

## Requirements for Transporting Meals Presentation Script



### Slide 1

Good afternoon and welcome to the Transport webinar. We are so pleased you can join us. In this webinar we will cover the material on transporting meals and then take your questions at the end. You may submit questions throughout the presentation by clicking on the Q & A Tab, typing in your question and then hitting the submit button. In addition to the material in the presentation, there are handouts available by clicking on the Handouts button.

Handouts:

Transport Records for Bulk and Pre-Pack

HACCP Standard Operating Procedures for Transport Meals

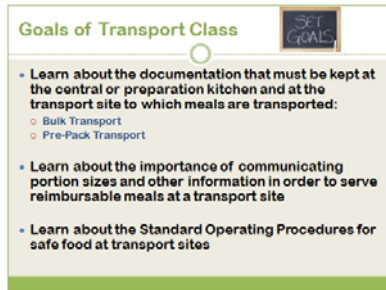


### Slide 2

This webinar is brought to you by the California Department of Education, Nutrition Services Division, and the Center for Nutrition in Schools at the University of California, Davis, which is a part of the California Professional Nutrition Education and Training, or Cal-Pro-Net, system.

My name is Peggy Stevenson. I am the retired director of Nutrition Services at Antioch Unified School District. During the 38 years that I worked as a supervisor and director in child nutrition programs, I also taught classes at community colleges, developed training for USDA and wrote manuals and curriculum for the California Department of Education and the Cal-Pro-Net centers at Fresno and Davis. As the lead developer for this webinar, I worked with the project manager for CDE, Louise Casias, RD, a Nutrition Education Consultant with the Nutrition Services Division, and Dr. Marilyn Briggs, Phd, RD, and Co-Director for the Center for Nutrition in Schools.

Louise and Marilyn are both present today and Louise will help provide answers for your questions.

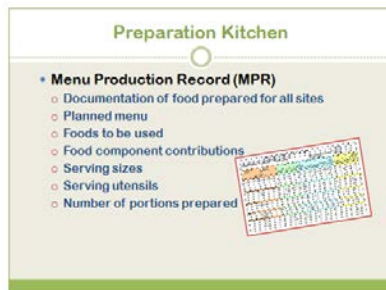


Slide 3

We are here to help you learn about transport meals and to make this a useful class that will give you skills and ideas to use tomorrow.

The goals for this class are to:

Read the slide.



Slide 4

We are going to start with what needs to be done at the central or preparation kitchen. This is where the documentation for the meal is begun. The central kitchen documents the foods used in the preparation of the various menu items and their contribution to the food components. It records all the information required “before serving” on a menu production record. That information includes totals for all sites served, which may include a serving site at the location of the central kitchen, or may be only for transport sites.

The information recorded would include the date the food will be served, the central kitchen site, the planned menu, the foods and recipes used, the contribution of each food or food item to the food components, the serving sizes, the serving utensils and the number of portions prepared.

The central kitchen then prepares a transport record to be sent to each individual transport site served, that indicates the foods or food items that are being sent to that particular site. The information the transport site needs to serve the meal correctly to meet the requirements for a reimbursable meal will be entered on the transport record.



Slide 5

The menu listed here is the one we will use as a sample menu for this webinar. There are choices and a variety of hot and cold items.

When we go on to look at our transport sites, we will look at a hot bulk transport, a cold bulk transport, a hot pre-pack transport and a cold pre-pack transport. Using the same menu and numbers for each site will let you compare and contrast the types of service and the types of transport records.

This document is a Menu Production Record (MPR) spreadsheet. It features a grid with columns for recipe names, quantities, and various food components such as protein, grains, fruits, and vegetables. To the right of the grid, there are several instructional paragraphs explaining how to use the MPR, including notes about standardized recipes and how to record quantities for different types of ingredients.

Slide 6

This menu production record uses standardized recipes in its format. If you are using a standardized recipe, you do not have to list each individual ingredient in your recipes on the MPR because you will have already calculated the contribution of the ingredients in the recipe to the food components. So instead of listing all the ingredients, you list the recipe, decide on the projected servings and then record how many times the recipe you will prepare. In this case, we have a recipe for the main dishes and list the number of times the recipe will be prepared: 20 x the recipe for the burrito and 15 x the recipe for the BBQ chicken, for example.

