



Meal Preparation Documentation

CH.4

Your students see a beautiful serving line with consistently appealing foods. They do not know that behind the scenes, recordkeeping is a critical part of your successful school nutrition operation. Documentation helps you plan from day to day, communicates your plans to staff, and ensures quality control and customer satisfaction. Records also provide a valuable written history for future reference. They help you spot trends, evaluate what works best with your customers, forecast demand, and decide what changes need to be made. Written procedures and daily monitoring logs make food safety second nature to staff. In addition, during an Administrative Review (AR), your records will be ready for review.

In this chapter, you will learn about:

- Production records:
 - Why they are a valuable tool to your school nutrition program
 - Role of production records in the AR
 - Required information on all production records
 - Two-step process for completing a production record
- Standardized recipes:
 - Why they are vital in school nutrition programs
 - Role of standardized recipes in the AR
 - Required information on all standardized recipes
 - Three phases to develop standardized recipes
- Hazard Analysis and Critical Control Point (HACCP) -based food safety program:
 - Food safety standard operating procedures (SOPs)
 - Staff training and Active Managerial Control (AMC)
 - Process Approach to HACCP.

INTRODUCTION

In Chapters 2 and 3, you learned steps to create nutritious meals. Your menus meet meal component and serving amount requirements, and dietary specifications for each grade group's meal pattern. Your next step is to develop written plans and document meal production and service. Maintaining production records and standardized recipes are critical to your school nutrition program's success. Written food safety SOPs give your staff guides to follow for daily work habits while preparing and serving foods. These SOPs include HACCP-based control points and critical limits to reduce the risk of foodborne illnesses.

Production records are a communication tool for everyone involved with school meals, from menu development to production and service. Federal guidelines require that all schools participating in the school nutrition programs keep food production records for the meals they produce. These records demonstrate how the meals provide the required meal components and dietary specifications and help you plan day to day.

Standardized recipes are companion tools to your production records. Recipes provide the production staff with everything they need to know to produce wholesome, delicious food for the school nutrition program. Because the recipes have been tested, the result is known and can be duplicated over and over. Standardized recipes ensure quality and nutritional consistency. They are also useful in procurement as well as inventory and labor management. Together, production records and standardized recipes confirm that menus meet the National School Lunch Program (NSLP) and School Breakfast Program (SBP) requirements for reimbursable meals.

Providing your staff with well-designed production records and standardized recipes strengthens your culture of food safety. Production records and standardized recipes are supported by food safety SOPs that direct how your team routinely prepares, holds, serves, and stores food. Your HACCP-based program guides all food production activities and reduces the risk of a foodborne illness.

In this chapter, you will see how production records are a communication tool and a historical record. Standardized recipes convey detailed production steps. HACCP-based written SOPs guide all steps of production and service; assuring safe food practices are followed. Upon completion of this chapter, you will understand the value of these tools.

PRODUCTION RECORDS

Maintaining production records is an important responsibility of your school nutrition program. You must document that meals served in NSLP and SBP are reimbursable meals. Your school nutrition team shares this responsibility with you through completing the production record.

Production records vary in format, but any successful record achieves two things. First, *it gives the staff information*: what foods and recipes to use, what quantities to prepare, and what amounts to portion. Second, *it enables staff to document information*, such as actual quantities prepared and total meals (and a la carte items) served.

Production records provide historical information that you may use to forecast trends, identify student preferences, and plan future menus. Production records are reviewed during the AR. They help verify that your meal service meets the NSLP and SBP requirements for reimbursable meals.

Reviewers will be looking for specific information on your completed production records. The Anatomy of a Production Record shows a sample completed production record. Refer to this information as you read the next section about the required aspects of a production record.

Production records provide historical information that you may use to forecast trends, identify student preferences, and plan future menus. Production records are reviewed during the administrative review. They help verify that your meal service meets the NSLP and SBP requirements for reimbursable meals.



