CAFETERIA MANAGERS' TRAINING SECTION

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MEAL PATTERNS

A. Overview

1. Reason for Change

a. School meals impact millions of children every day.

b. Obesity and food insecurity/hunger threaten the health of these children.

Childhood obesity is at an all-time high. At the same time, millions of children are affected by hunger and food insecurity. It is not implying that school meals are the cause of childhood obesity, because children have a variety of access to food outside of the school meal environment. In fact, new research indicates that children and adolescents consume more calories in added sugars ***at home*** rather than away from home for both beverages and foods. These results are consistent with results for total caloric intakes. That is, 65 percent of the total calories that children and adolescents consumed were consumed at home.

c. Changes consistent with the 2010 Dietary Guidelines for Americans and MyPlate messages.

- 2010 Dietary Guidelines

  The Dietary Guidelines for Americans are revised every five years and are based on the latest scientific evidence related to diet and health.

- MyPlate is a picture illustrating messages that help consumers know that the foods they are choosing are consistent with the Dietary Guidelines. MyPlate messages are:

  — Fill 1/2 your plate with fruits and vegetables.

  — Make 1/2 your grains whole.

  — Switch to 1% milk.

  — Cut back on solid fat, added sugar, and salt.

d. Schools are a good place to make healthy food choices accessible to youth.

The new rule offers students greater opportunity to make healthy choices while at school, while also assuring that students who experience hunger or food insecurity have increased access to the healthy foods they need to grow and learn.

B. One Approach

1. Food-Based Menu Planning (Refer to the New School Meal Requirements on **pages CM-6** and **CM-7** and Implementation Timeline for Final Rule on **page CM-8**.)

a. A ***single food-based menu-planning approach is required*** for school breakfast and lunch.

b. The benefits of using food-based menu planning include:

(1) Simplified management training and monitoring is expected to result in program savings.

(2) Serves as a teaching tool to help children choose a balanced meal.

(3) Ensures students have access to key food groups recommended by the Dietary Guidelines.

(4) Easier for schools to communicate the meal improvements to parents and the community-at-large.

c. ***Lunch***: Schools must use food-based menu planning for lunch. (Refer to Lunch Meal Pattern on **page CM-6**.)

d. ***Breakfast***: Schools must begin using the new meal pattern breakfast requirements. (Refer to page **CM-7**.)

2. Identification of the Reimbursable Meal at the Beginning of the Food Service Line (Reference United States Department of Agriclture [USDA] Regulation §210.10[a][2] and §220.8[h] and [j])

a. Schools are required to identify the foods that are part of the reimbursable meal near or at the beginning of the serving line. This seeks to ensure that students understand the components of the reimbursable meal and do not make unintentional purchases of à la carte foods. (Refer to **page CM-9** for a copy of the Identification of a Reimbursable Meal sign.)

b. Schools have discretion as to how to identify the foods that are part of the reimbursable meal. For example, the items in a reimbursable meal might be posted in signage near the beginning of the line.

3. Three Grade Groups Are Required for Breakfast and Lunch

a. The new requirements include ***new age/grade group classifications***. They are more narrow to provide for the ***age-appropriate nutrition needs*** of students. The rule requires schools to ***use the same age/grade groups for planning both lunch and breakfast meals***.

b. The rule does allow ***some flexibility*** to schools that have different grade configurations. For example, a school site that includes Grades K-8 may use one meal pattern.

c. The ***meal patterns for the K-5 and 6-8 age/grade groups do overlap***; therefore, a single menu can be used to meet the needs of children in Grades K-8. However, the ***dietary specifications for each grade group must also be met***. This will ***require careful planning***. In other words, the meal pattern would include the food quantities that overlap in each of the groups. In addition, the maximum caloric limits cannot be exceeded for the younger students.

In contrast, ***meal patterns do not overlap for Grades 6-8 and 9-12***. For this reason, ***one single menu with the same amounts of food will not work***. Schools that consist of both grade/groups must develop menus accordingly to meet needs of these two separate groups. Most usually, these will ***only include differences in serving sizes rather than different food items***.

d. Additionally, the new meal pattern does not allow for schools with a grade configuration with one grade above or below the grade grouping to follow the predominant grade group requirements (as was previously allowable).

e. The three age/grade groups are:

- Grades K-5
- Grades 6-8
- Grades 9-12

Age/Grade Group Differences		
Grade Level: **K-5 (Ages 5-10)**	**Grade Level:** **6-8 (Ages 11-13)**	**Grade Level:** **9-12 (Ages 14-18)**
Calorie Ranges **Breakfast: 350-500** **Lunch: 550-650**	**Calorie Ranges** **Breakfast: 400-550** **Lunch: 600-700**	**Calorie Ranges** **Breakfast: 450-600** **Lunch: 750-850**
Caloric Overlaps **B: 400-550** **L: 600-650**	**Caloric Overlaps** **B: 450-500** **L: *NO OVERLAP***	

LUNCH MEAL PATTERN
(SY2014-2015)

	Grades K-5[a]	Grades 6-8[a]	Grades 9-12[a]
Meal Pattern	**Amount of Food[b] Per Week (Minimum Per Day)**		
Fruits (cups)[b]	2 .5 (0.5)	2.5 (.5)	5 (1)
Vegetables (cups)[b]	3.75 (0.75)	3.75 (0.75)	5 (1)
Dark Green[c]	0.5	0.5	0.5
Red/Orange[c]	0.75	0.75	1.25
Beans/Peas (Legumes)[c]	0.5	0.5	0.5
Starchy[c]	0.5	0.5	0.5
Other[c,d]	0.5	0.5	0.75
Additional Veg to Reach Total[e]	1	1	1.5
Grains (oz eq)[f]	8 (1)	8 (1)	10 (2)
Meat/Meat Alternates (oz eq)	8 (1)	9 (1)	10 (2)
Fluid Milk (cups)[g]	5 (1)	5 (1)	5 (1)
Mini-max calories (kcal)[h]	550-650	600-700	750-850
Saturated fat (% of total calories)[h]	<10	<10	<10
Sodium (mg)[h,i]	≤1230	≤1360	≤1420
Trans fat[h]	Nutrition label or manufacturer specifications must indicate zero grams of ***trans*** fat per serving.		

[a] Food items included in each group and subgroup and amount equivalents. Minimum creditable serving is 1/8 cup.

[b] One-quarter cup of dried fruit counts as 1/2 cup of fruit; 1 cup of leafy greens counts as 1/2 cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100 percent full-strength.

[c] Larger amounts of these vegetables may be served.

[d] This category consists of *Other Vegetables* as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, the *Other Vegetables* requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in 210.10(c)(2)(iii).

[e] Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

[f] Beginning July 2, 2012 (SY2012-2013), at least half of the grains items (or products) offered must be whole grain-rich. Beginning July 1, 2014 (SY2014-2015), all grains items (or products) must be whole grain-rich.

[g] Beginning July 1, 2012 (SY2012-2013), all fluid milk must be lowfat (1 percent or less, unflavored) or fat-free (unflavored or flavored).

[h] Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, ***trans*** fat, or sodium. Foods of minimal nutritional value (FMNV) and fluid milk with fat content greater than 1 percent are not allowed.

[i] Final sodium targets must be met no later than July 1, 2022 (SY2022-2023). The first intermediate target must be met no later than SY2014-2015, and the second intermediate target must be met no later than SY2017-2018. See required intermediate specifications in §210.10(f)(3).

BREAKFAST MEAL PATTERN
(SY2014-2015)

	Grades K-5[a]	Grades 6-8[a]	Grades 9-12[a]
Meal Pattern	**Amount of Food[b] Per Week (Minimum Per Day)**		
Fruits (cups)[b]	5 (1)[e]	5 (1)[e]	5 (1)[e]
Vegetables (cups)[b]	0	0	0
Dark Green[c]	0	0	0
Red/Orange[c]	0	0	0
Beans/Peas (Legumes)[c]	0	0	0
Starchy[c]	0	0	0
Other[c,d]	0	0	0
Additional Veg to Reach Total[e]	0	0	0
Grains (oz eq)[f]	7 (1)	8 (1)	9 (1)
Meat/Meat Alternates (oz eq)	0[j]	0[j]	0[j]
Fluid Milk (cups)[g]	5 (1)	5 (1)	5 (1)
Mini-max calories (kcal)[h]	350-500	400-550	450-600
Saturated fat (% of total calories)[h]	<10	<10	<10
Sodium (mg)[h,i]	≤540	≤600	≤640
Trans fat[h]	Nutrition label or manufacturer specifications must indicate zero grams of ***trans*** fat per serving.		

[a] Food items included in each group and subgroup and amount equivalents. Minimum creditable serving is 1/8 cup.

[b] One-quarter cup of dried fruit counts as 1/2 cup of fruit; 1 cup of leafy greens counts as 1/2 cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100 percent full-strength.

[c] Larger amounts of these vegetables may be served.

[d] This category consists of *Other Vegetables* as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, the *Other Vegetables* requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in 210.10(c)(2)(iii).

[e] Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

[f] Beginning July 2, 2012 (SY2012-2013), at least half of the grains items (or products) offered must be whole grain-rich. Beginning July 1, 2014 (SY2014-2015), all grains items (or products) must be whole grain-rich.

[g] Beginning July 1, 2012 (SY2012-2013), all fluid milk must be lowfat (1 percent or less, unflavored) or fat-free (unflavored or flavored).

[h] Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, ***trans*** fat, or sodium. Foods of minimal nutritional value (FMNV) and fluid milk with fat content greater than 1 percent are not allowed.

[i] Final sodium targets must be met no later than July 1, 2022 (SY2022-2023). The first intermediate target must be met no later than SY2014-2015, and the second intermediate target must be met no later than SY2017-2018. See required intermediate specifications in §210.10(f)(3).

[j] There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY2013-2014), schools may substitute 1 oz eq of meat/meat alternate for 1 oz eq of grains after the minimum daily grains requirement is met.

Implementation Timeline for Final Rule
Nutrition Standards in the National School Lunch and School Breakfast Programs

New Requirements	Implementation School Year for NSLP (L) and SBP (B)				
	2014/15	2015/16	2016/17	2017/18	2022/23
Fruits Component					
• Offer fruit daily	L,B	L,B	L,B	L,B	L,B
• Fruit quantity increase to 5 cups/week (minimum 1 cup/day)	L, B	L, B	L, B	L, B	L, B
Vegetables Component					
• Offer vegetables subgroups weekly	L	L	L	L	L
Grains Component					
• All grains items must be whole grain-rich	L, B	L, B	L, B	L, B	L, B
• Offer weekly grains (daily min)	L, B	L, B	L, B	L, B	L, B
Meat/Meat Alternate Component					
• Offer weekly meat/meat alternate (daily min)	L	L	L	L	L
Milk Component					
• Offer only fat-free (unflavored or flavored) and lowfat (unflavored) milk	L, B	L, B	L, B	L, B	L, B
Dietary Specifications (To Be Met on Average Over a Week)					
• Calorie ranges	L, B	L, B	L, B	L, B	L, B
• Saturated fat limit (no change)	L, B	L, B	L, B	L, B	L, B
• Sodium targets					
* Target 1—July 1, 2014	L, B				
* Target 2—July 1, 2017				L, B	
* Target 3—July 1, 2022					L, B
• Zero grams of trans fat per portion	L, B	L, B	L, B	L, B	L, B
Menu Planning					
• A single FBMP approach	L, B	L, B	L, B	L, B	L, B
Age-Grade Groups					
• Establish age/grade groups: K-5, 6-8, 9-12	L, B	L, B	L, B	L, B	L, B
Offer versus Serve					
• Reimbursable meals must contain a fruit or vegetable (1/2 cup minimum)	L, B	L, B	L, B	L, B	L, B
Monitoring					
• 3-year Adm Review cycle	L, B	L, B	L, B	L, B	L, B
• Conduct weighted nutrient analysis on 1 week of menus	L, B	L, B	L, B	L, B	L, B

The Full-Value Lunch Meal

Meat, meat alternate, or main dish

(Main dishes include a meat and bread/grain)

Vegetables

1 or more of your choice

Fruits

1 or more of your choice

Bread or grain

1 item

Fat-Free or lowfat milk

1/2 pint

Offer versus Serve: THE CHOICE IS YOURS!
You may select all 5 items
or any 2 + a fruit or vegetable.

4. Five Vegetable Subgroups Are Required

   a. There are five vegetable subgroups that must be ***offered on a weekly*** basis at lunch:

      (1) Dark green

      (2) Red/orange

      (3) Beans/peas (legumes)

      (4) Starchy

      (5) Other

   b. Each one must be offered weekly in the quantity required.

   c. Each one must be available on all lines if school has multiple lines.

      Schools that choose to offer a variety of reimbursable lunches or provide multiple serving lines ***must make all required food components available to all students on every lunch line*** in at least the minimum required amounts.

      Refer to the vegetable subgroup document to identify in which group the various vegetables fall on **page CM-22**.

5. Fruits and Vegetables Are Two Separate Components

   a. Under the new rule, the quantities of fruit and vegetable are separate. Previously, students were offered 1/2 to 3/4 cup of fruit ***and/or*** vegetable. Now, students must be offered 1/2 to 1 cup of fruit ***AND*** 3/4 to 1 cup of vegetable at lunch. The quantities depend upon the grade group.

   b. For the breakfast meal pattern, fruit is a required component. ***Vegetables can be substituted*** for the fruit at breakfast, ***but only if the first two cups per week of any such substitution are from the dark green, red/orange, beans/peas (legumes), or the* other *vegetable subgroup***.

      For example, to substitute potatoes for fruit at breakfast, there must be at least two cups of dark green, red/orange, beans/peas (legumes), or the *other* vegetable subgroup offered at breakfast during the same week.

   c. Offer versus Serve.

      - ***Lunch***—Student must take at least 1/2 cup of fruit or vegetable.

      - ***Breakfast***—School year 2013-2014, no change in existing Fruit/Vegetable/Juice component. School year 2014-2015, students are required to take at least 1/2 cup fruit.

      - All other items must be taken in quantity served.

6. Daily and Weekly Minimums for Meat/Meat Alternate

   a. ***Although there are no daily or weekly maximums for each grade group***, menu planners must not exceed the caloric limits. In addition, ***using lowfat preparation methods and specifying lowfat and low-sodium commercially prepared meat/meat alternates*** will be helpful in meeting the dietary specifications for fat and sodium.

   b. To help lower the cost and operational concerns of schools regarding the new meal patterns, ***there is no requirement for meat/meat alternate at breakfast.***

7. Whole Grain-Rich Requirement

   a. There are daily minimum ***and*** weekly minimum quantities of grains. All grain products must be whole grain-rich.

   b. Under the new requirements, there are both ***daily and weekly*** minimum quantities. Although at this time there are no maximum quantities, menu planners must stay within the weekly range of maximum calories for each grade group.

   c. Refer to **page CM-35** (Updated Grains/Breads Chart).

8. Desserts

   Schools may count ***no more than two grains-based servings (2 oz equivalents) per week*** toward the grains requirement. Desserts need to be whole grain-rich. As with other parts of the new rule, this ***requirement will help schools stay within the dietary specifications.***

9. Milk

   a. Under the meal pattern requirements, ***schools*** **MUST** ***offer only lowfat and fat-free milk. If flavored, the milk must be fat-free.*** This requirement will ***help schools stay within the caloric ranges.***

   b. To encourage children to drink milk, schools must ***offer at least two varieties of milk***. These varieties ***may include lactose-free or lactose-reduced milk*** as long as they are either lowfat or fat-free.

   c. Schools ***must offer at least two varieties*** of milk to students from the following selection:

      - Lowfat, unflavored
      - Fat-free, unflavored or flavored
      - Fat-free or lowfat, lactose-reduced or lactose-free

   d. The provision for ***milk substitution beverages*** for students with dietary limitations has not changed. (Refer to milk substitution form on **page CM-127**.)

e. Milk substitution beverages can be offered to students with special dietary needs (not disabilities) in place of milk. The request must be in writing and from the parent or authorized medical authority. Substitutions are made on a case-by-case basis. ***Milk substitution beverages are not intended for general consumption.*** The milk substitutes must meet Nutrition Standards for nondairy substitutes, including nine specific nutrients (calcium, protein, vitamin A, vitamin D, magnesium, phosphorus, potassium, riboflavin, and vitamin B_{12}).

f. Water does not substitute for fluid milk. However, in accordance with the Healthy and Hunger-Free Kids Act of 2010, ***water must be available in the food service area for students who wish to drink it***. Schools who have a ***water fountain in the dining area are meeting this requirement***.

C. Components

1. Fruits

Fruits Requirements

	Breakfast Meal Pattern				Lunch Meal Pattern			
	Grades K-5	Grades 6-8	Grades K-8	Grades 9-12	Grades K-5	Grades 6-8	Grades K-8	Grades 9-12
Meal Pattern	Amount of Food Per Week (Minimum Per Day)							
Fruits (cups)	5 (1)	5 (1)	5 (1)	5 (1)	2.5 (0.5)	2.5 (0.5)	2.5 (0.5)	5 (1)

a. Fruits/vegetables separated into two components

b. A daily serving at breakfast and lunch

- At breakfast only: Vegetables may be offered in place of fruits

c. May select from fresh, frozen without added sugar, canned in juice/light syrup, or dried fruit options

- No more than half of fruit offerings may be in the form of juice
- 100 percent juice only
- 1/4 cup of dried fruit = 1/2 cup of fruit
- Refer to Food-Buying Guide for crediting

2. Vegetables

Vegetables

	Breakfast Meal Pattern				Lunch Meal Pattern			
	Grades K-5	Grades 6-8	Grades K-8	Grades 9-12	Grades K-5	Grades 6-8	Grades K-8	Grades 9-12
Meal Pattern	Amount of Food Per Week (Minimum Per Day)							
Vegetables (cups)	0	0	0	0	3.75 (0.75)	3.75 (0.75)	3.75 (0.75)	5 (1)
Dark Green	0	0	0	0	.5	.5	.5	.5
Red/Orange	0	0	0	0	0.75	0.75	0.75	1.25
Beans/Peas (Legumes)	0	0	0	0	0.5	0.5	0.5	0.5
Starchy	0	0	0	0	0.5	0.5	0.5	0.5
Other	0	0	0	0	0.5	0.5	0.5	0.75
Additional Veg to Reach Total	0	0	0	0	1	1	1	1.5

a. A ***daily*** serving at lunch that reflects variety over the week

b. Vegetable subgroup ***weekly*** requirements for:

- Dark Green (e.g., broccoli, collard greens, spinach)
- Red/Orange (e.g., carrots, sweet potatoes, tomatoes)
- Beans/Peas (Legumes) (e.g., kidney beans, lentils, chickpeas)
- Starchy (e.g., corn, green peas, white potatoes)
- Other (e.g., onions, green beans, cucumbers)
- Additional vegetables to meet 5-cup weekly total

c. Variety of preparation methods available:

- Fresh, frozen, canned
- USDA Foods offers a variety of no-salt added or lower-sodium products

d. Changes in crediting of leafy greens

- One cup raw leafy greens equals 1/2 cup of vegetable

e. Foods from the beans/peas (legumes) subgroup may be credited as a vegetable ***OR*** a meat alternate, but not as both.

3. Grains/Breads

Grains/Breads

	Breakfast Meal Pattern				Lunch Meal Pattern			
	Grades K-5	Grades 6-8	Grades K-8	Grades 9-12	Grades K-5	Grades 6-8	Grades K-8	Grades 9-12
Meal Pattern	Amount of Food Per Week (Minimum Per Day)							
Grains (oz eq)	7 (1)	8 (1)	7 (1)	9(1)	8 (1)	8 (1)	8 (1)	10 (2)

a. Schools must offer the daily and weekly minimum servings of whole grain-rich products at lunch. While maximums on Grains/Breads have been relaxed, calorie maximums remain the same. (Refer to **page CM-17**.)

— ***Whole grain-rich*** foods must contain at least 50 percent whole grains

b. Criteria for whole grain-rich foods:

- Meet the serving size requirements using the new chart on **page CM-35** in the Grains/Breads Instruction

AND

- Meet at least ***ONE*** of the following:

— Whole grains per serving must be ≥ 8 grams

— Product includes Food and Drug Administration's (FDA's) whole-grain health claim statement or stamp on its packaging

— Whole grain must be listed as the first ingredient on the product label

c. Grain-Based Desserts

- Only two creditable grain-based desserts allowed at lunch per school week
- These items are a major source of solid fats and added sugars per DGA 2010

d. Grains: Breakfast

- Offer the daily and weekly servings of grain items at breakfast
- In SY2014-2015, all grain items offered must be whole grain-rich
- Schools ***MAY*** substitute meat/meat alternate for grain once daily grains minimum is met
- Formulated grain-fruit products cannot be used to meet grain or fruit components at breakfast
- Formulated grain-fruit products consist of grain-type products that have grain as the primary ingredient and grain-fruit-type products that have fruit as the primary ingredient. They are heavily fortified, high in solid fats and added sugars (e.g., fortified pastries).
- The term ***formulated grain-fruit products*** does ***NOT*** apply to granola bars or fortified cereals.

4. Meats

Meat/Meat Alternate

	Breakfast Meal Pattern				Lunch Meal Pattern			
	Grades K-5	Grades 6-8	Grades K-8	Grades 9-12	Grades K-5	Grades 6-8	Grades K-8	Grades 9-12
Meal Pattern	Amount of Food Per Week (Minimum Per Day)							
Meat/Meat Alternate (oz eq)	0	0	0	0	8 (1)	9 (1)	9 (1)	10 (2)

a. Daily and weekly requirements for lunch only

b. While maximums for Meat/Meat Alternate have been relaxed, calorie maximums remain the same. (Refer to page CM-17.)

c. 2 oz eq daily for students in Grades 9-12

d. 1 oz eq daily for younger students

e. A variety of meat/meat alternate are encouraged

f. Tofu and soy yogurt will be allowable as a meat alternate (Refer to the on-line Food-Buying Guide for item equivalency.)

5. Fluid Milk

Milk

	Breakfast Meal Pattern				Lunch Meal Pattern			
	Grades K-5	Grades 6-8	Grades K-8	Grades 9-12	Grades K-5	Grades 6-8	Grades K-8	Grades 9-12
Meal Pattern	Amount of Food Per Week (Minimum Per Day)							
Fluid Milk (cups	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)

a. Allowable milk options include:

- Fat-free (unflavored or flavored)
- Lowfat (unflavored only)
- Fat-free or lowfat, lactose-reduced or lactose-free

b. Must offer at least two choices

c. Does not alter Nutrition Standards for milk substitutes (e.g., soy beverages)

d. Students ***MAY*** decline milk component under Offer versus Serve.

D. Dietary Specifications—Calories, Saturated Fat, Sodium, and Trans Fat

The dietary specifications were established for each grade group and are meant to be ***met, on average, over the week***. The ***exception*** is ***trans fat***. Food products or ingredients used by the school must contain ***zero grams of trans fat per serving***. ***Small amounts of trans fat are acceptable if they are naturally present in the food item.*** These products include beef and lamb.

1. Calorie Ranges

   a. Minimum and maximum calorie (kcal) levels

      • Average over course of the week

GRADES	LUNCH (kcal)	BREAKFAST (kcal)
K-5	550-650	350-500
6-8	600-700	400-550
9-12	750-850	450-600
K-8	600-650	400-500

2. Saturated fat

   a. Limit saturated fat

      • Less than 10 percent of total calories

      • Same as current regulatory standard

   b. No total fat standard

3. Sodium

   a. Intermediate targets can help schools reach final targets

      • Target 1: SY2014-2015

      • Target 2: SY2017-2018

      • Target 3: SY2022-2023

b. The sodium levels in this table ***reflect the targets for the 2014-2015 school year***. There are two other target levels that will be phased in over the next ten years.

Sodium

Daily amount based on the average over a 5-day week				
	K-5 Grades	6-8 Grades	K-8 Grades	9-12 Grades
Breakfast	≤ 540 mg	≤ 600 mg	≤ 540 mg	≤ 640 mg
Lunch	≤ 1230 mg	≤ 1360 mg	≤ 1230 mg	≤ 1420 mg

4. Trans fat

a. Food products and ingredients must contain ***no trans fat***. This is defined as less than 0.5 grams per serving. ***Schools will need to review the Nutrition Facts label or manufacturer specifications to determine trans fat content.***

b. This requirement ***does not pertain to the trans fat naturally occurring in animal products such as beef and lamb***. For example, a ground beef pizza may contain more than 0.5 grams trans fat per serving ***if*** the source is the ground beef. If the pizza crust contains trans fat, the pizza would not meet the dietary specification criteria.

c. The only clear way to determine if the product is in compliance with trans fat is for schools to ***request this information from suppliers on how much of the trans fat is naturally occurring versus if any of the other ingredients contain trans fat.***

MENU PLANNING

Consider the following factors when planning menus:

- May utilize menu-planning tool on **pages CM-19** through **CM-21** for each grade group.
- Make sure all grains/breads items served are whole grain-rich.
- While Grains/Breads and Meat/Meat Alternates have been relaxed, the calorie maximums have remained the same.
- No more than two grain-based servings (2 oz equivalency) per week.
- Include all vegetable subgroups over the week. (Refer to subgroup on **page CM-22.**)
- Limit amount of processed food.
- Use USDA recipes.
- Consider condiments (calories, fat, sodium).
- Adapt menus according to grade/group.
- Refer to charts on short and long weeks on **pages CM-23** through **CM-26**.
- Refer to Breakfast or Lunch Meal Patterns on **pages CM-6** and **CM-7**.

Menu-PlanningTool— Lunch Menus for Grades K-5

Instructions: Plan 1 week of school meals for Grades K-5 to meet both daily and weekly requirements. Indicate calorie amounts for each planned item that is being served per day. Record total calories in bottom box for each day.

LUNCH	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Totals
Meat/Meat Alternates: 1 oz/daily, 8/week						
Grains/Breads: 1 oz/daily, 8/week						
Vegetables: 3/4 cup/daily, 3 3/4 cups/ weekly						
Dark Green Vegetable: 1/2 cup/week						
Red/Orange Vegetable: 3/4 cup/week						
Beans/Peas (Legumes): 1/2 cup/week						
Starchy Vegetable: 1/2 cup/week						
Other Vegetable: 1/2 cup/week						
Fruits: 1/2 cup/daily, 2 1/2 cups/ weekly						
Milk, 2 varieties: 1 cup/daily						
Noncreditable Food Items						
Calories: 550-650 Sodium: ≤1,230 mg						

Menu-Planning Tool—Lunch Menus for Grades 6-8

Instructions: Plan 1 week of school meals for Grades 6-8 to meet both daily and weekly requirements. Indicate calorie amounts for each planned item that is being served per day. Record total calories in bottom box for each day.

LUNCH	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Totals
Meat/Meat Alternates: 1 oz/daily, 9/week						
Grains/Breads: 1 oz/daily, 8/week						
Vegetables: 3/4 cup/daily, 3 3/4 cups/ weekly						
Dark Green Vegetable: 1/2 cup/week						
Red/Orange Vegetable: 3/4 cup/week						
Beans/Peas (Legumes): 1/2 cup/week						
Starchy Vegetable: 1/2 cup/week						
Other Vegetable: 1/2 cup/week						
Fruits: 1/2 cup/daily, 2 1/2 cups/ weekly						
Milk, 2 varieties: 1 cup/daily						
Noncreditable Food Items						
Calories: 600-700 Sodium: ≤1,360 mg						

Menu-Planning Tool—Lunch Menus for Grades 9-12

Instructions: Plan 1 week of school meals for Grades 9-12 to meet both daily and weekly requirements. Indicate calorie amounts for each planned item that is being served per day. Record total calories in bottom box for each day.

