

Salad Bars In Schools



Food  Share

FIELD

TO

TABLE



a fresh approach to lunch

by Lori Nikkel and Joanne Porter

TABLE OF CONTENTS

<i>Acknowledgements</i>	6
<i>Foreword – Introduction of the Salad Bar Program to Canada by Debbie Field</i>	7

CHAPTER ONE – INTRODUCTION

Introducing The Partners	13
FoodShare Toronto	13
Canadian Feed The Children	13
The FoodShare-Canadian Feed the Children Salad bar Partnership.....	14
Salad Bar Program Goals.....	15
Salad Bar Program Objectives And Measurements	16
Offer Versus Serve.....	17
History Of The Salad Bar Pilot Program	18
Phase 1 – January To August 2002.....	18
Phase 2 – September 2002 To December 2003	19
Phase 3 – February 15 To December 31, 2004.....	21
Key Learnings.....	23
Participating Schools.....	24

CHAPTER TWO – GETTING STARTED

Assessing The Need In Your Community And Establishing Goals.....	27
Getting Support For The Idea.....	27
Getting Your Students, Parents, School And Community Involved	29
Establishing Partners And Your Working Committee	30
Setting Measurable Objectives	32
Developing Your Action Plan.....	33
Finding Your Coordinator	34
A Job Description For The Program Coordinator	34
A Typical Salad Bar Day.....	35
Assessing Site Needs.....	36
The Salad Bar Cart	36
The Salad Bar Set-Up – No Cart Necessary	36
Equipment and utensils	37
Food Quantities For A Typical Salad Bar Lunch	39
Evaluating Your Program	42

CHAPTER THREE – FUNDING YOUR PROGRAM

Parental Contributions	43
Start-Up Costs	44
Potential Funding Options	44

Writing A Successful Funding Proposal.....	45
Running A Successful Fundraising Event	47
Before You Begin	47
Action Plan.....	48
During The Campaign.....	48
After The Campaign	49
Communication	49
Fundraising Ideas.....	50

CHAPTER FOUR – VOLUNTEERS

Importance Of Volunteers	51
Recruiting.....	52
Recruiting Flyer	53
Volunteer Recognition	54

CHAPTER FIVE – FREQUENTLY ASKED QUESTIONS

FAQ For School, Public Health, Community Administrators.....	55
FAQ For Parents.....	57
FAQ For Lunch Coordinators.....	59
FAQ For Students.....	60
FAQ About Produce	61

CHAPTER 6 – MENUS AND RECIPES

Menus And Cost Per Serving.....	67
Recipes	71
Dips.....	86
Examples Of A Salad Bar Set-up.....	89
All About Rice	93
Suggested Foods.....	94
Halal Requirements	95

CHAPTER SEVEN – TRAINING OUTLINES, FORMS AND EVALUATIONS

Salad Bar Program Food Safety Training	97
Part 1 – Nutritional Component	97
Part 2 – Food Safety Component.....	98
Part 3 – Salad Bar Program Details	98
Salad Bar Program On-Site Training.....	99
Part 1 – Planning and Pre-preparation	99
Part 2 – Preparation, Set-Up, Leftovers, Menu Planning, Budgets.....	100
Salad Bar Training Session FoodShare Field to Table	100

Salad Bar Training Session Agenda.....	100
Salad Bar Program Forms.....	102
Application Form.....	102
Calculations For Reimbursement.....	104
Salad Bar Announcement	105
Sample Letter To Parents	106
Sample Salad Bar Participation Form	108
Photo/Video Release Form	109
Salad Bar Etiquette	110
Evaluation.....	111
Kindergarten to Grade 3.....	111
Salad Bar Survey for Students Grades 4 to 12	112
Salad Bar Survey for Coordinators/Staff.....	113

