south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

CHILD AND ADULT NUTRITION SERVICES

Food Production Records Handbook

https://doe.sd.gov/cans/snp.aspx

2020

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Questions? Comments? Concerns? Contact the Child and Adult Nutrition Services (CANS) Office!

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Chapter 1- Introduction

What are production records?

Production records keep track of the food you serve at each snack or meal every day. Think of them like a receipt you get when you go grocery shopping. Production records monitor what food is served to students, how much is made for the day, and what food is left at the end of the day. These records are very important. When you fill out these records, the Child and Adult Nutrition Services will determine if your meals and snacks meet the meal pattern requirements. This documentation is required to receive your federal meal reimbursement (which means money!). So, it is very important that you fill out our form correctly. This handbook will help you step by step to fill out a great production record! You can see a full production record on the next page.

Federal Regulations

Daily production records are required by federal regulations 7 CFR 210.10(a)(3). If you need a reminder of the federal regulations, they are listed at this website:

https://www.fns.usda.gov/part-210%E2%80%94national-school-lunch-program

Each new school year, be sure to check the CANS templates to see if there have been any changes! The current templates can be found on the CANS website https://doe.sd.gov/cans/snp/aspx under the School Meals Documents tab.

REMINDER

DAILY LUNCH MENU PRODUCTION RECORD SCHOOL YEAR _____

DATE: _____

School Dist: _____
Site Name: _____

Offer Versus Serve: Yes: ____ No: ____
OVS Grades:
Purchased A la Carte? Yes: ____ No: ____
Free Seconds? Yes: ____ No: ____

Meal Counts

	Planned	Actual
K-8:		
9-12:		
Adults:		
Total:		

Lunch Menu

	Serving Size
K-8	
9-12	

	A	B	C		D		F		G		H	I	J
	Menu Item	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
	Recipe Name & # (ground beef, canned corn) Product Name & Code# (Brand Name 1234) Spaghetti (DOS)		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings			
Meat/Meat Alternate													
Grains/Bread													
Fruits ☐ See Food Bar Form													
Vegetables ☐ See Food Bar Form													
2 Milk Choices: 1% unflavored, skim flavored, skim unflavored													
Other Foods (Condiments, etc.) ☐ See Food Bar Form													

SAMPLE

Chapter 2- Filling Out a Production Record

At first glance, production records may seem complicated. There are a lot of boxes that need to be filled in. Don't worry. We will go over what each section means and give tips on how to fill it out properly. In this handbook, we will look at the lunch production record, but you fill out the breakfast and snack record the same way.
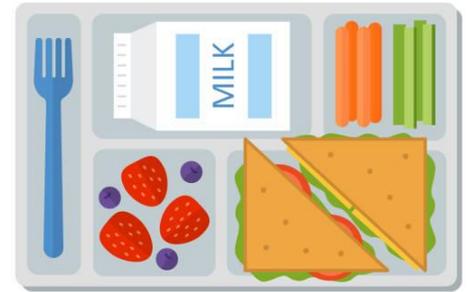
Let's start at the top!

School Information

Each production record requires you to put your school's information at the top, left-hand corner of the record. Below is what the school information area looks like:

DAILY LUNCH MENU PRODUCTION RECORD SCHOOL YEAR_____

DATE: _____

School Dist: _____
Site Name: _____

	Meal Counts	
	Planned	**Actual**
K-8:		
9-12:		
Adults:		
Total:		

Offer Versus Serve: Yes____   No: ____
OVS Grades: _____
Purchased A la Carte? Yes____   No: ____
Free Seconds?   Yes____   No: ____

Let's take this line by line.

Line 1: The first line is the Daily Lunch Menu Production Record School Year. Here is where we will put the current school year.

DAILY LUNCH MENU PRODUCTION RECORD SCHOOL YEAR 2019-2020

Line 2: The next line is for the date. Put today's date on this line.

Lines 3 and 4: Your School District and Site Name will go on these lines.

Lines 5 and 6: This is where you tell us if you have Offer Versus Serve (OVS). OVS is a concept that applies to menu planning and the meal service. OVS allows students to decline some of the food offered in a reimbursable lunch or breakfast. The goals of OVS are to reduce food waste and to permit students to choose the foods they want to eat. If you have OVS, tell us which grades this is available to. Check yes if you have OVS or no if you do not.

 OVS is required for grades 9-12 at lunch. OVS is optional at lunch for grades K-8 and optional for all grades at breakfast.

Line 7: Can students buy food items A la Carte? Here is where you tell us if they can or not.

Purchased A la Carte? Yes: _____ No: ✔

Line 8: This line will ask if you offer free seconds. Check yes or no to answer whether or not you offer free seconds.

Free Seconds? Yes: _____ No: ✔

REMINDER **All food offered for free must be included in your calorie, saturated fat, sodium, and *trans*-fat calculations. They also must meet the dietary specification requirements.**

Meal Counts

Now we can move to the meal counts area. A meal count is used to indicate how many meals you **plan** on serving, and how many meals you **actually** served. Depending on the grade groups at your school, this section will look like one of these:

Meal Counts

	Planned	Actual
K-8:		
9-12:		
Adults:		
Total:		

Meal Counts

	Planned	Actual
K-5:		
6-8:		
9-12:		
Adults:		
Total:		

Be sure to choose the production record that matches the meal patterns that your school is serving.

In the planned section, you will write the number of meals you plan on serving to each grade group.

To find your total number of **planned** meals, add all meal counts in the planned column together.
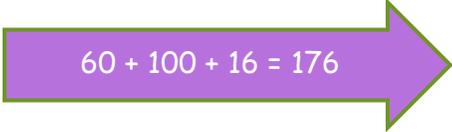
60 + 100 + 16 = 176

Meal Counts		
	Planned	Actual
K-8:	60	
9-12:	100	
Adults:	16	
Total:	176	

Actual
68
94
12

After meal service, record the number of actual meals you served that day for each grade group, including Adult meals.

