

Reimbursable School Meals

Instructor's Manual

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Institute of Child Nutrition

The University of Mississippi, School of Applied Sciences
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Institute of Child Nutrition

The University of Mississippi

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PURPOSE

Improve the operation of child nutrition programs through research, education and training, and information dissemination.

VISION

Lead the nation in providing research, education, and resources to promote excellence in child nutrition programs.

MISSION

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs.

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Lessons-at-a-Glance

240 minutes, 4 hours

Time	Topic	Task	Materials
Introduction			
5 minutes	■ Overview	■ Introduce topic	■ Slide Presentation ■ Participant's Workbook
20 minutes	■ Pre-Assessment ■ Introduction	■ Distribute and collect pre-assessment ■ Facilitate Icebreaker activity	■ Slide Presentation ■ Participant's Workbook ■ Index Cards ■ Flip Chart Paper ■ Markers
5 minutes	■ USDA Professional Standards	■ Review <ul style="list-style-type: none"> ○ USDA Professional Standards ○ ICN Learning Objectives ○ Key Terms 	■ Slide Presentation ■ Participant's Workbook ■ Flip Chart ■ Markers
Lesson 1: Reimbursable School Meal Components			
Objective: Identify the school lunch and breakfast reimbursable meal components.			
20 minutes	■ Reimbursable Meal Components	■ Review <ul style="list-style-type: none"> ○ Menu planner ○ Menu choices ○ Grade groups ○ School lunch and breakfast calorie range ○ Review lunch and breakfast food components ○ Food items 	■ Slide Presentation ■ Participant's Workbook

Lessons-at-a-Glance, continued

Time	Topic	Task	Materials
Lesson 2: Fruit Requirements for School Meals			
Objective: Identify the school lunch and breakfast fruit component requirements.			
20 minutes	<ul style="list-style-type: none"> ■ Fruit Component and Requirements 	<ul style="list-style-type: none"> ■ Review <ul style="list-style-type: none"> ○ Fruit component ○ Fruit component requirements for a reimbursable lunch ○ Fruit component requirements for lunch ○ Fruit component requirements for breakfast ○ Juice ○ Dried fruit ■ Facilitate School Meals Fruit Component Requirements Worksheet activity 	<ul style="list-style-type: none"> ■ Slide Presentation ■ Participant's Workbook
Lesson 3: Vegetable requirements for School Meals			
Objective: Identify the school lunch vegetable component requirements.			
30 minutes	<ul style="list-style-type: none"> ■ Vegetable Component and Requirements 	<ul style="list-style-type: none"> ■ Review <ul style="list-style-type: none"> ○ Vegetable component requirements for lunch ○ Vegetable subgroups ○ Subgroups ○ Subgroups requirements ○ Dark green vegetable ○ Crediting dark green vegetables ○ Red/orange vegetables ○ Legumes vegetable subgroup ○ Legumes (Beans/Peas) ○ Starchy vegetables ○ Other vegetables ○ Vegetable mixtures ■ Facilitate Vegetable K-8 Menu Worksheet activity 	<ul style="list-style-type: none"> ■ Slide Presentation ■ Participant's Workbook

Lessons-at-a-Glance, continued

Time	Topic	Task	Materials
Lesson 4: Grains Requirements for School Meals			
Objective: Identify the school lunch and breakfast grains component requirements.			
20 minutes	<ul style="list-style-type: none"> ■ Grains Component and Requirements 	<ul style="list-style-type: none"> ■ Review <ul style="list-style-type: none"> ○ Grains requirements lunch ○ Grains-requirements breakfast ■ Facilitate Grains Component Worksheet activity 	<ul style="list-style-type: none"> ■ Slide Presentation ■ Participant's Workbook
Lesson 5: Meats/Meat Alternates Requirements for School Lunch			
Objective: Identify the school lunch vegetable component requirements.			
20 minutes	<ul style="list-style-type: none"> ■ Meats/Meat Alternates Component and Requirements 	<ul style="list-style-type: none"> ■ Review <ul style="list-style-type: none"> ⊕ Meats/Meat Alternates (M/MA) requirements ○ Beef, fish, poultry ○ Nuts and seeds ○ Nut butters ○ Nuts and seeds ○ Tofu ○ Crediting tofu ○ Firm or extra firm tofu ○ Soft or silken tofu ○ Yogurt ○ Cheese and eggs ○ Dry beans or peas ○ "Immature" or "fresh" ○ Meat alternate or vegetables ○ Cooked beans ○ Legume activity ■ Facilitate Legume activity ■ Review (briefly) Qualifying Legumes (Beans/Peas) Handout 	<ul style="list-style-type: none"> ■ Slide Presentation ■ Participant's Workbook

Lessons-at-a-Glance, continued

Time	Topic	Task	Materials
Lesson 6: Fluid Milk Requirements for School Meals			
Objective: Identify the school lunch and breakfast fluid milk component requirements.			
20 minutes	<ul style="list-style-type: none"> Fluid Milk Requirements for School Meals 	<ul style="list-style-type: none"> Review <ul style="list-style-type: none"> Fluid milk requirements Milk substitutions Water Shelf stable, dried, semi dried meat, poultry, seafood snacks Coconut, hominy, popcorn, surimi seafood, and tempeh Sodium 	<ul style="list-style-type: none"> Slide Presentation Participant's Workbook
Lesson 7: Reimbursable OVS Lunch Meal Meats/Meat Alternates Requirements for School Lunch			
Objective: Recognize and OVS lunch meal.			
20 minutes	<ul style="list-style-type: none"> Reimbursable OVS Lunch Meals 	<ul style="list-style-type: none"> Review <ul style="list-style-type: none"> Offer versus Serve (OVS) concept OVS Planned, offered, selected OVS lunch "Extra" foods, extra calories Selecting additional fruits and vegetables Fruits and vegetables components for lunch Fruits and vegetables Fruits and vegetables lunch scenarios Selecting three components K-8 lunch speed round Facilitate Speed Round activity 	<ul style="list-style-type: none"> Slide Presentation Participant's Workbook

Lessons-at-a-Glance, continued

Time	Topic	Task	Materials
Lesson 8: Reimbursable OVS Breakfast Meals			
Objective: Recognize an OVS reimbursable breakfast meal.			
30 minutes	<ul style="list-style-type: none"> ■ Reimbursable OVS Breakfast Meal 	<ul style="list-style-type: none"> ■ Review <ul style="list-style-type: none"> ○ Discuss ○ Food components for OVS breakfast ○ OVS breakfast ○ OVS breakfast choices ○ Example breakfast choices for the fruit component ○ Combination foods ○ Smoothies ○ Breakfast M/MA ○ Breakfast scenarios ■ Facilitate Breakfast Scenarios Worksheet activity <ul style="list-style-type: none"> ○ Scenario: Four Food Items Breakfast Menu Example ○ Scenario: Five Food Items Breakfast Menu Example ○ Scenario: Combination Food Breakfast Menu Example ○ Scenario: Meat/Meat Alternate in Place of Grains Breakfast Menu Example ○ Scenario: "Extra" Food Breakfast Menu Example 	<ul style="list-style-type: none"> ■ Slide Presentation ■ Participant's Workbook ■ Calculator

Lessons-at-a-Glance, continued

Lesson 9: Unit Price			
Objective: Discuss unit prices for a reimbursable meal.			
30 minutes	<ul style="list-style-type: none"> ■ Unit Price ■ Wrap Up 	<ul style="list-style-type: none"> ■ Discuss <ul style="list-style-type: none"> ○ Unit price ○ Unit price reimbursable meals ○ OVS and a la carte sales ○ Signage ○ Clear signage ○ Signage exceptions ■ Facilitate K–8 Breakfast Menu Example Worksheet activity ■ Facilitate Take-Home Message activity ■ Wrap up ■ Distribute and collect the post-assessment ■ Distribute and collect the ICN evaluation 	<ul style="list-style-type: none"> ■ Slide Presentation ■ Participant's Workbook ■ Flip Chart ■ Markers ■ Post-assessment ■ Evaluation

Preparation Checklist

Instructions: Use the checklist to prepare for the training session.

Task	Person Responsible	Completion Date	Completed Task
Reserve equipment and gather supplies as needed for use on the day of the class (6 weeks prior). <ul style="list-style-type: none"> ■ Instructor's Manual ■ Roster of participants attending for instructor ■ Participants' sign-in sheet ■ Name tags and table tents (one for each participant) ■ Sticky notes, index cards ■ Ground Rules ■ Agenda ■ Pre-/Post-Assessment ■ Participants' Workbooks ■ Training Evaluations ■ Certificates of Completion 			
List of equipment and supplies needed <ul style="list-style-type: none"> ■ Microphone, preferably wireless ■ Computer to present slides ■ Projector, wireless presenter device, and slide advancer ■ Screen ■ Flip chart paper (with self-adhesive strips) or white board, if available ■ Painter's tape (Do not use masking tape.) ■ Assorted color markers (flip chart or white board) 			

Introduction

Instructor's Note: Prior to beginning the session, place the class materials on the tables, post the Ground Rules mini posters, and create a flip chart paper labeled "Bike Rack."

Greet the arriving participants and direct them to a table that includes the participants' materials.

SHOW SLIDE: School Reimbursable Meals

SAY:

School reimbursable meals are required to meet specific nutrition standards in addition to the required food components/food items. The school meals program menu requirements reflect the key food groups recommended by the *Dietary Guidelines for Americans*.

School meal requirements focus on food components, not nutrients. Students and their parents/guardians need to be aware of what is included in school meals. Students, so they know how to select a reimbursable meal, and parents/guardians, so they can reinforce nutrition education messages at home.

SHOW SLIDE: Training

SAY:

This training provides general concepts to help directors, managers, and school nutrition staff understand the general requirements for a reimbursable lunch and breakfast meal under the National School Lunch Program (NSLP) and National School Breakfast Program (SBP). It contains activities that reinforce key messages to help you identify a reimbursable meal using the Offer Versus Serve (OVS) option.

To help guide you through this training, the Institute of Child Nutrition has provided each of you with a Participant's Workbook. The workbook contains important information and activities developed specifically for this training. On the upper right corner of the slides, you will see a reference to the corresponding lesson in the Participant's Workbook.

This training will cover a variety of topics so questions are highly encouraged. Because all your questions are important, please write them on self-adhesive notes, and post them to the Bike Rack. Sometimes questions may require research or a longer answer than time allows at that point.

DO:

Determine the makeup of the audience by asking for a show of hands of various positions represented at the training (e.g. school nutrition directors, cafeteria managers, other cafeteria staff, State agency, school administrators). Confirm participants have all the necessary materials for the lesson. Circulate the sign-in sheet, and request each participant sign the sheet. Point out the location of the restrooms and water fountain/beverages to the group.

SHOW SLIDE: *Training Overview***SAY:**

This training will discuss the following topics:

- Reimbursable school meals
- Fruit requirements for school meals
- Vegetable requirements for school meals
- Grain requirements for school meals
- Meat/Meat Alternate (M/MA) requirements for school meals
- Milk requirements for school meals
- Reimbursable OVS lunch meals
- Reimbursable OVS breakfast meals
- Unit price

Each topic will include a number of sub-topics, many of which will include activities to reinforce the concept.

SHOW SLIDE: *Comfort Level***SAY:**

During this training, we encourage you to determine your level of participation based on your individual needs.

SHOW SLIDE: *Pre-Assessment***SAY:**

A pre-assessment is a training tool that provides the participants' baseline knowledge of the training topic. Please select a unique identifier, and place it on the top right corner of the page. You will need to remember your identifier for the post-assessment.