For other menu items, it is simpler and clearer to decide on the projected servings and then write in the amount of food to be prepared, such as how many #138 apples or cases of apples, how many #10 cans of sliced peaches, and how many cases of Taco Sauce packets.

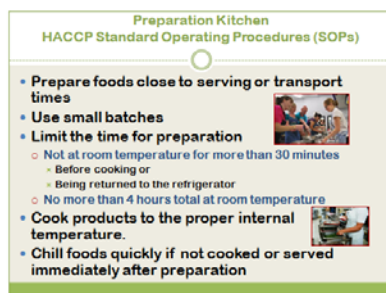


Slide 7

Before we go on to look at the transport records for this middle school menu, let’s stop and review the Hazard Analysis Critical Control Point, or HACCP, Standard Operating Procedures, or SOPs, that are pertinent to a central kitchen. The Standard Operating Procedures outlined in this webinar are from the National Food Service Management Institute. You can find them by going to the address on the slide or just search for NFSMI SOPs. Some of the SOPs used in this webinar are in the handouts. Every district in the Child Nutrition Programs is required to have a HACCP plan and part of that plan includes SOPs. You may use the NFSMI’s as a starting base. Here are a few of the SOPs:

- Wash hands prior to preparing foods.
- Use clean and sanitized equipment and utensils while preparing food.
- Separate raw foods from ready-to-eat foods by keeping them in separate containers until ready to use and by using separate dispensing utensils.
- Pre-chill ingredients for cold foods, such as sandwiches, salads, and cut melons, to 41 °F or below before combining with other ingredients.

All HACCP rules and SOPs are based on the national Food Code. In CA it is the Cal Retail Food Code which is a part of the CA Health and Safety Code.

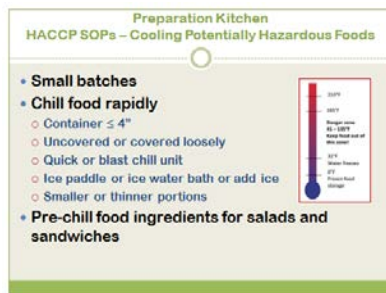


Slide 8

Additional SOPs that are pertinent to a central kitchen are to

- Prepare foods as close to serving or transport times as the menu will allow.
- Prepare food in small batches.
- Limit the time for preparation of any batches of food so that ingredients are not at room temperature for more than 30 minutes before cooking or being returned to the refrigerator and no more than 4 hours total for all steps.

- Know the correct internal temperature to be reached when cooking foods and record them as part of your food safety documentation. See the Standard Operating Procedure for the proper internal temperatures for various foods.
- Chill quickly any potentially hazardous foods that are not cooked or served immediately after preparation.



Slide 9

Because central kitchens often prepare food in advance of the day of service, cooling the food correctly is critical for food safety. These SOPs address that issue and ask us to:

- Prepare and cool food in small batches.
- Chill food rapidly using an appropriate cooling method. Some of the things you can do to cool food rapidly include
  - Placing food in shallow containers no more than 4 inches deep, uncovered, on the top shelf in the back of a cooler.
  - Using a quick-chill unit such as a blast chiller.
  - Stirring the food with an ice paddle.
  - Pre-chill ingredients and containers used for making bulk items such as salads, which helps to quickly chill the final product.



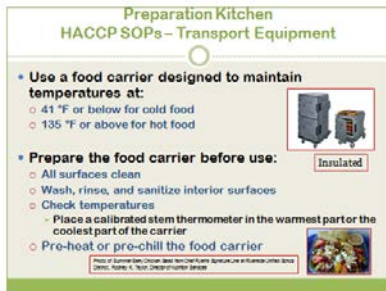
Slide 10

This is a list of important procedures when using transport equipment. The equipment used needs to:

- Keep frozen foods frozen during transportation.
- Maintain the temperature of refrigerated, potentially hazardous foods at 41 °F or below and cooked foods that are transported hot at 135 °F or above.

Use only food carriers for transporting food that have been approved by the National Sanitation Foundation International or that have otherwise been approved by the state or your local health department.

The picture shows a typical electric carrier for hot foods that can be plugged in before and after transport.



