

Fruit and Vegetable
Bar at Wayne CSD



Fresh Fruit & Vegetable Bar Guide

Iowa Department of Education - Bureau of Nutrition and Health Services

TEAM NUTRITION  **IOWA™**



Fruit and Vegetable
Bar at Eddyville-
Blakesburg CSD



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Fresh Fruit & Vegetable Bars

Fruit and vegetable bars have the potential to improve nutrition and increase the consumption of fruits, vegetables and legumes and assist schools in meeting the new meal pattern requirements set forth in the Healthy, Hunger-free Kids Act.

In addition, fruit and vegetable bars may lower plate waste in school food service programs, increase participation, and are a great way to introduce the Farm to School initiative in the school meals.



Fruit and Vegetable Bar at Nevada CSD

Food Safety & Sanitation

Food Safety and sanitation must be the main emphasis when operating a fruit and vegetable bar. A fruit and vegetable bar should be clean and contain safe food items to attract and keep students' participation. Operating a safe and attractive salad bar begins with preparation and end with cleanup and storage of ingredients.

Best Practices for Handling Fresh Produce in Schools (Appendix A)

Handling Fresh Produce on Salad Bars (Appendix E)

Sample Standard Operating Procedures (SOPs) for Preventing Contamination on Food Bars (Appendix B)

Salad Bar Etiquette Posters (Appendix C)

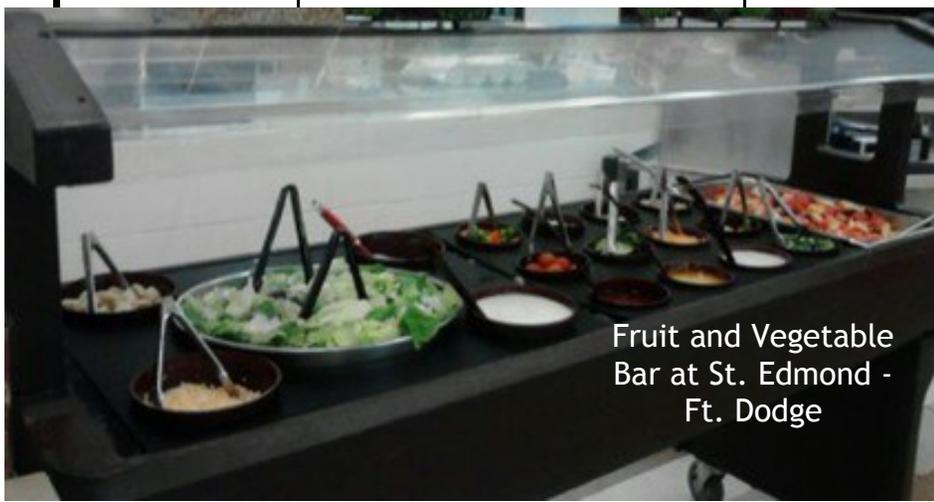
“Please use **UTENSILS** and not your hands” Sign (Appendix D)



Equipment Selection

Depending on the physical space where a salad bar will be located there are several choices to consider.

Type of Bar	Regular Service Line with Cold Wells	Free Standing Wheeled Insulated Salad Bars	Table Top Insulated Salad Bars	Free Standing Mechanically Cooled Salad Bars
Pros	Many schools already own these. Gives staff control during service. Staff can assist younger children from the service line.	Fully mobile, inexpensive, popular choice, some can hold food temp for 4 hours and easy to maintain.	Inexpensive and more compact than a wheeled unit.	Hold temp, easy to clean, and do not require a freezer to keep unit cold.
Cons	Creates slower lunch line. It is often too high for K-1 and they always need assistance.	Requires a freezer to freeze buffet chiller packs.	Does not store well and appropriate height can be a problem for elementary students because of needing to be on a table.	Most expensive mobile option, not as compact, few lower choices due to the need to be plugged in, requires floor plug to remove tripping hazards, and fewer models have height options.



Fruit and Vegetable Bar at St. Edmond - Ft. Dodge

Create the Bar

What kinds of fruit and vegetable bars are right for your school? Your choices will be guided by consideration of such factors as the age groups you serve, preparation facilities, food safety, and staffing. Consider placing the bars in high traffic areas, forcing the students to walk around the healthy offerings, this allows the bar to be an “easy choice.”

Some Possibilities Include:

- Self-service vs. assisted service
- Bar incorporated into the serving line as a fruit and vegetable choice
- Salad bar is separate reimbursable meal serving line
- Prepackaged salads located at a grab-n-go station

Staff Responsibilities:

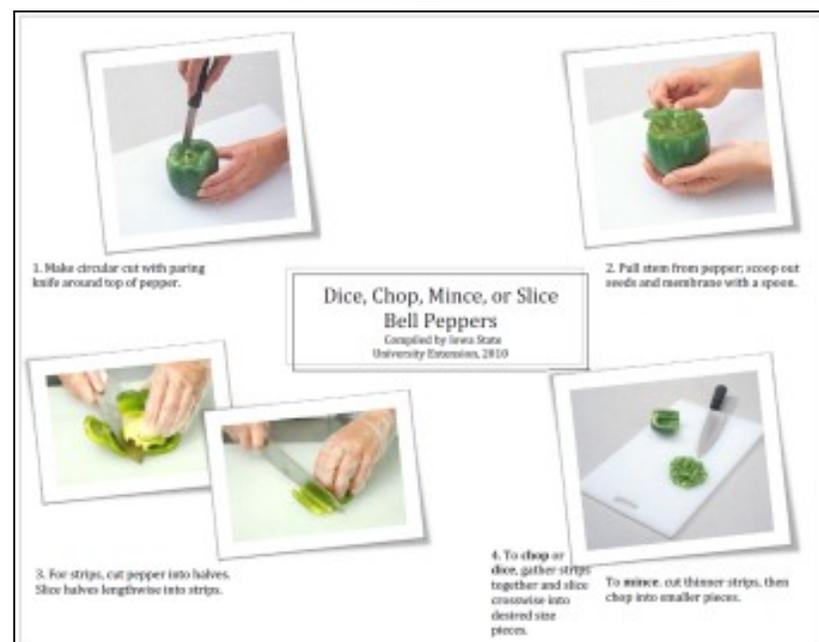
- Ensure accurate reimbursable meal count
- Ensure students take required amounts and components
- Keep the fruit and vegetable bar clean
- Monitor temperatures
- Replenish Items
- Encourage students to try new foods

