

Child and Adult Nutrition Services

Food Production Records Handbook

Website: <http://doe.sd.gov/cans/nslp.aspx>

2016

THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER

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

800 Governors Drive

Pierre, SD 57501

Phone: (605)-773-3413

Fax: (605)-773-6846

Email: doe.schoollunch@state.sd.us

Website: <https://doe.sd.gov/cans>

Table of Contents

Chapter 1- Introduction.....	4
What are production records?	4
Federal Regulations	5
Chapter 2- How to Read Your Record	7
A. Starting At The Top	7
<i>School Information</i>	7
<i>Serving Size and Menu</i>	7
B. Menu Item.....	8
<i>Meat/Meat Alternate</i>	8
<i>Grains/ Bread</i>	8
<i>Fruits</i>	9
<i>Vegetables</i>	9
<i>2 Milk Choices</i>	9
<i>Other Foods, (Condiments, etc.)</i>	9
C. Grades	10
<i>Serving Sizes</i>	10
<i>Planned Servings</i>	10
D. Planned Seconds	11
<i>Serving Size</i>	11
<i>Planned Servings</i>	11
E. A la Carte, Adults.....	11
<i>Serving Size</i>	12
<i>Planned Servings</i>	12
F. Total Planned Servings	12
G. Total Units Prepared	13
H. Amount Added or Leftover	13
Chapter 3- Filling Out Your Record.....	14
A. School Information	14

B. Serving Size and Lunch Menu	19
C. Menu Item.....	23
Chapter 4- The Food Bar Form.....	57
Congrats!.....	67
Appendix	68

Chapter 1- Introduction

What are production records?

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 _____

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

	K-5	6-8	9-12

Menu Item (provide full name of item) Recipe Name & # (e.g., spaghetti, pizza) Product Name & Code# (if applicable, etc.) See menu for Abbreviations	K-5	6-8	9-12	Planned Servings (by Grade Group)		Actual Servings		Total Planned Servings (K-12)	Total OVS Prepared (K-12, # Prepared, etc.)	Account Number or Lot/Box #
				Planned	Actual	Planned	Actual			
Grains: K-5										
Grains: 6-8										
Grains: 9-12										
Protein: K-5										
Protein: 6-8										
Protein: 9-12										
A la Carte: Adults										
Fruits										
Vegetables										
Milk Choices: TI, unflavored, skim flavored, skim unflavored										
Other Foods (Condiments, etc.)										

ATTACH TO COFFEE/SPENDING/VEGETABLE/MENU PLANNING VOUCHERS

June 2014

It's this thing!

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.

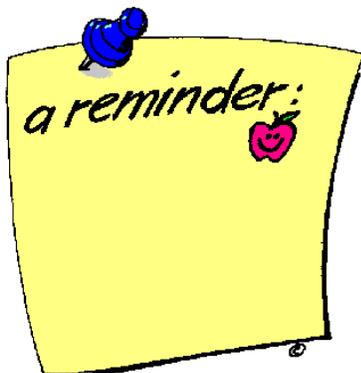
Federal Regulations

Daily production records are required by federal regulations 7 CFR 2D.10(a)(3). If you need a reminder of the federal regulations, they are listed at this website.

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

OR

www.fns.usda.gov/school-meals/regulations



Each new school year, be sure to check the CANS templates to see if there are any required changes to the template! The current templates can be found on the CANS website:

<http://doe.sd.gov/cans/nslp.aspx>

Under section: *Menu Planning*

DAILY LUNCH MENU PRODUCTION RECORD SCHOOL YEAR _____

Serving Size	K-8	9-12	Lunch Menu
--------------	-----	------	------------

DATE: _____

School Dist: _____
 Site Name: _____

Meal Counts

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

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

Menu Item <small>(ground beef, cooked corn) Recipe Name & # Spaghetti (2557) Product Name & Code# /Evan/Name (534)</small>	Temperature	C		D		F		G		H	I	J
		Grades: K-8	Planned	Grades: 9-12	Planned	Planned Seconds (By Grade Groups)	Planned	Planned	A la Carte, Adults			
Meat/Meat Alternate												
Grains/Bread												
Fruits												
<input type="checkbox"/> See Food Bar Form												
Vegetables												
<input type="checkbox"/> See Food Bar Form												
2 Milk Choices: 1% unflavored, skim flavored, skim unflavored												
Other Foods (Condiments, etc.)												
<input type="checkbox"/> See Food Bar Form												

Chapter 2- How to Read Your Record

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



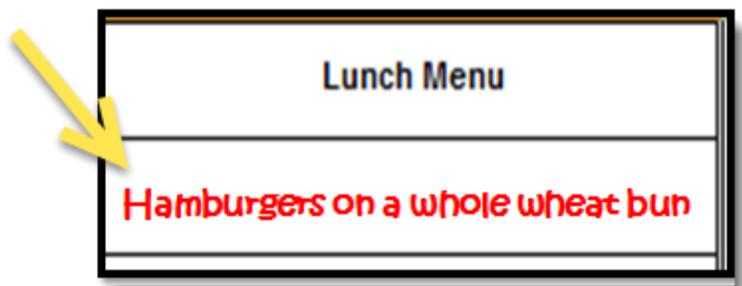
A. Starting At The Top

School Information

Each production record requires you to put your school's information at the top, left-hand corner of the record. The first portion is the School year. Here is where we will put the correct school year. The rest of this section asks you today's date, your school district, where you are feeding, and some other questions we will answer in Chapter 3A.

Serving Size and Menu

The serving size and Menu can be found in the top right corner of your record. This section is where you put what you are having for lunch that day. There is a line for each item on the menu, including one for milk. The serving size portion



of the record is where you tell us how much of each menu item you are giving the students. For example, if you are serving hamburgers for lunch today, and each student gets one hamburger, then you would put 1 each, or one patty, for a serving size. If you are serving a fruit or a vegetable, record your serving size in cups, for example $\frac{1}{2}$ cup mandarin oranges.



Serving Size	
K-8	9-12

B. Menu Item

This section can be found in Column A of your record



Record each component separately to show a complete meal is planned and served

Meat/Meat Alternate

The first section of the menu item is the Meat/ Meat Alternate section. Here is where you put the hamburger patty and cheese and any other meal or meat alternative you are serving that day. You will also need to know the brand and product code or the recipe name and number.

Grains/ Bread

This section is where the grains of all kinds go. The bun for the cheeseburger will go in this section.



Be sure to include the type of grain as well. If your bun was a wholegrain bun, then you will be asked to put whole grain in the description.

Fruits

Here is where the fruits you prepare and serve will go. You will include the type of fruit you served and how much was served in cups.



Vegetables

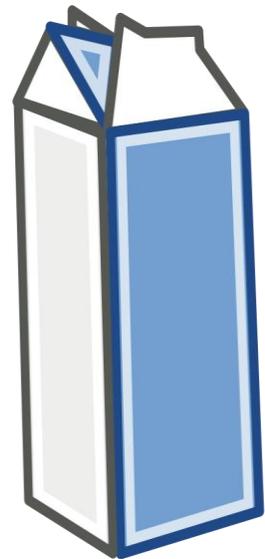
Just like the fruit, you will put your vegetables in this section. You will put down every kind of veggie you served, if you had more than one, and how much was served in cups.

2 Milk Choices

All schools are required to give students a choice of milk. In the milk section, you will include all of the milk choices. Chocolate skim and white skim or 1% milk are the choices.

Other Foods, (Condiments, etc.)

