



United States Department of Agriculture

NUTRITION GUIDE

SUMMER
FOOD SERVICE
PROGRAM



2018

The 2018 edition of this guidance has been revised and extensively reformatted for ease of use. The revisions to content from the 2015 version, in the pre-designed format, can be found on the USDA FNS Summer Food Service Program web page at: <http://www.fns.usda.gov/sfsp/handbooks>

In addition, throughout the text, references have been made to memoranda issued by the Food and Nutrition Service. The numbering system may differ from your State Agency.

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INTRODUCTION

The Summer Food Service Program (SFSP) offers an opportunity to positively impact children’s lives. The Program was established to ensure children continue to receive healthy meals when school is not in session. Meals served at summer sites play an important role in alleviating food insecurity and hunger in those children most in need when school meals are not available.

Summer sites play a valuable role in helping children learn, grow, and stay healthy. By offering nutritious meals at summer sites, children receive more of the vitamins, minerals, and other nutrients they need. Additionally, children will learn how to build a healthy plate and establish lifelong healthy eating habits.

All meals served in SFSP must meet certain requirements in order to receive reimbursement. These meal pattern requirements are designed to help the menu planner provide well-balanced, healthy meals that meet the nutritional and energy needs of children. FNS strongly encourages sponsors take additional steps toward serving more nutritious and appealing meals at their summer sites. The *Summer Food Service Program for Children: 2018 Nutrition Guide for Sponsors* was developed to help sponsors plan and serve menus with a variety of nutrient-rich foods and beverages, and operate a safe and successful food service. This resource, designed primarily for sponsors who prepare meals on-site or in a central kitchen, offers guidance on:

- Menu planning, including sample breakfast, lunch and snack menus
- Nutrition information;
- Record-keeping requirements;
- Food purchasing and storage; and
- Food safety and sanitation.



DIETARY GUIDELINES FOR AMERICANS

The Dietary Guidelines for Americans (Dietary Guidelines), jointly developed by the U.S. Department of Agriculture (USDA) and the U.S. Department of Health and Human Services (HHS), is the Nation’s primary source for nutrition advice. Published every five years, the Dietary Guidelines provide recommendations to help Americans ages 2 years and older make healthy food and beverage choices to ensure a nutritionally adequate diet. These recommendations are the basis for the nutrition guidance in this publication.

Sponsors should, as much as possible, purchase and serve foods that align with the recommendations in the Dietary Guidelines, such as serving more nutrient-dense foods like whole grains, vegetables and fruit, and fewer foods high in sodium, added sugars, and added solid fats. To review or download a copy of the most recent Dietary Guidelines, visit: <http://health.gov/dietaryguidelines/>.

MyPlate is an icon designed to remind people to make healthier food choices based on Dietary Guidelines recommendations. Visit the MyPlate website here: <http://www.choosemyplate.gov/>. Along with MyPlate, USDA has many resources including tip sheets, videos, and recipes sponsors can use to develop menus containing the nutrients children need to grow and be healthy. Links and descriptions of many of those resources are provided throughout this Guide.

FOOD SAFETY

Along with serving nutritious meals, it is crucial to serve safe meals. This Guide recommends food safety practices that apply to both institutional and non-institutional settings, such as at parks and recreation centers and libraries, where many summer meals are served. This Guide also includes information found in the USDA’s Food Safety and Inspection Service (FSIS) Food Safety Education materials for food preparation in non-institutional settings.

NOTE: Please keep in mind that Sponsors must be familiar with and follow State and local public health requirements and State agency policies and procedures.



PART ONE: PLANNING QUALITY MEALS

UNDERSTANDING MEAL PATTERN REQUIREMENTS

- SFSP MEAL PATTERN REQUIREMENTS
- CREDITING FOODS
- FOOD COMPONENTS
- MEAL MODIFICATIONS
- SERVING ADDITIONAL FOODS
- DOCUMENTING MEALS

SFSP MEAL PATTERN REQUIREMENTS

The SFSP meal patterns enable sponsors to serve meals that are appealing and are consistent with the Dietary Guidelines.

The meal patterns at 7 CFR 225.16(d) outline the required food components and their minimum serving sizes in order for the meal to be eligible for reimbursement. A **food component** is one of the food groups that comprise a reimbursable meal. For example, a fruit or vegetable and a meat or meat alternate would be a food component. A **food item** is a specific food offered within the food component. For example, a 1/2 cup serving of peaches and a 1/2 cup serving of pears are two food items in the fruit and vegetable component. The meal patterns chart on page 11 shows the required food components and the minimum required serving sizes of each food component for breakfast, lunch, supper, and snacks.

Age Appropriate Meal Patterns

The SFSP meal patterns were designed for children ages 6 through 12 years old. Therefore, the SFSP meal pattern minimum serving sizes may not be suitable for all children attending the summer site. Active teenagers may need more food than younger children and may feel that the portion sizes are too small. Conversely, for children younger than 6 years old, the serving sizes may be too big. In these situations, sponsors may be approved to serve more age-appropriate portion sizes.

Meals for Children ages 12 through 18: Because teenagers have greater food needs, sponsors may serve larger serving sizes than the minimum serving sizes specified in the SFSP meal pattern. There is no maximum serving size in the SFSP meal patterns. Sponsors serving teenagers may also choose to follow the adult meal patterns found in the Child and Adult Care Food Program (CACFP) (7 CFR 226.20(c)), which has larger portion sizes than the SFSP meal patterns. Additionally, extra foods (foods served in addition to the minimum portion sizes to meet the meal pattern requirements) may always be served to improve the nutritional status of participating children. However, meals containing additional foods or larger portion sizes than the minimum required serving size are reimbursed at the same reimbursement rate as regular SFSP meals.



Meals for Children Under 6 Years Old: State agencies may authorize sponsors to follow the CACFP meal pattern requirements (7 CFR 226.20) for children under six years old, which include smaller serving sizes than are indicated in the SFSP meal pattern. The sponsor must be able to ensure that each age group is receiving the appropriate minimum serving sizes indicated in the CACFP meal pattern. Food should always be of a texture and a consistency that is appropriate for the age and development of the children being served. For example, fruit should be cut into smaller pieces so that it is easier for younger children to eat.

Infants: A sponsor must receive State agency approval prior to serving meals to infants (birth through 11 months of age) (7 CFR 225.16(f)(2)). Once approved to serve meals to infants, sponsors must follow the CACFP infant meal pattern requirements (7 CFR 226.20(b)).

School Food Authorities (SFAs) participating in the Seamless Summer Option (SSO) are required to follow the NSLP meal pattern requirements, not the SFSP meal pattern requirements. However, SFAs operating the SSO at open and restricted open sites that are having difficulty implementing the NSLP meal pattern for each age/grade group may work with their State agency to make accommodations. For example, the State agency may approve the SFA to follow the meal pattern requirements for a single age/grade group. This flexibility increases the ability of SFAs with a wide age range of children attending their site to more easily participate in SSO while still meeting the meal pattern requirements. Refer to SP 09-2017, 2017

Edition of Questions and Answers for the National School Lunch Program's Seamless Summer Option https://fns-prod.azureedge.net/sites/default/files/cn/SP09-2017os_reissue.pdf for more information.

SFAs participating in the SFSP (rather than the SSO) may choose to follow the SFSP meal patterns or the NSLP or School Breakfast Program (SBP) meal patterns (7 CFR 225.16(f)(1)(i)) as applicable. SFAs may begin following the NSLP or SBP meal pattern requirements at any time during the year. If an SFA chooses to make this switch, the SFA must notify its State agency, but the SFA does not need prior approval. This flexibility allows SFAs to seamlessly continue implementation of the NSLP or SBP meal pattern requirements year-round.

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

CACFP MEAL PATTERNS: Sponsors that choose to follow the CACFP meal patterns need to be aware that the CACFP meal pattern requirements were recently updated. The updated CACFP meal pattern requirements went into effect on October 1, 2017. SFSP sponsors following the CACFP meal pattern requirements must comply with the updated CACFP meal patterns starting Summer 2018. For more information on the updated CACFP meal patterns, please visit: <http://www.fns.usda.gov/cacfp/meals-and-snacks>.

SUMMER FOOD SERVICE PROGRAM MEAL PATTERNS

FOOD COMPONENTS AND FOOD ITEMS	BREAKFAST Serve all three	LUNCH OR SUPPER Serve all four	SNACK Serve two of the four
Milk	REQUIRED	REQUIRED	
Fluid milk (whole, low-fat, or fat-free)	1 cup¹ (½ pint, 8 fluid ounces)²	1 cup (½ pint, 8 fluid ounces)³	1 cup (½ pint, 8 fluid ounces)²
Vegetables and Fruits – Equivalent quantity of any combination of...	REQUIRED	REQUIRED	
Vegetable or fruit or	½ cup	¾ cup total⁴	¾ cup
Full-strength vegetable or fruit juice	½ cup (4 fluid ounces)		¾ cup (6 fluid ounces)⁵
Grains/Breads⁶ – Equivalent quantity of any combination of...	REQUIRED	REQUIRED	
Bread or	1 slice	1 slice	1 slice
Cornbread, biscuits, rolls, muffins, etc. or	1 serving⁷	1 serving⁷	1 serving⁷
Cold dry cereal or	¾ cup or 1 ounce⁸		¾ cup or 1 ounce⁸
Cooked cereal or cereal grains or	½ cup	½ cup	½ cup
Cooked pasta or noodle products	½ cup	½ cup	½ cup
Meat/Meat Alternates Equivalent quantity of any combination of...	OPTIONAL	REQUIRED	
Lean meat or poultry or fish or	1 ounce	2 ounces	1 ounce
Alternate protein products⁹ or	1 ounce	2 ounces	1 ounce
Cheese or	1 ounce	2 ounces	1 ounce
Egg (large) or	½	1	½
Cooked dry beans or peas or	¼ cup	½ cup¹	¼ cup¹
Peanut or other nut or seed butters or	2 tablespoons	4 tablespoons	2 tablespoons
Nuts or seeds¹⁰ or		1 ounce=50%¹¹	1 ounce
Yogurt¹²	4 ounces or ½ cup	8 ounces or 1 cup	4 ounces or ½ cup

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

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

3 Served as a beverage

4 Serve two or more kinds of vegetable or fruits or a combination of both.

Full strength vegetable or fruit juice may be counted to meet not more than one-half of this requirement

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

6 Bread, pasta or noodle products, and cereal grains (such as rice, bulgur, or corn grits) shall be whole-grain or enriched. Cornbread, biscuits, rolls, muffins, etc, shall be made with whole-grain or enriched meal or flour. Cereal shall be whole-grain, enriched, or fortified

7 Serving sizes and equivalents will be in guidance materials to be distributed by FNS to State agencies

8 Either volume (cup) or weight (ounces), whichever is less

9 Must meet the requirements of 7 CFR 225 Appendix A

10 Tree nuts and seeds that may be used as meat alternate are listed in program guidance

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

12 Plain or flavored, unsweetened or sweetened



Food Components

This section includes additional information about the meal pattern requirements in the SFSP. Sponsors will find information on the required food components, including examples of food items within each component and guidance on acceptable types and quantities of food items that may be used to meet meal pattern requirements.

For nutrition information and tips on creating well-balanced meals, see [Making the Most of Summer Meals](#) in this Guidance.



MILK

Allowable food items:

- Pasteurized, unflavored or flavored whole milk, reduced-fat milk, low-fat milk, fat-free milk, buttermilk, lactose-reduced milk, or acidophilus milk.
- See **Substitutions and Exceptions** in this Guide for information on milk substitutes.

Guidelines:

- At breakfast or snack, milk can be served as a beverage or on cereal, or a combination of both.
- At lunch or supper, milk must be served as a beverage.
- In Alaska, Hawaii, American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Northern Mariana Islands, and the Virgin Islands of the United States, if a sufficient supply of such types of fluid milk cannot be obtained, reconstituted or recombined milk may be used. All milk should contain Vitamins A and D at the levels specified by the Food and Drug Administration and at levels consistent with State and local standards for such milk.



VEGETABLE AND FRUITS

Allowable food items:

Vegetables from all the vegetable subgroups:

- Dark green: bok choy, broccoli, collard greens, dark-green leafy lettuce, kale, spinach
- Red and orange: carrots, pumpkin, red peppers, butternut squash, sweet potatoes, tomatoes
- Starchy: corn, green peas, potatoes
- Dry beans and peas: black beans, black-eyed peas, chickpeas, kidney beans, lentils
- Other: green beans, artichokes, avocados, cabbage, cauliflower, celery, cucumbers
- Full strength (100%) vegetable juice

Fruits, such as:

- Apples, bananas, blackberries, cantaloupe, grapes, kiwi, mangoes, oranges, pears, pineapple, plums, raspberries, strawberries, watermelon
- Full strength (100%) fruit juice

Guidelines:

- At breakfast, a serving of fruit, vegetable, or full-strength (100%) juice, or an equivalent quantity in any combination, is required.
- For lunch or supper, serve two or more kinds of vegetables and/or fruits. Up to one-half of the vegetable/fruit requirement may be met with full-strength (100%) juice.
- Cooked vegetables means a serving of drained cooked vegetables.
- Cooked or canned fruit means a serving of fruit including the juice the fruit is packed in.
- Thawed frozen fruit includes fruit and the thawed juice;
- Dry beans and peas cannot be credited as both a vegetable and meat/meat alternate within the same meal.
- Dried fruits, such as dried apricots, raisins, and prunes, may be used to meet requirements. Dried fruit is credited based on volume served ($\frac{1}{4}$ cup dried fruit = $\frac{1}{4}$ cup fruit).
- Fruit sold within commercially prepared yogurt, whether blended, mixed, or on top, cannot be credited toward the fruit requirement. Extra fruit provided as a separate component can be credited.
- Small amounts of onions, pickles, relish, ketchup, jams or jellies, or other condiments may be added as additional foods for flavor or garnish. However, these do not count towards the fruit and vegetable requirement.
- Serve a variety of fruit or vegetables. Serving two forms of the same fruit or vegetable in the same meal (for example: an orange and orange juice, or an apple and applesauce) is not allowable. The two vegetables and/or fruit served at lunch and supper meals must be different from each other.

Juice:

- Full-strength (100%) fruit or vegetable juice may not be served as part of a reimbursable snack if milk is the only other component served.
- Juice or syrup from canned fruit does not count as fruit juice.



GRAINS

Allowable food items:

Whole grains, such as:

- Whole-grain or whole-wheat bagels, breads, cereal (ready-to-eat), crackers, pita bread, rolls, noodles or pasta;
- Whole-corn tortillas;
- Brown rice, buckwheat, oatmeal, quinoa.

Enriched grains, such as:

- Bagels, cereal (ready-to-eat), cornbread, muffins, crackers, tortillas, noodles or pasta, pita bread, rolls, white bread;
- Enriched rice;
- Enriched or fortified cereal.

Guidelines:

- Grains and breads must be whole-grain or enriched, or made from whole-grain or enriched flour or meal; ready-to-eat cereals must be whole-grain, enriched, or fortified.
- Enriched macaroni products fortified with protein may count towards either the grains component or the meat/meat alternate component, but not as both in the same meal.
- Piecrust used as part of the main dish (i.e., for meat turnovers or meat pies) is allowed as a grain item.
- Non-sweet snack foods such as hard pretzels, hard bread sticks, and chips made from whole-grain or enriched meal or flour can be used to meet the grain requirement.
- Choose whole grains and whole-grain products when possible to provide additional vitamins, minerals, and fiber; see How to Build a Healthy Plate in this guide for more information on identifying and serving healthy whole-grain products.



MEAT AND MEAT ALTERNATES

Allowable food items:

Meat, fish, poultry, and eggs such as:

- Beef, chicken, fish, ham, pork, turkey, eggs

Cheese, such as:

- American, cheddar, cottage, mozzarella, Parmesan, ricotta, Swiss

Beans and peas, such as:

- Black beans, black-eyed peas, chickpeas, kidney beans, lentils, pinto beans, refried beans, fresh soybeans (edamame).

Nuts and seeds, such as:

- Almonds, cashews, hazelnuts, peanuts, pecans, pumpkin seeds, sesame seeds, sunflower seeds, walnuts, soy nuts;
- Nut /seed butters: almond, peanut, sunflower, soy nut butter, etc.

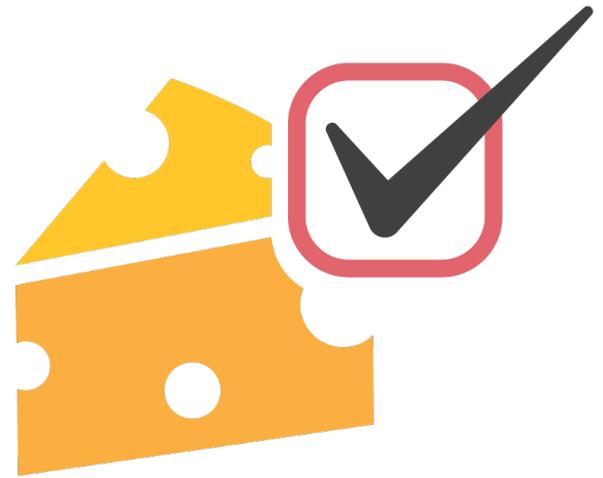
Yogurt:

- Commercially produced yogurt:
- Plain or flavored
- Unsweetened or sweetened
- Whole-fat, low-fat, or fat-free

Alternate protein product (APP):

Mixed or made into food items, such as:

- Burger patties
- Meat loaf
- Tuna salad
- Chicken nuggets
- Pizza toppings

**Guidelines:**

- Meat or meat alternates must be served at lunch and supper.
- Meat or meat alternates may be served as part of a snack or as an additional item at breakfast.
- Dry beans and peas cannot be credited as both a vegetable and meat/meat alternate within the same meal.
- Meats/meat alternates with APPs should be accompanied by a CN label or have a Product Formulation Statement. Prior to being added to other products, APPs must meet the specific standards. Before using products containing APP and claiming the meals for reimbursement, contact your State agency or your sponsoring organization.

Nuts and seeds

- Nuts and seeds may fulfill the entire meat/meat alternate requirement for snack, and up to half of the required meat/meat alternate requirement for lunch or supper.
- When combining nuts and seeds with another meat/meat alternate to fulfill the lunch or supper requirement, 1 oz. of nuts or seeds is equal to 1 oz. of cooked lean meat, poultry, or fish.
- Children under 4 years old are at the highest risk of choking; nuts and seeds should only be served to young children ground or finely chopped in a prepared food, and nut/seed butters should be spread thinly on bread or crackers.

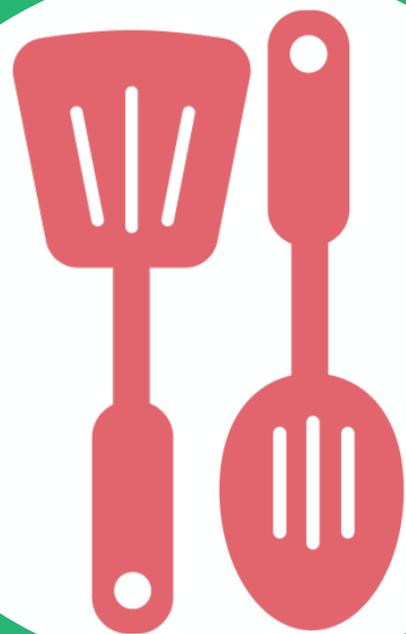
Yogurt

- For snack, 4 oz. or $\frac{1}{2}$ cup of plain, sweetened, or flavored yogurt may credit as 1 oz. of meat/meat alternate.
- For lunch and supper, 8 oz. or 1 cup of plain, sweetened, or flavored yogurt may credit as 2 oz. of meat/meat alternate.
- Homemade yogurt, frozen yogurt (similar to ice cream), or other yogurt-flavored products (e.g. yogurt bars, yogurt-covered fruit or nuts, etc.) are not creditable.

SERVING ADDITIONAL FOODS

Sponsors have the option to serve additional foods beyond the meal pattern requirements. When chosen wisely, additional foods, such as extra vegetables, fruits, or whole grains, can increase the variety of nutrients in children's diets. Serving additional foods can be beneficial for other reasons. First, additional foods, such as small amounts of toppings, condiments, and spreads (ex. mustard, honey, salad dressing, butter, or oil) can improve the palatability of the reimbursable meal. Second, additional foods can provide extra calories and energy to help satisfy children's appetites. However, some additional foods, such as sweets that are not creditable under the meal pattern requirements, can be higher in fat, sugar and salt. Keep this in mind when menu planning and limit the frequency and amounts you serve foods such as chips, ice cream, and pastries.

If a site chooses to purchase additional food with SFSP funds, the food must be creditable under the meal pattern requirements. Condiments, such as ketchup or jam, that are served with creditable food are exempt from this restriction and can be purchased with Program funds. If a site wishes to serve additional foods that do not meet SFSP meal pattern requirements, the site must use non-Program funds to purchase foods. See SFSP 06-2012: Serving Additional Foods in SFSP, November 23, 2011, (<http://www.fns.usda.gov/serving-additional-foods-summer-food-service-program>)



CREDITING FOODS

One of the most important steps in ensuring all the meal pattern requirements are met is determining how a food credits towards each required meal component.

Food Buying Guide for Child Nutrition Programs

The Food Buying Guide for Child Nutrition Programs (FBG) is the principal tool SFSP sponsors should use to determine the specific contribution each food makes toward the meal pattern requirements. The FBG contains a wealth of information to assist with purchasing foods that meet the SFSP requirements, crediting foods, and planning menus.

FNS would like to emphasize that while the FBG presents crediting information for a wide variety of foods, it is not an exhaustive list of all creditable foods. The memorandum TA 01-2015 Child Nutrition Programs and Traditional Foods (<https://www.fns.usda.gov/child-nutrition-programs-and-traditional-foods>) clarifies that traditional foods may be served in Child Nutrition Programs and includes examples of how traditional foods of the population being served may contribute towards a reimbursable meal. Sponsors should work with their State agency when they have questions related to the crediting of foods. The FBG can be reviewed and downloaded at: <http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>. The FBG also helps sponsors calculate and purchase the correct amount and type of food. See section titled “How to Use the Food Buying Guide” of this Guide for more information. Also, please use the new Interactive FBG Web Based Tool and-
(<https://www.fns.usda.gov/child-nutrition-programs-and-traditional-foods>) clarifies that traditional foods. It is available at:
<https://foodbuyingguide.fns.usda.gov/>

Child Nutrition Labels

To help simplify the process of identifying how products contribute to the meal pattern, program operators can look for CN labels on food packages. USDA’s Child Nutrition (CN) Labeling Program gives food manufacturers the option to include a label on their product that clearly identifies how the product contributes toward the meal pattern requirements. It provides a warranty against auditing claims if the product is used according to the manufacturer’s directions.

CN Labels are only available for items that contribute towards the meat/meat alternate component of the meal pattern. Some examples include, but are not limited to, beef patties, cheese or meat pizzas, meat or cheese and bean burritos, breaded fish, and chicken portions.

