

# Responding to a Food Recall

## Leader Guide

Produced by the National Food Service Management Institute through a cooperative agreement with the United States Department of Agriculture, Food and Nutrition Service.

# Introduction

*Responding to a Food Recall* is designed for school district directors and school site managers as a reference and training resource. The *Leader Guide* is an outline describing how to use *Responding to a Food Recall* to present a two-hour training session. A State agency staff member, a school district director, or an instructor familiar with school nutrition program management may conduct the training session. Portions of the lessons could be taught separately as appropriate for the audience and time available.

## Who Should Participate

Foodservice district directors, food safety coordinators, school site managers, and other individuals designated for food recalls.

## Get Ready for the Training Session

1. Determine a date and time for the training session.
2. Notify participants well in advance of the training date.
3. Prepare your own instructor outline using *Responding to a Food Recall* and this *Leader Guide*. Write your notes in *Responding to a Food Recall* on the pages you will be discussing so you will be using the same page as the participants.
4. Practice your presentation and explanation for the activities. Use the time estimates as a guideline for each part of the two-hour session.
5. Make copies of handouts for each participant.
6. Arrange the training room so participants can sit together in small groups of four to six people. The table team activities are designed for small group work.
7. Before the training session begins, have the room set up with tables and chairs, table tents on the table to assign seating, and the handouts at each place.

## Materials Needed by Instructor

- *Responding to a Food Recall Leader Guide*
- *Responding to a Food Recall* (If participants do not have a copy of *Responding to a Food Recall*, the instructor will need to photocopy the appropriate corresponding handouts.)
- Table tents with participants' names printed large enough to be read by the instructor
- Handouts from *Leader Guide*
- School district standard operating procedure
- Sample labels from commodity foods and purchased foods

## Handouts

### *Responding to a Food Recall*

- Food Recall Action Checklist (pages 40-44)
- Commonly Used Acronyms and Definitions (page 6)
- Food Recall Process Explained (pages 8-10)
- Sample Standard Operating Procedure for Recalls of USDA Commodity Food and Purchased Food– Appendix 5 (pages 45-46)
- Mock Recall Notification Report– Appendix 3 (pages 37-39)
- Food Recall Responsibilities at the Administrative Level– Appendix 4 (pages 40-42)
- Food Recall Responsibilities at the School Site Level– Appendix 4 (pages 43-44)
- Procedure For Conducting a Mock Recall in a School District– Appendix 6 (page 47)
- Problems with a Food Product– Appendix 7 (pages 48-49)
- How to Read a Label to Identify a Food Product– Appendix 8 (page 50)

### *Leader Guide*

- Handout 1: Case Study: A Food Recall at Twin Peaks Elementary (page 11)
- Handout 2: Food Recall Action Plan – to be completed at the end of the session as the evaluation (page 15)
- Session Feedback Form (page 19)

## Performance Objectives for this session:

The learner will:

1. Identify the person responsible for each task associated with a hold or recall product at both administrative and site levels (see Food Recall Action Checklist on pages 40-44).
2. Develop a plan describing how to:
  - a. Identify a product named in a food recall notice.
  - b. Count and report amounts of inventory.
  - c. Segregate and secure a product.
  - d. Account for all product that was received.
  - e. Collect information on use of product including dates and to whom it was served. Provide information to the designated person in the district or other agency.
  - f. Collect information on adverse health reports and actions taken. Provide information to the designated person in the district or other agency.
  - g. Complete required documentation for collection, return or destruction, and reimbursement.
  - h. Describe where required documentation will be maintained.

Completion of the Food Recall Action Plan provides an opportunity for learners to demonstrate attainment of the performance objectives.

# Responding to a Food Recall

## Leader Guide

### **Introduction (10 minutes)**

Welcome and introduce instructor and participants. If there are more than 15 participants, have participants introduce themselves at their table teams rather than to the whole group.

### **Objectives (less than 5 minutes)**

Present the Performance Objectives and call participants' attention to Handout 2, Food Recall Action Plan. The Food Recall Action Plan should be completed at the end of the training session to document each learner's attainment of the performance objectives.

### **Summary of Acronyms and Definitions (10 minutes)**

Call participants' attention to Commonly Used Acronyms and Definitions (page 6).

**Optional:** Introduce the redesigned Commodity Hold and Recall Team (page 7) and point out the complete process shown in Appendix 6. Participants should use this for reference in case of a recall notice for a USDA commodity food.

### **Summary of Food Recall Process (10 minutes)**

Call participants' attention to the Table of Contents so they will know how to use the *Responding to a Food Recall*. Use your own words to explain the important points. The purpose of the summary is to familiarize participants with the information in this resource so they will not need to memorize details but instead know where to find answers to questions.

