

## APPENDIX 2.A

<http://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf> (pages 4102-3)

### National School Lunch Program (NSLP) and School Breakfast Program (SBP)

Meal Pattern	BREAKFAST MEAL PATTERN			LUNCH MEAL PATTERN		
	Grades K-5 <sup>a</sup>	Grades 6-8 <sup>a</sup>	Grades 9-12 <sup>a</sup>	Grades K-5	Grades 6-8	Grades 9-12
	<b>Amount of Food<sup>b</sup> Per Week (Minimum Per Day)</b>					
Fruits (cups) <sup>c,d</sup>	5 (1) <sup>e</sup>	5 (1) <sup>e</sup>	5 (1) <sup>e</sup>	2½ (½)		5 (1)
Vegetables (cups) <sup>c,d</sup>	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green <sup>f</sup>	0	0	0	½	½	½
Red/Orange <sup>f</sup>	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) <sup>f</sup>	0	0	0	½	½	½
Starchy <sup>f</sup>	0	0	0	½	½	½
Other <sup>f,g</sup>	0	0	0	½	½	¾
Additional Veg to Reach Total <sup>h</sup>	0	0	0	1	1	1½
Grains (oz eq) <sup>i</sup>	7-10 (1) <sup>j</sup>	8-10 (1) <sup>j</sup>	9-10 (1) <sup>j</sup>	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq)	0 <sup>k</sup>	0 <sup>k</sup>	0 <sup>k</sup>	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) <sup>l</sup>	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
	<b>Other Specifications: Daily Amount Based on the Average for a 5-Day Week</b>					
Min-max calories (kcal) <sup>m,n,o</sup>	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories) <sup>n,o</sup>	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) <sup>n,p</sup>	≤ 430	≤ 470	≤ 500	≤ 640	≤ 710	≤ 740
Trans fat <sup>n,o</sup>	Nutrition label or manufacturer specifications must indicate zero grams of <i>trans</i> fat per serving.					

<sup>a</sup> In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).

<sup>b</sup> Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ½ cup.

<sup>c</sup> One quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ 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% full-strength.

<sup>d</sup> For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups as defined in §210.10(c)(2)(iii).

<sup>e</sup> The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014- 2015).

<sup>f</sup> Larger amounts of these vegetables may be served.

<sup>g</sup> This category consists of "Other vegetables" as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, "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).

<sup>h</sup> Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

<sup>i</sup> At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).

<sup>j</sup> In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).

<sup>k</sup> There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.

<sup>l</sup> Fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).

<sup>m</sup> The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).

<sup>n</sup> 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, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.

<sup>o</sup> In the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).

<sup>p</sup> Final sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in § 210.10(f)(3) for lunches and § 220.8(f)(3) for breakfast.

## APPENDIX 2.B

### EXHIBIT A: Grain Requirements for Child Nutrition Programs<sup>1, 2</sup>

Color Key: Footnote 5 = Blue, Footnote 3 or 4 = Red

GROUP A	OUNCE EQUIVALENT (OZ EQ) FOR GROUP A	MINIMUM SERVING SIZE FOR GROUP A
<ul style="list-style-type: none"> <li>• Bread type coating</li> <li>• Bread sticks (hard)</li> <li>• Chow Mein noodles</li> <li>• Savory Crackers (saltines and snack crackers)</li> <li>• Croutons</li> <li>• Pretzels (hard)</li> <li>• Stuffing (dry) Note: weights apply to bread in stuffing.</li> </ul>	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	1 serving = 20 gm or 0.7 oz 3/4 serving = 15 gm or 0.5 oz 1/2 serving = 10 gm or 0.4 oz 1/4 serving = 5 gm or 0.2 oz
GROUP B	OZ EQ FOR GROUP B	MINIMUM SERVING SIZE FOR GROUP B
<ul style="list-style-type: none"> <li>• Bagels</li> <li>• Batter type coating</li> <li>• Biscuits</li> <li>• Breads — all (for example sliced, French, Italian)</li> <li>• Buns (hamburger and hot dog)</li> <li>• <b>Sweet Crackers<sup>5</sup></b> (<b>graham crackers — all shapes, animal crackers</b>)</li> <li>• Egg roll skins</li> <li>• English muffins</li> <li>• Pita bread</li> <li>• Pizza crust</li> <li>• Pretzels (soft)</li> <li>• Rolls</li> <li>• Tortillas</li> <li>• Tortilla chips</li> <li>• Taco shells</li> </ul>	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	1 serving = 25 gm or 0.9 oz 3/4 serving = 19 gm or 0.7 oz 1/2 serving = 13 gm or 0.5 oz 1/4 serving = 6 gm or 0.2 oz

<sup>1</sup> In NSLP and SBP (grades K-12), all grains served must meet whole grain-rich criteria. For information on flexibilities, please contact your State agency. For all other Child Nutrition Programs, grains are whole grain or enriched or made with enriched or whole-grain meal and/or flour, bran, and/or germ. Under CACFP child and adult meal patterns, and in NSLP/SBP preschool meals, at least one grain serving per day must meet whole grain-rich criteria.

<sup>2</sup> For NSLP and SBP (grades K-12), grain quantities are determined using ounce equivalents (oz eq). All other Child Nutrition Programs determine grain quantities using grains/bread servings. Beginning Oct. 1, 2019, grain quantities in CACFP and NSLP/SBP infant and preschool meals will be determined using oz eq. 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.

<sup>5</sup> Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10. May count towards the grain component in SBP (grades K-12), CACFP, NSLP/SBP infant and preschool meals, and SFSP.

GROUP C	OZ EQ FOR GROUP C	MINIMUM SERVING SIZE FOR GROUP C
<ul style="list-style-type: none"> <li>• Cookies<sup>3</sup> (plain — includes vanilla wafers)</li> <li>• Cornbread</li> <li>• Corn muffins</li> <li>• Croissants</li> <li>• Pancakes</li> <li>• Pie crust (dessert pies<sup>3</sup>, cobbler<sup>3</sup>, fruit turnovers<sup>4</sup>, and meat/meat alternate pies)</li> <li>• Waffles</li> </ul>	<p>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</p>	<p>1 serving = 31 gm or 1.1 oz  3/4 serving = 23 gm or 0.8 oz  1/2 serving = 16 gm or 0.6 oz  1/4 serving = 8 gm or 0.3 oz</p>
GROUP D	OZ EQ FOR GROUP D	MINIMUM SERVING SIZE FOR GROUP D
<ul style="list-style-type: none"> <li>• Doughnuts<sup>4</sup> (cake and yeast raised, unfrosted)</li> <li>• Cereal bars, breakfast bars, granola bars<sup>4</sup> (plain)</li> <li>• Muffins (all, except corn)</li> <li>• Sweet roll<sup>4</sup> (unfrosted)</li> <li>• Toaster pastry<sup>4</sup> (unfrosted)</li> </ul>	<p>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</p>	<p>1 serving = 50 gm or 1.8 oz  3/4 serving = 38 gm or 1.3 oz  1/2 serving = 25 gm or 0.9 oz  1/4 serving = 13 gm or 0.5 oz</p>
GROUP E	OZ EQ FOR GROUP E	MINIMUM SERVING SIZE FOR GROUP E
<ul style="list-style-type: none"> <li>• Cereal bars, breakfast bars, granola bars<sup>4</sup> (with nuts, dried fruit, and/or chocolate pieces)</li> <li>• Cookies<sup>3</sup> (with nuts, raisins, chocolate pieces and/or fruit purees)</li> <li>• Doughnuts<sup>4</sup> (cake and yeast raised, frosted or glazed)</li> <li>• French toast</li> <li>• Sweet rolls<sup>4</sup> (frosted)</li> <li>• Toaster pastry<sup>4</sup> (frosted)</li> </ul>	<p>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</p>	<p>1 serving = 63 gm or 2.2 oz  3/4 serving = 47 gm or 1.7 oz  1/2 serving = 31 gm or 1.1 oz  1/4 serving = 16 gm or 0.6 oz</p>
GROUP F	OZ EQ FOR GROUP F	MINIMUM SERVING SIZE FOR GROUP F
<ul style="list-style-type: none"> <li>• Cake<sup>3</sup> (plain, unfrosted)</li> <li>• Coffee cake<sup>4</sup></li> </ul>	<p>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</p>	<p>1 serving = 75 gm or 2.7 oz  3/4 serving = 56 gm or 2 oz  1/2 serving = 38 gm or 1.3 oz  1/4 serving = 19 gm or 0.7 oz</p>

<sup>3</sup> Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10 and at snack service in SFSP. Considered a grain-based dessert and cannot count towards the grain component in CACFP or NSLP/SBP infant and preschool meals, as specified in §§226.20(a)(4) and 210.10.

<sup>4</sup> Allowable in NSLP (up to 2.0 oz eq grain-based dessert per week for grades K-12) as specified in §210.10. May count towards the grain component in SBP (grades K-12) and at snack and breakfast meals in SFSP. Considered a grain-based dessert and cannot count towards the grain component in the CACFP and NSLP/SBP infant and preschool meals as specified in §§226.20(a)(4) and 210.10.

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GROUP G	OZ EQ FOR GROUP G	MINIMUM SERVING SIZE FOR GROUP G
<ul style="list-style-type: none"> <li>• Brownies<sup>3</sup> (plain)</li> <li>• Cake<sup>3</sup> (all varieties, frosted)</li> </ul>	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	1 serving = 115 gm or 4 oz 3/4 serving = 86 gm or 3 oz 1/2 serving = 58 gm or 2 oz 1/4 serving = 29 gm or 1 oz
GROUP H	OZ EQ FOR GROUP H	MINIMUM SERVING SIZE FOR GROUP H
<ul style="list-style-type: none"> <li>• Cereal Grains (barley, quinoa, etc.)</li> <li>• Breakfast cereals (cooked)<sup>6,7</sup></li> <li>• Bulgur or cracked wheat</li> <li>• Macaroni (all shapes)</li> <li>• Noodles (all varieties)</li> <li>• Pasta (all shapes)</li> <li>• Ravioli (noodle only)</li> <li>• Rice</li> </ul>	1 oz eq = 1/2 cup cooked or 1 ounce (28 gm) dry	1 serving = 1/2 cup cooked or 25 gm dry
GROUP I	OZ EQ FOR GROUP I	MINIMUM SERVING SIZE FOR GROUP I
<ul style="list-style-type: none"> <li>• Ready to eat breakfast cereal (cold, dry)<sup>6,7</sup></li> </ul>	1 oz eq = 1 cup or 1 ounce for flakes and rounds 1 oz eq = 1.25 cups or 1 ounce for puffed cereal 1 oz eq = 1/4 cup or 1 ounce for granola	1 serving = 3/4 cup or 1 oz, whichever is less

<sup>3</sup> Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10 and at snack service in SFSP. Considered a grain-based dessert and cannot count towards the grain component in CACFP or NSLP/SBP infant and preschool meals specified in §§226.20(a)(4) and 210.10.

<sup>6</sup> Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfast served in the SBP, and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.

<sup>7</sup> In the NSLP and SBP, cereals must list a whole grain as the first ingredient and be fortified, or if the cereal is 100 percent whole grain, fortification is not required. For CACFP and SFSP, cereals must be whole-grain, whole grain-rich, enriched, or fortified; cereals served in CACFP and NSLP/SBP infant and preschool meals must contain no more than 6 grams of sugar per dry ounce.