While a CN-labeled product is guaranteed to contain a certain quantity of food, it does not indicate food quality or safety. Additionally, sponsors should be aware that products that do not have a CN Label may still be creditable. To learn more about the CN Labeling Program visit:
<https://www.fns.usda.gov/cnlabeling/child-nutrition-cn-labeling-program>.

Product Formulation Statements

When a sponsor purchases a product without a CN Label, the sponsor may request a signed Product Formulation Statement (PFS) on manufacturer's letterhead. An appropriate Product Formulation Statement will provide specific information about the product and show how the food credits toward the meal pattern requirements. Please note that foods listed in the FBG are not required to have a CN Label or (PFS). Ultimately, it is the program operator's responsibility to evaluate Product Formulation Statement and to keep records to document that meals served fulfill the meal pattern requirements.

For more information on how to evaluate Product Formulation Statements and how they can be used to make purchasing decisions, please, see FNS memorandum TA 07-2010 (v.3) Guidance for Accepting Processed Product Documentation for Meal Pattern Requirements:

<https://www.fns.usda.gov/guidance-accepting-processed-product-documentation-meal-pattern-requirements-mpr>.

MEAL MODIFICATIONS

Disabilities

All Child Nutrition Program operators, including SFSP and SSO sponsors are required to make reasonable modifications to the meals and snacks they serve, or to the meal service, to accommodate children with disabilities. These modifications are made on a case-by-case basis.

In many cases, disabilities can be accommodated with little extra expense or difficulty. Additionally, they can often be

managed within the SFSP meal pattern requirements. For example, if a child is allergic to strawberries, the sponsor may serve that child an orange instead and still meet the fruit/vegetable requirement. Modified meals that meet the meal pattern requirements do not need to be supported by a medical statement in order to be reimbursable.

If a meal modification does not meet the meal pattern requirements, it must be supported by a medical statement that is signed by a licensed physician or licensed health care professional who is authorized to write medical prescriptions under State law (licensed health care professional). A medical statement is required to justify that the modified meal is reimbursable. The medical statement should include a sufficient description of the child's impairment to allow the sponsor to understand how it restricts the child's diet. It should also include a description of what the sponsor must do in order to accommodate the disability. This may include what foods should be served or omitted and recommendations for alternative foods, or other information as needed.

Sponsors are not required to provide the exact substitution or other modification that is requested. However, they must work with the child's parent or guardian to offer a reasonable modification that effectively accommodates the child's disability. Sponsors may consider expense and efficiency when choosing the most appropriate approach to accommodate a child's disability. Sponsors are not required to make modifications that would result in a fundamental alteration in the nature of the Program. Modifications that are so expensive that they would make operating the program impossible is considered a fundamental alteration in the nature of the Program. Sponsors faced with a very expensive request should first talk with the child's parents or

guardians to try and find a solution. When experiencing challenges, sponsors should reach out to their State agency for consultation.

Modified meals are reimbursed at the same rate as other reimbursable meals. For more information on providing meal accommodations for children with disabilities, please see SFSP 10-2017 Modifications to Accommodate Disabilities in the Child and Adult Care Food Program and Summer Food Service Program (<https://www.fns.usda.gov/modifications-accommodate-disabilities-cacfp-and-sfsp>).

Medical or Special Dietary Needs

FNS encourages sponsors to make modifications to meals or meal service that are not related to a disability; these modifications must be done within the meal pattern requirements. General health concerns, such as a preference for a gluten-free diet because a parent believes it is better for the child, rather than due to Celiac disease, are not disabilities and do not require accommodation. However, it is important to note, with the passage of the American with Disabilities Act Amendments Act most physical and mental impairments are considered a disability. The primary goal for sponsors should be ensuring equal opportunity to participate and benefit from the SFSP.

Non-Dairy Milk Substitutes

Schools participating in SSO or in SFSP and following the National School Lunch Program meal patterns may offer non-dairy milk substitutes to children who cannot consume fluid milk due to a special dietary need. Schools must receive a written request from a recognized medical authority or a parent or guardian that identifies the child's dietary reason for needing a milk substitute (7 CFR 210.10(m)(2)). In addition, in order for the meal to be reimbursable, non-dairy beverages served

in lieu of fluid milk must be nutritionally equivalent to milk and provide specified levels of calcium, protein, vitamins A and D, magnesium, phosphorus, potassium, riboflavin, and vitamin B-12 (7 CFR 210.10(d)(3)). Schools that decide not to offer milk substitutions for children with special dietary needs must communicate this decision to all households.

At this time, sponsors following the SFSP meal patterns may only serve non-dairy beverages in place of fluid milk in a reimbursable meal when it is supported by a medical statement signed by a licensed physician or health care professional.

Food Allergies

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

A food allergy may be assessed as a disability by a physician or a licensed health care professional. Therefore, reasonable modifications as prescribed by the physician or the licensed health care professional must be made.

When a child at the site is known to have a food allergy, it is extremely important that food service staff or any supervising adults handling food avoid cross-contact. Cross-contact happens

when one food comes into contact with another food and their proteins mix. As a result, each food contains small amounts of the other food. These amounts may be so small that they cannot be seen. These tiny amounts of food protein can cause reactions in people with food allergies. An example of cross- contact is when a knife is used to spread peanut butter and it is only wiped off before being used to spread the jelly. There could be enough peanut butter left on the knife that it could cause a reaction in a child with a peanut allergy. All equipment and utensils must be cleaned with hot, soapy water before being used to prepare allergen-free foods. For more information on cross-contact visit the Food Allergy Research & Education Avoiding Cross-Contact web page: <http://www.foodallergy.org/cross-contact>.

Dietary Preferences

While sponsors are not required to make food substitutions based solely on a parent’s, guardian’s, or child’s personal or taste preferences, such as vegetarian diets, they are highly encouraged to do so within the meal pattern requirements. The SFSP meal patterns allow for a variety of food items within each required food component and are flexible and adaptable enough to accommodate dietary preferences, such as religious food restrictions or vegetarian diets.

DOCUMENTING MEALS

Keeping accurate and detailed records of the meals you prepare and serve each day is part of any successful food service operation. Records are a valuable written history of your summer site operations and can be used to plan menus in the future. They also help sponsors spot trends, track which menus work best with the children you serve, and decide what type of changes should be made.

Good recordkeeping is essential because it is the sole basis for reporting the number of meals you serve, and in State reviews, records demonstrate that the meals served at your site comply with the SFSP requirements. Full and accurate records must be kept of allowable program costs as well as the number of program meals served to support each claim for reimbursement.

**For more information on record keeping
See Menu Production Records in this Guide.**





PART ONE: PLANNING QUALITY MEALS

MAKING THE MOST OF SUMMER MEALS

- SUMMER MENU PLANNING: THE BASICS
- AFFORDABLE, HEALTHY MEALS
- HOW TO BUILD A HEALTHY PLATE
- SAMPLE RECIPES
- INCORPORATING LOCAL FOODS
- MEAL SERVICE OPTIONS
- CREATING A CYCLE MENU
- SAMPLE CYCLE MENUS
- SUMMER MENU IDEAS

SUMMER MENU PLANNING: THE BASICS

Menu planning for summer meals involves a variety of considerations. Most importantly, the menu must meet the SFSP meal pattern requirements. Children’s preferences, recipes, local and seasonal products, serving location, food costs, food safety and handling, equipment, and labor must also be considered. With a little planning, SFSP menus can be tasty, nutritious, and affordable!

First, you must take into consideration logistics, including: location, practicality, using cycle menus, calculating serving sizes and costs, food delivery, keeping food safe, budget, inventory, labor, and equipment. For example, if food is going to be served outdoors or delivered to a playground or campsite, make the menu practical and appealing for this setting. If you have on-site cooking facilities, use standardized recipes, when they are available. A standardized recipe is a recipe that gives the same reliable results every time it is prepared.

See Using Standardized and Quantity Recipes in the Guide for more information. Finally, make sure to think about preparation time and extra needs, such as ice and garbage bags.

Along with logistical considerations and ensuring the meal meets the SFSP meal pattern requirements, it is important to design meals that children will eat and enjoy. Make sure that the menus you develop offer a variety of colors, textures, and flavors, and are culturally appropriate for the children attending your summer sites. Offering a combination of hot and cold foods can make the meals even more appealing. In addition, it is important to serve food that is age-appropriate for the children that attend the site. For example, if very young children attend your site, make sure the food offered is in a form that is easy for them to chew and swallow.

See **Choking Risks** in the Reference Section for more information.

Sponsors should also incorporate recommendations from the Dietary Guidelines into their menus by increasing the use of whole-grains, fresh fruits and vegetables, and low-fat or fat-free milk and dairy products, and limiting foods high in saturated and trans fat, added sugars, and sodium. Refer to the next section How to Build a Healthy Plate in this Guide for recipes and tips on incorporating a wide variety of nutritious foods into your summer menu. In addition, you can use the Summer Menu Checklist in the Reference Section to evaluate menus. Using an SFSP lunch as an example, here are some steps to follow when creating a summer menu:

1. Begin with the main dish or entrée. Think of a source of protein from the meat or meat alternate group. Grains, vegetables, or fruits may also be part of the main dish. For example, a chicken burrito could be served with lettuce and tomato.
2. Choose two fruits and/or vegetables that go well together and with the main dish. For example, a roasted pepper and black bean salad would go well with the chicken burrito.
3. Include a whole-grain that is rich in fiber. For example, the chicken burrito could be served in a whole-wheat wrap.
4. Serve low-fat or fat-free milk as the beverage.

HOW TO BUILD A HEALTHY PLATE

Many sponsors may want to go above and beyond when it comes to serving healthier meals to children at summer sites. In recognition of this, FNS developed the following best practices and tips to help sponsors serve more nutritious meals that are based on the Dietary Guidelines. Following these best practices allows sponsors to ensure that children are getting the optimal benefit from the meals they receive at summer sites. FNS applauds those sponsors who find ways to incorporate these best practices into their meal service.

Build a Healthy Plate with Fruits

According to the Dietary Guidelines, most children 4 years and older do not consume enough fruit. You can help increase children's consumption of fruit by offering a variety of fruits on your menu. Offering a variety of fruits during the week can:

- Teach children lifelong healthy eating habits
- Add color, texture, and flavor to children's plates.
- Increase children's intake of vitamins and minerals they need to grow and play.
- Help children feel full and maintain a healthy weight by increasing their intake of dietary fiber

Best Practices for Fruits:

Serve a variety of fruits and choose whole fruits (fresh, frozen, or canned in 100% juice or water) more often than juice. Get creative and try fruits that are in season during the summer, like melons, berries, peaches, and cherries.

- Make at least one of the two required components of snack a fruit or a vegetable. Try serving apple slices with peanut butter, fresh or frozen mango with yogurt, or pears with low-fat cheese.

What type of fruits should I offer?

- Fresh, frozen, canned, and dried fruits are all great choices. Introduce kids to the whole rainbow of fruit choices – each fruit has its own unique flavor and nutrients. Provide different choices each day to help children get the nutrition they need.
- Limit fruit juice. While 100% fruit juice can be part of a healthy diet, it does not contain the dietary fiber found in other forms of fruit.





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

Extra calories from added sugars make it harder for children to maintain a healthy weight. Because fruits are naturally sweet, it can be easy to get children to eat them without adding sweeteners like sugar, or honey. Here are a few tips:

- Serve fresh fruit instead of fruit-based desserts, such as fruit pies, cobblers, and crisps.
- Purchase fruit canned in water or 100% fruit juice instead of syrup.
- Offer unsweetened applesauce and try sprinkling ground cinnamon on top.
- Purchase frozen fruit that does not contain added sugars.
- Serve 100% fruit juice instead of fruit-flavored drinks or sodas. As a reminder, milk and 100% juice are the only beverages that are creditable in a reimbursable meal.

Build a Healthy Plate with Vegetables

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

- Help children maintain a healthy weight as they grow.

- Provide dietary fiber to help children feel full.
- Create healthy eating habits children will keep for life.
- Add color, crunch, and flavor to children's plates.

Best Practices for Vegetables:

- Vary the vegetables served throughout the week. Aim to serve as many of the following vegetable subgroups as possible:
 - Dark green vegetables (e.g. broccoli, spinach, and collard greens);
 - Red and orange vegetables (e.g. carrots, red bell peppers, and tomatoes);
 - Beans and peas (legumes) (e.g. black beans, garbanzo beans (chickpeas), lentils, split peas, pinto beans, and white beans);
 - Starchy vegetables (e.g. corn, green peas, green lima beans, and potatoes); and
 - Other vegetables (e.g. cabbage, celery, summer squash, and green beans).
- Offer more filling meals by adding extra vegetables. At self-prep sites, toss peppers, spinach, or cherry tomatoes into a pasta or add extra broccoli, snap peas, or mushrooms to a stir-fry.
- Make at least one of the two required components of snack a vegetable. Try serving carrots or celery with peanut butter or red pepper strips with hummus.

What type of vegetables should I offer?

- Fresh, frozen, or canned vegetables are all great choices.
- Each vegetable contains different amounts of nutrients and fiber. Serve a variety of vegetables so children get the vitamins, minerals, and fiber they need. Provide different choices each day to help children get the nutrition they need.
- Brighten children’s plates with dark green, red, and orange vegetables.
- Incorporate a variety of dry beans and peas into the meal. Offer bean dips, like hummus, or mashed black bean burritos. (Remember: dry beans and peas may be considered either as a vegetable or a meat alternate; but, they cannot be credited as both a vegetable and a meat alternate in the same meal.)

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

Vegetables are naturally low in sodium (salt) and solid fats, so prepare and serve them without adding too much salt or solid fats like butter, margarine, cream sauces, and full-fat cheese. **Here’s how:**

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

Build a Healthy Plate with Legumes (Dry Beans and Peas)

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

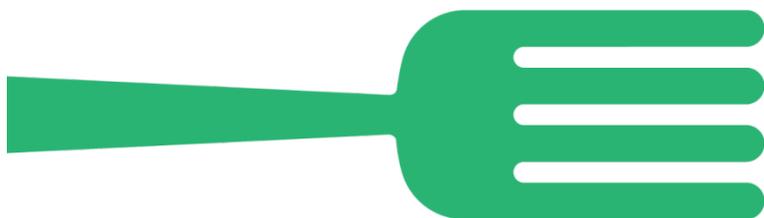
- Help children feel full longer and maintain a healthy weight as they grow.
- Promote proper digestion.
- Add shape, texture, and flavor to children’s meals.

Best Practices for Legumes (Dry Beans and Peas):

Substitute legumes for all or a portion of meat in your recipes. Keep it fun by adding themes to meals, such as a southwestern lunch with bean and vegetable chili and cornbread.

What type of legumes should I offer?

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



How can I reduce sodium and solid fats when serving legumes?

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

- Purchase canned beans labeled “no salt added” or “low sodium.” If these are not available, rinse and drain the canned beans to reduce the sodium content.
- Purchase dry beans. To prepare them, pour the bag of dry beans into a bowl of water on the kitchen counter. Sort the beans to remove any stones. Soak the dry beans overnight without adding any salt, and discard the soaking water and cook the next day.
- Choose fat-free refried beans, or reduced-sugar and reduced-sodium versions of baked beans.
- Use herbs, no-salt spice mixes, or other vegetables instead of salt, butter, or margarine to season bean dishes. This will add flavor to the bean dish without adding solid fats, sodium, and calories. Garlic, celery, onion, and carrots complement the flavors of dry beans and peas.

Meat and Meat Alternates: Build a Healthy Plate with Protein:

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

- Give children the protein, B vitamins, and minerals (like iron, zinc, and magnesium) they need to grow, play, and learn.
- Protect children’s hearts, brains, and nervous systems with heart-healthy oils from fish and seafood.
- Help children feel full for longer with protein

Best Practices for Meat and Meat Alternates:

- Offer a variety of different protein foods throughout the week, such as lean meats, seafood, poultry, legumes (beans and peas), and nuts. Keep your menu lively by introducing new proteins to old favorites. For example, try salmon burgers, white turkey chili, or soft chicken tacos.
- Limit serving processed meats and poultry, such as hot dogs, bologna, luncheon meat, pepperoni, and sausages, to no more than once per week.
- Choose low-fat or reduced-fat cheeses and yogurts. Get children excited about yogurt by letting them build their own yogurt parfait. Just like a salad bar, set up toppings for children to add to their yogurt. Some toppings may include sliced or cubed fruit (apples, bananas, mango, kiwis, and melon) or whole grain granola.

What types of meat and meat alternates should I offer?

Providing different choices each day introduces children to new foods and ensures children get the nutrition they need.

- Fish and seafood (fresh, frozen, or canned) are good choices for mealtime. Try salmon, tuna, trout, and tilapia prepared in different ways: baked, grilled, or in sandwiches or tacos.
- Poultry, like chicken or turkey, can be served grilled, roasted, or in pastas, salads, or burritos.
- Look for lean cuts of beef, pork, and lamb. Try round steaks and roasts (round eye, top round, bottom round, round tip), top loin, top sirloin, and chuck shoulder and arm roasts. The leanest pork choices include pork loin, tenderloin, or center loin.
- Choose the leanest ground meats possible (including beef, pork, chicken, and turkey), preferably meats labeled “90% lean” or higher. The higher the % of lean, the lower the amount of solid fats in the meat.



- Offer unsalted, chopped, or finely ground nuts and seeds (including almonds, mixed nuts, peanuts, walnuts, sunflower seeds), and peanut and sunflower seed butters spread thinly.
- Prepare and serve eggs in different ways. Try hard-boiled egg slices, scrambled eggs, or deviled eggs (prepared with low-fat mayonnaise or mustard). Make sure the egg whites and yolks are cooked thoroughly to avoid foodborne illness.
- Cooked, canned, or frozen dry beans and peas are all great options. Vary the choices for dry beans and peas.
- Yogurt and cheese can credit as a meat alternate. Serve yogurt labeled fat-free or low-fat (1%). When selecting cheese, choose low-fat or reduced-fat versions.
- Serve creditable processed soy products, such as meatless “chicken” nuggets or soy burgers. To credit soy products as a meat alternate, they must have a Child Nutrition (CN) Label or a company- certified product formulation statement. (Only creditable products may be included in a reimbursable meal. Check with your State agency or sponsoring organization for additional guidance.)
- Remember: some children coming to your site may be allergic to fish, shellfish, soy, milk, wheat, eggs, nuts, and seeds. Actively supervise children when serving these foods.

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

Be sure to start with lean choices for meat and meat alternates. Prepare recipes without adding too much

sodium (salt) or solid fats like butter, margarine, cream sauces, gravy, and full-fat cheese.

Here’s how:

- Use herbs or no-salt spice mixes instead of salt, butter, or margarine to season dishes. This will add flavor without adding solid fats, sodium, and calories to the dishes.
- Trim visible fat away from meats and poultry before cooking. Remove the skin from chicken and turkey to reduce the amount of solid fats. Drain off any fat that appears during cooking.
- Boil, grill, roast, or poach fish, meat, or poultry instead of frying. These cooking methods do not add extra fat and calories. Keep in mind that breading adds extra calories, and frying causes food to soak up more fat while cooking.
- Limit serving highly processed poultry, fish, or meat (like hotdogs, chicken nuggets, and fish sticks) to once weekly. Even “reduced-fat” meats and cold cuts, like sausage, bologna, and salami, may be high in solid fats, sodium, and calories. Use canned tuna or salmon (packed in water) for sandwiches in place of deli or lunch meats, which are often higher in sodium.
- Purchase canned beans, fish, and meat labeled “no salt added” or “low sodium.” If these are not available, reduce sodium by draining and rinsing canned foods before preparing.
- Choose fat-free refried beans or reduced-sugar and reduced-sodium versions of baked beans.
- See Choose MyPlate for additional ideas on lean choices for meat and meat alternates: <http://www.choosemyplate.gov/protein-foods>.



Build a Healthy Plate with Whole Grains:

Any food made from wheat, rice, oats, cornmeal, barley, or cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain-rich products. Whenever possible, whole grain-rich versions of these grain products should be offered. Whole grain-rich foods are grain products that are 100 percent whole grain or contain at least 50 percent whole grains and the remaining grains are enriched. Most children 2 years old and older do not consume enough whole grains or other foods rich in dietary fiber. You can help by providing children with a variety of whole grains during the week.

The Dietary Guidelines recommend making at least half your grains whole grains. Increase the amount of whole grains in children’s diets by purchasing, preparing, and serving foods that contain a whole grain as the first ingredient in the ingredient list. Including whole grain-rich foods in meals and as snacks can:

- Provide B vitamins and minerals children need for energy to play and learn.
- Promote proper digestion.
- Help children feel full longer and maintain a healthy weight as they grow.
- Add texture and flavor to children’s plates

Best Practices for Grains:

- Provide at least two servings of whole-grains per day
 - Make simple switches by using whole grain versions of grains already in meals (for example, whole wheat bread or brown rice)
- Use the Nutrition Facts label to choose and serve cereals with the lowest amount of sugar per serving.
- Offer fruit instead of grain-based desserts (for example, apple slices instead of apple turnovers)

What type of grains should I offer?

INSTEAD OF:	CHOOSE WHOLE GRAINS:
White rice	Brown rice, wild rice, quinoa
White flour	Whole-wheat flour
White bread	Whole wheat bread
Noodles, pasta, spaghetti	Whole-wheat pasta or noodles
Flour tortillas	Whole wheat or whole-corn tortillas
Crackers	Whole grain-rich crackers
Degermed cornmeal	Whole grain-rich cornmeal

How can I tell whether a product contains whole grains?

- Take a look at the ingredient list. Choose products that name a whole-grain ingredient first on the list or second after water – that means there is more of it than the other ingredients.

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

How can I limit added sugars and solid fats when serving whole grains?

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

Build a Healthy Plate with Dairy

Children who consume dairy products such as milk, milk substitutes, yogurt, and cheese get many important nutrients and have healthier diets than those who don’t. However, according to the Dietary Guidelines, many children ages 2 to 3 years old, and most children 4 years old and older, do not consume enough milk and dairy products. You can help by offering fat-free and low-fat milk and dairy products during the day to:

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

Best Practices for Dairy:

- Move towards serving low-fat (1%) or fat-free milk.
- Keep milk extra cold (35°F for the best taste). Cold milk can make a refreshing beverage in summer months.
- Choose low-fat or reduced-fat cheeses and yogurts. Get children excited about yogurt by letting them build their own yogurt parfait. Just like a salad bar, set up toppings for children to add to their yogurt. Some low in added fats and sugars toppings may include sliced or cubed fruit (apples, bananas, mango, kiwis, and melon) or whole grain granola.

What type of milk should I offer children over 2 years old?

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

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



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

- Offer fat-free or low-fat (1%) milk most often. These have less saturated fat and fewer calories than whole or reduced-fat (2%) milk
- Offer lactose-reduced or lactose-free milk to children who are lactose-intolerant.