LUNCH	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Totals
Meat/Meat Alternates: 2 oz/daily, 10/week						
Grains/Breads: 2 oz/daily, 10/week						
Vegetables: 1 cup/daily, 5 cups/weekly						
Dark Green Vegetable: 1/2 cup/week						
Red/Orange Vegetable: 1 1/4 cup/week						
Beans/Peas (Legumes): 1/2 cup/week						
Starchy Vegetable: 3/4 cup/week						
Other Vegetable: 3/4 cup/week						
Fruits: 1 cup/daily, 5 cups/weekly						
Milk, 2 varieties: 1 cup/daily						
Noncreditable Food Items						
Calories: 750-850 Sodium: ≤ 1,420 mg						

Vegetable Subgroups for Child Nutrition Programs

Dark Green Vegetables Grades K-5: 1/2 Cup/Week Grades 6-8: 1/2 Cup/Week Grades 9-12: 1/2 Cup/Week	**Red/Orange Vegetables** Grades K-5: 3/4 Cup/Week Grades 6-8: 3/4 Cup/Week Grades 9-12: 1 1/4 Cups/Week	**Beans/Peas (Legumes)** Grades K-5: 1/2 Cup/Week Grades 6-8: 1/2 Cup/Week Grades 9-12: 1/2 Cup/Week	**Starchy Vegetables** Grades K-5: 1/2 Cup/Week Grades 6-8: 1/2 Cup/Week Grades 9-12: 1/2 Cup/Week	**Other Vegetables** Grades K-5: 1/2 Cup/Week Grades 6-8: 1/2 Cup/Week Grades 9-12: 3/4 Cup/Week
Bok choy (Chinese cabbage) Broccoli Collard greens Dark green leafy lettuce Kale Musclun Mustard greens Romaine lettuce Spinach Turnip greens Watercress Beet greens Chicory Escarole endive Grape leaves Parsley Swiss chard	Acorn squash Butternut squash Carrots Pumpkin Tomatoes Tomato products Sweet potatoes Cherry peppers Hubbard squash Pimientos Red/orange peppers Salsa	Black beans Kidney beans Lentils Navy beans Pinto beans Soy beans (dry, mature) Split peas White beans Black-eyed peas (mature, dry, canned) Garbanzo beans (chickpeas) Refried beans Bean products Edamame Great Northern beans Green peas, dry Lima beans (dry, mature) Mung beans Pink beans Small red beans	Corn Cassava Green bananas Green peas Green lima beans Plantains Taro Water chestnuts White potato products Black-eyed peas (not dry, fresh, frozen) Mixed vegetables Breadfruit Lima beans (canned, fresh, or frozen) Jicama (yam bean) Parsnips Piqeou peas Poi Yautia (tannier)	All other fresh, frozen, and canned; cooked or raw vegetables, including: Artichokes Asparagus Avocado Bamboo shoots Bean sprouts Beets Bell or chili peppers Brussels sprouts Cabbage, green or red Cactus (napales) Cauliflower Celery Chayote Chinese snow peas Cucumbers Eggplant Green beans Green peppers Iceberg lettuce Kohlrabi Mushrooms Okra Olives Onions Parsnips Pepperocini Pickles Radishes Rutabagas Sauerkraut Seaweed Sugar snap peas Tomatillos Turnips Wax beans Yellow squash Zucchini

Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

Grades K-5: 3/4 cup daily; 3 3/4 cups weekly; Grades 6-8: 3/4 cup daily; 3 3/4 cups weekly; Grades 9-12: 1 cup daily; 5 cups weekly

Short and Long Week Calculations

- *Calculations are rounded to the nearest 0.5 oz eq and 0.25 cup.*
- *Calculations apply to schools who **regularly** operate on a shorter or longer weekly cycle.*
- Since the dietary specifications are based on average daily amounts, these are unaffected by varying week lengths (average over length of week, whether consisting of 3 to 7 days).
- Due to size of weekly vegetable subgroup requirements, the 20 percent adjustment is not practical. Therefore, adjustments are primarily made to the *Additional Vegetable* category only—which in turn allows increased or decreased offering amounts of any of the subgroups to meet this requirement.

Three-Day School Week Meal Component Adjustments

3-Day School Week Breakfast	**Grades K-5** Weekly (Daily)	**Grades 6-8** Weekly (Daily)	**Grades K-8** Weekly (Daily)	**Grades 9-12** Weekly (Daily)
Fruits (cups)	3 (1)	3 (1)	3 (1)	3 (1)
Grain (oz eq)	4 (1)	5 (1)	5(1)	5.5 (1)
Fluid Milk (cups)	3 (1)	3 (1)	3 (1)	3 (1)

3-Day School Week Lunch	**Grades K-5** Weekly (Daily)	**Grades 6-8** Weekly (Daily)	**Grades K-8** Weekly (Daily)	**Grades 9-12** Weekly (Daily)
Fruits (cups)	1.5 (.05)	1.5 (0.5)	1.5 (.05)	3 (1)
Vegetables (cups)	2.25 (0.75)	2.25 (0.75)	2.25 (0.75)	3 (1)
Dark Green	0.5	0.5	0.5	0.5
Red/Orange	0.5	0.5	0.5	1
Beans/Peas (Legumes)	0.5	0.5	0.5	0.5
Starchy	0.5	0.5	0.5	0.5
Other	0.25	0.25	0.25	0.5
Additional Veg to Reach Total	0	0	0	0
Grain (oz eq)	5 (1)	5 (1)	5 (1)	6 (2)
Meat/Meat Alternates (oz eq)	5 (1)	5.5 (1)	5.5 (1)	6 (2)
Fluid Milk (cups)	3 (1)	3 (1)	3 (1)	3 (1)

Four-Day School Week Meal Component Adjustments

4-Day School Week Breakfast	Grades K-5 Weekly (Daily)	Grades 6-8 Weekly (Daily)	Grades K-8 Weekly (Daily)	Grades 9-12 Weekly (Daily)
Fruits (cups)	4 (1)	4 (1)	4 (1)	4 (1)
Grain (oz eq)	5.5 (1)	6.5 (1)	6.5 (1)	7 (1)
Fluid Milk (cups)	4 (1)	4 (1)	4 (1)	4 (1)

4-Day School Week Lunch	Grades K-5 Weekly (Daily)	Grades 6-8 Weekly (Daily)	Grades K-8 Weekly (Daily)	Grades 9-12 Weekly (Daily)
Fruits (cups)	2 (.05)	2 (0.5)	2 (.05)	4 (1)
Vegetables (cups)	3 (0.75)	3 (0.75)	3 (0.75)	4 (1)
Dark Green	0.5	0.5	0.5	0.5
Red/Orange	0.75	0.75	0.75	1.25
Beans/Peas (Legumes)	0.5	0.5	0.5	0.5
Starchy	0.5	0.5	0.5	0.5
Other	0.5	0.5	0.5	0.75
Additional Veg to Reach Total	.25	.25	.25	.5
Grain (oz eq)	6.5 (1)	6.5 (1)	6.5 (1)	8 (2)
Meat/Meat Alternates (oz eq)	6.5 (1)	7 (1)	7 (1)	8 (2)
Fluid Milk (cups)	4 (1)	4 (1)	4 (1)	4 (1)

Six-Day School Week Meal Component Adjustments

6-Day School Week Breakfast	Grades K-5 Weekly (Daily)	Grades 6-8 Weekly (Daily)	Grades K-8 Weekly (Daily)	Grades 9-12 Weekly (Daily)
Fruits (cups)	6 (1)	6 (1)	6 (1)	6 (1)
Grain (oz eq)	8.5 (1)	9.5 (1)	9.5 (1)	11 (1)
Fluid Milk (cups)	6 (1)	6 (1)	6 (1)	6 (1)

6-Day School Week Lunch	Grades K-5 Weekly (Daily)	Grades 6-8 Weekly (Daily)	Grades K-8 Weekly (Daily)	Grades 9-12 Weekly (Daily)
Fruits (cups)	3 (.05)	3 (0.5)	3 (.05)	6 (1)
Vegetables (cups)	4.5 (0.75)	4.5 (0.75)	4.5 (0.75)	6 (1)
Dark Green	0.5	0.5	0.5	0.5
Red/Orange	0.75	0.75	0.75	1.25
Beans/Peas (Legumes)	0.5	0.5	0.5	0.5
Starchy	0.5	0.5	0.5	0.5
Other	0.5	0.5	0.5	0.75
Additional Veg to Reach Total	1.75	1.75	1.75	2.5
Grain (oz eq)	9.5 (1)	9.5 (1)	9.5 (1)	12 (2)
Meat/Meat Alternates (oz eq)	9.5 (1)	11 (1)	11 (1)	12 (2)
Fluid Milk (cups)	6 (1)	6 (1)	6 (1)	6 (1)

Seven-Day School Week Meal Component Adjustments

7-Day School Week Breakfast	Grades K-5 Weekly (Daily)	Grades 6-8 Weekly (Daily)	Grades K-8 Weekly (Daily)	Grades 9-12 Weekly (Daily)
Fruits (cups)	7 (1)	7 (1)	7 (1)	7 (1)
Grain (oz eq)	10 (1)	11 (1)	11 (1)	12.5 (1)
Fluid Milk (cups)	7 (1)	7 (1)	7 (1)	7 (1)

7-Day School Week Lunch	Grades K-5 Weekly (Daily)	Grades 6-8 Weekly (Daily)	Grades K-8 Weekly (Daily)	Grades 9-12 Weekly (Daily)
Fruits (cups)	3.5 (.05)	3.5 (0.5)	3.5 (.05)	7 (1)
Vegetables (cups)	5.25 (0.75)	5.25 (0.75)	5.25 (0.75)	7 (1)
Dark Green	0.5	0.5	0.5	0.5
Red/Orange	0.75	0.75	0.75	1.25
Beans/Peas (Legumes)	0.5	0.5	0.5	0.5
Starchy	0.5	0.5	0.5	0.5
Other	0.5	0.5	0.5	0.75
Additional Veg to Reach Total	2.5	2.5	2.5	3.5
Grain (oz eq)	11 (1)	11 (1)	11 (1)	14 (2)
Meat/Meat Alternates (oz eq)	11 (1)	12.5 (1)	12.5 (1)	14 (2)
Fluid Milk (cups)	7 (1)	6 (1)	7 (1)	7 (1)

Crediting of Food

A. Food-Buying Guide

The USDA Food-Buying Guide provides menu planners with information regarding crediting food items that have a Standard of Identity toward the meal pattern requirements. It will be used to determine how much food to purchase and buy.

1. The Food-Buying Guide can be accessed electronically at the National Food Service Management Institute (NFSMI) Web site or by ordering a hard copy through USDA Team Nutrition Resource Library. It is also available on the Oklahoma State Department of Education (hereinafter known as the ***State Agency***) Web site. There should be a hard copy at ***every site***. A compact disc version can be requested from the State Agency.

2. Foods are grouped in the Food-Buying Guide in the following sections:

   - Section 1: Meats and Meat Alternates
   - Section 2: Vegetables and Fruits
   - Section 3: Grains/Breads
   - Section 4: Milk
   - Section 5: Other Foods (the foods in this section do not meet any of the requirements for any components in the meal patterns)

3. The Food-Buying Guide is divided into yield tables using a six-column format:

1 Food As Purchased, AP	2 Purchase Unit	3 Servings Per Purchase Unit, EP	4 Serving Size Per Meal Contribution	5 Purchase Units for 100 Servings	6 Additional Information

Column 1—Food As Purchased, AP: Tells you the name of the food item and the form(s) in which it is purchased. Individual foods are arranged in alphabetical order by type of food.

Column 2—Purchase Unit: Tells you the basic unit of purchase for the food. For most foods, the guide lists *Pound* as the purchase unit.

Column 3—Servings Per Purchase Unit, EP (Edible Portion): Shows the number of servings of a given size (found in Column 4) from each purchase unit (found in Column 2). It is based on average yields from good-quality foods prepared in ways that result in a minimum of waste.

Column 4—Serving Size Per Meal Contribution: Describes a serving by weight, measure, or number of pieces or slices. Sometimes both measure and weight are given or the measure and number of pieces or slices.

For foods specified in the meal patterns, the serving size given in this column can be credited toward meeting the meal pattern requirements. For many fruits and vegetables, both pieces and 1/4-cup servings are included.

Column 5—Purchase Units for 100 Servings: Shows the number of purchase units you need for 100 servings. This number was calculated using the purchase unit listed in Column 2 and the serving size (by weight) listed in Column 4. Numbers in Column 5 have been rounded up to help ensure enough food is available for 100 servings.

Column 6—Additional Information: Provides other information to help you calculate the amount of food you need to purchase and/or prepare.

For many food items, this column shows the quantity of ready-to-cook or cooked food you will get from a pound of food as purchased.

The data in the yield tables can help you in a variety of ways as you plan menus, make purchasing decisions, and check to make sure meals will meet CNP requirements.

4. Calculating how much food you need for a given number of servings:

    - Foods are most often purchased in case lots. Keep in mind that the purchase amount may differ from the calculated amount to prepare a menu item.

    - Always ***round up*** when calculating ***how much food to buy***.

    - Always ***round down*** when calculating the ***creditable component*** toward meeting a meal pattern requirement.

5. To calculate how much of any food to purchase, you should begin by asking yourself the following questions:

    - How many servings will I need?

    - Will different serving sizes be used for various age/grade groupings?

    - What is my planned serving size for this food?

    - In what form will I purchase this food?

    - What serving size is listed in Column 4?

    - Is the listed serving size the same as my planned serving size?

    - How many purchase units of the food will I need to buy?

Example 1

You are planning to serve 1/4 cup of raw, unpeeled fresh apples. You will be purchasing fresh, whole apples, case count 125-138. How many pounds of fresh, whole apples will you need to buy?

1. **Estimate the number of servings of the prepared food you will need.**

   You estimate that you will need ***200*** 1/4-cup servings of fresh, unpeeled apple.

2. **Locate the food in the *Food-Buying Guide* in the form you intend to serve.**

Section 2—Fruits

1 Food As Purchased, AP	2 Purchase Unit	3 Servings Per Purchase Unit, EP	4 Serving Size Per Meal Contribution	5 Purchase Units for 100 Servings	6 Additional Information
APPLES					
Apples, fresh *125-138 count Whole*	Pound	14.8	1/4 cup raw, unpeeled fruit (about 1/4 apple)	6.8	1 lb AP = 0.91 lb (3 2/3 cups) ready-to-cook or -serve raw, cored, unpeeled apple

3. **Check the serving size listed in Column 4. Compare this to your planned serving size.**

   Column 4 reads: 1/4 cup raw, unpeeled fruit (about 1/4 apple)

   This is the same as your planned serving size to all students, so no conversion is needed.

4. **Refer to Column 2 to find the purchase unit. Refer to Column 3 for the number of servings you will get per purchase unit.**

   Column 2 reads: Pound

   Column 3 reads: 14.8

5. **Divide the number of servings needed by the number of servings you will get per purchase unit (Column 3).**

   Number of servings needed = 200

   Servings per purchase unit = 14.8

   200 divided by 14.8 = 13.51

6. **Round up to 14.0 pounds to ensure enough food is available.**

   ANSWER: You will need 14.0 pounds of fresh, unpeeled apples for *200* 1/4-cup servings.

Example 2

You are planning to serve ground beef tacos with no more than 20 percent fat to 600 students of different grade levels. How many pounds of ground beef will you need?

1. Estimate the number of servings and the serving size of the prepared food for each age/grade.

You estimate that of the 600 planned servings, 200 will be served 1 1/2 ounces each and 400 will be served 2 ounces each.

2. Locate the food in the *Food-Buying Guide* in the form you intend to serve.

Section 1—Meat/Meat Alternates

1 Food As Purchased, AP	2 Purchase Unit	3 Servings Per Purchase Unit, EP	4 Serving Size Per Meal Contribution	5 Purchase Units for 100 Servings	6 Additional Information
Beef, Ground, fresh or frozen[7,8]	Pound	11.8	1 oz cooked lean meat	8.5	1 lb AP = 0.74 lb cooked, drained lean meat
no more than 20% fat includes USDA commodity (Like IMPS #136)	Pound	7.89	1 1/2 oz cooked lean meat	12.7	

3. Check the serving sizes listed in Column 4. Compare this to your planned serving sizes.

Column 4 reads: 1 ounce cooked lean meat ***and*** 1 1/2 ounces cooked lean meat

Since there is no serving size for 2 ounces of cooked lean meat, ***a conversion is needed***.

4. Calculate the total ounces of cooked lean meat needed.

200 servings X 1.5 ounces = 300 ounces

400 servings X 2.0 ounces = <u>800 ounces</u>

<u>1,100 ounces</u> total cooked lean meat

You need a total of 1,100 ounces of cooked lean meat. Since this total is in units of 1 ounce, you can now use the serving size of 1 ounce cooked lean meat as found in Column 4.

5. **Refer to Column 2 to find the purchase unit. Refer to Column 3 for the number of servings you will get per purchase unit.**

   Column 2 reads: Pound

   Column 3 reads: 11.8

6. **Divide the total number of ounces needed by the number of servings you will get per purchase unit (Column 3).**

   Number of total ounces needed = 1,100

   Servings per purchase unit = 11.8

   1,100 divided by 11.8 = 93.22

7. **Round up to 94 pounds to ensure enough food is available.**

ANSWER: You will need 94 pounds of raw ground beef for the required serving sizes for 600 people.

NOTE: USDA has not updated the Food-Buying Guide to be reflective of the new meal pattern changes. The following changes must be considered when using the Food-Buying Guide:

- ***Green leafy vegetables include 1-cup quantity credit to a 1/2-cup vegetable credit.***
- ***One-fourth cup of dried fruit counts as 1/2 cup.***

USDA has updated the Food-Buying Guide in segments. The first task has been completed—to separate the Fruits and Vegetables Section as well as add the vegetable subgroups. USDA will post updated sections as soon as they are available to the FNS Partner Web and public Web site.

B. Grains/Breads

1. All grain items, including those that are part of battered and/or breaded products offered must be counted toward the weekly grains requirement.

2. Whole grain-rich include, but are not limited to, whole-wheat flour, oatmeal, whole cornmeal, and brown rice.

3. There are three ***different*** ways to identify whole grain-rich products. (Refer to the Flow Chart for Determining Whole-Grain Creditability on **page CM-33** for further assistance.)

   a. Whole grain product will be listed as the ***first ingredient on the ingredient label***. This indicates that the product is at least 50 percent whole grain.

INGREDIENTS: WHOLE GRAIN OATS, MODIFIED CORN STARCH, CORN STARCH, SUGAR, SALT, CALCIUM CARBONATE, OAT FIBER, TRIPOTASSIUM PHOSPHATE, WHEAT STARCH, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS

NOTE: Water can be the first ingredient.

   b. An ***individual*** grain ***serving*** must provide ***8 grams OR MORE of whole grain*** per serving. For ***purchased*** grain items, program operators can ***specify*** that the product label be ***stamped*** with the whole-grain stamp.

   c. Whole grain-rich servings ***may*** be specified on the CN label.

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Five 0.69 oz fully cooked chunk-shaped chicken pattie fritters provide 2.00 oz equivalent meat/meat alternate and 1.00 oz equivalent whole grain-rich grains for the Child Nutrition Meal Pattern Requirements.

CN CN CN

4. ***Labels that verify the whole grain-rich contribution must be maintained to document that the requirement was met.***

   a. ***Grain-based desserts*** can be used for the grain requirement, but must be limited to a total of 2 oz equivalents per week. Grain-based desserts are usually significant sources of solid fats and added sugars. In addition, ***fortified*** grain products ***cannot*** be used to meet the grains requirement. Reducing these foods will help schools stay within the saturated fat and caloric limits.

   b. Once the bread item is determined to meet the whole grain-rich requirement, then the food item must meet ***portion size*** requirements. (Refer to the Grains/Breads Chart on **page CM-35** through **CM-36** or the USDA Food-Buying Guide.)

FLOW CHART FOR DETERMINING WHOLE-GRAIN CREDITABILITY

Step 1: Is a whole grain listed as the first ingredient in the list of ingredients on the package label?

Yes

No

Is there a whole-grain statement *Diets rich in whole-grain foods and other plant foods low in fat, saturated fat, and cholesterol may reduce risk of heart disease and some cancers* or a whole-grain stamp on the product, or whole-grain stamp indicating ≥ 8 grams whole wheat per serving?

Yes

No

Does the CN label or manufacturer's Product Formulation Statement verify the product as whole grain?

Yes

No

Product meets whole-grain definition. Maintain crediting information to verify contribution.

Product does not meet whole-grain definition.

Yes

Step 2: Determine serving size to meet the meal pattern requirement. Refer to the USDA Food-Buying Guide, Exhibit A.

Common Grains

Five common grains—wheat, corn, oats, rice, and rye—are listed below, along with some of the forms in which they may be purchased.

Wheat	Whole corn	Rice
Whole wheat	Cornmeal, germinated	Brown rice
Cracked wheat	Corn tortillas	Wild rice
Wheat berries	Corn tortilla chips	Bromated wheat flour
Groates	Graham flour	Corn tortilla shells
Crushed wheat	Whole durum wheat flour	Whole-grain pasta
Oats	Rye	***Other grains:***
Rolled oats	Rye flakes	Amaranth
Oatmeal	Rye flour	Barley
Oat flour	Soba noodles (with whole buckwheat flour as primary ingredient)	Millet flakes
Entire wheat flour		Quinoa
		Bulgur

Grain Products (Ingredients) That Are Not Whole Grain-Rich

Long-grain white rice	Instantized flour	Flour
Phosphated flour	Enriched flour	Self-rising flour
White flour	Enriched self-rising flour	Wheat flour
Bread flour	All-purpose flour	Cake flour
Unbleached flour	Hominy grits	Pearled (also called pearl) barley
Hominy	Farina	Durum flour
Enriched rice	Rice flour	Degerminated cornmeal

4. Grains/Breads Chart

   SFAs and program operators refer to:

   - Section 3 Grains/Breads of the Food-Buying Guide for Child Nutrition Programs.

   All whole grain-rich products must be credited based on per-ounce equivalent (oz eq) standards. Refer to **page CM-35** for the Grains/Breads chart using 16 grams per serving (Exhibit A).

   The oz eq for grains may be determined by using either the weights or volumes listed in Exhibit A, or the SFA may require documentation from a manufacturer certifying the grams of creditable grains per portion for determining the oz eq from a given product.

5. Calculating Ounce Equivalents

   The contribution of grains in a recipe or product formulation for items listed in Exhibit A, Groups A-G, may be calculated to determine the number of oz eq grains the recipe provides based on 16 grams of grains ingredients per ounce equivalent.

   The crediting of a food item as oz eq grains is determined by:

Grams whole-grain meal and/or flour
or
Grams whole-grain *plus* enriched meal and/or flour
÷
Number of servings the formulation or recipe yields
÷
16 grams per oz eq standard

EXHIBIT A: UPDATED SCHOOL LUNCH AND BREAKFAST WHOLE GRAIN-RICH OUNCE EQUIVALENCY (OZ EQ) REQUIREMENTS FOR SCHOOL MEAL PROGRAMS[1,2]

GROUP A	OZ EQ FOR GROUP A
• Bread-type coating • Breadsticks (hard) • Chow mein noodles • Savory crackers (saltines and snack crackers) • Croutons • Pretzels (hard) • Stuffing (dry) ***NOTE: Weights apply to bread in stuffing.***	1 oz eq = 22 gm or 0.8 oz 3/4 oz eq = 17 gm or 0.6 oz 1/2 oz eq = 11 gm or 0.4 oz 1/4 oz eq = 6 gm or 0.2 oz
GROUP B	**OZ EQ FOR GROUP B**
• Bagels • Batter-type coating • Biscuits • Breads (sliced whole-wheat, French, Italian) • Buns (hamburger and hot dog) • Sweet crackers[4] (graham crackers—all shapes, animal crackers) • Egg roll skins • English muffins • Pita bread (whole-wheat or whole grain-rich) • Pizza crust • Pretzels (soft) • Rolls (whole-wheat or whole grain-rich) • Tortillas (whole-wheat or whole-corn) • Tortilla chips (whole-wheat or whole-corn) • Taco shells (whole-wheat or whole-corn)	1 oz eq = 28 gm or 1.0 oz 3/4 oz eq = 21 gm or 0.75 oz 1/2 oz eq = 14 gm or 0.5 oz 1/4 oz eq = 7 gm or 0.25 oz
GROUP C	**OZ EQ FOR GROUP C**
• Cookies[3] (plain—includes vanilla wafers) • Cornbread • Corn muffins • Croissants • Pancakes • Pie crust (dessert pies[3], cobbler[3], fruit turnovers[4], and meat/meat alternate pies) • Waffles	1 oz eq = 34 gm or 1.2 oz 3/4 oz eq = 26 gm or 0.9 oz 1/2 oz eq = 17 gm or 0.6 oz 1/4 oz eq = 9 gm or 0.3 oz
GROUP D	**OZ EQ FOR GROUP D**
• Doughnuts[4] (cake and yeast-raised, unfrosted) • Cereal bars, breakfast bars, granola bars[4] (plain) • Muffins (all except corn) • Sweet roll[4] (unfrosted) • Toaster pastry (unfrosted)	1 oz eq = 55 gm or 2.0 oz 3/4 oz eq = 42 gm or 1.5 oz 1/2 oz eq = 28 gm or 1.0 oz 1/4 oz eq = 14 gm or 0.5 oz

[1] The following food quantities from Groups A-G must contain at least 16 grams of whole grain or can be made with 8 grams of whole grain and 8 grams of enriched meal and/or enriched flour to be considered whole grain-rich.

[2] Some of the following grains may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.

[3] Allowed only as dessert at lunch as specified in §210.10.

[4] Allowed for desserts at lunch as specified in §210.10 and for breakfasts served under the SBP.

