site and held for more than 24 hours.
5. Label any processed, ready-to-eat, potentially hazardous foods when opened, if they are to be held for more than 24 hours.
6. Refrigerate all ready-to-eat, potentially hazardous foods at 40 ºF or below.
7. Serve or discard refrigerated, ready-to-eat, potentially hazardous foods within 7 days.
8. Indicate with a separate label the date prepared, the date frozen, and the date thawed of any refrigerated, ready-to-eat, potentially hazardous foods.
9. Calculate the 7-day time period by counting only the days that the food is under refrigeration. For example:
   - On Monday, 8/1/08, lasagna is cooked, properly cooled, and refrigerated with a label that reads, "Lasagna, Cooked, 8/1/08."
   - On Tuesday, 8/2/08, the lasagna is frozen with a second label that reads, "Frozen, 8/2/08." Two labels now appear on the lasagna. Since the lasagna was held under refrigeration from Monday, 8/1/08 – Tuesday, 8/2/08, only 1 day is counted towards the 7-day time period.

Date Marking Ready-to-Eat, Potentially Hazardous Food, continued
(Sample SOP)

INSTRUCTIONS, continued:

- On Tuesday 8/16/08 the lasagna is pulled out of the freezer. A third label is placed on the lasagna that reads, "Thawed, 8/16/08." All three labels now appear on the lasagna. The lasagna must be served or discarded within 6 days.

MONITORING:

A designated employee will check refrigerators daily to verify that foods are date marked and that foods exceeding the 7-day time period are not being used or stored.

CORRECTIVE ACTION:

1. Retrain any foodservice employee found not following the procedures in this SOP.
2. Foods that are not date marked or that exceed the 7-day time period will be discarded.

VERIFICATION AND RECORD KEEPING:

The foodservice manager will complete the Food Safety Checklist daily. The Food Safety Checklist is to be kept on file for a minimum of 1 year.