Slide 11

Additional considerations for transport equipment require that the central kitchen

- Prepare the food carrier before use:
  - Ensure that all surfaces of the food carrier are clean.
  - Wash, rinse, and sanitize the interior surfaces.
  - Ensure that the food carrier is designed to maintain cold food temperatures at
    - 41 °F or below for cold
    - and 135 ° and above for hot food
  - Place a calibrated stem thermometer in the warmest part of the carrier if used for transporting cold food, or the coolest part of the carrier if used for transporting hot food. Refer to the Using and Calibrating Thermometers SOP for more information.
  - Pre-heat or pre-chill the food carrier according to the manufacturer’s recommendations.
  - The picture in the upper right corner shows a typical insulated food carrier.
  - The picture below is of a cold salad on the Riverside Unified School District Signature Line menu.

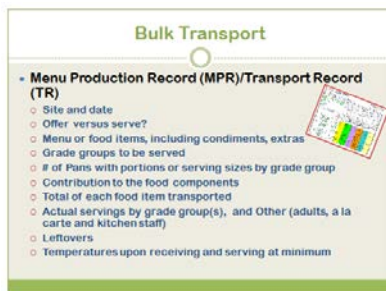


Slide 12

And finally, here are standard operating procedures regarding containers and trucks. You need to

- Store food in containers suitable for transportation. The containers should be:
  - Rigid and sectioned so that foods do not mix

- Tightly closed to retain the proper food temperature
- Nonporous to avoid leakage
- Easy-to-clean or disposable
- Approved to hold food
- You must also place food containers in food carriers and transport the food in clean trucks and get the food to remote sites as quickly as possible.
- The picture shows a dual temperature transport cart that may also be used for holding the food. This is a great option for sites with no holding equipment.



Slide 13

The bulk transport record is used to document what is sent to an individual site and then it is used by the transport site to record food served and leftover. It must contain most of the information that would be found on any menu production record used for onsite production.

What it does not need to include is the foods or recipes used. That is documented on the central kitchen menu production record.

The transport record must include: Read list above.

Slide 14

There is no required format for a transport record, but here is one that has recently been revised and is available as one of the handouts. It has been completed for Maintown Middle School, grades 6-8. The hot food is being heated at the central kitchen and then transported.

The sections with green as the background are the sections that are completed by the central kitchen. The record is then sent with the food to the transport site.



The sections filled in are the preparation kitchen name, transport site, date of meal service, # of meals sent, the person who counted and packed the food, whether it is breakfast or lunch, the complete menu including extras and condiments, the menu items and their serving size, the contribution of each menu item to the food components, the number of portions of each menu or food item sent, and the temperature of each item at the time of packing and at the time of transport.

All of this information is necessary for the transport site to serve the meal correctly and document that reimbursable meals are served.

The screenshot shows a 'TRANSPORT RECORD' form. It includes sections for 'Menu Items', 'Temperature', and 'Counts'. The 'Menu Items' section lists items like 'Milk', 'Fruit', and 'Bread' with their respective counts. The 'Temperature' section has fields for 'Temperature at Packing Time' and 'Temperature at Transport Time' for different items. The 'Counts' section has columns for 'Total Sent', 'Offered', 'Served', and 'Leftovers' for each menu item. There are also fields for 'Preparation Kitchen Name', 'Transport Site', 'Date of Meal Service', and 'Person who Counted and Packed the Food'.

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The sections with the peach background are the sections that are to be completed at the transport site. They include whether offer versus serve is in effect, the temperature of each item at delivery and serving time, the number of meals and menu items served to students, staff and adults or as a la carte, and the leftovers for each item. Comments may also be added.

Comments might also have been sent from the central kitchen with special instructions or notes on the menu.

If the temperature of any food is not in the safety zone, the cold food should be quickly chilled - if the last temperature measurement was 41 or below within the last 2 hours. If a hot food is in the danger zone, it should be heated to 165 degrees for 15 seconds and then held at 135 degrees or higher – that is if the last temperature was 135 or higher and taken within the last 2 hours. Always discard food if you cannot determine how long the food was in the danger zone. If the transport site does not have a way to heat food to 165, they could use time as the control, if they know what time the food left the safety zone and then discard any food in the danger zone for 4 hours or more.