GROUP E	OZ EQ FOR FOR GROUP E
• Cereal bars, breakfast bars, granola bars[4] (with nuts, dried fruit, and/or chocolate pieces) • Cookies[3] (with nuts, raisins, chocolate pieces, and/or fruit purees) • Doughnuts[4] (cake and yeast-raised, frosted or glazed) • French toast • Sweet rolls[4] (frosted) • Toaster pastry[4] (frosted)	1 oz eq = 69 gm or 2.4 oz 3/4 oz eq = 52 gm or 1.8 oz 1/2 oz eq = 35 gm or 1.2 oz 1/4 oz eq = 18 gm or 0.6 oz
GROUP F	**OZ EQ FOR FOR GROUP F**
• Cake[3] (plain, unfrosted) • Coffee cake[4]	1 oz eq = 82 gm or 2.9 oz 3/4 oz eq = 62 gm or 2.2 oz 1/2 oz eq = 41 gm or 1.5 oz 1/4 oz eq = 21 gm or 0.7 oz
GROUP G	**OZ EQ FOR FOR GROUP G**
• Brownies[3] (plain) • Cake[3] (all varieties, frosted)	1 oz eq = 125 gm or 4.4 oz 3/4 oz eq = 94 gm or 3.3 oz 1/2 oz eq = 63 gm or 2.2 oz 1/4 oz eq = 32 gm or 1.1 oz
GROUP H	**OZ EQ FOR FOR GROUP H**
• Cereal grains (barley, quinoa, etc.) • Breakfast cereals[5,6] (cooked) • Bulgur or cracked wheat • Macaroni (all shapes) • Noodles (all varieties) • Pasta (all shapes) • Ravioli (noodle only) • Rice (enriched white or brown)	1 oz eq = 1/2 cup cooked or 1 oz (28 g) dry
GROUP I	**OZ EQ FOR FOR GROUP I**
• Ready-to-eat breakfast cereal[5,6] (cold, dry)	1 oz eq = 1 cup or 1 oz for flakes and rounds 1 oz eq = 1.25 cups or 1 oz for puffed cereal 1 oz eq = 1/4 cup or 1 oz for granola

[5] Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP and meals served to children aged one through five and adult participants in the Child and Adult Care Food Program (CACFP). Breakfast cereals are traditionally served as a breakfast menu item, but may be served in meals other than breakfast.

[6] Cereals must be whole grain or whole grain and enriched or whole grain and fortified cereal.

C. Food Not Found in the Food-Buying Guide

Many purchased, preprocessed foods will ***not*** be found in the Food-Buying Guide. These foods ***do not have a Standard of Identity*** and include, but are not limited to, pizzas, burritos, egg rolls, and breaded meats. The school ***must obtain documentation*** from the ***food manufacturer*** to know how to credit the food item toward the meal pattern requirement. The documentation ***must be referenced on the food production record*** and ***maintained*** in a retrievable manner to document that the planned menu met meal pattern requirements.

1. CN Labeling

The USDA's Agricultural Marketing Service (AMS) has published a list of manufacturers that have met the FNS's Quality Control Program requirements for the Child Nutrition (CN) Labeling Program. Additionally, AMS has provided a list of authorized CN labels issued to these manufacturers since January 2005. These lists will be updated monthly and posted to the FNS CN Labeling Program Web site at: <**www.fns.usda.gov/cnd/cnlabeling/authorized.htm**>.

The information in these lists will be provided in search-capable Portable Document Format (PDF) and limited to the following information: ***CN Identification Number, Federal or Equal to Federal (ETF) Establishment (EST) Number, Product Description, Label Approval Expiration Date, and Company Name*** (on separate directory list). (Reference USDA Memo TA-05-2010)

a. Items that can be CN-labeled:

- Purchased combination-type foods that contribute significantly to the meal, but creditability data cannot be determined by the ingredient label.
- Juice drinks and juice-drink products that contain a minimum of 50 percent full-strength juice.

b. Yield data from the ***Food-Buying Guide for Child Nutrition Programs*** (FBG), Program Aid 1331, is used for calculating a CN-labeled product's contribution toward meal pattern requirements. (Using yields from the FBG will help ensure that various meat/meat alternate items, regardless of cooking methods used or the addition of other ingredients, will be nutritionally equivalent.)

c. CN-labeled product will have the following information printed on the principal display panel of the label:

- Product name
- Ingredient listing in descending order of predominance by weight for all ingredients
- Inspection legend for the appropriate inspection
- Establishment number (for meat, poultry, and seafood items only)
- Manufacturer's or distributor's name and address
- CN label statement

NOTE: CN labels MUST be on the product packaging and MUST NOT be obtained off the Internet.

d. CN label statement must be an integral part of the product label and must include the following information:

- CN logo, which is a distinctive border around the CN statement

- A six-digit product identification number that will appear in the upper right-hand corner of the CN label statement
- The statement of the product's contribution toward meal pattern requirements for the CNP
- A statement specifying that the use of the logo and CN label statement is authorized by USDA/FNS
- The month and year the label was approved by USDA/FNS

e. Advantage of using CN-labeled products:

The product carries a USDA warranty. If an SFA purchases such a product ***and uses it according to directions,*** the SFA will not have an audit claim filed against it should state or federal reviewers find that the CN-labeled product does not actually meet the meal pattern requirements claimed on the label.

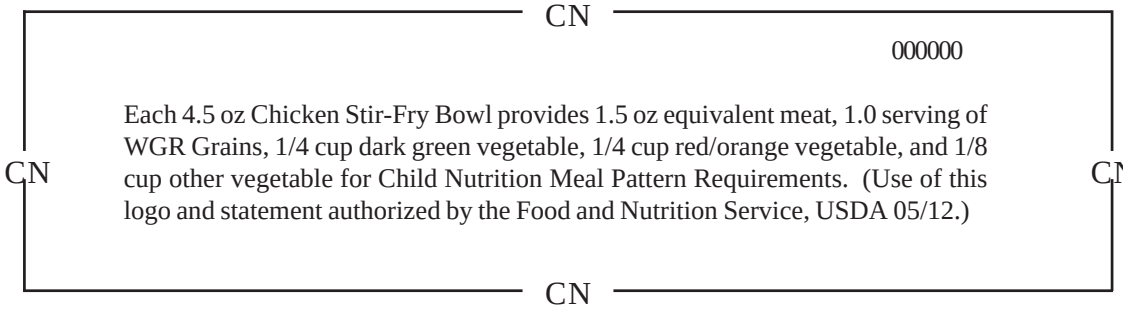
f. What a CN label does ***NOT*** do:

- Guarantee that the ***FULL*** requirement will be met (the product's contribution toward the meal pattern requirements is specified in the CN label statement)
- Assure that a product is ***good for children***
- Assure that children will like the product
- Suggest that products without a CN label are inferior or that CN-labeled products are superior

g. SFA responsibilities concerning CN labels:

- Assure that product received meets specifications and has correct CN number (Provide site managers with appropriate information; e.g., copy of label, dates product will be used.)
- Provide site managers with serving sizes/crediting information
- If a half-iceberg/half-spinach mix is served and counted as a ***dark green vegetable***, there must be a statement as such on the label

SAMPLE CN LABEL STATEMENT



2. Product Formulation Statement

a. A product formulation is a statement prepared and certified by a manufacturer of a prepared product declaring appropriate ingredient and crediting information. If a company provides a product formulation statement, a school food authority (SFA) may wish to use the product to meet USDA meal pattern requirements. However, USDA does not monitor product formulation statements for compliance with the product formulation or the Child Nutrition Programs (CNP) meal pattern requirements. The product formulation statement does not carry a USDA warranty, and should state or federal reviewers find that the product did not actually meet meal pattern requirements, an overclaim can be established. Signed product formulation statements could provide the SFA legal recourse with the company should the product contribution be challenged or found to be in error. ***NOTE: USDA Foods (commodities) that have been* processed by USDA *do not need a product formulation statement. The information USDA provides for these products is either in a fact sheet or on the packaging of the product. The fact sheets may be obtained by going to <http://www.fns.usda.gov/cnd/Lunch/>. On the left-hand side, under* Search FNS, *type* Commodity Fact Sheet *and select* NSLP Commodity Fact Sheets Report *or DHS may be contacted at 405-521-3581.***

b. CNP directors should not let their desire to offer children a commercially prepared product outweigh their need to obtain proper documentation for the product. If vendors understand that the program will not purchase a product without proper documentation, they will be more accommodating in providing sufficient information.

c. SFAs should be careful not to mistake vendor advertising literature for a product formulation statement. Advertising literature provided by a company may contain valuable information, but it may not be used to support the contribution that a product makes toward the USDA meal pattern requirements.

d. A product formulation statement must satisfy all the following ***REQUIREMENTS:*** (See sample forms on **pages CM-41** through **CM-54**.)

- Be on the company's letterhead.
- Provide the product name, as written on the label, and provide other identifying information, such as product code number, portion size/weight, pack, case weight.
- Contain a crediting statement; i.e., a declaration of the contribution of one portion of the cooked product toward meeting USDA meal pattern requirements. This may be combined with the certification statement.
- Contain a certification statement. For example, the certification or crediting statement may read, "I certify that the above information is true and correct and that a 3.25-ounce serving of the above product [ready for serving] contains two ounces of cooked lean meat/meat alternate when prepared according to product directions."
- Provide sufficient information for purchaser to determine the reasonableness of the crediting statement.
- For meat/meat alternates, the following must also be included:
  - Description of creditable ingredients per Food-Buying Guide.
  - Ounces per raw portion of creditable ingredient.
  - Food-Buying Guide yield/creditable amount.

— Information concerning alternate protein product (APP), if applicable.

- Be signed and dated by a legally authorized representative of the company.

e. SFA responsibilities concerning product formulation statements:

- Prior to purchase, carefully review the product formulation statement to determine the reasonableness of information provided by the manufacturer. There is no easy way to verify the accuracy of information on a product formulation statement.

- Ensure that proper documentation is maintained on each prepared product used to meet USDA meal pattern requirements.

- Assure that product received meets specifications and has correct code number. Provide site managers with appropriate information; e.g., copy of label, product formulation statement, dates product will be used, serving sizes, or crediting information.

NOTE: A commercially prepared meat, poultry, or seafood product combined with alternate protein product (APP) to meet all or part of the meat/meat alternate requirement must include the following statement on the label: "This item contains alternate protein product(s) authorized as an alternative food in the Child Nutrition Programs."

3. Nutrition Facts label or Nutrient Data Form: In order for the State Agency to conduct the required nutrient formulation, a Nutrition Facts label (refer to **page CM-55**) or a Nutrient Data Form (refer to **page CM-57**) is required on every product. This does not replace the CN label or product formulation statement because there is no crediting information available.

PRODUCT FORMULATION STATEMENT FOR MEAT/MEAT ALTERNATE AND ALTERNATE PROTEIN PRODUCT CALCULATIONS

Provide a copy of the label in addition to the following information on company letterhead signed by an official representative of the company.

Product Name: _____ Code Number: _____

Manufacturer: _____ Case/Pack/Count/Portion/Size: _____

I. Meat/Meat Alternate (M/MA)

Please fill out the chart below to determine the creditable amount of Meat/Meat Alternate.

Description of Creditable Ingredients Per Food-Buying Guide	Ounces Per Raw Portion of Creditable Ingredient	Multiply	Food-Buying Guide Yield	Creditable Amount*
		X		
		X		
		X		
A. Total Creditable Amount[1]				

*Creditable Amount—Multiply ounces per raw portion of creditable ingredient by the Food-Buying Guide yield.

II. Alternate Protein Product (APP)

If the product contains APP, please fill out the chart below to determine the creditable amount of APP. If APP is used, you must provide documentation as described in Attachment A for each APP used.

Description of APP, Manufacturer's Name, and Code Number	Ounces Dry APP Per Portion	Multiply	% of Protein As-Is*	Divide by 18**	Creditable Amount APP***
		X	%	÷ by 18	
		X	%	÷ by 18	
		X	%	÷ by 18	
B. Total Creditable Amount[1]					
C. TOTAL CREDITABLE AMOUNT (A + B rounded down to nearest 1/4 oz)					

*Percent of protein As-Is is provided on the attached APP documentation.
**18 is the percent of protein when fully hydrated.
***Creditable amount of APP equals ounces of dry APP multiplied by the percent of protein as-is divided by 18.
[1] Total Creditable Amount must be rounded ***DOWN*** to the nearest 0.25 oz (1.49 would round down to 1.25 oz meat equivalent). Do ***NOT*** round up. If you are crediting both M/MA and APP, you do not need to round down in Box A until after you have added the creditable APP amount from Box B.

Total weight (per portion) of product as purchased: _____

Total creditable amount of product (per portion): _____
(Reminder: Total creditable amount cannot count for more than the total weight of product.)

I certify that the above information is true and correct and that a _____-ounce serving of the above product (ready for serving) contains _____ ounces of equivalent meat/meat alternate when prepared according to directions.

I further certify that any APP used in the product conforms to the Food and Nutrition Service (FNS) Regulations (7 CFR Parts 210, 220, 225, 226, Appendix A) as demonstrated by the attached supplier documentation (Attachment A).

Signature: _____ Title: _____

Printed Name: _____ Date: _____ Phone Number: _____

ATTACHMENT A

Company Name: _____

APP Product: _____

A. _____ certifies that _____ meets all requirements for APP intended for use in foods manufactured for Child Nutrition Programs as described in Appendix A of 7 CFR 210, 220, 225, and 226.

B. _____ certifies that _____ has been processed so that some portion of the nonprotein constitutes have been removed by fractionating. This product is produced from _____ .

C. The Protein Digestibility Corrected Amino Acid Score (PDCAAS) for _____ is _____ . It was calculated by multiplying the lowest uncorrected amino acid score by true protein digestibility as described in the Protein Quality Evaluation Report from the Joint Expert Consultation of the Food and Agriculture Organization/World Health Organization of the United Nations, presented December 4-8, 1989, in Rome, Italy. The PDCAAS is required to be greater than 0.8 (80 percent of casein).

D. The protein level of _____ is at least 18 percent by weight when fully hydrated at a ratio of _____ parts water to one part product.

E. The protein level of _____ is certified to be at least _____ on an as-is basis for the as-purchased product. *Note: Protein is often provided on a moisture-free basis (MFB), which is not the information Food and Nutrition Service (FNS) requires.*

All of the above information is required for APP.

Reviewer Checklist for Evaluating Manufacturer-Completed Product Formulation Statements for Meat/Meat Alternate (M/MA) Products and Alternate Protein Product Products

Circle Y or N	Steps for Evaluation Page 1

GENERAL INFORMATION

Y	**N**	A copy of the product label is attached. The label should have the product name, ingredients statement, net weight, manufacturer/ distributor name and address, and for meat/poultry products, an inspection legend. The Nutrition Facts panel is voluntary for institutional product labels unless a nutrition or health claim is made.
Y	**N**	Product Name is provided and matches the name on the product label.
Y	**N**	Product Code Number is provided and matches the code number on the product label.
Y	**N**	Manufacturer name is provided.
Y	**N**	Case/pack/count/portion/size are included as applicable.

MEAT/MEAT ALTERNATE

Y	**N**	I have my copy of the Food-Buying Guide for Child Nutrition Programs (FBG), and it has the written in corrections as noted in the Pen and Ink Changes document provided by FNS. Available at <http://teamnutrition.usda.gov/Resources/foodbuyingguide.html>
Y	**N**	The food items in Section 1. Meat/Meat Alternate match a description in Column 1 (Food As Purchased) of the FBG. Example: *Beans, Kidney, dry* matches a description in Column 1 of the FBG, but *Kidney Beans* does not match a description in Column 1 of the FBG (you do not know if the kidney beans are dry, canned, or frozen).
Y	**N**	The description does not match Column 1, but it does match a description in Column 4 (Serving Size Per Meal Contribution) or Column 6 (Additional Information) of the FBG. If the answer is ***Y***, then you will need to convert the yield data from Column 6.

Circle Y or N	Steps for Evaluation Page 2

MEAT/MEAT ALTERNATE continued

Y	**N**	The FBG Yield (servings per purchase unit) provided aligns with the correct description in Column 1, the description of how the food is served in Column 4, and the correct unit for the serving size in Column 4 to provide answers in units of 1 ounce. For meat/poultry, use the percent yield in Column 6. Example 1: A burrito is being evaluated. *Kidney beans, dry, canned, whole (pages 1 through 7, FBG)* matches a description in Column 1, the product is served heated which matches a description as served in Column 4; therefore, the FBG yield that should be used is 38.9 1/4-cups heated beans for 108 oz No. 10 can (38.9/108). The yield for drained beans (which is unheated) should not be used. For dry beans/legumes/peas/lentils, keep in mind that 1/4 cup cooked, drained beans/legumes/peas/lentils is equivalent to 1.0 oz meat alternate. Example 2: A sandwich is being evaluated. *Peanut butter (pages 1 through 40, FBG)* matches a description in Column 1, and 2 Tbsp (1 oz meat alternate) matches the unit we want our answer in. For this example, there are three acceptable yield ratios: (1) 97.5 1-oz servings per 108 oz, (2) 28.8 1-oz servings per 28 oz, or (3) 14.4 1-oz servings per 16 oz. When purchase units are 1 lb, always use 16 oz in the yield ratio. Do not use the yield ratios for 3 Tbsp peanut butter, since this will put the answer in units of 1 1/2 oz. Example 3: A chicken patty is being evaluated. *Chicken, boneless, raw (pages 1 through 31, FBG)* matches a description in Column 1, cooked matches a description in Column 4. The yield in Column 6 is 70 percent (you will multiply using the decimal form which is 0.70).
Y	**N**	The answer provided in the Creditable Amount column for each separate ingredient has been verified using a calculator, and the answer was not rounded up.
Y	**N**	The total creditable amount for the meat/meat alternate section, Total A, is correct, and the answer was not rounded up.
Y	**N**	All of the creditable ingredients listed on the form match ingredients listed in the ingredients statement on the product label. Example: It is not acceptable for the documentation to list *ground beef (not more than 30 percent fat)* if the label only lists *beef*. This means that the manufacturer does not have to actually use ground beef (not more than 30 percent fat), but can use any type of beef. *Beef* is not creditable since there is no one single FBG yield that can cover all beef items. Because the correct description is not on the label, the product cannot be accepted with the documentation.

Circle Y or N		Steps for Evaluation Page 3
		ALTERNATE PROTEIN PRODUCT (APP)
Y	**N**	The APPs listed are single ingredients such as soy flour, soy protein concentrate, soy protein isolate, whey protein concentrate, and nonfat dry milk. Examples of ingredients that do not meet the APP requirements are: wheat proteins, tofu, surimi, soy burgers, soy crumbles.
Y	**N**	The product itself is an entrée item or an integral part of an entrée item. Example: entrée items ***ARE*** sandwich patties, meat fillings or crumbles, pizzas, burritos, etc. Entrée items are ***NOT*** drinks, smoothies, desserts, muffins, cakes, protein bars, bread, chips, etc.
		Documentation (Refer to Attachment A)
Y	**N**	The APP documentation is on letterhead of the manufacturer that actually makes the APP. Documentation should not be accepted on distributor letterhead or from the food company making your purchased product (except in the rare case that the food company making the finished product actually manufactures the APP itself).
Y	**N**	a. The documentation states that the APP meets requirements found in 7 CFR Parts 210, 220, 225, and 226.
Y	**N**	b. The documentation indicates that nonprotein constitutes have been removed.
Y	**N**	c. The PDCAAS (Protein Corrected Amino Acid Score) is provided, and the score is greater than 0.80 (80). The PDCAAS score should be provided in decimal form (i.e., 0.92), but sometimes the PDCAAS is reported as a whole number (i.e., 92) instead. If the PDCAAS is less than 0.8 (80), then the product does not meet the protein quality requirements and cannot be used for credit even if the percent as-is protein is greater than 18 percent.
Y	**N**	d. The hydration ratio is provided in the documentation and was calculated correctly (percent protein as-is divided by 18) minus 1 part dry APP = parts water). Example: if the percent as-is protein is 64.8, the calculation is as follows: ([64.8 ÷ 18]- 1 part dry APP) = 2.6 parts water to hydrate the product down to 18 percent protein. The ratio of dry APP:water for this example will be 1:2.6.
Y	**N**	e. The percent protein is provided on an as-is basis and is greater than 18 percent. If the documentation states MFB or moisture-free basis—you cannot use this protein value. The as-is protein value must be used in calculating the meat alternate credit for APP.

Circle Y or N		Steps for Evaluation Page 4
		ALTERNATE PROTEIN PRODUCT (APP) continued
Y	**N**	APP documentation meeting all of the above requirements is provided for each separate APP listed on the product analysis form.
		Check the Calculation for Each APP Ingredient Used
Y	**N**	The whole number percent protein (not the decimal form of the percent) is used in the calculation. Example: If the percent as-is protein is 64.8 percent, use 64.8 in the calculation, not 0.648.
Y	**N**	The answer for each separate APP calculation is correct and was not rounded up.
Y	**N**	The amount of credit from APP, Total B, is correct and was not rounded up.
		TOTAL CREDITABLE AMOUNT
Y	**N**	The sum of Total A (meat/meat alternate) plus Total B (APP credit) is correct and was not rounded up.
Y	**N**	The total weight per portion of the product is provided and matches portion information provided on the label.
Y	**N**	The total credit is rounded down to the nearest 0.25 ounce.
Y	**N**	The Total Creditable Amount is not greater than the total weight of the portion of the product. (The credit may be equal to or less than the portion weight served.) When using APP with high concentrations of protein, sometimes the calculation provides an answer that is greater than the weight of the product served; in this case, you must reduce the credit so that it is equal or less than the weight of the product served. Example: if a soy burger uses soy isolate and whey protein concentrate and the weight of the heated burger weighs 1.75 oz, but the calculations show a total of 2.3 oz meat alternate, you can only count a maximum of 1.75 oz meat alternate for the burger because that is the weight of the meat alternate food being served.
		AUTHORIZATION INFORMATION
Y	**N**	The phone number was called, and the number is valid for the company that manufactures the food product purchased; it is the correct contact number for the name of the person who signed the documentation. Ask for clarifications if needed.
Y	**N**	Overall—the product formulation statement is acceptable without further information. ***Do not accept products that do not have acceptable documentation.***

EXAMPLE
PRODUCT FORMULATION STATEMENT

I. Meat/Meat Alternate (M/MA)

Description of Creditable Ingredients Per Food-Buying Guide	Ounces Per Raw Portion of Creditable Ingredient	Multiply	Food-Buying Guide Yield	Creditable Amount*
Beans, black (turtle), dry, canned, whole	1.0 oz	X	27.8/110	0.252
Beans, black (turtle), dry, canned, whole, drained (Column 6 conversion)	1.0 oz	X	27.8/62.0	0.44
Beans, kidney, dry, whole	1.0 oz	X	24.8/16	1.55
Beef, ground (not more than 18% fat), raw	1.0 oz	X	0.74	0.74
Beef brisket, without bone, practically free of fat, raw	1.0 oz	X	0.69	0.69
Cheese, Mozzarella	1.0 oz	X	16/16	1.0
Cheese, cottage	1.0 oz	X	8/16	0.5
Chicken, boneless, fresh	1.0 oz	X	0.70	0.7
Chicken, drumstick with bone, fresh, skin on	2.0 oz	X	0.49	.098
Egg, frozen whole, pasteurized, liquid	1.0 oz	X	18/16	1.125
Egg, whole, dried	0.25 oz	X	64/16	1.0
Fish, fillet, fresh	1.0 oz	X	0.70	0.7
Ham, water added	1.0 oz	X	0.82	0.82
Nuts, almonds	1.0 oz	X	16/16	1.0
Peanut butter	1.0 oz	X	14.4/16	0.9
Pork, ground (not more than 30% fat)	1.0 oz	X	0.70	0.7
Tuna, chunk-style, water-packed	1.0 oz	X	51.2/66.5	0.769
Tuna, chunk-style, drained (Column 6 conversion)	1.0 oz	X	51.2/51.2	1.0
Turkey, cooked diced, light and dark meat in natural proportions (no skin, wing meat, neck meat, giblets, or kidneys	1.0 oz	X	16/16	1.0
Turkey ham, fully cooked	1.0 oz	X	0.70	0.7
Turkey ham, 15% water added	1.0 oz	X	0.59	0.59
Yogurt, plain	1.0 oz	X	8/32	0.25

*Creditable amount—multiply ounces per raw portion of creditable ingredient by the Food-Buying Guide yield.

II. Alternate Protein Product (APP)

Products containing APP must also provide the documentation described in Attachment A.

Description of APP, Manufacturer's Name, and Code Number	Ounces Per Dry APP Per Portion	Multiply	% of Protein As-Is*	Divide by 18**	Creditable Amount APP***
Soy flour, ABComp 1234	0.25 oz	X	52.0*	÷ by 18	0.72
Soy protein concentrate, ABComp 45	0.25 oz	X	64.8*	÷ by 18	0.9
Soy protein isolate, XYComp 333	0.25 oz	X	85.0*	÷ by 18	1.18
Whey protein concentrate, Dairy 3	0.25 oz	X	45.0*	÷ by 18	0.625
Nonfat dry milk, Dairy 789	0.25 oz	X	21.0*	÷ by 18	0.29

*Percent of protein As-Is is provided on the attached APP documentation.
**18 is the percent of protein when fully hydrated.
***Creditable amount of APP equals ounces of dry APP multiplied by the percent of protein as-is divided by 18.

ATTACHMENT A

EXAMPLE
Soy Company X
Soy Protein Concentrate
Product Y

Documentation for Company X Products Used as Alternate Protein Products (APP) for Child Nutrition Programs:

A. Company X certifies that Product Y meets all requirements for APP intended for use in foods manufactured for Child Nutrition Programs as described in Appendix A of 7 CFR 210, 220, 225, and 226.

B. Company X certifies that Product Y has been processed so that some portion of the nonprotein constituents have been removed by fractionating. This product is produced from soybeans by removing the majority of the soybean oil and some of the other nonprotein constituents.

C. The Protein Digestibility Corrected Amino Acid Score (PDCAAS) for Product Y is 0.99. It was calculated by multiplying the lowest uncorrected amino acid score by true protein digestibility as described in the Protein Quality Evaluation Report from the Joint Expert Consultation of the Food and Agriculture Organization/World Health Organization of the United Nations, presented December 4-8, 1989, in Rome, Italy. The PDCAAS is required to be greater than 0.8 (80 percent of casein).

D. The protein level of Product Y is at least 18 percent by weight when fully hydrated at a ratio of 2.43 parts water to one part product.

E. The protein level of Product Y is certified to be at least 61.8 percent on as ***As-Is*** basis for the As-Purchased produced. ***Note: Protein is often provided on a moisture-free basis (MFB), which is not the information Food and Nutrition Service (FNS) requires.***

All of the above information is required for APP and must be presented for approval.

Note: It is also helpful to have the ingredients statement for Product Y. For example, if the product is uncolored and unflavored, the ingredients statement might be **soy protein concentrate** ***or if the product is colored and textured, the ingredients statement might be*** **textured vegetable protein (soy flour, caramel color).**

(Place information on company letterhead with signature of a legally authorized representative of the company.)

PRODUCT FORMULATION STATEMENT
FOR PREPARED FRUIT OR PREPARED VEGETABLE

Product Name: _____ Code Number: _____

Case/Pack/Count/Portion/Size: _____

Volume and Weight of One Serving of Product: _____

- Weight of Total Product Per Batch: _____
- Number of Portions/Servings Per Batch: _____

I certify that the above information is true and correct and that one _____ serving (specify serving volume/weight) of the above product (ready to eat) contains _____ servings of fruit/vegetable** for the Child Nutrition Programs.

SIGNATURE	TITLE	
PRINTED NAME	DATE	TELEPHONE NUMBER

* CNP requires 16 grams of whole-grain or enriched flour or meal, bran or germ, or an equivalent amount of cereal as provided in FNS Instruction 783-1, Rev. 2, to equal 1 serving Grains/Breads. Grains/breads may be credited in 1/4-serving increments.

** CNP requires a minimum of 1/8 cup fruit/vegetable to be counted toward meal requirements.

EXAMPLE

PRODUCT FORMULATION STATEMENT FOR MEAT/MEAT ALTERNATE AND ALTERNATE PROTEIN PRODUCT CALCULATIONS

JOJO'S GOOD TIME TREATS, INC.
2211 Savory Taco Drive
Flower Stop, Texas 75000
1-800-555-9999

Provide a copy of the label in addition to the following information on company letterhead signed by an official representative of the company.