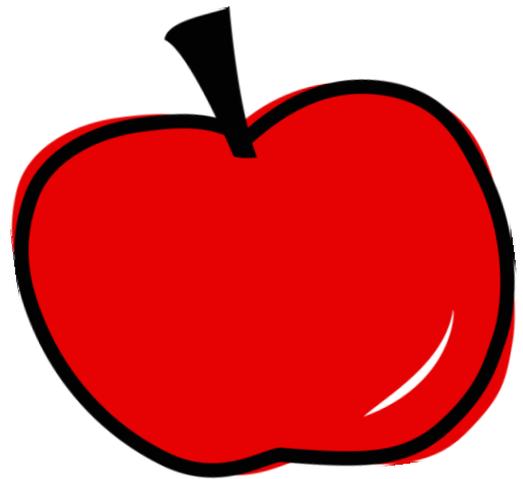
Ketchup, mustard, ranch dressing, mayonnaise, etc.: all of these tasty toppers and dippers are called condiments. Condiments are also required on your production record. Desserts and any other foods that do not count as components should also be recorded here (things like cheese sauce, croutons, ice cream bar).



C. Grades

All of these will be found in Columns C, D, or E

In the production record, there are sections for grade levels. Make sure to pay attention to these and how many you have on your record. 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. Or 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.



Serving Sizes

Your serving size is where you put how much of each item each student will receive. You will do this for each grade group that you have in your record. If you were to serve K-8 and 9-12, and gave your K-8 students $\frac{1}{2}$ cup of peaches for the day, in your serving size column, you would enter '1/2 cup'.

Planned Servings

Your planned serving counts for how many servings you plan on serving to that age group that day. If you had 30 students in your K-8, and you plan to feed peaches to all of the 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).

D. Planned Seconds

These will be recorded in Column F

Some schools offer free seconds, while other schools do not. If you do not offer free seconds, simply skip this section and leave it blank.

Serving Size

If you do not serve free seconds, don't fill out this section. Your serving size will be 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.

Seconds

Planned Servings

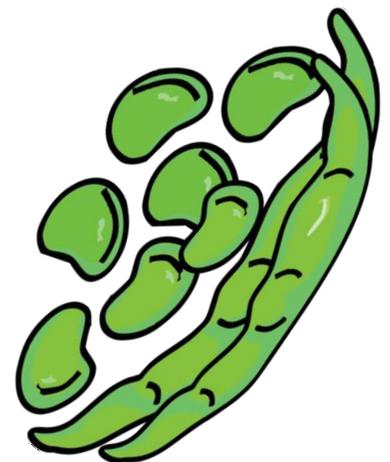
Here is where you tell us how many servings of seconds you plan on giving. If you have 50 students at your lunch room, and normally all of them have seconds, then you would enter 50 into this section.

E. A la Carte, Adults

A la Carte and Adult Meals will be recorded in Column G

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.



If your school sells a la carte and offers adult meals, but does not allow free seconds, you may move a la carte to Column F ("Planned Seconds") because a la carte and adult meals should be recorded separately.

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.

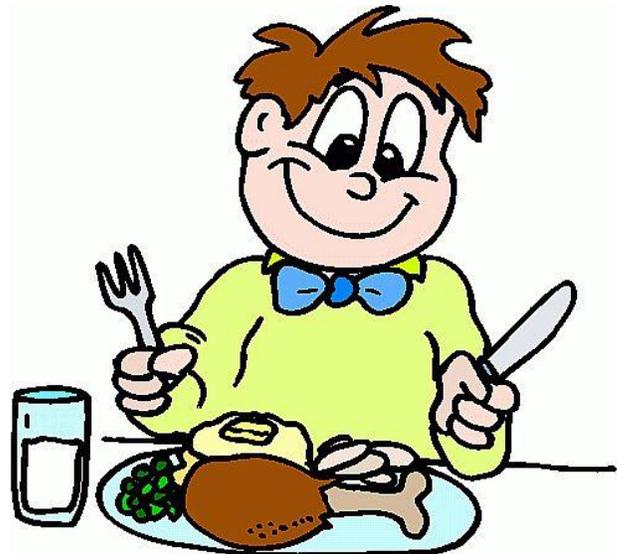
Planned Servings

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

F. Total Planned Servings

We will record this section in Column H

Total planned servings is exactly what it sounds like. In this column you will add together all of the planned servings you wrote down in the grade groups (Columns C, D, and possibly E), planned second (Column F), a la carte, and adults (Column G).





Step-by-step instructions to convert serving sizes can be found in the fruit and vegetable section.

G. Total Units Prepared

This will be in Column I

Here is where we will figure out how much food you need to prepare for the meal. This number should be enough food to cover your total planned servings. Use the Food Buying Guide 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 took to give you 150 cups. Here is a picture of an example. The red (left) circle is the total planned servings and the blue (right) circle is the total units prepared.

Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)
150 cups	12 #10 cans

H. Amount Added or Leftover

Fill this out in Column J

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 all of the parts of the production record, we can begin to fill it out!

Chapter 3- Filling Out Your Record

Let's start filling out your Food Production Record!

A. School Information

Here is what the portion for School Information looks like:

Let's
take this line
by line.

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:		

Line 1: The first line is the Daily Lunch Menu Production Record School Year. On this line, put the school year you are currently in.

DAILY LUNCH MENU PRODUCTION RECORD SCHOOL YEAR _____		
2016-2017		

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

DATE: Today's Date

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

School Dist: ABC School District
Site Name: A Elementary School

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

Offer Versus Serve: Yes: No:
OVS Grades: Grade Levels

waste and to permit students to choose the foods they want to eat. If you have OVS, tell us what grades you serve to. Check yes if you have OVS or no if you do not.



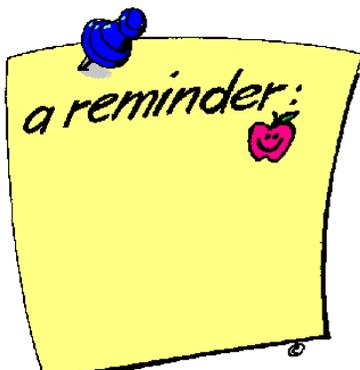
OVS is required for grades 9-12 at lunch. OVS is optional at lunch for grades K-8 and for all grades at breakfast.

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:

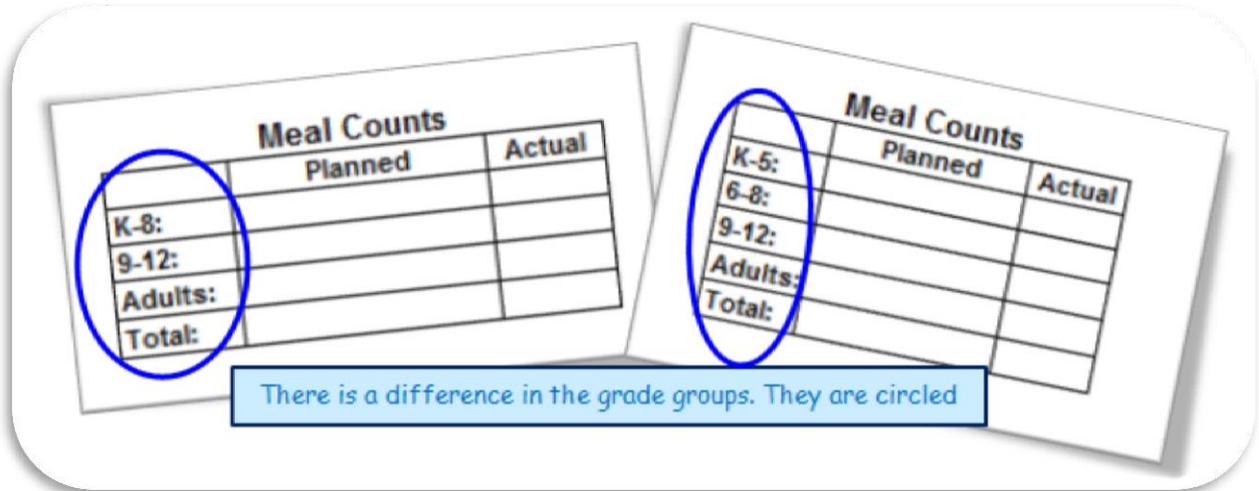
Line 8: This line will ask if you offer free seconds. Check yes or no to answer whether or not you offer seconds.