This is another screenshot of a 'TRANSPORT RECORD' form, similar to the one above. It shows the same layout with fields for menu items, temperatures, and counts. The 'Menu Items' section lists items like 'Milk', 'Fruit', and 'Bread'. The 'Temperature' section has fields for 'Temperature at Packing Time' and 'Temperature at Transport Time'. The 'Counts' section has columns for 'Total Sent', 'Offered', 'Served', and 'Leftovers'. There are also fields for 'Preparation Kitchen Name', 'Transport Site', 'Date of Meal Service', and 'Person who Counted and Packed the Food'.

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Slide 18

This is another format for bulk transport. In this example the food is being transported cold. It will be heated at the site, Suburb Middle School.

It has the same information, but it is arranged differently.

Either of these forms can be adapted to your own menu. The forms are provided in Word and can be changed fairly easily.

Slide 19

Again, the peach background indicates the sections that will be completed at the transport site. The first column highlighted is where the receiving site checks off that the food received matches the number of portions indicated as sent by the central kitchen. This is a critical step for the transport site. Once service has begun and if the staff just then realizes they are short of an item, it is difficult to get food replaced either from the central kitchen or from storage at the transport site.

**Bulk Transport**

- Reimbursable Meal
  - Food Items
    - List all of the menu and food items sent - with serving size
    - List the food components provided by each of the menu and food items for that serving size
  - Serving Sizes
    - List by common serving sizes
      - Volume for fruits and vegetables
      - Weight or cut or number of items such as nuggets for meats/meat alternates
      - Description and number of pieces plus weight of serving for grains
      - Fluid ounces for milk

Slide 20

In order for the transport site to serve reimbursable meals, particularly if offer versus serve is in effect, they need that complete and accurate information about the food items that is provided on the transport record.

All of the menu and food items must be listed and the food components in each menu or food item provided with the serving size and the serving utensil where needed. This helps with substitutions. A chart with possible reimbursable selections would also be helpful for the cashier.

Without the serving sizes, a bulk transport site might not have the knowledge and skills to serve a reimbursable meal. The serving size should be stated in an easily recognized form. Volume should be used for fruits and vegetables as the meal pattern is based on volume for those food components. The weight of items such as sandwich meat or cheese, the cut for pans of items such as lasagna, or the number of items for foods such as nuggets, pieces of fish or chicken would be appropriate. For grains, the description of a serving, or the number of pieces, plus the weight of a serving would be most helpful. Milk is set by fluid ounces and is usually sent by the carton, so there is little room for error.

The picture shows bulk items sent in an insulated container from which the food could also be served.



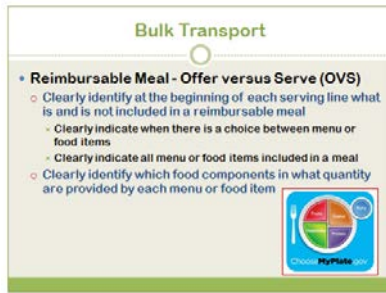
Slide 21

If the transport site does not have offer versus serve and is using traditional meal service where all foods on the menu must be taken, the site must identify on each serving line what is included in a reimbursable meal and must therefore be taken. Any additional items that are sold a la carte must also be identified so that they are not selected in error by a student that does not have the ability to pay for the item, which could cause them humiliation.

If there are choices among the menu items, as for this menu, then it must be clear to students what they may select from and what they must select. You must make it very clear when the student must take a food, whether it is the one and only entrée or whether it is a selection of one or more fruits or vegetables.

The cashier or end of the line monitor must then be certain to check that all required menu items are taken by each student and that the student therefore has a reimbursable meal under traditional meal service.

The picture shows a selection of food items offered at Elk Grove Unified School District. Without identifying what constitutes a reimbursable meal, the student would not know whether they must take one, or may only take one or may take one of each.



Slide 22

With offer versus serve, the site must also clearly identify at the beginning of the line what is and is not included in a reimbursable meal.

Clearly indicate when there is a choice between menu or food items and clearly identify all of the menu or food items included in a meal. This is more difficult to do as there are various combinations of menu or food items that will make it a reimbursable meal. Many schools are using charts and pictures, often incorporating the MyPlate concept.

It is helpful to students to know which food components are in which menu or food items and that they must select three of the five components offered. Some schools are using color coding, stars, or other identifying markers for each of the food components. Students must also know about the ½ cup fruit or vegetable requirement, how different combinations they select might meet that requirement and so on.