## APPENDIX 2.C

### Meal Patterns for 3-, 4-, 6- and 7-day weeks

#### Short and Long Week Calculations (rounded to nearest 0.5 oz eq and 0.25 cup)

\*Applies 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% 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 9-12 Weekly (daily)
Fruits (cups)	3 (1)	3 (1)	3 (1)
Grains (oz eq)	4-6 (1)	5-6 (1)	5.5-6 (1)
Fluid Milk (cups)	3 (1)	3 (1)	3 (1)

3-DAY SCHOOL WEEK-LUNCH	GRADES K-5 Weekly (daily)	GRADES 6-8 Weekly (daily)	GRADES 9-12 Weekly (daily)
Fruits (cups)	1.5 (0.5)	1.5 (0.5)	3 (1)
Vegetables (cups)	2.25 (0.75)	2.25 (0.75)	3 (1)
Dark Green	0.5	0.5	0.5
Red/Orange	0.5	0.5	1
Beans/Peas (Legumes)	0.5	0.5	0.5
Starchy	0.5	0.5	0.5
Other	0.25	0.25	0.5
Additional Veg to Reach Total	0	0	0
Grains (oz eq)	5-5.5 (1)	5-6 (1)	6-7 (2)
Meats/Meat Alts (oz eq)	5-6 (1)	5.5-6 (1)	6-7 (2)
Fluid Milk (cups)	3 (1)	3 (1)	3 (1)

**Four Day School Week Meal Component Adjustments**

<b>4-DAY SCHOOL WEEK-BREAKFAST</b>	<b>GRADES K-5</b> Weekly (daily)	<b>GRADES 6-8</b> Weekly (daily)	<b>GRADES 9-12</b> Weekly (daily)
<b>Fruits</b> (cups)	4 (1)	4 (1)	4 (1)
<b>Grains</b> (oz eq)	5.5-8 (1)	6.5-8 (1)	7-8 (1)
<b>Fluid Milk</b> (cups)	4 (1)	4 (1)	4 (1)

<b>4-DAY SCHOOL WEEK-LUNCH</b>	<b>GRADES K-5</b> Weekly (daily)	<b>GRADES 6-8</b> Weekly (daily)	<b>GRADES 9-12</b> Weekly (daily)
<b>Fruits</b> (cups)	2 (0.5)	2 (0.5)	4 (1)
<b>Vegetables</b> (cups)	3 (0.75)	3 (0.75)	4 (1)
<b>Dark Green</b>	0.5	0.5	0.5
<b>Red/Orange</b>	0.75	0.75	1.25
<b>Beans/Peas (Legumes)</b>	0.5	0.5	0.5
<b>Starchy</b>	0.5	0.5	0.5
<b>Other</b>	0.5	0.5	0.75
<b>Additional Veg to Reach Total</b>	0.25	0.25	0.5
<b>Grains</b> (oz eq)	6.5-7 (1)	6.5-8 (1)	8-9.5 (2)
<b>Meats/Meat Alts</b> (oz eq)	6.5-8 (1)	7-8 (1)	8-9.5 (2)
<b>Fluid Milk</b> (cups)	4 (1)	4 (1)	4 (1)

## Six Day School Week Meal Component Adjustments

<b>6-DAY SCHOOL WEEK-BREAKFAST</b>	<b>GRADES K-5</b> Weekly (daily)	<b>GRADES 6-8</b> Weekly (daily)	<b>GRADES 9-12</b> Weekly (daily)
<b>Fruits</b> (cups)	6 (1)	6 (1)	6 (1)
<b>Grains</b> (oz eq)	8.5-12 (1)	9.5-12 (1)	11-12 (1)
<b>Fluid Milk</b> (cups)	6 (1)	6 (1)	6 (1)

<b>6-DAY SCHOOL WEEK-LUNCH</b>	<b>GRADES K-5</b> Weekly (daily)	<b>GRADES 6-8</b> Weekly (daily)	<b>GRADES 9-12</b> Weekly (daily)
<b>Fruits</b> (cups)	3 (0.5)	3 (0.5)	6 (1)
<b>Vegetables</b> (cups)	4.5 (0.75)	4.5 (0.75)	6 (1)
<b>Dark Green</b>	0.5	0.5	0.5
<b>Red/Orange</b>	0.75	0.75	1.25
<b>Beans/Peas (Legumes)</b>	0.5	0.5	0.5
<b>Starchy</b>	0.5	0.5	0.5
<b>Other</b>	0.5	0.5	0.75
<b>Additional Veg to Reach Total</b>	1.75	1.75	2.5
<b>Grains</b> (oz eq)	9.5-11 (1)	9.5-12 (1)	12-14.5 (2)
<b>Meats/Meat Alts</b> (oz eq)	9.5-12 (1)	11-12 (1)	12-14.5 (2)
<b>Fluid Milk</b> (cups)	6 (1)	6 (1)	6 (1)

**Seven Day School Week Meal Component Adjustments**

<b>7-DAY SCHOOL WEEK-BREAKFAST</b>	<b>GRADES K-5</b> Weekly (daily)	<b>GRADES 6-8</b> Weekly (daily)	<b>GRADES 9-12</b> Weekly (daily)
<b>Fruits</b> (cups)	7 (1)	7 (1)	7 (1)
<b>Grains</b> (oz eq)	10-14 (1)	11-14 (1)	12.5-14(1)
<b>Fluid Milk</b> (cups)	7 (1)	7 (1)	7 (1)

<b>7-DAY SCHOOL WEEK-LUNCH</b>	<b>GRADES K-5</b> Weekly (daily)	<b>GRADES 6-8</b> Weekly (daily)	<b>GRADES 9-12</b> Weekly (daily)
<b>Fruits</b> (cups)	3.5 (0.5)	3.5 (0.5)	7 (1)
<b>Vegetables</b> (cups)	5.25 (0.75)	5.25 (0.75)	7 (1)
<b>Dark Green</b>	0.5	0.5	0.5
<b>Red/Orange</b>	0.75	0.75	1.25
<b>Beans/Peas (Legumes)</b>	0.5	0.5	0.5
<b>Starchy</b>	0.5	0.5	0.5
<b>Other</b>	0.5	0.5	0.75
<b>Additional Veg to Reach Total</b>	2.5	2.5	3.5
<b>Grains</b> (oz eq)	11-12.5 (1)	11-14 (1)	14-17 (2)
<b>Meats/Meat Alts</b> (oz eq)	11-14 (1)	12.5-14 (1)	14-17 (2)
<b>Fluid Milk</b> (cups)	7 (1)	7 (1)	7 (1)



## APPENDIX 2.D

### Child and Adult Care Food Program Lunch Meal Pattern (to be used for preschool aged children)

	AGES 1-2	AGES 3-5
MEAL COMPONENTS AND FOOD ITEMS <sup>1</sup>	MINIMUM QUANTITIES	
Fluid milk <sup>2</sup>	4 fluid ounces	6 fluid ounces
Meat/meat alternates Edible portion as served:		
Lean meat, poultry, or fish	1 ounce	1½ ounces
Tofu, soy products, or alternate protein products <sup>3</sup>	1 ounce	1½ ounces
Cheese	1 ounce	1½ ounces
Large egg	½	¾
Cooked dry beans or peas	¼ cup	⅜ cup
Peanut butter or soy nut butter or other nut or seed butters	2 Tbsp	3 Tbsp
Yogurt, plain or flavored unsweetened or sweetened <sup>4</sup>	4 ounces or ½ cup	6 ounces or ¾ cup
The following may be used to meet no more than 50% of the requirement: Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meats/meat alternates (1 ounce of nuts/seeds = 1 ounce of cooked lean meat, poultry or fish)	½ ounce = 50%	¾ ounce = 50%
Vegetables <sup>5</sup>	⅛ cup	¼ cup
Fruits <sup>5,6</sup>	⅛ cup	¼ cup
Grains (oz eq) <sup>7,8</sup>		
Whole grain-rich or enriched bread	½ slice	½ slice
Whole grain-rich or enriched bread product, such as biscuit, roll, or muffin	½ serving	½ serving
Whole grain-rich, enriched or fortified cooked breakfast cereal <sup>9</sup> , cereal grain, and/or pasta	¼ cup	¼ cup

<sup>1</sup> Must serve all five components for a reimbursable meal.

<sup>2</sup> Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old.

<sup>3</sup> Alternate protein products must meet the requirements in Appendix A to Part 226.

<sup>4</sup> Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

<sup>5</sup> Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

<sup>6</sup> A vegetable may be used to meet the entire fruit requirement. When two vegetables are served at lunch or supper, two different kinds of vegetables must be served.

<sup>7</sup> At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards the grains requirement.

<sup>8</sup> Beginning October 1, 2019, ounce equivalents are used to determine the quantity of the creditable grain.

<sup>9</sup> Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

**Child and Adult Care Food Program Snack Meal Pattern (to be used for preschool aged children)**

MEAL COMPONENTS AND FOOD ITEMS <sup>1</sup>	AGES 1-2	AGES 3-5
	MINIMUM QUANTITIES	
Fluid milk <sup>2</sup>	4 fluid ounces	4 fluid ounces
Meats/meat alternates Edible portion as served:		
Lean meat, poultry, or fish	½ ounce	½ ounce
Tofu, soy products, or alternate protein products <sup>3</sup>	½ ounce	½ ounce
Cheese	½ ounce	½ ounce
Large egg	½	½
Cooked dry beans or peas	⅛ cup	⅛ cup
Peanut butter or soy nut butter or other nut or seed butters	1 Tbsp	1 Tbsp
Yogurt, plain or flavored unsweetened or sweetened <sup>4</sup>	2 ounces or ¼ cup	2 ounces or ¼ cup
Peanuts, soy nuts, tree nuts, or seeds	½ ounce	½ ounce
Vegetables <sup>5</sup>	½ cup	½ cup
Fruits <sup>5</sup>	½ cup	½ cup
Grains (oz eq) <sup>6,7</sup>		
Whole grain-rich or enriched bread	½ slice	½ slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving
Whole grain-rich, enriched or fortified cooked breakfast cereal <sup>8</sup> , cereal grain, and/or pasta	¼ cup	¼ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) <sup>8,9</sup>		
Flakes or rounds	½ cup	½ cup
Puffed cereal	¾ cup	¾ cup
Granola	⅛ cup	⅛ cup

<sup>1</sup> Select two of the five components for a reimbursable snack. Only one of the two components may be a beverage.

<sup>2</sup> Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old.

<sup>3</sup> Alternate protein products must meet the requirements in Appendix A to Part 226.

<sup>4</sup> Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

<sup>5</sup> Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

<sup>6</sup> At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

<sup>7</sup> Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains.

<sup>8</sup> Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

<sup>9</sup> Beginning October 1, 2019, the minimum serving sizes specified in this section for ready-to-eat breakfast cereals must be served. Until October 1, 2019, the minimum serving size for any type of ready-to-eat breakfast cereals is ¼ cup for children ages 1-2, and 1/3 cup for children ages 3-5.