Now you will total your actual meal counts, just like you did in the planned meals column. Your finished meal count will look something like this:

Meal Counts		
	Planned	Actual
K-8:	60	68
9-12:	100	94
Adults:	16	12
Total:	176	174

REMINDER **Make sure your math is correct! It will help you later on!**

Menu and Serving Sizes

The serving size and menu can be found in the top right corner of your production record. This is where you will put what you are having for lunch that day. There is a separate line for each item on the menu, including a line for milk. You will also list how much of each menu item you are serving each student in

Serving Size		Lunch Menu
K-8	9-12	
1 each	1 each	Hamburger on whole wheat bun
1/2 cup	1/2 cup	Baked Beans
3/4 cup	1 cup	Fresh broccoli florets
1/2 cup	1 cup	Pinapple chunks, canned
1 cup	1 cup	Milk Choice

each grade group. For example, if you are serving hamburgers for lunch that today, and each student gets one hamburger, then you will put 1 each, or one patty, for a serving size. For fruit and vegetables, record serving sizes in cups, for example ½ cup pineapple.

Let's fill this out step-by-step:

Menu

Lunch Menu

Hamburger on whole wheat bun

Baked Beans

Fresh broccoli florets

Pinapple chunks, canned

Milk Choice

Step 1: What entrée are you planning? Put your entrée on the first line.

Step 2: What else are you having? Put everything else you are serving on the next lines.

Remember, each menu item goes on a different line!

Try to describe the menu items with extra detail, like saying 'whole wheat bun'. That will help you fill out the rest!

Serving Sizes

Serving Size		Lunch Menu
K-8	9-12	
1 each		Hamburger on whole wheat bun
1/2 cup		Baked Beans
3/4 cup		Fresh broccoli florets
1/2 cup		Pinapple chunks, canned
1 cup		Milk Choice

Step 1: Look at what you wrote for each menu item.

Step 2: Write down the serving sizes for each menu item for each grade group.

REMINDER

Be sure that what you record for your serving sizes meets the minimum meal pattern requirements. DO NOT record the offer versus serve selection. This will get you into trouble, because it doesn't look like your meal meets minimum requirements!

Congrats!

You finished the top portion of your food production record! Now let's move on to the next part!!

First let's take a look at each section before we fill it out.

Column A: Menu Items

In the Menu Item section, you will write down what you wrote for your lunch menu, broken out into the various food component categories. You will indicate the brand and product number, recipe name and number, and the Child Nutrition (CN) label crediting information, if available.

Column B: Food Temperatures

This is where you can record your food temperatures. Some schools use a separate Food Temperature Log, outside of the Production Record. As long as temperatures are being recorded, this column can be left blank.
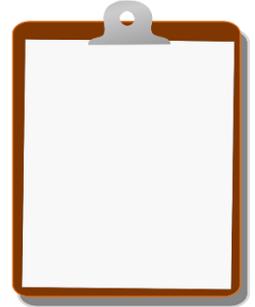
Columns C, D, E: Grade Groups and Servings

There is a separate column for each grade level. Make sure these match the grade groups at your school. If you feed in grade groups of K-5, 6-8, and 9-12, be sure that you are using the production record that has those grade groups. If you feed in grade groups of K-8 and 9-12, be sure that you have the right production record for those grade groups. Under each grade group you will find areas to indicate the serving size and planned servings for that grade group.

Serving Sizes

Your serving size is where you will put how much of each item each student will receive. You will do this for all grade groups. If you were to serve K-8 and 9-12, and gave your K-8 students ½ cup of peaches for the day, in your serving size column, you would enter '1/2 cup'.

Planned Servings

This column shows how many servings you **plan** on serving to that grade group that day. If you had 30 students in your K-8, and you plan to serve peaches to all 30 students, you would enter 30 into the planned servings column for your K-8 students. Be cautious not to confuse the two (serving size and planned servings).

Column F: Planned Seconds

Some schools offer seconds, while other schools do not. If you do not offer seconds, you may skip this section. If you do serve seconds, fill in the serving size and planned number of servings.

Serving Size

This is where you will write how much you are going to give your students for seconds. For example, if you are going to give students another hamburger patty for seconds, then you would put 1 patty, or 1 each.

Planned Servings

Here is where you tell us how many servings of seconds you plan on giving. If you have 50 students at your lunchroom, and normally half of them have seconds, then you would enter 25 into this section.

Column G: A la Carte, Adults

Are you wondering what a la Carte is? That's ok! A la Carte is food items that are **sold separate** from the regular menu. Like a second milk. If a student wants to purchase a 2nd milk, this would count as an A la Carte item.
Adults are also able to eat school lunches. Both A la Carte and Adults would go under this section. Record the adult meals the same way you would record your student meals.

Serving Size

Just like in the sections before, serving size is how much you are going to give each person. If you are going to give each person one burger, you will put 1 each in this section.

Planned Servings

Planned servings for A la Carte and Adult meals are the same as the others. If you plan to serve 10 adults, then you will put 10 down for planned servings.

Column H: Total Planned Servings

Total planned servings is exactly what it sounds like. In this column you will add together the planned servings from every previous column (Columns C, D, possibly E, Column F, and Column G).

Column I: Total Units Prepared

Here we will figure out how much food you need to prepare. Use the Food Buying Guide https://foodbuyingguide.fns.usda.gov/ or your recipe to determine the units. For example, if you had 150 cups of total planned servings, you will need to find out how many #10 cans it will take to give you 150 cups. The Food Buying Guide helps you make that calculation.

Column J: Amount Added or Leftover

In this section, you will record if you had to add extra food to what you had prepared, if you had just the right amount of food, or if you had leftovers. If you had to add food, you will put a plus sign (+) in front of the number of extra units of food you needed to make. If you had just the right amount of food, you will simply put 'none' or zero. If you had leftovers, you will put a negative sign (-) in front of how many leftover items you had.

Now that we know what these columns are used for, let's fill out the rest of the production record.

Meat/Meat Alternate (M/MA)

Step 1: Write down the main entrée to be served that day. Using our example menu from above, the meat/meat alternate would be the hamburger patty. If you are offering cheese with the hamburger, that would also be listed here, as a meat alternative.

Step 2: List the brand name and number of the M/MA (or the recipe name). You will also list the ounce equivalents or weight in ounces/grams that you are serving. If the product has a Child Nutrition (CN) label, include that information here.