Free Seconds? Yes No: _____



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.

Now we can move to the meal counts area. They look like either of these:



Your meal count is how many meals you **plan** on serving, and how many meals you **actually** served.



Planned meal counts may not necessarily match total planned servings from Column H.

Here is what your record will show if you serve in grade groups of K-8 and 9-12:

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

In the planned section, you should write the number of meals you plan on serving to that age group.

	Planned	Actual
K-8:	60	

If I am planning to serve 60 kids in K-8, I will put a 60 in my planned column for K-8

Repeat this process with your 9-12 kids and Adults.

To find your total number of planned meals, add all of your meal counts in the planned column together.

	Planned
K-8:	60
9-12:	100
Adults:	16
T Total:	176

$60+100+16=176$

The 'Actual' column in your meal count is the number of meals that were actually served in those age groups when the meal was served. In this column, record the number of actual meals served. Do this for all age groups and Adults/A la Carte meals.

	Actual
	68
	94
	12

Now you will need to total them up, just like in the planned meals. Your finished meal count will look something like this:

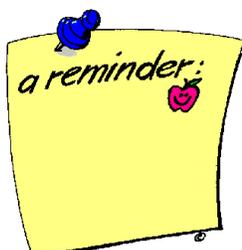
	Planned	Actual
K-8:	60	68
9-12:	100	94
Adults:	16	12
Total:	176	174



B. Serving Size and Lunch Menu

The next few lines are the serving size and lunch menu. The lunch menu section is where you will put what you are having for lunch. In the serving size section, you are going to put down how much of each food item you are planning to give each student of each age group.

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



These serving sizes must meet the minimum meal pattern requirements for a complete meal. **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!

We will start with the lunch menu, which looks like this:

U	P	Q	R
Lunch Menu			

Your lunch menu is where you tell us all the foods you are going to serve for lunch.

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

U	P	Q	R
Lunch Menu			
Hamburgers on a whole wheat bun			

Step 2: What else are you having?

Put everything else you are serving on the next lines.

Lunch Menu
Hamburgers on a whole wheat bun
Baked beans
Fresh broccoli florets
Peach chunks, canned
Milk Choice

Remember, each food item goes on a different line!



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

Now on to the serving size.

Your serving size columns could look a little different, depending on your grade groups. Here are the ways it could look:

Serving Size	
K-8	9-12

Serving Size		
K-5	6-8	9-12

Here are the steps to fill out this portion:

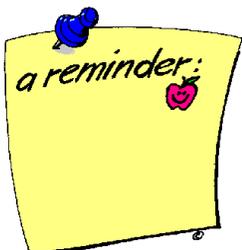


Step 1: Look at what you wrote for menu items.

Step 2: Determine what age group you are going to complete first.

Serving Size	
K-8	9-12

Step 3: Write down the serving sizes for each food item for this age group.



This is like your receipt for a complete meal, so be sure that what you record meets the minimum requirements for every component for each grade group.

Step 4: Record these on the record.

Step 5: Record the serving sizes for the rest of your age groups.

L	M
Serving Size	
K-8	9-12
1 each	
1/2 cup	
3/4 cup	
1/2 cup	
1 cup	





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

C. Menu Item

In the Menu Item section, you are going to write down what you wrote on your lunch menu, but this section requires you to give the brand and product number, or recipe name and number of the component, too. And if you have space, add the Child Nutrition (CN) Label number or CN credit information.

This is what the menu item section looks like: We will fill out the Menu Item section by filling each component out.

Menu Item
(ground beef, canned corn)
Recipe Name & # Spaghetti (DSS)
Product Name & Code# (Brand Name 1234)
Meat/Meat Alternate

Grains/Bread

Fruits
 See Food Bar Form

Vegetables
 See Food Bar Form

2 Milk Choices: 1% unflavored, skim

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

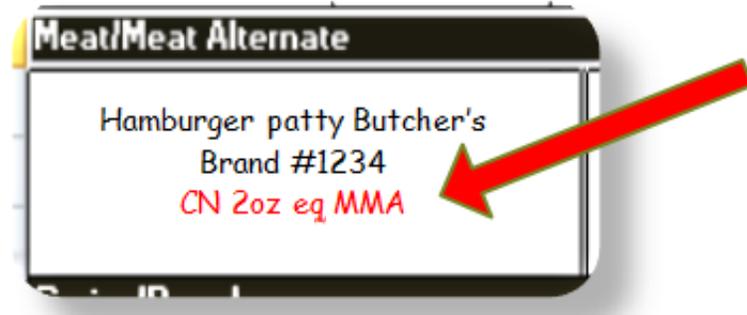
Meat/ Meat Alternate

Menu Item
(ground beef, canned corn)
Recipe Name & # Spaghetti (DSS)
Product Name & Code# (Brand Name 1234)
Meat/Meat Alternate
hamburger patty

Step 1: You will need to put your entrée on this line.

Step 2: You will also need to put the brand name and number of the meat/ meat alternate ounce equivalents OR the meat weight in ounces/grams that you are serving.

Include the crediting for the Child Nutrition (CN) label too.



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

A	B	C	
Menu Item <i>(ground beef, canned corn)</i> Recipe Name & # Spaghetti (DSS) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8	
		Serving Size	Planned Servings
Meat/Meat Alternate			
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	

A	B	C	
Menu Item <i>(ground beef, canned corn)</i> Recipe Name & # Spaghetti (DSS) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8	
		Serving Size	Planned Servings
Meat/Meat Alternate			
Hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110

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 (DSS) 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 Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170

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

A	B	C		D		F	
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (DSS) 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 Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0

Because we answered no to seconds, we will leave this section

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

A	B	C		D		F		G	
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (DSS) 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 Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20

Step 8: Record your total planned servings.



Add your planned servings for each age group, your seconds, and a la Carte and Adult meals.

A Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	B Food Temperature	C Grades: K-8		D Grades: 9-12		E Planned Seconds (By Grade Groups)		G A la Carte, Adults		H Total Planned Servings (slices, cups, etc)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	
Meat/Meat Alternate hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300

$110+170+20=300$

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

A Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	B Food Temperature	C Grades: K-8		D Grades: 9-12		E Planned Seconds (By Grade Groups)		G A la Carte, Adults		H Total Planned Servings (slices, cups, etc)	I Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings		
Meat/Meat Alternate hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300



Total units may be different, based on the number of boxes, cans, pounds, or recipes of food to prepare.

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

A	B	C		D		F		G		H	I	J
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			
Meat/Meat Alternate												
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0		20	300	300	-5



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: You will need to put all of the grains that you are serving on this line.

Step 2: You will also need to put the brand name, number of the grains, and weight of the grains that you are serving on this line.

Include the ounce equivalent for crediting for Child Nutrition too!

A Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (DSS) Product Name & Code# (Brand Name 1234)	B Food Temperature	C		D		F		G		H Total Planned Servings (slices, cups, etc.)	I Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	J Amount Added (+) or Left Over (-)
		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 Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300	-5
Grains/Bread												
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand												

Step 3:

Record the serving size for your first age group.

Step 4:

Record the planned servings for that age group.

A Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (DSS) Product Name & Code# (Brand Name 1234)	B Food Temperature	C		D		F Planned S (By Grade)
		Grades: K-8		Grades: 9-12		
		Serving Size	Planned Servings	Serving Size	Planned Servings	
Meat/Meat Alternate						
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0
Grains/Bread						
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110			

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

Menu Item <i>(ground beef, canned corn)</i> Recipe Name & # Spaghetti (DSF) Product Name & Code# (Brand Name 1234)	Temperature Food	Grades: K-8		Grades: 9-12		Planned Se (By Grade G) Serving Size
		Serving Size	Planned Servings	Serving Size	Planned Servings	
Meat/Meat Alternate hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0
Grains/Bread WG hamburger bun (2oz=2oz 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.