Making Water Available

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

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

Best Practice for Water:

- Make water available as an additional beverage. Try adding sliced fruit (ex. lemons, limes, or berries) or cucumbers to water for a tasty twist.
- Water stations can be placed in different locations outside of the formal eating area to help support and encourage proper hydration.

Additional Best Practices:

- Incorporate seasonal and locally produced foods into meals to improve freshness and quality. Find out how by checking out the Farm to Summer resources at <https://www.fns.usda.gov/farmtoschool/farm-summer>. Also, see the **Incorporating Local Foods** section of this guide.
- Prepare and serve hot meals when the appropriate foodservice equipment is available. Have a popular cold sandwich as a backup option in case the hot items run out.
- Offer children who participate in the summer meal programs the opportunity to sample menu items and give their feedback. Taste test activities introduce children to new foods in a fun and positive way.
- Consider offering meals for parents and guardians so that they feel welcome as well. Program policy permits meals to be sold to parents and caregivers (also known as "Non-Program Adults") at cost. Parents and caregivers can sit with their children and enjoy lunch, which can enhance the appeal of sites as a family gathering spot.

Limiting Sodium, Solid Fats, and Added Sugars:

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

Sodium

Nearly everyone benefits from eating foods with less sodium. On average, blood pressure goes up with sodium intake. Most sodium comes from processed and ready-to-eat foods, which usually come in cans, jars, packages, and boxes. Offering children minimally processed foods, such as chicken breast instead of chicken nuggets or fresh vegetables instead of canned vegetables, is an important way to help children reduce their sodium intake and stay healthy. Choose fresh foods when possible.

- When purchasing packaged and canned foods, check the Nutrition Facts labels to compare and choose those with less sodium. Foods that are low in sodium have less than 140 mg or 5% Daily Value (DV). Serving foods lower in sodium can help children learn to like and enjoy foods with a less salty taste. For more information on enjoying a variety of foods with less sodium, see: <https://www.choosemyplate.gov/preschoolers-other-dietary-components>. For recipes and to boost flavor with less sodium see: <https://healthymeals.nal.usda.gov/whatsshaking>.

Solid Fats

According to the Dietary Guidelines, Americans consume too many foods that are high in solid fats. Solid fats, which are solid at room temperature, are high in saturated or trans fats and can increase blood cholesterol levels. Solid fats are found in butter (milk fat), beef fat, chicken fat, pork fat (lard, bacon), stick margarine, and shortening. The fat in milk is also considered solid. You can help by offering children fewer foods that are high in solid fats or replacing solid fats with healthy oils (canola, corn, cottonseed, olive, safflower, sunflower, etc.), which come from many different plants (nuts, olives, avocados) or fish and are liquid at room temperature. Compared to solid fats, oils are a healthier option. Oils are a good source of healthy unsaturated fats and are generally cholesterol-free. For more information on oils and solid fats, see: <https://www.choosemyplate.gov/oils>.

Added sugars

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

See FNS Resources in the Resource Section to find more useful resources to help you implement the best practices for promoting nutrition in summer meals.



INCORPORATING LOCAL FOODS

Sponsors can further improve the quality and appeal of their meals with local products. Summer is a great time to incorporate the bountiful harvest of fresh fruits, vegetables, and other local foods. Local foods span the entire meal, from fruits and vegetables to dairy, grains, meat, eggs, and beans. There are numerous benefits to “bringing the farm” to summer meal sites:

- Sponsors can increase participation by improving the quality of meals and keeping kids engaged through hands-on activities, such as maintaining a school or community garden.
- Schools participating in the SFSP or SSO can develop continuous, year-round farm to school programming, and use the summer months to test out cooking techniques and recipes using local foods.
- Regional producers connect with a reliable outlet for their products during the summer months.
- Kids and teens get fresh, healthy meals and participate in activities at meals sites, staying nourished and engaged while school is out.

To learn more about how to bring the farm to your summer program refer to memorandum SFSP 07-2016, Local Foods and Related Activities in Summer Programs, with Questions and Answers (https://www.fns.usda.gov/sites/default/files/cn/SP07_SFSP07-2016os.pdf), and USDA’s Farm to Summer website (<http://www.fns.usda.gov/farmtoschool/farm-summer>). Additionally, check out the Procurement and Purchasing section of this Guide for information on how to incorporate local foods into your menus.

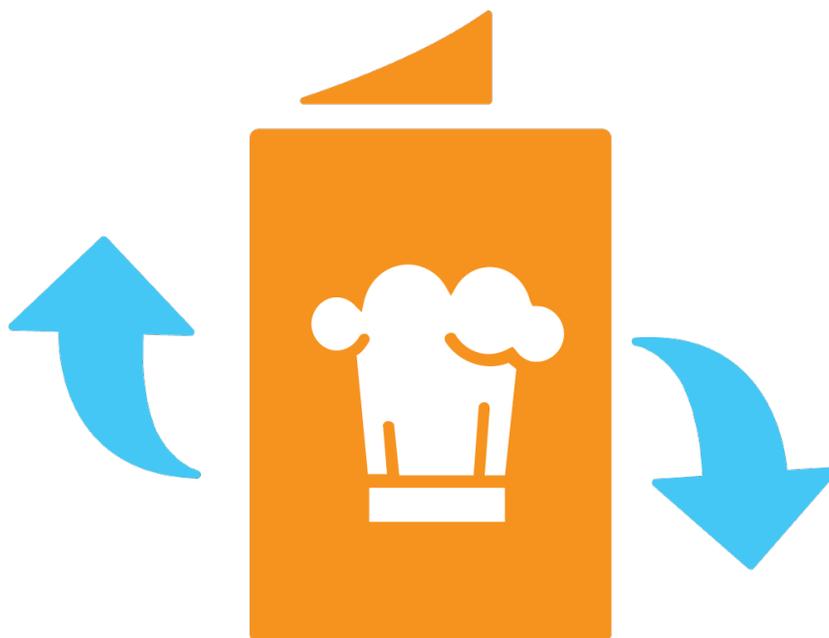


CREATING A CYCLE MENU

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

Cycle menus can be adjusted as follows:

- Replace foods that not are available
- Celebrate special occasions
- Introduce new foods and try new recipes
- Take advantage of seasonal foods or best buys. Seasonality of food varies by region. Sponsors can search seasonality charts for their area, such as Washington State Department of Agriculture’s chart: <http://www.agr.wa.gov/aginwa/docs/seasonalitycharthusscvegetablefinal.pdf>. Many States post seasonality charts on their website.
- Use leftovers wisely
- Consider food acceptability



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

SAMPLE CYCLE LUNCH MENUS

Sample Cycle Lunch Menu 1

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	Bean & cheese burrito on whole grain tortilla Mexicali corn Fresh strawberries Low-fat or fat-free milk	Sweet and sour chicken Brown rice Fresh snap sugar peas Mandarin oranges Low-fat or fat-free milk	Whole grain tortilla rollup with hummus and veggies Romaine salad Orange slices Low-fat or fat-free milk	Spaghetti casserole Mixed spinach and green salad Fresh cantaloupe Low-fat or fat-free milk	Oven baked parmesan chicken Whole grain bread stick Sweet potatoes Fresh watermelon Low-fat or fat-free milk
WEEK 2	Black bean taco Fresh sliced cucumber and tomatoes Fresh peaches Low-fat or fat-free milk	Tuna sandwich on whole grain bread Fresh broccoli and cauliflower Fresh blueberries Low-fat or fat-free milk	Pork stir fry Brown rice Sliced oranges Steamed broccoli Low-fat or fat-free milk	Chicken and vegetable soup Whole grain crackers Fresh plums Sweet potato strips Low-fat or fat-free milk	Mexican pizza on whole grain tortilla Sliced peppers Canned peaches Low-fat or fat-free milk
WEEK 3	Sloppy joes on whole grain bun Broccoli salad Fresh fruit salad Low-fat or fat-free milk	Turkey burrito on whole grain tortilla Refried beans Fresh honeydew Low-fat or fat-free milk	Minestrone soup Whole grain roll Fresh apples Low-fat or fat-free milk	Ham and cheese sandwich on whole grain bread Three bean salad Fresh watermelon Low-fat or fat-free milk	Taco salad Baby carrots Canned pears Low-fat or fat-free milk
WEEK 4	Meatloaf Whole grain roll Yellow squash Frozen raspberries Low-fat or fat-free milk	Turkey and cheese on whole grain bread Vegetable soup Fresh bananas Low-fat or fat-free milk	Vegetable chili Corn muffins Fresh kiwi Low-fat or fat-free milk	Oven baked chicken Brown rice Stir fry vegetables Frozen peaches Low-fat or fat-free milk	BBQ pork sandwich on whole grain bun Steamed zucchini Mixed fruit Low-fat or fat-free milk

Sample Cycle Lunch Menu 2

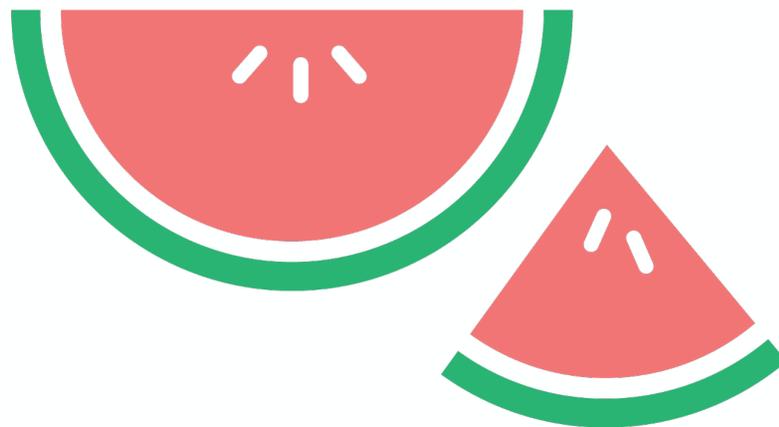
This cycle menu was developed by the Milton Town School District's Food Service Director. The Director taps into summer's bounty in northern Vermont, and serves locally sourced items whenever possible. These meals can be served at a variety of sites, including libraries and Park and Recreation Departments. Take some inspiration from the menu to add local foods to your menus!

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	Turkey and cheese sandwich	Ham and cheese on whole-wheat bun	Garden fresh chef salad with turkey and Swiss	Santa Fe chicken wrap Bean and veggie salad	SFSP Carnival (spike event) with barbecue, games, and more
	Carrot sticks and dip	Veggie sticks and dip	Fruit selection Whole wheat roll	Fresh fruit salad	
	Local apples	Fruit selection			
	Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk	
WEEK 2	Turkey and cheese sandwich	Local grilled chicken Chef's salad on local greens and veggies	Ham and cheese on whole-wheat bun	Chicken tenders Rice pilaf	Cheese and pepperoni pizza
	Carrot sticks and dip		Local veggie sticks	Glazed carrots	Local garden salad
	Local apples	Fruit selection Whole wheat roll	Fruit selection	Fruit selection	Watermelon
	Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk
WEEK 3	Turkey and cheese sandwich	Soft serve taco with local beef and cheese	Ham and cheese on whole-wheat bun	Local chicken salad on local harvest greens	Holiday (site closed)
	Carrot sticks and dip	Beans and rice	Local veggie sticks	Bread sticks	
	Local apples	Fruit selection	Fruit selection	Fresh strawberries	
	Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk	
WEEK 4	Turkey and cheese sandwich	Cheeseburger on bun Potato puffs	Garden fresh chef salad with turkey and Swiss	Local chicken and local Caesar salad wrap	Cheese and pepperoni pizza
	Carrot sticks and dip	Italian beans	Fruit selection Whole wheat roll	Fresh fruit cup	Local garden salad
	Local apples	Fruit selection		Chocolate chip cookie	Watermelon
	Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk
WEEK 5	Turkey and cheese sandwich	Popcorn chicken Seasoned sweet potato cubes	Ham and cheese on whole-wheat bun	Beef nachos with salsa Spanish rice	Cheese and pepperoni pizza
	Carrot sticks and dip		Local veggie sticks	Fruit selection	Local garden salad
	Local apples	Fresh steamed broccoli	Fruit selection		Watermelon
	Low-fat or fat-free milk	Fruit selection Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk	Low-fat or fat-free milk

SUMMER MENU IDEAS

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

	FOOD ITEMS			MENU IDEAS
FRUITS	Apples	Grapes	Pears	<ul style="list-style-type: none">• Apples and peanut butter• Fresh fruit and oatmeal breakfast• Fruit and yogurt parfait• Fruit salad (fresh, frozen, & canned)• Green, leafy salad with fruit (canned pineapple or sliced strawberries; serve with balsamic vinaigrette dressing)• Smoothie (with low-fat or fat-free milk and/or yogurt)
	Apricots	Honeydew	Pineapple	
	Bananas	Kiwi fruit	Plums	
	Blackberries	Mangoes	Raisins	
	Blueberries	Nectarines	Raspberries	
	Cantaloupe	Oranges	Strawberries	
	Cherries	Papaya	Tangerines	
	Grapefruit	Peaches	Watermelon	



	FOOD ITEMS			MENU IDEAS
VEGETABLES, DRY BEANS, AND PEAS	Dark Green:	Red/Orange:	Other:	<ul style="list-style-type: none"> • Ants on a log (celery sticks topped with raisins and peanut butter) • Bean dip or hummus with vegetable sticks • Chana Masala (spiced chickpea dish) • Cold pasta salad • Egg casserole with veggies and cheese • Greek salad (cucumber, tomato, olives, feta, and low-fat Greek dressing) • Grilled veggie sandwich/panini • Loaded veggie pizza with whole grain-rich crust • Mexican rice and beans • Mixed greens salad • Whole-wheat pasta or lasagna with summer squash • Salsa with whole grain-rich tortilla chips • Soup, stew, or chili • Stuffed peppers with seasoned quinoa or brown rice filling • Summer veggie skewers • Sweet potato and chili boats • Three bean salad • Vegetable stir-fry • Veggie burrito or quesadilla • Veggie roll-up (veggies in a whole grain-rich tortilla with hummus/dressing) • Veggie sticks with low-fat dip
	Bok choy	Carrots	Artichoke	
	Broccoli	Pumpkin	Asparagus	
	Greens:	Red Peppers	Avocado	
	• Collard	Tomatoes	Bean sprouts	
	• Mustard		Beets	
	• Turnip	Squash:	Brussels sprouts	
	• Kale	Acorn	Cabbage	
	• Spinach	Butternut	Cauliflower	
	• Watercress	Hubbard	Celery	
	Dry beans and peas:	Sweet potatoes	Cucumbers	
	Black beans		Eggplant	
	Black-eyed peas		Green beans	
	Chickpeas	Starchy:	Green peppers	
	Kidney beans	Cassava	Iceberg lettuce	
	Lentils	Corn	Mushrooms	
	Navy beans	Green peas	Okra	
Pinto beans	Green lima beans	Onions		
Soy beans	Plantains	Parsnips		
Split peas	Potatoes	Turnips		
White beans	Taro	Wax Beans		
	Water chestnuts	Zucchini		

WHOLE GRAINS	Amaranth	Whole corn:	Whole rye	<ul style="list-style-type: none"> • Breakfast dishes: Oatmeal with fruit or whole-grain cereal and yogurt parfait • Brown rice salad • Kangaroo pocket (whole grain pita pocket with veggies and fillings) • Sandwich (whole grain bread) • Stuffed peppers with seasoned quinoa or brown rice filling • Tabbouleh salad (bulgur, tomatoes, mint, parsley, lemons, and olive oil) • Whole-grain barley stew • Wild rice casserole
	Brown Rice	Tortillas	Wild rice	
	Buckwheat			
	Bulgur	Whole grain:		
	Millet	Barley		
	Oatmeal	Bread/buns		
	Whole-grain cereal	Cornmeal		
	Rolled oats	Crackers		
	Quinoa	Noodles		
		Pitas, Rolls		
		Tortillas		

AFFORDABLE, HEALTHY MEALS

Serving healthy meals does not have to be expensive! Below are three days' worth of affordable meals* (breakfast, snack, and lunch or supper) that are filled with whole grains, fruits and vegetables.

DAY ONE

Breakfast Item	Serving Size	Cost
Whole Grain French Toast Sticks	4 sticks	\$0.34
Banana	½ cup	\$0.22
Low-Fat (1%) Milk	8 oz.	\$0.18
		Total: \$0.74 (per serving)

Snack Item	Serving Size	Cost
Low Fat Cheese Stick	1 oz.	\$0.24
Apple slices with cinnamon	¾ cup	\$0.63
		Total: \$0.87 (per serving)

Lunch/Supper Item	Serving Size	Cost
Chicken wrap:		
Whole grain tortilla	1 tortilla	\$0.21
Chicken	2 oz.	\$0.46
Spinach	¼ cup	\$0.07
Low-Fat (1%) Milk	8 oz.	\$0.18
Carrot sticks:	½ cup	\$0.22
		Total: \$1.14 (per serving)

DAY TWO

Breakfast Item	Serving Size	Cost
Whole Wheat Bagel	1 slice	\$0.39
Fruit Kabob:		
Grapes	¼ cup	\$0.24
Strawberries	¼ cup	\$0.27
Sliced Banana	¼ cup	\$0.11
Low-Fat (1%) Milk	8 oz.	\$0.18
		Total: \$1.19 (per serving)

*Actual prices may vary depending on location

Snack Item	Serving Size	Cost
Low-fat yogurt dip	4 oz.	\$0.52
Carrot and Celery Sticks	¾ cup	\$0.36
		Total: \$0.88 (per serving)

Lunch/Supper Item	Serving Size	Cost
Turkey Pita:		
Sliced turkey	2 oz.	\$0.48
Whole Wheat Pita	1 pita	\$0.18
Cucumber	¼ cup	\$0.12
Hummus	2 Tbsp.	\$0.25
Low-Fat (1%) Milk	8 oz.	\$0.18
Sliced Pear with Cinnamon	½ cup	\$0.42
		Total: \$1.63 (per serving)

DAY THREE

Breakfast Item	Serving Size	Cost
Whole Grain Cereal	¾ cup	\$0.20
Banana	½ cup	\$0.22
Low-Fat (1%) Milk	8 oz.	\$0.18
		Total: \$0.60 (per serving)

Snack Item	Serving Size	Cost
Whole Grain Graham Crackers	3 crackers	\$0.33
Low-Fat (1%) Milk	8 oz.	\$0.18
		Total: \$0.51 (per serving)

Lunch/Supper Item	Serving Size	Cost
Grilled Cheese with Tomato & Avocado:		
Tomato	¼ cup	\$0.38
Avocado	¼ cup	\$0.21
Low-fat cheese	2 oz.	\$0.38
Whole Grain Toast	2 slices	\$0.40
Grapes	¼ cup	\$0.16
Low-Fat (1%) Milk	8 oz.	\$0.18
		Total: \$1.71 (per serving)

*Actual prices may vary depending on location

SAMPLE RECIPES

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

Oodles of Noodles

This whole-wheat pasta dish is bright and fun!

Preparation time: 15 minutes

Cooking time: 20 minutes

Makes: six 1-cup servings

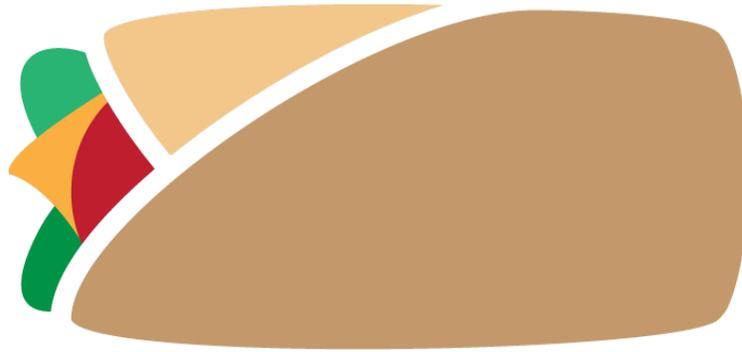
Ingredients:

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

Directions:

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





Crunchy Hawaiian Chicken Wrap

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

Preparation time: 20 minutes

Makes: 6 wraps

Ingredients:

3/4 cup Light mayonnaise

1/8 cup White vinegar

1/4 cup Sugar

1 tsp Poppy seeds

1 1/2 tsp Garlic powder

1 1/2 tsp Onion powder

1 1/2 tsp Chili powder

2 cups Fresh broccoli, chopped

1 1/2 cups Fresh carrots, peeled, shredded

1/4 cup Canned crushed pineapple, in 100% juice, drained

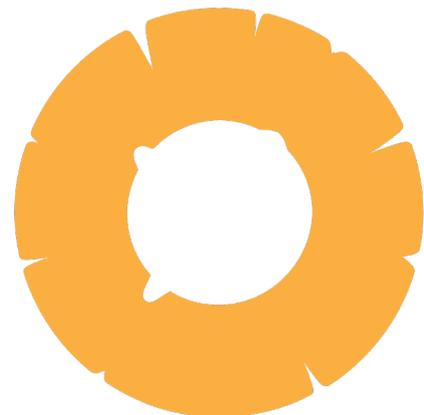
1 cup Fresh baby spinach, chopped

3 cups Cooked diced chicken, 1/2" pieces (12 oz.)

6 Whole-wheat tortillas, 10"

Directions:

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



Eagle Pizza

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

Preparation time: 20 minutes

Cooking time: 10 minutes

Makes: 6 Tostada Pizzas

Ingredients:

1/2 cup Fresh spinach, julienne cut
"shoestring strips"

1/2 cup Fresh romaine lettuce, julienne cut
"shoestring strips"

2 1/4 tsp Salt-free chili-lime seasoning

1 3/4 cups Canned low-sodium refried beans, fat-free

3/4 cup Fresh green bell pepper, seeded, diced

3/4 cup Fresh onions, peeled, diced

1 1/4 cups Canned low-sodium corn, drained, rinsed

6 Whole-grain tostada shells

6 Tbsp Reduced-fat Mexican cheese blend,
shredded (1 oz.)

1 cup Fresh carrots, peeled, shredded

1/2 cup Low-sodium salsa, mild

1/2 cup Fat-free sour cream

Directions:

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

Serve immediately.

*If desired, use 2 1/4 tsp Salt-Free Taco Seasoning Blend in place of salt-free chili-lime seasoning.

SALT-FREE TACO SEASONING

1 tsp dried onion
1 tsp chili powder
1/2 tsp ground cumin
1/2 tsp crushed red pepper

1/2 tsp garlic powder
1/4 tsp oregano
1/2 tsp cornstarch

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





MEAL SERVICE OPTIONS

Pre-plating meals is just one meal service option sponsors may choose. Offer versus serve (OVS) and family style meals are also allowable meal service options in the SFSP. OVS gives children a greater variety of choices and allows children to select foods they prefer instead of foods they do not intend to eat, which reduces plate waste. Family style meal service allows site staff and children to eat together, creating a relaxing eating environment, and promoting healthy eating habits and attitudes toward food.