# APPENDIX 3.A

Menu-Planning Template Grades K-5

	MON	TUE	WED	THURS	FRI	WEEKLY TOTAL
<b>Menu</b>						
<b>Meat/Meat Alternate</b> (1 oz eq minimum per day) (8 – 10 oz eq per week)						
<b>Vegetables</b> (3/4 cup per day) (3 ¾ cups per week)						
Dark green (1/2 cup per week)						
Red/Orange (3/4 cup per week)						
Beans/Peas (Legumes) (1/2 cup per week)						
Starchy (1/2 cup per week)						
Other (1/2 cup per week)						
Additional Vegetable to Reach Goal*** (1 cup per week)						
<b>Fruits</b> (1/2 cup per day) (2 ½ cups per week)						
<b>Grains</b> (1 oz eq per day) (8 – 9 oz eq per week)						
<b>Fluid Milk</b> (1 cup per day) (5 cups per week)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	5 cups

EXAMPLE

Menu-Planning Template Grades 6–8

Menu	MON	TUE	WED	THURS	FRI	WEEKLY TOTAL
<b>Meat/Meat Alternate</b> (1 oz eq minimum per day) (9 – 10 oz eq per week)						
<b>Vegetables</b> (3/4 cup per day) (3 ¾ cups per week)						
Dark green (1/2 cup per week)						
Red/Orange (3/4 cup per week)						
Beans/Peas (Legumes) (1/2 cup per week)						
Starchy (1/2 cup per week)						
Other (1/2 cup per week)						
Additional Vegetable to Reach Goal*** (1 cup per week)						
<b>Fruits</b> (1/2 cup per day) (2 ½ cups per week)						
<b>Grains</b> (1 oz eq per day) (8 – 10 oz eq per week)						
<b>Fluid Milk</b> (1 cup per day) (5 cups per week)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	5 cups

Menu-Planning Template Grades 9–12

Menu	MON	TUE	WED	THURS	FRI	WEEKLY TOTAL
<b>Meat/Meat Alternate</b> (2 oz eq minimum per day) (10 – 12 oz eq per week)						
<b>Vegetables</b> (1 cup per day) (5 cups per week)						
Dark green (1/2 cup per week)						
Red/Orange (1 1/4 cup per week)						
Beans/Peas (Legumes) (1/2 cup per week)						
Starchy (1/2 cup per week)						
Other (3/4 cup per week)						
Additional Vegetable to Reach Goal*** (1 1/2 cups per week)						
<b>Fruits</b> (1 cup per day) (5 cups per week)						
<b>Grains</b> (2 oz eq per day) (10 – 120 oz eq per week)						
<b>Fluid Milk</b> (1 cup per day) (5 cups per week)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	5 cups

## APPENDIX 3.B

### Smart Snacks in School Nutrition Standards and A la Carte Items

Reimbursable meals under programs authorized by the National School Lunch Act and the Child Nutrition Act follow specific regulations. All other foods and beverages sold to students on the school campus during the school day must meet the “Smart Snacks in School” standards. The Smart Snacks in School regulations establish standards for all foods and beverages sold to students other than the reimbursable meals. The definition of a school day is midnight until 30 minutes after the dismissal school bell rings.

Entrée items for sale as a la carte foods on the day they are served as part of the meal and the day after are exempt from the Smart Snacks nutrition standards on those days. This exception serves to send a consistent nutritional message about school meals since such entrees already fit into a balanced and nutritionally sound meal and represent a healthier choice for students who do not want the whole meal.

Side items, snack foods, beverages, and any entrées not served as part of the reimbursable meal will need to comply with the Smart Snacks nutrition standards, which include calorie, fats, sugar, and sodium limits, in order to be sold to students in school.

Foods subject to Smart Snacks standards must:

- Be a whole grain-rich grain product; or
- Have as the first ingredient a fruit, a vegetable, a dairy, or a protein food; or
- Be a combination food that contains at least  $\frac{1}{4}$  cup of fruit and or vegetable.

In addition, such food items must also meet several nutrient requirements:

- Calorie limits:
  - Snack items:  $\leq 200$  calories
  - Entrée items:  $\leq 350$  calories

- Sodium limits:
  - Snack items:  $\leq 200$  mg
  - Entrée items:  $\leq 480$  mg
- Fat limits:
  - Total fat:  $\leq 35$  percent of calories
  - Saturated fat:  $< 10$  percent of calories
  - *Trans* fat: zero grams
- Sugar limits:
  - $\leq 35$  percent of weight from total sugars in foods.

Nutrition Standards for Beverages for all foods sold in schools.

Schools may sell:

- Plain water (with or without carbonation)
- Unflavored or flavored fat-free and 1% (low-fat) milk
- Milk alternatives permitted by NSLP/SBP
- 100% fruit or vegetable juice
- 100% fruit or vegetable juice diluted with water (with or without carbonation) and no added sweeteners.

Additional beverage standards by grade level:

- Elementary schools may sell up to 8-fluid-ounce portions of milk and juice.
- Middle schools and high schools may sell up to 12-fluid-ounce portions of milk and juice.
- There is no portion size limit for plain water.

High schools are allowed to sell additional “no calorie” and “lower calorie” beverage options:

- $\leq 20$ -fluid ounce portions of calorie-free, flavored water (with or without carbonation);
- $\leq 20$ -fluid ounce portions of other flavored and/or carbonated beverages that contain  $< 5$  calories per 8 fluid ounces or  $\leq 10$  calories per 20 fluid ounces;
- $\leq 12$  fluid ounce portions of “lower calorie” beverages that contain  $\leq 40$  calories per 8 fluid ounces or  $\leq 60$  calories per 12 fluid ounces.

For more information on Smart Snacks, visit <https://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>.

## APPENDIX 3.C

### Dietary Specifications Assessment Tool

State agencies complete the following questions and assess your program's day-to-day operations. There are four response choices: 1. Always, 2. Most items or most of the time, 3. Some items or some of the time, and 4. Never.

Contact your State agency for information about the online version of the Dietary Specifications Assessment Tool.

**To obtain an online version of the Dietary Specifications Assessment Tool, check out the FNS Partner Web or contact your State agency.**

1. Are specifications considered when purchasing menu items and condiments to limit the following?
  - a. Saturated fat
  - b. Sodium
  - c. *Trans* fat
2. Only unflavored or flavored fat-free or low-fat (1 percent milk fat or less), milk is used for student consumption and in menu recipes.
3. Low-fat, fat-free milk products are used. This includes yogurt and cottage cheese.
4. Cheese (all varieties including reduced fat) is controlled by placing items in portion cups, portion controlled packaging or the use of appropriate serving size utensils to limit portion size allowed per meal. This includes cheese offered on salad bars.
5. Are non-creditable cheese products offered as part of a reimbursable meal? (Non-creditable cheese includes: cheese sauce without a CN label, cheese product, imitation cheese and powdered cheese).
6. Reduced-fat, low fat, fat-free mayonnaise, sour cream, and/or salad dressings are offered instead of full-fat varieties.
7. Broths and/or soups with low or reduced sodium are used, rather than regular broths and soups.
8. Fresh, frozen, and/or low sodium or no sodium canned vegetables are offered, rather than reduced sodium or regular canned vegetables.
9. How often are bacon, bacon bits, pepperoni, chow mein noodles, pickles, olives, packaged crackers and/or croutons available to students?
10. How often are meats such as hot dogs, luncheon meats (e.g. ham, turkey) and/or sausage offered on the service line and/or salad bar? (All varieties — including reduced and/or low sodium).
11. Canned fruits are packed in water, fruit juice, or light syrup. If only fresh fruit is offered, then select the "N/A" dropdown response.
12. Grain-based desserts such as doughnuts, pastries, cakes, and cookies are limited to 2 oz. eq. per week or less for LUNCH. If grain-based desserts are not offered, then select the "N/A" dropdown response.
13. How often are "grain-based dessert" type items such as doughnuts, toaster pastries, cake, muffins, and cookies offered at BREAKFAST?
14. Other seasonings, such as herbs and spices, are substituted for salt.
15. Oil is used in recipes, rather than shortening, margarine, or butter.
16. Fat is drained from browned meats and poultry and/or fat is skimmed from broths, soups, stews, or gravies and/or skin is removed from poultry or skinless poultry is used. If browned meats and poultry are not offered, then select the "N/A" dropdown response.
17. Is a deep fat fryer used on-site to prepare school meal items?
18. Is butter or margarine added to breads and/or vegetables prior to serving?
19. Standardized recipes are followed: all

ingredients are weighed or measured with standardized weight or measuring utensils.

- 20.** Meal pattern for appropriate age/grade groups are used for menu planning, including the meal patterns and serving sizes.
- 21.** How often are extra, non-reimbursable food items (e.g. potato chips, ice cream, pudding and/or gelatin) offered on the menu? Items sold a la carte are exempt.
- 22.** Portion sizes for condiments (e.g. hot sauce, ketchup, mustard, salad dressing) are controlled by placing items in portion cups, portion controlled packaging or the use of appropriate serving size utensils to limit portion size allowed per meal.
- 23.** Students are offered butter or margarine:
  - a.** In the serving line.
  - b.** At a condiment station.
  - c.** If they ask for it.
- 24.** Students are offered salt:
  - a.** In the serving line.
  - b.** At a condiment station.
  - c.** On meal tables.
  - d.** If they ask for it.
- 25.** Larger portions and/or bonus items and/or seconds are offered (offering portion sizes that are inconsistent with the planned menu). Entrées sold a la carte are exempt.





# Daily Menu Production Record – Food-Based Menu Planning

SAMPLE

- 1 Name of school/site Harvey Elementary School
  - 2 Grade Group K- 5
  - 3 Date January 14, 2016
  - 4 Menu Grilled cheese sandwich or Chicken nuggets & Rice pilaf, Broccoli, Cherry tomatoes, Celery sticks, Fruit cocktail, Orange wedges, Milk: assorted fat-free & 1%
- 5  Breakfast
- 6  Lunch
- 7  OVS
- 8  Pre-plated (served)
- 9 **Reimbursable meals**
- 6 Number of student meals planned (projected): 50
  - 7 Number of student meals offered (prepared): 45
  - 8 Number of student meals selected (served): 45
- 9 **Nonreimbursable Meals**
- 9 Number of meals planned (projected): 5
  - 10 Number of meals offered (prepared): 5
  - 11 Number of meals selected (served): 4