(Activity): Pre-Assessment**DO:**

Distribute the pre-assessment. Ask participants to place an identifier on the top right corner of the handout. State that the same identifier will be used at the conclusion of the training on the post-assessment. Remind participants it is not necessary for them to write their names on the pre-/post-assessments. Collect the assessments when the activity is completed.

SHOW SLIDE: Icebreaker**SAY:**

We are going to do a quick icebreaker activity. This activity will help you meet new people and identify what you would like to learn about a reimbursable school meal.

(Activity): Icebreaker**SAY:**

Navigate around the room, locate someone you do not know and introduce yourself to that individual. Describe in no more than five words what you would like to learn about a reimbursable school meal. At the end of the activity, you will introduce each other to the rest of the group and state the individual's response.

DO:

Write the participants' responses on flip chart paper. List the responses. Once all participants have had a chance to respond, say, "This is quite an impressive list."

Instructor's Note: Time is critical, so keep the pace fast for this activity. At the conclusion of the activity, if you have not already been introduced, provide a brief overview of your background, school nutrition interests, and your experiences.

SHOW SLIDE: *USDA Professional Standards and Learning Objectives*

SAY:

On March 2, 2015, USDA's Food and Nutrition Services (FNS) published the Professional Standards for school nutrition professionals. The rule requires a minimum amount of annual training hours for all state directors of school nutrition programs, state directors of distributing agencies, school nutrition program directors, managers, and staff. Required training topic areas will vary according to position and job requirements. There are also minimum hiring standards for new state directors of school nutrition programs, state directors of distributing agencies that oversee USDA Foods, and school nutrition program directors.

The USDA Professional Standards and Learning Objectives serve as a foundation for this training.

Let's take a few minutes to review the **USDA Professional Standards, ICN Competencies, and Learning Objectives Handout** in the Participant's Workbook for this training.

DO:

Refer participants to the **USDA Professional Standards, ICN Competencies, and Learning Objectives Handout** located in the Participant's Workbook. Briefly review the information.

(Workbook): USDA Professional Standards and Learning Objectives Handout

USDA Professional Standards and Learning Objectives Handout

USDA Professional Standards

Key Area 1 Nutrition

1100

- Plan menus that meet USDA nutrition requirements for reimbursable meals including calculating meal components.

Key Area 2 Operations

2200

- Use Offer Versus Serve correctly

2300

- Cashier and Point of Service (POS)

ICN Competencies

Competency 8.4: Follows policies and procedures for maintaining food production records for the school nutrition program.

ICN Learning Objectives

Using the information provided in this training, participants will

- identify the school lunch and breakfast reimbursable meal components,
- identify the school lunch and breakfast fruit component requirements,
- identify the school lunch vegetable component requirements,
- identify the school lunch and breakfast grains component requirements,
- identify the school lunch and breakfast fluid milk component requirements,
- identify the school lunch and breakfast meat/meat alternate component requirements,

USDA Professional Standards and Learning Objectives Handout, continued

- recognize an OVS reimbursable lunch meal,
- recognize an OVS reimbursable breakfast meal, and
- discuss unit prices for a reimbursable meal.

SHOW SLIDE: *Key Terms***SAY:**

Key terms are included in the discussion of this training. Some of the terms and definitions listed may not be included in the training but may serve as a reference at another time. Let's take a few minutes to review the **Key Terms Handout** located in the Participant's Workbook.

(Workbook): Key Terms Handout**DO:**

Refer participants to the **Key Terms Handout** located in the Participant's Workbook. Briefly review the information.

Instructor's Note: *Time does not allow reviewing all of the terms and definitions. Specifically, review:*

- Food Component—Breakfast
- Food Component—Lunch
- Food Item—Breakfast
- Food Item—Lunch

Key Terms Handout

Food Bars

Schools are encouraged to use food bars and salad bars as a way to offer a wider variety of vegetables and fruits and to lower plate waste. Food and salad bars are permitted with OVS because they offer a lot of variety, which may facilitate students selecting foods they will consume.

Food Component—Breakfast

A food component is one of the three food groups that comprise a reimbursable breakfast. The three food components to be offered to all students at breakfast are fruits (or vegetables as substitute), grains (with optional meat/meat alternate items allowed), and fluid milk. For the purposes of OVS, a school must offer at least four food items from the three required food components (grains, fruits, fluid milk) in at least the daily minimum amounts. Under OVS, the student must select three food items, including at least $\frac{1}{2}$ cup of fruits, to have a reimbursable breakfast.

Food Component—Lunch

A food component is one of the five food groups that comprise a reimbursable lunch. For OVS, a reimbursable lunch includes the selection of three or more of the components (meat/meat alternate, grains, vegetables, fruits, and fluid milk) and one of the components must be a minimum $\frac{1}{2}$ cup of fruits and/or vegetables. For other components to be credited for OVS, the student must have the minimum required daily serving for each component.

Key Terms Handout, continued

Food Item—Breakfast

A food item is a specific food offered in a reimbursable breakfast from the three food components. For the purposes of OVS, a school must offer at least four food items from the three required food components (fruits, grains, milk). Under OVS, the student must select three food items, including at least $\frac{1}{2}$ cup of fruits or vegetables, to have a reimbursable breakfast. The food items selected may be from any of the required components and must be in the required minimum amounts. Depending on the planned menu, the student may need to select more than one food item to have the minimum quantity needed for a component to be credited.

Food Item—Lunch

A food item is a specific food offered in a reimbursable lunch from the five food components. For example, a hamburger patty on a bun is one food item with two of the five food components (meat/meat alternate and grains). Separate $\frac{1}{2}$ cup servings of peaches, applesauce, and pears are three food items that, when selected, comprise one component (fruit).

Grade Groups

Schools must plan lunch and breakfast menus using the grade groups K–5, 6–8, and 9–12. These groups reflect predominant school grade configurations. Specific amounts of foods and average calories levels are required for a meal to be considered a healthy school meal depending on the grade groups.

Key Terms Handout, continued

Meal Service Systems

There are a number of different systems used by schools to offer their students reimbursable meals. For example, a school may have cafeteria-style service, kiosks, meals in the classroom, or vending machines. At the senior high school level, OVS is required at lunch unless the school or School Food Authority (SFA) demonstrates to the State agency that their system does not accommodate OVS.

National School Lunch Program (NSLP)

The National School Lunch Program (NSLP) is a federally assisted meal program operating in over 100,000 public and non-profit private schools and residential child care institutions. In 1998, Congress expanded the NSLP to include reimbursement for snacks served to children through 18 years of age in afterschool educational and enrichment programs to include children. The Food and Nutrition Service (FNS) administers the program at the Federal level. At the State level, the NSLP is usually administered by State education agencies, which operate the program through agreements with school food authorities.

Offer Versus Serve (OVS)

Offer versus serve (OVS) is a concept that applies to menu planning and the meal service. OVS allows students to decline some of the food offered in a reimbursable lunch or breakfast. At the senior high school level, OVS is required at lunch unless the school or School Food Authority (SFA) demonstrates to the State agency that their system does not accommodate OVS. The goals of OVS are to reduce food waste and to permit students to choose the foods they want to eat.

Key Terms Handout, continued

Offer Versus Serve (OVS), continued

OVS is optional for SFAs providing meals through the at-risk afterschool meals component of the Child and Adult Care Food Program (CACFP). OVS is also optional for summer meals offered by SFAs through the Summer Food Service Program. When used for these programs, SFAs must follow the applicable requirements outlined in this guidance. OVS cannot be used for snacks in any program, since the meal patterns for snack service do not include enough food for a child to decline food and have a reimbursable snack.

Pre-Packaged Meals (Bagged or “Grab and Go” Meals)

Pre-packaged meals are allowed at all levels. For senior high schools, if this is the only system available for the NSLP, OVS, for all or some components, must be implemented unless a school was approved by the State agency to not implement it. Even with such approval, schools are encouraged to have some food components/food items with choices and/or the option to decline, such as milk. If these meals are offered as part of breakfast in the classroom, field trips, or for students leaving the campus for work study, OVS is not required, even at the senior high school level with State agency approval.

School Breakfast Program (SBP)

The School Breakfast Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It began as a pilot project in 1966 and was made permanent in 1975. The SBP is administered at the Federal level by the FNS. At the State level, the program is usually administered by State education agencies, which operate the program through agreements with local school food authorities in more than 89,000 schools and institutions.

Key Terms Handout, continued

School Day

School day means, for the purpose of competitive foods for sale, the period from the midnight before, to 30 minutes after the end of the official school day. Food available for sale to students during that time, outside of the lunch and breakfast programs, must comply with the Smart Snacks requirements.

School Food Authority (SFA)

The School Food Authority is the governing body responsible for the administration of the food service operation in one or more schools and has legal authority to operate the National School Lunch Program and/or School Breakfast Program.

School Week

A school week refers the period of time used to determine compliance with the meal requirements. The period generally is a normal school week of five consecutive days. For schools with occasional decreases in the length of the school week, due to holidays for example, the menus do not have to be adjusted, but menu planners must plan their menus in a way that is consistent with the intent of the meal patterns. Planners should make sure they do not consistently fail to offer certain vegetable subgroups or offer grains and meat/meat alternates in portions that would meet or exceed the weekly requirements.

Key Terms Handout, continued

Unit Price

School meals must be priced (for the paid and reduced price categories) as a unit. One price is established for a complete reimbursable meal in the paid meal category, and one price is established for a complete reimbursable meal in the reduced price meal category. The SFA may set different unit prices for various combinations of foods offered. For example, if students are offered reimbursable meals centered around a variety of entrées, such as a hamburger, chef's salad, lasagna, or a turkey sandwich, the SFA may set four unit prices depending on which entrée is selected. Students who are eligible for reduced price meals must have access to all reimbursable meal combinations. If different unit prices are charged for menu options, students who are eligible for reduced price meals must pay only the reduced rate regardless of the unit prices for paid lunches.

Lesson 1: Reimbursable School Meals

Objective: Identify the school lunch and breakfast reimbursable meal components.

SHOW SLIDE: *Menu Planner*

SAY:

For reimbursement, the menu planner must plan and offer lunches and breakfasts that meet all applicable meal pattern requirements, including providing all students access to the required meal components and amounts. The menu planner is responsible for developing healthy meals that meet Federal regulations for the school meals program and are accepted by the students.

Menu planning skills include creating menus that

- are compliant with Federal regulations;
- are student pleasing;
- can be prepared within the limits of the operation;
- include textures, colors, and flavors; and
- include a variety of choices.

Remember, it is the role of the menu planner to plan reimbursable meals and communicate clear messages to the school nutrition staff. It is the role of the individual that prepares and/or serves, and cashiers to follow the directions intended by the menu planner and ensuring the students selects a reimbursable meal.

SHOW SLIDE: *Menu Choices***SAY:**

Menus should reflect student preferences and, as much as possible, offer choices within the components. For example, the menu planner may choose to offer choices within the same component such as allowing students to select a bagel or toast or allowing students to select two out of three vegetables. Choices provide students many opportunities to build a healthy meal. Choices can also increase the likelihood that students will select the foods and beverages they prefer, which increases consumption and reduces waste.

SHOW SLIDE: *Grade Groups***SAY:**

Schools must plan lunch and breakfast menus using the grade groups K–5, 6–8, and 9–12. Specific amount of foods and average calorie levels are required for a meal to be considered a healthy school meal depending on the grade groups. Check with your State agency if your district has an unusual grade configuration.

SHOW SLIDE: *School Lunch Calorie Range***SAY:**

The calorie requirements for grades K–5 (550–650 average calories per week) and grades 6–8 (600–700 average calories per week) overlap. Therefore, a school could offer both grade groups a single lunch menu with a range of 600–650 average calories per week to meet the requirement for each grade group.