Slide 23

Of course, it is essential that staff be trained on all of the offer versus serve requirements, too. Train your staff that:

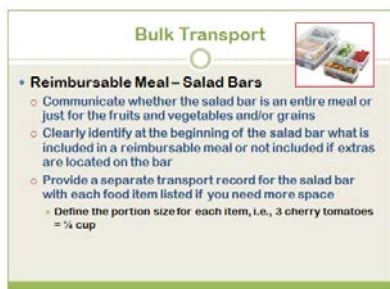
Students may decline two components at lunch or one food item at breakfast

To qualify as a component not declined, the full amount of planned grains and meats/meat alternates must be taken

Every student must take a minimum of ½ cup serving of fruit or vegetable or combination of both

½ cup of fruit or vegetable counts as the full component for OVS only once for a meal and

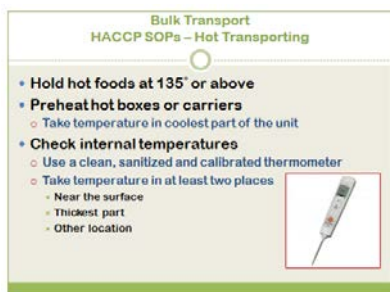
The second fruit or vegetable to be counted for offer versus serve must be the full quantity required for the grade level



## Slide 24

If a transport site has a salad bar, the central kitchen must be clear with the site as to whether it is a full meal bar or just a fruit and vegetable bar or fruits and vegetables plus grains. As with all serving lines, there must be a sign or other way of identifying at the beginning of the salad bar all menu or food items offered in the full reimbursable meal, what may be an extra with a charge, such as a cookie, and what constitutes the requirements for offer versus serve where implemented.

For the salad bar, it is helpful to have a separate transport record listing each food item to be placed on the bar. The portion size for the contribution to the food components must be listed, for example, ½ orange = ¼ cup fruit or 1 apple = 1 cup fruit. This will assist the cashier or line monitor in determining the minimum of ½ cup as taken by the student and to determine if the menu meets the weekly vegetable subgroup requirements. The amount of each item sent is entered by the central kitchen. The transport site then records the amount leftover.

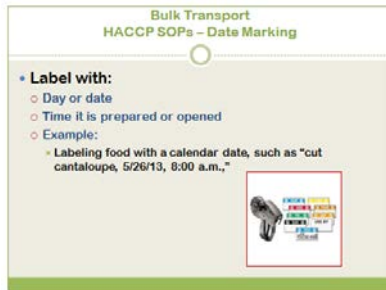


## Slide 25

Before we go on to look at pre-pack transport, let's review some SOPs that are important for both bulk and pre-pack transport.

For hot transporting, the following are important:

- Hold hot foods at 135° or above.
- Preheat hot boxes or carriers.
  - Take temperature by placing thermometer in coolest part of the unit.
- Check the internal temperatures of food using a clean, sanitized and calibrated thermometer before placing it into the food carrier.
- Take temperature in two places by inserting near the surface, at the thickest part and at various other locations.



## Slide 26

Date marking is important, especially where two days of a food item such as spaghetti sauce may be prepared with half of it frozen for future use.

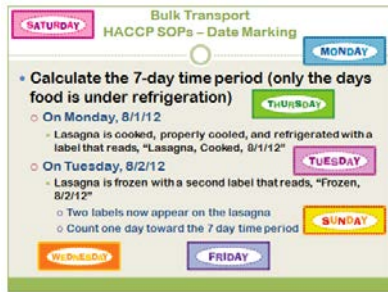
First let's look at cold potentially hazardous foods, including ready-to-eat.

- Use a label with the product name, the day or date, and time it is prepared or opened. Examples of how to indicate when the food is prepared or opened include:
  - Labeling food with a calendar date, such as "cut cantaloupe, 5/26/13, 8:00 a.m.,"
  - Identifying the day of the week, such as "cut cantaloupe, Monday, 8:00 a.m.," or
  - Using color-coded marks or tags, such as cut cantaloupe, blue dot, 8:00 a.m. means "cut on Monday at 8:00 a.m."