CHAPTER EIGHT – RESOURCES

Books About Food...For Kids.....	117
Primary (grades K, 1, 2, 3): Picture Books	117
Primary (grades K, 1, 2, 3): Storybooks	118
Junior (grades 4, 5, 6)	119
Senior (grades 7, 8).....	119
Web Sites.....	120
Email Newsletters and List Serve Opportunities	123
Farm To School Information.....	124

APPENDIX 1 – VOLUNTEER MANUAL

Welcome Letter	129
Program Goals.....	130
Program Objectives And Measurements.....	131
Offer Versus Serve.....	132
What Can Volunteers Do To Help?	133
Salad Bar Etiquette	134
A Typical Salad Bar Day.....	135
The Salad Bar Set-up.....	136
Set-up With Cart.....	136
Set-up Without Cart.....	137
Basic Food Safety And Handling	138
Simple Steps To Food Safety	138
Personal Hygiene	139
Personal Safety.....	140

ASSESSING THE NEED IN YOUR COMMUNITY AND ESTABLISHING GOALS

You must first decide what it is you are trying to accomplish, more specifically - what are your goals. When the Salad Bar Pilot was first introduced, our goal was to get kids to eat more fresh fruits and vegetables as we knew this was important to their health and well being. We also knew from the recent media flurry, that childhood obesity was on the rise, mainly due to kids eating less fresh foods, more junk food and in enormous quantities.

Once our goal was set, we visited programs already established in our community to conduct a needs assessment. We wanted to see how many lunch programs were offering students fresh fruits and vegetables with their lunch, how many kids were eating the salad offered and if not, why not.

OUR ASSESSMENT PROVIDED US WITH THE FOLLOWING INFORMATION:

- ✓ We learned very quickly that fresh foods were rare in lunch programs and those programs offering salads often found kids did not want them because there was something in it they did not like.
- ✓ We saw the same lunch portions being served with no input from the children.
- ✓ We also heard lunch room supervisors encouraging kids not to waste the food that they were given – not understanding the need for children to be able to judge what portion size is appropriate for them.
- ✓ We heard loud and clear from many educators and parents that they wanted to see changes in the lunch programs and parents would be willing to pay for healthy, fresh foods offered to the students at lunch.



WITH MUCH INFORMATION AND IDEAS GATHERED FROM OUR NEEDS ASSESSMENT, WE EXPANDED OUR GOALS TO THE FOLLOWING:

To offer an affordable healthy lunch alternative to students by:

- ✓ Providing a variety of fresh, healthy food choices, the main focus on increasing consumption of fresh fruits and vegetables, whole grains and legumes.
- ✓ Purchasing these fresh fruits and vegetables locally where possible and where practical, to supplement these programs with produce grown in school/ community gardens.
- ✓ Giving students often limited by cultural, social or financial limitations, an opportunity to experience new, fresh foods.
- ✓ Providing the opportunity for students to make healthy choices by choosing their own lunch and in turn the quantity of lunch that is right for them.
- ✓ Presenting this lunch alternative in a 'kid friendly' salad bar unit or a similar set-up, thereby empowering students to make their own choices.
- ✓ The Salad Bar Lunch will be available to every student, regardless of his or her ability to pay.



GETTING SUPPORT FOR THE IDEA

When you are introducing anything new, whether it is to your child, family, your child's school or your community, there are bound to be many questions and concerns. Change is difficult regardless of the circumstances; so what is most important when you are suggesting something new is to be prepared. People will want to know why they should change, what benefit it will be to them, who supports you in your plans, how you plan to implement your ideas and most importantly – who will pay for this new program. The following information is meant to help you get organized by:

- Defining your objectives
- Assessing the need in your community
- Establishing a working group
- Potential funding ideas

GETTING YOUR STUDENTS, PARENTS, SCHOOL AND COMMUNITY INVOLVED

When setting goals and objectives for your program it is very important to include all participants necessary to make this program successful – the Students, Parents and Educators. Knowing your community and how to mobilize those in it are keys to making your program successful.

SUGGESTIONS ON HOW TO INVOLVE THEM FROM THE START.