DATE IMPLEMENTED: _____ BY: _____

DATE REVIEWED: _____ BY: _____

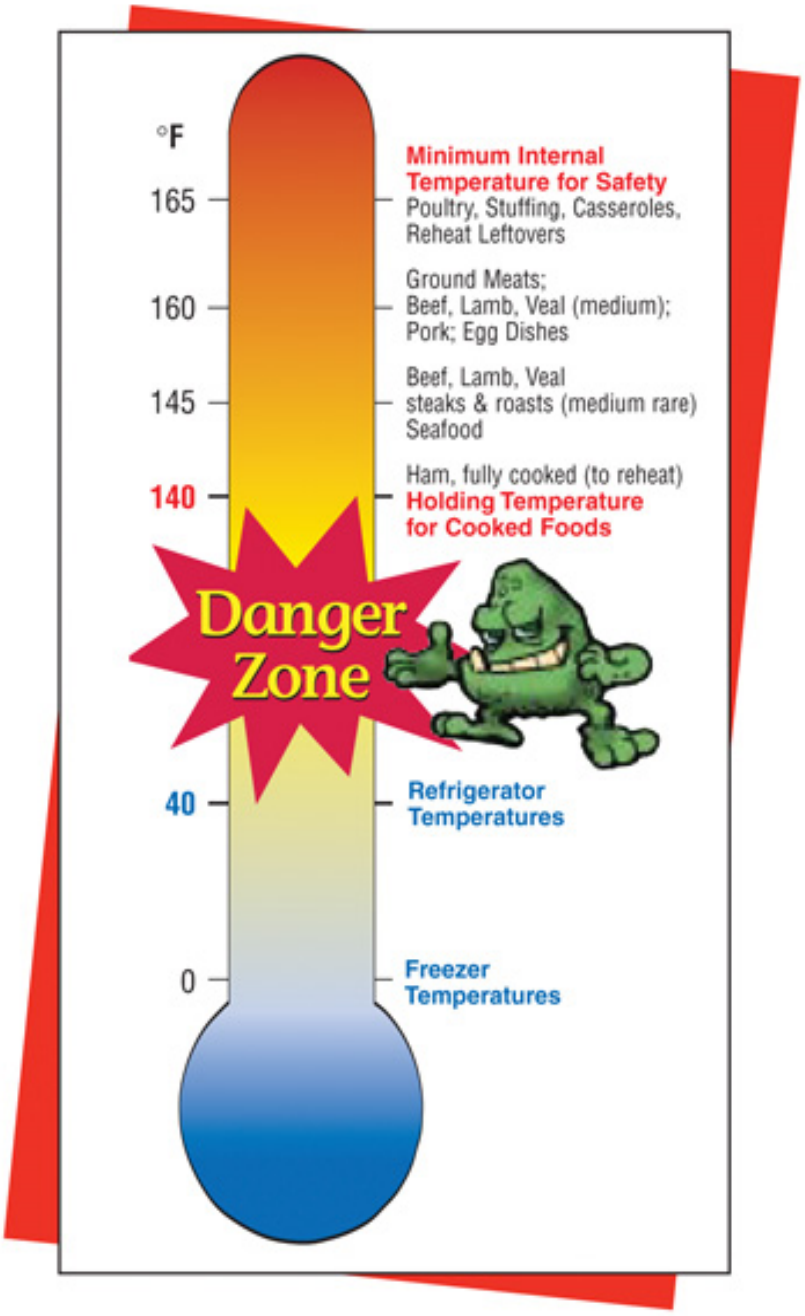
DATE REVISED: _____ BY: _____

Reference:

Additional Standard Operating Procedures (SOPs) is available online http://www.sop.nfsmi.org/HACCPBasedSOPs.php.

Temperature Danger Zone

Along with knowing the “Danger Zone”, you should first be familiar with and follow your State and local public health requirements and your State Agency policies and procedures.



DAILY TEMPERATURE FORM – INTERNAL FOOD TEMPERATURES

Date	Food Item	Time/ Temperature/ Initials	Time/ Temperature/ Initials	Time/ Temperature/ Initials

Source: National Food Service Management Institute. (2009). *Serving it safe training resource, Appendix 3*. University, MS: Author.

STORAGE TEMPERATURE FORM

Date	Food Item	Time/ Temperature/ Initials	Time/ Temperature/ Initials	Time/ Temperature/ Initials

Source: National Food Service Management Institute. (2009). *Serving it safe training resource, Appendix 4*. University, MS: Author.

RESOURCE SECTION

Information Resources

NFSMI
(800) 321-3054

The **National Food Service Management Institute (NFSMI)**, located at the University of Mississippi, is committed to improving the operation and quality of all Child Nutrition Programs, including children served in SFSP. This is accomplished through staff development programs, training experiences, educational materials, and a national satellite network. The Institute is funded through USDA's Food and Nutrition Service.

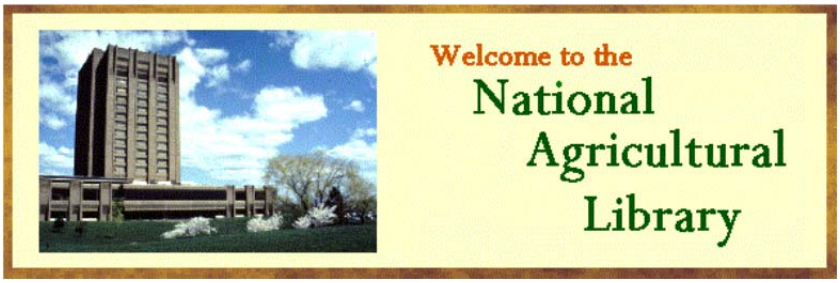
For information on food service, food preparation, meeting the Dietary Guidelines, or available videos and training packages, contact the NFSMI's clearinghouse at 800-321-3054, or write:

National Food Service Management Institute
University of Mississippi
P.O. Box 1848
6 Jeanette Phillips Drive
University, MS 38677
Website: http://www.nfsmi.org

FNIC
(301) 504-5414

The **Food and Nutrition Information Center (FNIC)** is located at USDA's National Agricultural Library in Beltsville, Maryland. USDA program participants may borrow summer food service reference materials, videos, and training materials free of charge. Sample nutrition education and training materials are available at FNIC. Food labeling material is also available. On-line bibliographies are offered to assist with research. For more information, you can call or write:

USDA/NAL/FNIC
10301 Baltimore Avenue, Room 108
Beltsville, MD 20705
Phone: (301) 504-5414
Website: http://fnic.nal.usda.gov/



Nutrition.gov Additional online information geared toward consumers can be found at http://www.Nutrition.gov. The website provides easy, online access to government information on food and human nutrition for consumers.