Production Records and Standardized Recipes During the Administrative Review

The State agency (SA) must evaluate production records to ensure the following:

- Records include all information necessary to support the claiming of reimbursable meals and any additional SA requirements (i.e., all menu items are listed and all required meal components are offered);
- Records are used for proper planning (e.g., evaluate for consumption and leftovers);
- Records document food prepared is creditable for the total number of reimbursable meals offered and served;
- Records document a la carte, adult, and/or other nonreimbursable meals, including number of portions for each of these food items;
- Records document that fluid milk, vegetable subgroup, and whole grain-rich requirements are met;
- Records document weekly quantity requirements for fluid milk, vegetables, fruits, grains, and meats/meat alternates; and
- Records align with standardized recipes (e.g., if chicken salad sandwich is on the menu but mayonnaise is not listed on the production records, the SA may examine standardized recipes for additional information).

Excerpted from U.S. Department of Agriculture, Food and Nutrition Service, Child Nutrition Programs, Administrative Review Manual.

Daily Menu Production Record – Food-Based Menu Planning

SAMPLE

- Reimbursable meals**
- 5 Breakfast
 - 6 Lunch
 - 7 OVS
 - 8 Pre-plated (served)
- Nonreimbursable Meals**
- 9 Number of meals planned (projected): 5
 - 10 Number of meals offered (prepared): 5
 - 11 Number of meals selected (served): 4

- 1 Name of school/site Harvey Elementary School
- 2 Grade Group K-5
- 3 Date January 14, 2016
- 4 Menu Grilled cheese sandwich or Chicken nuggets & Rice pilaf, Broccoli, Cherry tomatoes, Celery sticks, Fruit cocktail, Orange wedges, Milk: assorted fat-free & 1% wedges

R = Reimbursable NR = Nonreimbursable T = Total

Menu/food items	Recipe ID/product ID	Portion Size	Component contributions per portion size					Planned (projected) Servings			Actual number servings offered			Actual number servings selected			Substitutions, and notes	
			16 Meats/meat alternates	17 Grains	18 Fruits	19 Vegetables	20 Milk	R	NR	T	R	NR	T	R	NR	T		
Grilled cheese sandwich	R# 32	1 ea	2 oz eq WGR	2 oz eq WGR				24	24		20	20		20	20		20	No leftovers; all children were offered both choices
XYZ Chicken Nuggets w/ WG, 3.97 oz = 2 oz M/MA, 1 oz WG CN #123456	P# 4203	#6 scoop (6 ea)	2 oz eq WGR	1 oz eq WGR				30	35		30	5	35	28	4	32	3	3 servings leftover, discarded
Brown rice pilaf, USDA recipe RTU: ready-to-use, cleaned, trimmed florets	R# B22	#8 scoop	1 oz eq WGR	1 oz eq WGR				32	37		32	5	37	31	3	34	1 1/2 cups leftover, discarded	
Steamed broccoli florets (RTU), dark green vegetable	R# 15	2 fl oz spoodle			1/4 c			50	55		50	5	55	49	4	53	0.5 cup leftover, chilled and refrigerated for use in soup tomorrow	
Cherry tomato (3 ea), red/orange vegetable, Celery sticks (3 ea, RTU), other vegetable	R# 18	1/4 c			1/4 c			30	30		30		30	24		24	1 1/2 cups cherry tomatoes & 1 cup celery leftover, bagged & refrigerated for use in soup tomorrow	
Fruit cocktail in light syrup, drained, USDA Foods Diced peaches, drained	R# 3	4 fl oz spoodle			1/2 c			35	38		35	3	38	25	3	28	Substituted peaches, 5 cups leftover, refrigerated for use in breakfast tomorrow	
Orange wedges (138 count)	R# 5	4 fl oz spoodle			1/2 c			15	18		25	2	27	35	2	37	No leftovers; made 10 more servings, 3 more for used	
Extra: Ranch dressing 1/2 oz packets	P# 1514	1 ea						54	54		50		50	45		45	5 leftover, returned to inventory	
Milk by type and flavor: fat-free (unflavored); fat-free (chocolate); 1% unflavored;	Item# 501, 502, 503	1 cup, 1 cup, 1 cup						5, 30, 10	5, 30, 10		5, 28, 10		5, 28, 10	5, 28, 10		5, 28, 10	No leftovers	