Meat/Meat Alternate

Hamburger Patty Puck Brand#1234

CN 2 oz eq MMA

Step 3: Record the serving size for your first grade group.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8	
		Serving Size	Planned Servings
Meat/Meat Alternate			
Hamburger Patty Puck Brand#1234 CN 2 oz eq MMA		1 each	110

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8	
		Serving Size	Planned Servings
Meat/Meat Alternate			
Hamburger Patty Puck Brand#1234 CN 2 oz eq MMA		1 each	110

Step 4: Record the planned servings for that grade group.

Step 5: Repeat steps 3 and 4 for the next grade groups.

A	B	C		D	
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12	
		Serving Size	Planned Servings	Serving Size	Planned Servings
Meat/Meat Alternate					
Hamburger Patty Puck Brand#1234 CN 2 oz eq MMA		1 each	110	1 each	170

Step 6: Now we will write down the serving size and planned number of servings for the planned seconds column. If you do not offer seconds, put zeros in this space or leave it blank.

A	B	C		D		F	
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
Meat/Meat Alternate							
Hamburger Patty Puck Brand#1234 CN 2 oz eq MMA		1 each	110	1 each	170		

Step 7: Next, determine your serving size and planned servings for A la Carte and Adult meals.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
Meat/Meat Alternate									
Hamburger Patty Puck Brand#1234 CN 2 oz eq MMA		1 each	110	1 each	170	0	0	1 each	20

Step 8: Add your planned servings for each grade group, your seconds, A la Carte and Adult meals. Record your total planned servings.

110 + 170 + 20 = 300

Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings			
1 each	110	1 each	170			1 each	20	300 patties	300 patties	-5

Step 9: Record the total number of units that you prepared for the meal.

REMINDER

Total Units Prepared may look different than the Total Planned Servings. Depending on the food item, units prepared may be listed as number of boxes, cans, pounds, or recipes.

Step 10: After meal service, record how many units of food you had to add to your meal, or how many you had leftover.

REMINDER

Use a negative sign (-) if you had left over units.
Use a positive sign (+) if you had to add more units.

You are finished with the Meat/Meat Alternate section!

Grains/Bread

Step 1: List all grains that you are serving on this line. Be sure to include the type of grain, as well. From our example menu, the bun will go on this line. Since it is whole grain, we will indicate WG in the description.

Step 2: You will also need to put the brand name and the number of ounce equivalents (oz eq) or weight of the grains that you are serving. If the item has a Child Nutrition (CN) label, use that information here.

Menu Item
(ground beef, canned corn)
Recipe Name & # Spaghetti *(D35)*
Product Name & Code# *(Brand Name 1234)*
Grains/Bread
WG hamburger bun (2 oz=2 oz eq G)
Mara Gee Brand

The USDA Whole Grain Resource Manual https://doe.sd.gov/cans/documents/GrainChrt.pdf is a handy tool that you will use to find information on how to credit the grain component in oz equivalents.

Step 3: Record the serving size for your first grade group.

Step 4: Record the planned servings for that grade group.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8	
		Serving Size	Planned Servings
Meat/Meat Alternate			
Hamburger Patty Puck Brand#1234 CN 2 oz eq MMA		1 each	110
Grains/Bread			
WG hamburger bun (2 oz=2 oz eq G) Mara Gee Brand		1 each	110

Step 5: Repeat steps 3 and 4 for the next grade groups.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12	
		Serving Size	Planned Servings	Serving Size	Planned Servings
Meat/Meat Alternate					
Hamburger Patty Puck Brand#1234 CN 2 oz eq MMA		1 each	110	1 each	170
Grains/Bread					
WG hamburger bun (2 oz=2 oz eq G) Mara Gee Brand		1 each	110	1 each	170

Step 6: Record your serving size and planned servings for the planned seconds in each age group. Since we aren't offering seconds, this can be left blank or indicated with zeros.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
Grains/Bread							
WG hamburger bun (2 oz=2 oz eq G) Mara Gee Brand		1 each	110	1 each	170		

Step 7: Determine your serving size and planned servings for A la Carte and Adult meals.

Step 8: Record your total planned servings.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings			
Grains/Bread												
WG hamburger bun (2 oz=2 oz eq G) Mara Gee Brand		1 each	110	1 each	170			1 each	20	300	300	-5

Step 9: Record the total number of units that you prepared for the meal.

REMINDER **Total Units Prepared may look different than the Total Planned Servings, based on the number of units per bag, box, etc.**

Step 10: Record how many units of food you had to add to your meal, or how many you had leftover.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
Grains/Bread									
WG hamburger bun (2 oz=2 oz eq G) Mara Gee Brand		1 each	110	1 each	170			1 each	20

REMINDER **Use a negative sign (-) if you had left over units.**
Use a positive sign (+) if you had to add more units.

You are finished with the Grains/Bread section!

Fruits

Step 1: List all fruit that you are serving on this line.

A
Menu Item
(ground beef, canned corn)
Recipe Name & # Spaghetti *(D35)*
Product Name & Code# *(Brand Name 1234)*
Fruits
☐ See Food Bar Form
Pinapple, Chunk, canned in juice

Step 2: Record the fruit as purchased or how you are serving it (cooked, steamed, drained, etc.).

A	B	C	
Menu Item *(ground beef, canned corn)* Recipe Name & # Spaghetti *(D35)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8	
		Serving Size	Planned Servings
Fruits			
☐ See Food Bar Form			
Pinapple, Chunk, canned in juice		1/2 cup	60

Step 3: Record the serving size for your first age group.

Step 4: Record the planned servings for that age group.

Step 5: Repeat steps 3 and 4 for the next grade groups.

A	B	C		D	
Menu Item *(ground beef, canned corn)* Recipe Name & # Spaghetti *(D35)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8		Grades: 9-12	
		Serving Size	Planned Servings	Serving Size	Planned Servings
Fruits					
☐ See Food Bar Form					
Pinapple, Chunk, canned in juice		1/2 cup	60	1 cup	100

Step 6: Record your serving size and planned servings for the planned seconds.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
Fruits									
☐ See Food Bar Form Pinapple, Chunk, canned in juice		1/2 cup	60	1 cup	100			1 cup	20

Step 7: Determine your serving size and planned servings for A la Carte or Adult meals.

Step 8: Next, record your total planned servings. This will need to be in one serving size. For example, we are serving both ½ cup and 1 cup serving sizes, so we will need to convert this to full cups.