Technical Assistance Documents (use during staff trainings):

- Bell pepper preparation (Appendix F)
- Carrot preparation (Appendix G)
- Celery preparation (Appendix H)
- Jicama preparation (Appendix I)
- Melon preparation (Appendix J)
- Garlic and onion preparation (Appendix K)
- Peel and Cut Butternut Squash (Appendix L)
- Handling of Chef Knife (Appendix M)
- Washing Produce (Appendix N)
- Knife Cutting (Appendix M)



Fruit and Vegetable Bar at North Scott CSD



Can I Still Offer a "Salad Bar?"

Yes, traditional salad bars are still allowed in schools. However, it is a little more complicated to plan using the new meal pattern. The minimum and maximum requirements for calories, grain/bread and meat/meat alternates need to be considered. It is important to determine the planned portion size for each item and to pre-portion some foods and/or use portion-controlled serving utensils to encourage students to select planned portions.

Salad bars as well as fruit and vegetable bars need to be offered before Point of Sale (POS) to contribute to daily/weekly vegetable subgroup and fruit requirements. If a school is not able to position the salad bar in a location prior to the POS, the State Agency may authorize alternatives to the POS lunch counts. If the fruits and vegetables are located in an approved location beyond the POS, there must be a system in place to ensure that each reimbursable meal selected by the student includes a fruit or a vegetable, and that the total of any fruit or vegetable item selected under OVS equals at least 1/2 cup.

If your salad bar is a separate reimbursable meal line, utilize the menu planner tool (Appendix Q) to ensure that it fits within the meal pattern requirements.



Salad Bar at Grundy
Center CSD

What to Include in a Bar?

There are endless choices of items for the bar. Below are some ingredients to consider that can either be fresh, frozen, or canned:

Vegetables

Romaine Lettuce

Spinach

Red or Green Cabbage

Broccoli

Carrots

Cauliflower

Celery

Cucumbers

Green Peas

Mushrooms

Zucchini

Peppers (Red/Green)

Radishes

Tomatoes (cherry, sliced)

Beans (black, chickpeas, etc.)

Fruit

Melon

Avocados

Apples

Bananas

Grapes

Kiwi

Oranges

Pears

Peaches

Pineapple

Strawberries

Blueberries

Dried fruit

Tips to Remember!

- Lightly steam and chill fresh vegetables to enhance their flavor
- Pre-portion items that are hard to determine their serving size on a plate (i.e. dressing)
- Cut fruit and vegetables in a size that is easy to pick up with a serving utensil
- Homemade salad dressings can be an easy way to lower sodium



Fruit and Vegetable Bar at Wayne CSD

Portion Sizes

When planning a fruit and vegetable bar as part of a reimbursable meal, minimum portion sizes must be consistent with the meal pattern for the age/grade group. For example, when choosing fruits/vegetables from the bar to meet the fruit/vegetable component, a menu planner might determine that $\frac{3}{4}$ cup of two or more different fruit/vegetables from the salad bar is the minimum for grades K-5, $\frac{3}{4}$ cup of two or more different fruit/vegetables is the minimum for grades 6-8, and 1 cup of two or more different fruit/vegetables is the minimum for grades 9-12.

Fruits and vegetables can be combined to meet the $\frac{1}{2}$ cup minimum, if a school implements Offer vs. Serve. However, the $\frac{1}{2}$ cup portion of either the fruit or the vegetable is not required to come from only one fruit or vegetable. A combination of fruits to equal $\frac{1}{2}$ cup ($\frac{1}{4}$ cup applesauce + $\frac{1}{4}$ cup diced pears) or of vegetables ($\frac{1}{8}$ cup green peas + $\frac{3}{8}$ cup corn) may be selected to meet the $\frac{1}{2}$ cup requirements or a combination ($\frac{1}{4}$ cup of carrots + $\frac{1}{4}$ cup kiwi). A student who chooses $\frac{1}{2}$ cup fruit, vegetable, or combination would not be required to select additional fruits or vegetables if the reimbursable meal under Offer vs. Serve (OVS) includes two other components in full. Schools must offer the requirements for each vegetable subgroup but the students are not required to take any specific vegetable subgroup under OVS.

Don't Forget!

- Minimum creditable serving is $\frac{1}{8}$ cup
- $\frac{1}{4}$ cup of dried fruit counts as $\frac{1}{2}$ cup of fruit
- 1 cup of leafy greens counts as $\frac{1}{2}$ cup vegetable
- No more than half of the fruit or vegetable offerings may be in the form of 100% juice
- Cooked dried beans and peas may count as a vegetable or meat, but not both in the same meal



Production Records

If the salad bar is a separate serving line, the food production record must document that reimbursable meals were offered.

Why are Production Records Important?

- Helps you to plan your production
- Helps to communicate your production needs to your staff
- Provides written history for future reference
- Spot trends
- Spot customer preferences
- Identify changes needed in planned items and quantities required
- USDA requires that daily food production records be maintained

What Should a Production Record Include?