Reimbursable Lunch Calorie Range Average Calories/Week		
Grades K–5	Grades 6–8	Grades 9–12
550–650	600–700	750–850

DO:

Review the reimbursable lunch calorie range located on the slide.

SHOW SLIDE: *School Breakfast Calorie Range*

SAY:

The calorie requirements for grades K–5 (350–500 average calories per week), grades 6–8 (400–550 average calories per week), and grades 9–12 (450–600 average calories per week) overlap. Therefore, a school could offer both grade groups a single breakfast menu with a range of 450–500 average calories per week to meet the requirement for each grade group.

School Breakfast Calorie Range Average Calorie /Week		
Grades K–5	Grades 6–8	Grades 9–12
350–500	400–550	450–600

DO:

Review the reimbursable breakfast calorie range located on the slide.

SHOW SLIDE: Food Components for School Meals**SAY:**

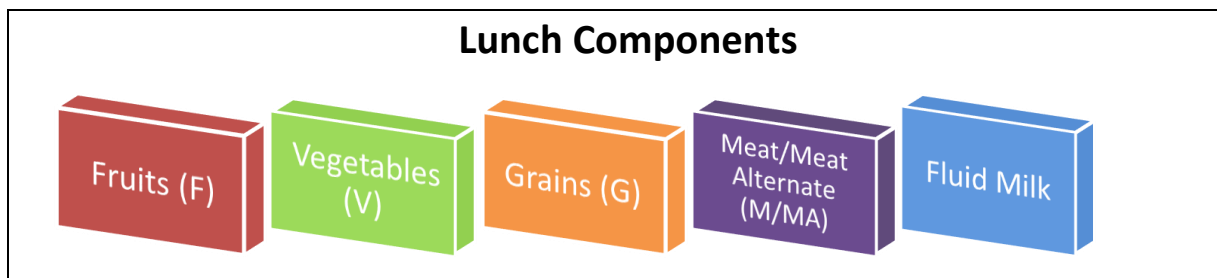
A food component is one of the food groups that comprises a reimbursable lunch or breakfast. There are five required food components at lunch and three required food components at breakfast. Food components must be offered in at least the daily minimum required amounts and weekly minimum amounts, if applicable.

Lunch and breakfast meal components share many similarities and have some distinctive requirements specific for each meal. We will discuss the similarities and the specific requirements throughout this training.

SHOW SLIDE: Food Components for Lunch**SAY:**

The food components that must be offered in a reimbursable lunch are

- fruits,
- vegetables,
- grains,
- meats/meat alternates (M/MA), and
- fluid milk.

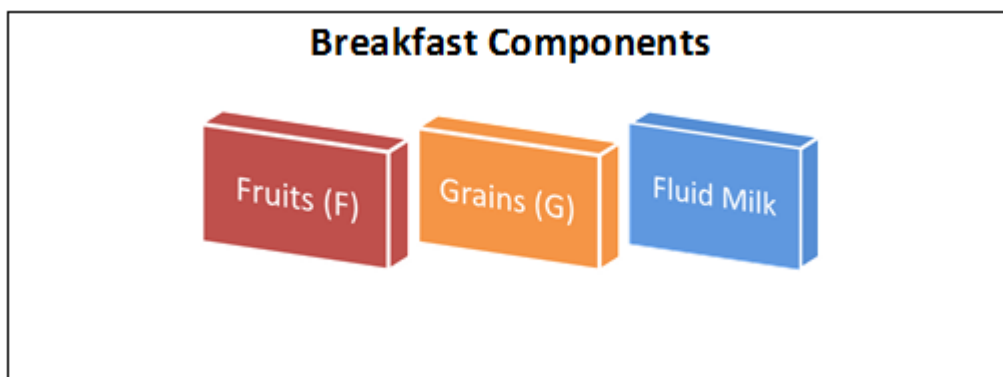


Instructor's note: Please note that in the descriptions on the individual components (fruit, vegetables, meat/meat alternate, and grains), information that applies to each of these components may be intentionally repeated.

SHOW SLIDE: *Food Components for Breakfast***SAY:**

Now that we have reviewed the lunch food components, we will begin our discussion on breakfast. The food components that must be offered in a reimbursable breakfast are

- fruits (or vegetables as a substitute),
- grains (or optional meat/meat alternate), and
- fluid milk.

**SHOW SLIDE: *Food Items*****SAY:**

A food item is a specific food offered in a reimbursable lunch from the five food components. Food items may include multiple choices from any of the required components and must be offered in the minimum quantity for the component to be credited. For example, separate $\frac{1}{2}$ cup servings of peaches, applesauce, and pears are three food items that, when selected, comprise one component (fruit). Although three different choices or food items are offered, all of the choices are from the same food component (fruit).

A breakfast food item is a specific food offered in a reimbursable breakfast from the three food components. For the purposes of Offer Versus Serve (OVS), a school must offer at least four food items from the three required food components (fruits, grains, milk).

Lesson 2: Fruit Requirements for School Meals

Objective: Identify the school lunch and breakfast fruit component requirements.

SHOW SLIDE: *Fruit Component*

SAY:

The fruit component is a required component for a reimbursable lunch and breakfast meal. Schools may offer fruits that are fresh; frozen; canned in light syrup, water, or fruit juice; or dried. Frozen fruits with added sugar should be used in moderation to keep the average school meal within the weekly calorie ranges. Pasteurized, full-strength (100%) fruit juice may also be offered in either liquid or frozen form (it is credited to meet no more than one-half of the fruits component offered over the week). Required quantities are established in the meal patterns for lunch and breakfast.

SHOW SLIDE: *Fruit Component for a Reimbursable Lunch*

SAY:

Students in all grades must be offered daily and weekly minimum amounts for the fruit component. The minimum quantity that may be credited toward the fruit component is $\frac{1}{8}$ of a cup. Menu planners may allow students to select more than the daily minimum serving (except for juice) for fruit if the calorie restrictions for lunches offered averaged over the school week are met. Let's review the grade groups, the daily minimum fruit requirements, and the weekly minimum fruit requirements for lunch.

SHOW SLIDE: *Fruit Component Requirements for Lunch*

SAY:

Let's review the grade groups, the daily minimum fruit requirements, and the weekly minimum fruit requirements for lunch.

DO:

Review the grade groups, the daily minimum fruit requirements, and the weekly minimum fruit requirements for lunch.

Reimbursable School Lunch Fruit Component		
	Daily Minimum Requirements Offered	Weekly Minimum Requirements Offered
Grade K–5	½ cup	2 ½ cups
Grade 6–8	½ cup	2 ½ cups
Grade 9–12	1 cup	5 cups

Instructor's Note: Review the slide and discuss the grade group, the daily minimum fruit requirement, and the weekly minimum fruit requirements that must be offered to meet the requirements of a reimbursable meal.

SHOW SLIDE: *Fruit Component Requirements for Breakfast*
SAY:

Let's review the grade groups, the daily minimum fruit requirements, and the weekly minimum fruit requirements for breakfast.

DO:

Review the grade groups, the daily minimum fruit requirements, and the weekly minimum fruit requirements for breakfast.

Reimbursable School BreakfastFruit Component		
	Daily Minimum Requirements Offered	Weekly Minimum Requirements Offered
Grade K–5	1 cup	5 cups
Grade 6–8	1 cup	5 cups
Grade 9–12	1 cup	5 cups

Instructor's Note: Review the slide and discuss the grade group, the daily minimum fruit requirement, and the weekly minimum fruit requirements that must be offered to meet the requirements of a reimbursable meal.

SHOW SLIDE: *Juice*
SAY:

Pasteurized 100% full-strength fruit, fruit/vegetable, vegetable, or vegetable blend juice may be offered to meet up to one-half of the fruit or vegetable weekly lunch or breakfast requirements.

SHOW SLIDE: *Dried Fruit***SAY:**

Whole dried fruit and whole dried fruit pieces credit at twice the volume served. For example, a $\frac{1}{4}$ cup of raisins contributes $\frac{1}{2}$ cup fruit toward the fruit requirement, as recommended by the *Dietary Guidelines for Americans*. Dried fruit is sometimes processed with sugar to keep the fruit pieces separated. Although these types of products are allowed, schools must be aware of the maximum calorie limits when offering any food with added sugar as part of the reimbursable meal.

(Workbook Activity): School Meals Fruit Component Requirements Worksheet**DO:**

Refer participants to the **School Meals Fruit Component Requirement Worksheet** located in the Participant's Workbook. At the end of the activity review the answers which are located in appendix of the Participant's Workbook.

School Meals Fruit Component Requirement Worksheet Answer Key

Instructions: Review the breakfast and lunch menu options and identify if the fruit offered meets the fruit component criteria for a reimbursable breakfast and lunch meal for grades K-5 and grades 6-8. Answer the corresponding questions.

School Breakfast and Lunch Fruit Menu

School Meal	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast K-5 6-8	½ cup Kiwi	½ cup Tropical Fruit	½ cup of Strawberries	½ cup Sliced Pears	¼ cup Blueberries
	4 oz. Fruit Juice	¼ cup Raisins	½ cup Fruit Salad	4 oz. Fruit Juice	4 oz. Fruit Juice
Lunch K-5 6-8	½ cup Applesauce	½ cup Peaches	½ cup Orange Slices	½ cup Kiwi	½ cup Sunshine Salad
	½ cup Red Grapes	½ cup Apple Slices	½ cup Baked Cinnamon Cherries	½ cup Apricots	½ cup Strawberries and White Grapes

Note:

For the purpose of this activity, students may select both fruit options at breakfast and lunch.

Does this menu meet the fruit requirements for breakfast?

No. At least 1 cup of fruit must be offered in reimbursable breakfasts for all grade groups. Only ¼ cup of blueberries are offered on Friday and this does not meet the criteria for the breakfast fruit component.

Does this menu meet the fruit requirements for lunch?

Yes. The daily minimum fruit requirements for grades K-8 is ½ cup. Menu planners may allow students to select more than the minimum daily required serving for this component if the weekly dietary specifications, including calories, are not exceeded.

Lesson 3: Vegetable Requirements for School Meals

Objective: Identify the school lunch vegetable component requirements.

SHOW SLIDE: *Vegetable Component Requirements for Lunch*

SAY:

Students in all grades must be offered daily and weekly minimum amounts for the vegetable component at lunch. Vegetables are not a required food component for a reimbursable school breakfast. However, vegetables may be offered at breakfast in place of fruit.

The minimum quantity that may be credited toward the vegetable component is $\frac{1}{8}$ cup. Menu planners may allow students to select more than the daily minimum serving (except for juice) for the vegetable component if the calorie restrictions for lunches offered averaged over the school week are met. Let's review the grade groups, the daily minimum vegetable requirements, and the weekly minimum vegetable requirements for lunch.

DO:

Review the grade groups, the daily minimum vegetable requirements, and the weekly minimum vegetable requirements for lunch.

Reimbursable School Lunch Vegetable Component		
	Daily Minimum Requirements Offered	Weekly Minimum Requirements Offered
Grades K–5	$\frac{3}{4}$ cup	3 $\frac{3}{4}$ cups
Grades 6–8	$\frac{3}{4}$ cup	3 $\frac{3}{4}$ cups
Grades 9–12	1 cup	5 cups

SHOW SLIDE: *Vegetable Subgroups*

SAY:

Vegetables are organized into subgroups based on their nutrition content. Schools must offer all five vegetable subgroups over the course of a week. These subgroups include

- dark green,
- red/orange,
- legumes (beans/peas),
- starchy, and
- other vegetables.