THE STUDENTS:

- Interview students on what they are eating for lunch, what they would like to see in their school in the form of a healthy lunch.
- Give them an opportunity to build their ultimate salad bar on paper.
- Ask them to bring in their favourite 'healthy salad/meal/recipe from home.

THE PARENTS:

- Ask for parent representation on your working group.
- Ask for input on what parents would like to see on the salad bar lunch.
- Ensure regular correspondence back to parents on progress, changes, etc.
- Make sure parents have a forum for providing input, concerns, etc. and make sure concerns are responded to on a timely basis.

“If every child in the city of Toronto had a salad bar lunch, they’d be filling most of their nutritional requirements, linking our schools to local farmers and finding out that eating together is a healthy social experience.”

Debbie Field



SCHOOL ADMINISTRATION AND TEACHERS:

- Ask for school representation on your working group.
- Ensure what you are asking the school to do will not be a burden on resources.
- Ensure that all guidelines for operations within the school are followed (example: volunteer guidelines, insurance procedures, health and safety codes).

THE COMMUNITY (FAITH GROUPS, BUSINESSES, ADVOCACY GROUPS, ETC):

- Ask for representation from the community on your working group.
- Send out regular correspondence on what you are doing and the progress being made.
- Look inside your community first for resources necessary for you program.



ESTABLISHING PARTNERS AND YOUR WORKING COMMITTEE

Whether you are an individual or a community group trying to move your plan forward, it is important to make sure you establish a working group specific to this project that will represent all affected groups.

It is also very important to establish the roles of each participant, such as communication, daily coordination, financial, community outreach, etc. Make sure that everyone understands the role they are taking on and will be happy doing it. Flexibility is very important as roles for the group and each member will likely change as you come closer to your goal.



salad bar project task assignments:

PARTNERS

ROLE

FoodShare

Coordination of pilot
 Develop forms for use in pilot
 Bring Partners together
 Equipment for pilot
 Final evaluation & report submission

Canadian Feed The Children
 Community

Financial Support
 Volunteers
 Supplier of products to meet menu plans
 Daily delivery of product to schools

Public Health

Menu Suggestions
 Food safety and handling training for
 schools

Schools

Space
 Coordinator to run program
 Commitment to run the pilot as specified
 Committee of School/Parents for support
 Coordinating day-to-day activities.
 Educate children about the food

Toronto Partners for
 Student Nutrition (TPSN)

Support to Programs participating



SETTING MEASURABLE OBJECTIVES

Once your working group is set, you must establish your measurable objectives as based on the established goals of your program. Make sure that each member's input is considered and that the working group comes to an agreement on each objective and its measurement. It is important to set reasonable target dates for these objectives, understanding that change in eating habits especially, takes much time and effort.

A SAMPLE OF OBJECTIVES AND MEASUREMENTS

- ✓ Serve 5 vegetables, 3 fruit, plus one type of lettuce/spinach, etc. Serve only whole grains, focus the protein component on using legumes, use no products with trans fats and serve only fresh, unprocessed foods in a cost effective manner.

MEASUREMENT – regular visits to ensure quality of program is kept up to standard, providing suggestions to improve, providing cost effective sources where necessary to maintain quality. Track costs of food and waste.

- ✓ Source local produce wherever possible, and organic if cost effective. Provide information and support to programs, support community gardens, in-class green houses, etc.

MEASUREMENT – how much produce is ordered from local suppliers during peak season vs. imported produce.

- ✓ Training and retraining of coordinators to expand knowledge of foods that can be served on the Salad Bar, emphasis on new foods, culturally diverse foods representing their community and others throughout Toronto.

MEASUREMENT – diversity of foods offered on the Salad Bar.

- ✓ Training coordinators and volunteers on the importance of the 'offer vs. serve' concept to encourage kids to make their own decision and ensuring the set-up allows for all kids to make these choices for themselves.

MEASUREMENT – how many kids are serving themselves and choosing a balanced lunch, trying new items when encouraged.