- School Name & Date of Service
- Planned Production Quantities
- Serving Sizes
- Vegetable Subgroups
- Total Amount of Food Prepared
- Leftover Quantities
- Measureable Quantity Documentation
- Reimbursable Meals Served

Fruit and Vegetable Bar Sample Production Record (Appendix O)

Daily Food or Condiment Bar Food Production Record										Vegetable Subgroup Key					
Date:		Grade group:		*helps have access to food bar						CC=Cook, Green, No-heat change					
School:		Grade K-4 (A)		Grade 5-8 (B)		Grade 9-12 (C)		Adults (D)		BF=Beans and Pasta/Legumes					
										S=Starchy, O=Other					
										Grain Identification Key					
										WS=whole grain non					
Meat/Meat Alternate	serv size	# serv used A	# serv used B	# serv used C	# serv used D	Prepared Salads	serv size	# serv used A	# serv used B	# serv used C	# serv used D				
Grains/Bread: note WS by name of item	serv size	# serv used A	# serv used B	# serv used C	# serv used D	Salad Dressings	serv size	# serv used A	# serv used B	# serv used C	# serv used D				
Vegetable: note subgroup by name of item	serv size	# serv used A	# serv used B	# serv used C	# serv used D	Fruit	serv size	# serv used A	# serv used B	# serv used C	# serv used D				
Other Items or Condiments	serv size	# serv used A	# serv used B	# serv used C	# serv used D	Notes									



Fruit and Vegetable Bar at St. Edmund Catholic School

Portion Control

One of the challenges of a salad bar is to ensure that students actually take the minimum required portion size. Using the correct serving utensil and pre-portioned food items are ways to implement portion control. Scoops or dishers, or ladles, and measuring-serving spoons of standard sizes are fairly dependable measures for portioning food by volume, and serving food quickly.

Self-serve fruit and vegetable bars and serving lines present a unique situation because students determine the serving size, not a cafeteria staff member. By using portioning utensils, the students generally will take the planned portion size along with the total required for the vegetable and fruit items to be creditable.



Fruit and Vegetable Bar at Nevada CSD

Scoops (Dishers)

Size/No.	Level Measure	Color Code*
6	2/3 cup	
8	1/2 cup	
10	3/8 cup	
12	1/3 cup	
16	1/4 cup	
20	3-1/2 Tbsp	
24	2-2/3 Tbsp	
30	2 Tbsp	
40	1-2/3 Tbsp	
50	3-3/4 tsp	
60	3-1/4 tsp	
70	2-3/4 tsp	
100	2 tsp	

Cooking or Serving Spoons

Spoons vary in length (11", 12", 15", 18", 21") for ease of use in cooking or serving. Spoons can have plastic handles that are heat-resistant. Level scoops, ladles, and portion servers provide more accurate portion control than serving spoons that are not volume-standardized measure.

Ladles

Ladle	Approx Measure	Portion Server
1 oz	1/8 cup	1 oz
2 oz	1/4 cup	2 oz
3 oz	3/8 cup	3 oz
4 oz	1/2 cup	4 oz
6 oz	3/4 cup	6 oz
8 oz	1 cup	8 oz
12 oz	1-1/2 cups	

Portion Servers

Ladles and portion servers (measuring-serving spoons that are volume-standardized) are labeled "oz." "16 oz." would be more accurate since they measure volume, not weight.

Use ladles for serving soups, stews, creamed dishes, sauces, gravies, and other liquid products.

Use portion servers (solid or perforated) for portioning solids and semi-solids such as fruits and vegetables, cookie dough, and condiments.

Specialty Spoons

A thumb notch on a server or spoon handle prevents the spoon from slipping into the pan and protects hands from sliding into the food. Triple-edge (solid or perforated) spoons have a flat edge that increases the area where the spoon touches the bottom of the pan when stirring.

Serving Utensil Guide (Appendix P)

An option to control portion is to pre-portion or prepackage vegetables and fruits on the serving line and on the fruit and vegetable bar. While this is very labor intensive in preparation, the labor is reduced on the serving line. There is less need for monitoring of students and cleaning of the bar. Do a cost analysis to determine which is more beneficial.

Salad Bar Menu Planning

Here are some tips to keep in mind as you plan your menu:

- Emphasize variety by offering plenty of choices.
- Provide contrasting color, flavor, texture, & shape.
- Consider the age or grade groups you will be serving.
- Consider student food preference.
- Consider available labor, equipment, facility design.
- A rule is to offer one-third new items, one-third convenient/prepared items, and one-third repeat items.



	Monday	Tuesday	Wednesday	Thursday	Friday
Vegetables	Mixed Dark Greens Cucumber Slices Cherry Tomatoes Pepper Rings	Mixed Dark Greens Shredded Carrots Broccoli Florets Jicama Sticks	Mixed Dark Greens Cauliflower Green Peas Black Beans	Mixed Dark Greens Baby Carrots Celery Sticks Chickpeas	Mixed Dark Greens Shredded Cabbage Broccoli Florets Zucchini Slices
Fruits	Raisins Orange Wedges Apple Wedges Strawberries	Pear Halves Banana Halves Grapes Pineapple Tidbits	Kiwi Halves Orange Wedges Honeydew Chunks Apple Wedges	Banana Halves Plums Cantaloupe Craisins	Grapes Oranges Apple Wedges Watermelon

Cashier Identification of a Reimbursable Meal

Cashiers must be able to identify reimbursable meals at the point of service. Cashiers must know:

- the daily menus,
- the planned portion of each food item on the menus, and
- the specific food or menu items and combinations of food/menu items that will make up the reimbursable meal.