SHOW SLIDE: *Subgroups***SAY:**

All students must have the ability to choose all subgroups each week. If a serving is less than $\frac{1}{8}$ cup of vegetables, it may not be counted to meet the vegetable component. If two subgroups are offered on one particular day, and students can only select one choice, both of those two subgroups need to be offered again in the same week.

SHOW SLIDE: *Subgroups Requirements***SAY:**

Required minimum weekly quantities for each subgroup are established in the lunch meal pattern. Larger amounts of dark green, red/orange, beans/peas (legumes), starchy and other vegetables may be served. The minimal weekly vegetable subgroup requirements are listed on the slide.

						Additional vegetables to meet weekly requirements
	Dark Green	Red/Orange	Legumes	Starchy	Other	
Grades K-5	1/2 Cup	3/4 Cups	1/2 Cup	1/2 Cup	1/2 Cup	1 Cup
Grades 6-8	1/2 Cup	3/4 Cups	1/2 Cup	1/2 Cup	1/2 Cup	1 Cup
Grades 9-12	1/2 Cup	1 1/4 Cups	1/2 Cup	1/2 Cup	3/4 Cups	1 1/2 Cup

Schools may offer any of the subgroups to meet the total weekly requirement. To meet the minimum weekly vegetable requirements, grades K–5 and grades 6–8 will need to offer an additional 1 cup of vegetables from any of the vegetable subgroups. To meet the minimum weekly vegetable requirements, grades 9–12 will need to offer an additional 1 $\frac{1}{2}$ cups of vegetables from any of the vegetable subgroups.

SHOW SLIDE: *Dark Green Vegetables***SAY:**

Some examples of dark green vegetables are

- romaine
- spinach,
- dark green leafy lettuce,
- mustard greens,
- broccoli,
- turnip greens,
- Swiss chard, and
- kale.

SHOW SLIDE: *Crediting Dark Green Vegetables***SAY:**

Raw, leafy greens are credited as half the volume served (1 cup raw equals ½ cup serving of dark green vegetables). Cooked leafy green vegetables credit as volume as served; it is only raw leafy greens that credit as half volume served. Other dark green vegetables such as broccoli and cooked spinach are credited at the same volume served.

SHOW SLIDE: *Red/Orange Vegetables***SAY:**

Some examples of red/orange vegetables are

- red and orange peppers,
- tomatoes,
- cherry peppers,
- sweet potatoes,
- carrots,

- hubbard squash, and
- pumpkin.

SHOW SLIDE: *Legumes Vegetable Subgroups***SAY:**

Beans and peas (legumes) can be credited toward the vegetable component because they are excellent sources of dietary fiber and nutrients such as folate and potassium. Under the school meal pattern, edamame will contribute to the beans and peas (legumes) vegetable subgroup or meat/meat alternate component.

Fresh, immature beans (such as fresh soybeans, green lima beans, and fresh peas) are not allowed to dry on the plant and therefore do not fix nitrogen that would allow them to have higher protein content, and therefore are credited as vegetables.

SHOW SLIDE: *Legumes (Beans/Peas)***SAY:**

Some other examples of legumes are

- kidney beans,
- navy beans,
- edamame,
- pink beans,
- black beans,
- garbanzo beans,
- lentils,
- black-eyed peas (dry, mature),
- split peas, and
- pinto beans.

SHOW SLIDE: *Starchy Vegetables***SAY:**

The starchy vegetable subgroup includes foods such as

- jicama,
- plantain,
- corn, and
- taro.

SHOW SLIDE: *Other Vegetables***SAY:**

The other vegetable subgroup includes foods such as

- zucchini,
- okra,
- avocado,
- cauliflower,
- cucumbers,
- Belgian endive, and
- onions.

Instructor's Note: *The slides represent only examples of the vegetable subgroups and are not inclusive of all vegetables in the subgroup.*

SHOW SLIDE: *Vegetable Mixtures*

SAY:

Vegetable combinations from the same subgroup (e.g., carrots and sweet potatoes are red/orange vegetables) may count toward that single vegetable subgroup. Vegetable combinations that contain at least $\frac{1}{8}$ cup each of different vegetable subgroups (e.g., carrots and corn) may count each one toward the appropriate subgroups. If the quantities of the different vegetables are not known or starchy vegetables are in the mix, the vegetable mixture counts as additional vegetables.

ASK:

Can vegetable juice blends contribute toward a vegetable subgroup?

FEEDBACK:

- Full strength vegetable juice blends that contain vegetables from the same subgroup may contribute toward that vegetable subgroup. Vegetable juice blends containing vegetables from more than one subgroup may contribute to the additional vegetable subgroup.
 - For example, a full-strength carrot/tomato vegetable juice blend may credit toward the orange/red vegetable subgroup. However, a full-strength vegetable juice blend containing carrots, spinach, tomato, and watercress may only credit toward the additional vegetable subgroup.

(Workbook Activity): Vegetables K-8 Menu Worksheet**DO:**

Refer participants to the **Vegetables K-8 Menu Activity Instructions Handout** located in the Participant's Workbook. At the end of the activity, review the answers which are located in appendix of the Participant's Workbook.

Instructor's Note: To complete this activity refer participants to the following:

- ***Vegetables K-8 Menu Activity Instructions Handout***
- ***Sample CN Label for Chicken Stir Fry Bowl Handout***
- ***White Chicken Chile Recipe Handout***
- ***K-8 Sample Lunch Menu Handout***
- ***Vegetables K-8 Menu Worksheet***

Vegetables K-8 Menu Activity Instructions Handout

Instructions:

- Locate the **Sample CN Label for Chicken Stir Fry Bowl Handout**, the **White Chicken Chile Recipe Handout**, the **K–8 Sample Lunch Menu Handout**, and the **Vegetables K–8 Menu Worksheet** in the Participant's Workbook.
- Review the menu items.
- Identify the name of all the vegetables, portion sizes, and the appropriate vegetable subgroup. Record your answers on the **Vegetables K–8 Menu Worksheet**.
- Monday menu has been completed on the worksheet as an example.

Sample CN Label Handout

Sample CN Label

Chicken Stir-Fry Bowl		
Ingredient Statement: Chicken, brown rice, broccoli, red peppers, carrots, onions, water, olive oil, soy sauce, spices.		
CN 099135		
CN	Each 4.5 oz. Chicken Stir-Fry Bowl provides 1.5 oz. equivalent meat, 1.0 oz. <u>eg</u> Grains, ¼ cup dark green vegetable, ¼ cup red/orange vegetable, and ¼ cup other vegetable for Child Nutrition Meal Pattern Requirements. (Use of this logo and statement authorized by the Food and Nutrition Service, USDA XX/XX).	CN
CN		
Net Wt.: 18 pounds		
Chicken Wok Company 1234 Kluck Street Poultry, PA 12345		



Main Dish

White Chicken Chile Recipe Handout

Healthier Kansas Recipe 128

HACCP: #2 Same Day Service

Iowa Gold Star

Serving Size	1 Serving Provides	Yield	100 Servings		_____ Servings		PREPARATION INSTRUCTIONS
			Weight	Measure	Weight	Measure	
3/4 cup (6 oz. spoodle)	2.25 oz. equivalent M/MA and 0.25 cup vegetable, BP (legumes)	K-8: 100 servings					
Ingredients							
Onions, yellow, AP Garlic, fresh, minced Chicken, cooked, diced Great Northern Beans, canned, low-sodium, undrained Water Chicken Base, low sodium White Pepper Cumin, ground			3 lb. 8 oz. 5 oz. 10 lb.	3 #10 cans plus 28 oz.			1. In a steam jacketed kettle, combine chopped onions, garlic, chicken, beans with liquid, water, chicken base, white pepper, and ground cumin. 2. Simmer for 10 minutes to blend flavors, stirring occasionally.
Green Chili Peppers, canned, diced Chicken Stock, prepared from low-sodium base			15 oz. 12 lb. 8 oz.				3. Add green chili peppers. 4. Add prepared chicken stock and simmer for 10 minutes. Final product should be 4 gallons + 2 ¾ quarts. Adjust with extra chicken stock if needed. CCP: Heat to 165°F or higher for 15 seconds. 5. Pour into serving pans. Portion with 6 oz. ladle (K-8) or 8 oz. ladle (9-12). CCP: Hold for hot service at 135° F or higher.
Mozzarella Cheese, part skim, shredded			4 lb. 11 oz.				6. Top chili with ½ oz. mozzarella cheese.

K–8 Sample Lunch Menu Handout

Notes: Garden Bar & Vegetable Offerings ■ Leafy Greens (1 cup = ½ cup serving), ■ Vegetables (½ cup unless otherwise noted), ■ Fruits (½ cup) ■ All lunches include a choice of low-fat (1%) or fat-free fluid milk (1 cup)				
Monday	Tuesday	Wednesday	Thursday	Friday
Lentils of the Southwest (2 oz eq M/MA)	Chicken Stir Fry Bowl (1.5 oz eq M/MA + 1 oz eq Grain + 5/8 cup Vegetable)	Beef & Pinto Bean Taco Salad (Shredded Romaine/Spinach w/ 1 oz eq Beef, 1 oz eq Cheese, & ½ cup Pinto Beans (V))	White Chicken Chile (2¼ M/MA oz eq + ¼ cup Vegetable)	Crispy Fish Taco (1 oz eq + 1 oz eq) on WW Tortilla (1 oz eq) Cabbage ¼ cup
Carrot Coins	Roasted Corn			Sweet Potato Fries
WW Roll (2 oz eq)		Whole Grain Pita Chips (2 oz eq)	WW Roll (2 oz eq)	
Garden Bar: Romaine/Spinach, Celery, Tomatoes, Vegetarian Baked Beans	Garden Bar Romaine, Garbanzo Beans, Baby Carrots, Cucumber	Garden Bar Romaine, Celery, Cabbage/Carrot Slaw (¼ cup Cabbage, ⅛ cup Carrot), Tomato Salsa	Romaine Salad (Romaine, ¼ cup tomatoes, ¼ cup (Cucumbers))	Garden Bar Romaine/Spinach, Salsa, Cucumbers, Garbanzo Beans
Peaches	Mandarin Oranges	Pineapple Tidbits	Mixed Fruit	Pears
Fresh Banana	Fresh Apples	Fresh Kiwi	Fresh Orange Smiles	Fresh Fruit Salad (Bananas Apples, Oranges, Kiwi)

Note: Green leafy vegetables serving sizes were determined using this equivalent 1 cup = ½ cup serving. The serving size listed on the menu represents the necessary portion for a ½-cup serving.

Vegetables K-8 Menu Worksheet Answer Key Handout

Instructions:

Locate in your Participant's Workbook the **Sample CN Label Handout**, the **White Chicken Chile Recipe Handout**, and the **K-8 Sample Lunch Menu Handout**. Review the menu items. Identify the name of all the vegetables, portion sizes, and the appropriate vegetable subgroup. Record your answers in the appropriate vegetable subgroup column. Answers for fresh dark green leafy vegetables should be recorded in the credible serving size such as $\frac{1}{2}$ cup. Monday menu has been completed on the worksheet as an example.