- ✓ Provide a system of payment for the lunch program that discourages stigmatizing those who cannot pay.

MEASUREMENT – how comfortable families who need assistance are in participating in the Salad Bar Lunch Program.



DEVELOPING YOUR ACTION PLAN

Once your goals are established, your working group has been formed and your objectives have been set, it is time to develop your action plan. Your action plan will establish how you will accomplish your goals and objectives in the quickest, most economical way.

- ✓ First, start by working with your group to develop a list of what needs to be done.
- ✓ From there, establish resources – people, finances, equipment, etc. - that you will need and then assign each step to a member in your working group, with timelines. Encourage your members to look outside this group for support in accomplishing their objectives. You will often find your best worker and supporter in those who only have small windows of free time but are willing to commit to short-term projects.
- ✓ Make sure your working group has someone assigned to oversee the project, to ensure everything is being done and your progress can be reported on regularly to interested parties such as parents and staff.
- ✓ Make sure you mark the milestone and celebrate your success with your community as this can also help to build momentum and further interest in your project.



FINDING YOUR COORDINATOR

A JOB DESCRIPTION FOR THE PROGRAM COORDINATOR

POSITION TITLE: *Program Coordinator*

REPORTS TO: *Program Committee*

PURPOSE: *To administer and implement the goals and objectives of the Salad Bar Program.*

MAJOR RESPONSIBILITIES:

Food Supply and Service

- Coordinates all activities of the program, working with the steering committee
- Plans menus and purchases food and supplies for the program
- Ensures the highest sanitary practices for food handling and safety
- Prepares food for daily program

Volunteers

- Coordinates volunteer registration and participation
- Coordinates volunteer information kit
- Coordinates volunteers, monthly work schedules and training
- Ensures volunteer recognition

Administration and Management

- Keeps appropriate records and files: copies of program registrations, volunteer registration forms, signed consent and program evaluation forms
- Keeps records and receipts of all expenditures
- Works with volunteers to plan menus and prepare foods
- Consults with nutrition program committee to establish emergency, safety and health procedures
- Works closely with custodial staff to ensure smooth operation
- Assists committee members with fund-raising and planning of special events
- Keeps Steering Committee informed of equipment status



A TYPICAL SALAD BAR DAY

9:00 TO 11:00 A.M.: PREPARATION OF FOOD FOR THE SALAD BAR

11:00 TO 12:00 P.M.: SETTING UP THE SALAD BAR AND LUNCHROOM

- Ensuring salad bar unit is plugged in and cooling or containers are ready for filling
- Setting up salad bar
- Placing appropriate utensils with foods for serving
- Setting up extra table for plates, cutlery, etc., as necessary
- Ensuring condiments are in place

12:00 TO 1:00 P.M.: SUPERVISING THE SALAD BAR PROCESS

- Offer vs. serve
- Set up collection table if necessary
- Replenish items on the cart as necessary
- Ensure students are using the appropriate serving utensils and are following Salad Bar Etiquette
- Cleaning displaced food as the line progresses
- Ensuring clean cutlery and plates are available for each student

1:00 TO 2:00 P.M.: CLEAN UP AND PREPARATION FOR NEXT SALAD BAR DAY

- Make note of and remove all leftover food items for storage
- Compare food to number of participating students
- Clean salad bar unit and/or containers thoroughly
- Plan next menu to ensure usage of leftover produce (if any)
- Prepare shopping list for next salad bar day



ASSESSING SITE NEEDS

THE SALAD BAR CART

- ✓ Built by Atlas Equipment in Toronto
- ✓ “Kid friendly height”, allowing children of all ages to serve themselves
- ✓ Size with sides up is approximately 6 ft long, 4 ft wide and 4.5 ft high – 30” finished height to food surface, 31” finished width for serving dishes
- ✓ Stainless steel refrigerated unit with storage underneath the unit for replenishing during use
- ✓ The unit is lit to ensure product is seen at it’s best
- ✓ The unit has fold down plate rails on three sides to fit through any regular sized door opening
- ✓ Electrically compatible to normal outlets
- ✓ ‘Sneeze guards’ included for hygiene purposes
- ✓ Mobile units on wheels, easily moved
- ✓ Has been used to serve 120+ kids during the normal school lunch period