Present a summary of The Food Recall Process Explained (pages 8-10). Point out the differences in how a notice of a food recall is received for a USDA commodity food and a purchased food.

### **Table Team Activity, Mock Recall Notification Report (5-10 minutes)**

Distribute a copy of the Mock Recall Notification Report– Appendix 3 (pages 37-38). Have participants identify the name of the product, affected lot numbers, and other product information on the Mock Recall Notification Report. Ask questions so various participants have a chance to locate specific information and share it with the whole group.

### **Summary of Responsibilities at the Administrative Level (15 minutes)**

Present a summary of Food Recall Responsibilities at the Administrative Level. (pages 11-16). Below are suggestions for activities to integrate into the presentation.

#### **Item 1. Develop a standard operating procedure before receiving notification of a recall.**

Ask participants to discuss the Sample Standard Operating Procedure for Recalls of USDA Commodity Food and Purchased Food– Appendix 5 (pages 45-46).

Administrative level personnel can use the sample to develop a procedure for their school districts. When school district directors train school site personnel, the standard operating procedure for the school district should be presented and discussed.

#### **Items 2-4.**

When presenting each item, point out the differences in the recall process between commodities (as noted in the shaded boxes) and purchased food.

- **Item 2. Review the recall notification report when it is received.**
- **Item 3. Communicate about the food recall immediately.**
- **Item 4. Collect health-related information needed for public communication.**

#### **Item 5. Work closely with school district's public communication contact person.**

Lead a group discussion regarding the importance of working closely with the school district public communications contact person. It is important that the role and responsibilities in this area be agreed upon before a school district receives a food recall notice.

#### **Items 6-9.**

Lead a discussion of locating, counting, segregating, and securing a food product in case of a hold or recall. The food safety coordinator (or district foodservice director) should have a procedure for how this should be done at the school sites. The procedure should be included in the standard operating procedure for food recalls.

- **Item 6. Locate the recalled food product.**
- **Item 7. Count the inventory of the recalled food product.**
- **Item 8. Account for all of the recalled food.**
- **Item 9. Segregate and secure the recalled food product.**

#### **Item 10. Take action to conform to the recall.**

Present each action step. Point out differences between a recall for a commodity and one for a purchased food. Remind the group to obtain guidance in writing from the State distributing agency or manufacturer prior to destroying any commodity or purchased food product.

## **Items 11-16.**

School districts should have a plan to be shared with school sites on how to document conformance to a food recall notice and how documentation should be maintained either at the schools or in the central district office.

- **Item 11. Consolidate documentation from all sites for inventory counts.**
- **Item 12. Document any reimbursable costs.**
- **Item 13. Submit necessary paperwork for reimbursement of food costs.**
- **Item 14. Complete and maintain all necessary documentation related to the recall for three years plus the current year.**
- **Item 15. Maintain copies of any communication received or sent in relation to the food recall for three years plus the current year.**
- **Item 16. Maintain files of information provided to the school district public communications contact person; other media contact(s) and the public; and adverse health reports, and subsequent actions for three years plus the current year.**

### **Independent Activity, Food Recall Action Checklist – Part I: Responsibilities at the Administrative Level (15 minutes)**

Ask participants to turn to: Food Recall Action Checklist – Part I: Responsibilities at the Administrative Level”– Appendix 4 (pages 40-42).

Explain the Food Recall Action Checklist; then explain the activity. Working independently, each participant should identify the person responsible for the 16 tasks included in the Checklist. For those tasks where a person cannot be designated at this time, the participant should follow up after the training session to identify who should complete the task.

The instructor should circulate around the room during this activity to coach and answer questions. After participants have completed the activity, lead a brief discussion of plans to handle a food recall. If the training session includes participants from more than one school district, call on various participants to share plans they have developed.

### **Food Recall Responsibilities at the School Site Level (5 minutes)**

Present a summary of Food Recall Action Checklist – Part II: Responsibilities at the School Site Level – Appendix 4 (pages 43-44). Below are suggestions for activities to integrate into the presentation.

#### **Item 1. Identify the recalled food product immediately.**

Present a summary of the content in *Responding to a Food Recall* on page 16. Explain how to identify the product code, lot number, and production date on the label. Refer to, *How to Read a Label to Identify a Food Product*, – Appendix 8 (page 50).

### **Table Team Activity – Sample Food Labels (10 minutes)**

Using actual food labels from both commodity and purchased food products, distribute a different label to each table team. Have participants locate and share with the whole group: the product name, name of producing establishment, product code, and production date.