## Slide 27

- Label those ready-to-eat, potentially hazardous foods that are prepared on-site and held for more than 24 hours. Examples are cut melons and vegetables that have been cooked.
- Label any processed, ready-to-eat, potentially hazardous foods when opened, if they are to be held for more than 24 hours. Examples are convenience items such as burritos and hamburger patties.
- Serve or discard refrigerated, ready-to-eat potentially hazardous foods within 7 days. Many schools use a shorter period of time for added caution. Personally, I used 4 days.
- Of course, any food that is placed into storage, whether refrigerated, frozen or dry should be labeled if it is not stored in its original container and have dating of the preparation date and the date placed in storage.



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Now let’s look at foods that are cooked, cooled and refrigerated and/or frozen for future use.

- Calculate the 7-day time period by counting only the days that the food is under refrigeration. For example:
  - On Monday, 8/1/12, lasagna is cooked, properly cooled, and refrigerated with a label that reads, “Lasagna, Cooked, 8/1/12.”
  - On Tuesday, 8/2/12, the lasagna is frozen with a second label that reads, “Frozen, 8/2/12.” Two labels now appear on the lasagna.



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Since the lasagna was held under refrigeration from Monday, 8/1– Tuesday, 8/2, only 1 day is counted towards the 7-day time period.

- On Tuesday 8/16 the lasagna is pulled out of the freezer. A third label is placed on the lasagna that reads, “Thawed, 8/16.”
- All three labels now appear on the lasagna. The lasagna must be served or discarded within 6 days.



Slide 30



In my opinion, food quality is usually better when the food is heated at the transport site. This may mean that the food is cooked one day and reheated on another day or processed, ready-to-eat foods may be heated for the first time at the site. The standard operating procedures that apply to this are to:

- Heat processed, ready-to-eat foods from a package or can, such as canned green beans or prepackaged breakfast burritos, to an internal temperature of at least 135 °F for 15 seconds and place in hot holding.
- Reheat the following products to 165 °F for 15 seconds:
  - Any food that is cooked, cooled, and reheated for hot holding such as the lasagna we talked about earlier
  - Leftovers reheated for hot holding
  - Products made from leftovers, such as soup
  - Precooked, processed foods that have been previously cooled such as leftover breakfast burritos.



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Occasionally it may be necessary to reheat a few portions in a microwave.

- If using a microwave to reheat food for hot holding use the following method:
  - Heat processed, ready-to-eat foods from a package or can to at least 135 °F for 15 seconds
  - Heat leftovers to 165 °F for 15 seconds
  - Rotate (or stir) and cover foods while heating (unlike our picture)
  - Allow to sit for 2 minutes after heating to let the heat normalize throughout the product.
- Reheat all foods rapidly. The total time the temperature of the food is between 41 °F and 165 °F may not exceed 2 hours. That is why you should not use a holding cabinet to reheat food. It may take too long.
- Serve reheated food immediately or transfer to an appropriate hot holding unit.
- Take at least two internal temperatures from each pan of food.



The transport site is responsible for the sections with the peach background, which include whether offer versus serve is in effect, who received the food, the number of each pack or food item received is checked off, the temperatures at delivery and serving time are noted, and, of course, the number of meals served and the number of each item served to students, staff and adults, or as a la carte or leftover. Again there is a section for comments, either from the central kitchen or to the central kitchen.

As was mentioned before, if the food when received is not in the safety zone of below 41° or above 135°, corrective action must be taken. It should also be mentioned in the comments back to the central kitchen so that they can be aware of possible problems with their procedures or with the transport equipment.

Slide 35

This is a second format for pre-pack and is based on the bulk transport #2. A central kitchen that does some sites pre-pack and some bulk could use either the #1 or the #2 format for both prepack and bulk so that they are similar in look and may cause less confusion for staff.

There is no one form that is better than the other and you may design your own form or use one from a software company. Just be sure to check that all the required elements are included on the form you are using.

Slide 36

The sections for the transport site to complete are the same as for the bulk transport record #2. It may seem tedious at times to do all the record keeping that is required, but as federally and state funded programs, we have a responsibility not only to feed nutritious, reimbursable meals to students, but also to document that we did so in order to receive reimbursement monies.



Another problem is that there must have been some condiments served with the hamburger, but none are listed. Did the central kitchen forget to write them in? Are they stored at the receiving site and the staff there failed to add them to the record?



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Even with pre-pack meals, it is important for the receiving site to know what food items are in each pack and the food components provided by the food items in each pack.