Menu Item <i>(ground beef, canned corn)</i> Recipe Name & # Spaghetti (DSF) Product Name & Code# (Brand Name 1234)	Temperature Food	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 Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20
Grains/Bread WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0	0		

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

A	B	C		D		F		G		H	I	J
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (DSS) 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.)	A
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings			
Meat/Meat Alternate												
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300	
Grains/Bread												
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0	0	1 each	20			

Step 8: Record your total planned servings.

A	B	C		D		F		G		H	I	J
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (DSS) 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			
Meat/Meat Alternate												
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300	-5
Grains/Bread												
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0	0	1 each	20	300		



Add your planned servings for each age group, your seconds, and a la Carte and Adult meals together.

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

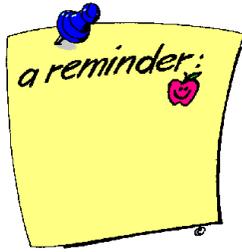
A Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	B Food Temperature	C		D		F		G		H Total Planned Servings (slices, cups, etc)	I Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	J Amount Added (+) or Left Over (-)
		Grades: K-8		Grades: 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 Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300	-5
Grains/Bread												
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0	0	1 each	20	300	300	



Total units may be different, 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.

A Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	B Food Temperature	C		D		F		G		H Total Planned Servings (slices, cups, etc)	I Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	J Amount Added (+) or Left Over (-)
		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 Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300	-5
Grains/Bread												
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0	0	1 each	20	300	300	-5



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: You will need to put all of the fruits that you are serving on this line.

(2oz=2oz eq G)		1 each	110	1 each	170	0	0	1 each	20	300	300	-5
Mara Gee Brand												
Fruits												
<input type="checkbox"/> See Food Bar Form												
Pineapple chunks,												

Step 2: You will also need to record the fruit as purchased or how you are serving it (cooked, steamed, drained, etc.).

Fruits												
<input type="checkbox"/> See Food Bar Form												
Pineapple chunks, canned in juice												

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

(2oz=2oz eq G)		1 each	110	1 each	170							
Mara Gee Brand												
Fruits												
<input type="checkbox"/> See Food Bar Form												
Pineapple chunks, canned in juice			1/2 cup									

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

Brand #1234 CN 2oz eq MMA		1 each	110	1 each	
Grains/Bread					
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	
Fruits					
<input type="checkbox"/> See Food Bar Form					
Pineapple chunks, canned in juice		1/2 cup	60		

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

WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0
Fruits						
<input type="checkbox"/> See Food Bar Form						
Pineapple chunks, canned in juice		1/2 cup	60	1 cup	100	

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

Fruits						
<input type="checkbox"/> See Food Bar Form						
Pineapple chunks, canned in juice		1/2 cup	60	1 cup	100	0 0

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

Mara Gee Brand									
Fruits									
<input type="checkbox"/> See Food Bar Form									
Pineapple chunks, canned in juice	1/2 cup	60	1 cup	100	0	0	1 cup	20	



The rows for the rest of the menu items are a little trickier than the rows for the other menu items. But you can do it! Follow the directions and tips carefully.

Step 8: Record your total planned servings.

We will want the end result to look like this and only have one serving size.

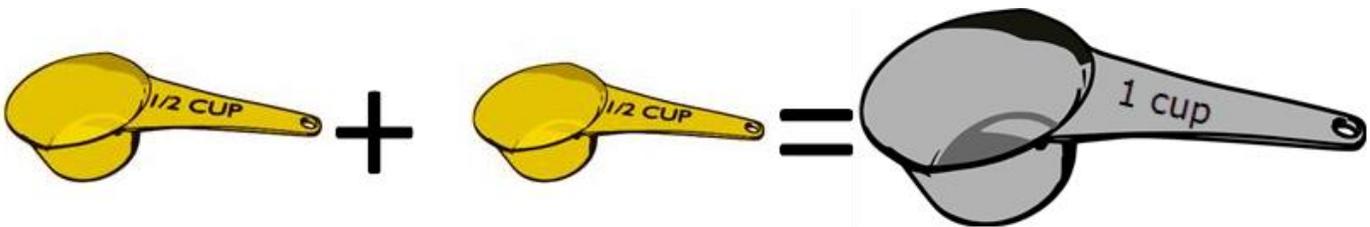
Mara Gee Brand									
Fruits									
<input type="checkbox"/> See Food Bar Form									
Pineapple chunks, canned in juice	1/2 cup	60	1 cup	100	0	0	1 cup	20	150 cups

We need to do a little more math to get that answer.

- We need to figure out how many total cups there are if some students get $\frac{1}{2}$ cup and some students and adults get 1 cup.



To start we know there are two $\frac{1}{2}$ cup servings in a cup.



In order to convert half cups to full cups, we need to take the number of servings \times the serving size. (To make it easier, we will use decimals instead of fractions.)

$$\frac{1}{2} \text{ cup} = .50 \text{ cups}$$

$$60 \text{ (servings)} \times .50 \text{ (serving size)} = \mathbf{30 \text{ full cups}}$$



Save this number because you will use it for your first age group in your total planned servings

There is also a conversion chart for you to look at in Appendix E.

- Now we need to find the cups for the next age group

fruits	
<input type="checkbox"/> See Food Bar Form	
Pineapple chunks, canned in juice	1 cup 100

This example says that the students in this age group are given a full cup for a serving size. That means that we already know how many cups were planned:

$$100 \text{ (servings)} \times 1 \text{ (serving size)} = 100 \text{ full cups}$$



Save this number because you will use it for your next age group in your total planned servings

- Do this with all age groups
- Now include the seconds

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

Alara Lite Brand	
<input type="checkbox"/> See Food Bar Form	
Pineapple chunks, canned in juice	12 cup 60 1 cup 100 0 0 cup 20

- Next are the a la carte or adult meals

		1/2 cup	60	1 cup	100	0	0	1 cup	20

This example says that the Adult/A la Carte serving size is 1 cup. That means that we already know how many cups were planned:

$$20 \text{ (servings)} \times 1 \text{ (serving size)} = 20 \text{ full cups}$$



Save this number because you will use it for your a la carte and adult meal in your total planned servings

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

$$30 + 100 + 0 + 20 = 150 \text{ cups}$$



Mara Gree Brand									
Fruits									
<input type="checkbox"/> See Food Bar Form									
Pineapple chunks, canned in juice	1/2 cup	60	1 cup	100	0	0	1 cup	20	150 cups

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

0	1 cup	20	150 cups	12 #10 cans	

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



When you are finding how many units you prepared for your meal, the math you do will depend on what your menu item is. You can find the measurement by using the food buying guide in Appendix B.

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

0	0	1 cup	20	150 cups	12 #10 cans	-3 cups



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

Step 1: You will need to put all of the vegetables that you are serving on this line.

Vegetables									
<input type="checkbox"/> See Food Bar Form									
Baked Beans, canned vegetarian									
Fresh broccoli florets									

Step 2: You will also need to record the vegetables as purchased or prepared. Add any product information if you are using a specific brand.

Vegetables	
<input type="checkbox"/> See Food Bar Form	
Baked Beans, canned vegetarian	
Fresh broccoli florets	

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

Vegetables	
<input type="checkbox"/> See Food Bar Form	
Baked Beans, canned vegetarian	
Fresh broccoli florets	
	1/2 cup
	3/4 cup



Each vegetable needs to go on its own line!!

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

Vegetables				
<input type="checkbox"/> See Food Bar Form				
Baked Beans, canned vegetarian		1/2 cup	60	
Fresh broccoli florets		3/4 cup	60	
2 Milk Choices: 1/2 unflavored, skim flavored, skim unflavored				

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

Vegetables				
<input type="checkbox"/> 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 6: Record your serving size and planned servings for the planned seconds in each age group.

