

Reimbursable School Meals

from

Introduction to School Nutrition Leadership



Reimbursable School Meals from Introduction to School Nutrition Leadership

Instructor's Manual

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The University of Mississippi

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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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Overview

When administering this training, strive to follow the script and model the program provided in this Instructor's Manual. This script features the following prompts for transitioning between topics, slides, activities, and other aspects of this training:

- **SHOW SLIDE:** This prompt indicates when to show a specific PowerPoint slide.
- **SAY:** This prompt indicates what to say to the participants.
- **DO:** This prompt explains what you and/or the participants should do.
- **ASK:** This prompt indicates when you should ask the participants a question. If the question warrants feedback, the FEEDBACK prompt will follow the ASK prompt. If there are questions that you do not know the answer to, refer the participants to their State agency or the Institute of Child Nutrition's Help Desk by phone at 800-321-3054 or by email (helpdesk@theicn.org).
- **FEEDBACK:** This prompt ensures certain elements are covered in discussions, and it will state information for reviewing activities.
- **INSTRUCTOR'S NOTE:** This prompt lists information for reference purposes only; avoid sharing any information noted for this prompt with the participants.

Ground Rules

ICN has developed Ground Rules to help the class run smoothly and allows all participants to benefit from the course instruction and information. (These Ground Rules can be found on the ICN website – [Ground Rules for Training Mini-Posters](#)).

USDA Professional Standards

2000 Operations

2200 Serving Food

2220 – Offer Versus Serve

2300 Cashier and Point of Service

2310 – Reimbursable Meals

3430 – Training Plans and Tracking

ICN Competencies

Functional Area 1: Nutrition and Menu Planning

Competency 1.2: Ensures all meals served in the school nutrition program meet current nutritional standards and meal pattern requirements, including children with special diet needs.

Functional Area 4: Program Regulations and Accountability

Competency 4.1: Maintains integrity and accountability of the school nutrition program through compliance with all Federal, State, and local regulations.

Preparation Checklist

Instructions: The following tasks are necessary for presenting this training. Assign each task to a specific person and determine the date that each task must be completed. Keep track of the progress by checking off tasks as they are completed.

Task	Person Responsible	Completion Date	✓
Reserve equipment and gather supplies as needed for use on the day of class (6 weeks prior). Instructor's Manual Roster of participants attending for instructor Participant sign-in sheets Pre-/Post-Assessment Training Evaluations Certificate of Completion List of equipment and supplies needed Microphone (preferably wireless) Computer to present slides Projector and screen Wireless presenter device and laser pointer Chart paper (self-adhesive strip sheets) Painter's tape (do not use masking tape) Markers (chart paper) Pens, pencils, note paper, highlighters, self-adhesive notes, page markers, index cards (each table) Ground Rules Name tags and table tents	Instructor		

Role of the School Nutrition Director

The purpose of the school meals programs is to provide safe, healthy reimbursable meals across the nation. The school meals program menu requirements reflect the key food groups recommended by the *Dietary Guidelines for Americans* (DGAs). School reimbursable meals are required to meet specific nutrition standards in addition to the required food components/food items.

For reimbursement, the director must ensure planned and offered school meals meet the Federal regulations, including providing all students access to the required meal components and amounts. A skilled director creates menus that are compliant with Federal regulations and student pleasing; can be prepared within the limits of the operation; and include textures, colors, and flavors, and include a variety of choices.

It is imperative for directors to understand the Federal requirements for reimbursable meals under the National School Lunch Program (NSLP) and National School Breakfast Program (SBP). As a leader, the director must understand Federal regulations, train staff on the regulations, and monitor compliance of the regulations within their operation.

Objectives

At the end of this training, participants will have accomplished the following objectives.

- Recall 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 meats/meat alternates (M/MA) component requirements.
- Identify the school lunch and breakfast fluid milk component requirements.
- Recognize an Offer Versus Serve (OVS) reimbursable lunch meal.
- Recognize an OVS reimbursable breakfast meal.
- Discuss unit prices for a reimbursable meal.