R = Reimbursable NR = Nonreimbursable T = Total

12 Menu/food items	14 Recipe ID/product ID	15 Portion Size	16 Component contributions per portion size					21 Planned (projected) Servings			22 Actual number servings offered (prepared)			23 Actual number servings selected (served)			24 Substitutions, and notes	25	
			16 Meats/meat alternates	17 Grains	18 Fruits	19 Vegetables	20 Milk	R	NR	T	R	NR	T	R	NR	T			
																			R
Grilled cheese sandwich	R# 32	1 ea	2 oz eq WGR	2 oz eq WGR						24	24	24	20	20	20	20	20	20	No leftovers; all children were offered both choices
XYZ Chicken Nuggets w/ WG, 3.97 oz = 2 oz M/MA, 1 oz WG CN #123456	R# 4203	#6 scoop (6 ea)	2 oz eq WGR	1 oz eq WGR						30	30	30	5	5	5	5	5	5	3 servings leftover, discarded
Brown rice pilaf, USDA recipe RTU: ready-to-use, cleaned, trimmed florets	R# B22	#8 scoop	1 oz eq WGR	1 oz eq WGR						32	32	32	5	5	5	5	5	5	1 1/2 cups leftover, discarded
Steamed broccoli florets (RTU), dark green vegetable	R# 15	2 fl oz spoodle			1/4 c					50	50	50	5	5	5	5	5	5	0.5 cup leftover; chilled and refrigerated for use in soup tomorrow
Cherry tomato (3 ea), red/orange vegetable, Celery sticks (3 ea, RTU), other vegetable	R# 18	1/4 c			1/4 c					30	30	30	30	30	30	30	30	30	1 1/2 cups cherry tomatoes & 1 cup celery leftover; bagged & refrigerated for use in soup tomorrow
Fruit cocktail in light syrup, drained, USDA Foods Diced peaches, drained	R# 3	4 fl oz spoodle			1/2 c					35	35	35	3	3	3	3	3	3	Substituted peaches, 5 cups leftover; refrigerated for use in breakfast tomorrow
Orange wedges (138 count)	R# 5	4 fl oz spoodle			1/2 c					15	15	15	3	3	3	3	3	3	No leftovers; made 10 more servings, 3 more lbs used
Extra: Ranch dressing 1/2 oz packets	P# 1514	1 ea								54	54	54	54	54	54	54	54	54	5 leftover, returned to inventory
Milk by type and flavor: fat-free (unflavored); fat-free (chocolate); 1% unflavored:	Item# 501, 502, 503	1 cup, 1 cup, 1 cup								5, 30, 10	5, 30, 10	5, 30, 10	5, 30, 10	5, 30, 10	5, 30, 10	5, 30, 10	5, 30, 10	5, 30, 10	No leftovers

26 Mrs. Manager 1/14/16 date  
verifier signature

## Anatomy of a Production Record

If you're not clear about how to complete a production record, start by reviewing these details for each numbered item on the sample record:

### BASIC INFORMATION

- 1 Name of school/site
- 2 Grade group
- 3 Date
- 4 Menu
- 5 Menu type (lunch or breakfast) and OVS or Pre-plated (served)

### REIMBURSABLE MEALS

- 6 Planned (projected) number of student meals; provides an estimate of planned (projected) student meals for the specified grade group
- 7 Actual number of student meals offered (prepared); provides the total number of student meals offered (prepared) for the specified grade group
- 8 Actual number of student meals selected (served); provides the total number of student meals selected (served) for the specified grade group

### NONREIMBURSABLE MEALS

- 9 Planned (projected) number of nonreimbursable meals – the number of staff and guests
- 10 Offered (prepared) number of nonreimbursable meals – the number of staff and guests
- 11 Actual number of nonreimbursable meals selected (served); provides the total number of nonreimbursable meals selected (served) for the specified school/site

### ALL MENU ITEMS LISTED

- 12 Menu/food items – all food item choices offered on the specified grade group's menu, such as main entrees, vegetable subgroups, fruit, milk, dessert, condiments, and substitutions. For each food item, include product information such as manufacturer item name and code number, USDA Foods information, or specific information to guide preparation
- 13 Planned (projected), offered (prepared), and selected (served) number of milk by type – fat-free unflavored, fat-free chocolate or other flavors, 1% low-fat unflavored, 1% low-fat chocolate or other flavors

### RECIPE/PRODUCT NUMBER

- 14 Recipe ID/product ID number – standardized recipe number (USDA or your local recipe number) or product ID number

### PORTION SIZE

- 15 Portion size for the specified grade group – specific unit of measure: scoop number, measuring cup amount, each, ladle or spoodle size, etc.

### REIMBURSABLE MEAL COMPONENTS PROVIDED BY PORTION SIZE

- 16 Meats/meat alternates in ounce equivalent (oz eq)
- 17 Grains in oz eq (WG indicates whole grain-rich)
- 18 Fruits – portion offered in volume, (½ cup in sample)
- 19 Vegetables – portion offered in volume (¼ cup in sample), note that subgroup is identified in column #14
- 20 Milk – portion offered in volume (1 cup in sample)

### MEALS PLANNED (PROJECTED), OFFERED (PREPARED), SELECTED (SERVED) AND LEFTOVER

- 21 Planned (projected) number of servings to prepare – provided by menu planner using forecasting tools (reimbursable and nonreimbursable combined)
- 22 Planned (projected) quantity of food to use in purchase units – forecasted from past production, standardized recipes and Food Buying Guide. Adjust on day-of-service, if needed
- 23 Actual number of servings offered (prepared) – provides total number of servings prepared with any changes from planned (projected) amounts noted, as needed
- 24 Actual number of servings selected (served) – provides total number of servings selected (served) for each food item on the menu; provides information for forecasting future meal preparation
- 25 Substitutions and leftovers – any substitutions for the planned menu must be recorded. Record the amount of leftovers of each item and planned use (examples: *chilled and refrigerated for use in future meal, freeze for future use in cycle menu, or discard*)

### VERIFIER SIGNATURE AND DATE

- 26 Person in charge of site reviews, verifies, signs and dates the production record, and files for future reference. Your State agency may require signed production records.

### OTHER DETAILS YOU MAY NEED OR WANT TO RECORD ARE:

- Food preparation and holding temperatures
- Specific information of value for preparation, service, and future forecasting, such as weather-related school closures, field trips, etc.
- Food Buying Guide details – source of calculations for purchase units required for total servings planned
- Additional required information by your State agency or school program

**The sample is one example of a production record. Use the format that best fits your program.**

Fruit and Vegetable Bar Planning Template

SCHOOL /SITE NAME:		MENU WEEK:						
COMPONENT	WEEKLY REQUIREMENT (DAILY)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY TOTAL	
<b>Vegetable</b>	Grade K-5: 3¾ cups (¾) Grade 6-8: 3¾ cups (¾) Grade 9-12: 5 cups (1)							
Dark Green	½ cup (1 cup leafy greens = ½cup)							
Red / Orange	Grade K-5: ¾ cup Grade 6-8: ¾ cup Grade 9-12: 1¼ cups							
Legumes	½ cup							
Starchy	½ cup							
Other	K-5: ½ cup Grade 6-8: ½ cup Grade 9-12: ¾ cup							
<b>Fruit</b>								
	Grade K-5: 2 ½ cups (½) Grade 6-8: 2 ½ cups (½) Grade 9-12: 5 cups (1)							
<b>Other</b>								

Washington State fruit and vegetable production record (<http://www.k12.wa.us/childnutrition/programs/nslibp/newmealpatterns.aspx>)

## APPENDIX 4.B

# Basics at a Glance

## Recipe Abbreviations

approx.	= approximate
tsp or t	= teaspoon
Tbsp or T	= tablespoon
c	= cup
pt	= pint
qt	= quart
gal	= gallon
wt	= weight
oz	= ounce
lb or #	= pound (e.g., 3#)
g	= gram
kg	= kilogram
vol	= volume
mL	= milliliter
L	= liter
fl oz	= fluid ounce
No. or #	= number (e.g., #3)
in. or "	= inches (e.g., 12")
°F	= degree Fahrenheit
°C	= degree Celsius or centigrade

## Volume Equivalents for Liquids



60 drops	= 1 tsp	
1 Tbsp	= 3 tsp	= 0.5 fl oz
1/8 cup	= 2 Tbsp	= 1 fl oz
1/4 cup	= 4 Tbsp	= 2 fl oz
1/3 cup	= 5 Tbsp + 1 tsp	= 2.65 fl oz
3/8 cup	= 6 Tbsp	= 3 fl oz
1/2 cup	= 8 Tbsp	= 4 fl oz
5/8 cup	= 10 Tbsp	= 5 fl oz
2/3 cup	= 10 Tbsp + 2 tsp	= 5.3 fl oz
3/4 cup	= 12 Tbsp	= 6 fl oz
7/8 cup	= 14 Tbsp	= 7 fl oz
1 cup	= 16 Tbsp	= 8 fl oz
1/2 pint	= 1 cup	= 8 fl oz
1 pint	= 2 cups	= 16 fl oz
1 quart	= 2 pt	= 32 fl oz
1 gallon	= 4 qt	= 128 fl oz

## Equivalent Weights



16 oz	= 1 lb	= 1.000 lb
12 oz	= 3/4 lb	= 0.750 lb
8 oz	= 1/2 lb	= 0.500 lb
4 oz	= 1/4 lb	= 0.250 lb
1 oz	= 1/16 lb	= 0.063 lb

## Scoops (Dishers)



Size/No. <sup>1</sup>	Level Measure	Color Code <sup>2</sup>
6	2/3 cup	
8	1/2 cup	
10	3/8 cup	
12	1/3 cup	
16	1/4 cup	
20	3-1/3 Tbsp	
24	2-2/3 Tbsp	
30	2 Tbsp	
40	1-2/3 Tbsp	
50	3-3/4 tsp	
60	3-1/4 tsp	
70	2-3/4 tsp	
100	2 tsp	

<sup>1</sup> Scoops are left or right hand or squeeze-type that can be used for both hands. Number on the scoop indicates how many level scoopfuls make one quart. For example, eight No. 8 scoops = 1 quart.



<sup>2</sup> Use colored dots matching the brand-specific color coding of scoop sizes.

## Ladles Portion Servers



Ladle fl oz	Approx. Measure	Portion Server fl oz
1 oz	1/8 cup	1 oz
2 oz	1/4 cup	2 oz
3 oz	3/8 cup	3 oz
4 oz	1/2 cup	4 oz
6 oz	3/4 cup	6 oz
8 oz	1 cup	8 oz
12 oz	1-1/2 cups	—

Ladles and portion servers (measuring-serving spoons that are volume-standardized) are labeled "oz." "Fl oz" would be more accurate since they measure volume, not weight.

Use ladles for serving soups, stews, creamed dishes, sauces, gravies, and other liquid products.

Use portion servers (solid or perforated) for portioning solids and semi-solids such as fruits and vegetables, and condiments.

## Cooking or Serving Spoons



Solid Spoons



Perforated Spoons



Slotted Spoons

Spoons vary in length (11", 13", 15", 18", 21") for ease of use in cooking or serving. Spoons can have plastic handles that are heat-resistant. Level scoops, ladles, and portion servers provide more accurate portion control than serving spoons that are not volume-standardized measure.

## Specialty Spoons



A thumb notch on a server or spoon handle prevents the spoon from slipping into the pan and prevents hands from sliding into the food. Triple-edge (solid or perforated) spoons have a flat edge that increases the area where the spoon touches the bottom of the pan when stirring.