Day	Dark Green Servings	Red/Orange Servings	Legumes Servings	Starchy Servings	Other Servings
Monday	Romaine and Spinach $\frac{1}{2}$ cup	Carrot Coins $\frac{1}{2}$ cup Tomatoes $\frac{1}{2}$ cup	Vegetarian Baked Beans $\frac{1}{2}$ cup		Celery $\frac{1}{2}$ cup
Tuesday	Stir Fry (CN Label) $\frac{1}{4}$ cup Dark Green Romaine $\frac{1}{2}$ cup	Stir Fry (CN Label) $\frac{1}{4}$ cup Baby Carrots $\frac{1}{2}$ cup	Garbanzo Beans $\frac{1}{2}$ cup	Corn $\frac{1}{2}$ cup	Stir Fry (CN Label) $\frac{1}{8}$ cup Cucumber $\frac{1}{2}$ cup
Wednesday	Romaine and Spinach $\frac{1}{2}$ cup	Carrot $\frac{1}{8}$ cup Tomato Salsa $\frac{1}{2}$ cup	Pinto Beans $\frac{1}{8}$ cup		Celery $\frac{1}{2}$ cup Cabbage $\frac{1}{4}$ cup
Thursday	Romaine $\frac{1}{2}$ cup	Tomatoes $\frac{1}{4}$ cup	Great Northern Beans (Recipe) $\frac{1}{4}$ cup		Cucumbers $\frac{1}{4}$ cup
Friday	Romaine and Spinach $\frac{1}{2}$ cup	Sweet Potato Fries $\frac{1}{2}$ cup Tomato Salsa $\frac{1}{2}$ cup	Garbanzo Beans $\frac{1}{2}$ cup		Cabbage $\frac{1}{4}$ cup Cucumbers $\frac{1}{2}$ cup
Total Servings	3 $\frac{1}{4}$ cups	3 $\frac{5}{8}$ cups	1 $\frac{7}{8}$ cups	$\frac{1}{2}$ cup	2 $\frac{7}{8}$ cups

Note: Answers are in bold.

Lesson 4: Grains Requirements for School Meals

Objective: Identify the school lunch and breakfast grains component requirements.

SHOW SLIDE: *Grains Requirements Lunch*

SAY:

The grains component is a required component for a reimbursable lunch meal. Let's review the grade groups, the daily minimum grains requirements, and the weekly minimum grains requirements for lunch.

Reimbursable School Lunch Grains Component		
	Daily Minimum Requirements Offered	Weekly Minimum Requirements Offered
Grades K–5	1 ounce equivalent	8–9 ounce equivalents
Grades 6–8	1 ounce equivalent	8–10 ounce equivalents
Grades 9–12	2 ounce equivalents	10–12 ounce equivalents
<p>Schools are only required to meet the daily and weekly minimum requirements for this food component. This policy is found at 7 CFR 210.7(d)(1) for eligibility to receive additional reimbursement and at 7 CFR 210.18(g)(2)(vi) for the purposes of administrative reviews. State agencies would consider SFAs compliant with the weekly ranges for this component if the FNS-developed or FNS-approved Certification Tool and required supporting documentation indicate the menu is compliant with the daily and weekly <i>minimums</i>, as well as the weekly dietary specifications. To meet the minimum weekly requirements, grades K–5, grades 6–8, and grades 9–12 will need to offer more than the minimum daily requirements on some days during the week.</p>		

DO:

Review the grade group, the daily minimum grains requirement, and the weekly minimum grains requirements for lunch.

SHOW SLIDE: *Grains Requirements Breakfast*
SAY:

The grains component is a required component for a reimbursable breakfast meal.

Let's review the grade groups, the daily minimum grains requirements, and the weekly minimum grains requirements for breakfast.

Reimbursable School Breakfast Grains Component		
	Daily Minimum Requirements Offered	Weekly Minimum Requirements Offered
Grades K–5	1 ounce equivalent	7-10 ounce equivalents
Grades 6–8	1 ounce equivalent	8–10 ounce equivalents
Grades 9–12	1 ounce equivalent	9-10 ounce equivalents
Schools are only required to meet the daily and weekly minimum requirements for this food component. To meet the minimum weekly requirements, grades K–5, grades 6–8, and grades 9–12 will need to offer more than the minimum daily requirements on some days during the week.		

Whole Grain-Rich Requirement for School Year 2019-2020

Starting in SY 2019-2020, this final rule will require that at least half of the weekly grains offered in the NSLP and SBP meet the whole grain-rich criteria specified in FNS guidance, and the remaining grain items offered must be enriched.

DO:

Review the grade groups, the daily minimum grains requirements, and the weekly minimum grains requirements for breakfast.

(Workbook Activity): Grains Component Worksheet

DO:

Refer participants to the **Grains Component Requirements Worksheet** handout located in the Participant's Workbook. At the end of the activity review the answers which are located in appendix of the Participant's Workbook.

Grains Component Requirements Worksheet Answer Key

Instructions: Answer the corresponding questions. Please check with your State agency regarding meal pattern flexibility.

QUESTION: Are grains a required component for both breakfast and lunch?

ANSWER: Yes, grains are a required component for all grades levels for both breakfast and lunch.

QUESTION: Do all grade levels have the same daily requirements for reimbursable lunch?

ANSWER: Yes. All grade levels have a minimum requirement of 1 ounce equivalent per day at lunch. For all grades, more than the minimum requirements will need to be offered on some days to meet the minimum weekly requirements.

QUESTION: Do all grade levels have the same daily requirements for reimbursable breakfast? If not, what are?

ANSWER: No. Grades K-5 and Grades 6-8 have a minimum requirement of 1 ounce equivalent per day at breakfast. Grades 9-12 have a minimum requirement of 2 ounce equivalents per day at breakfast. For all grades, more than the minimum requirements will need to be offered on some days to meet the minimum weekly requirements.

Whole Grain-Rich Requirement for School Year 2019-2020

Starting in SY 2019-2020, this final rule will require that at least half of the weekly grains offered in the NSLP and SBP meet the whole grain-rich criteria specified in FNS guidance, and the remaining grain items offered must be enriched.

Lesson 5: Meats/Meat Alternates Requirements for School Meals

Objective: Identify the school lunch meats/meat alternates (M/MA) component requirements.

SHOW SLIDE: *Meats/Meat Alternates(M/MA) Requirements*

SAY:

The meats/meat alternates component is a required component for a reimbursable lunch but is not a required component at breakfast. In order for a food to contribute to the M/MA component, it must contain a minimum of 0.25 oz of a M/MA. Let's review the grade groups the daily minimum meat/meat alternate requirements, and the weekly minimum meats/meat alternates requirements for lunch.

Reimbursable School Lunch Meats/Meat Alternates Components		
	Daily Minimum Requirements Offered	Weekly Minimum Requirements Offered
Grade K–5	1 ounce equivalent	8–10 ounce equivalents
Grade 6–8	1 ounce equivalent	9–10 ounce equivalents
Grade 9–12	2 ounce equivalents	10–12 ounce equivalents
Schools are only required to meet the daily and weekly minimum requirements for this food component. To meet the minimum weekly requirements, grades K–5, grades 6–8, and grades 9–12, will need to offer more than the minimum daily requirements on some days during the week.		

DO:

Review the grade groups, the daily minimum meats/meat alternates requirements, and the weekly minimum grains requirements for lunch.

SHOW SLIDE: *Beef, Fish, Poultry*

SAY:

One ounce cooked, skinless, unbreaded portion of beef, fish, poultry, equals one ounce of the meats/meat alternates requirement.

SHOW SLIDE: *Nuts and Seeds*

SAY:

Nuts and seeds and their butters listed in USDA-FNS guidance are nutritionally comparable to meat or other meat alternates based on available nutritional data. However, nuts or seeds such as sunflower seeds, almonds, walnuts, and hazelnuts may be used to meet no more than one-half of the meats/meat alternates component. They must be combined with another meats/meat alternates to meet the full requirement. Acorns, chestnuts, and coconuts are excluded and shall not be used as meat alternate due to their low protein content.

SHOW SLIDE: *Nut Butter*

SAY:

Nut and seed butters may be used to meet all or part of the meat/meat alternate requirement. Examples include almond butter, cashew nut butter, peanut butter, reduced fat peanut butter, sesame seed butter, soy nut butter, and sunflower seed butter. Two tablespoons of nut or seed butter equal one ounce equivalent of the meats/meat alternates requirement.

SHOW SLIDE: *Tofu***SAY:**

Tofu is widely recognized as a meat substitute and can easily be included in the school meal. Commercially prepared tofu must be 2.2 ounces (by weight) with 5 or more grams of protein to equal one ounce of the meats/meat alternates requirement. Four ounces (weight) or ½ cup (volume) of soy or dairy yogurt equals one ounce equivalent of the meats/meat alternates requirement.

SHOW SLIDE: *Crediting Tofu***SAY:**

Tofu is being used to produce other meat substitute products such as links and, which are easily recognizable as meat substitutes and can be credited as such. When considering processed products such as links and sausages made from tofu as meat alternates for the reimbursable meal, the tofu ingredient must contain the required 5 grams of protein or more, which is not shown on a nutrition facts panel. A 2.2 ounce serving (¼ cup) of commercially prepared tofu containing at least 5 grams of protein equals one ounce equivalent of meats/meat alternates. The most appropriate way to ensure that the product meets Food and Nutrition Service (FNS) requirements is to request that the product be manufactured under the CN Labeling Program following a federally approved quality control program.

SHOW SLIDE: *Firm or Extra Firm Tofu***SAY:**

Firm or extra firm tofu in stir-fries, omelets, and miso soup may credit towards the meat alternate component. Meat substitute products such as links and sausages made from tofu are also easily recognizable as meat substitutes and can be included in a meal.

SHOW SLIDE: *Soft or Silken Tofu***SAY:**

Soft or silken tofu that is incorporated into drinks, such as smoothies, or other dishes to add texture or improve nutrition, such as in baked desserts or soups, does not credit because it is not recognizable and does not represent a meat substitute. Therefore, the blended tofu is not creditable. Finally, noodles made from tofu do not represent a meat substitute and are not composed of grains. This explains why the noodles are not credited for either component.

SHOW SLIDE: *Yogurt***SAY:**

Yogurt may be used to meet all or part of the meats/meat alternates component. Yogurt may be plain or flavored, unsweetened or sweetened. Noncommercial and/or non-standardized yogurt products, such as frozen yogurt, drinkable yogurt products, homemade yogurt, yogurt flavored products, yogurt bars, yogurt covered fruits and/or nuts or similar products are not creditable. Soy yogurt is now also creditable. Four ounces (weight) or $\frac{1}{2}$ cup (volume) of soy or dairy yogurt equals one ounce of the meat/meat alternate requirement.

SHOW SLIDE: *Cheese and Eggs***SAY:**

Other meat alternates, such as cheese and eggs, may be used to meet all or part of the meats/meat alternates component in accordance with FNS guidance. A one ounce portion of cheese credits as one ounce meat/meat alternate equivalent. Eggs may be used to meet the entire or partial requirement for the M/MA component. Whole eggs are expressed in large egg equivalents (1 large egg = 2 oz equivalent meat alternate) and $\frac{1}{2}$ large egg equivalent ($\frac{1}{2}$ large egg = 1 oz equivalent meat alternate).

SHOW SLIDE: *Dry Beans or Peas***SAY:**

The term “dry beans and peas” (legumes) refers to the harvesting process of allowing the bean or pea to “mature” or “dry” on the plant before harvesting; it does not refer to the “as-purchased” form of the bean. “Immature” or “fresh” beans or peas can be credited as starchy vegetables. A variety of dry beans/peas are available through the USDA Foods program which may be incorporated into entrees, side dishes, or salad bars. Many canned or frozen beans or peas are actually dry beans and peas that have been cooked and subsequently canned or frozen, and are therefore acceptable. A ¼ cup of cooked legumes must be served to equal one ounce of M/MA.

SHOW SLIDE: *“Immature” or “Fresh” Beans or Peas***SAY:**

Beans and peas that are not allowed to mature on the plant before harvesting are often referred to as, “immature” or “fresh” and do not qualify as dry beans or peas for the lunch meal pattern criteria. Immature lima beans and field and green peas are examples of beans and peas that are not allowed to dry on the plant before harvest and therefore do not qualify as “dry beans and peas.” “Immature” or “fresh” beans or peas can be credited as starchy vegetables.