THE SALAD BAR SET-UP--NO CART NECESSARY

- ✓ If serving more than 50 students it is a good idea to set up 2 stations to allow a quicker flow.
- ✓ 2 long tables - whatever you can find at your school or community site that can fit at least 11 containers on it.
- ✓ An attractive table is important, a table cloth even a plastic one can make your lunch look more inviting.
- ✓ You will need at least 11 food grade containers: 5 to hold your vegetables in, 1 for your lettuce, 3 for fruit, 1 container for your protein (i.e., bean salad) and 1 container or lined basket for your grain (i.e., multi-grain bread).



Equipment and Utensils

Preparation/Serving/ Cleanup

MANDATORY

- 2-3 compartment sink
- Refrigerator
- Thermometer
- Mixing bowls
- Cutting boards
- Sharp knives - various sizes
- Spoons
- Can openers
- Tongs
- Small ladles
- Containers
- Tin foil/Saran wrap
- Ice pack
- Storage containers for leftovers
- Extra plates and forks
- Detergent
- Sanitizer
- Wash cloths

GREAT TO HAVE

- Freezer
- Industrial dishwasher
- Measuring cups
- Food processor
- Strainer/Colanders
- Squirt bottles for dressing
- Trolley for delivery

- ✓ It's also good to have 3 or 4 small containers that can hold extra items, like seeds, cheese, raisins, or hummus.
- ✓ Getting the food out of the containers is also very important. Make sure you have the same number of tongs or serving spoons as you do containers.
- ✓ Keeping the food you are serving at the appropriate temperature is essential. Make sure you have your protein and dairy components sitting on ice or an ice pack.
- ✓ Remember the people you are providing lunch for are not that tall; make sure the children can see the food they are choosing from and that little arms can reach the food without difficulty.
- ✓ It is also important to keep the containers shallow, so that all the food stays at a consistent temperature. It is better to replenish your food than to risk leaving the optimal temperature.



FOOD QUANTITIES FOR A TYPICAL SALAD BAR LUNCH

This document outlines the amounts of food necessary to serve 120 students. This is only a template to help understand the volume of food necessary. Please remember the produce, protein, dairy and grain products on a Salad Bar Lunch should reflect the desires of the community.

PRODUCE ON HAND FOR EVERY SALAD BAR LUNCH:

GREENS CHOOSE 1:

	Amount per Case	Number of Cases
Lettuce		
Romaine/Iceberg	24 count	.5 case
Spring Mix	3 lbs	.5 cases

VEGETABLES CHOOSE 5:

Mini carrots	10 – 2lb bags	1 case
Cherry tomatoes	12 pints	1 case
Broccoli	# varies	.5 case
Cauliflower	# varies	.5 case
Celery	24 count	.5 case
Mushrooms	12 packages	.5 case
Potatoes	10 lb bags	2 bags
English cucumbers	14 count	2 cases
Green peppers	40 count	.5 cases
Red peppers	40 count	.5 cases
Snow peas	3 lbs	.5 cases
Sugar snaps	3 lbs	.5 cases

FRUIT CHOOSE 3:

Seedless grapes (red/green)	6 bags	1 case
Bananas	100 count	.5 case
Seedless navel oranges	138 count	.5 case
Apples	100 count	1case
Pears	80 count	1 case
Cantaloupe	18 count	.5 case
Honeydew melon	8 count	1 case
Clementines	small case	4 cases
Kiwi	70 count	1 case
Mango	10 count	2 cases
Watermelon	1 count	3 units
Pineapple	8 counts	1 cases