## Fraction to Decimal Equivalents



1/8	= 0.125
1/4	= 0.250
1/3	= 0.333
3/8	= 0.375
1/2	= 0.500
5/8	= 0.625
2/3	= 0.666
3/4	= 0.750
7/8	= 0.875

## Metric Equivalents by Weight



Customary Unit (avoirdupois)	Metric Unit
<b>Ounces (oz)</b>	<b>Grams (g)</b>
1 oz	= 28.35 g
4 oz	= 113.4 g
8 oz	= 226.8 g
16 oz	= 453.6 g
<b>Pounds (lb)</b>	<b>Grams (g)</b>
1 lb	= 453.6 g
2 lb	= 907.2 g
<b>Pounds (lb)</b>	<b>Kilograms (kg)</b>
2.2 lb	= 1 kg (1000 g)



## Metric Equivalents by Volume



Customary Unit (fl oz)	Metric Unit
1 cup (8 fl oz)	= 236.59 mL
1 quart (32 fl oz)	= 946.36 mL
1.5 quarts (48 fl oz)	= 1.42 L
33.818 fl oz	= 1.0 L



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07/2015

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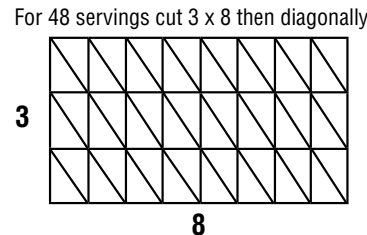
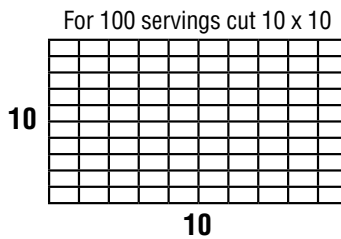
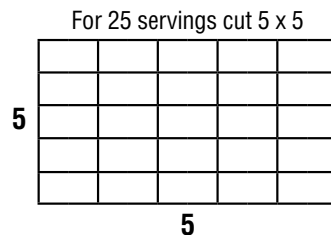
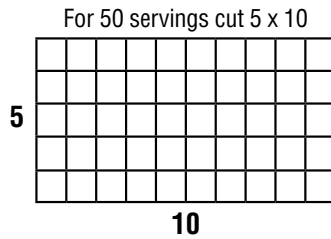
# Steamtable Pan Capacity

Pan Size	Approx. Capacity	Serving Size	Ladle (fl oz)	Scoop #	Approx. # Servings
12" x 20" x 2-1/2" 	2 gal	1/2 cup 3/8 cup 1/3 cup 1/4 cup	4 oz 3 oz 2.65 oz 2 oz	8 10 12 16	64 80 96 128
12" x 20" x 4" 	3-1/2 gal	1/2 cup 3/8 cup 1/3 cup 1/4 cup	4 oz 3 oz 2.65 oz 2 oz	8 10 12 16	112 135 168 224
12" x 20" x 6" 	5 gal	1/2 cup 3/8 cup 1/3 cup 1/4 cup	4 oz 3 oz 2.65 oz 2 oz	8 10 12 16	160 200 240 320

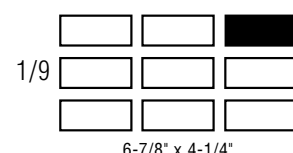
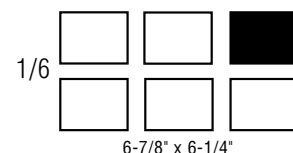
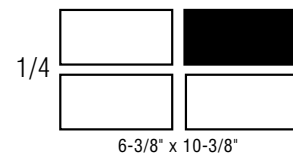
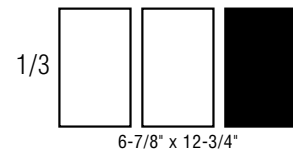
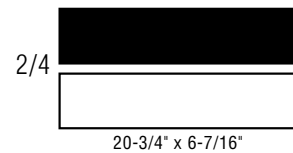
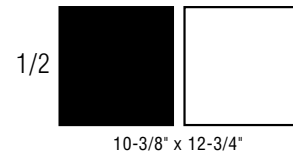
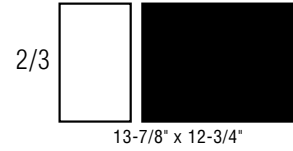
## Approximate Demensions of Serving Sizes from Different Pan Sizes

Pan	Approx. Size	No. and Approx. Size Servings per Pan		
		25	50	100
Baking or steamtable	12" x 20" x 2-1/2"	2" x 3-3/4"	2" x 2"	-----
Sheet or bun	18" x 26" x 1"	3-1/4" x 5"	3-1/4" x 2-1/2"	1-3/4" x 2-1/2"

## Cutting Diagrams for Portioning



## Other Pan Sizes



Steamtable or counter pans are available in various sizes. Smaller size pans may require the use of an adapter bar.



## APPENDIX 4.C

### The Process Approach to Hazard Analysis and Critical Control Point (HACCP)

## Process 1: NO COOK

### Example: Fruit Salad



#### Receive

Control Measures: Known Source, Receiving Temperatures



#### Store

Control Measures: Proper Storage Temperatures, Prevent Cross Contamination, Store away from chemicals

#### Prepare

Control Measures: Personal Hygiene, Restrict III Employees, Prevent Cross Contamination



#### CCP: Cold Holding

**Critical Limit: Hold at 41°F or Below\***  
Check and record temperatures.

#### Serve

Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal Hygiene, Restrict III Employees



Thermometer icon means that taking a temperature is necessary.



Clipboard icon means recording data is necessary.

\* From the 2013 FDA Food Code

## Process 2: Same Day Service

### Example: Baked Chicken



#### Receive

Control Measures: Known Source, Receiving Temperatures



#### Store

Control Measures: Proper Storage Temperatures, Prevent Cross Contamination, Store away from chemicals

#### Prepare

Control Measures: Personal Hygiene, Restrict III Employees, Prevent Cross Contamination



#### CCP: Cook

**Critical Limit: Internal Temperature of 165°F for 15 seconds.\***  
Check and record temperatures.



#### CCP: Cold Holding

**Critical Limit: Hold at no less than 135°F.\***  
Check and record temperatures.

#### Serve

Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal Hygiene, Restrict III Employees



Thermometer icon means that taking a temperature is necessary.



Clipboard icon means recording data is necessary.

\* From the 2013 FDA Food Code

# Process 3: Complex Food Preparation

## Example: Beef and Bean Tamale Pie



### Receive

Control Measures: Known Source, Receiving Temperatures



### Store

Control Measures: Proper Storage Temperatures, Prevent Cross Contamination, Store away from chemicals

### Prepare

Control Measures: Personal Hygiene, Restrict III Employees, Prevent Cross Contamination



### CCP: Cook

**Critical Limit: Cook to 165°F for at least 15 seconds.\***  
Check and record temperatures.



### CCP: Cool

**Critical Limit: Cool to 70°F within 2 hours and from 70°F to 41°F or lower within an additional 4 hours.\***  
Check and record temperatures.



### CCP: Reheat

**Critical Limit: Heat to 165°F for at least 15 seconds.\***  
Check and record temperatures.



### CCP: Hot Hold

**Critical Limit: Hold for hot service at 135°F or higher.\***  
Check and record temperatures.

### Serve

Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal Hygiene, Restrict III Employees



Thermometer icon means that taking a temperature is necessary.



Clipboard icon means recording data is necessary.

\* From the 2013 FDA Food Code

# APPENDIX 5.A

## Product Formulation Statement for Documenting Grains in Child Nutrition Programs (CNP)

*(Crediting Standards Based on Grams of Creditable Grains)*

Child Nutrition (CN) Program Operators should include a copy of the label from the purchased product package in addition to the following information on letterhead signed by an official company representative. CN Program Operators have the option to choose the crediting method that best fits their specific needs for menu planning.

Product Name: \_\_\_\_\_ Code No.: \_\_\_\_\_

Manufacturer: \_\_\_\_\_ Serving Size \_\_\_\_\_  
(raw dough weight may be used to calculate creditable grain amount)

**I. Does the product meet the Whole Grain-Rich Criteria:** Yes \_\_\_\_\_ No \_\_\_\_\_

*(Refer to the Food Buying Guide (FBG) for Child Nutrition Programs — Grains Section.)*

**II. Does the product contain non-creditable grains:** Yes \_\_\_\_\_ No \_\_\_\_\_ **How many grams:** \_\_\_\_\_

*(Products with more than 0.24 ounce (oz.) equivalent (eq.) or 3.99 grams (g) for Groups A-G or 6.99g for Groups H and I of non-creditable grains may not credit towards the grain requirements for school meals.)*

**III. Use Exhibit A: Grain Requirements for Child Nutrition Programs in the FBG to determine if the product fits into Groups A-G (baked goods), Group H (cereal grains) or Group I (RTE breakfast cereals).** *(Different methodologies are applied to calculate servings of grain component based on creditable grains. Groups A-G use the standard of 16g creditable grain per oz. eq.; Group H uses the standard of 28g creditable grain per oz. eq.; and Group I is reported by volume or weight.)*

**Indicate to which Exhibit A Group (A-I) the Product Belongs:** \_\_\_\_\_

DESCRIPTION OF CREDITABLE GRAIN INGREDIENT*	GRAMS OF CREDITABLE GRAIN INGREDIENT PER PORTION <sup>1</sup> A	GRAM STANDARD OF CREDITABLE GRAIN PER OZ. EQUIVALENT (16g or 28g) <sup>2</sup> B	CREDITABLE AMOUNT A ÷ B
<b>Total</b>			
<b>Total Creditable Amount<sup>3</sup></b>			

\* Creditable grains vary by CN Program. See the FBG for specific Program requirements.

<sup>1</sup> (Serving size) **X** (% of creditable grain in formula). Please be aware that serving sizes other than grams must be converted to grams.

<sup>2</sup> Standard grams of creditable grains from the corresponding Group in Exhibit A.

<sup>3</sup> 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. eq.

I certify that the above information is true and correct and that a \_\_\_\_\_ ounce portion of this product (ready for serving) provides \_\_\_\_\_ oz. eq. grains. I further certify that non-creditable grains **are not** above 0.24 oz. eq. per portion. Products with more than 0.24 oz. eq. or 3.99g for Groups A-G or 6.99g for Groups H and I of non-creditable grains may not credit towards the grain requirements for Child Nutrition Programs.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone Number

## Product Formulation Statement for Documenting Grains in Child Nutrition Programs (CNP)

*(Crediting Standards Based on Exhibit A weights per ounce (oz.) equivalent (eq.))*

Child Nutrition (CN) Program Operators should include a copy of the label from the purchased product package in addition to the following information on letterhead signed by an official company representative. CN Program Operators have the option to choose the crediting method that best fits their specific needs for menu planning.

Product Name: \_\_\_\_\_ Code No.: \_\_\_\_\_

Manufacturer: \_\_\_\_\_ Serving Size \_\_\_\_\_

**I. Does the product meet the Whole Grain-Rich Criteria:** Yes \_\_\_\_\_ No \_\_\_\_\_

*(Refer to the Food Buying Guide (FBG) for Child Nutrition Programs – Grains Section.)*

**II. Does the product contain non-creditable grains:** Yes \_\_\_\_\_ No \_\_\_\_\_ **How many grams:** \_\_\_\_\_

*(Products with more than 0.24 oz. eq. or 3.99 grams (g) for Groups A-G and 6.99g for Groups H and I of non-creditable grains may not credit towards the grain requirements.)*

**III. Use Exhibit A: Grain Requirements for Child Nutrition Programs in the FBG to determine if the product fits into Groups A-G (baked goods), Group H (cereal grains) or Group I (RTE breakfast cereals).** *(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 16g creditable grain per oz. eq.; Group H uses the standard of 28g 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 OZ. EQUIVALENT AS LISTED IN THE FBG  B	CREDITABLE AMOUNT  A ÷ B
<b>Total Creditable Amount<sup>1</sup></b>			

<sup>1</sup> 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. eq.

I further certify that the above information is true and correct and that a \_\_\_\_\_ ounce portion of this product (ready for serving) provides \_\_\_\_\_ oz. eq. grains. I further certify that non-creditable grains **are not** above 0.24 oz. eq. per portion. Products with more than 0.24 oz. eq. or 3.99g for Groups A-G or 6.99g for Groups H and I of non-creditable grains may not credit towards the grain requirements for Child Nutrition Programs.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone Number

**Product Formulation Statement (Product Analysis)  
for Meat/Meat Alternate (M/MA) Products in Child Nutrition Programs (CNP)**

Child Nutrition (CN) Program operators should include a copy of the label from the purchased product package in addition to the following information on letterhead signed by an official company representative.