26 Ms. Manager 1/14/16 date
verifier signature

Key Items to Include on Production Records

You may use any production record format you wish as long as it includes certain key items. These items are summarized and then explained in more detail below. Be sure to include *at least* the following:

BASIC INFORMATION

- 1 Name of school/site
- 2 Grade group
- 3 Date
- 4 Menu
- 5 Menu type (lunch or breakfast) and OVS or Pre-plated (served)

REIMBURSABLE MEALS

- 6 Planned (projected) number of student meals; provides an estimate of planned (projected) student meals for the specified grade group
- 7 Actual number of student meals offered (prepared); provides the total number of student meals offered (prepared) for the specified grade group
- 8 Actual number of student meals selected (served); provides the total number of student meals selected (served) for the specified grade group

NONREIMBURSABLE MEALS

- 9 Planned (projected) number of nonreimbursable meals – the number of staff and guests
- 10 Offered (prepared) number of nonreimbursable meals – the number of staff and guests
- 11 Actual number of nonreimbursable meals selected (served); provides the total number of nonreimbursable meals selected (served) for the specified school/site

ALL MENU ITEMS LISTED

- 12 Menu/food items – all food item choices included on the specified grade group's menu, such as main entrees, vegetable subgroups, fruit, milk, dessert, condiments, and substitutions. For each food item, include product information such as manufacturer item name and code number, USDA Foods information, or specific information to guide preparation
- 13 Planned (projected), offered (prepared), and selected (served) number of milk by type – fat-free unflavored, fat-free chocolate or other flavors, 1% low-fat unflavored, 1% low-fat chocolate or other flavors

RECIPE/PRODUCT NUMBER

- 14 Recipe ID/product ID number – standardized recipe number (USDA or your local recipe number) or product ID number

PORTION SIZE

- 15 Portion size for the specified grade group – specific unit of measure: scoop number, measuring cup amount, each, ladle or spoodle size, etc.

REIMBURSABLE MEAL COMPONENTS PROVIDED BY PORTION SIZE

- 16 Meats/meat alternates in ounce equivalent (oz eq)
- 17 Grains in oz eq (WGR indicates whole grain-rich)
- 18 Fruits – portion offered in volume, (½ cup in sample)
- 19 Vegetables – portion offered in volume (¼ cup in sample), note that subgroup is identified in column #12
- 20 Milk – portion offered in volume (1 cup in sample)

MEALS PLANNED (PROJECTED), OFFERED (PREPARED), SELECTED (SERVED) AND LEFTOVER

- 21 Planned (projected) number of servings to prepare – provided by menu planner using forecasting tools (reimbursable and nonreimbursable combined)
- 22 Planned (projected) quantity of food to use in purchase units – forecasted from past production, standardized recipes and Food Buying Guide. Adjust on day-of-service, if needed
- 23 Actual number of servings offered (prepared) – provides total number of servings prepared with any changes from planned (projected) amounts noted, as needed
- 24 Actual number of servings selected (served) - provides total number of servings selected (served) for each food item on the menu; provides information for forecasting future meal preparation
Substitutions and leftovers – any substitutions for the planned menu must be recorded. Record the amount of leftovers of each item and planned use (*examples: chilled and refrigerated for use in future meal, freeze for future use in cycle menu, or discard*)
- 25

VERIFIER SIGNATURE AND DATE

- 26 Person in charge of site reviews, verifies, signs and dates the production record, and files for future reference. Your State agency may require signed production records.

Two-Step Process for Completing Production Records

Production records are completed in two distinct steps. Depending on the size of your district, you, as the menu planner or the site manager, will complete the first step. This first step includes listing preproduction elements needed. The second step is production information added the day of meal service.