SHOW SLIDE: *Meat Alternates or Vegetable***SAY:**

Dry/mature beans and peas may be offered as a meat alternates or as a vegetable, at the discretion of the menu planner. However, one serving of the same type of bean or peas cannot count toward both food components in the same meal. For example, one serving of refried beans can be offered as a vegetable in one meal and as a meat/meat alternate on another occasion. In this example, the refried beans offered as a vegetable count toward the weekly

beans/peas requirement, but not toward the meat/meat alternate weekly range. Menu planners must determine in advance how to count beans/peas in a meal.

SHOW SLIDE: *Cooked Beans***SAY:**

A $\frac{1}{4}$ cup of cooked beans equals one ounce of the meat/meat alternate requirement. If with liquid, there should be more than $\frac{1}{4}$ cup of beans and liquid. The liquid does not count as beans.

SHOW SLIDE: *Shelf-Stable, Dried, Semi Dried Meat, Poultry, Seafood Snacks***SAY:**

Dried meat products may now be used throughout the CNPs as part of reimbursable meals or snacks at the discretion of the Program operators. In order to simplify meal planning for operators, use of the products is not limited to meals and snacks served off-site. To credit these products, Program operators will follow the crediting principles used for all other products made from meat, poultry, or seafood. For more information, see the Food Buying Guide for CNPs at <https://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>, and the Manufacturer's Product Formulation Statement section of the CN Labeling Program website at <https://www.fns.usda.gov/cnlabeling/food-manufacturers-industry>.

SHOW SLIDE: *Legume Activity***SAY:**

Some foods commonly referred to as beans and peas (e.g., green peas, green lima beans, and green beans) are not considered part of the beans and peas (legumes) subgroup because their nutrient profile is dissimilar. We are going to look at some pictures and decide if the pictures represent a legume.

(Activity): Legume Activity**DO:**

Read the name of the picture to the participants and ask them to identify if the picture is a legume. Provide the correct response after the participants have provided feedback. At the end of this activity refer participants to the **Qualifying Legumes (Beans/Peas) Handout** located in the Participant's Workbook.

(Workbook Handout): Qualifying Legumes (Beans/Peas) Handout

Qualifying Legumes (Beans/Peas) Handout

Bean Products, dehydrated, refried beans

Bean Products, dry beans, canned, beans baked or in sauce with pork

Bean Products, dry beans, canned, beans with bacon in sauce

Bean Products, dry beans, canned, beans with frankfurters in sauce

Bean Products, dry beans, canned; beans, baked or in sauce, vegetarian, includes USDA Foods

Bean Products, dry beans, canned; refried beans, includes USDA Foods

Bean soup, dry beans, canned, condensed, (1 part soup to 1 part water)

Bean soup, dry beans, canned, ready-to-serve

Beans, black, (Turtle beans), dry, canned, whole, includes USDA Foods

Beans, black, (Turtle beans), dry, whole

Beans, black-eyed (or peas), dry, canned, whole, includes USDA Foods

Beans, black-eyed (or Peas), dry, whole, includes USDA Foods

Beans, garbanzo or chickpeas, dry, canned, whole, includes USDA Foods

Beans, garbanzo or chickpeas, dry, whole

Beans, great northern, dry, canned, whole, includes USDA Foods

Beans, great northern, dry, whole, includes USDA Foods

Beans, kidney, dry, canned, whole, includes USDA Foods

Beans, kidney, dry, whole, includes USDA Foods

Beans, lima, dry Baby, whole, includes USDA Foods

Beans, lima, dry, canned, Green, whole, includes USDA Foods

Beans, lima, dry, fordhook, whole

Beans, mung, dry, whole

Beans, navy or pea, dry, whole, includes USDA Foods

Beans, pink, dry, canned, whole, includes USDA Foods

Beans, pink, dry, whole, includes USDA Foods

Qualifying Legumes (Beans/Peas) Handout, continued

Beans, pinto, dehydrated

Beans, pinto, dry, canned, whole, includes USDA Foods

Beans, pinto, dry, whole, includes USDA Foods

Beans, red, small, dry, canned, whole, includes USDA Foods

Beans, red, small, dry, whole, includes USDA Foods

Beans, soy, edamame

Beans, soy, dry, canned, shelled

Beans, soy, dry, shelled

Lentils, dry

Pea soup, dry peas, canned, condensed, (1 part soup to 1 part water), includes cream of pea soup

Pea soup, dry peas, canned, ready-to-serve

Peas, dry, split

Peas, dry, whole

Lesson 6: Fluid Milk Requirements for School Meals

Objective: Identify the school lunch and breakfast fluid milk component requirements.

SHOW SLIDE: *Fluid Milk Requirements*

SAY:

The fluid milk requirement is the same for both lunch and breakfast. The weekly minimum amount of 5 cups of milk may be met by offering the daily minimum of one cup. Only fat-free and low-fat (1%) milk may be offered as part of the reimbursable meal for children in grades K to 12.



Fluid Milk

Beginning SY 2019-2020, NSLP and SBP operators have the option to offer flavored, low-fat milk however, unflavored milk must be offered at each meal service. Check with your State agency for clarity regarding this flexibility.

SHOW SLIDE: *Milk Substitutions***SAY:**

Required (disability accommodations) and optional (parent requested) milk substitutes are considered meal exceptions and are not subject to this final rule. Milk substitutes must meet the regulatory standards outlined in 7 CFR 210.10(d)(3), which do not address fat or flavor/sugar restrictions.

However, milk substitutes offered as part of the reimbursable meal must be included in weighted nutrient analysis and, therefore, are subject to the overall weekly average fat limit and calorie ranges. USDA does expect milk substitutes are offered frequently enough to have a significant impact on the overall nutrient analysis.

SHOW SLIDE: *Water***SAY:**

Schools participating in the NSLP must make potable water available to children at no charge in the place where lunch meals are served during the meal service. There are a variety of ways that schools can implement this requirement. For example, schools can offer water pitchers and cups on lunch tables, a water fountain, or a faucet that allows students to fill their own bottles or cups with drinking water. Whatever solution is chosen, the water must be available without restriction in the location where meals are served. Schools should be working toward developing a reasonable method to implement this requirement.

While potable water is required to be made available to students, it is not considered part of the reimbursable meal and students are not required to take water. There is no separate funding available for this provision and reimbursement may not be claimed. However, reasonable costs associated with providing potable water would be an allowable cost to the non-profit food service account.

For additional information refer to SP28-2011 (Revised) Child Nutrition Reauthorization 2010: Water Availability During National School Lunch Program Meal Service located at: <https://fns-prod.azureedge.net/sites/default/files/cn/SP28-2011osr.pdf>

We have covered a lot of information on the components for a reimbursable lunch and breakfast meals. The next topic we are going to cover is Offer Versus Serve (OVS).

Instructor's Note: Allow 2-3 minutes in order to share best practices or strategies related to this topic.

SHOW SLIDE: Coconut, Hominy, Popcorn, Surimi Seafood, and Tempeh

SAY:

FNS will allow Program operators to credit the following food items that have not previously contributed to the CNP meal pattern requirements: coconut, hominy, popcorn, surimi seafood, and tempeh. FNS will issue new guidance describing how these products will credit towards specific food components in the CNP meal patterns. FNS will also publish new guidance to allow crediting vegetables disguised as other food components or not provided in traditional forms, for example, noodles or pasta made from vegetables, including legumes.

SHOW SLIDE: *Sodium***SAY:**

USDA continues to make low sodium USDA Foods available to schools. A list of available foods is on the USDA website (<http://www.fns.usda.gov/fdd/schfacts/default.htm>) with color coding for low sodium and whole grain foods.

Sodium requirements beginning SY2019-20120 reflect the requirements for Target 1 and are

School Lunch

≤1,230 mg (K-5)

≤1,360 mg (6-8)

≤1,420 mg (9-12)

School Breakfast:

≤540 mg (K-5)

≤600 mg (6-8)

≤640 mg (9-12)

Lesson 7: Reimbursable OVS Lunch Meals

Objective: Recognize an OVS reimbursable lunch meal.

SHOW SLIDE: *Offer Versus Serve (OVS) Concept*

SAY:

Offer Versus Serve (OVS) is a concept that applies to menu planning and the meal service. OVS allows students to decline some of the food offered in a reimbursable lunch or breakfast. Since students may choose fewer selections under OVS, guidance is provided on what constitutes a reimbursable lunch and breakfast. In order to be successful at the point of service, schools are encouraged to conduct training for cashiers and serving line staff so they can help students select reimbursable lunches and breakfasts.

SHOW SLIDE: *OVS*

SAY:

At the senior high school level, OVS is required at lunch unless the school or SFA demonstrates to the State agency that their system does not accommodate OVS.

- OVS is optional for SFAs providing meals through the at-risk afterschool meals component of the Child and Adult Care Food Program (CACFP).
- OVS is also optional for summer meals offered by SFAs through the Summer Food Service Program or the Seamless Summer Option under the NSLP.
- When used for these programs, SFAs must follow the applicable requirements outlined in this guidance. OVS cannot be used for snacks in any program. OVS only applies to the student's daily selections of a reimbursable lunch or breakfast.

SHOW SLIDE: Planned, Offered, Selected**SAY:**

Planned: A planned menu is what the menu planner intends to offer to students. It represents the School Food Authority's (SFA's) calculation of the items that will need to be prepared for a school's usual average daily participation. Ideally, the planned and offered meals are the same.

Offered: An offered menu is what is actually prepared and set out on the serving lines for students. Offered menus may differ from planned menus because, for example, a planned food item was not received from the distributor and the menu planner had to offer a different food item.

Selected/Served: Selected or served refers to the foods that were actually served to, or selected by, students. Menu planners should use selected/served food item data to inform future menu planning (production records should be updated based on this data to reflect serving trends) and reduce food waste (i.e., so the school does not offer items that students do not select).

SHOW SLIDE: OVS Lunch**SAY:**

For lunch under OVS, all students, at any grade level, must select the following:

- A minimum of three food components to have a credited reimbursable lunch.
 - One of the choices selected must be at least a $\frac{1}{2}$ cup serving of fruit or vegetable or a $\frac{1}{2}$ cup total serving of both fruit and vegetable. If $\frac{1}{2}$ cup of fruit is selected, the student must select the minimum required daily serving of the vegetable component to have both credited as components for a reimbursable lunch. For example, if a K–8 grade student selects $\frac{1}{2}$ cup of the fruit component and $\frac{3}{4}$ cup of vegetable component, the student would need to select a minimum of one additional component for a reimbursable OVS lunch meal.

SHOW SLIDE: *"Extra" Foods, Extra Calories***SAY:**

"Extra" foods may be offered but does not credit toward the minimum number of food components/food items for reimbursable meals or for students' selections under OVS. This "extra" food may be selected by the student in addition to the meal, but may not credit toward the minimum number of food components/food items a school is required to offer under OVS or that a student must select. However, these "extra" foods must be included in a nutrient analysis to assess compliance with the weekly dietary specifications (calories, saturated fat, and sodium).

SHOW SLIDE: *Selecting Additional Fruits and Vegetables***SAY:**

For OVS purposes, if the menu planner allows students to select more than the minimum required daily serving of fruits or vegetables (such as from a salad bar), the component is credited only once. Menu planners may allow students to select more than the minimum required daily serving as long as the weekly dietary specifications for calories, saturated fat, and sodium are not exceeded with the additional food offered.