Product Name: \_\_\_\_\_ Code No.: \_\_\_\_\_

Manufacturer: \_\_\_\_\_ Serving Size: \_\_\_\_\_

**I. Meats**

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

DESCRIPTION OF CREDITABLE MEAT INGREDIENTS PER FOOD BUYING GUIDE (FBG)	OUNCES PER RAW PORTION OF CREDITABLE MEAT INGREDIENT	MULTIPLY	FBG YIELD <sup>1</sup>	CREDITABLE AMOUNT <sup>2</sup>
		x		
		x		
		x		
<b>A. Total Creditable Meat Amount<sup>7</sup></b>				

<sup>1</sup> FBG yield = Additional Information Column.

<sup>2</sup> Creditable Amount = Ounces per raw portion of creditable ingredient multiplied by the FBG Yield Information.

**II. Meat Alternates**

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

DESCRIPTION OF CREDITABLE MEAT ALTERNATE INGREDIENTS PER FOOD BUYING GUIDE (FBG)	OUNCES PER RAW PORTION OF CREDITABLE MEAT ALTERNATE INGREDIENT	MULTIPLY	FBG YIELD <sup>4</sup>	DIVIDE	PURCHASE UNIT IN OUNCES	CREDITABLE AMOUNT <sup>2</sup>
		x		÷		
		x		÷		
		x		÷		
<b>B. Total Creditable Meat Alternate Amount<sup>7</sup></b>						

<sup>3</sup> FBG yield = Servings per Purchase Unit Column.

**III. 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 Attachments A and B for each APP used.

DESCRIPTION OF APP, MANUFACTURER'S NAME, AND CODE NUMBER	OUNCES DRY PER APP PORTION	MULTIPLY	% OF PROTEIN AS-IS <sup>5</sup>	DIVIDE BY 18 <sup>6</sup>	CREDITABLE AMOUNT APP <sup>7</sup>
		x		÷	
		x		÷	
		x		÷	
<b>C. Total Creditable APP Amount<sup>7</sup></b>					
<b>D. TOTAL CREDITABLE AMOUNT (A+B+C rounded down to nearest 0.25 oz.)<sup>7</sup></b>					

<sup>4</sup> Percent of Protein As-Is is provided on the attached APP documentation.

<sup>5</sup> 18 is the percent of protein when fully hydrated.

<sup>6</sup> Creditable amount of APP equals ounces of Dry APP multiplied by the percent of protein as-is divided by 18.

<sup>7</sup> Total Creditable Amount must be rounded **down** to the nearest 0.25 oz (1.49 would round down to 1.25 oz meat equivalent). If you are crediting M/MA and APP, you will round down after you have added the Total Creditable Meat, Meat Alternate, and APP Amounts from boxes A,B, and C.

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 Regulations (7 CFR Parts 210, 220, 225, 226, Appendix A) as demonstrated by the attached supplier documentation.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone Number

### Attachment A

#### Requirements for Documenting Alternate Protein Products (APP)

Products formulated using an APP as an ingredient should include APP documentation with the Product Formulation Statement (PFS) to demonstrate how the APP meets the Child Nutrition Program (CNP) Regulations. The APP documentation must be on company letterhead of the manufacturer providing the APP ingredient and include the following:

- a) Providing a statement that the APP meets the requirements found in Appendix A of 7 CFR 210, 220, 225, and 226.
- b) Showing that the product has been processed so that some portion of the non-protein constituents has been removed.
- c) Providing the Protein Digestibility Corrected Amino Acid Score (PDCAAS). The PDCAAS is required to be greater than 80% of casein and indicating how the PDCAAS was determined.
- d) Showing that the protein level is at least 18% by weight when fully hydrated or formulated.
- e) Providing the protein level of an APP on an “as-is” basis for the as-purchased product. Protein is often provided on a moisture free basis (mfb) which is not the information FNS requires.



**Attachment B****Sample supporting documentation for Alternate Protein Products****SOY COMPANY X  
Soy Protein Concentrate Product Y**

Documentation for Company X Product(s) 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 non-protein 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 non protein 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% of casein).
- d) The protein level of Product Y is at least 18% 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% 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 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 ingredient statement for product Y. For example, if the product is uncolored and unflavored the ingredient statement might be “soy protein concentrate” or if the product is colored and textured the ingredient statement might be “textured vegetable protein (soy flour, caramel color)”*

### Product Formulation Statement for Documenting Vegetables and Fruits in School Meal Programs

School Food Authorities (SFAs) should include a copy of the label from the purchased product package in addition to the following information on letterhead signed by an official company representative. Specific vegetable subgroups must be offered weekly and fruit must be served daily for the National School Lunch Program. For more detailed information on meal pattern requirements see the Nutrition Standards for School Meals website at <https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>.

Product Name: \_\_\_\_\_ Code No.: \_\_\_\_\_

Manufacturer: \_\_\_\_\_ Serving Size: \_\_\_\_\_

**I. Vegetable Component**

Please fill out the chart below to determine the creditable amount of vegetables.

DESCRIPTION OF CREDITABLE INGREDIENT PER FOOD BUYING GUIDE (FBG)	VEGETABLE SUBGROUP	OUNCES PER RAW PORTION OF CREDITABLE INGREDIENT	MULTIPLY	FBG YIELD <sup>1</sup>	DIVIDE	PURCHASE UNIT IN OUNCES	CREDITABLE AMOUNT <sup>2</sup> (QUARTER CUPS)
			x		÷		
			x		÷		
			x		÷		
<b>Total Creditable Vegetable Amount:</b>							

<p><sup>1</sup>FBG yield = either Servings per Purchase Unit Column or Additional Information Column, as applicable.</p> <p><sup>2</sup>FBG calculations for vegetables are in quarter cups. See Attachment C for quarter cup to cup conversions.</p> <ul style="list-style-type: none"> <li>Vegetables and vegetable purees credit on volume served. Tomato paste and puree will continue to credit as a calculated volume based on the yields in the FBG.</li> <li>At least 1/8 cup of recognizable vegetable is required to contribute towards the vegetable component or a specific vegetable subgroup.</li> <li>The other vegetable subgroup may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups.</li> <li>School food authorities may offer any vegetable subgroup to meet the total weekly requirement for the additional vegetable subgroup.</li> <li>Please note that raw leafy green vegetables credit as half the volume served in school meals (For example: 1 cup raw spinach credits as 1/2 cup dark green vegetable. Legumes may credit towards the vegetable component or the meat alternate component, but not as both in the same meal. The school menu planner will decide how to incorporate legumes into the school meal. However, a manufacturer should provide documentation to show how legumes contribute towards the vegetable component and the meat alternate component. See chart on the following page for conversion factors</li> <li>The PFS for meat/meat alternate may be used to document how legumes contribute towards the meat alternate component.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="background-color: #d3d3d3;">Total Cups Beans/Peas (Legumes)</td><td> </td></tr> <tr><td style="background-color: #d3d3d3;">Total Cups Dark Green</td><td> </td></tr> <tr><td style="background-color: #d3d3d3;">Total Cups Red/Orange</td><td> </td></tr> <tr><td style="background-color: #d3d3d3;">Total Cups Starchy</td><td> </td></tr> <tr><td style="background-color: #d3d3d3;">Total Cups Other</td><td> </td></tr> </table>	Total Cups Beans/Peas (Legumes)		Total Cups Dark Green		Total Cups Red/Orange		Total Cups Starchy		Total Cups Other	
Total Cups Beans/Peas (Legumes)											
Total Cups Dark Green											
Total Cups Red/Orange											
Total Cups Starchy											
Total Cups Other											

I certify the above information is true and correct and that \_\_\_\_\_ ounce serving of the above product contains

\_\_\_\_\_ cup(s) of \_\_\_\_\_ vegetables.  
(vegetable subgroup)

**II. Fruit Component**

Please fill out the chart below to determine the creditable amount of fruit.

DESCRIPTION OF CREDITABLE INGREDIENT PER FOOD BUYING GUIDE (FBG)	OUNCES PER RAW PORTION OF CREDITABLE INGREDIENT	MULTIPLY	FBG YIELD <sup>1</sup>	DIVIDE	PURCHASE UNIT IN OUNCES	CREDITABLE AMOUNT <sup>2</sup> (QUARTER CUPS)
		x		÷		
		x		÷		
		x		÷		
<b>Total Creditable Fruit Amount:</b>						

<sup>1</sup>FBG yield = either Servings per Purchase Unit Column or Additional Information Column, as applicable.

<sup>2</sup>FBG calculations for vegetables are in quarter cups. See Attachment C for quarter cup to cup conversions.

- Fruits and fruit purees credit on volume served.
- At least 1/8 cup of recognizable fruit is required to contribute towards the fruit component.
- Please note that dried fruits credit as double the volume served in school meals (For example, 1/2 cup raisins credits as 1 cup fruit).

I certify the above information is true and correct and that \_\_\_\_\_ ounce serving of the above product contains \_\_\_\_\_ cup(s) of fruit.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone Number

**Attachment C**

**Quarter Cup to Cup Conversions)**

**Quarter Cup to Cup Conversions\***

- 0.5 Quarter Cups =  $\frac{1}{8}$  Cup vegetable/fruit
- 1.0 Quarter Cups =  $\frac{1}{4}$  Cup vegetable/fruit
- 1.5 Quarter Cups =  $\frac{3}{8}$  Cup vegetable/fruit
- 2.0 Quarter Cups =  $\frac{1}{2}$  Cup vegetable/fruit
- 2.5 Quarter Cups =  $\frac{5}{8}$  Cup vegetable/fruit
- 3.0 Quarter Cups =  $\frac{3}{4}$  Cup vegetable/fruit
- 3.5 Quarter Cups =  $\frac{7}{8}$  Cup vegetable/fruit
- 4.0 Quarter Cups = 1 Cup vegetable/fruit

\*The result of 0.9999 equals  $\frac{1}{8}$  cup  
but a result of 1.0 equals  $\frac{1}{4}$  cup

## APPENDIX 6.A

Sample Medical Statement to Request School Meal Modification for Food Disability – Adapted from Wichita Public Schools

### Medical Statement to Request School Meal Modification

**Important!** Select the applicable meal modification category from the three listed below. Then carefully read and follow the procedures for that category. **The school will return incomplete Medical Statements to the parent/guardian.** If you have questions about this form, contact USD259 Nutrition Services at 973-2178. Return completed form to your school nurse. Parents will need to provide any necessary meals for student until form is processed.

#### 1. Modification due to a disability:

- A school is required to make meal modifications prescribed by a licensed physician to accommodate a student's disability. See the definition of disability on the back of this form.
- Part B of this form must be completed by a licensed physician (MD or DO), physician's assistant (PA), advanced registered nurse practitioner (ARNP), or is authorized to write medical prescriptions under State Law.
- Parts A and C of this form must also be completed before the school can make meal modifications.
- The meal modifications will continue until a licensed physician requests that the modifications be changed or stopped on Form 19-C, which is available from the school.
- It is strongly recommended that a licensed physician annually update the prescribed diet order. If student's dietary needs change, please contact Nutrition Services at 973-2178.