Product Name: Treat Time Combination Burrito® Code Number: 123456

Manufacturer: Treat Time Case/Pack/Count/Portion/Size: 72 Ct/6.61 oz

I. Meat/Meat Alternate (M/MA)

Please fill out the chart below to determine the creditable amount of Meat/Meat Alternate.

Description of Creditable Ingredients Per Food-Buying Guide	Ounces Per Raw Portion of Creditable Ingredient	Multiply	Food-Buying Guide Yield	Creditable Amount*
Beef, ground, frozen, 30% fat	1.25 oz	X	.70	.875 oz
Beans, pinto, dry, canned	1 oz	X	1	1.00 oz
Cheese, Cheddar, natural	.19 oz	X	1	.19 oz
A. Total Creditable Amount[1]				2.065 oz

*Creditable Amount—Multiply ounces per raw portion of creditable ingredient by the Food-Buying Guide yield.

II. Alternate Protein Product (APP)

If the product contains APP, please fill out the chart below to determine the creditable amount of APP. If APP is used, you must provide documentation as described in Attachment A for each APP used.

Description of APP, Manufacturer's Name, and Code Number	Ounces Dry APP Per Portion	Multiply	% of Protein As-Is*	Divide by 18**	Creditable Amount APP***
		X	%	÷ by 18	
		X	%	÷ by 18	
		X	%	÷ by 18	
B. Total Creditable Amount[1]					
C. TOTAL CREDITABLE AMOUNT (A + B rounded down to nearest 1/4 oz)					

NA

*Percent of protein As-Is is provided on the attached APP documentation.
**18 is the percent of protein when fully hydrated.
***Creditable amount of APP equals ounces of dry APP multiplied by the percent of protein as-is divided by 18.

[1] Total Creditable Amount must be rounded ***DOWN*** to the nearest 0.25 oz (1.49 would round down to 1.25 oz meat equivalent). Do ***NOT*** round up. If you are crediting both M/MA and APP, you do not need to round down in Box A until after you have added the creditable APP amount from Box B.

Total weight (per portion) of product as purchased: 6.61 OZ

Total creditable amount of product (per portion): 2.065 OZ
(Reminder: Total creditable amount cannot count for more than the total weight of product.)

I certify that the above information is true and correct and that a 6.61-ounce serving of the above product (ready for serving) contains 2 ounces of equivalent meat/meat alternate when prepared according to directions.

I further certify that any APP used in the product conforms to the Food and Nutrition Service (FNS) Regulations (7 CFR Parts 210, 220, 225, 226, Appendix A) as demonstrated by the attached supplier documentation (Attachment A).

Signature: Happy Empanada Title: Regulatory Compliance Manager

Printed Name: Happy Empanada Date: 6/25/10 Phone Number: (999) 555-5555

Product Formulation Statement for Grains in School Meals

(Crediting Standards Based on Revised Exhibit A Weights Per Oz Equivalent)

School food authorities (SFAs) should include a copy of the label from the purchased product carton in addition to the following information on letterhead signed by an official company representative. The new crediting standards for grains (as outlined in Policy Memorandum SP 30-2012) must be used beginning SY2013-2014.

Product Name: _____ Code No.: _____

Manufacturer: _____ Serving Size: _____

I. Does the product meet the Whole Grain-Rich Criteria: Yes _____ No _____
(Refer to SP 30-2012 Grain Requirements for the National School Lunch Program and School Breakfast Program.)

II. Does the product contain noncreditable grains: Yes _____ No _____ **How many grams:** _____
(Products with more than 0.24 oz equivalent or 3.99 grams for Groups A-G and 6.99 grams for Group H of noncreditable grains cannot be credited using Exhibit A weights. Please use template for crediting using amount of creditable grains.)

III. Use Policy Memorandum SP 30-2012 Grain Requirements for the National School Lunch Program and School Breakfast Program: Exhibit A to determine if the product fits into Groups A-G, Group H, or Group I.
(Please be aware that different methodologies are applied to calculate servings of grain component based on creditable grains. Groups A-G use the standard of 16 grams creditable grain per oz eq; Group H uses the standard of 28 grams creditable grain per oz eq; and Group I is reported by volume or weight.)
Indicate which Exhibit A Group (A-I) the Product Belongs: _____

Description of Product Per Food-Buying Guide	Portion Size of Product As Purchased A	Weight of One-Ounce Equivalent as Listed in SP 30-2012 B	Creditable Amount A ÷ B
Total Creditable Amount[1]			

[1]Total Creditable Amount must be rounded ***DOWN*** to the nearest quarter (0.25) oz eq. Do ***NOT*** round up.

Total weight (per portion) of product as purchased _____
Total contribution of product (per portion) _____ oz equivalent

I further certify that the above information is true and correct and that a _____ - ounce portion of this product (ready for serving) provides _____ oz equivalent Grains. I further certify that noncreditable grains ***ARE NOT*** ☐ or ***ARE*** ☐ above 0.24 oz eq per portion (please check one box). SFAs should include totals of noncreditable grains in weekly maximum if above 0.24 oz eq.

Signature _____ Title _____

Printed Name _____ Date _____ Phone Number _____

EXAMPLE

Product Formulation Statement for Grains in School Meals

(Crediting Standards Based on Revised Exhibit A Weights Per Oz Equivalent)

School food authorities (SFAs) should include a copy of the label from the purchased product carton in addition to the following information on letterhead signed by an official company representative. The new crediting standards for grains (as outlined in Policy Memorandum SP 30-2012) must be used beginning SY2013-2014.

Product Name: Wheat Smile Pancakes Code No.: 14005

Manufacturer: ABC Bread Company Serving Size: 2 pancakes 50 g (1.75 oz)

I. **Does the product meet the Whole Grain-Rich Criteria:** Yes __x__ No _____
(Refer to SP 30-2012 Grain Requirements for the National School Lunch Program and School Breakfast Program.)

II. **Does the product contain noncreditable grains:** Yes _____ No __x__ **How many grams:** _____
(Products with more than 0.24 oz equivalent or 3.99 grams for Groups A-G and 6.99 grams for Group H of noncreditable grains cannot be credited using Exhibit A weights. Please use template for crediting using amount of creditable grains.)

III. **Use Policy Memorandum SP 30-2012 Grain Requirements for the National School Lunch Program and School Breakfast Program: Exhibit A to determine if the product fits into Groups A-G, Group H, or Group I.**
(Please be aware that different methodologies are applied to calculate servings of grain component based on creditable grains. Groups A-G use the standard of 16 grams creditable grain per oz eq; Group H uses the standard of 28 grams creditable grain per oz eq; and Group I is reported by volume or weight.)
Indicate which Exhibit A Group (A-I) the Product Belongs: __C__

Description of Product Per Food-Buying Guide	Portion Size of Product As Purchased A	Weight of One-Ounce Equivalent as Listed in SP 30-2012 B	Creditable Amount A÷B
Pancakes	50 grams	34 grams	1.47
Total Creditable Amount[1]			1.25

[1]Total Creditable Amount must be rounded ***DOWN*** to the nearest quarter (0.25) oz eq. Do ***NOT*** round up.

Total weight (per portion) of product as purchased 50 g
Total contribution of product (per portion) 1.25 oz equivalent

I further certify that the above information is true and correct and that a 1.75 - ounce portion of this product (ready for serving) provides 1.25 oz equivalent Grains. I further certify that noncreditable grains ***ARE NOT*** ☐ or ***ARE*** ☐ above 0.24 oz eq per portion (please check one box). SFAs should include totals of noncreditable grains in weekly maximum if above 0.24 oz eq.

Signature Title

Printed Name Date Phone Number

Product Formulation Statement for Grains in School Meals

(Crediting Standards Based on Grams of Creditable Grains)

School food authorities (SFAs) should include a copy of the label from the purchased product carton in addition to the following information on letterhead signed by an official company representative. The new crediting standards for grains (as outlined in Policy Memorandum SP 30-2012) must be used beginning SY2013-2014.

Product Name: _____ Code No.: _____

Manufacturer: _____ Serving Size: _____

I. **Does the product meet the Whole Grain-Rich Criteria:** Yes _____ No _____
(Refer to SP 30-2012 Grain Requirements for the National School Lunch Program and School Breakfast Program.)

II. **Does the product contain noncreditable grains:** Yes _____ No _____ **How many grams:** _____
(Products with more than 0.24 oz equivalent or 3.99 grams for Groups A-G and 6.99 grams for Group H of noncreditable grains cannot be credited using the amount of creditable grains only.)

III. **Use Policy Memorandum SP 30-2012 Grain Requirements for the National School Lunch Program and School Breakfast Program: Exhibit A to determine if the product fits into Groups A-G, Group H, or Group I.**
(Different methodologies are applied to calculate servings of grain component based on creditable grains. Groups A-G use the standard of 16 grams creditable grain per oz eq; Group H uses the standard of 28 grams creditable grain per oz eq; and Group I is reported by volume or weight.)
Indicate which Exhibit A Group (A-I) the Product Belongs: _____

Description of Creditable Grain Ingredient*	**Grams of Creditable Grain Ingredient Per Portion[1]** **A**	**Gram Standard of Creditable Grain Per Oz Equivalent** ***(16 g or 28 g)[2]*** **B**	**Creditable Amount** **A ÷ B**
Total Creditable Amount[3]			

*Creditable grains are whole-grain meal/flour and enriched meal/flour.
[1] (Serving size) **X** (% of creditable grain in formula). Please be aware serving size other than grams must be converted to grams.
[2] Standard grams of creditable grains from the corresponding group in Exhibit A.
[3] Total Creditable Amount must be rounded ***DOWN*** to the nearest quarter (0.25) oz eq. Do ***NOT*** round up.

Total weight (per portion) of product as purchased _____
Total contribution of product (per portion) _____ oz equivalent

I further certify that the above information is true and correct and that a _____ - ounce portion of this product (ready for serving) provides _____ oz equivalent Grains. I further certify that noncreditable grains ***ARE NOT*** ☐ or ***ARE*** ☐ above 0.24 oz eq per portion (please check one box). SFAs should include totals of noncreditable grains in weekly maximum if above 0.24 oz eq.

_____ _____
Signature Title

_____ _____ _____
Printed Name Date Phone Number

EXAMPLE

Product Formulation Statement for Grains in School Meals

(Crediting Standards Based on Grams of Creditable Grains)

School food authorities (SFAs) should include a copy of the label from the purchased product carton in addition to the following information on letterhead signed by an official company representative. The new crediting standards for grains (as outlined in Policy Memorandum SP 30-2012) must be used beginning SY2013-2014.

Product Name: Wheat Smile Pancakes Code No.: 14005

Manufacturer: ABC Bread Company Serving Size: 2 pancakes 50 g (1.75 oz)

(Raw dough weight may be used to calculate creditable grain amount)

I. Does the product meet the Whole Grain-Rich Criteria: Yes __x__ No _____
(Refer to SP 30-2012 Grain Requirements for the National School Lunch Program and School Breakfast Program.)

II. Does the product contain noncreditable grains: Yes _____ No _____ **How many grams:** _____
(Products with more than 0.24 oz equivalent or 3.99 grams for Groups A-G and 6.99 grams for Group H of noncreditable grains cannot be credited using the amount of creditable grains only.)

III. Use Policy Memorandum SP 30-2012 Grain Requirements for the National School Lunch Program and School Breakfast Program: Exhibit A to determine if the product fits into Groups A-G, Group H, or Group I.
(Different methodologies are applied to calculate servings of grain component based on creditable grains. Groups A-G use the standard of 16 grams creditable grain per oz eq; Group H uses the standard of 28 grams creditable grain per oz eq; and Group I is reported by volume or weight.)
Indicate which Exhibit A Group (A-I) the Product Belongs: C

Description of Creditable Grain Ingredient*	**Grams of Creditable Grain Ingredient Per Portion[1]** **A**	**Gram Standard of Creditable Grain Per Oz Equivalent *(16 g or 28 g)*[2]** **B**	**Creditable Amount** **A ÷ B**
Whole-wheat flour (47%)	23.5	16	1.4687
Enriched flour (22%)	11	16	.6875
			2.15
Total Creditable Amount[3]			2.00

*Creditable grains are whole-grain meal/flour and enriched meal/flour.
[1] (Serving size) **X** (% of creditable grain in formula). Please be aware serving size other than grams must be converted to grams.
[2] Standard grams of creditable grains from the corresponding group in Exhibit A.
[3] Total Creditable Amount must be rounded ***DOWN*** to the nearest quarter (0.25) oz eq. Do ***NOT*** round up.

Total weight (per portion) of product as purchased 50 g (1.75 oz)
Total contribution of product (per portion) 2.00 oz equivalent

I further certify that the above information is true and correct and that a 1.75 - ounce portion of this product (ready for serving) provides 2.00 oz equivalent Grains. I further certify that noncreditable grains ***ARE NOT*** ☐ or ***ARE*** ☐ above 0.24 oz eq per portion (please check one box). SFAs should include totals of noncreditable grains in weekly maximum if above 0.24 oz eq.

Signature Title

Printed Name Date Phone Number

NUTRITION FACTS LABEL

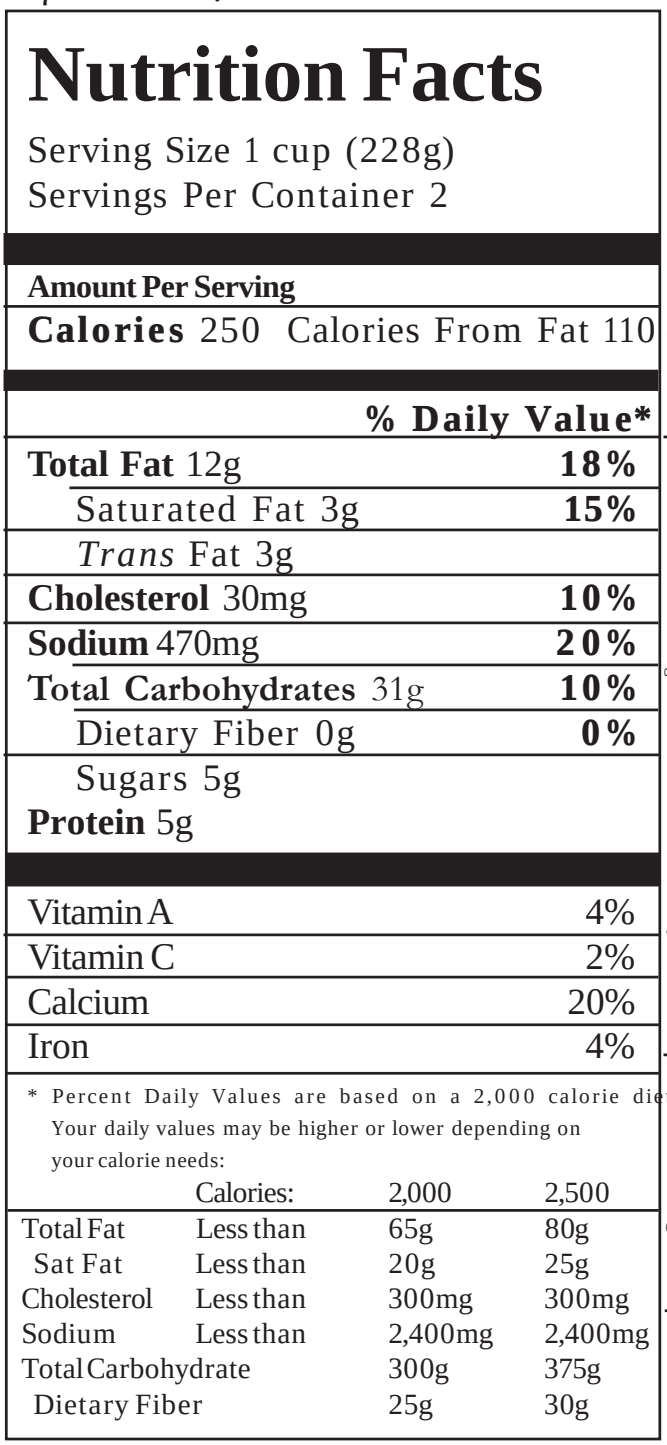
This label is only a sample. Exact specifications are in the final rules. Source: Food and Drug Administration, 2004.

Sample Label for Macaroni and Cheese

New title signals that the label contains the newly required information. ☞☞☞☞☞☞

More consistent serving sizes in both household and metric measures, replacing those that used to be set by manufacturers. ☞☞

Nutrients required on nutrition panel are those most important to the health of today's consumers, most of whom need to worry about getting too much of certain items (fat, for example) rather than too few vitamins or minerals, as in the past. ☞



Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 250 Calories From Fat 110

	% Daily Value*
Total Fat 12g	**18%**
Saturated Fat 3g	**15%**
Trans Fat 3g	
Cholesterol 30mg	**10%**
Sodium 470mg	**20%**
Total Carbohydrates 31g	**10%**
Dietary Fiber 0g	**0%**
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories from fat are now shown on the label to help consumers meet dietary guidelines that recommend people get no more than 30 percent of the calories in their overall diet from fat. ☞☞

% Daily Value shows how a food fits into the overall daily diet. ☞☞

Daily values are also something new. Some are maximums, as with fat (65 grams or less); others are minimums, as with carbohydrate (300 grams or more). The daily values for a 2000-calorie and a 2500-calorie diet must be listed on the label of larger packages. ☞☞

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NUTRIENT DATA FORM

1. ***Product Identification***

   Product Name: _____

   Brand: _____

   Produce Code: _____

   List Child Nutrition (CN) Label Number, if appropriate: _____

   Is this product in the CN Database? Yes ☐ No ☐

2. ***Package Size and Servings Per Package***

   Package Size = Grams _____ Pounds_____ Fluid Ounces _____

   Standard Serving Size = _____

   Number of Servings Per Package = _____

3. ***Basis for Nutrient Data***

   Nutrient data is being given (check one):

   As Served ☐ As Purchased ☐

   Analysis is based on (check one):

   Per Serving ☐ 100 grams ☐

   Weight per serving =_____ grams

4. ***Individual Values of Nutrients and Dietary Components***

   If you ***do not*** have information on a nutrient, write ***M*** or ***missing***. If this product ***does not contain*** a particular nutrient, write ***0***.

Calories	_____	kcal	Protein	_____	grams
Total fat	_____	grams	Saturated fat	_____	grams
Carbohydrates	_____	grams	Sodium	_____	milligrams
Total dietary fiber	_____	grams	Cholesterol	_____	milligrams

Calcium	_____	milligrams or	_____	% DV (Daily Value)
Iron	_____	milligrams or	_____	% DV
Vitamin C	_____	milligrams or	_____	% DV
Vitamin A	_____	IU* or _____ RE* or	_____	% DV

   *IU = International Units; RE = Retinol Equivalents

5. ***Fat and Moisture Gain/Loss***

   When this product is prepared, there is a:

   Fat change (+/-) _____ % Moisture change (+/1)_____%

6. ***Special Instructions for Preparation, if appropriate***

   To prepare this product, the manufacturer recommends: _____

NUTRIENT DATA FORM
INSTRUCTIONS

USDA has developed this standardized form to help schools obtain information on foods they will be serving to children. They will use this information to develop recipes, analyze menus for nutritional value, and prepare products for lunch or breakfast.

1. **Product Identification.** List name of product (and brand, if appropriate). Also, list product code if possible. If you know the product has a CN label number, list that as well. Check *Yes* or *No* for CN Database.

2. **Package Size and Servings for Package.** Write in package size as appropriate in grams, pounds, or fluid ounces. Indicate standard serving size and number of servings per package.

3. **Basis for Nutrient Data.** Indicate with a check mark whether you are submitting nutrient data for this product on an ***As Served*** or ***As Purchased*** basis. Use the ***As Served*** basis for any food that ***does not have*** (a) any ingredients added in preparation or (b) any fat absorbed during preparation.

   Use the ***As Purchased*** basis for any food that (a) has ingredients added in preparation (such as milk, eggs, and oil added to baked product mixes), (b) is prepared by frying, (c) can be prepared in varying ways (for example, a food that can be baked or fried), or (d) gains or loses moisture/fat during preparation.

   In addition, indicate whether nutrient analysis is based on 100 grams or per serving. Also, indicate weight per serving.

4. **Individual Values of Nutrients and Dietary Components.** Please fill out completely, leaving no lines blank. (a) If you have information on a nutrient, write the specific value in the unit of measurement indicated. (b) If you ***do not*** have information on a nutrient, write ***M*** or ***missing***. (c) If this product ***does not contain*** a particular nutrient, write ***0***.

5. **Fat and Moisture Gain/Loss.** If you checked ***As Purchased*** in Item 3, also fill in this section if there is a fat or moisture change during preparation.

   (Fat may be gained or lost in cooking some foods, thereby changing the foods' nutrient value. Methods of preparation such as breading, frying, or baking affect this fat gain or loss. For example, chicken baked in the oven will lose fat during cooking, while batter-coated or breaded chicken that is deep-fried will gain fat. If fat is absorbed or gained, fat grams and calories from fat will be increased. If fat is lost, fat grams and calories from fat will be decreased.)

6. **Instructions for Preparation.** If appropriate, indicate instructions such as ingredients to be added, cooking methods, cooking time, and cooking temperature.

STANDARDIZED RECIPES

A. Standardized recipes are an important part of any well-managed food service program. They are essential to ensure that the planned serving sizes of food items are provided to students. SFAs must develop and use standardized recipes.

B. A standardized recipe may be defined as one that has been tested and adapted for use by a given food service operation and found to produce the same good results, yield, and nutrients every time when the exact procedures are used with the same type of equipment and the same quantity and quality of ingredients.

C. Standardized recipes offer many advantages for school food service. Benefits include:

1. Quality control.
2. Portion and yield control.
3. Cost control.
4. Creativity.
5. Accurate nutrient analysis.
6. Hazard Analysis and Critical Control Points (HACCP) requirements.

D. When is a standardized recipe required? Anytime a food item contains more than one ingredient that contributes to the nutrient content of the meal. These ingredients might include margarine or butter, salt, seasoned salt, etc. Examples of food items needing recipes include toast, seasoned vegetables, scrambled eggs, sandwiches, and salad bars.

E. Each standardized recipe should contain the following information:

1. Yield
2. Serving size
3. Crediting information
4. Ingredient information, including form (fresh, frozen, canned, etc.), fat content, packing medium (water, syrup, fruit juice, etc.)
5. Correct measures, weights, and/or pack
6. Complete preparation and serving procedures
7. CCPs—Critical Control Points
8. Process numbers (optional)

F. Any modifications made to USDA recipes must be documented. A new recipe must be written with the modifications to the USDA recipe.

Recipe: _____ Category: _____

Process Number: _____

Ingredients	Yield _____		Directions
	Weight	Measure	

CCPs: _____

Crediting Information: _____

Serving Sizes: _____

Mt—Meat/Meat Alternate	Vegetable:
GB—Grains/Breads	DGV—Dark Green Vegetable
WGR—Whole Grain-Rich	ROV—Red/Orange Vegetable
F—Fruit	LV—Beans/Peas (Legumes) Vegetable
Mk—Milk	SV—Starchy Vegetable
X—Extra Foods/Condiments	OV—Other Vegetable

Key for crediting information.

Recipe Analysis

Recipe Name: _____ **Portions Per Recipe:** _____

Ingredients (1)	Quantity of Ingredients As Purchased	Purchase Unit (3)	Servings Per Purchase Unit in Food-Buying Guide (4)	Meat/Meat Alternate (5)	Grains/ Breads (6)	Fruits (7)	Vegetables DGV—Dark Green Vegetables ROV—Red/Orange Vegetables LV—Legume Vegetables SV—Starchy Vegetables OV—Other Vegetables (8)				
							DGV	**ROV**	**LV**	**SV**	**OV**
NOTES			**TOTALS**								
• Oz to lb conversion chart is on page I-36 in the Food-Buying Guide • Remember to convert ready-to-use products to their As Purchased amount • The values for Columns 5, 6, 7, and 8 are found by multiplying the value in Column 2 by the value in Column 4 • Remember to divide the total 1/4 cups of vegetables and fruits by 4 to get the cups of vegetables and fruits • Grains/breads in portions of a cup: Convert all needed servings into the same portion of a cup; use the corresponding yield data for that same size • Grains/breads in numbers of servings: Use the yield data provided for 1 Grains/Breads serving • Separate vegetables into subgroups, using the subcolumns of 8 • Keep recipe analysis with standardized recipe for reference		Portions Per Recipe.... Calculations		Total of M/MA divided by Total # Portions oz M/Ma	Total of G/B divided by Total # Portions serv G/B	(1) Total of **Fruits** divided by 4 to convert to cups; (2) Divide cups by Total # Portions cups **Fruits**	(1) Total of **DGV** divided by 4 to convert to cups; (2) Divide cups by Total # Portions cups **DGV veg**	(1) Total of **ROV** divided by 4 to convert to cups; (2) Divide cups by Total # Portions cups **ROV veg**	(1) Total of **LV** divided by 4 to convert to cups; (2) Divide cups by Total # Portions cups **LV veg**	(1) Total of **SV** divided by 4 to convert to cups; (2) Divide cups by Total # Portions cups **SV veg**	(1) Total of **OV** divided by 4 to convert to cups; (2) Divide cups by Total # Portions cups **OV veg**
		Each Portion Contains		oz	serv	c	c	c	c	c	c

EXAMPLE

Recipe: CORN CHIP PIE

Category: MEAT/MEAT ALTERNATE GRAINS/BREADS

Process Number: 2

Ingredients	Yield 100		Directions
	Weight	Measure	
PINTO BEANS	2 #10 CANS		1. DRAIN BEANS.
RAW GROUND BEEF, 80/20 ONIONS, CHOPPED	6 LB 1 LB		2. BROWN GROUND BEEF AND ONIONS TOGETHER.
TOMATOES, CANNED, CRUSHED, DICED FLOUR	1 1/2 #10 CANS		3. DRAIN JUICE FROM TOMATOES. MAKE PASTE OF FLOUR AND TOMATO JUICE. ADD CRUSHED TOMATOES; ADD FLOUR/JUICE PASTE TO BEEF MIXTURE. SIMMER 30 MINUTES.
SALT CHILI POWDER GARLIC SALT	2 OZ 2 OZ 3 TSP		4. ADD BEANS AND REMAINDER OF SEASONINGS. STIR. CCP = HEAT TO 155°F OR HIGHER FOR AT LEAST 15 SECONDS. 5. PORTION INTO 12"X20"X2" SERVING PANS. HEAT TO 155°F OR HIGHER FOR AT LEAST 15 SECONDS.
WHOLE CORN CHIPS REDUCED-FAT CHEDDAR CHEESE, GRATED	6 LB 3 1/2 LB		6. TO SERVE, PLACE WHOLE CORN CHIPS ON PLATE OR TRAY; TOP WITH 1/2 CUP (NO. 8 DISHER) CHILI MIXTURE, AND SPRINKLE WITH GRATED CHEESE. 7. CCP = HOLD FOR HOT SERVICE AT 135°F OR HIGHER.