	A	B	C		D		F		G		H
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)		Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)
			Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	
Fruits											
☐ See Food Bar Form Pinapple, Chunk, canned in juice			1/2 cup	60	1 cup	100	0	0	1 cup	20	150 cups

Let's take a closer look at how we get that number.

How to convert serving sizes

To start, we know there are two 1/2 cup servings in a cup.
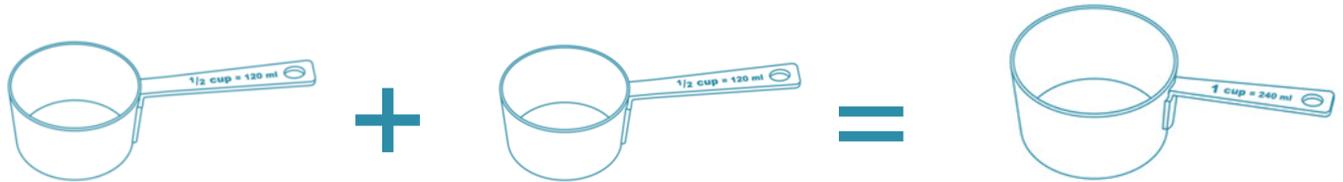
To convert to full cups, we take the number of servings times the serving size. To make it easier, we will use decimals instead of fractions.

1/2 cup = .50 cups

60 (grades K-12 servings) X .50 (serving size) = 30 full cups

Remember this number!

There is a Conversion Chart for converting fractions into decimals in Appendix E!

Now let's find the cups for the next grade group.

A	B	C		D	
Menu Item *(ground beef, canned corn)* Recipe Name & # Spaghetti *(D35)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8		Grades: 9-12	
		Serving Size	Planned Servings	Serving Size	Planned Servings
Fruits					
☐ See Food Bar Form Pinapple, Chunk, canned in juice		1/2 cup	60	1 cup	100

This example shows that the students in this grade group are given a full cup for a serving size:

100 (Grades 9-12 servings) X 1 (serving size) = <mark>100 full cups</mark>

<mark>Remember this number!</mark>

Do this with all grade groups, seconds, a la cart, and adult servings.

A	B	C		D		F		G	
Menu Item (*ground beef, canned corn*) Recipe Name & # Spaghetti *(D35)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
Fruits									
☐ See Food Bar Form Pinapple, Chunk, canned in juice		1/2 cup	60	1 cup	100	0	0	1 cup	20

In this example, seconds are not served, so we have nothing to calculate. Our example says that the A la Carte/Adult serving size is 1 cup:

20 (a la carte/adult servings) X 1 (serving size) = <mark>20 full cups</mark>

<mark>Remember this number!</mark>

Congrats! Sweet! You can now add together all of the **FULL CUPS** and put them in your total planned servings column. See the example on the next page.

$$30 \quad + \quad 100 \quad + \quad 0 \quad + \quad 20 \quad = \quad 150$$

A	B	C		D		F		G		H
Menu Item *(ground beef, canned corn)* Recipe Name & # Spaghetti *(D35)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	
Fruits										
☐ See Food Bar Form Pinapple, Chunk, canned in juice		1/2 cup	60	1 cup	100	0	0	1 cup	20	150 cups

Step 9: Now we can record the total number of units that you prepared for the meal.

In this example, there were 12 #10 cans prepared for the pineapple chunks.

H	I	J
Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
150 cups	12 #10 cans	- 1/2 #10 can

Step 10: Record how many units of food you had to add to your meal, or how much you had leftover.

REMINDER Use a negative sign (-) if you had left over food units.
Use a positive sign (+) if you had to add more food units.

You are finished with the Fruit section!

Vegetables

Filling out the Vegetables section is very much like how we did the Fruits.

Step 1: List all the vegetables that you are serving. Be sure to use a separate line for each item.

Step 2: Record the vegetables as purchased or prepared. Add any product information if you are using a specific brand.

Vegetables

☐ See Food Bar Form

Baked Beans, canned vegetarian

Fresh Broccoli florets

Step 3: Record the serving size(s) for your first grade group.

Step 4: Record the planned servings for that grade group.

A	B	C	
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8	
		Serving Size	Planned Servings
Vegetables			
☐ See Food Bar Form			
Baked Beans, canned vegetarian		1/2 cup	60
Fresh broccoli florets		3/4 cup	60

Step 5: Repeat steps 3 and 4 for the next grade groups.

Step 6: Record your serving size and planned servings for the planned seconds in each age group.

Vegetables					
☐ See Food Bar Form					
Baked Beans, canned vegetarian		1/2 cup	60	1/2 cup	100
Fresh Broccoli florets		3/4 cup	60	1 cup	100

Step 7: Determine your serving size and planned servings for A la Carte and Adult meals.

Step 8: Next, record your total planned servings. Again, this will need to be in one serving size, so we will need to do a little math to convert ½ cup and ¾ cup serving sizes into full cups.

A	B	C		D		F		G	
Menu Item *(ground beef, canned corn)* Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	**Grades: K-8**		**Grades: 9-12**		**Planned Seconds (By Grade Groups)**		**A la Carte, Adults**	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
Vegetables									
☐ See Food Bar Form									
Baked Beans, canned vegetarian		1/2 cup	60	1/2 cup	100			1 cup	20
Fresh broccoli florets		3/4 cup	60	1 cup	100			1 cup	20

REMINDER

To convert to full cups, we take the number of servings times the serving size. We will use decimal forms of ½ cup (.50 and ¾ cup (.75) to make our calculations easier.

A	B	C		D		F		G		Total Planned Servings (slices, cups, etc)
Menu Item *(ground beef, canned corn)* Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	**Grades: K-8**		**Grades: 9-12**		**Planned Seconds (By Grade Groups)**		**A la Carte, Adults**		
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	
Vegetables										
☐ See Food Bar Form										
Baked Beans, canned vegetarian		1/2 cup	60	1/2 cup	100			1 cup	20	100 cups
Fresh broccoli florets		3/4 cup	60	1 cup	100			1 cup	20	165 cups

Let's calculate the beans first.

Remember, 1/2 cup = .50 cups

60 (grades K-8 servings) X .50 (serving size)= <mark>30 full cups beans</mark>

100 (grades 9-12 servings) X .50 (serving size)= <mark>50 full cups beans</mark>

Do this with all grade groups, seconds, a la cart and adults.