Offer Versus Serve

Offer Versus Serve (OVS) is a menu planning and meal service option which allows children to decline some of the food offered in a reimbursable breakfast, lunch, or supper, excluding snacks. Children who are offered food choices are more likely to eat the foods they enjoy rather than throw the food away. The goal of OVS is to reduce food waste and costs while maintaining the nutritional integrity of the SFSP meal that is served. All SFSP sites, regardless of location or type of sponsorship, may utilize OVS. All sponsors following the SFSP meal patterns and using OVS are required to follow the SFSP OVS requirements, which are outlined in this Guide. Please remember, OVS is not required. It is a meal planning and service option the sponsor may choose to implement at breakfast, lunch, or supper meals. Regardless of the type of meal service used, for any meal to be eligible for reimbursement, all food components in the required minimum serving sizes must be offered. Before using OVS, there are several terms sponsors should know.

A food component is one of the food groups that comprise a reimbursable meal. Sites must always offer all the food components that comprise a reimbursable meal in at least the minimum required amounts. The food components in the SFSP are: milk, fruits and vegetables, grains, and meat/meat alternate. A food item is a specific food offered within the components comprising the reimbursable meal. For example, separate 1/2 cup servings of peaches and pears are two food items that comprise one component, the fruit and vegetable component.

It is important to note that the OVS requirements in SFSP are different from the OVS requirements in the NSLP, SBP and CACFP. In order to ensure that children receive enough food to meet their nutritional needs, the SFSP OVS requirements are as follows:

Breakfast

- At least the following four food items must be offered:
 - One serving of fruit/vegetable;
 - One serving of grains;
 - One serving of fluid milk; and
 - One additional serving of fruit/vegetable, bread/bread alternate, or a serving of a meat/meat alternate
- All the food items must be different from each other. For example, while a flake cereal, such as bran flakes with raisins, and a puff cereal, such as puffed rice cereal, are two types of cereals that are not identical, they are the same food item. They are both cereals.
- A child must take at least three different food items from the food items offered in order for a meal to be reimbursable.

Lunch or Supper

- At least the following five food items from the four food components required at lunch and supper meals must be offered:
 - One serving of meat/meat alternate;
 - Two different servings of fruit and/or vegetable (two different food items);
 - One serving of bread/bread alternate; and
 - One serving of fluid milk.

Similar to breakfast, all the food items offered at lunch and supper must be different from each other. However, unlike OVS at breakfast, at lunch and supper OVS meals, a child must take at least three food components, rather than three items in order for a meal to be reimbursable. At least three food components are required for an adequate, nutritious meal for children.



Offering two servings of the same food item is not permissible under OVS in SFSP. As mentioned above, all food items offered must be different from each other. Additionally, a larger food item that is worth two servings in weight, such as a two ounce muffin, counts as only one food item under OVS in SFSP, not two. Offering different food items increases the likelihood that children will select foods they prefer and reduces waste. School sponsors choosing to use the NSLP or SBP meal patterns and SFAs operating SSO that choose to use OVS are required to follow the OVS requirements of NSLP or SBP, respectively.

Example OVS Menu

There are a variety of ways to plan a menu that meets the OVS requirement. Here are two examples:

Breakfast Menu

- Toast
- Cereal
- Banana
- Milk

Under OVS, a child can select the toast, banana, and milk, OR the cereal, banana, and milk, OR the toast, cereal, and banana, OR the toast, cereal, and milk for a reimbursable breakfast.

Lunch or Supper Menu

- Beans (counts towards the meat/meat alternate component)
- Roasted Chicken
- Rice
- Broccoli*
- Apple Slices*
- Milk

A child may select the chicken, rice, and broccoli, OR beans, apple slices, and milk, OR chicken, broccoli, and milk, OR beans, rice, and broccoli, and many

other combinations for a reimbursable meal. If a child selects beans, chicken, and rice the meal would not be a reimbursable meal because only two food components (beans and chicken which are both from the meat/ meat alternate component and rice which is from the bread/bread alternate component) were taken instead of the required three.

*A child only needs to take one fruit or vegetable item (the broccoli OR the apple slices) to count towards the entire fruit and vegetable component in OVS.

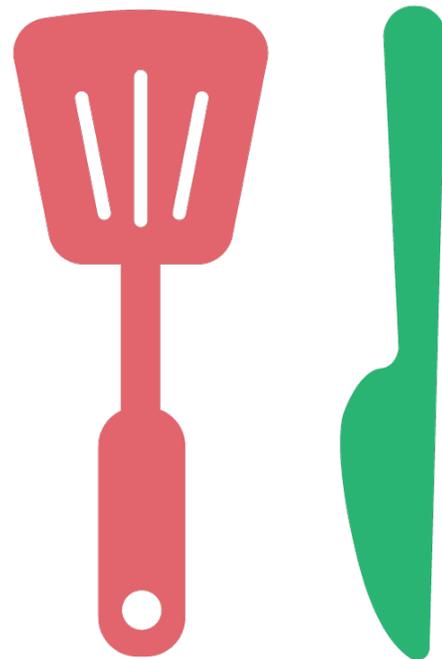
For more detailed information on OVS, including questions and answers, refer to memorandum SFSP 06 -2017, *Meal Service Requirements in the Summer Meal Programs, with Questions and Answers*, <https://www.fns.usda.gov/meal-service-requirements-summer-meal-programs-questions-and-answers-%E2%80%93-revised> . You can also check out the Summer Toolkit page “How to Do Offer Versus Serve” (<http://www.fns.usda.gov/sites/default/files/sfsp/MT-OfferVersusServe.pdf>) and the SFSP OVS Webcast(https://www.youtube.com/watch?v=Vs_JEj00_Us) for more tips and examples.

Family Style Meal Service

Family style is a type of meal service where children serve themselves from common platters of food with assistance from supervising adults setting the example. Family style meal service allows children to identify and be introduced to new foods, new tastes, and new menus, while developing a positive attitude toward nutritious foods, sharing in group eating situations, and developing good eating habits. Even when a complete family style meal service is not possible or practical, it may be useful to offer a component or components in a family style manner, particularly when smaller children are being served or when a new food item is being introduced.

Family style meal service is only allowed at closed enrolled SFSP sites, SSO sites, and camps. These sites provide the stable environment required for a successful family style meal service to provide nutritious meals to children and promote healthy eating habits through the personal example provided by supervising adults. Family style meal service cannot be used at any other type of summer site. Family style meal service gives sponsors flexibility in the size of the initial servings of each meal component because replenishment is immediately available at each table. In SFSP and SSO, the following practices must be followed when serving meals family style:

1. A sufficient amount of food is to be placed on each table to provide the required portions of each of the food components, as outlined in 7 CFR 225.16, for all children at the table and to accommodate program adult(s) supervising meal service if they eat with the children.
2. Children should initially be offered the full required portion of each meal component. The family style meal service allows children choices in selecting foods and the size of the initial serving.
3. When a child does not initially accept the full required portion of a meal component, it is the responsibility of the supervising adults to actively encourage each child to accept the service of the full required portion for each food component of the meal pattern. For example, if a child initially refuses a food component, or initially does not take the full required portion of a meal component, the supervising adult should offer the food component to the child again.





PART ONE: PLANNING QUALITY MEALS

GETTING ORGANIZED: PURCHASING AND RECEIVING FOOD

- STAYING ON BUDGET
- PURCHASING FOOD
- PURCHASING LOCAL FOODS
- RECEIVING FOOD
- MENU PRODUCTION RECORDS

STAYING ON BUDGET



Like any well-run business, your summer program needs a budget to help you establish priorities, make decisions, and know how your program dollars will be generated and spent. Along with administrative and labor costs, you must account for operating costs. Operating costs are the direct expenses you incur to “put meals on the table,” including how much you spend on food. Below are some tips on how to calculate your food costs and stay on budget.

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Calculating Food Costs

You can calculate food costs for each menu by following these steps:

- Select recipe
- Determine the serving size
- Determine how many meals to prepare
- Adjust the recipes for number of servings
- Calculate the amount of food needed for the total number of meals
- Estimate the total food cost

Compare the estimated cost of the menu with the amount you allocated to your food budget. If the cost is higher than your food budget, try replacing some of the foods in the menu with less costly foods. For some ideas of low-cost healthy meals, see the Affordable, Healthy Meals section in this Guide.

Food Inventory Records

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

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

These records are helpful in planning future food purchases and menus. Recording food costs is an important step for documenting the non-profit food service and demonstrating that all costs are allowable. Tracking costs and inventory will help you stay on budget and reduce food waste.

A **Sample Food Inventory Form** is provided in the Reference Section of this Guide. Use this form as a template for determining the value of foods used during a reporting period. This may be obtained by taking a physical count of foods on hand (closing inventory), obtaining the value of these foods from invoices, and calculating the total value of food on hand. For example, 10 cans of pears x \$0.79/can = \$7.90.

Quantity X Unit Cost = Total Value

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

To determine the cost of food used, take the beginning inventory, plus the food received, minus

the closing inventory (Beginning Inventory + Food Received – Closing Inventory = Cost of Food Used). The dollar value of food received is obtained from the receipts or invoices for the reporting period.

Food costs are just one piece of the budget. There are many other factors sponsors should consider when planning their budget, such as the cost of utensils and equipment needed to prepare and serve the meal, kitchen utilities, rental of kitchen and food service equipment, and salaries of cooks, site personnel, and other food service staff. See the Summer Toolkit “Budgeting for Success” toolkit pages (<https://www.fns.usda.gov/sfsp/summer-meals-toolkit>) for more information on how to stay on budget.

For more information on how to hire and train food service staff see the *SFSP Administrative Guidance for Sponsors*.

PURCHASING FOOD

How and Where to Buy Food

How and where you buy food depends on a variety of factors, including where the summer site is located, if there are food preparation facilities on site, and how many children attend the site. It is important for sponsors to keep in mind that all procurement of food, supplies, and goods with Program funds must comply with procurement standards (7 CFR 225.17). See the SFSP Administrative Guide for more detailed information on procurement and bid procedures.

Vended Meals

Sites without on-site food preparation facilities and sites with high participation rates may consider vending meals from a Food Service Management Company (FSMC) or food vendor. To ensure high quality, nutritious meals, here are some things to consider when having meals vended:

1. Find out which FSMC or vendors in your area can:

- Supply foods that will help you meet the Dietary Guidelines recommendations (i.e., whole grains; whole vegetables and fruits; low-fat and fat-free dairy; foods low in solid fats, added sugar, and sodium).
- Supply foods you will use frequently
- Provide the services you require (prompt and frequent delivery, credit, discounts).

2. Buy from FSMCs or vendors who provide the best quality foods at the most reasonable prices.
3. Keep in mind that some SFSP sponsors may be eligible to receive USDA Foods for use either directly from the State distributing agency or the local school food authority. Fruits, vegetables, legumes, whole grains, and lean protein are available. Visit <http://www.fns.usda.gov/fdd> for more information.
4. Follow a strict code of business ethics when you purchase foods for the Program. Know what the FSMCs expect, and let them know what you expect of them.

To learn more about FSMCs, see the SFSP Administrative Guide for Sponsors.

Developing Food Specifications

When preparing food on a large scale and procurement is needed, a food specification will need to be developed. A food specification is a detailed or specific list of the desired characteristics of a food product. How you plan to use the food determines both the form and quality you should buy. Consider the product's style, size, count, container, and packing medium. In addition, consider requesting local foods in your food specification. Buying seasonally and locally can help keep food costs lower. You should:

- Provide the FSMC or vendor with clear specifications for each food item ordered.
- Include or adapt the food specification criteria below into your Invitation for Bid (IFB) or Request for Proposal (RFP).
- Upon delivery of the order, check to see if the food meets the specifications and is in good condition.

Specification Criteria

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

See a Sample Specification Bid in the Reference Section. You can also review the Food Research and Action Center's *A How-To Guide for Summer Food Sponsors on Purchasing High-Quality Summer Meals* (http://frac.org/wp-content/uploads/2009/09/summer_meals_vendor_guide.pdf). This guide includes concrete strategies to work with vendors and improve the quality of meals served.

Self-Prep Sites

Sites with the capacity to prepare meals on-site may purchase food at grocery stores, wholesale stores, or big box stores. Here are some tips to keep in mind when shopping to pick out the highest quality foods:

- Read the Nutrition Facts Label and be familiar with the nutrients and ingredients. See Nutrition Facts Label at a Glance and How to Read Nutrition Labels in the Reference Section.
- Buy federally inspected meats and poultry.
- Purchase only pasteurized low-fat and fat-free dairy products that meet State and local standards.
- Purchase bread and bread products that are properly wrapped or kept in paper-lined containers with covers to keep them fresh and wholesome.
- Check dates on packages of bread and bread products to be sure that they are fresh.
- Purchase frozen foods that have been kept frozen solid.
- Purchase perishable foods that have been properly stored or kept under refrigeration if required.



How Much Food to Buy

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

- Review the cycle menu.

AMOUNT NEEDED
NUMBER OF SERVINGS PER PURCHASE UNIT

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

USDA's *Food Buying Guide for Child Nutrition Programs* (<http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>) helps Program operators determine the quantities of food to purchase to prepare meals for children. See the *Food Buying Guide* charts for commonly eaten fruits and vegetables in the Serving Sizes and Yields for Vegetables and Serving Sizes and Yield for Fruits in the Reference Section.

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

1. Determine the serving size and the total number of servings needed for each food item as follows:
For meat, poultry, fish or cheese, multiply the number of servings times the serving size (in ounces) to get total ounces needed. For vegetables and fruits, the Food Buying Guide lists amounts to buy based on 1/4 cup servings. Therefore, to calculate the amount to purchase, convert your serving size to the number of 1/4 cup servings. This is done by dividing the serving size by 1/4 and then multiplying the result by the number of servings to get the total number of 1/4 cup-servings needed. See examples below.
2. Divide the amount needed (total ounces of meat or total number of 1/4 cup servings of the vegetable or fruit) by the number of servings per purchase unit (from column 3 of the Food Buying Guide for the food you want to use).

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

1. Serving size: 1/2 cup fruit and juice
Number of servings: 50
2. Calculate the number of 1/4 cup servings:
 $\frac{1}{2} \div \frac{1}{4} = 2 \times 50 = 100$ 1/4 cup servings
3. Amount needed (no. of 1/4 cup servings) = 100
 $100 \div 50 = 2.0$ #10 cans
Servings per purchase unit

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



Example B: Carrot Sticks

1. Serving size: $\frac{1}{4}$ cup
Number of servings: 50
2. No conversion is needed because the serving size $\frac{1}{4}$ cup
3. Amount needed (no. of $\frac{1}{4}$ cup servings) = 50
 \div
 $10.3^* = 4.85$ or 5 lbs.

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

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

1. Serving size: 2 ounces, cooked
Number of servings: 50
2. Number of servings x serving size = total ounces needed
 $50 \text{ servings} \times 2 \text{ ounces} = 100 \text{ ounces}$
3. Amount needed (total ounces) = $100 \div 11.8^* = 8.5$ pounds
Servings per purchase unit

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

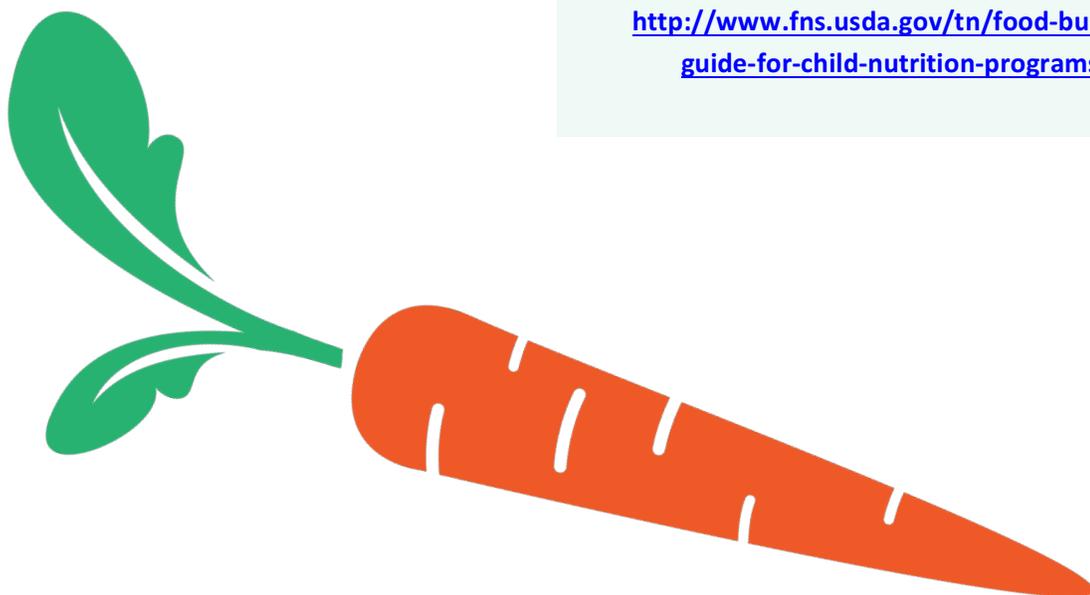
When to Buy Food

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

- Buy bread, milk, and produce every day or every 2 days if storage allows.
- Buy perishable foods, such as meat, fish, poultry, and frozen foods in quantities that can be stored in the refrigerator and freezer. Check out the *Safe Storage Times* chart (<http://www.foodsafety.gov/keep/charts/storagetimes.html>) to make sure you throw food out before harmful bacteria grow.
- Buy canned foods and staples monthly or twice a month if dry storage is available.
- Buy foods that are in season for the freshest and highest-quality foods. Seasonality of food varies by region. Sponsors can search seasonality charts for their area. Many State Departments of Agriculture have a seasonality chart on their website.

Use the *Food Buying Guide for Child Nutrition Programs* and Interactive Web-Based tool to further assist you in calculating the amount of food to purchase:

<http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>





PURCHASING LOCAL FOODS

In many regions across the United States, summer months align with the peak growing season. This allows sponsors to tap into summer’s bounty and purchase local food from a variety of sources:

- Through distributors, vendors, or food service management companies;
- Direct from a farmer or food hub;
- Farmer’s markets;
- Community supported agriculture (CSA) programs; and,
- School or community gardens.

The USDA guide *Procuring Local Foods for Child Nutrition Programs* (<http://www.fns.usda.gov/farmtoschool/procuring-local-foods>), showcases the many ways sponsors can find, buy, and serve local foods in Summer meals. Additionally, see the memorandum SFSP 07-2016, *Local Foods and Related Activities in Summer Programs, with Questions and Answers* (<http://www.fns.usda.gov/local-foods-and-related-activities-summer-meal-programs-questions-and-answers>).

BEST PRACTICE – LOCAL PROCUREMENT: In Kalispell, Montana, the school district’s summer menus are specifically tailored to include local fresh tomatoes, cucumbers, greens, and squash that come from several area greenhouses and local farms. In addition, fresh greens and fruits are made available through a unique partnership with a local community college’s sustainable agriculture program and an agreement that enables them to purchase through the school’s CSA. In addition to seeking new purchasing relationships for summer months, Kalispell also extends their existing school-year relationship with Lower Valley Beef through the summer months, so that local hamburger and polish dogs can be served on summer trays. This well-rounded approach illustrates the many possible sources for incorporating local food into summer meals.

RECEIVING FOOD

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

- Confirm the supplier or vendor name, the date and time of delivery, and the driver's identification (ID) before accepting delivery. If the driver's name is different than what is indicated on the delivery schedule, contact the supplier or vendor immediately.
- When the delivery truck arrives, make sure it looks and smells clean and is equipped with the proper food storage equipment. Check the interior temperature of refrigerated trucks to ensure proper holding temperatures were maintained.
- Examine all food upon delivery to be sure it is not spoiled, dirty, infested with insects, or opened.
- Do not accept foods that fail to meet your food specifications.
- Do not accept foods that are not on the order form or are in poor condition. Make sure the order form indicates the correct food items for the menu(s), the correct number of meals or food items, and the date and time of delivery.
- Make sure all perishable foods (e.g., milk, eggs, cheese, fresh meats, poultry, fish, and lunch meats) have either an expiration date or a "sell by" date on the packaging.
- Do not accept food that is past its expiration date.
- If the food has a "sell by" date, check it to make sure that you will be able to use the product in a timely manner.
- Check and document the temperature of all foods when they are delivered to ensure that they are within proper ranges. If the temperature of cold food is above 41 °F or the temperature of hot food is under 135°F, the food should be rejected.
- Make sure that frozen foods are stored in airtight, moisture-proof wrappings.
- Do not accept frozen foods that have started to thaw, or have been thawed and refrozen. Signs of this are large ice crystals, large areas of ice, water, or excessive ice in containers.
- Do not accept cans that have any of the following: no labels, swollen sides or ends, flawed seals or seams, dents or rust.
- Do not accept any foods delivered in flats or crates that are dirty.

For additional information on receiving, refer to ICN's *HAACP-based Standard Operating Procedures*: <https://theicn.org/icn-resources-a-z/standard-operating-procedures/>.

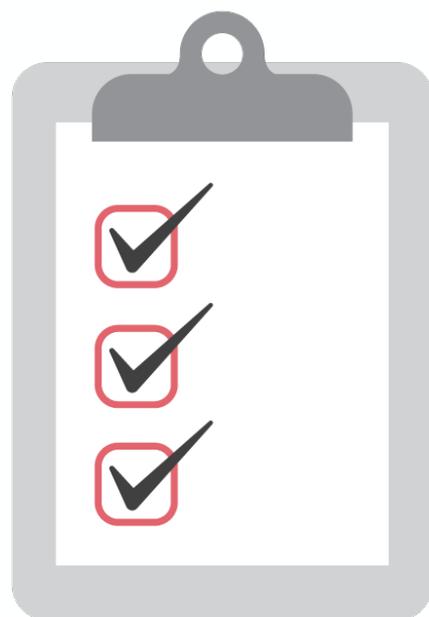


MENU PRODUCTION RECORDS

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

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

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





PART ONE: PLANNING
QUALITY MEALS

SETTING THE STANDARD: FOOD SERVICE QUALITY

- FOOD PREPARATION
- USING STANDARDIZED AND QUANTITY RECIPES
- SERVING UTENSILS
- FOOD SERVICE

FOOD PREPARATION



Serving appetizing and nutritious foods depends on good planning, selection, and storage, but also on good food preparation using standardized recipes whenever possible.

Food Preparation Tips

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

USING STANDARDIZED AND QUANTITY RECIPES

Standardized Recipe

A standardized recipe specifically describes the amount of ingredients and the preparation method needed to produce a consistently high-quality product. Standardized recipes help SFSP operators prepare menu items with consistent quality, portion size, and nutritional value every time.

Sample:

Below is a sample standardized recipe. It specifies the number of portions and the size of each portion.