CCPs: COOK TO 155°F FOR 15 SECONDS, AND HOLD AT 135°F OR HIGHER

Crediting Information: 1 PORTION PROVIDES 2 OZ MEAT/MEAT ALTERNATE, 1 SERVING GRAINS/BREADS, AND 1/8 CUP (ROV) VEGETABLE

Serving Sizes: 1/2 CUP CHILI MIXTURE AND .9 OZ WHOLE CORN CHIPS, SPRINKLE WITH CHEESE

Mt—Meat/Meat Alternate	Vegetable:
GB—Grains/Breads	DGV—Dark Green Vegetable
WGR—Whole Grain-Rich	ROV—Red/Orange Vegetable
F—Fruit	LV—Beans/Peas (Legumes) Vegetable
Mk—Milk	SV—Starchy Vegetable
X—Extra Foods/Condiments	OV—Other Vegetable

Key for crediting information.

EXAMPLE

Recipe Analysis

Recipe Name: Corn Chip Pie **Portions Per Recipe:** 100

Ingredients (1)	Quantity of Ingredients As Purchased	Purchase Unit (3)	Servings Per Purchase Unit in Food-Buying Guide (4)	Meat/Meat Alternate (5)	Grains/ Breads (6)	Fruits (7)	Vegetables DGV—Dark Green Vegetables ROV—Red/Orange Vegetables LV—Legume Vegetables SV—Starchy Vegetables OV—Other Vegetables (8)				
							DGV	ROV	LV	SV	OV
PINTO BEANS, CANNED, DRAINED	2	#10 CAN	37.2	74.4							
GROUND BEEF, 80/20	6 LB	LB	11.8	70.8							
REDUCED-FAT CHEDDAR CHEESE, GRATED	3.5 LB	LB	16	56							
TOMATOES, CANNED, CRUSHED, DICED	1.5	#10 CAN	46.6					69.9			
ONIONS, DICED, READY-TO-USE	1 LB	LB	12.6								12.6
WHOLE CORN CHIPS	6 LB	LB	15		90						
NOTES			**TOTALS**	201.2	90			69.9			12.6

- Oz to lb conversion chart is on page I-36 in the Food-Buying Guide
- Remember to convert ready-to-use products to their As Purchased amount
- The values for Columns 5, 6, 7, and 8 are found by multiplying the value in Column 2 by the value in Column 4
- Remember to divide the total 1/4 cups of vegetables and fruits by 4 to get the cups of vegetables and fruits
- Grains/Breads in portions of a cup: Convert all needed servings into the same portion of a cup; use the corresponding yield data for that same size
- Grains/Breads in numbers of servings: Use the yield data provided for 1 Grains/Breads serving
- Separate vegetables into subgroups, using the subcolumns of 8
- Keep recipe analysis with standardized recipe for reference

Portions Per Recipe....	Total of M/MA divided by Total # Portions	Total of G/B divided by Total # Portions	(1) Total of **Fruits** divided by 4 to convert to cups; (2) Divide cups by Total # Portions	(1) Total of **DGV** divided by 4 to convert to cups; (2) Divide cups by Total # Portions	(1) Total of **ROV** divided by 4 to convert to cups; (2) Divide cups by Total # Portions	(1) Total of **LV** divided by 4 to convert to cups; (2) Divide cups by Total # Portions	(1) Total of **SV** divided by 4 to convert to cups; (2) Divide cups by Total # Portions	(1) Total of **OV** divided by 4 to convert to cups; (2) Divide cups by Total # Portions
Calculations	oz M/Ma	serv G/B	cups **Fruits**	cups **DGV veg**	cups **ROV veg**	cups **LV veg**	cups **SV veg**	cups **OV veg**
Each Portion Contains	oz 2.00	serv 1	c 0	c 0	c 1/8	c 0	c 0	c 0

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PRODUCTION RECORDS

A. Purpose

1. The CNP production record is a record that documents compliance with the meal requirements for the chosen menu-planning system.

2. ***The SFA/school district may elect to use a different format that better meets its needs; but it must contain, at a minimum, the required information.***

3. Besides meeting federal record-keeping requirements, several other valuable management tools are available from the proper use of this form:

    a. Determining trends in student acceptability of the menu items

    b. Projecting student participation levels

    c. Forecasting quantities of food to purchase

    d. Effectively managing menu planning and the scheduling of labor and work assignments

B. Retention

All records concerning the CNP, including this form (or equivalent) and supporting documentation (e.g., CN labels, product formulation statements, nutrition labels, and Nutrient Data Forms), must be retained for a period of three years plus the current year. The records must be retained beyond the three-year period if audit findings have not been resolved.

C. Preparation

Use of food production records should begin prior to meal preparation for the purpose of planning the menu. The records should be completed daily after meal service at the food preparation site to reflect what was actually prepared, including menu changes and/or modifications. Each day's production record must show the quantities prepared for that day of operation.

If a site has extensive menu offerings and/or multiple serving lines, modifying the form or preparing separate records for each serving line may be necessary.

MENU PLANNING FOOD PRODUCTION RECORD INSTRUCTIONS

NOTE: Use one record for each line.

Date: Record the date (month, day, and year) of the meal service.

School Site: Record the name of the eating site.

Offer versus Serve and Grades Participating:
Indicate if the eating site participates in Offer versus Serve. Record the grades that participate in Offer versus Serve at the eating site.

Actual Number of Meals Served:
Record the number of meals served to students, adults, and any contract meals.

Item A: **Menu or Food Item Used and Form**
Record each menu or food item used and the form of the item (e.g., sliced, chopped, shredded, fresh, frozen, canned, raw), the packing medium (e.g., canned in juice or light syrup, frozen with added sugar or plain), and the method of preparation (e.g., baked or boiled). All offerings, choices, milk, substitutions, condiments, and noncreditable items must be listed to facilitate an accurate nutrient analysis of the menu.

Item B: **Recipe Number, Product Brand, and CN Label Number**
Record the recipe number of the menu item if the menu item is made from a recipe. Any menu item that has more than two ingredients combined to make the item must have a standardized recipe (e.g., seasoned or buttered corn, tossed salad, lasagna, rolls, fruit salad, cookies). If the item has been purchased, record the product brand, and/or CN label number, if applicable.

Item C: **Total Quantity of All Food Prepared**
Record the quantity of each menu or food item prepared for all students, adults, à la carte, and contract meals. Indicate the unit size in very specific terms (i.e., pounds, #10 cans, number of recipe servings).

Item D: **Indicate the Meal Contribution of Each Menu Item**
- Meat/Meat Alternate (Mt)
- Fruit (F)
- Vegetable
  —Dark Green (DGV)
  —Red/Orange (ROV)
  —Beans/Peas (Legumes) (LV)
  —Starchy (SV)
  —Other (OV)
- Grains/Breads (GB)—Must be whole grain-rich (WGR)
- Milk (Mk)
- Extra Foods/Condiments (X)

Items E and F: Indicate the internal temperatures of hot and cold foods ***AND the times they were taken***.

Items G, H, and I: **Planned Number of Meals**
Indicate the total number of reimbursable student meals planned. These figures will be used to conduct a nutrient analysis and, therefore, should not include any cafeteria workers, adults, contract, or à la carte numbers.

Planned Serving Size
Record the serving size of the menu/food item to be served. ***NOTE: The planned serving size must be the same as the portion size served.***

Planned Number of Servings
Record the total number of servings planned for each menu/food item to be served. If seconds are routinely planned, they are to be recorded in this column and will be included in the nutrient analysis.

Item J: **Adult, À la Carte, and Contract Meals**
Any adult meals or contract meals served, in addition to any à la carte items served, must be recorded here.

Item K: **Leftovers/Comments**
Enter the quantity of each menu item left at the end of the meal service. Record if the food was discarded, given out as seconds, or stored for future use. The menu planner may also use this column to record comments about the menu. If any food is left over, this column ***MUST*** be used to indicate what happened to the food.

Food Production Record

Meals Served	
Grade	*Actual Number Served*
Adult Meals	
Contract Meals	

Site Name: _____ Date: _____

Meal Type: Breakfast ☐ Lunch ☐

Offer versus Serve: Yes ☐ No ☐

Grades Participating: _____

(A) Menu or Food Item Used and Form	(B) Recipe # or Product Brand and CN Label #	(C) Total Quantity of All Food Prepared	(D) Meal Contribution*	(E) Time and Temp 1	(F) Time and Temp 2	(G) Grade Group: _____ Planned # Reimbursable Meals for Students: _____		(H) Grade Group: _____ Planned # Reimbursable Meals for Students: _____		(I) Grade Group: _____ Planned # Reimbursable Meals for Students: _____		(J) À la Carte, Adults, Contract Meals	(K) Leftovers/ Comments
						Planned Serving Size**	Planned # Servings (Including Planned Seconds)	Planned Serving Size**	Planned # Servings (Including Planned Seconds)	Planned Serving Size**	Planned # Servings (Including Planned Seconds)		

*Meal Contribution—Meat/Meat Alternate (Mt); Fruit (F); Vegetable—Dark Green (DGV), Red/Orange (ROV), Beans/Peas (Legumes) (LV), Starchy (SV), Other (OV); Grains/Breads (GB)—Whole Grain-Rich(WGR); Milk (Mk); Extra Foods/Condiments (X)

**The planned serving size must be the same as the portion size served.

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D. Salad Bars

1. ***A school may offer a daily salad bar line that offers multiple vegetable subgroups every day as a way to meet the weekly vegetable subgroup requirement.***

   This is acceptable if the salad bar is available to all children each day and offers all of the required weekly subgroups over the course of the week.

2. ***The vegetable subgroups offered on a daily salad bar need to be itemized on the production records. All of these items need to be listed on the menu.***

   Section 201.10(a)(3) of the regulations requires that production and menu records for the meals show how the meals offered contribute to the required food components and food quantities. These records must be examined by the State Agency during the administrative review to ensure the meals offered are reimbursable.

3. ***Schools that offer salad bars are not required to use specific size serving utensils to meet quantity requirements.***

   Schools are not required to use specific serving size utensils, but may do so to encourage children to take appropriate food amounts. However, regardless of the serving utensils used, food service staff must ensure that the portions on the student's tray meet the meal pattern requirements. This may be done by training the cashiers to visually identify the correct portions or by preportioning the food items.

4. Salad Bars and Point of Service (PoS)

   The memo on salad bars (SP-02-2010—Revised) states, "To ensure that each student's selections from the salad bar meet the required portions for an entrée or food item, the PoS must be stationed after the salad bar. If a school is not able to position the salad bar in a location prior to the PoS, the State Agency may authorize alternatives to the PoS lunch counts. If the fruits and vegetables are located in an approved location beyond the PoS, there must be a system in place to ensure that each reimbursable meal selected by the student includes a fruit or a vegetable and that the total of any fruit or vegetable item selected under Offer versus Serve equals at least 1/2 cup."

5. If the salad bar is designed to provide a complete reimbursable meal, the production record must be maintained on the ***FULL*** meal Food Production Record forms.

Salad/Food Bar Production Record
Instructions

Follow these instructions when the salad/food bar is planned as a menu item or extra offerings rather than a reimbursable meal.

Date: Record the date.

Planned Number of Students and Adults for Salad/Food Bar:
Indicate the total number of students and adults eating from the salad/food bar.

Meal Contribution:

Check the *Extra* box when the salad/food bar is not being used as any contribution to a reimbursable meal.

Check the *Vegetable and/or Fruit Component* box when it is being used as a component toward a reimbursable meal. ***Note: Salad/food bar must be monitored when contributing to any part of the reimbursable meal.***

Comments: Note any special circumstances regarding meal contribution.

Item A: Food Item Prepared and Form, Recipe Number or Product Brand

Record each menu or food item to be prepared. Record the form of the item (i.e., sliced, chopped, shredded, fresh, frozen, canned, raw), the packing medium (e.g., canned in juice or light syrup, frozen with added sugar or plain), and the method of preparation. ***Note: Indicate the description of food items based on the Food-Buying Guide, when applicable.***

Also, record the recipe name and number of the menu item if the menu item is made from a recipe. Any menu item that has more than two ingredients combined to make the item must have a standardized recipe (e.g., seasoned or buttered vegetables, potato salad). If the item has been purchased, record the product brand and Child Nutrition (CN) label, when applicable.

Item B: Record times and temperatures according to your local HACCP plan.

Item C: Indicate Fruit or Vegetable. Vegetables must be reported by subgroups. Use the following abbreviations: Meat/Meat Alternate (Mt), Fruit (F), Vegetable—Dark Green (DGV), Red/Orange (ROV), Beans/Peas (Legumes) (LV), Starchy (SV), Other (OV), Milk (Mk), Extra Foods/Condiments (X). The planned serving size must also be indicated.

Item D: Total Quantity of Food Prepared

Record the exact quantity of each food item to be prepared. Indicate the unit size in very specific terms (i.e., pounds, #10 cans, dozen).

Item E: Quantity of Food Left Over

Enter the quantity of each food item left at the end of the meal service. Indicate leftovers in a standardized measure.

Item F: Quantity Used on the Salad/Food Bar

Subtract Item D from Item C, and record quantity.

Item G: Comments

Enter the quantity of each item left at the end of the meal service. Record if the food was discarded or stored for future use. The menu planner may also use this column to record comments about the food item.

SALAD/FOOD BAR PRODUCTION RECORD

Date: _____ Planned Number of Students and Adults for Salad/Food Bar: _____

Meal Contribution

NOTE: *Use this form ONLY when the salad/food bar is planned as a menu item or extra offerings rather than a reimbursable meal. Salad bar items will be counted in total meal contribution dietary specifications.*

☐ **Vegetable Component** _____

☐ **Fruit Component** _____

(A) Food Item Prepared/What Form Recipe Number or Product Brand	(B) Time and Temp	(C) Meal Contribution and Serving Size	(D) Total Quantity of Food Prepared (lb or qty)	(E) Quantity of Food Left Over (lb or qty)	(F) Quantity Used on the Salad/ Food Bar	(G) Comments

Meal Contribution: Fruit (F); Vegetable—Dark Green (DGV), Red/Orange (ROV), Beans/Peas (Legumes) (LV), Starchy (SV), Other (OV), Extra Foods/Condiments (X)

E. Multiple Lines

If a school has multiple serving lines, a daily production record must be maintained for each. Each serving line must offer all vegetable subgroups and meet minimum and maximum of all required food components.

F. Lines With Multiple Main Dishes

Lines with multiple main dishes may be recorded on one daily food production record if the same fruits and vegetables are available to students on that line. See example on **page CM-73** for K-5 grade grouping for meat/meat alternate and grains/breads. The fruit and vegetable items that are offered are the same for each option.

Line With Multiple Main Dishes
K-5 Meal Pattern

Component	Food Item		Serving Size	Total Servings—Sample Menu	
	Option 1	Option 2		Option 1	Option 2
Meat/Meat Alternate 8 ounce equivalent (oz eq) weekly/ 1 ounce equivalent (oz eq) daily	M *Chicken Burger*	M *Grilled Cheese*	Mon *2 oz, 1 oz*	2 oz eq Chicken	1 oz eq Cheese
	T *Marinara With Beef*	T *Lowfat Yogurt*	Tues *2 oz, 4 oz*	2 oz eq Beef	1 oz eq Yogurt
	W *Chicken Fajita*	W *Beef Burrito*	Wed *2 oz, 2 oz*	2 oz eq Chicken	2 oz eq Beef
	Th *Ginger Chicken With Citrus Glaze*	Th *Braised Tofu*	Thurs *2 oz, 2 oz*	2 oz eq Chicken	2 oz eq Tofu
	F *Cheese Pizza*	F *Chef's Salad*	Fri *2 oz, 2 oz*	2 oz eq Cheese	2 oz eq C Salad
				TOTAL: (MAX) 10 oz eq	**TOTAL: (MIN)** 8 oz eq

Component	Food Item		Serving Size	Total Servings—Sample Menu	
	Option 1	Option 2		Option 1	Option 2
Grains 8 ounce equivalent (oz eq) weekly/ 1 ounce equivalent (oz eq) daily	M *Whole Grain-Rich Bun*	M *Whole-Wheat Bread*	Mon *1 ea, 2 slices*	2 oz eq Bun	1 oz eq Bread
	T *Whole Grain-Rich Noodles*	T *Whole Grain-Rich Roll*	Tues *1/2 cup, 1 ea*	2 oz eq Noodles	1 oz eq Roll
	W *Tomato-Basil Tortilla*	W *Whole Grain-Rich Tortilla*	Wed *1 ea, 1 ea*	2 oz eq Tortilla	2 oz eq Tortilla
	Th *Whole Grain-Rich Rice*	Th *Whole Grain-Rich Roll*	Thurs *1/2 cup, 1 ea*	2 oz eq Rice	2 oz eq Roll
	F *Pizza Crust, Whole Grain-Rich*	F *Whole Grain-Rich Roll*	Fri *1 ea, 1 ea*	2 oz eq Crust	2 oz eq Roll
				TOTAL: (MAX) 10 oz eq	**TOTAL: (MIN)** 9 oz eq

Component	Food Item	Serving Size	Total Servings—Sample
Fruits 2 1/2 cups weekly/ 1/2 cup daily	M *Fresh banana or raisins (1/4 cup raisins = 1/2 cup)* T *Fresh orange or sliced peaches* W *Fresh, seedless grape bunches or sliced pears* Th *Fresh apple slices or pineapple juice* F *Fresh kiwi or pineapple*	Mon *1/2 cup* Tues *1/2 cup* Wed *1/2 cup* Thurs *1/2 cup* Fri *1/2 cup*	1/2 cup 1/2 cup 1/2 cup 1/2 cup 1/2 cup **TOTAL:** 2 1/2 cups

Component	Food Item	Serving Size	Total Servings—Sample
Vegetables 3 3/4 cups weekly/ 3/4 cup daily	M *Baked beans or sweet potato fries* T *Cooked spinach or green peas* W *Roasted herb corn or cole slaw* Th *Steamed broccoli or celery sticks* F *Fresh carrots or green beans*	Mon *3/4 cup* Tues *3/4 cup* Wed *3/4 cup* Thurs *3/4 cup* Fri *3/4 cup*	Dark Green 1 1/2 cups Red/Orange 1 1/2 cups Beans/Peas (Legumes) 3/4 cup Starchy 3/4 cup Other 2 1/4 cups **TOTAL:** 6 3/4 cups

Component	Food Item	Serving Size	Total Servings—Sample
Milk 5 cups weekly/ 1 cup daily	Fat-free milk, flavored or unflavored each day	All day, 8 ounces (1 cup)	5 cups weekly

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OFFER VERSUS SERVE (OvS)

Breakfast

- **Offer daily 3 food components**
- **1. Grains/Breads**

  2. Fruits or Vegetables

  3. Milk

  4. Additional Food Item as, Another Fruit and/or Vegetable or Grains serving *OR* Meat/Meat Alternate if minimum Grains requirement has been met
- ***Offer 4 food items***
- **Student must take 3 of the 4 items**
- ***Fruit —Must offer 1 cup; student must take at least 1/2 cup***
- **Other 2 items must be selected in quantity planned**

OFFER VERSUS SERVE (OvS)

Lunch

- **Offer daily food components**
- **1. Meat/Meat Alternate**

  2. Vegetables

  3. Fruits

  4. Grains/Breads

  5. Milk

- **Student *MAY* decline 2 of the 5 items**
- ***Student MUST select 1/2 cup of either vegetable or fruit***
- **Other 2 items must be selected in quantity planned**

OFFER VERSUS SERVE

A. Offer versus Serve (OvS) was established by USDA regulations in order to reduce plate waste by giving students the option to decline food items. The SFA decides whether to implement Offer versus Serve and in what grades.

B. Offer versus Serve is required ***at lunch*** in senior high schools and optional for all other grades. Offer versus Serve is not required for any grade if the institution is a residential child care institution (RCCI). Boarding schools must implement OvS at the high school level.

C. If a district participates in Offer versus Serve, it is reported on the annual contractual agreement with the State Agency.

D. Offer versus Serve—Lunch

1. Schools must offer five food components (grains/breads, meat/meat alternate, fruit, vegetable, and milk).

2. Students ***MUST*** take at least three of the five food components.

3. Students ***MUST*** select at least one-half cup fruit and/or vegetable. This requirement can be met if the student selects one-fourth cup of fruit and one-fourth cup of vegetable.

4. The meal must be priced as a unit.

5. Students must take the full planned servings for food components to count toward a reimbursable meal (except students only require one-half cup of fruit and/or vegetable).

6. Students may decline any food component, including the main dish or milk. However, the student must take one-half cup fruit and/or vegetable.

7. **The five items at lunch include:**

    - Meat/Meat Alternate.
    - Grains/Breads.
    - Fruits.
    - Vegetables.
    - Milk.

E. Offer versus Serve—Breakfast

1. Schools must offer at least the minimum serving sizes for the appropriate grade group of four food items from three food components.

2. Students must select at least three food items in at least the minimum serving size for the appropriate grade group.

3. Students may decline any food item, including milk.

4. Breakfast must be priced as a unit.

5. Student must take 1/2 cup fruit as one of the 3 food items.

6. The breakfast food components include:

   - Milk (Mk)
   - Juice/Fruit/Vegetable (V/F)
   - Grains/Breads (G/B)
   - Additional Item

7. The four items at breakfast are:

   - 1 serving of Milk
   - 1 serving of Juice/Fruit/Vegetable
   - 1 servings of Grains/Breads
   - Additional item from the three components or a meat/meat alternate as in Item 7 below.

8. Schools may substitute 1 oz eq of meat/meat alternate for 1 oz eq of grains *AFTER* the minimum *DAILY* Grains requirement is met.

F. School Nutrition Staff Roles Relating to Offer versus Serve

1. **Menu Planners**
   - Use cycle menus.
   - Plan consistent number of menu items daily.
   - Use forecasting to plan food quantities.
   - Communicate menus to other staff.
   - Educate students and teachers about OvS.

2. **Servers**
   - Display food choices clearly, attractively.
   - Encourage students to select a complete meal via:
     — Enthusiastic comments.
     — Age-appropriate merchandising.

3. **Cashiers (This may not be the cashier, but the person who is monitoring students' trays to ensure reimbursable meals.)**
   - Review the planned menu:
     — Menu items
     — Serving sizes
     — Reimbursable meals
   - Remind students of choices and unit price.
   - Practice!

4. **Cooks**
   - Prepare foods according to standardized recipes.
   - Portion foods accurately.
   - Keep accurate menu production records.

G. Teaching Students About Offer versus Serve

1. **Concerns**
   - Number of components to select
   - Portion sizes
   - Pricing

2. **Strategies**
   - Encourage students to select complete meals.
   - Use age-appropriate materials (posters, table tents, other signs) at the point of service.
   - Promote consistent, key messages.
   - Give hands-on demonstrations.
   - Enlist teachers' help.
   - Remind them again and again.

H. Offer versus Serve—Additional Information

1. Offer versus Serve will continue to be a requirement in the NSLP for senior high schools and is an option for lower grade schools. It is also an option for the SFA for all schools in the SBP. Under OvS, schools must offer all the required food components and quantities and students are required to take at least three full components in the NSLP and SBP, with exceptions as noted below:

   a. ***NSLP:*** In the NSLP, schools must offer five food components (milk, fruits, vegetables, grains, and meat/meat alternates). Students are allowed to decline two of the five required food components but ***MUST*** take at least one-half cup of either a fruit or a vegetable. Students must select the other food components in the quantities planned.

   b. ***SBP:*** In order to carry out the OvS option in the SBP, schools must offer three food components (milk, fruits, and grains) that consist of a minimum of four food items. Students are allowed to decline one food item. Schools may substitute 1 oz eq of meat/meat alternate for 1 oz eq of grains ***AFTER*** the minimum ***DAILY*** Grains requirement is met.

2. A student may select a one-half cup that consists of different fruits (e.g., fruit salad) or different vegetables (e.g., mixed vegetables) or a combination of only fruits and vegetables (e.g., carrot/raisin salad). Keep in mind that the one-half cup allowance for fruit or vegetable may be used only once for either the fruits or the vegetables component in a meal, so the other food components selected by the student under OvS must be full components.

3. Although fruits and vegetables are separate components in the meal patterns, the OvS requirement at lunch to take at least one-half cup of fruits or vegetables daily for a reimbursable meal may be met if the student takes one-fourth cup of fruits and one-fourth cup of vegetables. This is another way to promote the consumption of fruits and vegetables among children. The student would not be required to select additional fruits or vegetables if the reimbursable meal under OvS includes two other components in full.

4. Under OvS at lunch and breakfast, students must take at least one-half cup of either the fruit or the vegetable component or a one-half cup combination of both components (one-fourth cup fruits and one-fourth cup vegetables) for a reimbursable meal. If a student takes only three components and two of these three components are fruits and vegetables, the student must take one-half cup of either fruit or vegetable, but then must take the full planned serving of the other food component.

For example, if a student in Grades 9-12 selects just milk, fruit, and vegetables, the student may take one-half cup of the vegetable but must take the full one-cup offering of the fruit. However, if the student takes another full component, such as a grains component or meat/meat alternate, the student may take a smaller portion of the fruit because the fruit is no longer being counted as the third component in the reimbursable meal.

5. SFAs must plan meals in the NSLP and SBP to meet all meal requirements and provide required amounts of food for all students. Menu planners should take into account participation and selection trends to determine what and how much food to offer students. Careful menu planning will ensure that students have access to all of the required food components for the reimbursable meal and minimize food waste.

6. The number of components that may be declined at lunch under OvS is the same for all age/grade groups.

APPROVED NUTRIENT ANALYSIS SOFTWARE

B.O.S.S. (*Back Office Software Solutions)*
Horizon Software International, Inc.
5835 Highway 20
Loganville, Georgia 30052
Contact: John Tatham
800-741-7100; FAX: 770-554-6331
www.horizon-boss.com

CNP Manager
Computrition, Inc.
19808 Nordhoff Place
Chatsworth, California 91311
Contact: Ellyn Luros
800-222-4488
www.computrition.com

Food Production and Nutrient Analysis
PCS Revenue Control Systems, Inc.
560 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
Contact: Steven Sandler
800-247-3061 x187
www.pcsrevenuecontrol.com

Meals Plus Menus
4110 Shipyard Blvd.
Wilmington, North Carolina
800-541-8999
http://www.mealsplus.com/

Menus & Inventory (Planning/Production)
381 Hiway 21, Suite 284
Madisonville, Louisiana 70447
888-287-6416
http://www.mcsoftware.com

Nutrikids
Lunchbyte Systems, Inc.
550 Latona Road, Building F
Rochester, New York 14626
800-724-9853
www.heartlandschoolsolutions.com

PrimeroEdge
4422 Cypress Creek Parkway, Suite 400
Houston, Texas 77068
http://www.primeroedge.com

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FOOD SAFETY/HACCP

A. Hazard Analysis and Critical Control Point (HACCP) System (Reference All State Directors' Memo 2005-SP-21)

Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) amended Section 9(h) of the Richard B. Russell National School Lunch Act by requiring SFAs to implement a food safety program for the preparation and service of school meals served to children in the school year beginning July 1, 2005. The program must be based on HACCP principles and conform to guidance issued by USDA. All SFAs must have had a fully implemented food safety program no later than the end of the 2005-2006 school year. (Reference USDA Guidance on Developing a School Food Safety Program Based on the Process Approach to HACCP Principles—June 2005)

HACCP is a systematic approach to construct a food safety program designed to reduce the risk of foodborne hazards by focusing on each step of the food production process—receiving, storing, preparing, cooking, cooling, reheating, holding, assembling, packaging, transporting, and serving. The purpose of a school food safety program is to ensure the delivery of safe foods to children in the school meals program by controlling hazards that may occur or be introduced into foods anywhere along the flow of the food from receiving to service (food flow).