Step One: Preproduction Information

You can fill in preproduction information days or weeks in advance. Some of the key items are constant and may be preprinted on the record; software can automate this process. Information noted in the first phase includes:

- Menu type (breakfast or lunch) and pre-plated (served) or OVS
- Meal site
- Date
- Grade group(s)
- Menu items (food items or recipes), including identification numbers
- Planned (projected) quantity of food (in purchase units)
- Portion amounts (serving sizes) and planned (projected) total servings for each grade group, adults and a la carte
- Component contribution for each menu item.

Each item on a production record provides useful information. Let's look at some preproduction elements in more detail:

Grade group(s): Identify the grade group or blended grade group (for example, K-8, K-12). You may use one production record for more than one grade group. However, you need to include the serving size for each grade group, if serving sizes are different.

Name (description) of menu items used: List all food items and the form used (fresh, frozen, canned, etc.). This is the first step in effectively communicating the menu to your staff. Accurately list all food items, including condiments, which are not included as recipe ingredients.

Food item or recipe identification number for each menu item: Indicate the menu's recipes and food products with identification (ID) numbers. Specific ID numbers help distinguish between similar food items or recipes.

Portion amount (portion size, serving size): List portion amounts and include the serving utensil. If used, include the size of the ladle, scoop, or spoodle. Your staff will then know the correct portion amounts of each food item. The planned (projected) and offered (prepared) portion amounts should be the same. Note the offered (prepared) portion amount, if different from the planned (projected) amount. If you adjust portion amounts for different grade groups, list each grade group portion on a separate line. See Appendix 4.B for a handy reference to measuring portions.

Component contributions: Note the corresponding component contribution for the portion amount for each menu item. This handy check helps to verify meal pattern and crediting requirements.

Total planned (projected) servings: Forecast the number of servings needed for each menu item. Projecting the number of servings helps determine how much food to order, how much time to allot for preparation, and which equipment to use. For menus with choices between several different selections or with OVS, rely on past production records to help determine the quantity to prepare. Use these past records to help accurately forecast all menu planning options.

Planned (projected) quantity of food to use in purchase units: Forecast from past production records, standardized recipes, and the Food Buying Guide. Adjust on the day-of-service, if needed.

Step Two: Day-of-Service Production Information

The second step of completing a production record happens on the day-of-service. The staff completes the remaining sections during meal production and service, including:

- Quantity of food in purchase units and actual number of servings offered (prepared), if different from the planned (projected)

- Actual number of reimbursable meals offered (prepared) by grade group, if different from the planned (projected amount)
- Actual number of reimbursable meals selected (served) by grade group
- Actual number of nonreimbursable meals selected (served)
- Total number of servings selected (served)
- Actual number of a la carte items selected (served), if any
- Actual number of full second reimbursable meals selected (served), if any (breakfast only)
- Any substitutions made and total amount and use of leftovers.

The day-of-service information is valuable for future menu planning as well as future production days with the same menu. The offered (prepared) menu counts and number of servings can be used for the weighted nutrient analysis of your menus.

Now let's look at the day of production elements in more detail:

Total quantity of food (in purchase units) and actual number of servings offered (prepared)

Site staff must record the quantity of food actually offered (prepared), if different from planned amount. The offered (prepared) amount may be different than the planned (projected) amount for a variety of reasons. For example, a grade level is away from school on a field trip, or significant absences occur due to illness. Make note of this information; it is helpful for future menu planning. Past production information is combined with the servings offered (prepared) and selected (served) to shape future production needs.