Toasted Cheese and Tomato Sandwich

Ingredients	24 Servings		48 Servings	
	Weight	Measure	Weight	Measure
Enriched white bread, sliced (at least 0.9 oz each) OR Whole wheat bread, sliced (at least 0.9 oz each)		24 slices OR 24 slices		48 slices OR 48 slices
Reduced fat processed American cheese, sliced, 1 oz slices	1 lb. 8 oz.	24 slices (1 oz each)	3 lb	48 slices (1 oz each)
Fresh tomatoes, 1 ¾ oz Slices	1 lb 5 oz	12 slices (1 ¾ oz each)	2 lb 10 oz	24 slices (1 ¾ oz each)

Directions:

1. Lightly coat half-sheet pans (13" x 18" x 1") with pan release spray. Place half the bread slices on the pan, up to 6 slices per pan. For 24 servings, use 2 pans. For 48 servings, use 4 pans.
2. Top each slice of bread with 1 oz. (1 slice) of cheese, 1 ½ oz. (1 slice) of tomato, and another 1 oz. (1 slice) of cheese. Cover with remaining bread slices.
3. Bake until lightly browned: Conventional oven: 400° F for 15-20 minutes. Convection oven: 350° F for 10-15 minutes. CCP: Hold for hot service at 135° F or higher.
4. Cut each sandwich in half diagonally. Serve immediately.

Serving: ½ sandwich provides 1 oz of cheese, Yield: 24 servings: 24 half sandwiches 1/8 cup of vegetable, and 1 slice of bread. Yield: 48 servings: 48 half sandwiches

Resources

You can find more standardized recipes here:

- USDA Standardized Recipes:
<http://www.fns.usda.gov/usda-standardized-recipe>
- Measuring Success with Standardized Recipes from the Institute of Child Nutrition:
<https://professionalstandards.fns.usda.gov/content/measuring-success-standardized-recipes>.
- Contact your State agency for copies of recipes for use in the Program.
- Other recipes from associations, the food industry, and reliable cookbooks may provide variations for you to use from time to time.
- USDA's "What's Cooking" Site:
<https://whatscooking.fns.usda.gov/>

Quantity Recipes

To use quantity recipes properly, follow these steps:

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

ALLOWABLE MEAL COMBINATIONS

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

EQUIVALENT MEASURES

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

For more information, refer to: **USDA Recipes for Schools and Child Care:**
<https://www.fns.usda.gov/tn/team-nutrition-recipes-and-cookbook-toolkit>

SERVING UTENSILS

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

Scoops

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

SCOOP NO.	LEVEL MEASURE
6	$\frac{2}{3}$ cup
8	$\frac{1}{2}$ cup
10	$\frac{3}{8}$ cup
12	$\frac{1}{3}$ cup
16	$\frac{1}{4}$ cup
20	3 $\frac{1}{3}$ tablespoons
24	2 $\frac{2}{3}$ tablespoons
30	2 tablespoons
40	1 $\frac{2}{3}$ tablespoons

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

Ladles

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

NUMBER ON LADLE	APPROXIMATE MEASURE
1 fluid ounce	$\frac{1}{8}$ cup
2 ounces	$\frac{1}{4}$ cup
4 ounces	$\frac{1}{2}$ cup
6 ounces	$\frac{3}{4}$ cup
8 ounces	1 cup
12 ounces	1 $\frac{1}{2}$ cups

Serving Spoons

When using a serving spoon (solid or slotted) instead of a scoop, you must measure or weigh the quantity of food from the various sizes of spoons you use in order to obtain the approximate serving size you need. Since these spoons are not identified by number, you may want to keep a list of the amount of food each size spoon holds as an aid for the staff serving the food.

FOOD SERVICE

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

- Maintain foods at proper temperatures before and during meal service (hot foods must be above 135 °F and cold foods must be below 41 °F). Use food thermometers to determine temperatures.
- See the **Take Precautions": Food Safety** section of this guide for more information.
- Use proper serving utensils to consistently get the correct portion size.
- Serve meal components together as a meal, and serve only one meal per child.
- Keep an accurate count of the number of children and adults you serve.
- Encourage a pleasant eating environment that supports meal time as a learning experience.



PART ONE: PLANNING QUALITY MEALS

EDUCATION AND ENRICHMENT

- INTRODUCING NEW FOODS
- LOCAL FOOD ACITIVITIES
- CREATING A POSITIVE EATING ENVIRONMENT
- PROMOTING PHYSICAL ACTIVITY
- NUTRITION EDUCATION
- SPOTLIGHT ON SUMMER FOOD SERVICE PROGRAMS

INTRODUCING NEW FOODS

Picky eating is common among young children, but with some encouragement, children can learn to love new and healthy foods. Children are more likely to try and like new foods when you serve meals that look and taste good. You can introduce new foods with fun, interesting nutrition education activities. Use these tips to help get kids excited about trying healthy, new foods and meals:

Take it slowly

- It can take 10 or more exposures for children to like a new food.
- Introduce new ingredients by adding them to children’s favorite foods.
- Add beans and peas or vegetables to pastas, tacos, casseroles, stews, and side dishes.
- Introduce whole grains gradually, in new or familiar recipes
- Try mixing whole-grain and non-whole-grain foods in your recipes and meals. Then, gradually increase the amount of whole grains each time you make them.

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

- Use several different noodle shapes (e.g., macaroni, penne,) to create a cold pasta salad or hot pasta dish.
- Add crushed pineapple, mandarin oranges, or fresh apples to salad mix or coleslaw.
- Prepare a stir-fry with a variety of different colored vegetables. Use dark leafy greens, such as spinach, as a base. Then, add red peppers, shredded carrots, and red cabbage.

Make Food Fun

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



Cook Together

- Children learn about fruits and vegetables when they help prepare them. Young children can help rinse fruits and make “faces” out of pieces of fruits. Pick kitchen tasks that match children’s abilities: mash bananas, peel some fruits, or mix ingredients for a fruit salad. Provide safe, child-size tools, like vegetable peelers and nylon knives. If they help prepare it, they’ll want to taste it!
- Have children make a potato bar by choosing their own toppings for half a baked potato. Arrange separate bowls and serving utensils for refried beans, black-eyed peas, chopped chicken tenders, shredded low-fat cheese, sliced cherry tomatoes, thinly chopped spinach, and grated carrots for children to build their own baked potato.

See the “Edible Art” activity from Team Nutrition’s Community Nutrition Action Kit at:

http://www.fns.usda.gov/sites/default/files/diginTG_lesson1.pdf

Introduce beans by adding them to children’s favorite foods

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

Use taste tests and games to help kids try new foods

- Highlight unique fruits or vegetables, such as purple carrots from the farmer’s market, with a “show and tell” each week.
- Have a bean guessing game or taste test: let children sample dishes that use dry beans or peas as the main ingredient, and have children “name that bean!” Some ideas include lentil soup, bean dip, three bean salad, or bean burgers.
- Have children taste-test whole-grain versions of crackers, granola bars, soft pretzels, bagels, or cereals. See if they can tell the difference!

Model eating behaviors

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

Incorporate nutrition education into meals

- See the **Nutrition Education** section of this Guide for information and resources on how to incorporate fun nutrition education along with the meals served.

CREATING A POSITIVE EATING ENVIRONMENT

Along with serving nutritious meals, a pleasant and safe eating environment is another important factor to building a successful summer program. Bringing children and foods together in a happy meal setting helps children develop healthy habits and attitudes that can last a lifetime.

Tips for Adult Role Models

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



Phrases that Help	Phrases that Hinder
<p>This is kiwi fruit; it's sweet like a strawberry. These radishes are very crunchy! Phrases like these help to point out the sensory qualities of food. They encourage children to try new foods.</p>	<p>Eat that for me. If you do not eat one more bite, I will be mad. Phrases like these teach children to eat for your approval. This can lead children to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.</p>
<p>Do you like that? Which one is your favorite? Everybody likes different foods, don't they? Phrases like these make children feel like they are making the choices. It also shifts the focus toward the taste of food rather than who was right.</p>	<p>See, that didn't taste so bad, did it? This implies to children that they were wrong to refuse the food. This can lead to unhealthy attitudes about food or self.</p>
<p>Is your stomach telling you that you're full? Is your stomach still making its hungry growling noise? Has your tummy had enough? Phrases like these help children to recognize when they are full. This can prevent overeating.</p>	<p>No dessert until you eat your vegetables. Stop crying and I will give you a cookie. Offering some foods, like dessert, in reward for finishing others, like vegetables, make some foods seem better than others. Getting a food treat when upset teaches children to eat to feel better. This can lead to overeating.</p>

Source: Institute of Child Nutrition, Family Child Care FUNDamentals

The Physical Environment

If you are serving foods inside a building:

- Make sure the room or outdoor area is clean, safe, and attractive.
- Create a fun environment by using bright colors and decorations that children like.
- Offer good lighting and proper air circulation.
- Provide age-appropriate chairs, tables, dishes, and utensils.
- Arrange food on plates and garnish serving lines to make meals attractive.
Avoid delays so children do not have to wait.
- Have children help set up the food service area and help clean up after eating.

If you are serving food outdoors:

- Maintain food quality and safety by providing ice or refrigeration for cold foods, and warmers for hot foods.
- If you are transporting food to outdoor sites, look into using refrigerated trucks and/or warmers. Proper temperatures must be maintained when transporting food. For more information, refer to the Food Safety section.

NUTRITION EDUCATION

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

Nutrition knowledge helps children:

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

Nutrition education is most effective when you combine educational concepts with other learning activities. Learning is reinforced when children have an opportunity to practice.

This section provides tips, resources, and creative ways of incorporating nutrition education into a variety of site activities.

Nutrition Education Resources

Summer Food, Summer Moves Resource Kit: Summer Food, Summer Moves is a fun, hands-on resource kit designed to get kids and families excited about healthy eating and physical activity during the summer. The kit is designed to be used by summer meal site operators and focuses on using music, games, art, and movement to motivate kids and families to choose more fruits and vegetables, choose water instead of sugary drinks, get enough physical activity every day, and limit screen time. To learn more about the Summer Food, Summer Moves Resource Kit visit:

<http://www.fns.usda.gov/tn/summer-food-summer-moves>

Team Nutrition: Make learning about nutrition and physical activity an adventure children will never forget by incorporating Team Nutrition materials into your summer meal site. Activity sheets, lesson plans, posters, and stickers are just a few of the resources available. All resources are free. Materials can be downloaded or ordered from

<https://pueblo.gpo.gov/TN/TNpubs.php>

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

Sample Nutrition Education Activities

Sponsor a Nutrition and Physical Activity Fair: Show children the connection between nutrition and physical activity with a fair. Set up booths that host nutrition and physical activity related games that will encourage children to try new foods and engage in physical activities.

Go Fish! Give children practice sorting foods into groups by playing a game of Go Fish with food cards. Print food illustrations from FNS' website (https://fns-prod.azureedge.net/sites/default/files/tn/dmp_foodcards.pdf) and cut into cards. Put children into groups of four and distribute 30 cards to each group. The dealer deals out four cards to each child in the group and places the rest of the deck in the middle. Each group is now ready to play. The first child asks the child sitting to his or her left if he or she has a fruit. If the child has a fruit, the second child gives the card to the first child and the first child places the matched pair on the table. The second child who gave up the card picks up a card from the middle. He or she then asks the child to his or her left if they have a vegetable. If the child does not have a vegetable, the child says, "go fish" and the child who asked for the card, will pick a card from the middle. The children continue to take turns and ask questions until all the pairs are found. The child with the most pairs wins.

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



LOCAL FOOD ACTIVITIES

Sponsors can pair local foods with fun nutrition and agriculture-based activities to keep children engaged in programming. Local foods tie into numerous activities that keep children nourished and excited, and help children learn more about where their food comes from and build healthy eating habits. Possible activities include:

- Growing or visiting edible gardens;
- Taking a farm field trip or hosting farm visits;
- Harvest of the Month or other special recognition of local foods; and
- Participating in taste tests or cooking demonstrations that feature local foods.

For more tips and ideas on how to increase the nutritional quality and build local foods-related enrichment activities into Summer Meals Programs see SP 07-2016, SFSP 07-2016: Local Foods and Related Activities in Summer Meals Programs, with Questions and Answers (https://www.fns.usda.gov/sites/default/files/cn/SP07_SFSP07-2016os.pdf). In addition, visit USDA's Farm to Summer website to find links to other helpful guidance and resources (<https://www.fns.usda.gov/farmtoschool/farm-summer>).

Best Practice - Leveraging Existing School Gardens: Through its SFSP, Marion City School District provides educational activities that enable kids to get their hands dirty and learn about where food comes from, while engaging families in adopting healthy habits. The Program does this by aligning summer meal sites with existing school gardens that are maintained by school staff and volunteers over the summer. Children at all six of the city's elementary school sites participate in gardening activities like watering, weeding, and harvesting. Along with their families, kids also benefit from free gardening lessons provided by Master Gardeners. This approach aligns summer meals with existing resources to create hands-on learning opportunities to keep children's minds and bodies nourished for the coming school year.

PROMOTING PHYSICAL ACTIVITY

Physical activity is not an SFSP requirement, sponsors are encouraged to provide opportunities for children to be physically active. Encourage children to take part in vigorous activities and join them whenever possible. Children need at least 60 minutes per day of moderate physical activity. It's important to encourage children to get in the habit of being physically active at a young age.

Physical activity helps children have fun and:

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

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

Children can be physically active by:

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

Tips for Promoting Physical Activity

How can I help children be physically active every day?

- Be a good role model. Participate with children in activities and show them that you enjoy active play every day.
- Create opportunities for safe, active play indoors and outdoors. Use toys and equipment that are the right size for the ages of the children.

- Keep children moving. Encourage all children to participate.
- Help everyone be active. Plan activities that allow all children the opportunity to play, including those with special needs.
- Include movement and physical action in children's indoor play and learning activities.
- Be weather-ready. When weather is too severe for outdoor play, dance to music indoors and tell or read stories that children act out physically.
- Use space wisely. Many games and activities meant for outdoors and large spaces can be changed for use in limited, indoor spaces. For example, use colored masking tape to create pathways for children to follow as they jump or walk.

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

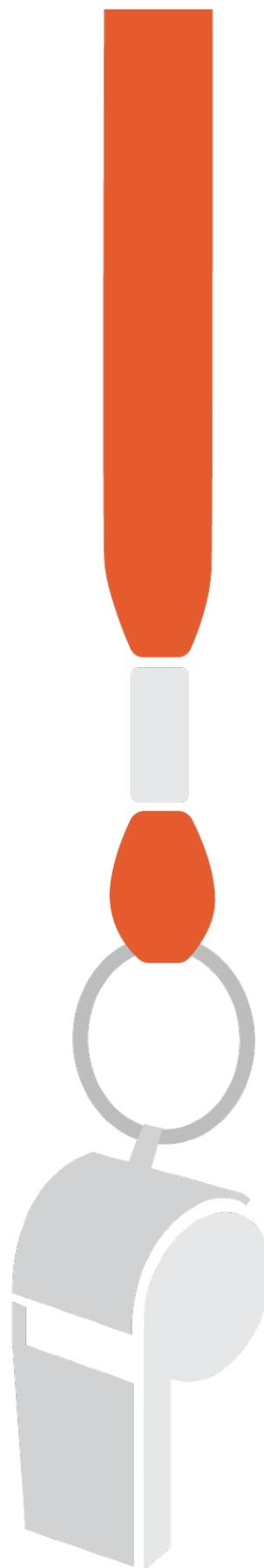
- Allow kids to roll, pass, or kick balls to each other.
- Create an obstacle course.
- Set up relay races or jumping games.
- Play Octopus Tag! Draw two lines at least 20 feet apart. When the "octopus" in the middle says "Hungry!" the other children (the "fish") should try to cross to the other side while the octopus tries to tag them. When a fish is tagged, he or she becomes the octopus's arm and has to hold hands with the octopus, working with him or her to try to tag the other fish. The last fish left wins!
- Set up a hula-hoop game. With all the children standing in a single file line, give the first child in the line one hula-hoop to hold

over his or her head. The child will pull the hula-hoop down over his or her body to the floor, step out of it, and give the hoop to the next person in line.

- Act out different animals – hop like a rabbit, jump like a kangaroo, or waddle like a duck!
- Teach children math, science, and language concepts through games involving movement. For example, children can learn to count by tossing bean bags into a bowl.
- Plan a “movement parade.” March around the room or outside, while calling out different movements children can do: hop, skip, leap, twirl, twist, jump, stomp, and more.
- Provide two or more 5 to 10 minute periods of adult- led active play or games to promote physical activity every day. Try “follow-the-leader” or musical movement games, such as “Head, Shoulders, Knees, and Toes,” “Hokey Pokey,” and “If You’re Happy and You Know It.”

Check out FNS’ Summer Food, Summer Moves Operator’s Guide for over 30 fun games and activities to do at a Summer site:

<https://www.fns.usda.gov/tn/summer-food-summer-moves-accessible-materials>.



SPOTLIGHT ON SUMMER FOOD SERVICE PROGRAMS

In Summer 2016 FNS launched the inaugural year of the Turnip the Beet award program. The goal of Turnip the Beet is to showcase summer meal program sponsors who are going above and beyond to ensure their meals are both nutritious and appetizing. In Summer 2016, 49 sponsors won Bronze, Silver, or Gold awards. This section highlights two 2016 Gold award sponsors and the strategies used to enhance the quality of the meals served.

Oakland Livingston Human Service Agency (OLHSA)

OLHSA, A Community Action Agency in Pontiac, Michigan partners with Unique Food Management to provide local food for OLHSA's Meet Up & Eat Up Program, delivering fresh, local summer meals and nutrition education to Pontiac's youth. OLHSA uses evaluation criterion to favor bidders who have the ability to use and source unprocessed or minimally-processed local agricultural products. Their summer menus feature fresh fruits and vegetables that primarily come from Eastern Market Produce in Detroit, Michigan. Eastern Market works directly with local Michigan farmers to get the best produce at a reasonable price. All of the fresh fruit and vegetables are delivered to Unique Food Management, where it is assembled into summer lunch meals for disbursement. During the summer, they regularly order strawberries, raspberries, blackberries, blueberries, pears, peaches, watermelon, honeydew, cantaloupe, apples, broccoli, carrots, celery, corn, cucumbers, romaine lettuce, onions, tomatoes and peppers! Yum!

Abilene Public Schools

Abilene Public Schools has a Farm to Summer program that features local food in summer meals as well as hands-on food, garden, and nutrition education. Director of Food & Nutrition Services, Kyleen Harris, says that in the summer, there are many opportunities to incorporate fresh, seasonal produce because fruits and vegetables are widely available from farms in the region – like watermelon or cantaloupe.

Abilene Public Schools collaborates with their county's Extension office to conduct fruit and vegetable taste tests during the summer growing season. Community gardeners in Abilene donate unique fruits and vegetables for cooking demonstrations. Many participants had never even seen a purple potato, let alone tasted one! Each year, children plant either a chive or cilantro seed at the beginning of the summer program. As they return each week, children water and tend to the young plants and watch them grow. This year, they plan to plant cilantro, basil, and mint under grow lights they received with the help of a grant. At the end of the season, they plan to use the cilantro in a salsa that will go with their summer meal.



QUESTIONS AND ANSWERS

1. WHAT ARE THE DIETARY GUIDELINES FOR AMERICANS?

The Dietary Guidelines for Americans (Dietary Guidelines) are the cornerstone of federal nutrition policy and nutrition education. They are recommendations based on the most current scientific knowledge about diet, physical activity and other issues that impact the health of individuals age 2 years old and older.

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

2. WHAT IS A MEAL PATTERN?

A meal pattern is a listing of food components and serving sizes you are required to serve to children in the SFSP. Each component in each meal must be present in at least the minimum serving size in order for you to receive reimbursement for that meal. Summer sites may also use offer versus serve (OVS). This type of meal service allows children to decline a certain number of food items. When the meal pattern requirements are followed, operators receive proper reimbursement, and children receive a well-balanced, nutritious meal.

3. HOW CAN I IMPROVE THE QUALITY OF THE MEALS SERVED IN MY PROGRAM?

Serving high-quality meals is important to ensure children are getting the nutrients they need. It also helps improve and maintain participation at a summer site. There are a variety of strategies

and resources available to help improve the quality of meals served in SFSP and SSO. First, make sure the meals are appetizing to the children attending your summer site, such as culturally appropriate foods. In addition, adding more variety into your menus can help keep children excited about the food they are eating. Try using a cycle menu to offer a range of menus and foods, including some hot food items when possible.

Second, sponsors should, as much as possible, purchase foods that align with the Dietary Guidelines recommendations for whole grains, lean proteins, low-fat dairy, and whole fruits and vegetables. Nutrient dense foods are the basis of a healthful eating pattern and are typically more filling than refined grains and juice. Sites are encouraged to improve the reimbursable meals served by using fresher, healthier, more nutritious products, such as whole fruits and vegetables, lean meats, and unprocessed cheeses.

Third, sponsors can tap into local seasonal harvests to serve a variety of nutritious foods in their freshest state. Incorporating local foods into summer meals keeps meals tasting great, and can also offer an educational opportunity to engage children in your program. For more information on finding and buying local foods, visit the Farm to Summer website (<https://www.fns.usda.gov/farmentoschool/farm-summer>) and the Supporting Local Farmers section of the Summer Meals Toolkit (<http://www.fns.usda.gov/sfsp/summer-meals-toolkit>).

Fourth, sponsors should review SP 10, SFSP 06-2017, Meal Service Requirements in Summer Meal Programs, with Questions and Answers

(<https://www.fns.usda.gov/meal-service-requirements-summer-meal-programs-questions-and-answers-%E2%80%93-revised>), Team Nutrition Resource Library (<http://www.fns.usda.gov/tn/resource-library>), and Healthy Meals Resource System (<https://healthymeals.nal.usda.gov>) for additional tips and ideas on how to improve the quality of meals, such as working with vendors or hosting taste tests to help introduce and get children excited about new foods and menus.

4. HOW CAN I MAKE MEALTIME MORE “FUN” FOR THE CHILDREN I SERVE?

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

5. HOW CAN I “MARKET” MY MEALS TO THE CHILDREN?

You can do all sorts of things to make the children look forward to the meal! Advertise the meal with posters and pictures or dress in costumes for a special occasion or activity. Adding “go-with” food items to standard menus or serving ethnic foods are ways to spice up a meal, as well as an opportunity for an educational lesson. Serving a familiar food in a new way, or serving the meal in a different setting can also make mealtime fun!

6. I HAVE A FEW CHILDREN IN MY PROGRAM THAT NEED SPECIAL MEALS. WHAT SHOULD I DO?

Children with disabilities are entitled to receive modified meals from the Program and you are required to provide reasonable modifications to

the meals so the child can benefit from the Program. If the modified meal does not meet the meal pattern requirements, the child’s parent or guardian must provide you with a medical statement addressing the disability and how it should be accommodated. For more information on meal modifications, please see SFSP 10-2017 Modifications to Accommodate Disabilities in the Child and Adult Care Food Program and Summer Food Service Program (<https://www.fns.usda.gov/modifications-accommodate-disabilities-cacfp-and-sfsp>).