#### 2. Modification due to a food allergy/intolerance, or other medical condition that does not rise to the level of a disability:

- A school has the option to make meal modifications prescribed by a medical authority due to a food allergy/intolerance or other medical condition that does not rise to the level of a disability.
- Part B of this form must be completed by a medical authority who is a licensed physician (MD or DO), physician's assistant (PA), or advanced registered nurse practitioner (ARNP), or is authorized to write medical prescriptions under State Law.
- Parts A and C of this form must also be completed before the school can make meal modifications.
- If a school chooses to make the meal modifications, they will continue until a medical authority requests that the modifications be changed or stopped on Form 19-C, which is available from the school.
- It is strongly recommended that a medical authority annually update the prescribed diet order. If student's dietary needs change, please contact Nutrition Services at 973-2178.

#### 3. Substitution for fluid cow's milk due to lactose intolerance, allergy, vegan diet, religious, ethical or cultural reasons:

- A school has the option to make a substitution for fluid cow's milk that is requested by a parent/guardian, but that is not prescribed by a medical authority.
- Parts A and D of this form must be completed before the school can make a substitution for fluid cow's milk.
- If a school chooses to provide such a substitution, they will continue until a parent/guardian requests that the substitution be changed or stopped on Form 19-C, which is available from the school.

<b>PART A. Student, Parent/Guardian &amp; School Contact Information – To be completed by a parent/guardian or school contact person.</b> Incomplete forms cannot be processed and will be returned.				
Student's Name:	Date of Birth:	School:		
Parent/Guardian's Name:	Parent/Guardian's Phone:			
Parent/Guardian's Email:	Parent/Guardian Cell:			
<b>Please Check meals provided by</b>  <b>Nutrition Services that student will eat:</b>	Pre-K:	<input type="checkbox"/> AM Snack	<input type="checkbox"/> PM Snack	<b>Teacher:</b>
	All other grade levels: <input type="checkbox"/> Breakfast <input type="checkbox"/> Lunch <input type="checkbox"/> Snack			
<b>PART B. Prescribed Diet Order – This part must be completed by a medical authority as specified above.</b>				
<b>Check ONE:</b> <input type="checkbox"/> Student has a disability (including a life-threatening allergy) <input type="checkbox"/> Student has a food allergy/intolerance or other medical condition that does not rise to the level of a disability				
<b>2.</b> Specify the disability, food allergy/intolerance or medical condition related to the prescribed diet order.				
<b>3.</b> If the student has a disability, what major life activity is affected? <i>Example:</i> Allergy to peanuts affects ability to breathe. <input type="checkbox"/> Student Has a Prescribed Epi-Pen				
<b>4.</b> Type of Special Diet: <input type="checkbox"/> Check if student does not require a special diet <input type="checkbox"/> Check if student does require a special diet, please describe: (e.g. low sodium, gluten-free, diabetic, etc.):				
<b>5. Modified Texture:</b>	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Soft	<input type="checkbox"/> Ground	<input type="checkbox"/> Pureed
<b>6. Modified Thickness of Liquids:</b>	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Nectar	<input type="checkbox"/> Honey	<input type="checkbox"/> Spoon or Pudding Thick
<b>7. Special Feeding Equipment:</b> <input type="checkbox"/> Check if not applicable OR list special feeding equipment (e.g. large handled spoon, sippy cup, etc.).				
<b>8. Foods to be Omitted and Substituted:</b> <input type="checkbox"/> Check if not applicable <b>OR</b> check specific foods to be omitted and substituted. If more space is needed, sign and attach additional sheet of paper.  <b>IMPORTANT:</b> For a student who does <u>not</u> have a recognized disability, the only fluid cow's milk substitutions allowed by USDA are: (1) lactose-free fluid cow's milk or (2) a non-dairy beverage with a nutrient profile equivalent to fluid cow's milk as specified in federal regulations. Currently the only beverages meeting these specifications are certain brands of soymilk.				

<b>Dairy</b> (please specify) <input type="checkbox"/> Fluid Milk <input type="checkbox"/> Cheese <input type="checkbox"/> Yogurt <input type="checkbox"/> Cheese Crackers <input type="checkbox"/> All <b>Additional info:</b>		
<b>Eggs</b> (please specify) <input type="checkbox"/> Whole eggs –hard boiled or scrambled <b>or</b> <input type="checkbox"/> Egg as ingredient-albumin (white) & yolk <b>Additional info:</b>		
<b>Other Allergens:</b> <input type="checkbox"/> Wheat <input type="checkbox"/> Peanuts <input type="checkbox"/> Tree Nuts <input type="checkbox"/> Fish <input type="checkbox"/> Shellfish <input type="checkbox"/> Soy* <b>*Soy Allergy:</b> Research states that <i>soy lecithin</i> and <i>soy oil</i> is well tolerated by persons with soy allergy. If student avoids these ingredients please check here <input type="checkbox"/>		
Other foods to be omitted: <i>(please be as specific as possible)</i>	Substitution:	
<b>9. Medical Authority's Information — Must be completed by student's health care provider.   Please Write Clearly</b>		
Signature	Title:	
Printed Name:	Phone:	Date:
<b>PART C. Parent/Guardian Permission – To be completed by a parent/guardian</b>		
I give permission for school personnel responsible for implementing my child's prescribed diet order to discuss my child's special dietary accommodations with any appropriate school staff and to follow the prescribed diet order for my child's school meals. I also give permission for my child's medical authority to further clarify the prescribed diet order on this form if requested to do so by school personnel.		
Parent/Guardian's Signature:		Date:
<b>PART D. Request Substitution for Fluid Cow's Milk due to Lactose Intolerance, Allergy, Vegan Diet, Religious, Cultural or Ethical Reasons – To be completed by a parent/guardian</b>		
<input type="checkbox"/> Instead of fluid cow's milk, please substitute soymilk approved by USDA		
Parent/Guardian's Signature:		Date:

**Definition of Disability:**

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), a “person with a disability” means “any person who has a physical or mental impairment which substantially limits one or more major life activity, has a record of such impairment, or is regarded as having such an impairment.”

Major life activities covered by this definition include caring for one’s self, eating, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working and major bodily functions. The term “physical or mental impairment” includes, but is not limited to, such diseases, conditions, and functions as:

- Orthopedic, visual, speech and hearing impairments
- Cerebral Palsy, Epilepsy, Muscular Dystrophy and Multiple Sclerosis
- Digestive, bowel and bladder
- Neurological and brain
- Respiratory
- Cancer
- Cardiovascular, circulatory and heart
- Metabolic and endocrine
- Food anaphylaxis (severe food allergy)
- Mental retardation
- Emotional illness
- Drug addiction and alcoholism

Individuals who take mitigating measures to improve or control any of the conditions recognized as a disability are still considered to have a disability and require an accommodation.

Source: Wichita Public Schools



## APPENDIX 6.B

***FNS does not require parents/guardians to complete a discontinuation of benefits form***, verbal notification is sufficient. However, schools have the option to require this form.

Sample Discontinuation of Meal Modifications Form

### **Discontinuation of Meal Modifications — Prescribed by a Medical Authority**

Medical Authority's Name \_\_\_\_\_

Student's/Participant's Name \_\_\_\_\_

School/Facility \_\_\_\_\_

I certify that the student/participant named above is no longer in need of the previously prescribed meal modifications effective on the following date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Medical Authority

\_\_\_\_\_  
Date

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
City, State, Zip

### **Discontinuation of Substitution for Fluid Cow's Milk — Requested by a Parent/Guardian**

Name of Student/Participant \_\_\_\_\_

School/Facility \_\_\_\_\_

I certify that the student/participant named above is no longer in need of the previously requested substitution for fluid cow's milk effective on the following date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
City, State, Zip

Source: Wichita Public Schools

## APPENDIX 6.C

### SAMPLE FOOD ALLERGY MANAGEMENT AND PREVENTION PLAN CHECKLIST

Use this checklist to determine if your school or ECE program has appropriate plans in place to promote the health and well-being of children with food allergies. For each priority, check the box to the left if you have plans and practices in place. Develop plans to address the priorities you did not check.

You can also use the checklist to evaluate your response to food allergy emergencies. Ongoing evaluation and improvement can help you improve your plans and actions.

Review the full descriptions of the five priorities (pages 25-40) to make sure that your plans and practices are complete and that your plans for improvement will meet the needs of children, their families, administrators, and staff.

CHECK IF YOU HAVE PLANS OR PROCEDURES	PRIORITIES FOR A FOOD ALLERGY MANAGEMENT AND PREVENTION PLAN
<b>1. Does your school or ECE program ensure the daily management of food allergies for individual children by:</b>	
<input type="checkbox"/>	Developing and using specific procedures to identify children with food allergies?
<input type="checkbox"/>	Developing a plan for managing and reducing risks of food allergic reactions in individual children through an Emergency Care Plan (Food Allergy Action Plan)?
<input type="checkbox"/>	Helping students manage their own food allergies? (Does not apply to ECE programs.)
<b>2. Has your school or ECE program prepared for food allergy emergencies by:</b>	
<input type="checkbox"/>	Setting up communication systems that are easy to use in emergencies?
<input type="checkbox"/>	Making sure staff can get to epinephrine auto-injectors quickly and easily?
<input type="checkbox"/>	Making sure that epinephrine is used when needed and that someone immediately contacts emergency medical services?
<input type="checkbox"/>	Identifying the role of each staff member in a food allergy emergency?
<input type="checkbox"/>	Preparing for food allergy reactions in children without a prior history of food allergies?
<input type="checkbox"/>	Documenting the response to a food allergy emergency?
<b>3. Does your school or ECE program train staff how to manage food allergies and respond to allergy reactions by:</b>	
<input type="checkbox"/>	Providing general training on food allergies for all staff?
<input type="checkbox"/>	Providing in-depth training for staff who have frequent contact with children with food allergies?
<input type="checkbox"/>	Providing specialized training for staff who are responsible for managing the health of children with food allergies on a daily basis?
<b>4. Does your school or ECE program educate children and family members about food allergies by:</b>	
<input type="checkbox"/>	Teaching all children about food allergies?
<input type="checkbox"/>	Teaching all parents and families about food allergies?
<b>5. Does your school or ECE program create and maintain a healthy and safe educational environment by:</b>	
<input type="checkbox"/>	Creating an environment that is as safe as possible from exposure to food allergens?
<input type="checkbox"/>	Developing food-handling policies and procedures to prevent food allergens from unintentionally contacting another food?
<input type="checkbox"/>	Making outside groups aware of food allergy policies and rules when they use school or ECE program facilities before or after operating hours?
<input type="checkbox"/>	Creating a positive psychosocial climate that reduces bullying and social isolation and promotes acceptance and understanding of children with food allergies?

Source: Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs, Center for Disease Control and Prevention

## APPENDIX 7.A



# Evaluation Briefs

No. 3b | January 2009

## Writing SMART Objectives

This brief is about writing SMART objectives. This brief includes an overview of objectives, how to write SMART objectives, a SMART objectives checklist, and examples of SMART objectives.