In this example, seconds are not served, so we have nothing to calculate.

Vegetables								
☐ See Food Bar Form								
Baked Beans, canned vegetarian	1/2 cup	60	1/2 cup	100	0	0	1 cup	20
Fresh Broccoli florets	3/4 cup	60	1 cup	100	0	0	1 cup	20

In our example, the A la Carte/Adult serving size is 1 cup.

20 (a la cart/adult servings) X 1 (serving size) = <mark>20 full cups</mark>

Sweet! You can now add together all of the **FULL CUPS** of beans and enter that in your total planned servings column.

Now let's figure the broccoli.

Remember, ¾ cup = .75 cups

60 (grades K-8 servings) X .75 (serving size)= 45 full cups broccoli

Remember this number!

100 (grades 9-12 servings) X 1 (serving size)= 100 full cups

Remember this number!

20 (a la cart/adult servings) X 1 (serving size) = 20 full cups

Remember this number!

Sweet! You can now add together all of the **FULL CUPS** of broccoli that you calculated and put them in your total planned servings column.

| 30 | + | 50 | + | 0 | + | 20 | = | 100 |

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	
Vegetables										
☐ See Food Bar Form										
Baked Beans, canned vegetarian		1/2 cup	60	1/2 cup	100			1 cup	20	100 cups
Fresh broccoli florets		3/4 cup	60	1 cup	100			1 cup	20	165 cups

| 45 | + | 100 | + | 0 | + | 20 | = | 165 |

Step 9: Record the total number of units that you prepared for the meal. In this example, there were 9 #10 cans prepared for the baked beans and 25 pounds of broccoli florets prepared for the day.

Menu Item *(ground beef, canned corn)* Recipe Name & # Spaghetti *(D35)* Product Name & Code# *(Brand Name 1234)*	Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
Vegetables			
☐ See Food Bar Form			
Baked Beans, canned vegetarian	100 cups	9 #10 cans	none
Fresh broccoli florets	165 cups	25#	-1.75#

When you are finding how many units you prepared for your meal, the unit you use will depend on what your menu item is. You can find these measurements by using the USDA Food Buying Guide https://foodbuyingguide.fns.usda.gov/.

Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
100 cups	9 #10 cans	none
165 cups	25#	-1.75#

Step 10: Record how many units of food you had to add to your meal, or how many you had leftover.

REMINDER

Use a negative sign (-) if you had left over food units.
Use a positive sign (+) if you had to add more food units.

You are finished with the Vegetable section!

Milk

All schools are required to give students a choice of at least two milk options. In the milk section, you will list all milk choices you offer. Choices may be flavored or unflavored skim or 1%. If there are any special diets that require an alternate milk, this must also be listed here.

Step 1: List all milk varieties that you are serving on this line.

2 Milk Choices: 1% unflavored, skim		
Chocolate Skim		
White 1%		

REMINDER Do not simply list "milk"! Each variety (skim, 1%, soy) must be recorded on its own line, with the number of servings listed.

Step 2: Record the serving size for your first grade group.

Step 3: Record the planned servings for that grade group.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8	
		Serving Size	Planned Servings
2 Milk Choices: 1% unflavored, skim flavored, skim unflavored			
Chocolate Skim		1/2 pint	100
White 1%		1/2 pint	10

Step 4: Repeat steps 2 and 3 for the next grade groups.

Step 5: Next, record your serving size and planned servings for the planned seconds in each grade group.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Grades: K-8		Grades: 9-12	
	Serving Size	Planned Servings	Serving Size	Planned Servings
Chocolate Skim	1/2 pint	100	1/2 pint	125
White 1%	1/2 pint	10	1/2 pint	5

Step 6: Determine your serving size and planned servings for a la Carte and Adult meals.

Menu Item _(ground beef, canned corn)_ Recipe Name & # Spaghetti _(D35)_ Product Name & Code# _(Brand Name 1234)_	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
2 Milk Choices: 1% unflavored, skim flavored, skim unflavored									
Chocolate Skim		1/2 pint	100	1/2 pint	125			1/2 pint	20
White 1%		1/2 pint	10	1/2 pint	5			1/2 pint	0

Step 7: Record your total planned servings. Since most milk is served in pints, we do not have to do any difficult math. Simply add together the number of planned servings for each grade group, planned seconds, a la carte and adults.

100	+	125	+	0	+	20	=	245

Menu Item _(ground beef, canned corn)_ Recipe Name & # Spaghetti _(D35)_ Product Name & Code# _(Brand Name 1234)_	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	
2 Milk Choices: 1% unflavored, skim flavored, skim unflavored										
Chocolate Skim		1/2 pint	100	1/2 pint	125			1/2 pint	20	245 1/2 pint
White 1%		1/2 pint	10	1/2 pint	5			1/2 pint	0	15 1/2 pints

10	+	5	+	0	+	0	=	15

The number of planned servings for each milk variety may be tricky to predict. Keep a record of your actual milk counts for 1 or 2 weeks. You can then use these numbers going forward to decide how many of each variety to provide for your students and adults.

Step 8: Record the total number of units that you provided for the meal.

Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
245 1/2 pint	245 1/2 ints	-3
15 1/2 pints	15 1/2 pints	-1

Step 9: Record how many units of milk you had to add to your meal, or how many you had leftover.

REMINDER **Use a negative sign (-) if you had left over food units.**
Use a positive sign (+) if you had to add more food units.

You are finished with the Milk section!

Other Foods, (Condiments, desserts, etc.)

Ketchup, mustard, ranch dressing, mayonnaise, etc.: these tasty toppers and dippers are called condiments. Condiments, desserts and any other foods that do not credit toward the meal pattern requirements are recorded in the "Other Foods" section.

Step 1: List all of the extra food that you are serving on this line. For our example, we will list low sodium gravy.

Menu Item
(ground beef, canned corn)
Recipe Name & # Spaghetti *(D35)*
Product Name & Code# *(Brand Name 1234)*

Other Foods (Condiments, etc.)
☑ See Food Bar Form

Low sodium gravy, SR #35

Step 2: You will also need to put the recipe name and number or brand name and number.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8	
		Serving Size	Planned Servings
Other Foods (Condiments, etc.)			
☑ See Food Bar Form			
Low sodium gravy, SR #35		(1/4 cup)	(60)

Step 3: Record the serving size for your first grade group.