Vegetables				
<input type="checkbox"/> 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
2 Milk Choices: 1/2 unflavored, skim flavored, skim unflavored				

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

Tables									
e Food Bar Form									
ed 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
choices: 1% unflavored, skim flavored, skim unflavored									

Step 8: Record your total planned servings.

The end result should look like this:

		1/2 cup	60	1/2 cup	100	0	0	1 cup	20	100 cups 165 cups
		3/4 cup	60	1 cup	100	0	0	1 cup	20	

We need to do a little more math to get that answer.



- We need to figure out how many total cups there are if each student gets $\frac{1}{2}$ cup and you serve 60 students.

In order to convert half cups to full cups, we need to take the number of servings X the serving size. (To make it easier, we will use decimals instead of fractions.)

For the first example vegetable (beans)

$$1/2 \text{ cup} = .50 \text{ cups}$$

$$60 \text{ (servings)} \times .50 \text{ (serving size)} = \mathbf{30 \text{ full cups}}$$

For the next example vegetable (broccoli)

$$3/4 \text{ cup} = .75 \text{ cups}$$

$$60 \text{ (servings)} \times .75 \text{ (serving size)} = \mathbf{45 \text{ full cups}}$$



Save these numbers because you will use it for your first age group in your total planned servings

- Now we need to find the cups for the next age group

Bar Form							
Beans, canned vegetarian		1/2 cup	60	1/2 cup	100	0	0
broccoli florets		3/4 cup	60	1 cup	100	0	0

This example says that the students in this age group are given a 1/2 cup of beans and 1 cup of broccoli for a serving size. Let's convert to cups:

For the first example vegetable (beans)

$$1/2 \text{ cup} = .50 \text{ cups}$$

$$100 \text{ (servings)} \times .50 \text{ (serving size)} = 50 \text{ full cups}$$

For the next example vegetable (broccoli)

$$100 \text{ (servings)} \times 1 \text{ (serving size)} = 100 \text{ full cups}$$



Save these numbers because you will use them for your next age group in your total planned servings

- Do this with all age groups
- Now include the seconds

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

1/2 cup	1/2 cup	1/2 cup	100	0	0	cup	20
3/4 cup	3/4 cup	1 cup	100	0	0	cup	20

- Next are the a la carte or adult meals

1/2 cup	1/2 cup	1/2 cup	100	0	1 cup	20
3/4 cup	3/4 cup	1 cup	100	0	1 cup	20

This example says that the Adults/A la Carte serving size is 1 cup. That means that we already know how many cups were planned:

$$20 \text{ (servings)} \times 1 \text{ (serving size)} = 20 \text{ full cups}$$



Save this number because you will use it for your a la carte and adult meal in your total planned servings

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





Each vegetable's numbers need to be on their own line

For the first example vegetable (beans)

$$30+50+20= 100 \text{ cups}$$

For the next example vegetable (broccoli)

$$45+100+20= 165 \text{ cups}$$

1/2 cup	60	1/2 cup	100	0	0	1 cup	20	100 cups	
3/4 cup	60	1 cup	100	0	0	1 cup	20	165 cups	

Diagram illustrating the calculation of total cups for two vegetables (beans and broccoli) based on their respective measurements. Red arrows point from the calculation boxes to the corresponding rows in the table. The total cups for beans (100 cups) and broccoli (165 cups) are circled in purple.

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

1/2 cup	60	1/2 cup	100	0	0	1 cup	20	100 cups	9 #10 cans
3/4 cup	60	1 cup	100	0	0	1 cup	20	165 cups	25#

Diagram illustrating the final record of units prepared for the meal. The total number of units for each vegetable (100 cups for beans and 165 cups for broccoli) is circled in blue, corresponding to the total number of cans (9 #10 cans and 25#).

In this example, there were 9 #10 cans prepared for the baked beans and 25 pounds of broccoli florets prepared for the day.



When you are finding how many units you prepared for your meal, the math you do will depend on what your menu item is. You can find the measurement by using the food buying guide in Appendix G.

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

	1/2 cup	60	1/2 cup	100	0	0	1 cup	20	100 cups	9 #10 cans	none +1.75#
	3/4 cup	60	1 cup	100	0	0	1 cup	20	165 cups	25#	



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 Choices

Step 1: You will need to put all of the milk that you are serving on this line.

2 Milk Choices: 1% unflavored, skim	
Chocolate Skim	
White 1%	
Other Foods (Condiments, etc.)	



Don't forget to include the type of milk you are serving! Each different milk variety (skim plain, skim chocolate, 1%) must be recorded on its own line.

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

2 Milk Choices: 1% unflavored, skim flavored, skim unflavored	
Chocolate Skim	1/2 pint
White 1%	1/2 pint
Other Foods (Condiments, etc.)	

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

Milk Choices: 1% unflavored, skim flavored, skim unflavored	
Chocolate Skim	1/2 pint
White 1%	1/2 pint
Other Foods (Condiments, etc.)	

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

2 Milk Choices: 1% unflavored, skim flavored, skim unflavored					
Chocolate Skim		1/2 pint	100	1/2 pint	125
White 1%		1/2 pint	10	1/2 pint	5

Step 5: Record your serving size and planned servings for the planned seconds in each age group.

2 Milk Choices: 1% unflavored, skim flavored, skim unflavored							
Chocolate Skim		1/2 pint	100	1/2 pint	125	0	0
White 1%		1/2 pint	10	1/2 pint	5	0	0

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

2 Milk Choices: 1% unflavored, skim flavored, skim unflavored									
Chocolate Skim		1/2 pint	100	1/2 pint	125	0	0	1/2 pint	20
White 1%		1/2 pint	10	1/2 pint	5	0	0	1/2 pint	5

Step 7: Record your total planned servings.



Since most milk is served in pints, we do not have to do any hard math to find the total planned servings. Add your total planned servings for each age group, your seconds, and a la Carte and Adult meals.

For the first kind of milk
 $100 + 125 + 20 = 245$ pints
 For the next kind of milk
 $10 + 5 + 5 = 20$ pints

, skim flavored, skim unflavored										
	1/2 pint	100	1/2 pint	125	0	0	1/2 pint	20	245 pints	
	1/2 pint	10	1/2 pint	5	0	0	1/2 pint	5	20 pints	

$100 + 125 + 20 = 245$ pints
 $10 + 5 + 5 = 20$ pints

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

skim flavored, skim unflavored										
	1/2 pint	100	1/2 pint	125	0	0	1/2 pint	20	245 pints	245 pints
	1/2 pint	10	1/2 pint	5	0	0	1/2 pint	5	20 pints	20 pints



You can use a good estimate for total milks prepared. For 1 or 2 weeks, take the actual counts of each kind of milk selected by students and adults. You can use those as your planned numbers. If your milk usage changes, be sure to repeat the count to get a new estimate.

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

ed, skim unflavored										
1/2 pint	100	1/2 pint	125	0	0	1/2 pint	20	245 pints	245 pints	-5
1/2 pint	10	1/2 pint	5	0	0	1/2 pint	5	20 pints	20 pints	-1

You are finished with the Milk section!



Other Food Items

The Other Food Items section is the place where you will put things like gravy, cheese sauces, ice cream bars, or any additional items that do not credit toward the meal pattern requirements.

For an example, we will use low sodium gravy.

Other Foods (Condiments, etc.)										
<input type="checkbox"/> See Food Bar Form										

Step 1: You will need to put all of the extra food that you are serving on this line.

Other Foods (Condiments, etc.)	
<input type="checkbox"/> See Food Bar Form	
low sodium gravy	

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

Other Foods (Condiments, etc.)	
<input type="checkbox"/> See Food Bar Form	
low sodium gravy SR #35	

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

Other Foods (Condiments, etc.)				
<input type="checkbox"/> See Food Bar Form				
low sodium gravy SR #35		1/4 cup		

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

Other Foods (Condiments, etc.)				
<input type="checkbox"/> See Food Bar Form				
low sodium gravy SR #35		1/4 cup	60	

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

s (Condiments, etc.)						
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.