Bar Recipes

The recipe of a fruit and vegetable or salad bar is based on historical usage of food bar items. To conduct a nutrient analysis of the menus it is helpful to develop a standardized recipe for the salad bar. The menu planner needs to determine:

1. The serving size
2. The number of servings the recipe produces.
3. The amount of each food ingredient in the recipe by:
 - Measuring the amount of each ingredient placed on the bar on a typical day
 - Measuring the amount of each ingredient leftover on the food bar at the end of the meal service
 - Subtracting the amount leftover from the amount placed on the bar for each ingredient to determine the amount of each ingredient to enter for the recipe



Fruit and Vegetable Bar
at Montezuma

Nutrition Education Resources

Pick a better snack™ & Act is a comprehensive education and social marketing campaign that includes several components. Below is a summary of these components all of which are available at no cost online.

<http://www.idph.state.ia.us/Pickabetersnack/default.asp>

Fruit and Vegetable Fact Sheets

These sheets provide information about dozens of fruits and vegetables. They include interesting facts about where foods grow, the nutrients they provide and the different varieties that are available.

http://www.idph.state.ia.us/pickabetersnack/factsheets_new.asp

Fruit and Vegetable Posters

Some of the posters feature an attractive picture of a fruit or vegetable accompanied by a simple direction and “How easy is that?” tagline. Some additional posters feature a child eating a healthy snack.

http://www.idph.state.ia.us/pickabetersnack/social_marketing.asp

Monthly Lessons

Monthly lessons are available for teachers in grades K-5th grade.

<http://www.idph.state.ia.us/Pickabetersnack/teachers.asp>

Family Newsletters

Monthly newsletters are often sent through schools. Each contains tips making healthy changes and saving money in the process.

<http://www.idph.state.ia.us/Pickabetersnack/newsletters.asp>



Additional Resources

- **Iowa Department of Education - School Nutrition Standards 2012:** Information about the new meal pattern requirements and resources to assist in implementation. www.tinyurl.com/schoolnutritionstandards2012
- **Fruits and Vegetables Galore:** includes diagrams of salad bar setups and recipes for salads-to-go and salad shakers. http://teammnutrition.usda.gov/Resources/fv_galore.html
- **Let's Move Salad Bars to Schools:** includes funding opportunities, resources on how to set up a salad bar and fundraising tips. <https://saladbars2schools.org/>
- **Produce Safety University:** series of resources on produce safety that describe best practices for receiving, storing, handling, and purchasing fresh and fresh-cut produce through videos, fact sheets, and PowerPoint presentations. <http://nfsmi.org/ResourceOverview.aspx?ID=394>
- **Salad Bars - The Lunchbox Guide:** addresses the many areas that districts need to address when considering adding salad bars to their meal programs. <http://www.thelunchbox.org/resources/salad-bar>



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BEST PRACTICES

HANDLING FRESH PRODUCE IN SCHOOLS

Fruits and vegetables are an important part of a healthy diet. Introducing children to them in schools will improve their present and future health. Fresh produce must be handled safely to reduce the risks of foodborne illness. There are a number of steps that foodservice employees can take to minimize the chances for fruits and vegetables they handle to become contaminated. Best practices for handling all types of produce are described in this fact sheet, along with practices specific to leafy greens, tomatoes, melons, and sprouts.

Contamination of produce with harmful microorganisms can occur at all stages of production, processing, transportation, storage, preparation, and service. To prevent foodborne illness, fresh produce needs to be handled with care at each step from farm to table.

Recommendations For Handling Fresh Produce

PURCHASING AND RECEIVING

- Use purchasing specifications that include food safety requirements, such as maintaining produce at the proper temperature, maintaining clean and pest-free storage areas and delivery vehicles, and complying with federal and state food safety laws and regulations.
- Ensure suppliers are getting produce from licensed, reputable sources.
- Check storage and handling practices of vendors.
- Establish procedures for inspecting and accepting or rejecting incoming deliveries. Procedures should include checking the condition of the fresh produce and the transportation vehicles to make sure specifications are met.

WASHING AND PREPARATION

- Inspect produce for obvious signs of soil or damage prior to cutting, slicing, or dicing. When in doubt about damaged produce, either cut away the affected areas or do not use the item.
- Wash produce before serving or cutting using either:
 - Continuous running water.
 - Chemical disinfectants, used according to the manufacturer's label instructions for recommended concentration and contact time. *Note: Do not soak produce or store in standing water.*
- Do not rewash packaged produce labeled "ready-to-eat," "washed," or "triple washed."
- Wash thoroughly with hot soapy water all equipment, utensils, and food contact surfaces that come into contact with cut produce. Rinse, sanitize, and air-dry before use.

HAND HYGIENE

- Wash hands thoroughly with soap and water before handling or cutting fresh produce. Rewash hands after breaks, visiting restrooms, sneezing, coughing, handling trash or money, or anytime hands become soiled or otherwise contaminated.
- Use a barrier such as gloves, deli paper, or an appropriate utensil to touch ready-to-eat produce. *Note: This does not eliminate the need for frequent proper handwashing.*
- Always wash hands before putting on disposable gloves.
- Change disposable gloves anytime the gloves may have been contaminated or when changing tasks.
- Do not wash or reuse disposable gloves.
- Change disposable gloves if they are torn or damaged.