SHOW SLIDE: *Fruit and Vegetable Components for Lunch***SAY:**

To be credited as part of a reimbursable lunch for OVS, the minimum quantity a student must select is

- ½ cup of vegetables, or
- ½ cup of fruits, or
- ½ cup of an item with both fruits and vegetables (e.g., a carrot/raisin salad), or
- two ¼ cup servings of either the same or a different fruit or vegetable.

SHOW SLIDE: *Fruits and Vegetables***SAY:**

If a student **does not select at least a ½ cup serving total** of fruits and/or vegetables, the lunch is not reimbursable, even if he/she has three other components (e.g., meat/meat alternate, grains, and/or milk).



Lunch
Not Reimbursable

Cashiers should allow these students to select fruits or vegetables from the serving line or have these items available at the point of service. If the student still does not select at least a ½ cup serving of fruits and/or vegetables, the meal is not reimbursable. The school may charge the student a la carte prices for the foods selected.

SHOW SLIDE: *Fruit and Vegetable Lunch Scenarios***SAY:**

For example, if a **5th grade student** selects only 2 cups of fruit...



Lunch
Not Reimbursable

or if a **10th grade student** makes a salad with only three cups of vegetables...



Lunch
Not Reimbursable

Both students have exceeded the minimum required daily serving for lunch. In each of these scenarios, the students must still select at least two other components. Remember under OVS, all students at any grade level, **must select at least 3 of the 5 food components** for lunch.

SHOW SLIDE: *Selecting Three Components*

SAY:

For OVS, if a 10th grade student selects only three components and two of these are a fruit and a vegetable, the student must select the minimum required daily serving for either the fruit or vegetable to have both credited as two separate components. In other words, a **10th grader** who selects ½ cup of fruit and ½ cup of vegetables and milk **does not have a reimbursable meal**.



Lunch
Not Reimbursable

Either the fruit or vegetable selection must be at least one cup to credit it as a component. Alternately, the student could select a grain or meat/meat alternate choice as the third component, instead of more fruits or vegetables.

SHOW SLIDE: *K–8 Lunch Speed Round*

SAY:

For the next few minutes, we are going to practice being a cashier. The previous activities have prepared you for the speed round. You will have three seconds (about the same amount of time you have at school) to recognize whether or not a selected OVS meal is reimbursable. Use the **K–8 OVS Lunch Speed Round** handout located in the Participant's Workbook to record your answers. At the end of the activity, we will discuss the answers. Be prepared to justify your answers.

(Workbook Activity): K–8 Lunch Speed Round**DO:**

Review the instructions located on the slide for the K–8 Lunch Speed Round activity. Show the K–8 Lunch Speed Round activity slides and have the participants record their answers. Discuss the participants' answers to the speed round. At the end of the activity review the answers which are located in the appendix of the Participant's Workbook.

K–8 Lunch Speed Round Answer Key

Instructions: Review the following pictures and determine if the items represent a reimbursable K–8 reimbursable lunch meal.

K–8 Lunch Speed Round 1 Answer



Grilled Chicken Wrap
2 oz eq Meat/Meat Alternate
WW Tortilla
2 oz Grains
Vegetables
 $\frac{1}{4}$ cup Red/Orange Vegetable
 $\frac{1}{4}$ cup Legumes Vegetable

Not Reimbursable Meal

Only $\frac{1}{4}$ cup Vegetables
Must be $\frac{1}{2}$ cup for a reimbursable meal

K–8 Lunch Speed Round 2 Answer



Tossed Salad
 $\frac{1}{2}$ cup Dark Green Vegetable
 $\frac{1}{2}$ cup Red/Orange Vegetable



Broccoli
 $\frac{3}{4}$ cup Dark Green Vegetable






Fresh Orange
 $\frac{1}{2}$ cup Fruit

Not Reimbursable Meal

Only two meal components selected
Must select another component for a reimbursable meal

K–8 Lunch Speed Round Answer Key, continued

K–8 Lunch Speed Round 3 Answer

		
Milk 1 cup Milk	Vegetarian Chili 2 oz Meat/Meat Alternate $\frac{1}{4}$ cup Red/Orange Vegetable	WW Crackers 1 oz. eq Grain

Not Reimbursable Meal

- Only $\frac{1}{4}$ cup Vegetables
- Must be $\frac{1}{2}$ cup for a reimbursable meal



K–8 Lunch Speed Round 4 Answer

			
Hamburger on a WW Bun 2 oz Meat/Meat Alternate 1.5 oz eq Grains	Carrots $\frac{1}{2}$ cup Red/Orange Vegetable	Bean Salad $\frac{1}{2}$ cup Legumes $\frac{1}{4}$ cup Other Vegetable	Milk 1 cup Milk

Reimbursable Meal

K–8 Lunch Speed Round Answer Key, continued

K–8 Lunch Speed Round 5 Answer

	
Hummus 2 oz Meat/Meat Alternate WW Pita 1 oz eq Grain	Bean Salad ½ cup Legumes ¼ cup Other Vegetable

Reimbursable Meal

K–8 Lunch Speed Round 6 Answer

	Fish Taco 2 oz Meat/Meat Alternate WW Tortilla 1 oz eq Grain Cole Slaw ¼ cup Other Vegetable	
		Milk 1 cup Milk

Not Reimbursable Meal

Only ¼ cup Vegetables

Must be ½ cup for a reimbursable meal

K–8 Lunch Speed Round Answer Key, continued

K–8 Lunch Speed Round 7 Answer

		
WW Spaghetti and Marinara 1 oz eq Grain ¼ cup Red/Orange Vegetable	Broccoli ¾ cup Dark Green Vegetable	Fresh Orange ½ cup Fruit

Reimbursable Meal

K–8 Lunch Speed Round 8 Answer

		
Milk 1 cup Milk	WW Spaghetti and Meat Balls 2 oz Meat/Meat Alternate 1 oz eq Grains ¼ cup Red/Orange Vegetable	Whole Grain-Rich Roll 1 oz eq Grain

Not Reimbursable Meal

Only ¼ cup Vegetables
Must be ½ cup for a reimbursable meal

Lesson 8: Reimbursable OVS Breakfast Meals

Objective: Recognize an OVS reimbursable breakfast meal.

SHOW SLIDE: *Food Components for OVS Breakfast*

SAY:

As we discussed earlier, the food components that must be offered in a reimbursable breakfast include:

- Fruits (or vegetables as a substitute)
- Grains (or optional meat/meat alternate (m/ma))
- Fluid milk



SHOW SLIDE: *OVS Breakfast*

SAY:

Under OVS, at least three food **items** must be offered. Remember food items are choices within a component. For example, food items for the fruit component might include grapes, peaches, or pears. All students, at any grade level, must select

- at least three food items,
- the minimum required daily serving for grains (or meat/meat alternate offered for this component) and milk, and
- at least $\frac{1}{2}$ cup of fruit or vegetables or fruit/vegetable combined.

SHOW SLIDE: *OVS Breakfast Choices***SAY:**

Except for selecting a ½ cup of fruit, it is the student's choice to select or decline food items.

The menu planner determines how to offer food items, which may affect the selections a student can make to build a reimbursable breakfast. Remember, the cashier is responsible for following the intent of the menu and ensuring students select a reimbursable meal.

Just like in lunch meal planning, if choices of food items within the components are offered, the menu planner must indicate what choices or combination of choices the student may select including any minimum or maximum number that may be taken.

SHOW SLIDE: *Example Breakfast Choices for the Fruit Component***SAY:**

For example, if four ½ cup servings (e.g., grapes, peaches, pears, and fruit salad) are offered for the fruit component, the menu planner, server, and cashier must allow the student to select at least a **full cup** but must also indicate that only one ½ cup of fruit is required for a reimbursable breakfast under OVS. If the menu planner chooses, under this example, the student could be allowed to take up to all four choices offered. This example reminds us of the important role the menu planner has to identify the clear messages, and the important role the cashier has to serve the meal as intended by the menu planner.

SHOW SLIDE: *Combination Foods***SAY:**

The menu may offer a combination food that contains more than one food item that cannot be separated, such as a pre-plated waffle with fresh fruit topping. In this example, if the student only wanted the waffle, the student would not be able to decline the fruit, even if the student has no intent to consume it. Other examples of combination breakfast choices that cannot be separated may include a yogurt parfait, a breakfast burrito, or a milk/fruit smoothie.

SHOW SLIDE: *Smoothies***SAY:**

Smoothies with fruit, or vegetables, or fruit/vegetable combined and milk are another popular combination food offered at lunch and breakfast. If there is at least 1 cup of milk and at least ½ cup of fruit-vegetable/juice in the smoothie, the smoothie may count as two food items for purposes of OVS. Fruit, vegetable, or fruit/vegetable smoothies may also be made with yogurt. A student would need to select one additional food item in order to have three total items and a breakfast reimbursable meal.

SHOW SLIDE: *Breakfast M/MA***SAY:**

Menu planners have two options for including meat/meat alternate options in breakfast:

- (1) A school may offer meat/meat alternate options in place of grains *after* the minimum daily grains requirement (1 oz eq for all grade groups) is offered. The student does not have to select the grains item in order for the meat/meat alternate to credit as a food item on the student's tray.



OR

- (2) A school may offer a meat/meat alternate as an “extra” food and not credit it toward the grains component.



SHOW SLIDE: *Breakfast Scenarios*

SAY:

We have covered several different factors to consider when implementing OVS in the School Breakfast Program. In the next activity, we are going to review different breakfast menu options and determine how food items should be credited in these specific examples.

(Workbook Activity): Breakfast Scenarios Worksheet**DO:**

Refer participants to the following scenarios on the **Breakfast Scenarios Option Worksheet** located in the Participant's Workbook.

- Scenario: Four Food Items Breakfast Menu Example
- Scenario: Five Food Items Breakfast Menu Example
- Scenario: Combination Food Breakfast Menu Example
- Scenario: Meat/Meat Alternate in Place of Grains Breakfast Menu Example
- Scenario: "Extra" Food Breakfast Menu Example

Divide the participants into small groups. Allow time for the participants to complete the activity and discuss possible responses. At the end of the discussion, include responses noted on the answer keys that were not included in the discussion. At the end of the activity review the answers which are located in appendix of the Participant's Workbook.

Instructor's Note: *The purpose of this activity is to allow participants to recognize a reimbursable OVS breakfast meal. You can ask each group to complete each worksheet or assign one worksheet to different groups.*

Breakfast Scenarios Worksheet

Answer Key

Scenario: Four Food Items Breakfast Menu Example

Instructions: Review the Four Food Items Menu Example and answer the corresponding questions.

Four Food Items Breakfast Menu Example

Menu with 4 food items:

■ Slice of toast	(1 oz eq grain)	[1 grain item]
■ Whole grain-rich cereal	(1 oz eq grain)	[1 grain item]
■ Orange slices	(1 cup fruit)	[1 fruit item]
■ Variety of milk	(1 cup)	[1 milk item]

Reimbursable breakfast meal

- Students must select at least three food items;
- For grains (or meat/meat alternate if offered for this component) and milk, the student must select the minimum required daily serving; and
- For the fruit component, the student must select at least ½ cup of fruit (or vegetables if offered) or fruit/vegetable combined.

What food items can a student select for a reimbursable meal?

Possible responses: A reimbursable breakfast could consist of

- Toast, orange slices, and milk
- Two slices of toast and the orange slices

Is the student required to select both grain food items for the items to be credited as a reimbursable breakfast under OVS?

Answer: No, a student does not have to take both grain food items offered (cereal and toast) since each item is a 1 ounce equivalent and provides the minimum required daily serving.

Breakfast Scenarios Worksheet

Answer Key, continued

Scenario: Five Food Items Breakfast Menu Example

Instructions: Review the Five Food Items Menu Example and answer the corresponding questions.