There are two types of hazards: (1) ones specific to the preparation of the food, such as improper cooking for the specific type of food (beef, chicken, eggs, etc.) and (2) nonspecific ones that affect all foods, such as poor personal hygiene. Specific hazards are controlled by identifying CCPs and implementing measures to control the occurrence or introduction of those hazards. Nonspecific hazards are controlled by developing and implementing Standard Operating Procedures (SOPs).

B. The Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, strengthens the existing food safety requirements in the NSLP, SBP, and all other FNS programs operated in a school. The purpose of this memorandum is to provide guidance on the implementation of the statutory requirement. (Reference: USDA Policy Memo SP-37-2011)

Section 302 of the Act amends Section 9(h)(5) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758[h][5]) by requiring that the school food safety program based on HACCP principles be applied to any facility or part of a facility in which food is stored, prepared, or served for the purposes of the NSLP, SBP, or other FNS program. The school food safety program, required since 2004, addresses food safety in all aspects of school meal preparation, ranging from procurement through service. FNS anticipates that only minor modifications to existing food safety programs will be needed in order to meet this requirement.

Food safety programs must be reviewed to ensure that standard operating procedures for safe food handling are updated to include any facility or part of a facility where food is stored, prepared, or served, such as on school buses, in hallways, school courtyards, kiosks, classrooms, or other locations outside the cafeteria. This requirement applies to school breakfast or lunch meals and the Special Milk Program (SMP), the Fresh Fruit and Vegetable Program (FFVP), and After-School Snack or Supper Programs (ASSP).

C. Developing a School Food Safety Program

1. Before developing your food safety program, you should review the food service operations within your SFA and describe the facility, functions, and standard procedures for each. Some basic information to consider when doing this initial review includes:

   - Types of facilities in your SFA
   - Existing SOPs
   - Number and type of employees at each site
   - Types of equipment
   - Processes for food preparation
   - Menu items

2. Three main points are essential to developing this program:

   - Sanitation—Be sure that all of your food preparation areas are clean and sanitary, such as workers' hands, utensils, and food contact surfaces. Avoid cross contamination.
   - Temperature control—Be sure to keep cold foods cold and hot foods hot. Cook to proper temperatures, and hold at proper temperatures; be sure to record those temperatures. A basic, properly calibrated food thermometer (digital or dial) is all you need to check for proper temperatures.
   - SOPs—They can be used both for sanitation and to verify that proper temperatures are being observed as well as other aspects of a foodservice operation. The NFSMI has a template available for SOPs.

3. An example of a Food Safety Program plan may be found in the USDA HACCP Guidance. Go to <**www.sde.ok.gov**>. After logging on, select *Services* and highlight *Federal Programs*. Click on ***Child Nutrition***; click on ***Documents***; and scroll down to ***School Meal Program—Various Documents/Forms***.

D. Requirements for a Food Safety Program

The SFA is responsible for developing a comprehensive food safety program for its jurisdiction, including a plan for every school food preparation and service site. A school food safety program must include the following elements.

1. Develop, Document, and Implement SOPs

   SOPs lay a strong foundation for your overall school food safety program. SOPs are step-by-step written instructions for routine food service tasks that affect the safety of food (***NONSPECIFIC*** hazards), such as proper dishwashing procedures, or for tasks that are a part of the HACCP-based plan (specific hazards), such as proper cooking procedures. Each SOP should include instructions on monitoring, documentation, corrective actions, and periodic review of the procedures they cover. Adherence to SOPs allows food service managers and employees to effectively control and prevent hazards.

   SFAs may already have SOPs developed and in place. If not, the NFSMI has developed a series of SOPs applicable to school food service establishments. The final versions of these SOPs are posted on the NFSMI Web site. Log on to **<http://www.NFSMI.org/>**, then click on ***Document Library*** on the upper right-hand side of the page, then click on ***Item 3, Subject Index***, then click on ***Food Safety***. Scroll down to ***Food Safety Standard Operating Procedures***, and select the ***SOP*** desired. These SOPs include critical limits as well as monitoring, corrective action, verification, and record-keeping procedures and may be customized to fit your particular foodservice operation. The main categories of SOPs with some example topics for school foodservice are listed below.

   a. General safety considerations
      - Prohibit bare hand contact with ready-to-eat (RTE) foods.
      - Store chemicals away from food and food-related supplies.

   b. Personnel
      - Require handwashing after restroom use, sneezing, coughing, or after performing any cleaning activity.
      - Develop a policy for restricting or excluding ill employees from food production or preparation areas.

   c. Product procurement
      - Follow recommendations for selecting vendors such as those found in state distributing agency vendor certification procedures.
      - Develop buyer product specifications.

d. Receiving
   - Reject all cans with swollen sides or ends, flawed seals and seams, rust, or dents.
   - Put perishable foods into the refrigerator or freezer immediately.

e. Storing
   - Store all food and paper supplies six to eight inches off the floor.
   - Label all food with name of the school and delivery date.

f. Transporting
   - Preheat transfer carts prior to use.
   - Limit transport travel time to a maximum of two hours.

g. Holding
   - Keep hot foods hot (above 135°F [Oklahoma Health Department requirement]) and cold foods cold (below 41°F).

h. Preparation
   - Do not keep food in the ***danger zone*** (between 41°F and 135°F) for more than four hours.
   - Handle food with utensils; clean, gloved hands; or clean hands. (Bare-hand contact with food during preparation should be limited. Bare-hand contact with RTE foods should be prohibited.)

i. Cleaning/Sanitizing
   - Use clean water, free of grease and food particles.
   - Keep wiping cloths in sanitizing solution while cleaning.

j. Cooking and documenting temperatures
   - Record all temperatures when they are taken.
   - Use only a clean and sanitized thermometer when taking internal temperatures of foods.

k. Cooling
   - Cool rapidly by storing food in small batches in individual containers; cover loosely so that heat can escape quickly.
   - Keep cold foods cold by prechilling ingredients for salads.

l. Reheating
   - Transfer reheated food to hot-holding equipment only when the food reaches the proper temperature.
   - Use only cooking ranges, ovens, steamers, and microwave ovens to reheat foods. Use hot-holding equipment only to maintain temperature and not for rapidly heating food.

2. Written plan at each school food preparation and service site for applying HACCP principles

   a. Assigning menu items in the appropriate HACCP process category

      USDA recommends that SFAs use the ***Process Approach*** to HACCP because it gives them flexibility to create a program suitable for a variety of situations. The Process Approach, originally developed by FDA for retail food establishments, categorizes food preparation into three broad categories based on how many times each menu item moves through the temperature danger zone.

To assign menu items to one of the three processes, consider the processes and procedures used to prepare the food in each of your school district's facilities. Determine whether menu items have no cook step involved, undergo a cook step for same-day service, or receive additional cooling and reheating following a cook step. This will enable you to place each menu item into the appropriate process. Identify the number of times each menu item goes up (heating) or comes down (cooling) through the ***danger zone*** (41°F — 135°F), and classify items into the following food preparation processes:

- Process 1—No Cook

  The menu item does not go completely through the danger zone in either direction.

- Process 2—Same-Day Service

  The menu item takes one complete trip through the danger zone (going up during cooking) and is served.

- Process 3—Complex Food Preparation

  The menu item goes through both heating and cooling, taking two or more complete trips through the danger zone.

You should document the appropriate process for each menu item. This can be done in a variety of ways, including writing the process number directly on the recipe or developing a list of menu items in each of the processes.

b. Identifying control measures and CCPs

The control measures that are absolutely essential must be applied at key points, known as CCPs, during the food preparation process to control specific hazards (physical, chemical, or biological). A CCP is a key point where a step can be taken to prevent, eliminate, or reduce a food safety hazard to an acceptable level.

You must document in writing the CCPs and critical limits for each process approach category in your food safety program and in each site plan. Each of the three processes in the process approach has specific CCPs (such as cooking, cooling, hot holding, cold holding, and reheating). The CCPs for each of the processes will remain the same regardless of the menu item. However, the critical limits will vary, depending upon the menu item and the recipe used to prepare each item. Critical limits for cooking, hot holding, and reheating are demonstrated on the following ***Temperature Rules*** chart:

TEMPERATURE RULES! Cooking for Food Service

Minimum Temperatures and Holding Times

165°F (15 seconds)
- Poultry—chicken, turkey, duck, goose—whole, parts, or ground
- Soups, stews, stuffing, casseroles, mixed dishes
- Stuffed meat, poultry, fish, and pasta
- Leftovers (to reheat)
- Food, covered, cooked in microwave oven (hold cover ***2 minutes*** after removal)

155°F (15 seconds)
- Hamburger, meatloaf, and other ground meats; ground fish*
- Fresh shell eggs—cooked and held for service (such as scrambled)*

145°F (15 seconds)
- Beef, corned beef, pork, ham—roasts (hold 4 minutes)*
- Beef, lamb, veal, pork—steaks or chops
- Fish, shellfish
- Fresh shell eggs—broken, cooked, and served immediately

140°F (15 seconds)
- Ham, other roasts—processed, fully cooked (to reheat)
- Fruits and vegetables that are cooked

***Reheat Foods to the Proper Temperature!**

- Reheat food within 2 hours to an internal temperature of 165°F for 15 seconds.
- Discard foods not reheated to 165°F within 2 hours.

Hold All Hot Food at 135°F or Above After Cooking!

The following are CCPs, related to each food preparation process:

- For Process 1—No Cook
  - — Cold holding or limiting time in the danger zone to inhibit bacterial growth and toxin production (e.g., limiting time would be holding at room temperature for four hours and then discarding)
- For Process 2—Same-Day Service
  - — Cooking to destroy bacteria and other pathogens
  - — Hot holding or limiting time in the danger zone to prevent the outgrowth of spore-forming bacteria
- For Process 3—Complex Food Preparation
  - — Cooking to destroy bacteria and other pathogens
  - — Cooling to prevent the outgrowth of spore-forming bacteria
  - — Hot and cold holding or limiting time in the danger zone to inhibit bacterial growth and toxin formation
  - — Reheating for hot holding, if applicable

USDA's ***Recipes for Schools*** include CCPs and critical limits. These recipes are available through the NFSMI Web site at <**http://www.nfsmi.org**>. Click on ***Document Library*** on the upper right-hand side, then click on ***Item 3, Subject Index***, then click on ***Recipes***, and scroll down to ***USDA Recipes for Schools***. Having the recipes on file and following the recipes exactly will fulfill the requirement for documenting CCPs and critical limits within the process approach specifically for these recipes. Any other recipes, local or otherwise, that are not USDA's must have CCPs and critical limits.

c. Establish monitoring procedures

Employees must be trained in what is required by HACCP. Monitoring is an important step for an effective food safety program. Control measures, including CCPs and SOPs, must be monitored, controlled, and documented in writing. Monitoring involves making direct observations or taking measurements to see that the food safety program is being followed. Monitoring will identify when there is a loss of control so that corrective action can be taken. In establishing your monitoring procedures, consider the following questions:

- How will you monitor CCPs and SOPs?
- When and how often will you monitor?
- Who will be responsible for monitoring?
- Who will be responsible for documenting the Food Safety Checklist?

d. Establishing and documenting corrective actions

Whenever a critical limit is not met, a corrective action must be carried out immediately. A corrective action may be simply continuing to heat food to the required temperature. Other corrective actions may be more complicated, such as rejecting food items that were not delivered at the right temperature or discarding food that has been held without temperature control too long. Your food safety program must include corrective actions. Employees must know what these corrective actions are and be trained in making the right decisions.

e. Record keeping

There are certain written records or kinds of documentation that are needed to verify that the food safety program is working. These records will normally involve the food safety plan and any monitoring, corrective action, or calibration records produced in the operation of the food safety program based on HACCP principles. Record keeping also provides a basis for periodic reviews of the overall food safety program. In the event your operation is implicated in a foodborne illness, documentation of activities related to monitoring and corrective actions can provide proof that reasonable care was exercised in the operation of your facility.

Maintain records of cooking, cooling, and reheating temperatures and other CCPs in the food preparation process. Keep documentation as simple as possible to make record keeping easy for employees. You do not necessarily need to develop new records. For example, you may use existing paperwork such as delivery invoices for documenting product temperature when receiving food items. Determine what records must be kept, where to keep them, and which staff members will be responsible for maintaining them. Some of the types of records that should be maintained include:

- Records documenting the SOPs
- Time and temperature monitoring records
- Corrective action records
- Verification or review records
- Calibration records
- Training logs
- Receiving logs

f. Review and revise periodically

Review and revise your food safety program at least annually or as often as necessary to reflect any changes in your facility. These may include new equipment, new menu items, reports of illness or comments on health inspections, or other factors that indicate how well your food safety program is working. Determine who will review the current plan, when it will be done, and how it will be documented.

E. Emergency Procedures—Food Loss

During a power outage, a freezer temperature of 10°F or below is still considered a hard freeze. Therefore, if the freezer temperature stays below 10°F, food may still be kept in the freezer and used at a later date.

Most freezers will lose one degree per day without power if the freezer door stays shut. Sites must continue to check the temperature daily to avoid using foods not kept at the correct temperature.

If the temperature of the freezer rises above 10°F, then the food should be moved to a refrigerator and used within seven days.

When a site has food that it feels should not be used, the SFA should call the Food Sanitation Office of the Oklahoma State Health Department at 405-271-5243 and the Food Distribution Agency at 405-521-3581. The Health Department can schedule a county official to come out to the site and help the site dispose of the food and document the amount of food lost. This will give the site the documentation necessary for commodity replacement and insurance purposes for purchased foods.

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FOOD SAFETY CHECKLIST

Date: _____ Observer: _____

Directions: *Use this checklist according to the instructions in your SOPs, if applicable. Determine areas in your operations requiring corrective action. Record corrective action taken, and keep completed records in a notebook for future reference.*

PERSONAL HYGIENE	**Yes**	**No**	**Corrective Action**
• Employees wear clean and proper uniform, including shoes.	☐	☐	_____
• Effective hair restraints are properly worn.	☐	☐	_____
• Fingernails are short, unpolished, and clean (no artificial nails).	☐	☐	_____
• Jewelry is limited to a plain ring such as a wedding ring, a watch, and no bracelets.	☐	☐	_____
• Hands are washed properly, frequently, and at appropriate times.	☐	☐	_____
• Burns, wounds, sores or scabs, or splints and bandages on hands are completely covered with a glove while handling food.	☐	☐	_____
• Eating, drinking, chewing gum, smoking, or using tobacco are allowed only in designated areas away from preparation, service, storage, and all washing areas.	☐	☐	_____
• Employees use disposable tissues when coughing or sneezing and then immediately wash hands.	☐	☐	_____
• Employees appear in good health.	☐	☐	_____
• Hand sinks are unobstructed, operational, and clean.	☐	☐	_____
• Hand sinks are stocked with soap, disposable towels, and warm water.	☐	☐	_____
• A handwashing reminder sign is posted.	☐	☐	_____
• Employee restrooms are operational and clean.	☐	☐	_____

FOOD PREPARATION	**Yes**	**No**	**Corrective Action**
• All food stored or prepared in facility is from approved sources.	☐	☐	_____
• Food preparation, equipment, and food contact surfaces are properly washed, rinsed, and sanitized before every use.	☐	☐	_____
• Frozen food is thawed under refrigeration, cooked to proper temperature from frozen state, or in cold running water.	☐	☐	_____
• Thawed food is not refrozen.	☐	☐	_____
• Preparation is planned so ingredients are kept out of the temperature danger zone to the extent possible.	☐	☐	_____

FOOD PREPARATION (Continued)	Yes	No	Corrective Action
• Food is tasted using the proper procedure.	☐	☐	
• Procedures are in place to prevent cross-contamination.	☐	☐	
• Food is handled with suitable utensils, such as single-use gloves or tongs.	☐	☐	
• Food is prepared in small batches to limit the time it is in the temperature danger zone.	☐	☐	
• Clean, reusable towels are used only for sanitizing equipment surfaces and not for drying hands, utensils, floor, etc.	☐	☐	
• Food is cooked to the required safe internal temperature for the appropriate time. The temperature is tested with a calibrated food thermometer.	☐	☐	
• The internal temperature of food ***being cooked*** is monitored and documented.	☐	☐	

HOT HOLDING	Yes	No	Corrective Action
• Hot holding unit is clean.	☐	☐	
• Food is heated to the required safe internal temperature before placing in hot holding. Hot holding units are not used to reheat potentially hazardous foods.	☐	☐	
• Temperature of hot food ***being held*** at or above 135°F.	☐	☐	
• Hot holding unit is preheated before hot food is placed in unit.	☐	☐	
• Food is protected from contamination.	☐	☐	

COLD HOLDING	Yes	No	Corrective Action
• Temperature of cold food being held is at or below 41°F.	☐	☐	
• Food is protected from contamination.	☐	☐	

REFRIGERATOR, FREEZER, AND MILK COOLER	Yes	No	Corrective Action
• Refrigerator and freezer units are clean and neat.	☐	☐	
• Temperature is appropriate for piece of equipment.	☐	☐	
• Food is stored 6 inches off floor in walk-in cooling equipment.	☐	☐	
• Thermometers are available and accurate.	☐	☐	
• Proper chilling procedures are used.	☐	☐	
• All food is properly wrapped, labeled, and dated.	☐	☐	
• The FIFO (First In, First Out) method of inventory is practiced.	☐	☐	
• A temperature form is maintained to document storage temperatures daily.	☐	☐	

FOOD STORAGE AND DRY STORAGE	Yes	No	Corrective Action
• Temperature of dry storage area is between 50°F and 70°F or state public health department requirement.	☐	☐	_____
• All food and paper supplies are stored six to eight inches off the floor.	☐	☐	_____
• All food is labeled with name and delivery date.	☐	☐	_____
• Food is stored in original container or a food grade container.	☐	☐	_____
• Open bags of food are stored in containers with tight-fitting lids and labeled with common name.	☐	☐	_____
• The FIFO method of inventory management is used.	☐	☐	_____
• There are no bulging or leaking canned goods.	☐	☐	_____
• Food is protected from contamination.	☐	☐	_____
• All surfaces and floors are clean.	☐	☐	_____
• Labeled chemicals are stored away from food and food-related supplies.	☐	☐	_____
• There is a regular cleaning schedule.	☐	☐	_____

CLEANING AND SANITIZING	Yes	No	Corrective Action
• Three-compartment sink is properly set up for washing.	☐	☐	_____
• Dishmachine is working properly (such as gauges and chemicals are at recommended levels).	☐	☐	_____
• Suds are visible in wash sink.	☐	☐	_____
• Water is clean and free of grease and food particles.	☐	☐	_____
• Water temperatures are correct for wash and rinse.	☐	☐	_____
• If heat sanitizing, the utensils are allowed to remain immersed in 171°F water for 30 seconds.	☐	☐	_____
• If using a chemical sanitizer, it is mixed correctly and a sanitizer test strip is used to test chemical concentration.	☐	☐	_____
• Smallware and utensils are allowed to air dry.	☐	☐	_____
• Wiping cloths are stored in sanitizing solution while in use.	☐	☐	_____

UTENSILS AND EQUIPMENT	Yes	No	Corrective Action
• All small equipment and utensils, including cutting boards, are cleaned and sanitized between uses.	☐	☐	_____
• Small equipment and utensils are washed, sanitized, and air-dried.	☐	☐	_____
• Work surfaces and utensils are clean.	☐	☐	_____
• Work surfaces are cleaned and sanitized between uses.	☐	☐	_____
• Thermometers are cleaned and sanitized after each use.	☐	☐	_____
• Thermometers are calibrated on a routine basis.	☐	☐	_____
• Can opener is clean.	☐	☐	_____
• Drawers and racks are clean.	☐	☐	_____
• Clean utensils are handled in a manner to prevent contamination of areas that will be in direct contact with food or a person's mouth.	☐	☐	_____

LARGE EQUIPMENT	Yes	No	Corrective Action
• Food slicer is clean.	☐	☐	_____
• Food slicer is cleaned and sanitized after each use.	☐	☐	_____
• Boxes, containers, and recyclables are removed from site.	☐	☐	_____
• Loading dock and area around dumpsters are clean and odor-free.	☐	☐	_____
• Exhaust hood and filters are clean.	☐	☐	_____

GARBAGE STORAGE AND DISPOSAL	Yes	No	Corrective Action
• Kitchen garbage cans are clean and covered.	☐	☐	_____
• Garbage cans are emptied as necessary.	☐	☐	_____
• Boxes and containers are removed from site.	☐	☐	_____
• Loading dock and area around dumpster are clean.	☐	☐	_____
• Dumpster is closed.	☐	☐	_____

PEST CONTROL	Yes	No	Corrective Action
• Outside doors have screens, are well sealed, and are equipped with a self-closing device.	☐	☐	_____
• No evidence of pests is present.	☐	☐	_____
• There is a regular schedule of pest control by a licensed pest control operator.	☐	☐	_____

USDA FOODS

Fruits, vegetables, whole grain-rich products, and healthy sources of protein are available to help schools create meals that are consistent with the new meal requirements. For example, the USDA Foods program offers reduced-sodium canned beans and vegetables at no more than 140 mg per half-cup serving, which is in line with the requirement to reduce sodium in school meals. A variety of frozen fruits and vegetables without added sugar or salt are also available. The program also offers reduced-sodium and reduced-fat processed and blended cheeses (including Cheddar and mozzarella), fajita strips, and beef products.

Schools can convert their USDA Foods into ready-to-use end products. Establishing the Nutrient Standards for processed end products, and sharing their standards with processors, is the responsibility of the SFA that orders the end product.

A. If SFAs have any questions about USDA Foods (i.e., perpetual inventory, transferring foods, lost USDA Foods, disposal of spoiled USDA Foods), they should contact the Department of Human Services (DHS) at ***405-521-3581*** and/or the following Web site: **www.okdhs.org**.

B. USDA Foods are allocated based on the total number of lunches served in the previous year. USDA Foods are forecast a year in advance; if there is an increase or decrease in the number of lunches served, this will be reflected in the next year's allocation.

C. The maintenance of a refrigerator and/or freezer daily temperature log is required by the Food Distribution Unit of DHS for SFAs receiving USDA Foods. In the event that a refrigerator or freezer containing USDA Foods should malfunction and the contents be lost, USDA has deemed that the SFA must assume financial responsibility for the lost items unless a daily temperature log maintenance record can be produced. The daily temperature log maintenance record could possibly save the SFA from being placed in the unfortunate situation of having a claim filed by USDA for the value of USDA Foods lost. Refer to **page CM-99** for an example of the log.

D. A USDA Foods Product Comment Form developed by USDA is to provide local SFAs with a standardized method in which to document undesirable and/or inferior USDA Foods received by their SFAs. Refer to **page CM-101** for a sample Comment form.

E. Because of any possible holds or recalls declared on USDA Foods, DHS requires a written system of accountability be developed for the USDA Foods received separately from other foods obtained by the SFA. USDA refers to this as a ***perpetual inventory***. This is the complete and accurate record of the receipt, distribution, use, disposal, and inventory of USDA Foods. Refer to **page CM-103** for a sample Perpetual Inventory form.

F. Sites are to use USDA Foods in the preparation of required food items or side dishes of the reimbursable lunch. In addition, they may be used in the preparation of meals served under any other meal service activity that is operated in the site under the nonprofit CNP account; e.g., SBP, SMP, à la carte sales, and snacks. (Reference All State Directors' Memo 99-SNP-14)

Examples of ***ACCEPTABLE*** use of USDA Foods are:

- Repackaging and selling USDA Foods peanuts in the à la carte sales line.
- Serving USDA Foods beef patties at a school function banquet. The cost must be at least equal to or greater than the value of the USDA Foods contained in the meal. The USDA value of the USDA Foods must accrue to the nonprofit school food service account (SFSA).
- Using USDA Foods in baking items that are sold in the teachers' lounge as long as they are also sold/served to students.

Examples of ***UNACCEPTABLE*** use of USDA Foods are:

- Catering operations for sites not participating in the NSLP.
- Catering for child care centers not participating in the CACFP.

- Using USDA Foods in the preparation of meals served at a school function banquet where the USDA value of the USDA Foods is not returned to the nonprofit SFSA.
- Using donated products in baking items that are given/sold exclusively to faculty, parent organizations, or the public.
- Using USDA Foods in any nonstudent-related events such as catering banquets for civic groups, partisan political functions, or supplying refreshments for parent organizations. Further, SFAs are prohibited from increasing their orders for USDA Foods for the purpose of supporting school-related functions other than NSLP, SBP, etc.

G. Commodity Processing

Commodity processing allows state distributing agencies (DHS) and eligible SFAs to contract with commercial food processors to convert raw bulk USDA Foods into more convenient ready-to-use end products.

USDA Foods processed by USDA do not require the school to follow procurement regulations. However, if a USDA Foods item is being processed by a food vendor, then procurement regulations must be followed.

1. Commodity Processing Operations

USDA offers states an estimate of the dollars planned to support a particular commodity. Multiple forms of a commodity are available as ordering options, one of which is bulk for reprocessing.

For example, funds to support the turkey market may be spent on turkey roasts, turkey ham, whole turkeys, or bulk pack turkeys. The bulk pack is specifically designed for efficient processing into end products such as sliced deli meat, hot dogs. DHS coordinates with school districts the best forms in which to order this commodity to meet school needs.

For raw bulk USDA Foods to be further processed into selected end products, DHS or SFAs contract with commercial food processors to have USDA Foods converted to more usable forms.

This legally binding agreement (or processing agreement) allows the processor to receive USDA Foods like bulk chicken as an ingredient in the production of a finished end product like chicken nuggets or patties. In turn, the value of USDA Foods is passed through to the recipient agency in the form of a lower cost for the finished product. USDA purchases and delivers bulk donated foods to the designated processing location as ordered by DHS.

2. The Commodity Value Passed on to SFA

Processors entering into these types of agreements must ensure that the full value of USDA Foods contained in the finished products is returned to the SFA. This value can be returned to the SFA by:

a. Discounting the normal commercial price of a product.

b. Paying a refund to the school.

c. Charging a fee for service for converting the USDA Foods.

End products made from meat or poultry are usually produced under fee-for-service agreements. Under this arrangement, the end products are sold at a processing fee, which represents the processor's costs for labor, packaging, other ingredients, and administrative overhead. With a fee for service, the value of the USDA Foods in the end products is not included in the price of the product.

3. Types of Commodity Processing Agreement

Processing agreements can be between FNS, DHS, and a processor, or an SFA and a processor. There are four basic types of agreement:

- ***National Processing Agreement (NPA).*** To reduce costs and paperwork, FNS has taken on the role of holding the agreement with the processor, monitoring the bond and approving all of the end products manufactured under the agreement. For additional information on NPA, go to **<www.fns.usda.gov./fdd/processing/national/>**.
- ***State Master Agreement.*** Under a state master agreement, DHS enters into an agreement with the processor and designated eligible SFAs may purchase end products from their processor.
- ***State Agreement.*** Under a state agreement, DHS negotiates bids and/or prices, selects the processor and the end products that will be produced, and enters into an agreement with the processor.
- ***Recipient Agency Agreement.*** Under a recipient agency agreement, the SFA enters into an agreement with the processor. This kind of arrangement requires the approval of DHS. Once approved, the SFA may purchase end products from that processor. A recipient agency agreement should be used after the SFA has completed its procurement process.