### **Product Segregation (10 minutes)**

#### **Item 2. Hold the product and do not use until you know the final action.**

Lead a group discussion of the school district procedure for product segregation. Discuss how the recalled product could be physically separated or spatially separated. Discuss separation for dry storage, refrigerated, and freezer storage as it would apply to each school's situation. See Sample Standard Operating Procedure for Recalls of USDA Commodity Food and Purchased Food – Appendix 5 (pages 45-46).

#### **Item 3. Determine if the food product has been used.**

Explain ways to determine if the product was used. Show examples and explain how to use invoices, inventory records, production records, and menu records to track a product.

#### **Items 4-6.**

Explain items 4-6 and give examples.

- **Item 4. Account for all food product that was received.**
- **Item 5. If the recalled product has been used, document the date(s) used and to whom it was served.**
- **Item 6. If you have had any reports of health problems that could be related to consumption of the food product, direct anyone affected to appropriate medical personnel or the school nurse.**

#### **Item 7. Submit information to the district central office.**

Review how information should be provided to the school district central office.

#### **Items 8-11.**

Explain items 8-11. If available, show a complete file of documentation of a food recall.

- **Item 8. Follow instructions given by the central office for collection, return, or destruction of the recalled product.**
- **Item 9. Complete any necessary documentation for collection, return or destruction, and reimbursement.**
- **Item 10. Submit necessary documentation to the school district's central office.**
- **Item 11. Maintain copies of documentation on file for three years plus the current year.**

## **Independent Table Team Activity, Food Recall Action Checklist – Part II: Responsibilities at the School Site Level (10 minutes)**

Ask participants to turn to the Food Recall Action Checklist – Responsibilities at the School Site Level. Explain the Checklist (from the Directions on page 43) and then explain the activity. Working independently, each participant should identify the persons responsible (by title, not name) for each of the 11 tasks included in the Checklist. For those tasks where a person cannot be designated at this time, the school manager should follow up after the training session to identify who should complete the task. Managers in school districts with a district director should be sure that the person responsible for each task is consistent with the school district procedures. While the table teams work, circulate around the room to coach and answer questions.

### **Table Team Activity, *Leader Guide Handout 1: Case Study: A Food Recall at Twin Peaks Elementary*, (30 minutes)**

Distribute Handout 1: Case Study: A Food Recall at Twin Peaks Elementary. In addition to the case study, each table team should refer to : Mock Recall Notification Report – Appendix 3 (page 37), manufactured by Hurry Up Foods, Inc. Read the case study aloud to the group. Working together using the Mock Recall Notification Report, the table team should answer the questions about the case study. They will need to refer to their *Responding to a Food Recall* and the Checklist on pages 43-44 to answer the questions. While the table teams work, circulate around the room to coach and answer questions. When the teams have completed the questions, discuss the case study answers. For each question, call on a different participant to share the team’s answer. The answers to the questions are shown below.

## **Answers to Questions**

1. What does a Class I food recall mean? **This is a health hazard situation where there is a reasonable probability that consuming the product will cause serious, adverse health consequences or death.**
2. How should the manager segregate the product? **Follow the steps outlined in the standard operating procedures for the school district. She should segregate any product in inventory, any open containers, and any leftover product including “suspect” open containers without labels. Mark the product “DO NOT USE” and “DO NOT DISCARD.” Inform the entire staff not to use the product.**
3. How can the manager determine if the food product has been used? **Review invoices, inventory, production, and menu records.**
4. How should the manager account for all of the product that was received? **Add the amount used and the amount in inventory to determine if they total the amount received.**

5. The only ready-to-eat turkey ham roll used at Twin Peaks was the Hurry Up brand. The manager knows that some of the recalled ready-to-eat turkey ham roll has already been served. What should she do? No one has reported any health problems to the school cafeteria. **Document the date(s) used and to whom it was served (classes, not individuals). Since no one has reported symptoms of physical illness there will be no reports of health problems to submit to the central office of the school district.**

**Independent Activity, *Leader Guide Handout 2: Food Recall Action Plan for School Sites* (15 minutes)**

Summarize the training session by asking participants to share one new thing they learned. Ask participants to turn to Handout 2: Food Recall Action Plan for School Sites. Review the directions and direct the participants to complete the items. Relate the items on the Food Recall Action Plan for School Sites with the performance objectives for the training session.

Participants may need to refer to *Responding to a Food Recall* to complete the Food Recall Action Plan for School Sites. If the training is for managers in one school district, lead a group discussion of each item on the Food Recall Action Plan for School Sites so managers will have a consistent procedure. If items are addressed in the standard operating procedure for the school district, review the answers to the items from that document.

**Session Feedback Form (less than 5 minutes)**

Provide each participant a Session Feedback Form. Explain the rating scale. Designate a table for participants to leave their completed form as they exit the room. Bring the session to a close and adjourn.