SERVING

- Do not store produce in direct contact with ice or water while on display on serving lines and salad bars.
- Mark the time when cut produce is displayed without refrigeration. Display cut produce for a maximum of 4 hours if not in a refrigeration unit or containers surrounded by ice. Discard any uneaten produce at the end of 4 hours.
- Create safe salad bars and self-service lines by taking the following actions:
 - Protect food with sneeze guards or food shields in a direct line between the food and the mouth or nose, usually 14 to 18 inches above the food.
 - Use cleaned and sanitized long-handled tongs, spoons, and ladles so bare hands do not touch food and the utensils do not drop into the serving pans.
 - Change utensils periodically.
 - Set up the salad bar or self-service line as close to mealtime as possible to reduce the time that produce sits out.
 - Keep cold foods at or below 41°F in a refrigeration unit or surrounded by ice.
 - Monitor and document the internal temperature of self-service items every 30 minutes as with other foods on the service lines.
 - Clean up spills promptly. Wiping clothes should be stored in sanitizing solution and laundered daily.
 - Teach children salad bar etiquette. Assign an adult to monitor the salad bar and self-service line to make sure the customers—especially children—are not touching food with their hands, tasting food while in line, putting their heads under the sneeze guard, or returning food items.
 - Clearly label all salad dressings and other containers to discourage tasting.
 - Never add freshly prepared food to food already on salad bars and self-service lines.

STORAGE

- Maintain produce at the temperature recommended for the variety and particular stage of ripeness.
- Store produce at least 6 inches off the floor, including in walk-in refrigerators.
- Store produce in a covered container and above other items that might cause contamination.
- Follow manufacturer's instructions for the product such as "keep refrigerated" or "best if used by."
- Establish a policy for produce that is cut in-house to specify how long the refrigerated cut product may be used. Mark the product with "prepared on" or "use by" date.
- Wash produce just before preparation, not before storage.

TRAINING AND GENERAL FOOD SAFETY PRACTICES

- Develop training programs to teach the importance of food safety and proper handling of produce to all food handlers.
- Practice good food safety and food handling techniques to prevent cross-contamination.

Recommendations For Specific Types Of Produce



MELONS

- Avoid using whole melons that have visible signs of decay or damaged rinds (such as mechanical damage or cracking) due to the increased risk that harmful bacteria may have contaminated the melons.
- Wash the outer surface of the melon thoroughly under running cool tap water to remove surface dirt. Scrub melons with a clean produce brush before cutting. Cut away any bruised or damaged areas before serving.
- Discard cut melons after 4 hours if maintained at 41°F or above. If possible, display cut melons in a refrigerated case, not just on top of ice.
- Display cut melons for a maximum of 4 hours without being kept cool with refrigeration or ice and discard uneaten melons at the end of 4 hours.
- Mark the date on refrigerated cut melons to indicate that they must be consumed or discarded within 7 days.



TOMATOES

- Do not wash tomatoes in cold water. Use wash water temperatures that are at least 10°F warmer than the internal tomato temperature to prevent exterior bacteria from entering the interior of the tomato during washing.
- Ensure whole tomatoes are free from obvious signs of soil and skin damage, such as punctures, prior to cutting, slicing, or dicing. Either cut away any bruised or damaged areas, or do not use the tomato.
- Hold tomatoes at 41°F or below after cutting, including during display on serving lines and salad bars.
- Ensure the temperature of tomatoes purchased as fresh-cut (i.e., sliced, diced, or chopped) is 41°F or lower upon delivery and the tomatoes were kept cool continuously during transport. Reject fresh-cut tomatoes delivered at a temperature higher than 41°F.
- Mark the date on refrigerated cut tomatoes to indicate that they must be consumed or discarded within 7 days.
- Do not store cut tomatoes in direct contact with ice or water.



LEAFY GREENS

- Do not use leafy greens with visible signs of decay or damage because there is an increased risk of the presence of harmful bacteria. When in doubt about the use of decayed or damaged product, either remove the unusable portions or do not use the leafy greens.
- Do not rewash packaged produce labeled "ready-to-eat," "washed," or "triple washed."

SPROUTS

Due to the increasing number of illnesses associated with eating raw sprouts, the Food and Drug Administration has advised all consumers—especially children, pregnant women, the elderly, and persons with weakened immune systems—to not eat raw sprouts as a way to reduce the risk of foodborne illness. All sprouts should be cooked thoroughly before eating to reduce the risk of illness.

Resources

Council for Agricultural Science and Technology. **Food Safety and Fresh Produce: An Update.**

Available at <http://www.cast-science.org/publications.asp>

Food and Drug Administration. **Draft Guidance for Tomatoes, Leafy Greens, and Melons.**

Available at <http://www.fda.gov/Food/FoodSafety/Product-SpecificInformation/FruitsVegetablesJuices/FDAProduceSafetyActivities/ucm174086.htm>

Food and Drug Administration. **Safe Handling of Raw Produce and Fresh-Squeezed Fruit and Vegetable Juices.**

Available at <http://www.cfsan.fda.gov/~dms/prodsafe.html>

National Restaurant Association. **Guidelines on How to Keep Salad Bars Safe.**

Available at http://www.restaurant.org/foodsafety/how_to_salad.cfm

U.S. Department of Agriculture. **Fresh Fruit and Vegetable Program Handbook.**

Available at <http://www.fns.usda.gov/cnd/FFVP/Resources/FFVPhandbookFINAL.pdf>

U.S. Department of Agriculture. **Fruits & Vegetables Galore: Helping Kids Eat More.**

Available at http://www.fns.usda.gov/TN/Resources/fv_galore.html

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NATIONAL FOOD SERVICE MANAGEMENT INSTITUTE,

The University of Mississippi; Telephone: 800.321.3054; Item number ET100-10



HACCP-Based SOPs

Preventing Contamination at Food Bars (Sample SOP)

PURPOSE: To prevent foodborne illness by ensuring that all items held on food bars are protected from contamination.

SCOPE: This procedure applies to anyone who is responsible for maintaining and monitoring the self-service food bars.