4. Procurement of Processing Services

- Under a national agreement, DHS or the SFA is responsible for conducting procurement, depending on who controls the finished product.
- Under a state agreement, DHS is responsible for conducting procurement.
- Under both the state master agreement and the recipient agency agreement, the SFA is responsible for conducting the procurement.

Regardless of the type of agreement that is used, processing services must be procured following federal procurement regulations.

All procurements are subject to the most stringent procurement thresholds whether that is federal, state, or local thresholds.

5. Regulations Governing Commodity Processing

Commodity processing is governed by regulations contained in 7 CFR §250.30. For a complete copy of 7 CFR §250 regulations, go to the Food Distribution Web site at **<www.fns.usda.gov/fdd/regs;fd regulations.htm>**.

For more information about commodity processing, we suggest that you contact DHS. A list of these state contacts may be found on the Food Distribution Web site at **<www.fns.usda.gov/fdd/contacts/sdacontacts.htm>**.

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REFRIGERATOR/FREEZER DAILY TEMPERATURE LOG

_____ For: _____

NAME OF SITE (IDENTIFY UNIT)

MONTH: _____ YEAR: _____

Day	Time	Temperature	Corrective Action	Food Worker's Initials
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
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28				
29				
30				
31				

Retain completed form with monthly Child Nutrition Programs (CNP) records.

REFRIGERATOR/FREEZER DAILY TEMPERATURE LOG INSTRUCTIONS

The maintenance of a refrigerator and/or freezer temperature log is required by the Food Distribution Unit of the Department of Human Services (DHS) for any institution receiving commodities. In the event that a refrigerator or freezer containing United States Department of Agriculture (USDA) commodities should malfunction and the contents be lost, USDA has deemed that the institution must assume financial responsibility for the lost items unless a temperature log maintenance record can be produced. The temperature log maintenance record could possibly save the institution from being placed in the unfortunate situation of having a claim filed by USDA for the value of commodities lost. Refrigerators should be maintained at 41°F or below; freezers should be maintained at 0°F or below.

INSTRUCTIONS:

- Use one form per freezer and/or refrigerator unit.
- Record name of site, name of refrigerator/freezer unit, and month and year.
- Record a temperature reading of every unit each morning.
- Post the date, time, and temperature of each unit on the designated form for that unit.
- Initial form for the day the temperature of the unit was recorded.

Document temperatures daily during operations. Record the temperatures late each Friday afternoon and early Monday morning if the institution is closed for the weekends. Record the temperature immediately after a known or suspected power loss. During holidays, record the temperature at least every other day, with no more than a two-day gap.

RETURN TO: Department of Human Services
Food Distribution Agency
P. O. Box 25352
Oklahoma City, Oklahoma 73125
405-521-3581

COMMODITY PRODUCT COMMENT FORM

Contract Party: (Name of food service director, SFA's name, address, and telephone number)	Date:
Commodity Item(s):	
Complaint:	
Location: (Site's name, address, and telephone number)	Complaint made by:
Commodity Contract Number: (Located on case—must have this number) Commodity Lot Number: (Usually located on case—valuable to have) Other Identifying Information: (Pack date; can code; any other numbers available)	
FOR STATE AGENCY USE ONLY	
Vendor:	Order Number:
Shipped From:	Date:
Destination Point:	Date:

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State of Oklahoma
Department of Human Services
PERPETUAL INVENTORY FOR USDA FOODS

Food Item	Location	Description	Best If Used by

DATE	QUANTITIES IN	QUANTITIES OUT	BALANCE	INITIALS	REMARKS

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ADDITIONAL INFORMATION

A. Food Leaving School Premises/Designated Eating Areas (Reference FNS Instruction 786-8, Revision 1)

The authorizing legislation and program regulations clearly intend that meals **(breakfasts, lunches, and snacks) reimbursed under the programs are to be *SERVED* and *CONSUMED* as part of the school program *on school or school-related premises.* Therefore, school meals given to children to take home are not reimbursable. The term *PREMISES* has been defined as those assigned eating areas for both students and adults. Guests must also eat their meals in the designated areas. No food items—meals, leftover food, or USDA Foods—are to be carried away from the premises by any person.** However, meals such as those taken on school-supervised field trips may be reimbursed if they meet meal pattern requirements and are served and consumed as part of a school-related function. These functions must be part of the curriculum, as defined by the State Agency, and not extracurricular events. Meals served off-site should be subject to especially stringent sanitary and precautionary measures to avoid contamination and spoilage. ***NOTE:*** USDA requires that all food items necessary for a reimbursable meal must be provided by the SFA. Therefore, any part(s) of a meal that is being provided by a parent, student organization, grandparent, or any other person or entity must not be claimed for reimbursement. (Reference 7 CFR §210.10)

B. Use of Leftover Foods (Reference USDA Policy Memo 89-SNP-7 and 96-SNP-28)

1. There has been a strict interpretation of regulations dealing with the use of foods produced and USDA Foods used in the school food service program.

   At the same time, discarding unusable leftover food when there are needy people in the community and there are charitable nonprofit organizations in the community that can use the food to address that need is wasteful and violates humanitarian sensibilities.

2. A new policy will now allow the state the flexibility to authorize SFAs to release leftover food to charitable nonprofit organizations under the following conditions:

   a. Good meal production planning is followed to ensure that one meal per child is produced.

   b. The leftover food cannot be used in the food service program and would otherwise be thrown away.

   c. State and local health codes are followed.

   d. There is an agreement on file at the SFA between the SFA and the nonprofit organization to include, at a minimum: (a) terms of the agreement; (b) duties of the district; (c) duties of the contractor; (d) nondiscrimination; (e) contractor not an officer, employee, or agent of the district; (f) liability; (g) hold harmless and indemnification; and (h) certification of liability insurance. An example of an agreement is on **page CM-121**.

   e. Documentation must be maintained with food production records. This must include, at a minimum:

      - What food items
      - Quantities
      - Date

C. Food Garbage

USDA has very strict regulations about the distribution of food garbage for the use of feeding animals. The Oklahoma Department of Agriculture should be contacted for further information.

D. Sanitation/Health Inspections of Kitchens

1. Sanitation

Local, county, and state standards must be followed. It is recommended that a sample of each food served during the day be taken at each meal service and kept under refrigeration for at least 72 hours before discarding. The Oklahoma State Department of Health Food Service Establishment Regulations (Chapter 256) may be obtained through the Consumer Protection Division of Food Sanitation at 405-271-5243. This information may also be accessed at <***www.ok.gov/health***>.

2. Health Inspections of Kitchens

a. Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) amended Section 9(h) of the Richard B. Russell National School Lunch Act regarding health inspections required in schools participating in the NSLP or SBP.

b. Each school must obtain at least two health inspections each school year. The inspections must be conducted by the Health Department. In addition, schools must post, in a publicly visible location, the most recent health inspection and provide a copy of the health inspection report to a member of the public upon request. If a school is not receiving the required two inspections per year, the school should contact the Health Department to request that the inspections be conducted; the date and name of the person spoken to concerning this matter should be documented.

c. The Reauthorization Act also requires the State Agency to annually submit a report on health inspections to the Secretary of Agriculture. To meet this requirement, state agencies must annually collect and submit to FNS the number of schools within the state that meet the requirement for two health inspections; the number of schools that have only obtained one inspection; the number of schools that have not been able to obtain any inspections; and the number of schools that exceed the required number of inspections. (Reference USDA Policy Memo 2005-SP-10) This report will be submitted through eClaims by each school district prior to the submission of the September claim for reimbursement.

d. Oklahoma Law Title 63 O.S. Sections 1-106.1(E) and 1-1118, and Title 75 O.S. Section 314(C)(1) requires institutions such as schools to pay annual license renewal fees of $100 per site to the Oklahoma State Department of Health. This fee is necessary to support the continued operation of food sanitation programs, including facility inspections conducted by the Health Department.

E. Purchase or Sale of Branded Foods

There are several USDA rules and regulations that apply when commercially branded foods are purchased and sold by school food service programs.

1. Sales Agency Agreements

Sites may not enter into a sales agency agreement with a food vendor. This means that the vendor may not bring the food product into the site and make direct sales to the final consumer (students, teachers, etc.). SFAs must purchase the food items from the vendor and may then resell to students, etc.

2. Food Safety and Inspection Service (FSIS) Requirements

USDA/FSIS requires that food items be inspected at the time of preparation if the food item is sold to sites through a vendor agreement. This means that if a school food service program purchases a product (for example, burritos) from a local restaurant to resell in the food service program, then the food item must be inspected when it is being prepared at the local restaurant. Sites can purchase food ingredients in bulk (for example, whole grain-rich flour tortillas, cooked and seasoned ground beef, or refried beans) in the same form and packaging as the local restaurant and complete final preparation and/or assembly in the site kitchen. This requirement applies to both the reimbursable meal and à la carte programs. Sandwiches and pizzas have been exempted from this inspection requirement.

F. Smart Snacks in School/Competitive Foods

1. The Healthy Hunger-Free Kids Act of 2010 directed USDA to establish Nutrition Standards for all foods and beverages sold to students in school during the school day, including foods sold outside of the meals served through the NSLP and the SBP. The new Smart Snacks in School Nutrition Standards will help schools to make the healthy choice the easy choice by offering students more of the foods and beverages we should be encouraging—whole grains, fruits and vegetables, leaner protein, lower-fat dairy—while limiting foods with too much sugar, fat, and salt. This rule is effective July 1, 2014.

2. Definitions

   a. School Day—From midnight on any given day when school is in session to 30 minutes past when the last bell rings.

   b. All Foods—Any foods sold on school premises during the school day, no matter what fund purchased the food. ***All foods*** includes all foods in snack shops, student stores, vending machines, etc.

3. Nutrition Standards for All Foods Sold in School

NUTRIENT STANDARDS FOR ALL FOODS SOLD IN SCHOOL		
Food/Nutrient	**General Standard**	**Exemptions to the Standard**
General Standard for Competitive Food	To be allowable, a competitive ***FOOD*** item must: 1. Meet all of the proposed competitive food Nutrient Standards; ***AND*** 2. Be a grain product that contains 50 percent or more whole grains by weight or have whole grain-rich as the first ingredient*; ***OR*** 3. Have as the first ingredient* one of the nongrain main food groups: fruits, vegetables, dairy, or protein foods (meat, beans, poultry, seafood, eggs, nuts, seeds, etc.); ***OR*** 4. Be a combination food that contains at least 1/4 cup fruit and/or vegetable; or 5. Contain 10 percent of the Daily Value (DV) of a nutrient of public health concern (i.e., calcium, potassium, vitamin D, or dietary fiber). Effective July 1, 2016, this criterion is obsolete and may not be used to qualify as a competitive food. * If water is the first ingredient, the second ingredient must be one of Items 2, 3, or 4 above.	• Fresh fruits and vegetables with no added ingredients except water are exempt from all Nutrient Standards. • Canned and frozen fruits with no added ingredients except water or are packed in 100 percent juice, extra light syrup, or light syrup are exempt from all Nutrient Standards. • Canned vegetables with no added ingredients except water or that contain a small amount of sugar for processing purposes to maintain the quality and structure of the vegetable are exempt from all Nutrient Standards.
NSLP/SBP Entrée Items Sold À la Carte	Any entrée item offered as part of the lunch program or the breakfast program is exempt from all competitive food standards if it is sold as a competitive food on the day of service or the day after service in the lunch or breakfast program.	
Sugar-Free Chewing Gum	Sugar-free chewing gum is exempt from all competitive food standards.	
Accompaniments	Use of accompaniments is limited when competitive food is sold to students in school. The accompaniment must be included in the nutrient profile as part of the food item served and meet all proposed standards.	
Caffeine	Elementary and middle school: foods and beverages must be caffeine-free with the exception of trace amounts of naturally occurring caffeine substances. High school: foods and beverages may contain caffeine.	

NUTRIENT STANDARDS FOR ALL FOODS SOLD IN SCHOOL continued		
Food/Nutrient	**Nutrient Standard**	**Exemptions to the Standard**
Total Fats	Acceptable food items must have 35 percent calories from total fat as served.	• Reduced-fat cheese (including part-skim mozzarella) is exempt from the total fat standard. • Nuts and seeds and nut/seed butters are exempt from the total fat standard. • Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the total fat standard. • Seafood with no added fat is exempt from the total fat standard. Combination products are not exempt and must meet all the Nutrient Standards.
Saturated Fats	Acceptable food items must have < 10 percent calories from saturated fat as served.	• Reduced-fat cheese (including part-skim mozzarella) is exempt from the saturated fat standard. • Nuts and seeds and nut/seed butters are exempt from the saturated fat standard. • Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the saturated fat standard. Combination products are not exempt and must meet all of the Nutrient Standards.
Trans Fats	Zero grams of trans fat as served (≤ 0.5 g per portion).	
Sugar	Acceptable food items must have ≤ 35 percent of weight from total sugar as served.	• Dried whole fruits or vegetables, dried whole fruit or vegetable pieces, and dehydrated fruits or vegetables with no added nutritive sweeteners are exempt from the sugar standard. • Dried whole fruits or pieces with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, tart cherries, or blueberries) are exempt from the sugar standard. • Products consisting of only exempt dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the sugar standard.
Sodium	Snack items and side dishes sold à la carte: ≤ 230 mg sodium per item as served. Effective July 1, 2016, snack items and side dishes sold à la carte must be: ≤ 200 mg sodium per item as served, including any added accompaniments. Entrée items sold à la carte: ≤ 480 mg per item as served, including any added accompaniments.	
Calories	Snack items and side dishes sold à la carte: ≤ 200 calories per item as served, including any added accompaniments. Entrée items sold à la carte: ≤ 350 calories per item as served, including any added accompaniments.	• Entrée items served as an NSLP or SBP entrée are exempt on the day of or day after service in the Program meal.

NUTRIENT STANDARDS FOR ALL FOODS SOLD IN SCHOOL continued		
Food/Nutrient	**Beverage Standard**	
Beverages	**Elementary School** • Plain water or plain carbonated water (no size limit). • Lowfat milk, unflavored (≤ 8 fl oz). • Nonfat milk, flavored or unflavored (≤ 8 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements. • 100 percent fruit/vegetable juice (≤ 8 fl oz). • 100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (≤ 8 fl oz). **Middle School** • Plain water or plain carbonated water (no size limit). • Lowfat milk, unflavored (≤ 12 fl oz). • Nonfat milk, flavored or unflavored (≤ 12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements. • 100 percent fruit/vegetable juice (≤ 12 fl oz). • 100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (≤ 12 fl oz). **High School** • Plain water or plain carbonated water (no size limit). • Lowfat milk, unflavored (≤ 12 fl oz). • Nonfat milk, flavored or unflavored (≤ 12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements. • 100 percent fruit/vegetable juice (≤ 12 fl oz). • 100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (≤ 12 fl oz). • Other flavored and/or carbonated beverages (≤ 20 fl oz) that are labeled to contain ≤ 5 calories per 8 fl oz or ≤ 10 calories per 20 fl oz. • Other flavored and/or carbonated beverages (≤ 12 fl oz) that are labeled to contain ≤ 40 calories per 8 fl oz or ≤ 60 calories per 12 fl oz.	

4. Fundraisers
   - The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards.
   - The standards do not apply during nonschool hours, on weekends, and at off-campus fundraising events.

5. **Nonfood Rewards**

Read a book.
Sit by friends.
Read outdoors.
Teach the class.
Have extra art time.
Enjoy class outdoors.
Have an extra recess.
Play a computer game.
Read to a younger class.
Get a *No Homework* pass.
Sing a silly song together.
Make deliveries to the office.
Listen to music while working.
Play a favorite game or puzzle.
Earn play money for privileges.
Walk with a teacher or principal.
Start and maintain a vegetable garden.
Dance to favorite music in the classroom.
Get a *Free Choice* time at the end of the day.
Listen with a headset to a book on audiotape.
Have a teacher perform special skills (i.e., sing).
Be first in line when the class leaves the room.
Have a teacher read a special book to the class.
Take a trip to the treasure box
Watch a video.
Enter a drawing for donated prizes.
Receive a video store or movie theater coupon.

6. **Healthy Ideas**

Things to Sell
Made in Oklahoma products
School event planners/calendars
Discount coupon books
Plants, bulbs, and flowers
School spirit items
Greeting cards
Crafts
Student artwork
Football or basketball seats
Gift wrap
Holiday wreaths
Gift certificates
Books and cookbooks
Football or basketball game shoutouts
Christmas ornaments
First-aid kits
Emergency kits for cars
Rent a parking space
Bumper stickers
License plate holders
Gift baskets
Halloween insurance
Brick memorials
Hats
Newspaper space
Stationery
School supplies

Things to Do
Walk-a-thons
Bike-a-thons
Rent-a-teen helper
Fun runs
Car wash
Gift wrapping
Singing telegrams
Talent shows
Read-a-thons
Carnivals
Dances
Festivals
Recycling
Golf tournament
Bowling night
Skate night
Magic show
Scavenger hunt/treasure hunt
Tennis shoe/horseshoe pitching competition
Raffle
Craft fairs
Family game night
3 on 3 basketball tournaments
Silent auctions

7. *Smart Snacks in School Nutrition Standards* Questions and Answers

What do the new *Smart Snacks in School* Nutrition Standards do?

The new standards will allow schools to offer healthier snack foods for our children while limiting junk food served to students. Students will still be able to buy snacks that meet common sense standards for fat, saturated fat, sugar, and sodium while promoting products that have whole grains, lowfat dairy, fruits, vegetables, or protein foods as their main ingredients.

It is important to note that USDA has no role in regulating foods brought from home. The standards do not apply to any foods brought to school in bagged lunches or for birthday parties and special events, including after-school bake sales and fundraisers.

How will the new standards impact school revenue?

At least 39 states currently have some kind of competitive foods standard already in place. In addition, thousands of schools have already taken voluntary steps to enact competitive food standards that meet or exceed those released in the new Smart Snack Rule. The new standards establish a consistent national baseline that will allow every student to enjoy the benefits of healthy snack food choices while providing greater certainty for food and beverage companies.

Exact revenue dollar figures vary by individual states, school districts, and individual schools. But USDA's review of the existing evidence on revenue impacts indicates that on a national scale, any changes would most likely be very minimal—in the range of 1 percent of total school food revenues.

How will food and beverage options be impacted by the new standards? What products will be in, and what products will be out?

It is important to note that the new standards do ***NOT*** apply to foods brought to school in bagged lunches or for activities such as birthday parties, holidays, and other celebrations. The intent of the standards is not to limit popular snack items, but instead to provide snack foods for students that are healthier. For example, chips would still be allowed, in healthier versions such as baked tortilla chips, reduced-fat corn chips, and baked potato chips.

How will the new standards affect fundraising by school groups?

According to USDA research, more than half of all schools currently do not allow fundraisers that sell sweet or salty foods.

And while only a small amount of snack foods are sold by school groups, USDA recognizes that revenues from school stores, vending machines, and occasional fundraisers can play an important role in supporting student clubs, parent/teacher organizations, and booster groups. That is why the new standards offer a significant amount of flexibility on food items sold by these groups:

- All foods that meet the standards could be sold during fundraisers during school hours.
- The standards do not apply to items sold during nonschool hours, weekends, or off-campus fundraising events such as concessions during sporting events and school plays.

Do these standards prevent children from bringing cookies to school on their birthdays or special events?

USDA has no role in regulating foods brought from home. These standards only affect foods that are sold on school campus during the school day. Time-honored traditions like treats for birthdays or foods at an after-school sporting event are not subject to these standards.

How will the foods provided as part of the school meal, but sold separately as à la carte items, be affected by these standards?

Based on extensive public comments and feedback from school food service personnel, the new standards exempt individual entrée items offered as part of lunch or breakfast from all competitive food standards when sold à la carte the day of or the day after they are served as part of a reimbursable meal.

What is a combination food?

A combination food is defined as a product that contains two or more components representing two or more of the recommended food groups: fruit, vegetable, dairy, protein, or grains. If a combination food does not meet the general standards by being: (1) A grain product that contains 50 percent or more whole grains by weight or have whole grains as the first ingredient; ***OR*** (2) Having one of the nongrain major food groups as a first ingredient (fruits, vegetables, dairy, protein food); ***OR*** (3) A food that contains 10 percent of the Daily Value of a nutrient of public health concern from the DGA (i.e., calcium, potassium, vitamin D, or dietary fiber), then such a combination food must contain 1/4 cup of fruit and/or vegetable. Combination foods must also meet the specific Nutrient Standards specified in the Smart Snacks rule. Examples of combination foods are blueberry muffins, stew, pizza, lasagna, etc.

Are any combination foods exempt from the Nutrient Standards?

There are only two types of combination foods exempt from all or some of the Nutrient Standards. Canned, fresh, and frozen fruits and vegetables that are combined may be exempt from all of the Nutrient Standards as long as there are no added ingredients except water. For example, fresh salsa made from tomatoes, onions, and garlic (with no other ingredients) is exempt from each of the Nutrient Standards.

While combination foods comprised entirely of fruits and/or vegetables are exempt from all of the Nutrient Standards, there are some other combination items that are exempt from a subset of Nutrient Standards. Specifically, items that are made from only dried fruit, nuts, and/or seeds are one specific type of combination food item that is exempt from the total fat standard, saturated fat standard, and the sugar standard as long as such products contain no added nutritive sweeteners or fats. Such products are still subject to the caloric, trans fat, and sodium standards.

Would two items packaged together as a snack be considered a combination food as long as the package contains 1/4 cup of a fruit or vegetable?

Yes. For example, a 100-calorie pouch of small chocolate chip cookies (approximately 21 grams) combined with one small banana (approximately 100 grams) is a combination item if packaged and sold together; the cookies contain grain and the small banana is about 1/2 cup of fruit. The nutrients for this example combination are 190 calories, 3 grams of fat (14 percent calories from fat), 1 gram of saturated fat (5 percent calories from saturated fat), 0 gram trans fat, 95 mg of sodium, and 20 grams of sugar (17 percent sugar by weight).

Would a side salad meet the Nutrient Standards, and/or is it considered to meet the standards as a combination food?

A side salad may qualify based either on the first ingredient being a vegetable or as a combination food. For example, 1 cup of romain lettuce, 1/4 cup sliced cucumbers, 8 cherry tomatoes, 4 croutons, and 1 tablespoon of low-calorie Caesar dressing (that contains 57 calories, 1 gram of fat (16 percent of calories from fat), 0 gram saturated fat, 0 gram trans fat, 191 mg of sodium, and 4 percent sugar by weight) would be allowable.

May cheese and crackers be sold?

To meet the general standard, the first ingredient in cheese and crackers packaged together must be either a dairy food or a whole grain. Cheese and crackers must also meet all of the specific Nutrient Standards. If the cheese and the crackers are packaged separately and sold as separate items, reduced-fat cheese or part-skim mozzarella would be exempt from the total and saturated fat standard but subject to all other standards, while the crackers would need to have as the first ingredient a whole grain and meet all other Smart Snacks Nutrition Standards.

Now that the restrictions on the sale of other beverages during the meal service have been eliminated, may a student select juice or a diet soda instead of milk for a reimbursable meal?

No, the Smart Snacks rule does not change the meal pattern and Nutrition Standards for the NSLP or the SBP. Milk is one component of a reimbursable meal. The milk component may be declined in the case of Offer versus Serve. However, beverages other than juice and smoothies offered as the fruit or vegetable component of the reimbursable meal would have to be purchased à la carte.

How can I tell if my 20-fl oz beverage may be sold in high schools?

Use the Nutrition Facts panel as the guide. Beverages with $\leq$ 10 calories per 20 fl oz may be sold in containers up to 20 fl oz. Additionally, if a beverage is labeled as < 5 calories per 8 fl oz and there are not more than 2.5 servings in the 20-oz container, it may be sold.

How do you determine if a soy product meets the general standard?

Soy products such as tofu and textured protein product (TVP) are considered protein foods. If tofu, TVP, or soybean is listed as the first ingredient, the product meets the general standard and then will need to be evaluated to ensure that the product meets the Smart Snacks Nutrient Standards.

Soy nuts are ***DRIED*** soybeans that fall into both the protein group and the vegetable group. Since the fruit and vegetable Smart Snacks requirements exempt only *fresh, frozen, and canned vegetables with no added ingredients except water*, soy nuts would ***NOT*** be exempt from the Nutrient Standards. However, even though soy nuts would ***NOT*** be exempt from all Nutrient Standards as a vegetable, they ***WOULD BE*** exempt from the total fat, saturated fat, and sugar standards (if they have no added nutritive sweeteners or fat) under the nut/seeds exemption. Remember: Soy nuts are still subject to the caloric, trans fat, and sodium standards.

Fortified soy beverages are allowable milk alternatives in schools and, therefore, only need to adhere to the appropriate beverage standards for Smart Snacks.

Is a cheese sandwich or a peanut butter sandwich considered an entrée item?

Yes. A combination meat/meat alternate and whole grain-rich food meets the definition of an entrée item. Cheese or peanut butter alone is not considered to be an entrée; however, when combined with whole grain-rich bread, these sandwiches are entrée items. Unless served as an entrée in the NSLP on that day or the day after, all entrée items must also meet the Smart Snacks general and Nutrient Standards.

How often may entrées served as part of a reimbursable meal that do not meet the Smart Snacks standards be sold à la carte to students?

The final rule provides that entrées that have been served as part of the NSLP or SBP reimbursable meal are exempt from the Smart Snacks food standards on the ***day of service*** in the NSLP and SBP as well as the ***day after*** such an entrée is served in the NSLP or SBP as part of the reimbursable meal. This means that such entrée items may be sold to students à la carte on the same day that they are served as part of the reimbursable meal as well as the day after such an entrée item has been served as part of the NSLP or SBP meal.

How do I calculate the percentage of calories from fat contained in an item?

There are two methods of calculating this percentage based on the information found on the Nutrition Facts label. Both are acceptable, though they may yield slightly different results. The Nutrition Facts label includes total fat in two places: (1) Listed as calories from fat near the top, and (2) Listed in grams with the other nutrients. The percent of calories from fat may be calculated using either number.

To calculate using the calories from fat information, take the calories from fat listed on the label and divide by the total calories, then multiply by 100. Using the Nutrition Facts label example shown here to calculate the calories from fat method, the calculation would be as follows: 50 calories ÷ 140 calories x 100 = 35.7 percent of calories from fat

To use the grams of total fat method, take the grams of fat on the label and multiply by 9 (the calories in each gram of fat), divide that result by the total calories, then multiply by 100. Using the Nutrition Facts label example here, the calculation would be: 5 grams x 9 calories ÷ 140 calories x 100 = 32.14 percent of calories from fat.

Nutrition Facts

Serving Size 1 oz (28g)
Servings Per Container 1

Amount Per Serving	
Calories 140 Calories From Fat 50	
	% Daily Value*
Total Fat 5g	**8%**
Saturated Fat 0.5g	**3%**
Trans Fat 0g	
Sodium 200mg	**8%**
Total Carbohydrate 18g	**6%**
Dietary Fiber 3g	**12%**
Sugars 2g	
Protein 3g	**6%**

*Percent Daily Values are based on a 2,000 calorie diet.