It must be clear to transport staff what constitutes a meal. Which packs or combination of packs must a student take to have a reimbursable meal?

They must be able to clearly identify the choices for students with or without offer versus serve.

They must know which packs have the same components and where students may choose from within a set of packs. They must also know which are a required part of the lunch, depending on the type of meal service.

The picture shows some pre-packed items that are very attractive in their black bowls with clear lids.



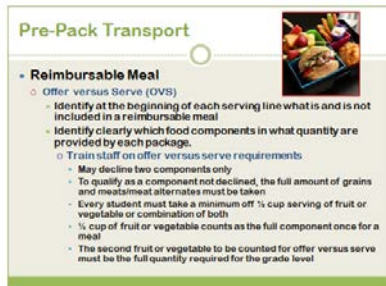
Slide 40

If there is traditional meal service at the site, the site must still identify at the start of each serving line what is and is not included in a reimbursable meal.

You must make it clear when there are choices and when the item is required. There may be a choice of entrée, and they may select one of several, but there may be no choice in the selection of a pack for fruits and vegetables or grains. Just make it easy and clear for the students with a sign or chart.

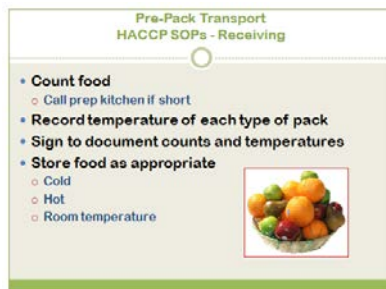
Again, the cashier or end-of-line monitor must be trained to know when the student has selected all of the food components for the meal so that it is reimbursable and contains everything the menu planner has planned for the meal.

The picture shows a fruit salad and a vegetable salad that must both be taken for this traditional meal service. With offer versus serve, they may only HAVE to take one, but could take both.



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Offer versus serve requires the identification of the meal also and this can be more complicated than traditional, but with pre-pack there are usually fewer choices and combinations than with bulk transport. You may want to package fruits and vegetables separately or in various combinations that meet the two-component requirements for fruits and vegetables. For instance, you could package 1/2 cup carrot sticks with 1 cup of a fruit for grades 9-12 and offer another 1/2 cup of vegetable separately, or you might offer 1/2 cup carrot sticks and 1/2 cup fruit for grades K-8 with another 1/4 cup of vegetable offered separately. Just remember that the full quantity required for the grade level must be available to the students.



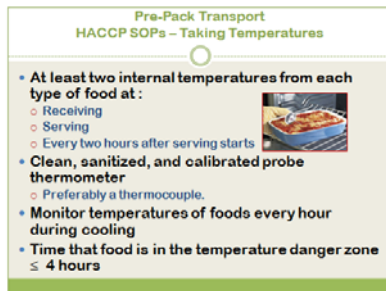
Slide 42

We are going to review more standard operating procedures for transport that apply to both pre-pack and bulk operations.

The first thing for a receiving kitchen to do is count the food. Any shortages should be reported to the central kitchen with information on whether a replacement is needed or whether the site has food in storage that can make up the difference.

Secondly, the receiving kitchen records the temperature of each type of pack or bulk food and signs to document counting and taking the temperatures of the food.

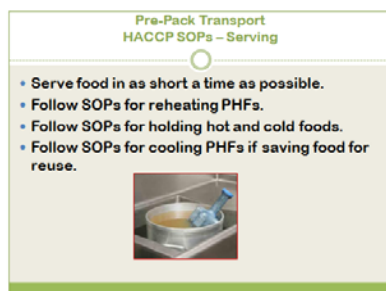
The next thing to do is to store each food as appropriate. Transport equipment may be of a type that the food can remain in it for storage. In other cases the food must be transferred to hot or cold storage at the site.



Slide 43

Taking temperatures is critical in monitoring the safety of the food. Here are some important procedures to follow.

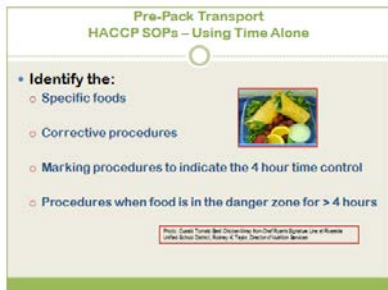
- Take at least two internal temperatures from each type of food at :
  - Receiving
  - Serving
  - Every two hours after serving starts
  - Use a clean, sanitized, and calibrated probe thermometer, preferably a thermocouple.
- Monitor temperatures of foods every hour if cooling for reuse.
- Monitor the amount of time that food is in the temperature danger zone. It should not exceed 4 hours and if it does, the food must be discarded.