Step 4: Record the planned servings for that grade group.

Step 5: Repeat steps 3 and 4 for the next grade groups.

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Grades: K-8		Grades: 9-12	
	Serving Size	Planned Servings	Serving Size	Planned Servings
Other Foods (Condiments, etc.)				
☑ See Food Bar Form				
Low sodium gravy, SR #35	1/4 cup	60	1/4 cup	100

Step 6: Record your serving size and planned servings for the planned seconds in each age group.

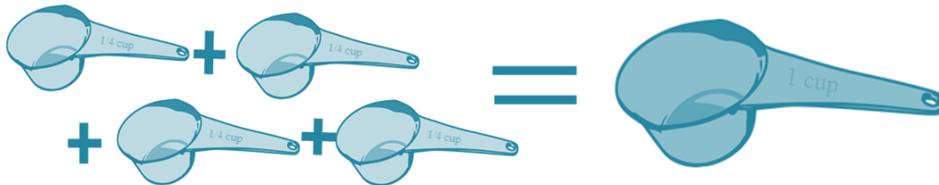| Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
Other Foods (Condiments, etc.)									
☑ See Food Bar Form									
Low sodium gravy, SR #35		1/4 cup	60	1/4 cup	100	0	0	1/4 cup	20

Step 7: Determine your serving size and planned servings for A la Carte or Adult meals.

Step 8: Next, record your total planned servings. Again, this will need to be in full cups, so we will do a little math. If each student and adult gets ¼ cup of gravy, how many full cups do we need to plan for?

There are **four** 1/4 cup servings in a cup.

1/4 cup = .25 cups

Since everyone is getting the same serving size, lets add together the number of students, seconds, a la cart and adult servings to make our calculation quicker:

		60	+	100	+	0	+	20 =	**180**

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	
Other Foods (Condiments, etc.)										
☑ See Food Bar Form Low sodium gravy, SR #35		1/4 cup	60	1/4 cup	100	0	0	1/4 cup	20	45 cups

Now take your total number of servings times the serving size of .25 cup:

180 (servings) X .25 (serving size) = 45 full cups

Congrats!

Sweet! You just figured out the total number of **FULL CUPS** that you need to plan for. Put this number in your Total Planned Servings column.

H	I
Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)
45 cups	3 gallons

Step 9: Now use your recipe to help you record the total amount you prepared. You may need to convert cups to a measurement that matches your recipe, such as gallons.

tip!

Don't forget about the conversion chart in <u>Appendix E</u>!

Step 10: Record how many units of food you had to add to your meal, or how much you had leftover.

H	I	J
Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
45 cups	3 gallons	-0.5 gallons

You are finished with the Other Foods section!

Wait!

On the production record, you probably noticed the checkbox for the 'See Food Bar Form' in the fruit, vegetable, and Other Foods sections. That checkbox is for the Food Bar form. Let's look at that next.

Chapter 3- The Food Bar Form

The Food Bar Form looks a lot like the Food Production Record. Make sure not to confuse them, because they are used for different things. The Food Bar Form is a worksheet where you write down all of the things you have on your fruit or vegetable bar (salad bar). This is also used to list the condiments that are on your bar.

You might not need a Food Bar Form, but if you are one of those that do, we can fill it out together.

There are two Food Bar Forms: a multi-day, and a daily. You can find the food bar forms on our website: https://doe.sd.gov/cans/snp.aspx under the School Meal Documents tab.

School Meal Documents

Menu Planning: References, Worksheets, and Production Records:
- Breakfast/Snack Production Record
- Multi-Day Food Bar Form
- Colony School
- PreK Lunch & Breakfast
- Recipe Component Contribution Calculator
- Lunch Production Record
- Single-Day Food Bar Example
- Menu Certification Worksheets (memo SP 34-2012)
- Single-Day Food Bar Form
- Multi-Day Food Bar Example

We will provide an example for using the Multi-Day Food Bar Form.

Multi-Day Food/Condiment Bar Production Record

School District Name: **Site Name:**

This production record is designed for schools that have an ongoing fruit/vegetable bar. It can also be used to track condiments. Write in items used routinely before copying the form. Use the Vegetable Subgroup Key column to record the abbreviation for the following vegetable subgroups served: **RO**=Red Orange; **DG**=Dark Green; **BP**=Beans & Peas (Legumes); **S**=Starchy; **WG** (whole grain)

☐ Food bar is **before** point of service   ☐ Food bar is **after** point of service

Week of: May 10 Year: 2012					Monday	Tuesday	Wednesday	Thursday	Friday
Record Daily Participation: Elm (K-5) M (6-8) HS (9-12) A (Adult) ⇒					E= M= HS= A=	E= M= HS= A=	E= M= HS= A=	E= M= HS= A=	E= M= HS= A=
Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) or Commodity (C)	Vegetable Subgroup Key	Unit of Weight or Volume or # of Servings		Record each day the **total quantities used** of each food item on the food bar. Use only one line per food item.				

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Step 1: At the top of the food bar form you will list your school's district and site information.

Step 2: Do the students go thru the salad bar before or after the meal count (point of service)? Check the box that applies to your lunchroom.

☐ Food bar is **before** point of service   ☐ Food bar is **after** point of service

*IMPORTANT: If your food bar is after the point of service (POS), please visit with a CANS specialist. Food items served after the POS **cannot** count towards your reimbursable meal component requirements.*

Step 3: Next, indicate the week and year.

Step 4: In this section you are also asked how many people were served that day. Be sure to record the participation separately for elementary, middle school, high school, and adults.

Notice that each column in this section is a separate day of the week.

For our example, let's use the following enrollment numbers:

- 45 students in grades K-5,
- 30 students in grades 6-8, and
- 100 students in grades 9-12.

On Monday, **30** K-5 students, **24** 6-8 students, and **85** 9-12 students ate lunch in the lunchroom. There were also **4** adults that ate lunch in the lunchroom. Their daily participation for Monday would be listed like this:

Tuesday
E= 20
M= 30
HS= 97
A= 0

On Tuesday, we had **20** K-5, **30** 6-8, **97** 9-12 and **no** adults for lunch.

We can continue to do this for the rest of the days of the week.