KEY WORDS: Contamination, Self-Service, Salad Bars, Food Bars

INSTRUCTIONS:

1. Train foodservice employees on using the procedures in this SOP.
2. Follow State or local health department requirements.
3. Follow Employee Health Policy, Personal Hygiene, and Washing Hands SOPs. (Employee health policy is not included in this resource.)
4. Follow manufacturer's instructions for pre-heating and pre-chilling food bar equipment before use.
5. Place all exposed food under sneeze guards.
6. Provide an appropriate clean and sanitized utensil for each container on the food bar.
7. Replace existing containers of food with new containers when replenishing the food bar.
8. Assist customers who are unable to properly use utensils.
9. Ensure that customers use a clean dish when returning to the food bar.
10. Store eating utensils with the handles up or in a manner to prevent customers from touching the food contact surfaces.
11. Avoid using spray chemicals to clean food bars when in use.

MONITORING:

1. Monitor and record temperatures of food in accordance with the Holding Hot and Cold Potentially Hazardous Foods SOP.
2. Continually monitor food containers to ensure that utensils are stored on a clean and sanitized surface or in the containers with the handles out of the food.
3. Continually monitor customers' use of the food bar to ensure that customers are not:
 - Touching food with their bare hands
 - Coughing, spitting, or sneezing on the food
 - Placing foreign objects in the food

HACCP-Based SOPs

Preventing Contamination at Food Bars, continued (Sample SOP)

MONITORING, continued:

- Using the same plate for subsequent trips

CORRECTIVE ACTION:

1. Retrain any foodservice employee found not following the procedures in this SOP.
2. Remove and discard contaminated food.
3. Demonstrate to customers how to properly use utensils.
4. Discard the food if it cannot be determined how long the food temperature was above 41 °F or below 135 °F.

VERIFICATION AND RECORD KEEPING:

The foodservice manager will verify that foodservice employees are assigned to maintain food bars during all hours of operation. Foodservice employees will record temperatures of food items and document corrective actions taken on the Hot and Cold Holding Temperature Log. The foodservice manager will complete the Food Safety Checklist daily. This form is to be kept on file for a minimum of 1 year. Foodservice employees will document any discarded food on the Damaged or Discarded Product Log. The foodservice manager will verify that appropriate corrective actions are being taken by reviewing, initialing, and dating the Damaged or Discarded Product Log each day. The Hot and Cold Holding Temperature Log and the Damaged or Discarded Product Log are to be kept on file for a minimum of 1 year.

DATE IMPLEMENTED: _____ **BY:** _____

DATE REVIEWED: _____ **BY:** _____

DATE REVISED: _____ **BY:** _____

Salad Bar Etiquette

- 1 Always wash your hands first.
- 2 Use utensils. NEVER USE YOUR FINGERS.
- 3 If a utensil or plate falls on the floor, don't put it back. Tell a cafeteria person.
- 4 Don't taste food items at the salad bar.
- 5 Take a small amount of new foods to try.
- 6 Take only what you can eat.
- 7 Don't bring food back to the salad bar.
- 8 DON'T PUT YOUR HEAD UNDER THE SNEEZE GUARD OR FOOD SHIELD. Ask a friend or a cafeteria person to help if you can't reach.
- 9 Always be polite in line. Wait your turn.
- 10 Always use a clean plate for seconds.



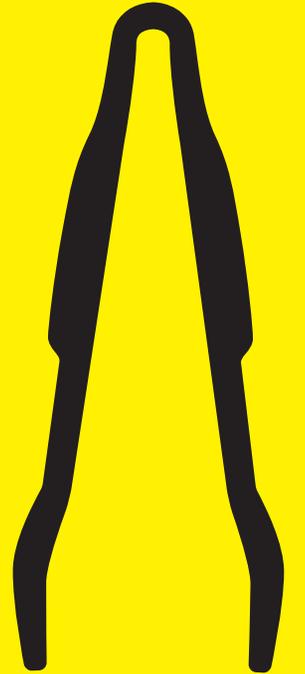


and not your hands

UTENSILS



Please use



Please use

UTENSILS



and not your hands





Handling Fresh Produce on Salad Bars*

Follow these recommendations to reduce the risk of foodborne illness from salad bars or self-service lines. Follow your school district's food safety plan for appropriate actions when temperature standards are not met.

Preparation and Set Up

- Use equipment with food shields or sneeze guards. In elementary schools, equipment with a solid barrier between the students and the food is recommended.**
- Consider offering pre-packaged or pre-portioned items for students in all grades. In elementary schools, pre-packaged or pre-portioned items are recommended for all self-service items.**
- Place a clean and sanitized utensil in each container on the salad bar. Replace utensils at the beginning of each meal period.
- Label containers to identify foods and condiments.
- Use dispensers or single-use packages for salad dressings and other condiments.
- Set up the salad bar just prior to serving time.
- Select container size so that food is used within one meal period.
- Provide individually wrapped eating utensils, or keep unwrapped utensils in containers with the handles up.

Temperature Control

- Verify that the temperature of equipment is at 41 °F or below before use.
- Check to be sure the bottom of the pan comes into contact with the ice or ice pack, when using them for temperature control.
- Chill foods to an internal temperature of 41 °F or below before placing on the salad bar.
- Check and record internal temperatures of each food item with a clean, sanitized, and calibrated thermometer before placing it on the salad bar. Check at least every two hours to verify that it remains at or below 41 °F.

Supervision

- Consider using a serving line with a solid food shield in elementary schools, allowing students to select items for assisted service rather than self-service. Employees place selected items on a plate or tray, then pass it over the food shield to students.**



Handling Fresh Produce on Salad Bars, continued

- Monitor self-service salad bar in middle and high schools to ensure that students do not:
 - ◆ Touch food with bare hands.
 - ◆ Touch food with clothing or jewelry.
 - ◆ Cough, spit, or sneeze on food.
 - ◆ Use utensils in multiple containers.
 - ◆ Place foreign objects in food.
 - ◆ Place dropped food or utensils back into containers.
 - ◆ Use the same plate or tray on subsequent trips.
- Assist students with utensils, if needed.
- Avoid adding or layering freshly prepared food on top of food already on salad bars and self-service lines. Check with your state or local health department for regulations on replenishing food.
- Use a clean cloth or towel dipped in sanitizing solution to wipe surfaces during and between meal periods. Store sanitizing solution away from salad bar.