7. I WANT TO GET THE MOST FOR MY FOOD DOLLAR. HOW CAN I ACCOMPLISH THAT?

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



PART TWO: FOOD SAFETY

TAKING PRECAUTIONS: FOOD SAFETY

- IMPORTANCE OF FOOD SAFETY
- GOOD PERSONAL HYGIENE
- FOOD SAFETY TEMPERATURES
- CLEANING AND SANITIZING
- MICROWAVE COOKING
- TRADITIONAL AND LOCALLY GROWN FOODS
- WHAT YOU SHOULD DO IF A CHILD BECOMES SICK

IMPORTANCE OF FOOD SAFETY

The food safety information presented in this section may or may not apply to all summer meal sites, so adapt it to your summer meal program as applicable. The focus is on three areas to promote key food safety practices essential to a successful summer meal site:

- Practicing good personal hygiene,
- Checking and documenting food safety temperatures,
- Proper cleaning and sanitizing.

These practices help ensure that the food children consume is safe and reduce the risk of a foodborne outbreak. A foodborne outbreak at a summer meal site could result in multiple children and staff becoming sick, bad publicity, and possibly cause the shutdown of the site.

What is foodborne illness?

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

Who is at risk for foodborne illnesses?

Everyone is at risk for getting a foodborne illness. Young children are especially at risk for foodborne illnesses because their bodies and immune systems are still developing. Women who are pregnant, the elderly, and those who have chronic illnesses or compromised immune systems are also at high risk for getting a foodborne illness.

How do bacteria get in food?

Microorganisms may be present on food products when you purchase them, or food can become contaminated during preparation. Thousands of types of bacteria are naturally present in our environment. Microorganisms that cause disease are called pathogens. When certain pathogens enter the food supply and are eaten, they cause foodborne illness. During food preparation, food can become cross-contaminated with pathogens transferred from raw egg products, raw meat, poultry, and seafood

products and their juices, or from food handlers with poor personal hygiene. Most cases of foodborne illness can be prevented with proper cooking or processing of food to destroy pathogens, and safe food handling practices.

It is also important to have a date marking system in place. Date marking is a way to control the growth of Listeria, a bacterium that grows at refrigeration temperatures. A date marking system identifies how old foods are and when those foods should be discarded before these bacteria can cause a foodborne illness. A sample Standard Operating Procedure (SOP) for date marking ready-to-eat, potentially hazardous foods can be found in the **Reference Section**. If you suspect cases of foodborne illness at your SFSP site(s), follow the procedures outlined in the Reference Section.



GOOD PERSONAL HYGIENE

Personal Hygiene

Personal hygiene is especially important for keeping food safe. This includes restricting or excluding ill staff from preparing or handling food, using effective handwashing procedures, and eliminating bare hand contact with ready-to-eat foods. Using all three practices together will help prevent foodborne illness at a summer meal site. Each practice will be covered more in the following pages.

Good personal hygiene begins with arriving to a summer meal site properly dressed. This minimizes possible contamination from dirty clothes. When working for a summer meal site, follow these guidelines for proper attire.

- Come to the site dressed in clean clothes.
- Wear close-toed shoes.
- Restrain hair with a hat or hairnet.
- Trim fingernails short, and do not wear nail polish.
- Do not wear jewelry.
- Summer site staff must also follow guidance from the local health authority regarding proper attire.

Employee Health

If you are sick, you may spread your illness to those around you (staff, children). Site staff should tell the site manager if they are sick.

Report these illness symptoms:

- Vomiting,
- Diarrhea,
- Sore throat with fever,
- Jaundice,
- Open cuts, sores, or wounds,
- Foodborne illness diagnosed by a doctor.

If you experience any of the above symptoms you should not work at the site to prevent the risk of spreading disease through food.

How to Wash Hands

Keeping hands clean is one of the most important steps to avoid spreading germs to others. Many diseases and conditions are spread by not washing hands with soap and clean, running water. Follow the steps for proper handwashing:

1. Wet hands with water and soap.
2. Lather hands with soap up to elbows, and scrub for 10-15 seconds.
3. Wash backs of hands, wrists, between fingers, and under fingernails.
4. Rinse hands under running water.
5. Dry hands with a paper towel or air dryer.
6. Turn off water with a paper towel. If applicable, open the door with the paper towel, and then discard it into trashcan.

Proper handwashing should take a total of about 20 seconds, or as long as it takes to sing the “Happy Birthday” song twice.

Washing hands with soap and water is the best method for reducing the number of microbes on hands. If soap and water are not available, the CDC recommends using an alcohol-based hand sanitizer that contains at least 60% alcohol.

When to Wash Hands

There are certain times that staff should wash their hands.

Before

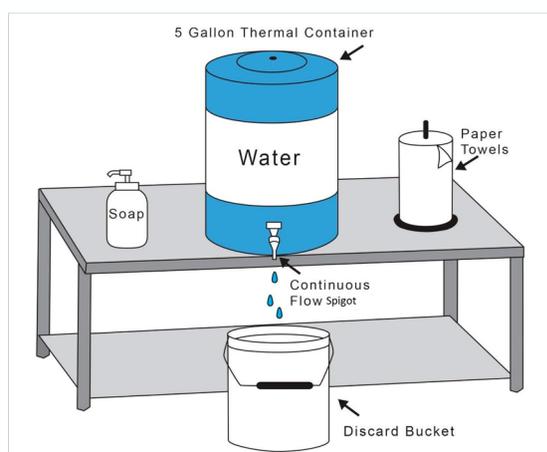
- Working with food,
- Putting on or changing disposable gloves, and
- Handling clean dishes, equipment, and utensils.

After

- Using the toilet,
- Sneezing, coughing, or using a handkerchief or tissue,
- Touching hair, face, or body,
- Handling raw meats, poultry, or fish,
- Eating, drinking, or chewing gum,
- Cleaning up – sweeping, mopping, or wiping counters,
- Touching dirty dishes, equipment, or utensils,
- Handling trash,
- Handling phones or cell phones,
- Handling cash registers or money, and
- Any instance in which hands have become contaminated.

Portable hand washing station

It is important to create a source of running water when summer sites do not have handwashing facilities. A portable handwashing station allows you to wash hands when there is no working sink on-site. These facilities should be used primarily for handwashing. You can create a portable handwashing station like the one shown in the photo.



Proper glove use

Properly wearing gloves can prevent contaminating food. Glove use protects food from microbes found on people's hands. Handling something other than food with gloved hands, such as a cell phone, door handle, or refrigerator door can contaminate gloves. Remove contaminated gloves, and wash your hands before putting on new gloves.

Follow these tips to ensure that you are using gloves properly.

- Always wash hands before putting on gloves.
- Wear gloves when handling ready-to-eat foods. Ready-to-eat foods are foods that can be eaten without further rinsing or cooking, such as fresh fruits and vegetables, sandwiches, and cheese.
- Never re-use or wash gloves.
- Dispose of soiled gloves.
- Change gloves after sneezing, coughing, or touching face, hair, or other parts of the body.
- Change gloves if touching something other than food, such as a cell phone, door handle, trashcan, cash register, or money.
- If you do not have gloves, you can still protect ready-to-eat food from hand contamination by using suitable utensils such as spatulas, tongs, or deli tissue.

FOOD SAFETY TEMPERATURES

Temperature Danger Zone

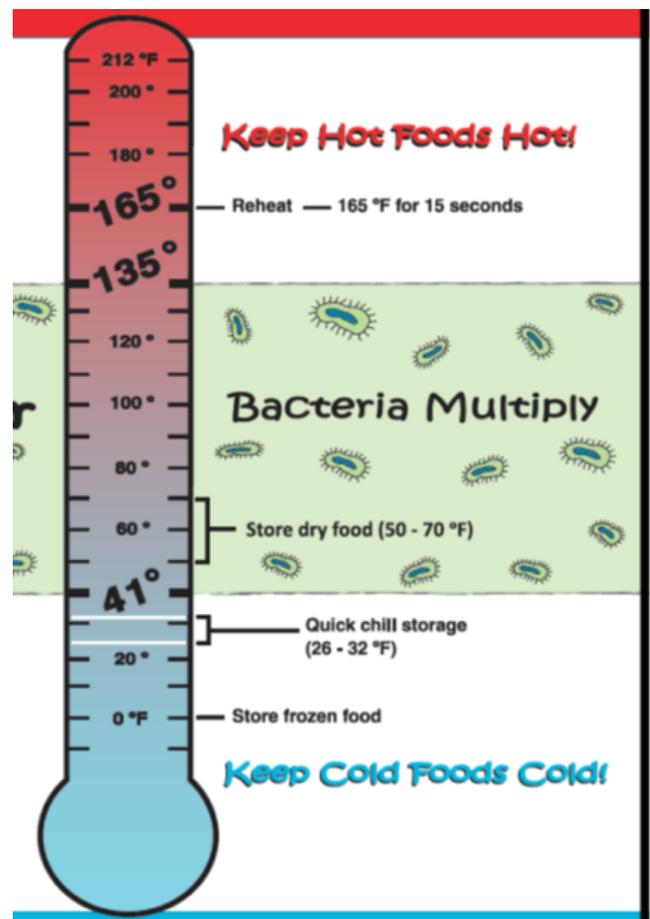
One of the most important ways to keep food safe is by controlling time and temperature. The temperature danger zone, which is 41 °F to 135 °F, is the temperature range where bacteria grow rapidly. Bacteria can double in number in as little as 20 minutes. At this rate, harmful bacteria in food can quickly multiply to a level capable of causing foodborne illness. It is important to keep hot food above 135 °F and cold food below 41 °F, and keep all perishable food out of the danger zone. Use a thermometer to ensure food stays out of the temperature danger zone.

Thermometer Basics

Thermometers are an essential tool when cooking and serving food. They come in all shapes, colors, and sizes, and perform a variety of functions. There are several different types of thermometers. See below for more information on different types of thermometers.

Food thermometers are used to measure the temperature of the food. They measure food temperatures to verify safety. These thermometers need to be calibrated, or adjusted for accuracy, on a regular basis; conditions such as dropping a thermometer or extreme temperatures could affect their accuracy.

Appliance thermometers are used to measure the inside temperature of refrigerators and freezers. Although a piece of equipment may come with an internal thermometer, it is a best practice to have a separate appliance thermometer to guarantee the equipment is functioning as intended. Place the thermometer in the warmest part of the equipment, such as near the top shelf, and close to the door. You can use appliance thermometers in equipment used to transport food to different summer sites. For coolers used for transporting cold food, place the thermometer in the warmest part, for example near the door or lid. For containers used for transporting hot food, place the thermometer in the coolest part, for example near the door or lid.



CALIBRATING A THERMOMETER

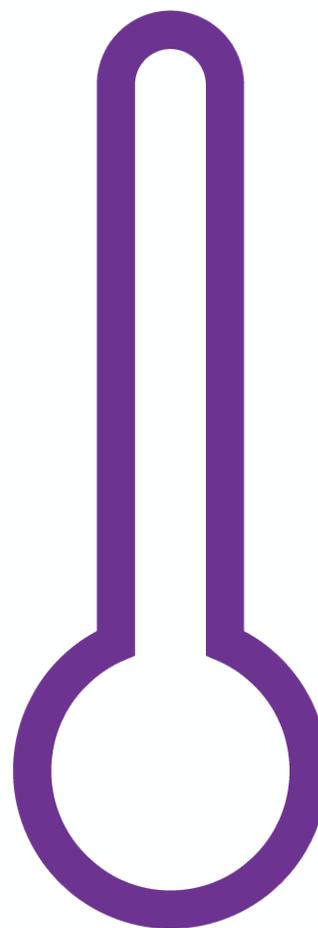
When do you calibrate a thermometer?

- Ideally, daily, but at least weekly.
- When a thermometer is dropped.
- More often if specified by the State or local health department

How to calibrate a digital thermometer – Ice Water Method

1. Fill a large container with ice.
2. Add water to within 1 inch of top of container.
3. Stir mixture well.
4. Let the mixture sit for one minute.
5. Place thermometer in container so that the sensing area of stem or probe (usually indicated by a dimple) is completely submerged in the water.
6. Keep the thermometer from touching the sides or bottom of the container.
7. Let thermometer stay in ice water for 30 seconds.
8. Digital thermometers generally have a reset button to push. The display should read 32 °F.
9. Repeat the process with each thermometer, and record on the log.

As a best practice, record when you calibrate thermometers on sheets such as logs. This provides evidence that proper food safety practices were followed in the event a foodborne outbreak does occur. Use temperature logs to record temperatures of refrigerators and freezers, cooked food, and transported food. Samples of these temperature logs are in the reference section.



How to Take Temperatures

1. Before each use, wash the stem of the thermometer with soap and water and sanitize by dipping stem into sanitizing solution or wiping with a sanitizing wipe. Allow to air dry.
2. Because there are many different types of foods, use the temperature-taking method appropriate for each food. Make sure the sensing area of the food thermometer (indicated by a dimple) is submerged in the food when taking a temperature. The proper way to take the temperature of certain foods is listed below:
 - **Roasts**—insert thermometer in the middle of the roast, avoiding any bones.
 - **Poultry**—insert thermometer at the thickest part, avoiding any bones.
 - **Casseroles**—check temperature in the center and at several other points.
 - **Thin meats, such as hamburger patties**—insert thermometer into the side of food until 2-3 inches deep.
 - **Milk** - Open a carton and insert thermometer at least 2 inches into the milk.
 - **Packaged foods** – Place the thermometer between two packages without puncturing the packages.
3. Wait for the temperature display to stay the same temperature for about 15 seconds.

Receiving temperatures

It is important to check the temperature of frozen or refrigerated foods immediately upon receipt. Check frozen foods to make sure that they are frozen solid and show no signs of thawing and refreezing, such as boxes being wet or foods having large ice crystals.

Check temperatures of refrigerated foods.

- Fresh meat and poultry should be 41 °F or below.
- Packaged products should be 41 °F or below.
- Milk and eggs should be 45 °F or below. Milk must be put in a 41 °F or lower cooler after receipt.
- Move foods to storage quickly, beginning with refrigerated foods, then frozen foods, then foods for dry storage.
- Contact the site manager if food is not delivered at the proper temperature.

Cooking temperatures

To prevent the growth of microorganisms and reduce the risk of foodborne illness, food service staff must ensure certain cooking temperatures are reached.

Temperature and Time	Food Items
135 °F for 15 Seconds	<ul style="list-style-type: none">• Fresh, frozen, or canned fruits and vegetables that will be held hot prior to service.• Ready-to-eat food that has been commercially prepared (to reheat for hot holding)
145 °F for 15 Seconds	<ul style="list-style-type: none">• Whole cuts of beef and pork; seafood
155 °F for 15 Seconds	<ul style="list-style-type: none">• Ground products containing beef, pork, or fish• Fish nuggets or sticks• Cubed or Salisbury steaks• Eggs cooked for hot holding
165 °F for 15 Seconds	<ul style="list-style-type: none">• Poultry• Studded beef, pork, or seafood• Pasta stuffed with beef, eggs, pork, or seafood, such as lasagna or ravioli



Holding Food/Transporting Food Temperatures

- Once a food is prepared, it must be held hot at 135 °F or above or cold at 41 °F or below until served. Maintain these temperatures when transporting food to another site. Use an appliance thermometer to be sure that refrigerators or portable coolers are at the correct temperatures.
- Milk and items like sandwiches containing deli meat should arrive cold to the summer feeding site.
- Use a food thermometer to check the temperature of perishable food to ensure it is at the right temperature – hot food at 135 °F or above and cold food at 41 °F or below.
- Contact the site manager if the food is not delivered at the proper temperature.

NOTE:

Some sponsors make use of microwave cooking. Microwave ovens heat the surfaces of food quickly, but leave food with "cold spots" that could support the growth of harmful bacteria. It is recommended that large cuts of meat not be prepared in the microwave. It is important to become familiar with the manufacturer's instructions so that food cooks thoroughly and evenly in the microwave. In addition, follow these microwave safety tips:

- Cover food to hold in moisture, cook evenly, and keep microwave clean.
- If microwave does not have a turntable, stir food several times during heating.
- Allow food cooked in the microwave to stand covered for 2 minutes after heating.
- Check the internal temperature of food in several places to verify that food has reached a safe internal temperature of 165 °F in all parts of food.

Cooling Temperatures

Safely cool hot, cooked foods within the recommended timeframes. Food passes through the temperature danger zone as it cools. It is important to get it through the temperature danger zone as quickly as possible to prevent bacteria from growing in the food.

- Hot food must be cooled from **135 °F to 70 °F** within 2 hours.
- It must then be cooled from **70 °F to 41 °F** in the next 4 hours (food must be cooled from **135 °F to 41 °F** within a total of 6 hours).
- Food at room temperature must be cooled to **41 °F within 4 hours**.
- If cooling times and temperatures are not met, the food must be reheated to **165 °F for 15 seconds** and the cooling process started again.

Methods for Cooling Food

- Pre-chill ingredients used for making salads and other ready-to-eat foods.
- Separate food into smaller portions and place in shallow containers that are no more than 2 inches deep.
- Cool food loosely covered on top shelf of freezer. Heat must be allowed to escape.
- Use chill sticks/ice paddles and ice water baths. Ensure cooling food is stirred frequently to allow heat to escape. (Image 2.)

Reheating Temperatures

Reheating food requires food to go through the temperature danger zone. Reheat foods to **165 °F for 15 seconds** within 2 hours to destroy microorganisms in the food.



Example of a cooling method



Example of a cooling method

CLEANING AND SANITIZING

Cleaning Tables, Work Surfaces, and Equipment

Be sure all food preparation occurs on a clean and sanitized surface. This reduces the risk of food becoming contaminated by microorganisms. Use a 3-step process to make sure all surfaces that will come in contact with food are clean.

1. Wash surface with soap and water solution.
2. Rinse surface with clean water to remove debris and soap.
3. Sanitize surface using a sanitizing solution mixed at the concentration specified on the manufacturer's label. Allow items to air dry.

Summer sponsors must always follow State and local health department requirements.

How to Use a Three-Compartment Sink

Each compartment of a three-compartment sink has a specific purpose. The first compartment is for washing, the second is for rinsing, and the third is for sanitizing. Sanitize by immersing items in hot water at or above 171 °F for 30 seconds or by using a chemical sanitizing solution mixed at a concentration specified on the manufacturer's label. If using chemical sanitizer, test the sanitizer concentration using an appropriate test strip to confirm that the sanitizer is the strength required to kill microorganisms, but not so strong as to damage equipment and utensils. If you have a 2-compartment sink, work with your local health department to come up with an approved standard operating procedure.

Using a Dishmachine

- Scrape food particles into trashcan before loading dishwasher.
- Do not overload dish rack.
- Dishmachine final rinse cycle temperature should be at 160 °F or above if using heat to sanitize utensils.
 - Check the temperature gauge on the machine.
 - Do a secondary check using a heat sensitive tape, one-time temperature indicator or high temperature thermometer (thermometer approved to use in a dishmachine).
 - Doing these checks will ensure that appropriate temperatures for sanitizing are reached.
- If dishmachine uses a chemical sanitizer, check the sanitizer concentration of the rinse water using appropriate test strips.
 - Ask the dishmachine manufacturer what kind of sanitizing strips to use.
- Always wash hands before handling clean and sanitized dishes, equipment, and utensils. **NEVER** load dirty dishes and then handle clean dishes without washing hands.



MICROWAVE COOKING

Some summer food service sponsors use microwaves to cook in small kitchens or when a kitchen is not available. Microwave ovens heat the surfaces of food quickly, but leave food with "cold spots" that could support the growth of harmful bacteria. It is recommended that large cuts of meat not be prepared in the microwave.

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

- Cover food to hold in moisture, cook evenly, and keep microwave clean.
- If microwave does not have a turntable, stir food several times during heating.
- Allow food cooked in the microwave to stand covered for 2 minutes after heating.
- Check the internal temperature of food in several places to verify that food has reached a safe internal temperature of 165 °F in all parts of food.

A Thermometer Graphic, a Daily Temperature Form-Internal Food Temperature, and a Storage Temperature Form can be found in the Reference Section.

TRADITIONAL AND LOCALLY GROWN FOODS

FNS encourages sponsors to source locally grown and raised foods, and to incorporate traditional foods into their summer menus. While traditional and locally grown foods pose no greater food safety risk than conventional products, it remains important for SFSP operators to understand the applicable food safety requirements.

Three agencies within the Federal Government are responsible for establishing rules and regulations that govern the sale and use of meat, poultry, game, and eggs in the Child Nutrition Programs: the USDA Food Safety and Inspection Service (FSIS), the Department of Health and Human Services' (HHS) Food and Drug Administration (FDA), and the USDA Food and Nutrition Service (FNS). Together these agencies establish rules and regulations to ensure that all products served in CNP meals and to consumers, are safe, wholesome, and correctly labeled and packaged.

In turn, State and local governments adopt Federal regulations and guidelines and often tailor the rules to address locality-specific issues. The memorandum SP01-2016, CACFP 01-2016, SFSP 01-2016 *Procuring Local Meat, Poultry, Game, and Eggs in Child Nutrition Programs* (<http://www.fns.usda.gov/procuring-local-meat-poultry-game-and-eggs-child-nutrition-programs>) aims to help Child Nutrition Program operators understand traditional and locally grown food safety requirements and aid them in purchasing from local ranchers and producers as much as possible.

WHAT YOU SHOULD DO IF A CHILD BECOMES SICK

What should I do if I suspect a child at my site has a foodborne illness?

Unfortunately, there may be a time when, despite the best of intentions, a child may become ill as a result of the food s/he eats. Here are some guidelines to follow if you suspect a child is suffering from a foodborne illness.

1. Get the following information:

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

2. Contact the parent or guardian immediately.

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

For more information about food safety in SFSP, visit the Institute of Child Nutrition's Food Safety for Summer Food Service Programs (<https://theicn.org/icn-resources-a-z/food-safety>).

The training guide and materials prepare staff and volunteers of SFSPs to provide safe foods and to teach children basic food safety practices.



PART TWO: FOOD SAFETY

KEEP FOOD FRESH: FOOD STORAGE AND SANITATION

- **FOOD STORAGE**
- **FOOD SANITATION**

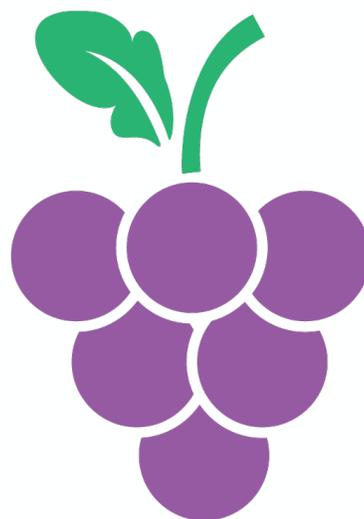
FOOD STORAGE

Storage Facilities

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

Guidelines for Proper Storage

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



FOOD SANITATION

Food Sanitation Tips

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

- Thoroughly rinse all fresh fruits and vegetables with water before cooking or serving. Do not use soap, as it can leave residue.
- Do not handle ready-to-eat foods with bare hands. Use disposable plastic gloves. Dispose of gloves that become contaminated (e.g., by touching equipment or handling money).
- Food service staff with open cuts, sores, colds or other contagious illnesses, or experiencing foodborne illness symptoms should not prepare or serve food.
- Properly clean and sanitize all food preparation and service areas; wipe up spilled food immediately.
- Empty garbage cans daily. They should be kept tightly covered and thoroughly cleaned. Use plastic or paper liners.
- Meet health standards set by your State and local health department.