Wednesday	Thursday	Friday
E= 40	E= 45	E= 30
M= 15	M= 15	M= 23
HS= 84	HS= 76	HS= 80
A= 12	A= 5	A= 5

Food Items Used and Form (fresh, frozen, canned)
Romaine Lettuce
Tomatoes, diced
Ranch Dressing, low-fat
Carrots, shredded
Orange quarters
Red Kidney Bean Salad
Cabbage Salad
Vegetarian Beans
Watermelon Chunks
Broccoli Salad
Kiwi Slices
Pineapple Tidbits

Step 5: The next section is where you list all food items that you have on your food bar and in what form.

*Notice that each item is very specific in its description.

Now that you have written down all items on your food bar, you must break each item down into servings. We will complete this section row by row.

Step 1: Write down your food item.

Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) or Commodity (C)	Vegetable Subgroup Key	Unit of Weight or Volume or # of Servings	Record each day the **total quantities used** of each food item on the food bar. Use only one line per food item.				
Romaine/Iceberg Lettuce Mix	Dole	DG	lbs	10	7	7	8	5

Step 2: Look up the item's product brand number or school recipe number.

REMINDER A product brand number is the name of the brand you use.

Step 3: Determine the vegetable subgroup key. There is a list of choices towards the top of your Food Bar record form. Romain lettuce is a dark green vegetable, so we will indicate DG.

Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) or Commodity (C)	Vegetable Subgroup Key	Unit of Weight or Volume or # of Servings
Romaine/Iceberg Lettuce Mix	Dole	DG	lbs

REMINDER Colors don't always match the same subgroups that describe them. For example, green beans, although dark green in color, are in the "other" subgroup.

Since there is a weekly vegetable subgroup requirement, indicating the subgroup helps you plan your menu to cover those weekly requirements. Common vegetables in each subgroup can be found in Appendix F.

Step 4: Next, indicate the unit of weight, volume, or number of servings for how you measure the items you put out on the food bar.

Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) or Commodity (C)	Vegetable Subgroup Key	Unit of Weight or Volume or # of Servings
Romaine/Iceberg Lettuce Mix	Dole	DG	lbs

Some common examples for unit of weight/volume:

> Cowboy Caviar - cups
> Diced tomatoes - lbs
> Ranch Dressing - quarts/gallons

Step 5: Record the total quantity you went through on your food bar each day for each item.

For example, let's say you had 5 pounds of Romaine lettuce out on your food bar at the start of meal service on Monday, and you added an additional 5 pounds part-way thru service. That means you used 10 quantities (lbs) on Monday. Your record for Romaine lettuce should look like this:

Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) or Commodity (C)	Vegetable Subgroup Key	Unit of Weight or Volume or # of Servings	Record each day the **total quantities used** of each food item on the food bar. Use only one line per food item.				
Romaine/Iceberg Lettuce Mix	Dole	DG	lbs	10	7	7	8	5

Do the same for the rest of the days of the week. If you did not serve any Romaine lettuce on a certain day, you can just leave that cell blank.

REMINDER If an item is canned, be sure to record the can size of the product. For small quantities, indicate cups, rather than #10 cans.

Continue to fill out each row for the rest of the items on your food bar. Below are some examples.

Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) or Commodity (C)	Vegetable Subgroup Key	Unit of Weight or Volume or # of Servings	Record each day the **total quantities used** of each food item on the food bar. Use only one line per food item.				
Romaine/Iceberg Lettuce Mix	Dole	DG	lbs	10	7	7	8	5
WG Saltines Crackers	Nabisco 2/pkg	WG	lbs	3	2	2	3	1
Ranch Dressing, reg.	C		qt	2	2	1	2	2
Cheese, American, shredded	C		lbs	3	1	1	2	
Pineapple Tidbits, lt syrup	C		#10 can			1		1

tip! Filling out the weekly food bar form instead of the daily food bar form saves you a lot of time!

Congrats! You are Finished with your Food Production Record!!!

Appendix

A. Federal Regulations

When you provide school lunches, each of your meals must meet requirements that are set by the government. These requirements are called federal regulations. The Electronic Code of Federal Regulations is a great tool to help you get the most out of your food service program. Below is a link to these regulations:

http://www.ecfr.gov/cgi-bin/text-idx?gp=&SID=3823767be9b298803ad7bee630652cad&mc=true&tpl=/ecfrbrowse/Title07/7CIIsubchapA.tpl

B. Food Buying Guide

On the FNS USDA website, you can find the Food Buying Guide for Child Nutrition Programs. The average yields indicated in this guide help you determine the quantity of food items to purchase for your meals. That way you know how much of an item to buy to get the right amount of servings for your students.
There is a link to the food buying guide below:

http://www.fns.usda.gov/tn/food-buying-guide-school-meal-programs

C. Meal Pattern

On the next two pages you will see the meal pattern requirements for a five-day school week for breakfast and lunch. This chart includes things like: how many servings of each meal component you must serve to each age group daily, the minimum and maximum amount of calories you can give each student, and the sodium limits. You must meet these requirements in order to claim your meal for reimbursement (which means getting money!).

Final Rule Nutrition Standards in the National School Lunch and School Breakfast Programs - May 2020

	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5	*Grades 6-8*	*Grades 9-12*	*Grades K-5*	*Grades 6-8*	*Grades 9-12*
Meal Pattern	**Amount of Food[a] Per Week (Minimum Per Day)**					
Fruits (cups)[b]	5 (1) [c]	5 (1) [c]	5 (1) [c]	2½ (½)	2½ (½)	5 (1) ½
Vegetables (cups)[b]	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green [d]	0	0	0	½	½	½
Red/Orange [d]	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) [d]	0	0	0	½	½	½
Starchy[d]	0	0	0	½	½	½
Other [de]	0	0	0	½	½	¾
Additional Veg to Reach Total[f]	0	0	0	1	1	1½
Grains (oz eq) [g]	7-10 (1)	8-10 (1)	9-10 (1)	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq)	0 [h]	0 [h]	0 [h]	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) [i]	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
	Other Specifications: Daily Amount Based on the Average for a 5-Day Week					
Min-max calories (kcal)[j]	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories)[j]	< 10	< 10	< 10	< 10	< 10	< 10
Sodium Target 1(mg)[jk]	≤540	≤600	≤640	≤1,230	≤1,360	≤1,420
Sodium Target 2(mg)[jk]	≤ 485	≤ 535	≤ 570	≤ 935	≤ 1,035	≤ 1,080
Trans fat[jl]	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving.					