### Overview of Objectives

For DASH funded partners, program planning includes developing five-year program goals (a broad statement of program purpose that describes the expected long-term effects of a program), strategies (the means or broad approach by which a program will achieve its goals), and annual workplan objectives (statements that describe program results to be achieved and how they will be achieved). Objectives are more immediate than goals; objectives represent annual mileposts that your program needs to achieve in order to accomplish its goals by the end of the five-year funding period. Each year, your workplan objectives should be based on the strategies you have selected to reach your program goals. Because strategies are implemented through objectives and program activities, multiple objectives are generally needed to address a single strategy. Objectives are the basis for monitoring implementation of your strategies and progress toward achieving your program goals. Objectives also help set targets for accountability and are a source for program evaluation questions.

### Writing SMART Objectives

To use an objective to monitor your progress, you need to write it as a SMART objective. A SMART objective is:

#### 1. Specific:

- Objectives should provide the “who” and “what” of program activities.
- Use only one action verb since objectives with more than one verb imply that more than one activity or behavior is being measured.

- Avoid verbs that may have vague meanings to describe intended outcomes (e.g., “understand” or “know”) since it may prove difficult to measure them. Instead, use verbs that document action (e.g., “At the end of the session, the students will list three concerns...”)
- Remember, the greater the specificity, the greater the measurability.

#### 2. Measurable:

- The focus is on “how much” change is expected. Objectives should quantify the amount of change expected. It is impossible to determine whether objectives have been met unless they can be measured.
- The objective provides a reference point from which a change in the target population can clearly be measured.

#### 3. Achievable:

- Objectives should be attainable within a given time frame and with available program resources.

#### 4. Realistic:

- Objectives are most useful when they accurately address the scope of the problem and programmatic steps that can be implemented within a specific time frame.
- Objectives that do not directly relate to the program goal will not help toward achieving the goal.

#### 5. Time-phased:

- Objectives should provide a time frame indicating when the objective will be measured or a time by which the objective will be met.
- Including a time frame in the objectives helps in planning and evaluating the program.



Department of Health and Human Services  
Centers for Disease Control and Prevention



**Objectives Checklist**

Criteria to assess objectives	Yes	No
1. Is the objective SMART? <ul style="list-style-type: none"> <li>▪ <b>Specific:</b> Who? (target population and persons doing the activity) and What? (action/activity)</li> <li>▪ <b>Measurable:</b> How much change is expected</li> <li>▪ <b>Achievable:</b> Can be realistically accomplished given current resources and constraints</li> <li>▪ <b>Realistic:</b> Addresses the scope of the health program and proposes reasonable programmatic steps</li> <li>▪ <b>Time-phased:</b> Provides a timeline indicating when the objective will be met</li> </ul>		
2. Does it relate to a single result?		
3. Is it clearly written?		

**SMART Objectives Examples**

**Non-SMART objective 1:** Teachers will be trained on the selected scientifically based health education curriculum.

This objective is not SMART because it is not *specific*, *measurable*, or *time-phased*. It can be made SMART by *specifically* indicating who is responsible for training the teachers, how many will be trained, who they are, and by when the trainings will be conducted.

**SMART objective 1:** By year two of the project, **LEA staff** will have trained **75% of health education teachers in the school district** on the selected scientifically based health education curriculum.

**Non-SMART objective 2:** 90% of youth participants will participate in lessons on assertive communication skills.

This objective is not SMART because it is not *specific* or *time-phased*. It can be made SMART by *specifically* indicating who will do the activity, by when, and who will participate in lessons on assertive communication skills.

**SMART objective 2:** By the end of the school year, **district health educators** will have delivered lessons on assertive communication skills to 90% of youth participants **in the middle school HIV-prevention curriculum**.

**Resources**

*Brief 3: Goals and Objectives Checklist* Available at <http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>

*Brief 5: Integrating the Strategic Plan, Logic Model, and Workplan.* Available at <http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>

*Strategic Planning Kit for School Health Programs.* Available at [http://www.cdc.gov/HealthyYouth/evaluation/sp\\_toolkit.htm](http://www.cdc.gov/HealthyYouth/evaluation/sp_toolkit.htm)

*Tutorial 3: Writing Good Goals and Smart Objectives.* Available at <http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>

For further information or assistance, contact the Evaluation Research Team at [ert@cdc.gov](mailto:ert@cdc.gov). You can also contact us via our website: <http://www.cdc.gov/healthyouth/evaluation/index.htm>.

## APPENDIX 7.B

### SCHOOL PROMOTION IDEAS AND TOOLS

#### Planning a Promotion?

##### **THINK ABOUT THE “BIG” PICTURE!**

Successful promotions come in all shapes and sizes. Use your imagination and the attached Promotion Planning Worksheet to get started. Remember to think about the “big” picture — what students are interested in and what else is happening at school. Here are items to address when planning a promotion:

##### **Select an objective and target group.**

Decide what you want your promotion to accomplish and whom you want to reach.

##### **Determine a timeframe.**

Will you do a promotion for a day, a week, or an entire month? How long will the planning process take? Do you need school board or administrator approval?

##### **Review your budget.**

How much will the promotion cost? Does it fit into your budget? How far in advance do you need to order materials or supplies?

##### **Check the school calendar.**

You might want to plan promotions to coincide with or support other campus events, such as sports activities, dances, or plays. Or perhaps you want your promotion to be the week’s big splash. National School Lunch Week, National School Breakfast Week, National Nutrition Month, National Salad Month, National Fruit and Vegetable Month, seasonal changes, and holidays can offer opportunities for fun themes. Find a listing at <https://www.fns.usda.gov/tn/team-nutrition>.

##### **Select a title.**

The title needs to get your customers’ attention! “Jump on the Whole Grain Train,” “MyPlate Power,” and “A World of New Tastes” are a few examples.

##### **Plan for publicity.**

You need to plan in advance how you are going to get the word out. Publicity is critical to a successful promotion, but you don’t need to do all the work. Local publicity resources can help, if you initiate the contact and develop working relationships. Can you partner with student reporters or high school marketing class?

##### **Work with student and parent advisory groups.**

You may already be working with an advisory group, but if not, consider setting one up for your special promotion and other activities, too.

##### **Have displays at special events and meetings.**

Announce your promotion by having a display table and brochures available during activities such as health fairs, back-to-school night, kindergarten orientation, and parent-teacher association meetings.

### SAMPLE PROMOTION PLANNING WORKSHEET

<b>1. Objective:</b>			
Activity:			
Food Items:			
<b>2. Target Group: (Check one or more)</b>			
<input type="checkbox"/> Students	<input type="checkbox"/> Parents	<input type="checkbox"/> Teachers	<input type="checkbox"/> Administrators
<b>3. Date(s):</b>			
Coincides with campus events?		Holidays?	
<b>4. Theme and Title:</b>			
<b>5. Publicity:</b>			
(a) Print:			
(b) Media:			
(c) Other:			
<b>6. Dress/Decorations/Merchandising Tools:</b>			
<b>7. Incentives/Prizes:</b>			
<b>8. Who Is Responsible?</b>			

**9. Costs/Expenses:****10. Evaluation:** Complete after your promotion by circling the appropriate numbers below.

	Poor	Satisfactory	Good	Excellent
How well did this promotion accomplish our objective(s)?	1	2	3	4
If a new food item was introduced, was it well received?	1	2	3	4
How did students respond?	1	2	3	4
How did staff respond?	1	2	3	4

**Other Notes**

### **WANT TO GET STUDENTS' ATTENTION? TRY THESE PROMOTIONAL TOOLS**

Many merchandising options exist that get students' attention. Use them in combination for best results!

#### **Displays:**

A variety of display equipment can work well in a school setting. Kiosks, photo boxes, and free-standing poster boards or easels are just a few. Use them to promote new menu items, advertise theme days, and spread the word that it is fun to eat at school.

#### **Bulletin Boards:**

Do your students have time to read when they are waiting in the serving line? Bulletin boards — especially if they're fun to look at — can spark students' interest and extend an exciting invitation to learn. Designate one bulletin board for monthly promotions and one for general nutrition. You might be surprised at how interested students are!

#### **Costumes or Special Accessories:**

When you are doing a promotion, have your staff dress for success! Make an event fashionable and fun with employees wearing buttons, aprons, hats, T-shirts, or costumes. You can make your own costumes or borrow or rent them.

#### **Posters and Banners:**

Perfect for a wall or even the wide side of a salad bar, banners can help add color and excitement to your cafeteria setting. Plus, they are inexpensive to do! Check out the free posters available through Team Nutrition (<https://www.fns.usda.gov/tn/resource-library>).

#### **Signs:**

When trying to expand your customer base, place signs outside the cafeteria and in other areas around the school campus.

#### **Social Media:**

Be a part of the newest trends and catch students' attention via social media outlets, like Facebook, Twitter, and Instagram. Promoting the month's menus or special events taking place can create anticipation and highlight the new tactics you have adopted to take your meal participation to the next level.

#### **Music and Props:**

Music can help set the stage for theme days, but it is great for regular days, too. Play music in the cafeteria while students are eating. Use music on the intercom system to get students' attention during morning announcements. Place theme props near lunchroom entrances, in serving lines, and in other visible locations.



## **WANT TO GET STUDENTS' ATTENTION? USE PRIZES AND SURPRISES**

Students love prizes and surprises! Use them to increase participation. Reward young children for selecting new food items, and in general to make eating at school fun. Here are some ideas:

### **“Reach Into the Surprise Can”:**

Make school lunch a special occasion with a “Surprise Can.” Each student who buys a reimbursable school lunch (instead of a la carte items) gets to reach in and take a card. The lucky winner’s card would announce a small prize.

### **Water Bottles, Duffel Bags, Frisbees®, T-Shirts:**

Promote healthy exercise and eating habits by giving larger prizes. Look for sources of promotional materials, such as local sports stores and athletic associations.

### **Lucky Sticker Day:**

Young children love stickers. When students try new foods, reward them with a sticker. Use stickers to add excitement to the lunch line — put stickers on some of the trays and give small prizes to the lucky students who get them. Check the Team Nutrition resource library (<https://www.fns.usda.gov/tn/resource-library>) for stickers and other resources.

### **Pencils for Learning:**

Plan a word game that features foods for a healthy diet and give out pencils to students who play.

### **Poster Contest:**

Challenge elementary students to have a poster contest. The winning class gets a private party in the cafeteria with tablecloths and decorations.

### **“Wake Up to Nutrition”:**

Add excitement by telling students an alarm clock or timer will go off sometime during the meal service. Whoever is at the cash register when the buzzer sounds will get a prize.

### **Magnets To Take Home:**

At the beginning of the school year, give refrigerator magnets to students for posting school menus at home. Magnets featuring your logo help students and parents remember your program throughout the school year. If you don’t have a logo, consider developing one!

### **Special Visitor:**

Invite a local hero or a celebrity, such as a local firefighter or professional athlete, to dine with your students or have a costumed mascot visit the cafeteria. A staff member or parent volunteer can wear the costume and give a pep talk to get students involved in and excited about what’s happening in their meal programs.

### **“Take a Taste”:**

Invite students to take a taste. For example, give out food samples at the entrance to the cafeteria or at the beginning of the serving line. (For added fun, have a costumed mascot offer samples to students waiting in line.) Have classroom or lunchroom tasting parties and let the students sample new items in advance. Then, use that feedback!

For additional ideas and resources, visit USDA Team Nutrition (<https://www.fns.usda.gov/tn/team-nutrition>) and the Institute of Child Nutrition (<http://www.theicn.org/>).