## **Case Study: A Food Recall at Twin Peaks Elementary**

The manager at Twin Peaks Elementary was working on her production plans when the phone rang. The district central office was notifying her of a food recall of turkey ham rolls. A fax soon followed and is shown below.

DATE: December 1

TO: Jane Smith, Manager  
Twin Peaks

FROM: Jean Cook, District Director

SUBJECT: Notice of a Class I Food Recall

We just received a Recall Notice that is included in this fax. The following product has been recalled. Please check your refrigerated inventory and segregate all turkey ham rolls with the product code shown below. The recalled ready-to-eat turkey ham rolls will be picked up on December 3 by the school district truck.

We will call at 2:00 PM to get a complete count of the amount of recalled product in inventory and the amount used. We will also need information on whether the product has been served, to whom it was served, and the dates of service. Be ready to provide any health reports you have received.

Product: Ready-to-Eat Turkey Ham Rolls  
Manufacturer: Hurry Up Food Systems, Inc.  
Product Code: HU1234  
Production date code: 6324



## Handout 1, page 2

1. What does a Class I food recall mean?
2. How should the manager segregate the product?
3. How can the manager determine if the food product has been used?
4. How should the manager account for all of the product that was received?
5. The only ready-to-eat turkey ham roll used at Twin Peaks was the Hurry Up brand. The manager knows that some of the recalled ready-to-eat turkey ham roll has already been served. What should she do? No one has reported any health problems to the school cafeteria.



### Food Recall Action Plan for School Sites

Name \_\_\_\_\_ District/School \_\_\_\_\_

**Directions:** Using the school district's standard operating procedure and information provided by this training, develop a plan for your school site (district directors - all sites in the school district). If you cannot determine all parts of the plan now, complete the plan at a later time. Keep this Food Recall Action Plan with *Responding to a Food Recall* for use when a Recall Notification Report is received.

#### Performance Objectives

The school foodservice district director/manager will:

1. Identify the person responsible for each task associated with conforming to the requirements of a hold or recall at both administrative and site levels (see Food Recall Action Checklist on pages 40-44).
2. Develop a plan describing how to:
  - a. Identify a product named in a food recall notice.
  - b. Count and report amounts of inventory.
  - c. Segregate and secure a product.
  - d. Account for all product that was received.
  - e. Collect information on use of product including dates and to whom it was served. Provide to the designated person in the district or other agency.
  - f. Collect information on adverse health reports and actions taken. Provide to the designated person in the district or other agency.
  - g. Complete required documentation for collection, return or destruction, and reimbursement.
  - h. Describe where required documentation will be maintained, at the school site or school district central office.

#### Performance Objective 1

Attach the completed Food Recall Action Checklist

#### Performance Objective 2

- a. How will you identify a product named in recall notice?
  
  
- b. How will you count and report amounts of inventory of the recalled product?
  - Who:
  
  
  - Reporting form:



## Handout 2, page 2

- c. What method will you use to segregate and secure a recalled product?
- d. How will you account for all of the recalled product that was received?
- e. Where will you get information on use of the recalled product including to whom it was served and the dates of service?
- f. Who is the designated person in the district or other agency to
  - Receive documentation forms \_\_\_\_\_
  - Receive reports of adverse health and actions taken \_\_\_\_\_
- g. From whom will you obtain the required documentation form for collection, return or destruction, and reimbursement of the recalled product?
- h. Where will required documentation be maintained, at the school site or school district central office?



# Session Feedback Form

Date \_\_\_\_\_

Location \_\_\_\_\_

Instructor \_\_\_\_\_

**Circle the number indicating your level of agreement with the items in 1 and 2.**

	1 Was Not Satisfied	2 OK	3 Average	4 Excellent
<b>1. Please rate the content of the training session:</b>				
Organized . . . . .	1	2	3	4
Information you can use . . . . .	1	2	3	4
Interesting . . . . .	1	2	3	4
Overall . . . . .	1	2	3	4
<b>2. Please rate the training session instructor(s):</b>				
Knew the subject . . . . .	1	2	3	4
Held your attention . . . . .	1	2	3	4
Used relevant examples . . . . .	1	2	3	4
Involved the participants . . . . .	1	2	3	4
Was enthusiastic about the workshop . . . . .	1	2	3	4
Overall . . . . .	1	2	3	4

**3. To me the most important part of this workshop was...**

**4. I would like future workshops on...**

**THANK YOU FOR PARTICIPATING IN THIS TRAINING SESSION.  
PLEASE LEAVE YOUR COMPLETED FORM ON THE  
TABLE DESIGNATED BY THE INSTRUCTOR.**