[a]Food items included in each group and subgroup and amount equivalents. Minimum creditable serving is ⅛ cup. [b]One quarter cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength. [c]Schools must offer 1 cup of fruit daily and 5 cups of fruit weekly. Vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups, as defined in §210.10(c)(2)(iii) of this chapter.
[d]Larger amounts of these vegetables may be served.
[e]This category consists of "Other vegetables" as defined in paragraph (c)(2)(iii)(E) of this section. For the purposes of the NSLP, the "Other vegetables" requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in paragraph (c)(2)(iii) of this section. [f]Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.
[g]At least half of the grains offered weekly must be whole grain-rich as specified in FNS guidance, and the remaining grain items offered must be enriched. Schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.

[h]There is no meat/meat alternate requirement.

[i]All fluid milk must be fat-free (skim) or low-fat (1 percent fat or less). Milk may be unflavored or flavored provided that unflavored milk is offered at each meal service.

[j]The average daily calories for a 5-day school week menu must be within the range (at least the minimum and no more than the maximum values). Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, *trans* fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.

[k]Sodium Target 1 is effective from July 1, 2014 (SY 2014-2015) through June 30, 2024 (SY 2023-2024). Sodium

Target 2 is effective July 1, 2024 (SY 2024-2025).

[l]Food products and ingredients must contain zero grams of *trans* fat (less than 0.5 grams) per serving.

D. Current Templates

The world around us is changing. Things change. The CANS production record templates also change from time to time. Be sure to check in with the Child and Adult Nutrition Services website often so that you are aware of and up to date with all of the changes that happen. Check out any updates at: https://doe.sd.gov/cans/snp.aspx

Once you get to this website, look for the section called Menu Planning. There you will find the link for production records and the food bar forms. There will be a current example copy of a production record for you!

E. Conversions

We have included some standard conversions that we think you will find helpful.

To change	To	Multiply By
Ounces (oz)	Grams (g)	28.35
Pounds (lb)	Kilograms (kg)	.45
Teaspoons (tsp)	Milliliters (ml)	4.93
Tablespoons (tbsp.)	Milliliters (ml)	14.79
Fluid ounces (fl oz)	Milliliters (ml)	29.58
Cups (c)	Liters (l)	0.24
Pints(pt)	Liters(l)	0.47
Quarts (qt)	Liters (l)	0.946
Gallons (gal)	Liters (l)	3.8

Fractions	Decimals
1/8	0.125
1/4	0.250
1/3	0.333
1/2	0.500
2/3	0.667
3/4	0.750

F. Vegetable Subgroups

Here are some of the vegetable subgroups and common vegetables in each. You can find a complete list on the CANS website https://doe.sd.gov/cans/snp.aspx under School Meal Programs Resources.

Red/Orange	Beans/Peas (Legumes- dried mature beans and peas)
Acorn Squash	Black Beans
Butternut Squash	Edamame
Carrots	Garbanzo Beans, Chickpeas
Hubbard Squash	Great Northern Beans
Pumpkin	Kidney Beans
Red/Orange Peppers	Lentils
Salsa	Lima Beans, Dry
Sweet Potatoes	Navy Beans
Tomato Products	Pinto Beans
	Small Red Beans
	Split Peas
	White Beans

Other Vegetables	Other Vegetables
Artichoke	Iceberg (Head) Lettuce
Asparagus	Kohlrabi
Avocado	Mushrooms
Bean, Green or Wax	Radishes
Bean Sprouts	Sugar Snap Peas
Beets	Zucchini
Bell of (or not of) Chili Peppers	
Brussels Sprouts	
Cabbage, Green or Red	
Cauliflower	
Celery	

Dark Green	Starchy
Broccoli	Corn
Collard Greens	Green Peas
Dark Green Leafy Lettuce	Lima Beans, Canned, Fresh, or Frozen
Escarole Endive	Jicama (Yam Bean)
Kale	Potato Products, White
Romaine Lettuce	Water Chestnuts
Spinach	

G. Common Whole Grains

It can be tricky to determine if your grain meets the Whole Grain Rich Requirements. Below is a list of some common whole grains. To find out if your grain meets the requirements, there is a chart below. You can find more information in the "USDA Whole Grain Resource Manual" posted on the CANS NSLP Website under the section called *National School Lunch / Breakfast Programs.*

Wheat (RED)	Barley
• Wheat berries	• Whole barley
• Whole grain wheat	• Whole grain barley
• Cracked wheat or crushed wheat	• Whole barley flakes
• Whole wheat flour	• Whole barley flour
• Bromated whole wheat flour	• Whole grain barley flour
• Graham flour	• Dehulled barley
• Entire wheat flour	• Dehulled barley flour
• Whole durum flour	**Corn**
• Whole wheat flakes	• Whole corn
• Sprouted wheat	• Whole corn flour
• Sprouted wheat berries	• Whole grain corn flour
• Bulgur	• Whole grain cornmeal
• Whole grain bulgur	• Whole cornmeal
	• Whole grain grits
Wheat (WHITE)	**Brown Rice**
• Whole white wheat	• Brown rice
• Whole white wheat flour	• Brown rice flour
Oats	**Wild Rice**
• Whole oats	• Wild rice
• Oat groats	• Wild rice flour
• Oatmeal or rolled oats	
• Whole oat flour	

Less Common Grains; to be whole grains, "whole" must be listed before the grain name

• Einkorn	• Buckwheat
• Kamut	• Amaranth
• Emmer (farro)	• Sorghum (milo)
• Teff	• Millet
• Triticale	• Quinoa
• spelt	

H. Benefits of Production Records

Sometimes people don't realize just how important production records are. Being required by regulation isn't the only reason you should complete them. You should also complete them because production records:

- Show how planned meals contribute to meal patterns
- Help identify information needed for a nutrient analysis
- Support monthly claims for reimbursement
- Help forecast future food preparation when the same or similar menu is planned
- Help menu planners determine unpopular menu items that can be removed
- Help determine when increasing or decreasing the quantity of menu items is necessary