It appears that these two methods may give different results when calculating the percentage of calories from fat. If so, which calculation should be used?

These two methods will often provide slightly different results because the FDA has different rounding rules for the labeling of each of these nutrients on the Nutrient Facts label. However, if either method results in less than or equal to 35 percent of calories from fat (do not round the result), the product will meet the total fat standard. The previous example could be sold since the result, using the grams of total fat, is less than or equal to 35 percent of calories from fat.

How do we calculate the percentage of calories from saturated fat in an item?

To calculate the percentage of calories from saturated fat, take the grams of saturated fat and multiply by 9 (the calories in each gram of saturated fat), divide that result by the total calories, then multiply by 100. Using the Nutrition Facts label, the calculation would be: (0.5 grams x 9 calories) ÷ 140 x 100 = 3.2 percent. Do not round the result since the standard is less than 10 percent of calories from saturated fat. A product with up to 9.9 percent of calories from saturated fat will meet the standard.

How do I calculate the percent of sugar by weight?

To calculate the percentage of sugar by weight, take the grams of sugar on the Nutrition Facts label and divide that by the total weight of the food in grams. Using the Nutrition Facts label, the calculation would be: 2 grams (grams of sugar) ÷ 28 grams (total weight of food) x 100 = 7.14 percent sugar by weight. Total sugar must be no more than 35 percent by weight. Do not round the result.

What is the trans fat requirement?
Per FDA labeling requirements, a product must have less than 0.5 gram of trans fat to be labeled as a product that contains 0 gram trans fat. Program operators should only select foods that contain 0 gram of trans fat as stated on the Nutrition Facts label (unless it is a naturally occurring trans fat). This error will be corrected in the final rule. The requirement for Smart Snacks is that a product must be labeled as 0 gram of trans fat (contain less than 0.5 gram) to be allowable, consistent with the FDA labeling requirements.

May popcorn qualify as a Smart Snack?

Popcorn is whole grain and may be eligible as a Smart Snack, provided it meets all applicable standards. The ingredient label must list the first ingredient as popcorn to meet the general standard. There are many different types of popcorn available on the market—some with added fats and/or sugars; therefore, the Nutrition Facts label or product specifications must be checked to determine if the product meets the Nutrition Standards.

If pizza or any other food is sold in a classroom, is it subject to the Smart Snacks rule?

All food sold to students anywhere on the campus during the school day is subject to the Smart Snacks regulatory requirements. The Smart Snacks standards do not apply to food given to students without the exchange of currency/tokens/tickets or food brought to school by the students for their own consumption.

Do the Smart Snacks requirements apply if items are sold to someone other than a student?

The Smart Snacks nutrition requirements apply only when foods outside of the school meal programs are sold or available to be sold to students during the school day, on the school campus, as defined in the rule. The requirements of the rule are not applicable to food sold to nonstudents, such as parents or school faculty/staff members.

If the school food service sells food items to the school for a special event, such as a school celebration, holiday party, etc., which will not be sold to students, will the Smart Snacks nutrition requirements apply?

The Smart Snacks Nutrition Standards included in the rule apply only to food ***SOLD*** to students on the school campus during the school day. If such foods are provided to the students free of charge or *contribution*, or the exchange of any tokens or tickets of any sort, the competitive foods standards do not apply.

How does this rule impact schools that also participate in the NSLP after-school snack program or any part of the CACFP?

The Smart Snacks standards are applicable during the school day, which is defined as the midnight before to 30 minutes after the end of the instructional day. If such programs are operated in the school during the school day or if after-school snacks or meals are provided within the 30-minute window after the end of the instructional day, any other food available ***for sale*** to students at that time must comply with the Smart Snacks requirements.

G. State (Oklahoma) law and FMNV (Effective July 1, 2007)

1. Senate Bill 265, which went into effect on July 1, 2007, was signed into law by Governor Brad Henry on April 14, 2005. The bill introduced a new section of law (70 O.S. Section 5-147) providing that each district board of education shall ensure that:

   a. Students in elementary school facilities are not provided FMNV except on special occasions. (Reference 70 O.S. §5-147)

   b. Students in middle and junior high school facilities are not provided FMNV except after school, at events which take place in the evening, and on special occasions. An exception to the minimal nutritional value standard will be diet soda with less than ten calories per bottle or can.

   c. Students in high schools are provided healthy food options in addition to any FMNV to which they have any access at school. Each district shall provide incentives such as lower prices or other incentives to encourage healthy food choices for high school students.

   d. For purpose of this section, ***foods of minimal nutritional value*** means any food so defined in 7 CFR 210.11 and listed in Appendix B of the regulations for the NSLP.

   e. There may be exceptions to the above-named rules in certain instances. For example, FMNV may be allowed when used as part of an instructional program; when prescribed by a physician or as part of a student's individualized education program (IEP); when part of a lunch brought from home; or when used as an ingredient in a special recipe, such as cupcakes with jellybeans or sweet potatoes with marshmallow topping.

H. Special Medical or Dietary Needs

1. USDA regulations state "Schools shall make substitutions in foods listed in this section for students who are considered disabled under 7 CFR Part 15(b) and whose disability restricts their diet. Schools ***MAY*** also make substitutions for nondisabled students who are unable to consume the regular breakfast, lunch, or milk provided under the Special Milk Program (SMP) because of medical or other special dietary needs. Substitutions shall be made on a case-by-case basis only when supported by a statement of the need for substitutions that includes recommended alternate foods, unless otherwise exempted by USDA Food and Nutrition Service (FNS). Such statement shall, in the case of a disabled student, be signed by a physician or, in the case of a nondisabled student, by a recognized medical authority." (Refer to **pages CM-123** and **CM-125** for medical forms.)

2. SFA Responsibilities:

   - Required to make substitutions or accommodations for students with disabilities if meals or milk under SMP is normally available to the general student population and a Section 504 Plan is on file for the student (the Rehabilitation Act of 1973).

   - Must provide additional meal services or food items not normally available for disabled students when required in an IEP (Individuals With Disabilities Education Act [IDEA]).

   - Must base substitutions or modifications for disabled students on a prescription written by a licensedphysician.

- Must base substitutions or modifications for nondisabled children on a medical statement by a medical authority.

- Must not revise or change a diet prescription or medical order.

- May provide food or beverage substitutions or accommodations for nondisabled children with special dietary needs as supported by a statement signed by a recognized medical authority

- ***Documentation of special dietary needs must be on file at the cafeteria manager's office.***

I. Food Allergy

1. Generally, children with food allergies or intolerances do not have a disability as defined under either Section 504 of the Rehabilitation Act or Part B of IDEA, and the school food service ***MAY***, but is not required to, make food substitutions for them.

2. However, when in the licensed physician's assessment, food allergies may result in severe, life-threatening (anaphylactic) reactions, the child's condition would meet the definition of ***DISABILITY*** and the substitutions prescribed by the licensed physician must be made. It is the responsibility of the SFA to pay for any substitutions required. ***(For more information on allergy and anaphylaxis label reading, go to <www.foodallergy.org>.)***

J. Milk Substitutions (Nondairy Beverage)

1. Public Law 108-265, Section 102 states that a school ***MAY*** substitute for the fluid milk requirement a nondairy beverage that is nutritionally equivalent to fluid milk and meets nutritional standards established by USDA for students who cannot consume fluid milk because of a medical or other special dietary need other than a disability.

2. Substitutions ***MAY*** be made if the school notifies the State Agency in its Renewal Policy Statement that the school is implementing this variation. The substitution is required to have a written statement from a medical authority or from a student's parent or legal guardian (refer to **page CM-127** to see an example of the Milk Substitution Request Form) that identifies the medical or other special dietary need that restricts the student's diet. The school shall not be required to provide beverages other than beverages the school has identified as acceptable substitutes.

3. Expenses incurred in providing substitutions that are in excess of expenses covered by reimbursement shall be paid by the SFA.

NOTE: Only meals that contain milk or an acceptable milk substitute are reimbursable unless the school is implementing the Offer versus Serve provision and the student declines the milk.

a. ***REMINDER:*** Acceptable fluid milk to serve includes pasteurized:

- Unflavored or flavored fat-free milk
- Unflavored lowfat milk
- Lactose-reduced milk
- Lactose-free milk
- Cultured buttermilk

b. Fluid milk substitution rule applies to the following CNP:

- National School Lunch Program (NSLP)
- School Breakfast Program (SBP)
- After-School Snack Program (ASSP)
- Special Milk Program (SMP)

c. Nondairy beverage nutrient requirements per cup:

• Calcium	276 mg
• Protein	8 g
• Vitamin A	500 IU
• Vitamin D	100 IU
• Magnesium	24 mg

d. Acceptable reasons for requesting a milk substitute:

- Milk allergy
- Religious
- Cultural
- Ethical reason
- Vegan diet

NOTE: If a request states that a child does not like milk, this is not an acceptable reason.

e. Unacceptable milk substitutions:

- Water
- Juice

NOTE: When the milk substitution request is due to a medical or special dietary need other than a disability, the school chooses whether to accommodate the student and selects the nondairy beverage in accordance with the final milk substitution rule.

K. Substitutions Due to Ethnic or Religious Preferences

Sites ***MAY*** consider ethnic and religious preferences when planning and preparing meals. Variations on an experimental or continuing basis in the ***food components*** for the ***food-based*** menu-planning approaches must have written approval from USDA. Contact the State Agency for further instructions. (Reference USDA Regulations §210.10[g][2])

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EXAMPLE
USE OF LEFTOVER FOODS

AGREEMENT

THIS AGREEMENT is made and entered into this _____ day of _____, _____, between _____, hereinafter referred to as the ***Contractor***, and _____, hereinafter referred to as the ***District***.

WHEREAS the Contractor is a nonprofit agency qualified to distribute food to needy persons in the community,

The parties hereby agree as follows:

1. TERM

   This Agreement is effective upon execution and shall remain in effect until terminated by the parties hereto. Either party may terminate this Agreement by providing the other party five days advance written notification, delivered to its last known address.

2. DUTIES OF THE DISTRICT

   The District shall make available to the Contractor at no cost and on a nonexclusive basis leftover food items from the District's food service operation, for which the District has determined it has no further use.

3. DUTIES OF THE CONTRACTOR

   The Contractor shall pick up the food items at times and places mutually agreeable to the parties as specified in paragraph 9, transport them as necessary, and provide them at no cost to needy persons, all in a manner that complies with applicable laws and regulations.

4. NONDISCRIMINATION

   Neither party shall employ discriminatory practices in its performance hereunder on the basis of race, color, religion, national origin, ancestry, sex, age, or disability.

5. CONTRACTOR NOT AN OFFICER, EMPLOYEE, OR AGENT OF THE DISTRICT

   While engaged in performance of this contract, the Contractor is an independent contractor and is not an officer, employee, or agent of the District.

6. LIABILITY

   The District shall not be liable to the Contractor for personal injury or property damage sustained by the Contractor in the performance of this contract, whether caused by the District, its officers, employees, or by third persons.

7. HOLD HARMLESS AND INDEMNIFICATION

The Contractor agrees to release, discharge, indemnify, defend, and hold harmless the District, its employees, and agents for all illness, injury, or damage to persons or property which may arise out of the activities covered under this Agreement, including the transportation, distribution, use, or consumption of food items, irrespective of any negligence on the part of the District.

Furthermore, the Contractor agrees to defend and fully indemnify the District from any and all liability, loss, or damage the District or its agents or employees may suffer as a result of claims, demands, costs, penalties, litigation, or judgments against it arising from any and all illness, injury, or damage to any person, persons, or property caused by or resulting from the activities covered under this Agreement, including the transportation, distribution, use, or consumption of food item.

8. INSURANCE

The Contractor shall carry sufficient general liability insurance to protect itself, its employees, and agents against all such claims (referenced in paragraph 7, above) arising under this Agreement, and to indemnify and defend the District.

Contractor shall provide the District with certificate(s) of insurance acceptable to the District's Contract Supervisor, specifying that the District is to be given written notice 30 days in advance of any modification to or termination of coverage.

The Contractor's insurance carrier is: _____,

Policy Number: _____.

9. DELIVERY

Contractor shall take delivery at the following location(s):

CONTRACTOR

BY _____

_____
Title

DISTRICT

BY _____
Contract Supervisor

MEDICAL STATEMENT
FOR
CHILDREN *WITHOUT* DISABILITIES
Requesting Special Foods in Child Nutrition Programs

Part I (to be filled out by SFA or Parent/Guardian)

Name of Student: _____ Age: _____

Name of Parent/Guardian: _____ Telephone Number: _____

School District: _____ School Attended by Student: _____

Part II (to be filled out by a recognized Medical Authority)

Diagnosis (include description of the patient's medical or other special dietary needs that restrict the child's diet):

_____

_____

_____

List food(s) to be omitted from diet:

_____

_____

_____

List food(s) that may be substituted (diet plan):

_____

_____

_____

Additional information:

_____

_____

_____

_____ _____

Date Signature of Recognized Medical Authority

Telephone Number: _____

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MEDICAL STATEMENT
FOR
CHILDREN *WITH* DISABILITIES
Requesting Special Foods in Child Nutrition Programs

Part I (to be filled out by the School District or the Parent/Guardian)

Name of Student: _____ Age: _____

Name of Parent/Guardian: _____ Telephone Number: _____

School District: _____ School Attended by Student: _____

Part II (to be filled out by a Physician)

Diagnosis (include description of the patient's disability and the major life activity affected by the disability):

_____

_____

_____

List food(s) to be omitted from diet:

_____

_____

_____

List food(s) that may be substituted (diet plan) and any modifications of texture or consistency that are necessary:

_____

_____

_____

_____

_____ _____

Date Signature of Physician

Physician'sTelephone Number: _____

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MILK SUBSTITUTION REQUEST

Student's Name: _____ Age: _____ Grade: _____

The _____ Public School is participating in the milk substitution provision which states that a school may substitute for the fluid milk a nondairy beverage that is nutritionally equivalent to fluid milk and meets Nutritional Standards established by the United States Department of Agriculture (USDA). At a minimum, the Nutritional Standards shall include fortification of calcium, protein, vitamin A, and vitamin D to levels founds in cow's milk for students who cannot consume fluid milk because of a medical or other special dietary need other than a disability.

The _____ Public School has notified the State Department of Education (the State Agency) that the school is implementing this variation. The substitution requires a written statement by a medical authority or by a student's parent or legal guardian that identifies the medical or other special dietary need which restricts the student's diet, except that the school shall not be required to provide beverages other than beverages the school has identified as acceptable substitutes.

Acceptable substitutes are as follows:

_____

_____

_____

_____

_____

Expenses incurred in providing substitutions that are in excess of expenses covered by reimbursements shall be paid by the school district.

*Must not revise or change a diet prescription or medical order.

_____ _____

Date Signature of Medical Authority or Parent/Guardian

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How to Read a Label for a Milk-Free Diet

All FDA-regulated manufactured food products that contain milk as an ingredient are required by U.S. law to list the word "milk" on the product label.

Avoid foods that contain milk or any of these ingredients:

butter, butter fat, butter oil, butter acid, butter ester(s)
buttermilk
casein
casein hydrolysate
caseinates (*in all forms*)
cheese
cottage cheese
cream
curds
custard
diacetyl
ghee
half-and-half
lactalbumin, lactalbumin phosphate
lactoferrin
lactose
lactulose
milk (*in all forms, including condensed, derivative, dry, evaporated, goat's milk and milk from other animals, lowfat, malted, milkfat, nonfat, powder, protein, skimmed, solids, whole*)
milk protein hydrolysate
pudding
Recaldent®
rennet casein
sour cream, sour cream solids
tagatose
whey (*in all forms*)
whey protein hydrolysate
yogurt

Milk is sometimes found in the following:

artificial butter flavor
baked goods
caramel candies
chocolate
lactic acid starter culture and other bacterial cultures
luncheon meat, hot dogs, sausages
margarine
nisin
nondairy products
nougat

The Food Allergy & Anaphylaxis Network
11781 Lee Jackson Hwy.
Suite 160
Fairfax, VA 22033-3309
Phone: 703-691-3179
Fax: 703-691-2713
www.foodallergy.org
faan@foodallergy.org

How to Read a Label for a Soy-Free Diet

All FDA-regulated manufactured food products that contain soy as an ingredient are required by U.S. law to list the word "soy" on the product label.

Avoid foods that contain soy or any of these ingredients:

edamame
miso
natto
shoyu
soy (*soy albumin, soy cheese, soy fiber, soy flour, soy grits, soy ice cream, soy milk, soy nuts, soy sprouts, soy yogurt)*
soya
soybean (*curd, granules*)
soy protein (*concentrate, hydrolyzed, isolate*)
soy sauce
tamari
tempeh
textured vegetable protein (*TVP*)
tofu

Milk is sometimes found in the following:

Asian cuisine
vegetable broth
vegetable gum
vegetable starch

Keep the following in mind:

- **The FDA exempts highly refined soybean oil from being labeled as an allergen.** Studies show most allergic individuals can safely eat soy oil that has been highly refined (***NOT*** cold pressed, expeller pressed, or extruded soybean oil).
- Most individuals allergic to soy can safely eat soy lecithin.
- Follow your doctor's advice regarding these ingredients.

How to Read a Label for a Peanut-Free Diet

All FDA-regulated manufactured food products that contain peanut as an ingredient are required by U.S. law to list the word "peanut" on the product label.

Avoid foods that contain peanuts or any of these ingredients:

artificial nuts
beer nuts
cold pressed, expeller pressed, or extruded peanut oil
goobers
ground nuts
mixed nuts
monkey nuts
nut pieces
nutmeat
peanut butter
peanut flour
peanut protein hydrolysate

Peanuts are sometimes found in the following:

African, Asian (*especially Chinese, Indian, Indonesian, Thai, and Vietnamese*), and Mexican dishes
baked goods (*e.g., pastries, cookies*)
candy (*including chocolate candy*)
chili
egg rolls
enchilada sauce
marzipan
mole sauce
nougat

Keep the following in mind:

- Mandelonas are peanuts soaked in almond flavoring.
- **The FDA exempts highly refined peanut oil from being labeled as an allergen.** Studies show that most allergic individuals can safely eat peanut oil that has been highly refined (***NOT*** cold pressed, expeller pressed, or extruded peanut oil). Follow your doctor's advice.
- A study showed that, unlike other legumes, there is a strong possibility of cross-reaction between peanuts and lupine.
- Arachis oil is peanut oil.
- Many experts advise patients allergic to peanuts to avoid tree nuts as well.
- Sunflower seeds are often produced on equipment shared with peanuts.

How to Read a Label for a Wheat-Free Diet

All FDA-regulated manufactured food products that contain wheat as an ingredient are required by U.S. law to list the word "wheat" on the product label. The law defines any species in the genus *Triticum* as wheat.

Avoid foods that contain wheat or any of these ingredients:

bread crumbs
bulgur
cereal extract
club wheat
couscous
cracker meal
durum
einkorn
emmer
farina
flour (*all-purpose, bread, cake, durum, enriched, graham, high-gluten, high-protein, instant, pastry, self-rising, soft wheat, steel ground, stone ground, whole-wheat*)
hydrolyzed wheat protein
Kamut
matzoh, matzoh meal (*also spelled as matzo, matzah, or matza*)
pasta
seitan
semolina
spelt
sprouted wheat
triticale
vital wheat gluten
wheat (*bran, durum, germ, gluten, grass, malt, sprouts, starch*)
wheat grass
whole-wheat berries

Wheat is sometimes found in the following:

soy sauce
starch (*gelatinized starch, modified starch, modified food starch, vegetable starch*)
surimi

How to Read a Label for an Egg-Free Diet

All FDA-regulated manufactured food products that contain egg as an ingredient are required by U.S. law to list the word "egg" on the product label.

Avoid foods that contain egg or any of these ingredients:

albumin (*also spelled* albumen)
egg (*dried, powdered, solids, white, yolk*)
eggnog
globulin
lysozyme
mayonnaise
meringue (*meringue powder*)
ovalbumin
ovovitellin
surimi

Egg is sometimes found in the following:

baked goods
egg substitutes
lecithin
macaroni
marzipan
marshmallows
nougat
pasta

How to Read a Label for a Shellfish-Free Diet

All FDA-regulated manufactured food products that contain a crustacean shellfish as an ingredient are required by U.S. law to list the specific crustacean shellfish on the product label.

Avoid foods that contain shellfish or any of these ingredients:

crab
crawfish (*crayfish, ecrevisse*)
lobster (*languouste, langoustine, scampo, coral, tomalley*)
prawn
shrimp (*crevette*)

Mollusks are not considered major allergens under food-labeling laws and may not be fully disclosed on a product label.

Your doctor may advise you to avoid mollusks or these ingredients:

abalone
clams (*cherrystone, littleneck, pismo, quahog*)
cockle (*periwinkle, sea urchin*)
mussels
octopus
oysters
snails (*escargot*)
squid (*calamari*)

Shellfish are sometimes found in the following:

bouillabaisse
cuttlefish ink
fish stock
seafood flavoring (*e.g., crab or clam extract*)
surimi

Keep the following in mind:

- Any food served in a seafood restaurant may contain shellfish protein due to crosscotnact.
- For some individuals, a reaction may occur from inhaling cooking vapors or from handling fish or shellfish.

How to Read a Label for a Tree Nut-Free Diet

All FDA-regulated manufactured food products that contain a tree nut as an ingredient are required by U.S. law to list the specific tree nut on the product label.

Avoid foods that contain nuts or any of these ingredients:

almonds
artificial nuts
beechnut
Brazil nuts
butternut
cashews
chestnuts
chinquapin
coconut
filberts/hazelnuts
gianduja (*a chocolate-nut mixture*)
ginkgo nut
hickory nuts
litchi/lichee/lychee nut
macadamia nuts
marzipan/almond paste
Nangai nuts
natural nut extract (*e.g., almond, walnut*)
nut butters (*e.g., cashew butter*)
nut meal
nut paste (*e.g., almond paste*)
nut pieces
nutmeat
pecans
pesto
pili nut
pine nuts (*also referred to as Indian, pignoli, pigñolia, pignon, piñon, and piñon nuts*)
pistachios
praline
shea nut
walnuts

M. Inventory Records

1. Because SFAs are required to account for all revenues and expenditures and the definition of ***cost of food used*** is the dollar value of beginning inventory plus the dollar value of food received during the period less the value of ending inventory, inventory is required by USDA of ***purchased foods***. (Reference USDA Policy Memo 1984-SNP-31) An Inventory Record is available on the SDE Web site **<www.sde.ok.gov>** to record the monthly physical inventory. After logging on, highlight ***Services*** and ***Federal Programs***. Click on ***Child Nutrition***; click on ***Documents***; and scroll down the page to ***School Meal Program—Various Documents/Forms***. The publication reflects only the physical inventory for one year. Each SFA may print the appropriate number of Inventory Records needed for each eating site. (Refer to **pages CM-133** and **CM-135** for forms.)

2. An inventory system is a tool of management that must be maintained for an efficient food service operation. This inventory book provides food service managers with a systematic method for taking and maintaining a complete inventory record of purchased food and supplies.

   An incorrect inventory can mean the difference between profit or loss and will also reflect an incorrect food cost.

   Inventory records are used to:

   - Develop meaningful food cost analysis (arrive at food and milk used).
   - Prepare monthly orders for food and supplies.
   - Avoid being overstocked or understocked.
   - Assure that quantity of food needed to meet menu requirements is available.
   - Prevent food deterioration by using older stocks first.
   - Control any possible disappearance of foods.
   - File insurance claims in case of fire or theft.
   - Determine food and milk used for financial reports.

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INVENTORY RECORD

Item	Month Date			Month Date			Month Date		
	Amount on Hand	Unit Price can/lb doz/unit $	TOTAL VALUE $	Amount on Hand	Unit Price can/lb doz/unit $	TOTAL VALUE $	Amount on Hand	Unit Price can/lb doz/unit $	TOTAL VALUE $

INSTRUCTIONS

1. Refer to the *Index of Purchased Foods* for grouping of items. The format used groups items by food categories. For example, instead of having all frozen foods in a separate section, all fruits are in one section and are separated into canned, frozen, and dehydrated/dried. This arrangement is easy to use when preparing purchase orders.

2. The inventory form has only three columns to fill in. The *Amount on Hand* should be number of single units—such as 21 cans applesauce (not 3 cases + 3 cans), 30 pounds frozen strawberries (not 1 can), 48 pounds flavored gelatin (not 2 boxes). The price is the *Unit Price*—such as $1.85/#10 can, $.40/lb, or $1.50/qt/jar. Items such as eggs would be priced per dozen, mustard might be per gallon, vanilla per quart, but the majority of items will be priced per #10 can or per pound. The *Total Value Column* is figured by multiplying the *Amount on Hand* by the *Unit Price.*

3. In the storeroom, the commodity items should be separated from the purchased foods and inventoried separately using the perpetual inventory format provided by the Department of Human Services (DHS).

4. Any substantial amount of food in the refrigerators should be inventoried at the per portion cost.

5. For speed, accuracy, and efficiency, items on the storeroom shelf should be arranged in the same order as the inventory form.

6. When space and facilities permit, nonfood supplies should be in a separate storeroom. When this is not possible, they should be grouped together in alphabetical order in one area of the storeroom.

7. Use hard-lead pencil only (#3); soft-lead pencils (#2 or #2 1/2) will smear.

8. When the monthly inventory has been totaled, transfer the totals to the *Monthly Record of Inventory Value*.

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MONTHLY RECORD OF INVENTORY VALUE

YEAR: _____

MONTH	TOTAL VALUE OF PURCHASED FOODS	TOTAL VALUE OF SUPPLIES

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RESOURCE PAGE

Food-Buying Guide	http://teamnutrition.usda.gov/Resources/foodbuy/ngguide.html
Food-Buying Guide Calculator	http://fbg.nfsmi.org/
My Plate	http://teamnutrition.usda.gov/myplate.html.html # www.choosemyplate.gov
USDA Recipes	http://www.fns.usda.gov/tn/Resources/usda.recipes.html
Oklahoma Child Nutrition Documents	http://ok.gov/sde.childnutrition-documents
Food Allergy Network	http://www.foodallergy.org/
Meal Patterns	http://www.nfsmi.org/mealpattern
Meal Pattern Training Module	http://healthymeals.nal.usda.gov/mealpattern
Final Rule and Q&A on New Guidelines	http://www.fns.usda.gov/cnd/Governance/Legislation/ nutritionstandards.htm
USDA—Food and Nutrition Services	http://www.fns.usda.gov/fns/
Menu Planning	http://healthymeals.nal.usda.gov/menu-planning
Best Practices	http://healthymeals.nal.usda.gov/bestpractices
USDA Foods (Commodities)	http://www.fns.usda.gov.fdd
Vegetable Subgroups	http://www.choosemyplate.gov/food-groups
Timeline of Implementation	http://www.fns.usda.gov/cnd/governance/legislation/ nutritionstandards.htm
Smart Snacks Calculator	http://www.healthiergeneration.org/productcalculator

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CAFETERIA MANAGERS' SECTION INDEX

CAFETERIA MANAGERS' SECTION INDEX continued

CAFETERIA MANAGERS' SECTION INDEX continued

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