



# Answer Key: Check Your Understanding

## CHAPTER 1

1. Grade (age/grade) groups, meal components, meal patterns, dietary specifications
2. Fluid milk, fruits, vegetables, grains, meats/meat alternates
3. Saturated fat, sodium, *trans* fat
4. Hazard Analysis and Critical Control Point (HACCP)
5. A culture of food safety

## CHAPTER 2

1. The primary goal of FBMP is to assist SFAs in planning menus that meet the nutrition goals when averaged over a school week. Lunch provides approximately one-third of calorie and key nutrient needs, and breakfast provides approximately one-fourth of calorie and key nutrient needs for each grade group.
2. This is the minimum amount of each meal component your daily menu must provide for the menu to be reimbursable; this amount varies by meal component, grade group, and meal type. The meal patterns provide specific details on daily minimums. Each component group also has weekly minimum amounts that must be met; weekly totals are included in meal patterns.
3. The minimum creditable amount is the smallest portion you can offer of a food item that credits toward reimbursement. For example,  $\frac{1}{4}$  oz eq of grains or M/MA;  $\frac{1}{8}$  cup of fruits or vegetables.
4.  $\frac{3}{4}$  cup; 1 cup; dark green, red/orange, beans and peas (legumes), starchy, and other vegetables are the five vegetable subgroups.
5. To determine oz eq by product weight:  
 $1.3 \text{ oz} \div 1 \text{ oz standard} = 1.3 \text{ oz}$   
 $1.3 \text{ oz}$  rounds down to 1.25 oz eq grains  
To determine oz eq by grams of creditable grain:  
 $24 \text{ grams per tortilla} \div 16 \text{ gram standard} = 1.5 \text{ oz}$   
 $= 1.5 \text{ oz eq grains}$
6. Offer Versus Serve (OVS) is an option for meal service in which daily required minimum amounts of all meal components are offered, but students have the option to decline items. They must select at least  $\frac{1}{2}$  cup fruit and/or vegetable and full minimum serving amounts of two other meal components for a reimbursable meal. OVS is required for grade group 9-12 and is optional for all other grade groups at lunch; OVS is optional at all grade groups for breakfast. Because OVS offers student choice, it may decrease plate waste.

## CHAPTER 3

1. Any three of the following is correct: Saves time in repetitive functions such as precosting and work schedules; improves the accuracy of forecasting; adapts easily to varied grades and ages; allows flexibility for such things as seasonal changes, availability of USDA Foods, and special events; and allows more time for training and marketing.
2. Incorporate fruits and/or vegetables into the entrée, use a salad bar, package them conveniently, display them prominently in the serving line, and train staff to give verbal cues.
3. Color, flavor, and texture. And, notice that this meal is also missing a grains serving, so would not be reimbursable.

4. Staff need to monitor salad bars to ensure food-safe habits of students; to make sure students select sufficient serving amounts to meet reimbursable meal criteria; and to replenish foods as they deplete, which is especially important when salad bars are used to meet weekly requirements for vegetable subgroups.
5. Place the unflavored milk in front or first in line with flavored milk behind.

### CHAPTER 4

1. In the first step, the menu planner completes items in advance that help staff produce the meal (menu items, recipes or products, grade groups, portion sizes, etc.). In the second step, staff completes remaining sections on the day of service (number of servings prepared, students served, adults served, a la carte meals served, leftovers, etc.).
2. Any three of the following is correct: Reliable nutrition content, food-safe practices, product quality and quantity management, reliable production forecasting, cost control, and positive expectations.
3. Recipe verification, product evaluation, and quantity adjustment.
4. Instructions, monitoring procedures, corrective actions, verification procedures, and record keeping procedures.
5. Processes or procedures that ensure safe-food handling practices in your school nutrition operations. With the Process Approach, your menu items/recipes are categorized by the appropriate process (No Cook, Same Day Service, and Complex Food Preparation) and supported by SOPs for each process method in your food safety program.

### CHAPTER 5

1. Forecasting estimates the quantity of foods, products, and/or services needed using historical information from menus, production records, and participation. It helps ensure financial success by minimizing over- and under-estimating quantities.
2. The marketing guide section of a recipe lists the amount of ingredients to purchase (as purchased) that will trim to the recipe quantity (edible portion). Including marketing guides in recipes helps prevent under- and over-purchasing.
3. Any of the following is correct. Utilize: USDA Foods, USDA DoD Fresh, purchasing co-ops, State-wide bids, supplement contracts, local foods in season, Farm to School options, and school gardens.
4. Solicitation documents need to request information on calories, saturated fat, and sodium content and specify that foods are labeled as 0 grams (<0.5 g) *trans* fat per serving. In addition, processed foods should provide component contribution(s) through a Child Nutrition (CN) Label or Product Formulation Statement. If products are also sold a la carte or through other sources on campus during the school day, the products need to meet Smart Snacks criteria.
5. Any of the following is correct: Projecting your food needs; knowing where and how much food is on hand; practicing First In, First Out (FIFO) inventory management; controlling waste, theft, and loss; maintaining sufficient inventory for meal production without overstocking; being able to trace food within district storage facilities and back to its source; receiving and storing food safely.

## CHAPTER 6

1. Required; permitted
2. The licensed physician (or other State-recognized medical authority) completes and signs a form that identifies: the student's condition that meets the definition of disability; how the diet-related disability affects the student's major life activities or major bodily functions; foods restricted in the student's diet; appropriate substitutions. The school nutrition program receives the documentation prior to making any modifications to the reimbursable meal.
3. A food allergy is an abnormal response to a food protein, triggered by the body's immune system. A food intolerance occurs when the body's digestive tract reacts abnormally to a meal component, but does not involve the immune system. Gastrointestinal symptoms of an allergic reaction or intolerance may be similar.
4. Milk; eggs; peanuts; soy; wheat; tree nuts (example, almonds, walnuts, pecans); fish; shellfish (example: crab, lobster, shrimp).
5. Preventing cross-contact, cleaning and sanitizing equipment, avoiding bare-hand contact with ready-to-eat foods.
3. ICN Best Practices for Marketing the School Nutrition Program self-assessment checklist.
4. Manage portion sizes, increase convenience, improve visibility, enhance taste expectations, utilize suggestive selling.
5. SMART stands for Specific, Measurable, Achievable, Realistic, and Time-Phased. SMART objectives helps ensure you develop a plan that you are able to evaluate.

## CHAPTER 7

1. The fifth P is People, which is a focus on the customer or customer relationships. Building relationships with customers drives the marketing plan and helps ensure satisfaction and increased participation.
2. Engage stakeholders, conduct market research, draft the plan, communicate the plan to stakeholders.