Other Foods (Condiments, etc.)						
<input type="checkbox"/> See Food Bar Form						
low sodium gravy SR #35		1/4 cup	60	1/4 cup	100	0
						0

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

nts, etc.)						
SR #35		1/4 cup	60	1/4	100	0
						0
						1/4 cup
						20

Step 8: Record your total planned servings.

We will want the end result to look like this:

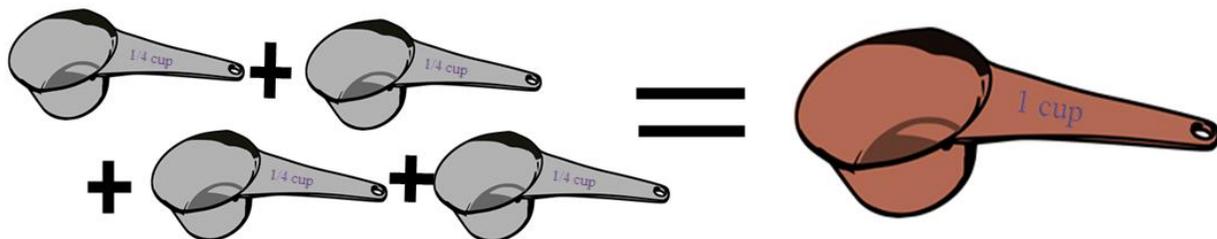
1/4 cup	60	1/4	100	0	0	1/4 cup	20	45 cups
---------	----	-----	-----	---	---	---------	----	---------

But we may need to do a little more math to get that answer.

- We need to figure out how many total cups there are if each student gets 1/4 cup of gravy and you serve 60 students.



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



In order to convert quarter cups to full cups, we need to take the number of servings X the serving size. (To make it easier, we will use decimals instead of fractions.)

$$1/4 \text{ cup} = .25 \text{ cups}$$

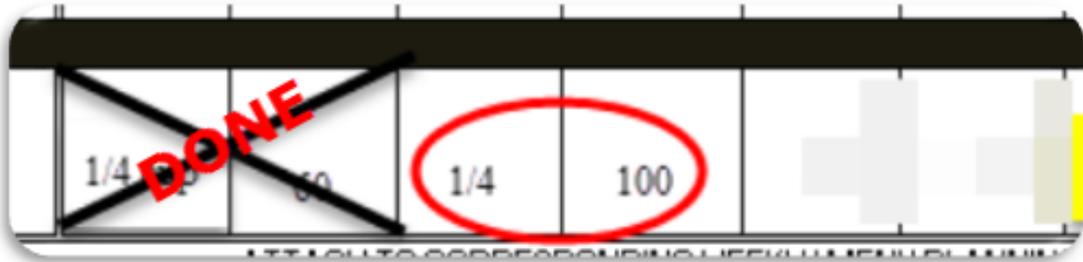
$$60 \text{ (servings)} \times .25 \text{ (serving size)} = 15 \text{ full cups}$$



Save this number because you will use it for your first age group in your total planned servings

There is also a conversion chart for you to look at in Appendix E, at the back of your handbook.

- Now we need to find the cups for the next age group



$$100 \text{ (servings)} \times .25 \text{ (serving size)} = 25 \text{ full cups}$$

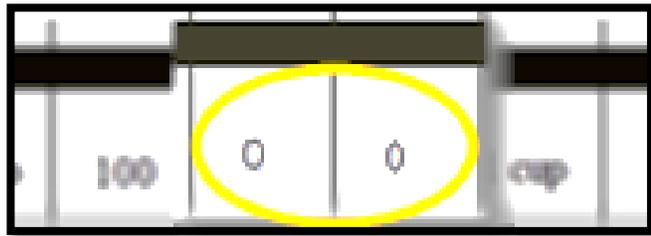


Save this number because you will use it for your next age group in your total planned servings

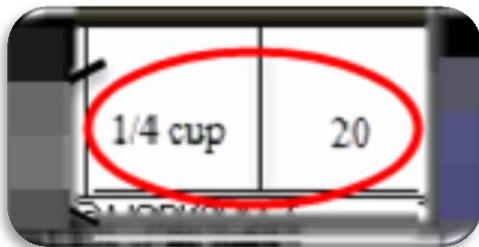
- Do this with all age groups

- Now include the seconds

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



100	0
-----	---



1/4 cup	20
---------	----

- Next are the a la carte or adult meals

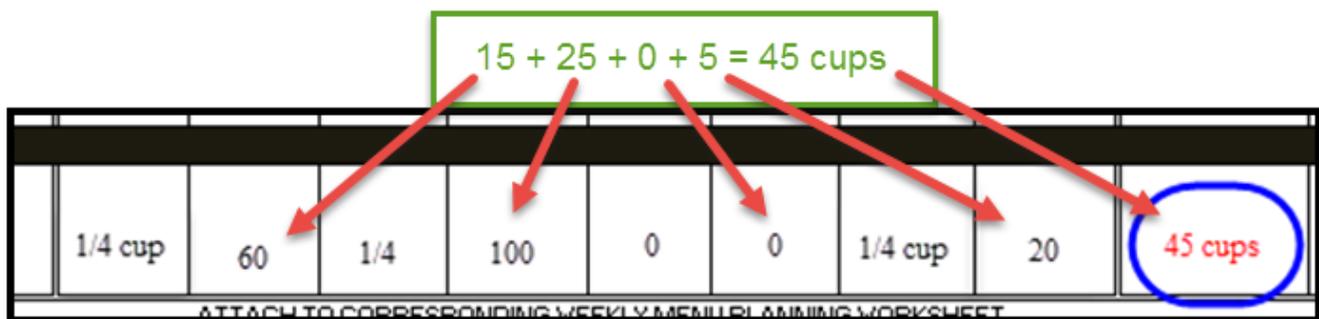
$$20 \text{ (servings)} \times .25 \text{ (serving size)} = \mathbf{5 \text{ full cups}}$$



Save this number because you will use it for your a la carte and adult meal in your total planned servings

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

$$15 + 25 + 0 + 5 = 45 \text{ cups}$$



1/4 cup	60	1/4	100	0	0	1/4 cup	20	45 cups
---------	----	-----	-----	---	---	---------	----	---------

ATTACH TO CORRESPONDING WEEKLY MENU PLANNING WORKSHEET

Step 9: Use your recipe to help you record the total number amount you prepared.

0	1/4 cup	20	45 cups	3 gallons
---	---------	----	---------	-----------



There is a chart for some common conversions in Appendix E. This can help you get a good measurement to give you an idea of how much you should prepare.

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

0	0	1/4 cup	20	45 cups	3 gallons	-.5 gallons
---	---	---------	----	---------	-----------	-------------

You are finished with the Other Foods section!



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.

Chapter 4- 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. This is also used when you have the same condiments on your bar. The food bar will ask you to include the following things:

- Week, Month, and Year of participation
- Location of food bar (before or after point of service)



Is the food bar located before the point of service (meal counter person) or after?

In other words, do the kids go to the salad bar before the meal count (before point of service), or do they go through the salad bar after the meal count (after point of service)?

Food bar is **after** point of service

Food bar is **before** point of service

Check the box that applies to your lunch room.

*If your food bar is after the point of service, please visit with a CANS specialist. Your salad bar foods **cannot** count towards your reimbursable meal component requirements.*

This is what the next portion of the food bar looks like.

Week of: May 10	Year: 2016	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=

We will first complete the week and year.

Week of: **May 10**

Year: **2016**

In this portion, you are asked to write down how many people ate that day. Pay attention though. It asks you to record the participation for elementary, middle school, high school, and adults.



Each column in this section is separated by the days of the week.