Clean Up

- Remove food immediately after the last meal period.
- Cover, label, date, and refrigerate food remaining at the end of service if it will be served the following day.
- Discard food that may have been contaminated, either unintentionally or intentionally.
- Use chemical sprays only after all food has been removed.

*These best practices are based on the 2009 FDA Food Code. Follow the food code for your local or state jurisdiction. Consult with your local health department if you have any questions. www.fda.gov/Food/FoodSafety/RetailFoodProtection/FoodCode/FoodCode2009/default.htm

**Recommendations based on 2010 NSF International/American National Standard Institute (ANSI) Standard 2 for Food Equipment. www.nsf.org

These best practices are consistent with NFSMI's Standard Operating Procedures for Holding Hot and Cold Potentially Hazardous Foods and Preventing Contamination at Food Bars.

<http://nfsmi.org/documentlibraryfiles/PDF/20080213010741.pdf>

<http://nfsmi.org/documentlibraryfiles/PDF/20080213011044.pdf>



1. Make circular cut with paring knife around top of pepper.



2. Pull stem from pepper; scoop out seeds and membrane with a spoon.

Dice, Chop, Mince, or Slice Bell Peppers

Compiled by Iowa State
University Extension, 2010



3. For strips, cut pepper into halves. Slice halves lengthwise into strips.



4. To **chop** or **dice**, gather strips together and slice crosswise into desired size pieces.



To **mince**, cut thinner strips, then chop into smaller pieces.



1. Trim off stem



2. Cut carrot in half



3. Slice carrot on four sides, so that it resembles a block

Dicing a Carrot
Compiled by Iowa State University Extension, 2010
with information from "How to Use a Chef Knife" by
Danilo Alfaro at
http://culinaryvarts.about.com/od/knivescutlery/ss/anat-knife_2.htm and Culinary Techniques for Healthy
School Meals by National Foodservice Management
Institute at
<http://www.nfsmi.org/ResourceOverview.aspx?ID=287>



4. Lay carrot on one side and cut lengthwise into 1/4 inch planks

5. Cut each plank into 1/4 inch strips



6. Gather strips and cut horizontally into small dice



1. Wash celery. Separate stalks and remove any soil by ends

2. Trim damaged ends



3. Cut the stalk into even cross sections. This will make it easier to make lengthwise strips

Chop or Dice Celery

Compiled by Iowa State University, 2010



4. Cut the sections into lengthwise strips. Make the strips narrow for a small dice, or wide for a larger dice, depending on recipe specifications



5. Slice across the strips crosswise to make the dice using rocking motion with knife



1. The best jicamas have few grooves and minimal bruising



2. Begin by peeling the skin



3. Slice jicama into manageable sections

Preparing Jicama

What is jicama?

- A root vegetable also known as a Mexican potato
- Slightly sweet and nutty taste
- High in vitamin C. No fat!
- Peel & eat raw or sauté with other vegetables



4. Cut section into strips or cubes.





1. Remove each end of the melon using a chefs knife



2. Place melon on cutting board, cut side down. Cut away skin



3. Cut melon in half. Using a large spoon remove and discard seeds

Slicing & Chopping Melons

Compiled by Iowa State University Extension,
2010



4. Slice into wedges



5. Turn fruit one quarter turn and slice again



1. Peel skin. Cut onion in half through the root with utility knife. Place onion half; cut side down, on cutting board.



2. Holding knife horizontally, make cuts in onion parallel to board, almost to root end. Cut onion vertically into thin slices, holding onion with fingers to keep its shape.



3. Turn onion and cut crosswise to root end. (The closer the cuts are spaced, the finer the onion will be chopped.) Repeat with remaining onion half.



Dice, Chop, or Mince Onions, Shallots, or Garlic

Compiled by Iowa State University Extension, 2010



To mince: run your knife across the pile a few times, chopping as you go.



1. Cut off about 1/4-inch from top & bottom of squash



2. Use a sharp vegetable peeler to peel off the outer layer of the squash



3. Make one long cut, down the middle from the top to bottom



4. Scrape out the seeds and the stringy pulp from the squash cavity

Peel & Cut Butternut Squash

Compiled by Iowa State University Extension, 2010 with information from the National Foodservice Management Institute Culinary Techniques for Healthy School Meals at <http://www.nfsmi.org/ResourceOverview.aspx?ID=287>



5. Lay the squash halves, cut side down on the cutting board

6. Working section at a time, cut the squash into slices, lengthwise

7. Lay the slices down & make another set of lengthwise cuts. Then make crosswise cuts to make cubes



This photo illustrates the proper chef's knife grip as seen from the inside or thumb-side of the cutting hand. The thumb grips the knife around the top of the blade, with the hand wrapped around the bolster of the knife.



Here we see the same grip from the opposite side. Note how the index finger is wrapped fully around the blade. The index finger and thumb should be opposite each other on either side of the blade while the remaining three fingers are loosely curled around the handle.



Your non-knife hand is called your "**guiding hand**," and its job is to hold the food to keep it from sliding around on the cutting board & prevent injury! Keep your fingertips tucked safely away, while still being able to firmly hold the food. The grip shown here is called the "**claw grip**." The side of the knife blade actually rests against the first knuckle of the guiding hand, which helps keep the blade perpendicular to the cutting board.