Five Food Items Breakfast Menu Example

Menu with 5 food items:

■ Whole grain-rich muffin	(2 oz eq grain)	[2 grain items]
■ Whole grain-rich cereal	(1 oz eq grain)	[1 grain item]
■ Orange slices	(1 cup fruit)	[1 fruit item]
■ Variety of milk	(1 cup)	[1 milk item]

Reimbursable breakfast meal

Students must select at least three food items.

- For grains (or meat/meat alternate if offered for this component) and milk, the student must select the minimum required daily serving.
- For the fruit component, the student must select at least $\frac{1}{2}$ cup of fruit (or vegetables if offered) or fruit/vegetable combined.

What food items can a student select for a reimbursable meal?

Possible responses: A reimbursable breakfast could consist of

- Whole grain-rich muffin, orange slices
- Whole grain-rich muffin, orange slices, milk
- Whole grain-rich cereal, orange slices, milk

Breakfast Scenarios Worksheet

Answer Key, continued

Scenario: Combination Food Breakfast Menu Example

Instructions: Review the Combination Food Menu Example and answer the corresponding questions.

Combination Food Breakfast Menu Example

■ Waffle with fruit (1 oz eq grain + ½ cup fruit)		[2 food items]
OR		
■ 2 slices of toast	(2 oz eq grains)	[2 food items]
■ Orange slices	(½ cup fruit)	[1 food item]
■ Apple juice	(½ cup fruit)	[1 food item]
■ Variety of milk	(1 cup)	[1 food item]

Reimbursable breakfast meal

- Students must select at least three food items.
- For grains (or meat/meat alternate if offered for this component) and milk, the student must select the minimum required daily serving.
- For the fruit component, the student must select at least ½ cup of fruit (or vegetables if offered) or fruit/vegetable combined.

How many breakfast food items are featured on this menu?

Answer: The menu features five breakfast food items. For this menu, it is the menu planner's intent that a student may select either the waffle with fruit or 2 slices of toast.

What food items can a student select for a reimbursable meal?

Possible responses: A reimbursable breakfast could consist of

- The waffle with fruit—a combination food with the minimum required daily serving for the grains component 1 ounce equivalent and the minimum required daily serving for the fruit component for OVS (½ cup), and milk
- Two slices of toast, the orange slices, and milk
- Waffle with fruit and orange slices
- Two slices of toast and orange slices

Breakfast Scenarios Worksheet

Answer Key, continued

Scenario: Meat/Meat Alternate in Place of Grains Breakfast Menu Example

Instructions: Review the Meat/Meat Alternate in Place of Grains Menu Example and answer the corresponding questions.

Meat/Meat Alternate in Place of Grains Breakfast Menu Example

Menu with 4 food items:

■ Whole grain-rich cereal	(1 oz eq grain)	[1 grain item]
■ Hard-boiled egg	(1 oz eq credited as grain)	[1 grain item]
■ Orange slices	(1 cup fruit)	[1 fruit item]
■ Variety of milk	(1 cup)	[1 milk item]

Reimbursable breakfast meal

- Students must select at least three food items.
- For grains (or meat/meat alternate if offered for this component) and milk, the student must select the minimum required daily serving.
- For the fruit component, the student must select at least ½ cup of fruit (or vegetables if offered) or fruit/vegetable combined.

If a student selects only the hard-boiled egg, orange slices, and milk, is this a reimbursable meal?

Answer: Yes, this is a reimbursable breakfast for OVS. In this example, the meat/meat alternate is offered as one of the food items for the grains component. The student does not have to select both the cereal (grains) and the hard-boiled egg (meat/meat alternate) for the meat/meat alternate to be a credited breakfast item since each item is a 1 ounce equivalent and provides the minimum required daily serving.

If a student selects two servings of cereal and orange slices, is this a reimbursable meal?

Answer: Yes, under OVS the student could select two servings of cereal and orange slices for a reimbursable breakfast if allowed by the menu planner. The menu planner needs to instruct the students and cashiers that this is allowed and the signage must communicate this option.

Breakfast Scenarios Worksheet

Answer Key, continued

Scenario: “Extra” Food Breakfast Menu Example

Instructions: Review “Extra” Food Menu Example and provide feedback to the corresponding questions.

“Extra” Food Breakfast Menu Example

Menu with 4 food items with meat/meat alternate offered as an “extra” food:

■ Slice of toast	(1 oz eq grain)	[1 grain item]
■ Hard-boiled egg		“Extra” food
■ Orange slices	(½ cup fruit)	[1 fruit item]
■ Apple juice	(½ cup fruit)	[1 fruit item]
■ Variety of milk	(1 cup)	[1 milk item]

Reimbursable breakfast meal

- Students must select at least three food items.
- For grains (or meat/meat alternate if offered for this component) and milk, the student must select the minimum required daily serving.
- For the fruit component, the student must select at least ½ cup of fruit (or vegetables if offered) or fruit/vegetable combined.

How many food items are offered on this menu? What are the food items?

Answer: This OVS menu example contains only four items: toast, orange slices, apple juice, and milk.

If a student selects the hard-boiled egg, could this food item be credited as one of the three food items required for a reimbursable meal?

Answer: No, the egg is an “extra” food and may not be counted as one of the three food items required for a reimbursable breakfast.

What must a student select to have a reimbursable breakfast?

Answer: A student must take at least one of the fruit items plus two additional items.

Lesson 9: Unit Price

Objective: Discuss unit prices for a reimbursable meal.

SHOW SLIDE: *Unit Price*

—

SAY:

School meals must be priced as a unit. A unit price means that one price is established for a complete reimbursable meal in the paid meal category, and one price is established for a complete reimbursable meal in the reduced price meal category.

SHOW SLIDE: *Unit Price Reimbursable Meals*

—

SAY:

OVS does not affect the meal's unit price established by the SFA. Students who take three, four, or five food components for lunch or three or more food items for breakfast pay the same price. The unit price is also not affected if the student selects the minimum required daily serving sizes for three food components for lunch (or three food items for breakfast) and also selects less than the required serving size of additional food components.

SHOW SLIDE: *OVS and À La Carte Sales***SAY:**

Foods offered in reimbursable meals may also be sold a la carte. Students and cashiers need to be able to distinguish between foods considered food components/food items in reimbursable meals and a la carte foods. If a student does not select the required food components/food items in the required amounts, the meal is not reimbursable. Therefore, the school may charge the student a la carte prices for each item selected. Let's review a few examples and determine if the student should be charged the unit price or the a la carte price.

SHOW SLIDE: *Signage***SAY:**

Menu planners are encouraged to offer a variety of healthy menu items to encourage students to select the foods they will eat. The NSLP regulation at 7 CFR 210.10(a)(2) requires that schools identify, near or at the beginning of serving lines, what foods constitute unit priced reimbursable meals. Schools using OVS must also identify what a student must select in order to have a reimbursable meal under OVS.

SHOW SLIDE: *Clear Signage***SAY:**

Clear signage will reinforce the menu planner's intent of how much of a food component/food item a student may select to meet the requirements of a reimbursable meal. If choices of food items are offered within the components, the signage must indicate the menu planner's intent and identify what choices or combination of choices the student may select including any minimum or maximum number that may be taken to meet the requirements of a reimbursable meal.



Note: Poster is available at: <https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/2016-SchoolBreakfastInfographic-2pages.pdf>

SHOW SLIDE: *Signage Exceptions*

SAY:

Signage is not required for field trips, breakfast in the classroom, and other venues where signage may be problematic. However, other methods should be used to inform students of their choices.

(Workbook Activity): K–8 Breakfast Menu Example Worksheet

DO:

Review the instructions for the **K–8 Breakfast Menu Example Worksheet** activity. Discuss the participants' answers. At the end of the activity review the answers which are located in appendix of the Participant's Workbook.

K–8 Breakfast Menu Example Worksheet

Answer Key

Instructions: Review the K–8 Breakfast Menu Example and provide feedback to the corresponding questions.

K–8 Breakfast Menu Example

Choose at least one (and up to two) of the same or different items:

- | | | |
|----------------------|-----------------|----------------|
| ■ Slice of toast | (1 oz eq grain) | [1 grain item] |
| ■ Whole grain cereal | (1 oz eq grain) | [1 grain item] |

Choose at least one (and up to all four) of the same or different items:

- | | | |
|--------------------|---------------|----------------|
| ■ Orange juice | (½ cup fruit) | [1 fruit item] |
| ■ Apple slices | (½ cup fruit) | [1 fruit item] |
| ■ Pineapple chunks | (½ cup fruit) | [1 fruit item] |
| ■ Mixed berries | (½ cup fruit) | [1 fruit item] |

Choose one of the following items:

- | | | |
|-------------------|---------|---------------|
| ■ Variety of milk | (1 cup) | [1 milk item] |
|-------------------|---------|---------------|

Reimbursable breakfast meal:

- Students must select at least three food items.
- For grains (or meat/meat alternate offered for this component) and milk, the student must select the minimum required daily serving.
- For the fruit component, the student must select at least ½ cup of fruit or vegetables or fruit/vegetable combined.

K–8 Breakfast Menu Example Worksheet Answer Key, continued

If the student selects two milks, toast, and two fruit items, should the student be charged the unit price or the a la carte price for the selection of the extra milk?

Answer: The student's selection constitutes a reimbursable meal, but the menu planner limited the milk component to one choice. The student should be charged the a la carte price for the extra milk.

If the student selects two grain items, four fruit items, and one milk item, should the student be charged the a la carte price or the unit price for the menu selection?

Answer: The student's selection constitutes a reimbursable meal. The student should be charged the unit price for the selection of all items because the menu planner allowed multiple selections of grains and fruits.

If the student selects two slices of toast along with 1 cup of fluid milk, should the student be charged the unit price or the a la carte price for the meal?

Answer: The student's selection does not constitute a reimbursable meal. The menu planner has identified a student may select up to two of the same or different grain items. However, the student must select at least $\frac{1}{2}$ cup of fruit for a reimbursable meal. The student should be charged the a la carte price for the meal.

SHOW SLIDE: *Conclusion*

SAY:

Topics covered in this training included:

- Components of a reimbursable meal
- Reimbursable OVS lunch meals
- Reimbursable OVS breakfast meals
- Unit price

(Activity): Take-Home Messages

SAY:

We are now going to divide into groups and summarize the take-home messages from the training. As a group, you will have three minutes to write down key concepts from the training.

DO:

Review the instructions for the **Take-Home Messages** activity. Facilitate the activity and monitor the time.

SAY:

Now, rotate to the flip chart paper on your right, and take your marker with you. Read the key messages from the group's list and add key messages to it. If your group cannot think of any additional key messages, put a star next to what you believe are the very important take-home messages.

DO:

At the conclusion of the activity, post the flip chart papers on the wall.

Instructor's Note: Before the activity, place the header "Take-Home Messages" on four flip chart papers. The participants may rotate around to each group's flip chart paper as time permits.

SAY:

Look at all the take-home messages you can utilize to recognize a reimbursable breakfast and lunch meal. In addition, by completing the activities and networking with your peers, you have gained valuable information that will contribute to your effectiveness as a cashier. This concludes today's training.

Instructor's Note: If time permits, ask participants to share some of their take-home messages. Review questions submitted on the Bike Rack.

SHOW SLIDE: Thank You

SAY:

Thank you for your active participation and attention in the training. If there are no more questions, we will proceed with the training post-assessment and evaluation. Remember to place your unique identifier on the top right corner of the post-assessment.

(Activity): Post-Assessment and Evaluation

DO:

Distribute the post-assessment and the evaluation form. Review the assessment answers. Distribute certificates. If this is an ICN training, distribute and collect the evaluations.

References

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