Monday	Tuesday	Wednesday	Thursday	Friday
E=	E=	E=	E=	E=
M=	M=	M=	M=	M=
HS=	HS=	HS=	HS=	HS=
A=	A=	A=	A=	A=

**Let's create a pretend school. There are 45 students in grades K-5, 30 students in grades 6-8, and 100 students in grades 9-12. It is time for lunch.

On Monday, **30** K-5 students, **24** 6-8 students, and **85** 9-12 students ate lunch in the lunch room. There were also **4** adults that ate lunch there. Create the daily participation for Monday.

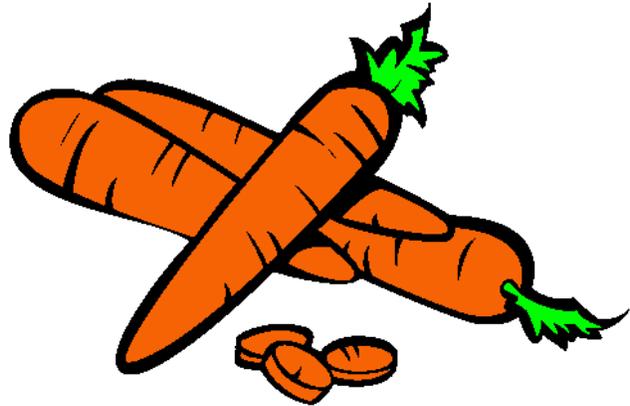
Monday	
E=	30
M=	24
HS=	85
A=	4

Food Items Used and Form (fresh, frozen, canned)

Romaine Lettuce
Tomatoes, diced
Ranch Dressing, lowfat
Carrots, shredded
Orange quarters
Red Kidney Bean Salad
Cabbage Salad
Vegetarian Beans
Watermelon Chunks
Broccoli Salad
Kiwi Slices
Pineapple Tidbits

And this is an example of a completed section.

Notice that each item is very specific in the description.



Now that you have written down all of the items on your food bar, you can break them down into servings.

It would be fast and easy to complete the food bar form if you completed one row at a time. Like this:

Item	Unit	Qty	For Servings	Item	Item	Item	Item	Item
Romaine Lettuce	Mole	DG	Lbs	10	7	7	8	5

We will complete the form in steps.

Step 1: Write down your food item

Food Items Used and Form (fresh, frozen, canned)

Romaine Lettuce

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



Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) or Commodity (C)
Romaine Lettuce	Mole

Step 3: Determine the vegetable subgroup key



Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) or Commodity (C)	Vegetable Subgroup Key
Romaine Lettuce	Mole	DG

If you have something other than a vegetable on your food bar, it is very simple to fill out this column...you skip it!

What is a vegetable subgroup key?

Since there is a weekly veggie subgroup requirement this helps you plan your menu to cover those weekly requirements. For example, diced tomatoes are a red-orange subgroup. Common veggies in each subgroup can be found in Appendix F.



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

Step 4: Find the unit of weight or number of servings

This section is asking you to record the unit of weight, volume, or number of servings you put out.

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 Lettuce	Mole	DG	lbs



Some common examples are:

Cowboy Caviar- cups

Diced tomatoes-lbs

Ranch Dressing- Quarts/ Gallons

Step 5: Record the number of total quantities used for each item on the food bar.

This section wants you to tell us how many units you went through on your food bar each day.

*For example, you put Romaine Lettuce on your food bar. It goes by pounds. You put 5 pounds out on your bar, and you had to put another 5 pounds out on Monday. That means you used 10 "quantities" (lbs) on Monday. So your record for Romaine Lettuce should look like this:

				Monday	Tuesday	Wednesday	Thursday	Friday
				E=	E=	E=	E=	E=
				M=	M=	M=	M=	M=
				HS=	HS=	HS=	HS=	HS=
				A=	A=	A=	A=	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 <u>total quantities used</u> of each food item on the food bar. Use only one line per food item.				
Romaine Lettuce	Mole	D	lbs	10				

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.

				Monday	Tuesday	Wednesday	Thursday	Friday
				E=	E=	E=	E=	E=
				M=	M=	M=	M=	M=
				HS=	HS=	HS=	HS=	HS=
				A=	A=	A=	A=	A=
Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SRA) 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 Lettuce	Mole	DG	lbs	10	1		5	

If an item is canned, be sure to record the can size of the product. Let's do an example line with a fruit. We will do everything the same way, except for the things that are circled.

				Monday	Tuesday	Wednesday	Thursday	Friday
				E=	E=	E=	E=	E=
				M=	M=	M=	M=	M=
				HS=	HS=	HS=	HS=	HS=
				A=	A=	A=	A=	A=
Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SRA) 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 Lettuce	Mole	D	lbs	10	1		5	
Pineapple Tidbits, lt syrup	C		#10 can			20		4



Instead of lbs, we will use #10 cans

For small quantities, use cups, rather than #10 cans

Continue to do this with the rest of the items on your food bar.



Use the instructions on the top of the food bar for help

Filling out one item completely at a time makes the form easier to fill out
Filling out the weekly bar form instead of the daily bar form saves you a lot of time

Be as specific as possible. This will help you avoid issues with your forms



All foods offered during the meal must be recorded on the daily production record or the food bar form

**Congrats! You are finished with
your Food Production Record!!**

Appendix

- A. Federal Regulations
- B. Food Buying Guide
- C. Meal Patterns
- D. Current Templates
- E. Conversions
- F. Vegetable Subgroup Key
- G. Common Whole Grains
- H. Benefits of Production Records

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 federal regulations give you information of the requirements that range from Reimbursement process to state agency participation to procurement. The federal regulations website is a great tool to help you get the most out of your food service program. This is the link that shows all of the federal regulations that you need to follow in order to serve meals to your students:

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

OR

<http://www.fns.usda.gov/school-meals/regulations>

B. Food Buying Guide

On the USDA Team Nutrition website, you can find our food buying guide. This resource provides average yields and can help you determine the quantity of food items to purchase for your meals and how much each product will result, so 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 Patterns

Shown on the next page are charts for the meal pattern requirements for a five day school week breakfast and lunch. These charts include things like how many servings of fruit you must serve to each age group daily, the minimum and maximum amount of calories you can give each student, etc. You must meet these requirements in order to claim your meal for reimbursement (which means getting money!).

5- Day School Week Lunch				
Components & Dietary Specifications	Grades K-8 Weekly (daily)	Grades K-5 Weekly (daily)	Grades 6-8 Weekly (daily)	Grades 9-12 Weekly (daily)
Fruit (cups)	2.5 (0.5)	2.5 (0.5)	2.5 (0.5)	5 (1)
Vegetables (cups)	3.75 (.75)	3.75 (.75)	3.75 (.75)	5 (1)
Dark Green	.5	.5	.5	.5
Red/Orange	.75	.75	.75	.75
Beans/Peas (Legumes)	.5	.5	.5	.5
Starchy	.5	.5	.5	.5
Other	.5	.5	.5	.5
Addtl Veg (cups) to Reach Total	1	1	1	1.5
Grains (oz eq)	8 (1)	8 (1)	8 (1)	10 (2)
Meats/ Meat Alts	9 (1)	8 (1)	9 (1)	10 (2)
Fluid Milk (cups)	5 (1)	5 (1)	5 (1)	5 (1)
Min-max Cals daily avg	600-650	550-650	600-700	750-850
Saturated fat (% of calories)	Less than 10%	Less than 10%	Less than 10%	Less than 10%
Sodium mg max-daily average (Target 1)	≤1230mg	≤1230mg	≤1360mg	≤1420mg