Proper Handling of a Chef Knife



In this **modified** version of the **claw grip**, the first knuckle of the guiding hand rests flat on the food product, with the fingers again curled inward safely. And this time the knife rests against the second knuckle rather than the first.

Each of these claw grips is acceptable, so use whichever one you feel comfortable with.

1. Wash hands using the
proper procedure



2. Wash, rinse, sanitize,
and air-dry all food-
contact surfaces,
equipment, and utensils
that will be in contact
with produce, such as
cutting boards, knives,
and sinks



4. Wash fresh
produce vigorously
under cold running
water

Washing Fresh Produce

3. Wash all raw vegetables
thoroughly before combining with
other ingredients, including
unpeeled and peeled varieties



Even if you plan to
peel your produce,
you **need** to wash it.
Bacteria on the
unwashed peel can
transfer onto the
part you eat



5. Scrub the
surface of firm
vegetables using
a clean and
sanitized brush
designed for
this purpose



6. Label, date,
and refrigerate
fresh-cut items



Daily Food or Condiment Bar Food Production Record

Date: _____

School: _____

Grade group # who have access to food bar

Grade K-5 (A)

Grade 6-8 (B)

Grade 9-12 (C.)

Adults (D)

Vegetable Subgroup Key

DG=Deep Green; **RO**=Red Orange;

BP= Beans and Peas(Legumes)

S=Starchy; **O**=Other

Grain Identification Key

WG=whole grain rich

Meat/Meat Alternate	serv size	# serv used A	# serv used B	# serv used C	# serv used D		Prepared Salads	serv size	# serv used A	# serv used B	# serv used C	# serv used D
Grains/bread: note WG by name of item	serv size	# serv used A	# serv used B	# serv used C	# serv used D		Salad Drsgs	serv size	# serv used A	# serv used B	# serv used C	# serv used D
Vegetable; note subgroup by name of item	serv size	# serv used A	# serv used B	# serv used C	# serv used D		Fruit	serv size	# serv used A	# serv used B	# serv used C	# serv used D
Other items or Condiments	serv size	# serv used A	# serv used B	# serv used C	# serv used D		Notes					

Scoops (Dishers)



Size/No. ¹	Level Measure	Color Code ²
6	2/3 cup	
8	1/2 cup	
10	3/8 cup	
12	1/3 cup	
16	1/4 cup	
20	3-1/3 Tbsp	
24	2-2/3 Tbsp	
30	2 Tbsp	
40	1-2/3 Tbsp	
50	3-3/4 tsp	
60	3-1/4 tsp	
70	2-3/4 tsp	
100	2 tsp	

¹Scoops are left or right hand or squeeze type that can be used for both hands. Number on the scoop indicates how many level scoops make one quart. For example, eight No. 8 scoops = 1 quart.



²Use colored dots matching the brand-specific color coding of scoop sizes.

Ladles Portion Servers



Ladle fl oz	Approx Measure	Portion Server fl oz
1 oz	1/8 cup	1 oz
2 oz	1/4 cup	2 oz
3 oz	3/8 cup	3 oz
4 oz	1/2 cup	4 oz
6 oz	3/4 cup	6 oz
8 oz	1 cup	8 oz
12 oz	1-1/2 cups	—

Ladles and portion servers (measuring-serving spoons that are volume-standardized) are labeled "oz." "fl oz" would be more accurate since they measure volume, not weight.

Use ladles for serving soups, stews, creamed dishes, sauces, gravies, and other liquid products.

Use portion servers (solid or perforated) for portioning solids and semi-solids such as fruits and vegetables, cookie dough, and condiments.

Cooking or Serving Spoons

Solid Spoons



Perforated Spoons



Slotted Spoons



Spoons vary in length (11", 13", 15", 18", 21") for ease of use in cooking or serving. Spoons can have plastic handles that are heat-resistant. Level scoops, ladles, and portion servers provide more accurate portion control than serving spoons that are not volume-standardized measure.

Specialty Spoons



A thumb notch on a server or spoon handle prevents the spoon from slipping into the pan and prevents hands from sliding into the food. Triple-edge (solid or perforated) spoons have a flat edge that increases the area where the spoon touches the bottom of the pan when stirring.

MENU TEMPLATE – Lunch K-5, 6-8, and 9-12

	Mon	Tue	Wed	Thurs	Fri	Wk Total
Menu Meat/meat alternate Grain Fruit Vegetable Milk						
Meat/Meat Alternate K-5 (8 – 10 oz eq per wk; 1 oz min per day) 6-8 (9 – 10 oz eq per wk; 1 oz min per day) 9-12 (10-12 oz eq per wk; 2 oz min per day)						
Vegetables						
Dark green (K-12 ; 1/2 cup per week)						
Red/Orange (K-8 ; 3/4 cup per week) (9-12 ; 1-1/4 cups per week)						
Beans/Peas (Legumes) (K-12 ; 1/2 cup per week)						
Starchy (K-12 ; 1/2 cup per week)						
Other (K-8 ; 1/2 cup per week) (9-12 ; 3/4 cup per week)						
Additional (K-8 ; 1 cup per week) (9-12 ; 1-1/2 cup per wk)						
Total Vegetables K-8 (3/4 cup/day; 3 3/4 cup/wk) 9-12 (1 cup/day; 5 cup/wk)						
Grains K-5 (8 – 9 oz eq per week; 1 oz min per day) 6-8 (8 – 10 oz eq per week; 1 oz min per day) 9-12 (10-12 oz eq per wk; 2 oz min per day)						
Fruits K-8 ; (1/2 cup/day; 2 1/2 cup/ wk) 9-12 ; (1 cup/day; 5/cup/wk)						
Fluid Milk K-12 (1 cup/day;5 cups/ wk)	Skim Milk or 1% (8 oz)					