NIFA **USDA National Institute of Food and Agriculture (NIFA)** offers contacts for State extension services for information and possible SFSP partnering opportunities. NIFA replaced the former Cooperative State Research, Education, and Extension Service (CSREES).
Website: http://www.csrees.usda.gov/qlinks/partners/state_partners.html

NCEMCH **The National Center for Education in Maternal and Child Health (NCEMCH)** offers publications on nutrition, maternal health, child health, and children with special health care needs.

National Center for Education in Maternal and Child Health
2115 Wisconsin Avenue, NW
Suite 601
Washington, DC 20007
Phone: (202) 784-9770
Website: www.ncemch.org
Maternal and Child Health Virtual Library:
http://www.mchlibrary.info

Other Resources

Contact your State's administering agency for assistance in obtaining any of the following publications:

Dietary Guidelines for Americans, **2010**, USDA and Department of Health and Human Services. Online at http://www.health.gov/dietaryguidelines/2010.asp.

Food Buying Guide for Child Nutrition Programs, USDA/FNS, PA 1331, Revised, Printed March 2002.

The Healthy School Meals Resource System provides information to people working with the USDA's Child Nutrition Programs. Online at http://healthymeals.nal.usda.gov/

USDA Recipes for Child Care, available online at http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cElEPTYzJmlzTWdyPXRydWU=

USDA Recipes for Schools, available online at http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cElEPTEwMiZpc01ncj10cnVl

Food Safety for Summer Food Service Programs, National Food Service Management Institute, 2003. Designed to help staff and volunteers of Summer Food Service Programs learn ways to provide safe foods and teach children basic food safety practices. Available online at http://nfsmi-web01.nfsmi.olemiss.edu/ResourceOverview.aspx?ID=73

HACCP-Based Standard Operating Procedures (SOPs), National Food Service Management Institute, 2005. Foodservice SOPs are written practices and procedures and are the basic ingredient to producing safe food. It is essential to train employees and emphasize the importance of following the procedures. These SOPs are available in both Microsoft Word® format (.doc) and Adobe® Acrobat® Portable Document Format (.pdf). Available online at http://sop.nfsmi.org/HACCPBasedSOPs.php

The Food Code, U.S. Department of Health and Human Services, Public Health Service, Food and Drug Administration, 2013. Available online at http://www.fda.gov/food/guidanceregulation/retailfoodprotection/foodcode/ucm374275.htm

Is It Done Yet? – Food safety program to promote the use of food thermometers when cooking all meat and poultry products. Online at http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/teach-others/fsis-educational-campaigns/is-it-done-yet

Serving It Safe: A Manager's Tool Kit, USDA/Food and Nutrition Service, FCS-295, Revised June 2003. Available online at http://www.teamnutrition.usda.gov/Resources/serving_safe.html.

USDA, Food Safety and Inspection Service. Consumer Education information and publications are available online at http://www.fsis.usda.gov.

FightBAC – Partnership for Food Safety Education. Online at http://www.fightbac.org.

Thermy – a national campaign to promote the use of food thermometers. Available online at http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/teach-others/fsis-educational-campaigns/thermy/thermy

Summer Food Service Program website, online at http://www.fns.usda.gov/sfsp/summer-food-service-program-sfsp

Food and Nutrition Service Regional Offices

Mid-Atlantic Regional Office
Mercer Corporate Park
300 Corporate Boulevard
Robbinsville, NJ 08691-1518
(609) 259-5025

Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Puerto Rico, Virginia, Virgin Islands, West Virginia

Midwest Regional Office
77 West Jackson Boulevard
20th Floor
Chicago, IL 60604-3507
(312) 353-6664

Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Mountain Plains Regional Office
1244 Speer Boulevard
Suite 903
Denver, CO 80204-3581
(303) 844-0354

Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming

Northeast Regional Office
10 Causeway Street
Room 501
Boston, MA 02222-1069
(617) 565-6370

Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont

Southeast Regional Office
61 Forsyth Street SW
Room 8T36
Atlanta, GA 30303-3427
(404) 562-1801/1802

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Southwest Regional Office
1100 Commerce Street
Room 555
Dallas, TX 75242-9800
(214) 290-9925

Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Western Regional Office
90 Seventh Street
Suite 10-100
San Francisco, CA 94103
(415) 705-1310

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