Slide 44

Serving the food takes proper standard operating procedures as well. You must:  
Read the slide.





Slide 45

Sometimes a site does not have equipment for hot or cold holding and must use time as the control for food safety. If you have to do that, you must develop a plan to ensure the safety of the food. You must:

- Identify the:
  - Specific foods** for which time rather than temperature will be used to limit bacteria growth. Maybe this is just at one site that has no holding equipment or maybe it is a specific food such as a cold sandwich that is sold on a cart with no cold holding.
  - Corrective procedures** that are followed to ensure that foods are cooled properly after being in the danger zone. Remember the total 4 hour rule and keep track of the time the food is in the danger zone.
  - Marking procedures** used to indicate the time that is 4 hours past the point when the food is removed from temperature control, such as an oven or refrigerator.
  - Procedures that are to be followed when food is in the danger zone for more **than 4 hours**.

The picture on this slide is another item from Chef Ryan’s Signature Line at Riverside. The food is transported from the central kitchen to the schools.

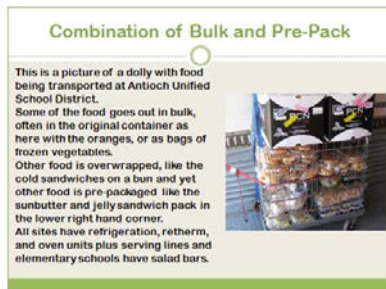


Slide 46

Here’s more on using time as a control. When using time alone as a control, then the food must be served or discarded within 4 hours of when the food left a safe temperature setting in a refrigerator, insulated container, oven or hot holding unit. So be sure to:

- Serve or discard cooked or ready-to-eat food within 4 hours past the time the food was removed from temperature control.
- And avoid mixing different batches of food together in the same container.

- If different batches of food are mixed together in the same container, use the time associated with the first batch of food as the time by which to cook, serve, or discard all the food in the container.
- The picture on this slide shows pre-packaged sandwiches which might be sent out on a cart and be subject to the 4 hour rule.



Slide 47

Before we go on to vended meals, I wanted to share a picture from Antioch, where I worked for many years. We developed a system whereby the food went out in different forms, depending on the type of food. You can see the variety of methods used in this picture that the current director, Stephanie Siemering sent me. There are over-wrapped sandwiches, bags of frozen vegetables, pre-pack sunbutter and jelly sandwiches and cases of apples. Another cart goes with the dolly and carries cases of food items like chicken nuggets and pans of other food items. I have visited many transport systems, worked with three and I have never seen two alike.



Slide 48

If you use a vendor to supply your transport meals either bulk or pre-pack, there are the same requirements for documentation by the vendor as for a central kitchen. The difference is that the vendor becomes the preparation site.

The vendor must use a transport record that tells the receiving site what food was sent and what the portion or serving instructions are, and document the temperatures and time controls used, just as we said the central kitchen must do.

The vendor must plan a meal that meets the meal pattern and document the contribution of each food or menu item to the food components.

And not only must the vendor meet food safety requirements, but they must also train the receiving staff to meet food safety requirements for the foods that they provide.



Slide 49

The receiving site, or vendee, also has responsibilities. They must verify that the food received is in the correct quantities and at the correct temperature. A site does not want to pay for food not received or risk running out of food for the students and they certainly do not want to serve food that is not safe.

After counting the food and checking the temperatures, the site staff signs on the transport record, verifying that they have checked both the count and temps.

Site staff must have enough knowledge of the meal pattern to also verify that the menu meets the meal pattern requirements. Any discrepancies should be reported immediately, according to the district procedures.

Knowing what to substitute is also important. Some sites may not have any food in storage and may not be able to substitute if they run out of a food item, but if they do have food, they should understand about substituting the same food component and if possible with vegetables, the same subgroup as well.

If milk is not delivered by the meal vendor, or if produce is supplied separately, site staff must add those items, including portion size and contribution to the food component, to the transport record.



Slide 50