Visit the Institute of Child Nutrition’s Employee Health and Personal Hygiene for Child Nutrition Professionals website (<https://theicn.org/icn-resources-a-z/employee-health-and-personal-hygiene/>) for more resources that highlight best practices for child nutrition employees in schools and in child care to use to prevent spreading pathogens that can cause foodborne illnesses.

Cleanup

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



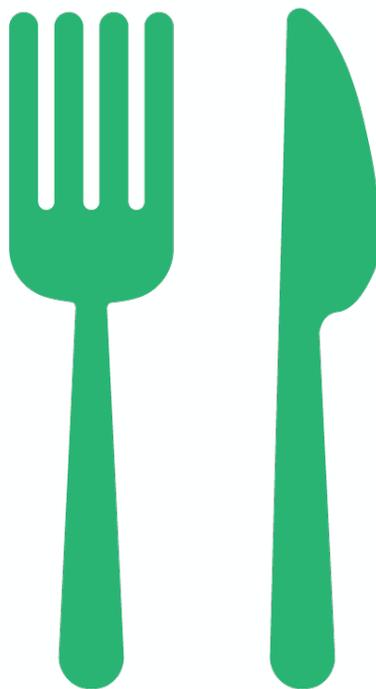
Cleaning and Sanitizing

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

What's the difference between cleaning and sanitizing?

Cleaning is removing food, grease, sauces, dirt and dust from a surface, generally with a detergent and water. Sanitizing is the reduction of bacteria and viruses that may be on a surface with a special solution. Household bleach is a sanitizer that is inexpensive and is approved by your local health department. Make sure to sanitize food preparation areas, tables, countertops, cutting boards, drying racks, and sinks. Sanitize surfaces using a sanitizing solution mixed at the concentration specified on the manufacturer's label. Allow items to air dry. And, as always, follow State and local health department requirements.

For more information on cleaning and sanitizing, refer to the Reference Section.



Sample Food Safety Checklist

Observer: _____ Date: _____

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

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

FOOD PREPARATION	YES	NO	CORRECTIVE ACTION
All food stored or prepared in facility is from approved sources.			
Food equipment, utensils, and food contact surfaces are properly washed, rinsed, and sanitized before every use.			
Frozen food is thawed under refrigeration, or in cold running water, and is cooked to proper temperature.			
Thawed food is not refrozen.			
Preparation is planned so ingredients are kept out of the temperature danger zone.			
Food is tasted using the proper procedure.			
Procedures are in place to prevent cross-contamination.			
Food is handled with suitable utensils, such as single use gloves or tongs.			
Food is prepared in small batches to limit the time it is in the temperature danger zone.			
Clean reusable towels are used only for sanitizing equipment and surfaces and not for drying hands, utensils, or floor.			
Food is cooked to the required safe internal temperature for the appropriate time. The temperature is tested with a calibrated food thermometer.			
The internal temperature of food being cooked is monitored and documented.			

HOT HOLDING	YES	NO	CORRECTIVE ACTION
Hot holding unit is clean.			
Food is heated to the required safe internal temperature before placing in hot holding. Hot holding units are not used to reheat potentially hazardous foods.			
Hot holding unit is pre-heated before hot food is placed in unit.			
Temperature of hot food being held is at or above 135 F			

COLD HOLDING	YES	NO	CORRECTIVE ACTION
Refrigerators are kept clean and organized.			
Temperature of cold food being held is at or below 41 F			

REFRIGERATOR, FREEZER, AND MILK COOLER	YES	NO	CORRECTIVE ACTION
Thermometers are available and accurate.			
Temperature is appropriate for pieces of equipment.			
Food is stored 6 inches off floor or in walk-in cooling equipment.			
Refrigerator and freezer units are clean and neat.			
Proper chilling procedures are used.			
All food is properly wrapped, labeled, and dated.			

REFRIGERATOR, FREEZER, AND MILK COOLER	YES	NO	CORRECTIVE ACTION
The FIFO (First in, First Out) method of inventory management is used.			
Ambient air temperature of all refrigerators and freezers is monitored and documented at the beginning and end of each shift.			

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

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

UTENSILS AND EQUIPMENT	YES	NO	CORRECTIVE ACTION
All small equipment and utensils, including cutting boards and knives, are cleaned and sanitized between uses.			
Small equipment and utensils are washed, sanitized, and air-dried.			
Work surfaces and utensils are clean.			
Work surfaces are cleaned and sanitized between uses.			
Thermometers are cleaned and sanitized after each use.			
Thermometers are calibrated on a routine basis.			
Can opener is clean.			
Drawers and racks are clean.			
Clean utensils are handled in a manner to prevent contamination of areas that will be in direct contact with food or a person's mouth.			

LARGE EQUIPMENT	YES	NO	CORRECTIVE ACTION
Food slicer is clean.			
Food slicer is broken down, cleaned, and sanitized before and after every use.			
Boxes, containers, and recyclables are removed from site.			
Loading dock and area around dumpsters are clean.			
Exhaust hood and filters are clean.			

GARBAGE STORAGE AND DISPOSAL	YES	NO	CORRECTIVE ACTION
Kitchen garbage cans are clean and kept covered.			
Garbage cans are emptied as necessary.			
Boxes and containers are removed from site.			
Loading dock and area around dumpsters are clean.			
Dumpsters are clean.			

PEST CONTROL	YES	NO	CORRECTIVE ACTION
Outside doors have screens, are well-sealed, and are equipped with a self-closing device.			
No evidence of pests is present.			
There is a regular schedule of pest control by a licensed pest control operator.			

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

QUESTIONS AND ANSWERS

1. HOW SHOULD I STORE THE FOODS I PURCHASE?

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

2. I WANT TO BE SURE I MAINTAIN A CLEAN KITCHEN. HOW CAN I ACCOMPLISH THIS?

Proper sanitation will go a long way in preventing or reducing the risk of foodborne illness. Washing hands thoroughly with warm, soapy water before handling foods or utensils is absolutely necessary. You should wash and sanitize all dishes, utensils, equipment and work surfaces. Wearing clean uniforms and hairnets using disposable gloves, and adhering to local and state health codes are important things to keep in mind. Be sure to

immediately clean up any spilled foods, and empty garbage cans daily. Make sure those cans have covers and are lined with plastic or paper.

3. DO I NEED TO BE CONCERNED WITH FOOD SAFETY?

Yes! It is extremely important for you to take every precaution against foodborne illness, an illness that comes from eating food contaminated with harmful bacteria or other pathogens. Food stored, cooked, held, or handled at improper temperatures allow bacteria to grow to dangerous levels. The best way to combat foodborne illness is to make sure foods are stored, handled, and cooked at the right temperature, and making sure cold foods are kept cold (at or below 41 °F), and that hot foods are kept hot (at 135°F or above). Never let perishable foods remain in the Danger zone temperature (41 °F to 135°F) any longer than necessary. Ensure that all food preparation surfaces and utensils are clean at all times, and use food thermometers to check foods when cooking, handling, and serving food.



REFERENCE SECTION

- **SAMPLE SUMMER MENU CHECKLIST**
- **EXHIBIT A: GRAIN REQUIREMENTS FOR CHILD NUTRITION PROGRAMS**
- **CHOKING RISKS**
- **HOW TO READ NUTRITION LABELS**
- **SOURCES OF NUTRIENTS**
- **SERVING SIZES AND YIELDS FOR VEGETABLES**
- **KEEP THESE FOOD SAFETY RULES IN MIND**
- **FOOD SERVICE EQUIPMENT NEEDS**
- **SAMPLE FOOD INVENTORY RECORD**
- **FOOD INVENTORY RECORD INSTRUCTIONS**
- **SAMPLE SPECIFICATION BID**
- **SAMPLE DAILY TEMPERATURE FORM - INTERNAL FOOD TEMPERATURES**

Sample Summer Menu Checklist

Evaluate menus on a weekly and monthly basis.

	Yes	No
1. Have you included all food components in the minimum portion sizes as specified by the USDA?	_____	_____
2. Have you varied foods from day to day and week to week?	_____	_____
3. Do meals include a variety of foods with a balance of color, texture, shape, flavor, and temperature?	_____	_____
4. Have you included fresh fruits and vegetables, and whole-grain products often?	_____	_____
5. Have you considered the children’s likes and dislikes, cultural, and ethnic practices?	_____	_____
6. Have you chosen foods lower in solid fats (saturated and trans fats?)	_____	_____
7. Have you chosen foods with minimal added sugars?	_____	_____
8. Have you chosen foods lower in salt (sodium)?	_____	_____
9. Have you included local or regional foods when possible?	_____	_____

Grains and Breads

GROUP A	OUNCE EQUIVALENT (oz eq) FOR GROUP A	MINIMUM SERVING SIZE FOR GROUP A
<ul style="list-style-type: none"> • Bread type coating • Bread sticks (hard) • Chow Mein noodles • Crackers (saltines and snack crackers) • Croutons • Pretzels (hard) • Stuffing (dry) <p>Note: weights apply to bread in stuffing.</p>	<p>1 oz eq = 22 gm or 0.8 oz ¾ serving = 17 gm or 0.6 oz ½ serving = 11 gm or 0.4 oz ¼ serving = 6 gm or 0.2 oz</p>	<p>1 serving = 20 gm or 0.7 oz ¾ serving = 15 gm or 0.5 oz ½ serving = 10 gm or 0.4 oz ¼ serving = 5 gm or 0.2 oz</p>
GROUP B	OUNCE EQUIVALENT (oz eq) FOR GROUP B	MINIMUM SERVING SIZE FOR GROUP B
<ul style="list-style-type: none"> • Bagels • Batter type coating • Biscuits • Breads – all (for example, sliced, French, Italian) • Buns (hamburger and hot dog) • Sweet Crackers⁵ (graham crackers – all shapes, animal crackers) • Egg roll skins • English muffins • Pita bread • Pizza crust • Pretzels (soft) • Rolls • Tortillas • Tortilla chips • Taco shells 	<p>1 oz eq = 28 gm or 1.0 oz ¾ serving = 21 gm or 0.75 oz ½ serving = 14 gm or 0.5 oz ¼ serving = 7 gm or 0.25 oz</p>	<p>1 serving = 25 gm or 0.9 oz ¾ serving = 19 gm or 0.7 oz ½ serving = 13 gm or 0.5 oz ¼ serving = 6 gm or 0.2 oz</p>

1. In NSLP and SBP (grades K-12), all grains served must meet whole grain-rich criteria. For information on flexibilities, please contact your State agency. For all other Child Nutrition Programs, grains are whole grain or enriched or made with enriched or whole-grain meal and/or flour, bran, and/or germ. Under CACFP child and adult meal patterns, and in NSLP/SBP preschool meals, at least one grain serving per day must meet whole grain-rich criteria.
2. For NSLP and SBP (grades K-12), grain quantities are determined using ounce equivalents (oz eq). All other Child Nutrition Programs determine grain quantities using grains/bread servings. Beginning Oct. 1, 2019, grain quantities in CACFP and NSLP/SBP infant and preschool meals will be determined using oz eq. Some of the following grains may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.
3. Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10 and at snack service in SFSP. Considered a grain-based dessert and cannot count towards the grain component in CACFP or NSLP/SBP infant and preschool meals beginning October 1, 2017, as specified in §§226.20(a)(4) and 210.10.
4. Allowable in NSLP (up to 2.0 oz eq grain-based dessert per week for grades K-12) as specified in §210.10. May count towards the grain component in SBP (grades K-12) and at snack and breakfast meals in SFSP. Considered a grain-based dessert and cannot count towards the grain component in the CACFP and NSLP/SBP infant and preschool meals beginning October 1, 2017, as specified in §§226.20(a)(4) and 210.10.
5. Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10. May count towards the grain component in SBP (grades K-12), CACFP, NSLP/SBP infant and preschool meals, and SFSP.
6. Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfast served in the SBP, and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.
7. In the NSLP and SBP, cereals must list a whole grain as the first ingredient and be fortified, or if the cereal is 100 percent whole grain, fortification is not required. For CACFP and SFSP, cereals must be whole-grain, enriched, or fortified; cereals served in CACFP and NSLP/SBP infant and preschool meals must contain no more than 6 grams of sugar per dry ounce.

Grains and Breads, cont.

GROUP C	OUNCE EQUIVALENT (oz eq) FOR GROUP C	MINIMUM SERVING SIZE FOR GROUP C
<ul style="list-style-type: none"> • Cookies³ (plain – includes vanilla wafers) • Cornbread • Corn muffins • Croissants • Pancakes • Pie crust (dessert pies³, cobbler³, fruit turnovers⁴, and meat/meat alternate pies) • Waffles 	<p>1 oz eq = 34 gm or 1.2 oz ¾ oz eq = 26 gm or 0.9 oz ½ oz eq = 17 gm or 0.6 oz ¼ oz eq = 9 gm or 0.3 oz</p>	<p>1 serving = 31 gm or 1.1 oz ¾ serving = 23 gm or 0.8 oz ½ serving = 16 gm or 0.6 oz ¼ serving = 8 gm or 0.3 oz</p>
GROUP D	OUNCE EQUIVALENT (oz eq) FOR GROUP D	MINIMUM SERVING SIZE FOR GROUP D
<ul style="list-style-type: none"> • Doughnuts³ (cake and yeast raised, unfrosted) • Cereal bars, breakfast bars, granola bars³ (plain) • Muffins (all, except corn) • Sweet roll⁴ (unfrosted) • Toaster pastry⁴ (unfrosted) 	<p>1 oz eq = 55 gm or 2.0 oz ¾ oz eq = 42 gm or 1.5 oz ½ oz eq = 28 gm or 1.0 oz ¼ oz eq = 14 gm or 0.5 oz</p>	<p>1 serving = 63 gm or 2.2 oz ¾ serving = 47 gm or 1.7 oz ½ serving = 31 gm or 1.1oz ¼ serving = 16 gm or 0.6 oz</p>
GROUP E	OUNCE EQUIVALENT (oz eq) FOR GROUP E	MINIMUM SERVING SIZE FOR GROUP E
<ul style="list-style-type: none"> • Cookies (with nuts, raisins, chocolate pieces and/or fruit purees) • Doughnuts (cake and yeast raised, frosted or glazed) • French toast • Grain fruit bars • Granola bars (with nuts, raisins, chocolate pieces and/or fruit) • Sweet rolls (frosted) • Toaster pastry (frosted) 	<p>1 oz eq = 69 gm or 2.4 oz ¾ oz eq = 52 gm or 1.8 oz ½ oz eq = 35 gm or 1.2 oz ¼ oz eq = 18 gm or 0.6 oz</p>	<p>1 serving = 50 gm or 1.8 oz ¾ serving = 38 gm or 1.3 oz ½ serving = 25 gm or 0.9 oz ¼ serving = 13 gm or 0.9 oz</p>

1. In NSLP and SBP (grades K-12), all grains served must meet whole grain-rich criteria. For information on flexibilities, please contact your State agency. For all other Child Nutrition Programs, grains are whole grain or enriched or made with enriched or whole-grain meal and/or flour, bran, and/or germ. Under CACFP child and adult meal patterns, and in NSLP/SBP preschool meals, at least one grain serving per day must meet whole grain-rich criteria.
2. For NSLP and SBP (grades K-12), grain quantities are determined using ounce equivalents (oz eq). All other Child Nutrition Programs determine grain quantities using grains/bread servings. Beginning Oct. 1, 2019, grain quantities in CACFP and NSLP/SBP infant and preschool meals will be determined using oz eq. Some of the following grains may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.
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7. In the NSLP and SBP, cereals must list a whole grain as the first ingredient and be fortified, or if the cereal is 100 percent whole grain, fortification is not required. For CACFP and SFSP, cereals must be whole-grain, enriched, or fortified; cereals served in CACFP and NSLP/SBP infant and preschool meals must contain no more than 6 grams of sugar per dry ounce.

Grains and Breads, cont.

GROUP F	OUNCE EQUIVALENT (oz eq) FOR GROUP F	MINIMUM SERVING SIZE FOR GROUP F
<ul style="list-style-type: none"> • Cake³ (plain, unfrosted) • Coffee cake⁴ 	1 oz eq = 82 gm or 2.9 oz ¾ oz eq = 62 gm or 2.2 oz ½ oz eq = 41 gm or 1.5 oz ¼ oz eq = 21 gm or 0.7 oz	1 serving = 75 gm or 2.7 oz ¾ serving = 56 gm or 2 oz ½ serving = 38 gm or 1.3 oz ¼ serving = 19 gm or 0.7 oz
GROUP G	OUNCE EQUIVALENT (oz eq) FOR GROUP G	MINIMUM SERVING SIZE FOR GROUP G
<ul style="list-style-type: none"> • Brownies³ (plain) • Cake³ (all varieties, frosted) 	1 oz eq = 125 gm or 4.4 oz ¾ oz eq = 94 gm or 3.3 oz ½ oz eq = 63 gm or 2.2 oz ¼ oz eq = 32 gm or 1.1 oz	1 serving = 115 gm or 4 oz ¾ serving = 86 gm or 3 oz ½ serving = 58 gm or 2 oz ¼ serving = 29 gm or 1 oz
GROUP H	OUNCE EQUIVALENT (oz eq) FOR GROUP H	MINIMUM SERVING SIZE FOR GROUP H
<ul style="list-style-type: none"> • Barley • Breakfast cereals (cooked)^{6,7} • Bulgur or cracked wheat • Macaroni (all shapes) • Noodles (all varieties) • Pasta (all shapes) • Ravioli (noodle only) • Rice 	1 oz eq = ½ cup cooked or 1 ounce (28 gm) dry	1 serving = ½ cup cooked (or 25gm dry)
GROUP I	OUNCE EQUIVALENT (oz eq) FOR GROUP I	MINIMUM SERVING SIZE FOR GROUP I
<ul style="list-style-type: none"> • Ready to eat breakfast cereal (cold dry) 	1 oz eq = 1 cup or 1 ounce for flakes and rounds 1 oz eq = 1.25 cup or 1 ounce for puffed cereal 1 oz eq = ¼ cup or 1 ounce for granola	1 serving = ¾ cup or 1 oz, whichever is less

1. In NSLP and SBP (grades K-12), all grains served must meet whole grain-rich criteria. For information on flexibilities, please contact your State agency. For all other Child Nutrition Programs, grains are whole grain or enriched or made with enriched or whole-grain meal and/or flour, bran, and/or germ. Under CACFP child and adult meal patterns, and in NSLP/SBP preschool meals, at least one grain serving per day must meet whole grain-rich criteria.
2. For NSLP and SBP (grades K-12), grain quantities are determined using ounce equivalents (oz eq). All other Child Nutrition Programs determine grain quantities using grains/bread servings. Beginning Oct. 1, 2019, grain quantities in CACFP and NSLP/SBP infant and preschool meals will be determined using oz eq. Some of the following grains may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.
3. Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10 and at snack service in SFSP. Considered a grain-based dessert and cannot count towards the grain component in CACFP or NSLP/SBP infant and preschool meals beginning October 1, 2017, as specified in §§226.20(a)(4) and 210.10.
4. Allowable in NSLP (up to 2.0 oz eq grain-based dessert per week for grades K-12) as specified in §210.10. May count towards the grain component in SBP (grades K-12) and at snack and breakfast meals in SFSP. Considered a grain-based dessert and cannot count towards the grain component in the CACFP and NSLP/SBP infant and preschool meals beginning October 1, 2017, as specified in §§226.20(a)(4) and 210.10.
5. Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10. May count towards the grain component in SBP (grades K-12), CACFP, NSLP/SBP infant and preschool meals, and SFSP.
6. Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfast served in the SBP, and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.
7. In the NSLP and SBP, cereals must list a whole grain as the first ingredient and be fortified, or if the cereal is 100 percent whole grain, fortification is not required. For CACFP and SFSP, cereals must be whole-grain, enriched, or fortified; cereals served in CACFP and NSLP/SBP infant and preschool meals must contain no more than 6 grams of sugar per dry ounce.

Choking Risks

If a child appears to be choking, immediately call 911 and perform first aid as appropriate.

Children under 4 years of age are at the greatest risk of choking. Young children are still learning how to chew properly, and often swallow things whole. Some foods are easy for young children to choke on because they are the same size and shape as a child's airway. For example, a whole grape may completely block the upper airway in young children. It is important to make sure that food is served in the appropriate sizes, shapes, and textures to reduce the risk of choking. Always supervise children during meals and snacks.

Common foods that may cause choking include the following:

Firm, smooth, or slippery foods that slide down the throat before chewing, such as:

- Whole grapes, cherries, berries, melon balls, or cherry and grape tomatoes
- Peanuts and nuts
- Whole pieces of canned fruit
- Whole beans
- Hot dog-shaped foods, including sausages, meat sticks, cheese sticks, or toddler hot dogs (even when cut into round slices)
- Hard or round candy, jelly beans

Small, dry, or hard foods that are difficult to chew and easy to swallow whole, such as:

- Popcorn
- Peanuts, nuts, and seeds (like sunflower or pumpkin seeds)
- Hard pretzels
- Plain wheat germ
- Potato and corn chips, or other similar snack foods
- Crackers or breads with seeds, nut pieces, or whole-grain kernels
- Small pieces of raw vegetable (like raw carrot rounds, baby carrots, string beans, or celery), or other raw or partially cooked hard vegetables
- Apples or other hard pieces of raw fruit, especially those with hard pits or seeds
- Cooked or raw whole-kernel corn
- Whole-grain kernels (like rice, wheat berries)
- Raw green peas

Sticky or tough foods that do not break apart easily and are hard to remove from the airway, such as:

- Chunks or spoonfuls of peanut butter or nut and seed butters
- Fish with bones
- Large, hard pieces of uncooked dried fruits or vegetables
- Caramels, gum drops, and gummy candies, or other gooey or sticky candy
- Tough meat or large chunks of meat
- Chewing gum
- Large chunks of cheese, especially string cheese
- Chewy fruit snacks
- Marshmallows

Choking Risks, cont.