Meal Pattern for 5-Day School Week					
Breakfast					
Components & Dietary Specifications	Grades K-8 Weekly (daily)	Grades K-5 Weekly (daily)	Grades 6-8 Weekly (daily)	Grades 9-12 Weekly (daily)	Grades K-12 Weekly (daily)
Fruit (cups)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Grains (oz eq)	8 (1)	7 (1)	8 (1)	9 (1)	9 (1)
Fluid Milk (cups)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Min- Max Cals. Daily avg.	400-500	350-500	400-550	450-600	450-500
Saturated Fat (% of calories)	Less than 10%	Less than 10%	Less than 10%	Less than 10%	Less than 10%
Sodium mg max Daily Average (Target 1)	≤ 540 mg	≤ 540 mg	≤ 600 mg	≤ 640 mg	≤ 540 mg

National school lunch program		Sodium reduction: Timeline & amount		
Age/grade group	Baseline: Average current sodium levels in meals as offered ¹ (mg)	Target 1: July 1, 2014 (SY 2014-2015) (mg)	Target 2: July 1, 2017 (SY 2017-2018) (mg)	Final Target: July 1, 2022 (SY 2022-2023) (mg)
K-5	1,377 (elementary)	≤1,230	≤935	≤640
6-8	1,520 (middle)	≤1,360	≤1,035	≤710
9-12	1,588 (high)	≤1,420	≤1,080	≤740

Age/grade group	Baseline: average current sodium levels as offered ¹ (mg)	Target 1: July 1, 2014 SY 2014-2015 (mg)	Target 2: July 1, 2017 SY 2017-2018 (mg)	Final Target: July 1, 2022 SY 2022-2023 (mg)
School Breakfast Program				
K-5	573 (elementary)	≤540	≤485	≤430
6-8	629 (middle)	≤600	≤535	≤470
9-12	686 (high)	≤640	≤570	≤500

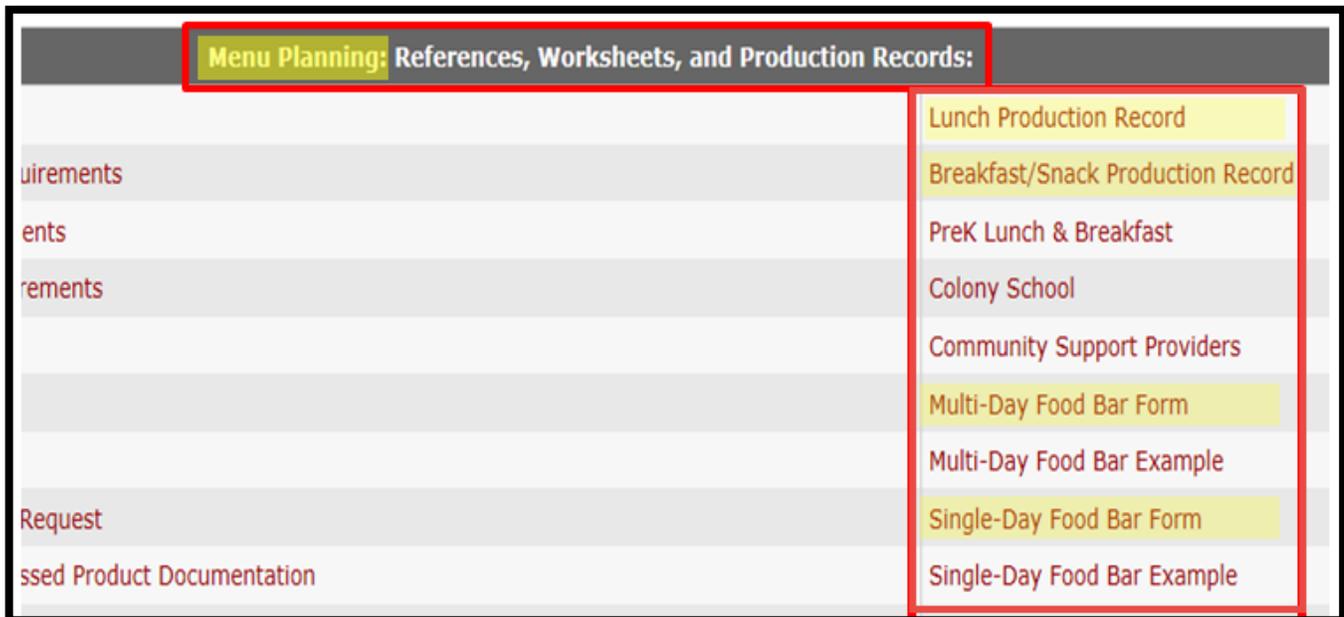
*****Target 2 Sodium Requirements go into effect in SY 17-18. Be sure to use the current sodium requirements. *****

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:

<http://doe.sd.gov/cans/nslp.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!



The screenshot shows a website navigation menu. A red box highlights the 'Menu Planning: References, Worksheets, and Production Records:' section. Below this, a list of links is shown, with a red box highlighting the following items:

- Lunch Production Record
- Breakfast/Snack Production Record
- PreK Lunch & Breakfast
- Colony School
- Community Support Providers
- Multi-Day Food Bar Form
- Multi-Day Food Bar Example
- Single-Day Food Bar Form
- Single-Day Food Bar Example

Other visible menu items include: Requirements, Documents, Forms, Request, and Requested Product Documentation.

E. Conversions

We have included some standard conversions that we think may help.

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

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

F. Vegetable Subgroup

Here (on the next page) are some common vegetable subgroups and some of the vegetables in each. This will help you fill out your food bar form. You can find a complete list to print out on the CANS website. Find the National School Lunch/ Breakfast Programs, and find "Vegetable Subgroups List" under *Menu Planning*.

<http://doe.sd.gov/cans/nslp.aspx>

Other Vegetables	Other Vegetables
Artichoke	Iceberg (Head) Lettuce
Asparagus	Kohlrabi
Avocado	Mushrooms
Bean, Green or Wax	Radishes
Bean Sprouts	Sugar Snap Peas
Beets	Zucchini

	Red/Orange	Beans/Peas (Legumes- dried mature beans and peas)
Bell of (or not of) Chili Peppers	Acorn Squash	Black Beans
Brussels Sprouts	Butternut Squash	Edamame
Cabbage, Green or Red	Carrots	Garbanzo Beans, Chickpeas
Cauliflower	Hubbard Squash	Great Northern Beans
Celery	Pumpkin	Kidney Beans
Chinese Snow Peas	Red/Orange Peppers	Lentils
Cucumbers	Salsa	Lima Beans, Dry
Eggplant	Sweet Potatoes	Navy Beans
	Tomato Products	Pinto Beans
		Small Red Beans

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	

Split Peas
White Beans

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" link posted on the CANS NSLP Website under the section called *Menu Planning*.

Wheat (RED)	Barley
<ul style="list-style-type: none">• Wheat berries• Whole grain wheat• Cracked wheat or crushed wheat• Whole wheat flour• Bromated whole wheat flour• Graham flour• Entire wheat flour• Whole durum flour• Whole wheat flakes• Sprouted wheat• Sprouted wheat berries• Bulgur• Whole grain bulgur	<ul style="list-style-type: none">• Whole barley• Whole grain barley• Whole barley flakes• Whole barley flour• Whole grain barley flour• Dehulled barley• Dehulled barley flour
	Corn
	<ul style="list-style-type: none">• Whole corn• Whole corn flour• Whole grain corn flour• Whole grain cornmeal• Whole cornmeal• Whole grain grits
Wheat (WHITE)	Brown Rice
<ul style="list-style-type: none">• Whole white wheat• Whole white wheat flour	<ul style="list-style-type: none">• Brown rice• Brown rice flour
Oats	Wild Rice
<ul style="list-style-type: none">• Whole oats• Oat groats• Oatmeal or rolled oats• Whole oat flour	<ul style="list-style-type: none">• Wild rice• Wild rice flour
Less Common Grains; to be whole grains, "whole" must be listed before the grain name	
<ul style="list-style-type: none">• Einkorn• Kamut• Emmer (farro)• Teff• Triticale• spelt	<ul style="list-style-type: none">• Buckwheat• Amaranth• Sorghum (milo)• Millet• Quinoa

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, though. 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