**Counts vary depending on the size of the fruit/vegetable*



MEATS/ALTERNATIVES AND GRAINS ON HAND FOR EVERY SALAD BAR LUNCH

GRAINS CHOOSE 1:

<i>Item</i>	<i>No./Size of Package</i>	<i>Amount per Package</i>
Whole wheat macaroni	2 – 2.27kg bags	
Taco shells	8 – 468gram boxes	36 shells/box
Brown rice	4 – 900gram boxes	
Orzo pasta	2 – 450gram bags	
Whole grain wraps	24 packages	10 per package, 6”
Whole grain buns	10 packages	24 per package
Whole wheat pita	20 packages	6 per package
Pumpernickel bread	6 loaves	
High-fibre melba toast	4 – 350gram boxes	
Whole wheat bagels	10 packages	6 per package
Whole wheat rotini	1 – 2.27 kg bag	
7-Grain bread	12 loaves	

MEATS/ALTERNATIVES CHOOSE 1:

Cheese

Halal Cheddar	10 – 600gram blocks	
Monterey Jack	4 – 600gram blocks	
Feta	1 - 5lb tub	
Milk	1 or 2%	2 litres
Salmon, canned	24 – 230gram tins	
Tuna, canned	48 – 120gram tins	
Tofu	10 – 350gram pkgs, extra firm	
Textured vegetable protein	10 – 454 gram pkgs, frozen	
Eggs	24 dozen eggs	

Beans

Pinto beans	6 – 19oz tins
Kidney beans	6 – 19oz tins
Black beans	6 – 19oz tins
Chickpeas	6 – 19oz tins
Lentils	6 – 19oz tins
White beans	6 – 19oz tins



BASIC SHELF FOR SALAD BAR

- Flour
- Canned or frozen corn
- Tahini paste
- Margarine
- Canned peas
- Vegetable broth
- Lemon juice
- Sour cream
- Raisins
- White vinegar
- Bottled beets

- Bottled pickles
- Sugar
- Canned or pitted olives
- Tinned diced tomatoes
- Olive oil
- Mayonnaise
- Yogurt
- Red wine vinegar
- Sunflower seeds
- Dried apricots

- Dressings: Variety of dressings to be used sparingly

- Spices:
 - Dried mustard
 - Cumin
 - Oregano
 - Coriander seed
 - Curry powder
 - Garlic powder
 - Paprika
 - Chili powder
 - Salt
 - Garlic cloves
 - Oregano
 - Cinnamon
 - Pepper

- Serving Products: Paper plates, plastic forks (only if necessary)



EVALUATING YOUR PROGRAM

It is very easy to get caught up in the doing and the success of the program to such an extent that you can lose sight of what your goals and objectives were and whether you are doing what you set out to do. Your evaluation tool is there to help you evaluate what works, what doesn't, what might need a bit of adjustment, all of this important to maintaining support for your program.

In order to complete your evaluation, it is imperative to make sure that your evaluation and measurement tools are ready to go when your program starts. You can never go back to recapture information once you start so the sooner you begin, the sooner you can fix what needs to be fixed.

SUGGESTED MEASUREMENT TOOLS:

DAILY COUNT OF KIDS/STAFF EATING FROM THE SALAD BAR

- Track by menu offered to see if any correlation
- Track number of staff as portion size will be larger

PRODUCE PREPARED VS. USED

- Leftovers and how they are to be used
- Waste

COORDINATOR AND VOLUNTEER HOURS

- For food preparation
- For program supervision
- Shopping for, ordering supplies

CASH IN REPORT

- From fundraising
- From those paying for lunch

COST PER PERSON

- Cost of supplies vs. number of students

SUGGESTED EVALUATION TOOLS:

STUDENT: Focus on enjoyment of food, what they like, don't like, etc.

COORDINATOR: Focus on activities associated with preparation of lunch

PARENT: Focus on what they are hearing from kids, requesting at home

STAFF: Focus on student performance, attendance, and perceived differences in behaviour