Actual meals and items offered (prepared) served:

At the end of service, site staff must record the total amount of each food item offered (prepared). Your team also records the total number of reimbursable meals by grade group, as well as the total number of nonreimbursable meals and a la carte items. *Substitutions and leftovers:* During preparation and service, site staff must record any substitutions made to the planned (projected) menu. Careful substitutions are especially important for meeting weekly vegetable subgroup requirements or when crediting vegetables toward the fruits requirement

at breakfast. At the end of meal service, site staff must record leftover amounts and indicate whether leftovers will be retained for later use or discarded. Tracking the use of leftovers is important in your food safety program. It also helps identify overproduction, thus aiding in food cost management.

Actual meals and items selected (served): At the end of service, site staff must also record the total amount of each food item selected (served). Your team also records the total number of reimbursable meals by grade group and the total number of nonreimbursable meals and a la carte items sold. For breakfast only, any full second reimbursable meal served to students must be recorded.

You will use the information on actual servings for future menu planning and adjustment. Review planned (projected), offered (prepared), and actual servings selected (served) and note significant trends versus temporary changes due to uncommon events or circumstances that affect participation.

Some records include spaces for recording CCPs, temperatures, employee initials, or other information. Some schools use separate logs for this information. Either way, your staff must document CCPs and limits (time and temperature) in writing.

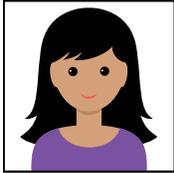
At the end of the meal service, the site manager reviews the production record, verifies the information is accurate and complete, and signs and files it for future reference. Your operation may use more than one production record per day for a meal. For example, a large high school with five different serving stations may have five production records for the salad bar, build-a-sandwich bar, vegetarian, home cooking, and ethnic food lines. An elementary school production record may list salad bar as a line item and use a separate detailed salad bar production record. Listing all of the items of the salad bar on the general production record may not be practical.

Let's see how four different school menu planners use production records.

Menu Chat



Hi everyone.



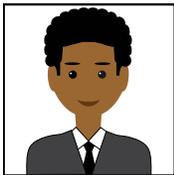
Elena

We are reviewing our production records and trying to figure out the best approach for our schools with two grades groups and fruit and vegetable bars. Do you have an idea to share with us?



Lin

We use a single production record for all grades. Ours is a small district and all the students eat in one cafeteria. A simple approach helps: a single menu with a few choices between fruits and vegetables for everyone and a variety of entrée choices for my high school students. I make sure the planned portion sizes are correct for each grade group.



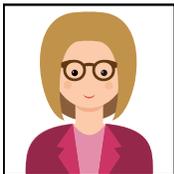
Tyler

A single production record works in our district, too, even though we have different schools. We have a similar menu at all grades; I fill in the portion size for the specific grade group in each building.



Sandra

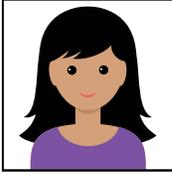
We use multiple production records. We have a large volume production record for our central kitchen. Each school kitchen has its own production record. Due to the number of specialty lines and menu options we offer district-wide, we also find a separate log for recording temperatures for critical control points works best for us. We require our staff to initial the temperature measurements and time notations.



Megan

Our production record for both grade groups includes amounts as purchased and edible portion servings for the fresh fruit and vegetable bar. We prepare for the bar at the beginning of the week and label and date items for the expected day of service. But if the sweet potato sticks are really popular on Monday, we pull from Wednesday's supply to ensure we offer enough red/orange vegetable subgroup on Monday. We either prepare additional sweet potatoes for Wednesday or substitute baby carrots for red/orange subgroup. Each day's production record is updated accordingly.

Menu Chat



Elena

THANKS!

You have helped me see how each approach is useful. Now I need to assess which is best for our schools.

The production record relays the steps required to prepare the menu. Your food production team uses the record for guidance during preparation and service. Your staff documents actual preparation and service information throughout the day. All members of your production team should understand the importance and use of production record information. Training your staff to use and properly document information on production records is essential.

Now that you have learned about production records, let's take a look at standardized recipes. Standardized recipes communicate serving size and meal component information. They provide preparation, service, and food safety information to guide your school nutrition staff. You will quickly see how important standardized recipes are to daily meal production.