Reduce the risk of choking on some foods by changing their shape, size, or texture. Simple tips for making these foods safe options for children include:

- Cook foods until they are soft enough to pierce easily with a fork. Steam carrots or celery until slightly soft, and then cut into sticks.
- Cut soft food into thin slices or small pieces—no larger than one-half inch ($\frac{1}{2}$ inch). Cut soft, round foods, like hot dogs or string cheese, into short strips rather than round pieces.
- Remove all bones from fish, chicken, and meat before cooking.
- Cut grapes, cherries, or melon balls into small pieces.
- Chop peanuts, nuts and seeds finely or grind before adding to prepared foods.
- Spread peanut butter, nut butter, or seed butter thinly on crackers. Or, mix with applesauce and cinnamon and spread thinly on bread. Use only creamy, not chunky, peanut, nut, and seed butters.

How to Read Nutrition Labels

Nutrition labels, called “Nutrition Facts”, appear on almost all food products. You may not see them on institutional packs because foods packaged in large size containers for food service are currently not required to show these labels. In this case, inserts or fact sheet information may be provided by the manufacturer.

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

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

The Nutrition Facts Label at a Glance

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

1 Start Here →

2 Check Calories

3 Limit these Nutrients

4 Get Enough of these Nutrients

5 Footnote

Quick Guide to % DV

- 5% or less is Low
- 20% or more is High

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Sat Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g

1. Serving Size

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

2. Calories

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

3. Limit these nutrients

In general, Americans eat too much fat, cholesterol, and sodium.

4. Get enough of these nutrients

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

How to Read Nutrition Labels, cont.

5. Footnote

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

6. % Daily Values

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

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

An Updated Nutrition Facts Label is Coming to a Store Near You!

In 2016, the U.S. Food and Drug Administration (FDA) announced an updated Nutrition Facts label for packed foods. It will make it easier for consumers to make better informed food choices. Some manufacturers have already started using the new label on their products. Key changes to the Nutrition Facts label include:

NEW LABEL / WHAT'S DIFFERENT

Servings: larger, bolder type

Serving sizes updated

Calories: larger type

Updated daily values

New: added sugars

Change in nutrients required

Actual amounts declared

New footnote

Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

1. A refreshed design

- The iconic look of the label remains. There is an increased type size for “Calories”, “servings per container”, and the “Serving size” declaration, and bolding the number of calories and the “Serving size” declaration.

2. Reflects updated information about nutrition science

- “Added sugars” in grams and as percent Daily Value will be included on the label.
- Vitamin D and potassium will appear on the label.
- “Calories from Fat” is being removed.

For more information, check out FDA’s web page on the updated Nutrition Facts label:

<https://www.fda.gov/Food/GuidanceRegulation/GuidanceDocumentsRegulatoryInformation/LabelingNutrition/ucm385663.htm>.

Serving Sizes and Yields for Vegetables

This chart is a snapshot of commonly used vegetables that can be found in the USDA Food Buying Guide for Child Nutrition Programs. The information in the Food Buying Guide can assist you in menu planning and purchasing. An interactive version is available online at: <https://foodbuyingguide.fns.usda.gov>.

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

Serving Sizes and Yields for Fruits

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

FRUIT	SIZE AND COUNT	SERVING SIZE AND YIELD
Apples	Specify size: 125-138 count, whole, or 100 count, whole.	$\frac{1}{4}$ raw, unpeeled apple = about $\frac{1}{4}$ cup $\frac{1}{5}$ raw, unpeeled apple = about $\frac{1}{4}$ cup
Bananas	Institutional pack, 150 per case, three to four bananas per pound.	1 banana = $\frac{3}{8}$ cup
Blueberries	Specify U.S. #1, sold in pints, fresh. 1 pint AP = about $2\frac{2}{3}$ cups EP.	$\frac{1}{4}$ cup measure
Strawberries	Specify U.S. #1, minimum diameter $\frac{3}{4}$ in, sold in quarts and pints.	$\frac{1}{2}$ cup measure
Cantalope	Specify size 18, 5 in. diameter, approximately 30 oz. per melon.	$\frac{1}{10}$ medium melon = $\frac{1}{4}$ cup
Grapes	Specify variety desired.	
With Seeds		6 grapes = about $\frac{1}{4}$ cup; 12 grapes = $\frac{1}{2}$ cup
Seedless		7 grapes = about $\frac{1}{4}$ cup; 14 grapes = $\frac{1}{2}$ cup
Nectarines	Specify size 88 (2 $\frac{1}{4}$ in. diameter) approximately 4 per pound.	1 nectarine = about $\frac{1}{2}$ cup
Medium size	Specify size 56 and 64 (2 $\frac{3}{4}$ in. diameter).	1 nectarine = about $\frac{3}{4}$ cup
Oranges	Specify size 138 or 113 (California or Arizona) or size 125 (Florida or Texas).	1 orange (size 113/125) = about $\frac{5}{8}$ cup 1 orange (size 138) = about $\frac{1}{2}$ cup
Peaches	Specify size 84 (2 $\frac{1}{8}$ in. diameter - box may state 2 to 2 $\frac{1}{4}$ in. diameter); approximately	1 peach = about $\frac{3}{8}$ cup
Pears	Specify size 150 (2 $\frac{1}{4}$ to 2 $\frac{3}{8}$) in. diameter.	1 pear = about $\frac{1}{2}$ cup
Medium size	Specify size 120; approximately 3 per pound.	1 pear = about $\frac{3}{4}$ cup

Serving Sizes and Yields for Fruits, cont.

FRUIT	SIZE AND COUNT	SERVING SIZE AND YIELD
Plums	Specify size 45 and 50 (2 in. diameter)	1 plum = about $\frac{1}{2}$ cup
Medium size	Specify size 60 and 65.	1 plum = about $\frac{3}{8}$ cups
Raisins	Specify bulk purchase or individual packages	Yield of Bulk: 1.3 to 1.5 ounce package = $\frac{1}{4}$ cup 1 lb. = 12.6- $\frac{1}{4}$ cup servings
Tangerine	Specify size 120 count.	1 tangerine = about $\frac{3}{8}$ cup
Watermelon	Specify average size, melons will average about 27 pounds.	$\frac{1}{4}$ cup fruit or $\frac{1}{4}$ cup diced fruit without rind

* Any serving size may be planned. For simplicity, this table of serving sizes and yields for vegetables and fruits provides $\frac{1}{4}$ cup servings of vegetables and a variety of cup servings of fruits.

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

Where sizes are specified for fruits, they indicate numbers of fruit in the box. The larger the number, the smaller the fruit. Any fruit that is larger than that specified may be used.

For more information, refer to the USDA *Food Buying Guide for Child Nutrition Programs*:
<http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>.

Keep These Food Safety Rules in Mind

- Keep hot foods at 135 °F or above.
- Keep cold foods at 41°F or below.
- Be sure thermometers are available and use them properly.
- Avoid handling ready-to-eat food, such as sandwiches and salads, with bare hands. Follow local health regulations for using disposable plastic gloves.
- Promptly refrigerate or freeze leftovers. Divide large quantities into smaller containers or use shallow pans, and cover loosely for quick cooling. Once cooled, tightly cover and date the leftovers.
- Reheat leftovers to at least 165 °F.
- Thaw poultry and meat in a refrigerator and not on counters. Refreeze only if ice crystals are still present.
- When not being served, keep meals and milk in the refrigerator or cooler at a temperature of 41 °F or below. Hot meals should be in a warming unit or insulated box at a holding temperature of 135°F or above.
- Any leftover, unopened milk cartons from a meal or left on a share table must be held at the proper temperature and served at the next meal.
- Empty garbage cans daily. They should be kept tightly covered and thoroughly cleaned. Use plastic or paper liners.
- Remember that you cannot determine food safety by sight, taste, odor, or smell. If there is any doubt, throw the food away.
- Follow instructions exactly on how to use and clean kitchen equipment.
- Train food service employees on the safe use of all types of equipment and on personal hygiene.
- Keep a fire extinguisher and first-aid kit handy and instruct all personnel in their use.

Food Service Equipment Needs

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

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

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

Food Inventory Record Instructions

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

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

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

Column 1. Enter the name of the food item, such as asparagus, green beans, or mustard.

Column 2. Enter the pack size, such as 6/#10 case, #50 bag, or #10 can. If different size containers of the same food item are on hand, use a separate line for each size and a separate line for each different unit cost of the same pack size.

Column 3. Enter the number of units (of the size shown in column 2) found on hand from actual count.

Column 4. Enter the unit cost for the size unit shown in column 2 (use the unit cost written on package or unit).

Column 5. Obtain the total cost by multiplying the number of units (column 3) by the unit cost (column 4) and enter in column 5. Add column 5 (total cost) on all pages for the inventory at the end of the month. This total is the value of the ending inventory, and becomes the beginning inventory for the following month.

Sample Specification Bid

PEACHES, CLING

Purchase Unit: Number 10 can, 6 cans per case

Style: Halves, Slices

Type: Yellow, Cling

Grade: U.S. Grade B (Choice)

Count: 36-54 Halves

Packing Medium: Juice Pack

Net Weight: 108 ounces

Drained Weight: 66 ½ ounces

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

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

For further guidance on procurement, contact your State agency.



RESOURCE SECTION

- **INFORMATIONAL RESOURCES**
- **ADDITIONAL RESOURCES**
- **FOOD AND NUTRITION SERVICE
REGIONAL OFFICES**
- **STATE CONTACT INFORMATION**

Informational Resources

THE INSTITUTE OF CHILD NUTRITION (ICN) (800) 321-3054

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

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

Institute of Child Nutrition

University of Mississippi

P.O. Box 1848

6 Jeanette Phillips Drive

University, MS 38677

Website: <http://www.theicn.org/>

FOOD AND NUTRITION INFORMATION CENTER (FNIC)

(301) 504-5414

The Food and Nutrition Information Center (FNIC) is located at USDA's National Agricultural Library in Beltsville, Maryland. Sample nutrition education and training materials are available at FNIC. Food labeling material is also available. On-line bibliographies are offered to assist with research. For more information, you can call or write:

USDA/NAL/FNIC

10301 Baltimore Avenue, Room 108

Beltsville, MD 20705

Phone: (301) 504-5414

Website: <http://fnic.nal.usda.gov/>

NUTRITION.GOV

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

USDA NATIONAL INSTITUTE OF FOOD AND AGRICULTURE (NIFA)

The USDA National Institute of Food and Agriculture (NIFA) offers contacts for State extension services for information and possible SFSP partnering opportunities. NIFA replaced the former Cooperative State Research, Education, and Extension Service (CSREES). Website: <https://www.nifa.usda.gov/>

THE NATIONAL CENTER FOR EDUCATION IN MATERNAL AND CHILD HEALTH

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

National Center for Education in Maternal and Child Health

2115 Wisconsin Avenue, NW

Suite 601

Washington, DC 20007

Phone: (202) 784-9770

Website: www.ncemch.org/

Maternal and Child Health Knowledge
Base:

[https://www.ncemch.org/knowledge-
base.php](https://www.ncemch.org/knowledge-base.php)

Additional Resources

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

Dietary Guidelines for Americans, 2015-2020, USDA and Department of Health and Human Services. Online at <http://health.gov/dietaryguidelines/2015/>.

Food Buying Guide for Child Nutrition Programs, USDA/FNS, Revised July 2017. Online at <https://foodbuyingguide.fns.usda.gov/>.

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

USDA Recipes for Schools and Child Care, online at <https://www.fns.usda.gov/tn/team-nutrition-recipes-and-cookbook-toolkit>.

Food Safety for Summer Meals, National Food Service Management Institute, 2003. Designed to help staff and volunteers of Summer Food Service Programs learn ways to provide safe foods and teach children basic food safety practices. Available online at <https://theicn.org/icn-resources-a-z/foodsafety-for-summermeals/>.

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

The Food Code, U.S. Department of Health and Human Services, Public Health Service, Food and Drug Administration, 2013. Available online at <http://www.fda.gov/downloads/Food/GuidanceRegulation/RetailFoodProtection/FoodCode/UCM374510.pdf>.

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

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

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

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

Additional Resources, cont.

Summer Food Service Program website, online at:

<https://www.fns.usda.gov/sfsp/summer-food-service-program>.

Summer Food, Summer Moves (<http://www.fns.usda.gov/tn/summer-food-summer-moves>).

The Summer Food, Summer Moves Resource Kit is a fun, hands-on resource kit designed to get kids and families excited about healthy eating and physical activity during the summer months. The kit is designed for use by summer meal site operators and focuses on using music, games, art, and movement to motivate kids and families to choose more fruits and vegetables, choose water instead of sugary drinks, get enough physical activity every day, and to limit screen time.

Offering Healthy Summer Meals That Kids Enjoy—Handout (<http://www.fns.usda.gov/tn/offering-healthy-summer-meals>).

The Offering Healthy Summer Meals That Kids Enjoy handout is a colorful 4-page resource for Summer Meal Program operators, which provides practical ideas for small changes that sites can implement to improve the nutritional quality of meals they serve, and ways to make foods more appealing to children and teens. This handout offers ideas for every type of site, including sample menus, a taste test ballot, tips to engage volunteers and staff, and strategies to incorporate a variety of fruits, vegetables, protein options, and local foods.

Take a Healthy Summer Break Infographic (https://fns-prod.azureedge.net/sites/default/files/tn/sfsm_infographic.pdf).

The Take a Healthy Summer Break Infographic is a colorful 1-page resource that schools and community groups can distribute to parents to increase awareness of the importance of healthy choices during the summer months. This infographic includes illustrations and statistics and offers practical solutions for busy families to make healthier food, beverage, and physical activity choices over the summer. The infographic is English on one side and Spanish on the reverse.

This Summer, Eat Smart to Play Hard: A Parent’s Guide (<http://www.fns.usda.gov/tn/summer-eat-smart-play-hard-parents-guide>).

This Summer, Eat Smart to Play Hard: A Parent’s Guide is a 6-page color brochure that schools and community groups can distribute to parents to increase awareness of the importance of healthy food choices and physical activity during the summer months. The guide encourages families to choose water instead of sugar-sweetened beverages, choose more fruits and vegetables, increase physical activity, and decrease screen time. The guide also contains a tasty summer-themed recipe and encourages families to engage in a healthy and fun “family challenge.” The guides are in both English and Spanish.

Food and Nutrition Service Regional Offices

Mid-Atlantic Regional Office

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

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

Midwest Regional Office

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

*Illinois, Indiana, Michigan, Minnesota, Ohio,
Wisconsin*

Mountain Plains Regional Office

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

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

Northeast Regional Office

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

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

Southeast Regional Office

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

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

Southwest Regional Office

1100 Commerce Street
Room 522
Dallas, TX 75242-9800
(214) 290-9925

*Arkansas, Louisiana, New Mexico, Oklahoma,
Texas*

Western Regional Office

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

*Alaska, Arizona, California, Hawaii, Idaho,
Nevada, Oregon, Washington, Guam Trust
Territories, Commonwealth of the Northern
Mariana Islands, American Samoa*

State Contact Information

Alabama Department of Education

<http://www.alsde.edu/>

Phone: 334-242-1988

Fax: 334-353-5388

Alaska Department of Education & Early Development

<http://www.eed.state.ak.us/tls/cnp/>

Phone: 907-465-4788

Fax: 907-465-8910

Arizona Department of Education

<http://www.azed.gov/health-nutrition/>

Phone: 602-542-8700

Fax: 602-542-3818

Arkansas Department of Human Services

<https://dhs.arkansas.gov/dccece/snp/WelcomeSNPM.aspx>

Phone: 800-482-5850 ext 28869

Fax: 501-682-2334

California Department of Education

<http://www.cde.ca.gov/fg/aa/nt/>

Phone: 800-482-5850 ext 28869

Fax: 501-682-2334

Colorado Department of Education

http://www.cde.state.co.us/index_nutrition.htm

Phone: 303-866-6934

Fax: 303-866-6663

Connecticut Department of Education

<http://www.sde.ct.gov/sde/site/default.asp>

Phone: 860-807-2050

Fax: 860-807-2127

DC Office of the State Superintendent of Education

<http://www.osse.dc.gov>

Phone: 202-741-5252

Fax: 202-724-7656

Delaware Department of Education

<http://www.doe.k12.de.us>

Phone: 302-735-4060

Fax: 302-739-4654

Florida Department of Agriculture & Consumer Services

<http://www.freshforfloridakids.com/>

Phone: 800-504-6609

Fax: 850-617-7402

Georgia Department of Early Care and Learning

<http://dec.al.gov/>

Phone: 404-656-5957

Fax: 404-651-7184

Hawaii Department of Education

<http://hcnep.hawaii.gov/overview/sfps/>

Phone: 808-587-3600

Fax: 808-587-3606

Idaho Department of Education

<http://sde.idaho.gov/cnp/sfsp/>

Phone: 800-432-4601

Fax: 208-334-2228

Illinois State Board of Education

<http://sde.idaho.gov/cnp/sfsp/>

Phone: 800-545-7892

Fax: 217-524-6124

Indiana Department of Education

<http://www.doe.in.gov/student-services/nutrition>

Phone: 317-232-0850

Fax: 317-232-0855

Iowa Department of Education

<http://educateiowa.gov/>

Phone: 515-281-4757

Fax: 515-281-6548

Kansas Department of Education

http://cnw-web.ksde.org/CNWPortal_Web/CNW/CNW_Menus/index.htm

Phone: 785-296-2276

Fax: 785-296-0232

Kentucky Department of Education

[http://education.ky.gov/federal/SCN/Pages/Summer-Food-Service-Program-\(SFSP\).aspx](http://education.ky.gov/federal/SCN/Pages/Summer-Food-Service-Program-(SFSP).aspx)

Phone: 502-564-5625

Fax: 502-564-5519

Louisiana Department of Education

<http://www.louisianabelieves.com/>

Phone: 225-342-3720

Fax: 225-342-3305

Maine Department of Education

<http://www.maine.gov/doe/>

Phone: 207-624-7909

Fax: 207-624-6841

Maryland Department of Education

<http://www.marylandpublicschools.org/programs/Pages/School-Community-Nutrition/index.aspx>

Phone: 410-767-0199

Fax: 410-333-2635

Massachusetts Department of Elementary & Secondary Education

<http://www.doe.mass.edu/cnp/nprograms/sfsp/>

Phone: 781-338-6480

Fax: 781-338-3399

Michigan Department of Education

<http://www.michigan.gov/mde/0,4615,7-140-66254---,00.html>

Phone: 517-373-4013

Fax: 517-373-4022

Minnesota Department of Education

<https://education.mn.gov/MDE/index.html>

Phone: 651-582-8543

Fax: 651-582-8501

Mississippi Department of Education

<http://www.mde.k12.ms.us/OCN/SFSP>

Phone: 601-576-5005

Fax: 601-576-1417

Missouri Department of Health & Senior Services

<http://www.dhss.mo.gov>

Phone: 573-751-6269

Fax: 573-526-3679

Montana Division of Health Enhancement and Safety

<http://opi.mt.gov/Educators/School-Climate-Student-Wellness/Health-Physical-Education>

Phone: 406-444-2501

Fax: 406-444-2955

Nebraska Department of Education

<http://www.education.ne.gov/NS/index.htm>

Phone: 402-471-3566
Fax: 402-471-4407

Nevada Department of Agriculture

[http://nutrition.nv.gov/Programs/Summer_Food_Program_\(SFSP\)/](http://nutrition.nv.gov/Programs/Summer_Food_Program_(SFSP)/)

Phone: 775-353-3600
Fax: 775-353-3661

New Hampshire Department of Education

http://education.nh.gov/program/nutrition/food_svc.htm

Phone: 603-271-3494
Fax: 603-271-1953

New Jersey Department of Agriculture

<http://www.state.nj.us/agriculture/divisions/fn/>

Phone: 609-984-0692
Fax: 609-984-0878

New Mexico Children Youth & Families Department

<https://cyfd.org/family-nutrition>

Phone: 505-827-9961
Fax: 505-827-9957

New York State Education Department

<http://portal.nysed.gov/portal/page/portal/CNKC>

Phone: 518-473-8781
Fax: 518-473-0018

North Carolina Department of Public Instruction

<http://childnutrition.ncpublicschools.gov/programs/summer-nutrition-opportunities>

Phone: 919-807-3507
Fax: 919-807-3516

North Dakota Department of Public Instruction

<http://www.dpi.state.nd.us/child/programs.shtm>

Phone: 701-328-4565
Fax: 701-328-2461
Phone: 877 6338

Ohio Department of Education

<http://education.ohio.gov/Topics/Other-Resources/Food-and-Nutrition/Summer-Food-Service-Program>

Phone: 877-644-6338
Fax: 614-752-7613

Oklahoma Department of Education

<http://sde.ok.gov/sde/child-nutrition-programs>

Phone: 405-521-3327
Fax: 405-521-2239

Oregon Department of Education

<https://www.oregon.gov/ode/students-and-family/childnutrition/Pages/default.aspx>

Phone: 503-947-5600
Fax: 503-378-5156

Pennsylvania Department of Education

<http://www.education.pa.gov/Teachers%20-%20Administrators/Food-Nutrition/Pages/Summer-Food-Service-Program.aspx>

Phone: 800-331-0129
Fax: 717-787-7698

Puerto Rico Child Nutrition Program

150 Federico Costa St.
Phone: 787-773-6273
Fax: 787-753-8155

Rhode Island Department of Education

<http://www.ride.ri.gov/cnp/NutritionPrograms/SummerFoodServiceProgram.aspx>

Phone: 401-222-4253
Fax: 401-222-6163

South Carolina Department of Education

<http://ed.sc.gov/districts-schools/nutrition/summer-food-program/>

Phone: 803-734-8194
Fax: 803-737-4148

South Dakota Department of Education

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

Phone: 605-773-4746
Fax: 605-773-6846

Tennessee Department of Human Services

<http://www.education.pa.gov/Teachers%20-%20Administrators/Food-Nutrition/Pages/Summer-Food-Service-Program.aspx>

Phone: 615-313-4749
Fax: 615-741-4165

Texas Department of Agriculture

<http://www.squaremeals.org>

Phone: 877-839-6325
Fax: 888-203-6593

Utah State Office of Education

<https://www.schools.utah.gov/cnp>

Phone: 801-538-7513
Fax: 801-538-7883

Vermont Agency of Education

<http://education.vermont.gov/student-support/nutrition/summer-food-service>

Phone: 802-479-1207
Fax: 804-479-1822

Virgin Islands Department of Education

<http://www.vide.vi/our-divisions/special-nutrition.html>

Phone: 340-774-0100, ext 2811
Fax: 340-774-9705

Virginia Department of Health

<http://www.vdh.virginia.gov/summer-food-service-program/>

Phone: 804-864-7800
Fax: 804-864-7853

Washington Office of Superintendent of Public Instruction

<http://www.k12.wa.us/childnutrition>

Phone: 360-725-6200
Fax: 360-664-9397

West Virginia Department of Education

<http://wvde.state.wv.us/child-nutrition/>

Phone: 304-558-2708
Fax: 304-558-1149

Wisconsin Department of Public Instruction

<http://dpi.wi.gov/community-nutrition/sfsp>

Phone: 608-266-7124
Phone: 608-267-9123

Wyoming Department of Education

<https://edu.wyoming.gov/beyond-theclassroom/nutrition/summer-food/>

Phone: 307 777 7168

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