Training-at-a-Glance

Time Allowed	Topic	Activity	Materials
Objective: Recall the school lunch and breakfast reimbursable meal components.			
25 minutes	<ul style="list-style-type: none"> Lesson Objectives Reimbursable School Meals 	Reimbursable School Meals Components	Participant's Workbook
Objective: Identify the school lunch and breakfast fruit component requirements.			
20 minutes	Fruit Requirements for School Meals	School Meals Fruit Component Requirements	Participant's Workbook
Objective: Identify the school lunch vegetable component requirements.			
30 minutes	Vegetable Requirements for School Meals	Vegetable K–8 Menu	Participant's Workbook
Objective: Identify the school lunch and breakfast grains component requirements.			
20 minutes	Grains Requirements for School Meals	Grains Component	Participant's Workbook
Objective: Identify the school lunch meats/meat alternates (M/MA) component requirements.			
20 minutes	Meats/Meat Alternates Requirements for School Meals	Legumes	Participant's Workbook
Objective: Identify the school lunch and breakfast fluid milk component requirements.			
20 minutes	Fluid Milk Requirements for School Meals	Fluid Milk Requirements	Participant's Workbook
Objective: Recognize an Offer Versus Serve (OVS) reimbursable lunch meal.			
40 minutes	Reimbursable OVS Lunch Meals	K–8 Speed Round	Participant's Workbook
Objective: Recognize an OVS reimbursable breakfast meal.			
45 minutes	Reimbursable OVS Breakfast Meals	Breakfast Scenarios	<ul style="list-style-type: none"> Participant's Workbook Calculator
Objective: Discuss unit prices for a reimbursable meal.			
20 minutes	<ul style="list-style-type: none"> Unit Price Conclusion 	K–8 Breakfast Menu Example	Participant's Workbook
Total: 4 hours			

Reimbursable School Meals

SHOW SLIDE: Reimbursable School Meals

SAY: Reimbursable school meals are required to meet specific nutrition standards also known as the meal pattern requirements. 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 SLIDES: Objectives and Objectives, continued

DO: Review the objectives for this lesson.

REIMBURSABLE SCHOOL MEALS

Objective: Recall 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. 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 ensuring the students selects a reimbursable meal.

SHOW SLIDE: Menu Planner Skills

SAY: Menu planning skills include creating menus that:

- Are compliant with Federal regulations
- Are student pleasing
- Are prepared within the limits of the operation
- Include textures, colors, and flavors
- Include a variety of choices

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: Menu planners 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 Calories/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.

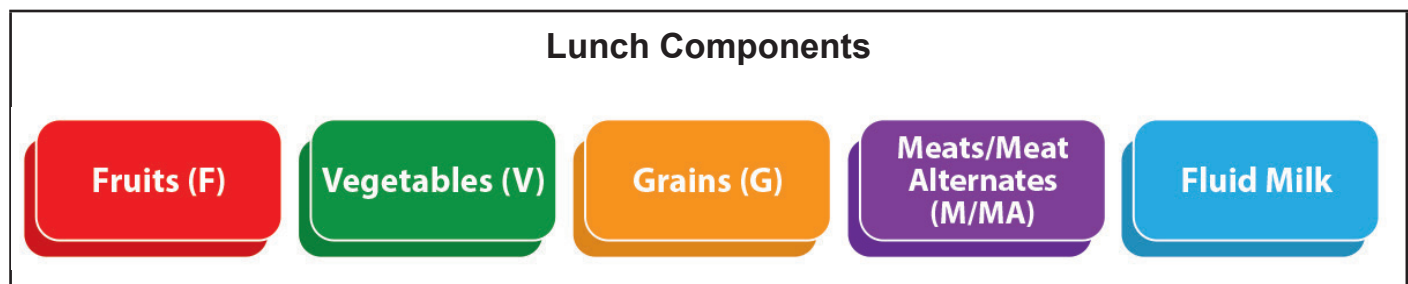
SHOW SLIDE: Food Components for School Meals

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

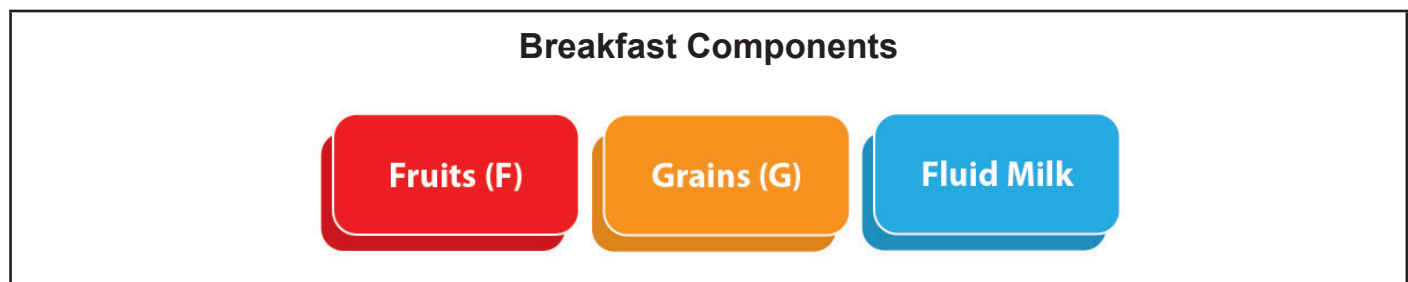
SAY: The food components that must be offered in a reimbursable lunch are:

- Fruits
- Vegetables
- Grains
- Meats/meat alternates (M/MA)
- Fluid milk

**SHOW SLIDE: Food Components for Breakfast**

SAY: The food components that must be offered in a reimbursable breakfast are:

- Fruits (or vegetables as a substitute)
- Grains (or optional meats/meat alternates)
- 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).

ACTIVITY: Reimbursable School Meals Components

Materials: none

Time: 5 minutes

Instructions: Ask participants what components must be offered for a reimbursable breakfast and lunch. Allow participants to respond.

ASK: What components must be offered for a reimbursable breakfast?

FEEDBACK: Fruit or vegetables as a substitute, grains or optional meats/meat alternates, and fluid milk

ASK: What components must be offered for a reimbursable lunch?

FEEDBACK: Fruit, Vegetable, Meats/Meat Alternates, Grain, Fluid Milk

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 $\frac{1}{2}$ of the fruits component offered over the week). Required quantities are established in the meal patterns for lunch and breakfast.

SHOW SLIDE: Fruit Component Requirements 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 for 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.

SHOW SLIDE: School Lunch Fruit Requirements

SAY: Let's 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
Grades K–5	½ cup	2 ½ cups
Grades 6–8	½ cup	2 ½ cups
Grades 9–12	1 cup	5 cups

DO: 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: School Breakfast Fruit Requirements

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

Reimbursable School Breakfast Fruit Component		
	Daily Minimum Requirements Offered	Weekly Minimum Requirements Offered
Grades K–5	1 cup	5 cups
Grades 6–8	1 cup	5 cups
Grades 9–12	1 cup	5 cups

DO: 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 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 ¼ cup of raisins contributes ½ 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.

SHOW SLIDE: School Meals Fruit Component Requirements**ACTIVITY: School Meals Fruit Component Requirements****Materials:** School Meals Fruit Component Requirement worksheet**Time:** 5 minutes**Instructions:** Have participants refer to the **School Meals Fruit Component Requirement** worksheet and answer the questions at the end of the activity.**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 located in Appendix of the Participant's Workbook.**School Meals Fruit Component Requirement****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 Strawberries	½ cup Sliced Peaches	¼ cup Blueberries
	4 ounce (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	¼ 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.**ASK:** Does this menu meet the fruit requirements for breakfast?**FEEDBACK:** 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.

ASK: Does this menu meet the fruit requirements for lunch?

FEEDBACK: Yes. The daily minimum fruit requirements for grades K–8 is $\frac{1}{2}$ 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.

VEGETABLE REQUIREMENTS FOR SCHOOL MEALS

Objective: Identify the school lunch vegetable component requirements.

SHOW SLIDE: *School Lunch Vegetable Requirements*

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:





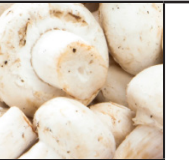
- Dark green
- Red/orange
- Legumes (beans/peas)
- Starchy
- Other vegetables

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: Subgroup 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	$\frac{1}{2}$ cup	$\frac{3}{4}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	1 cup
Grades 6–8	$\frac{1}{2}$ cup	$\frac{3}{4}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	1 cup
Grades 9–12	$\frac{1}{2}$ cup	1 $\frac{1}{4}$ cups	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{3}{4}$ cup	1 $\frac{1}{2}$ 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 lettuce
- Spinach
- Dark green leafy lettuce
- Mustard greens
- Broccoli
- Turnip greens
- Swiss chard
- 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; raw leafy greens 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
- 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 meats/meat alternates component. Fresh immature beans (such as 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
- Pinto beans

SHOW SLIDE: Starchy Vegetables

SAY: The starchy vegetable subgroup includes foods such as:

- Jicama
- Plantain
- Corn
- Taro

SHOW SLIDE: Other Vegetables

SAY: The other vegetable subgroup includes foods such as:

- Zucchini
- Okra
- Avocado
- Cauliflower
- Celery
- Green beans
- Cabbage
- Cucumbers
- Belgian endive
- 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 ,sweet potatoes and red/orange vegetables) may count toward that single vegetable subgroup. Vegetable combinations that contain at least 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 red/orange vegetable subgroup. However, a full-strength vegetable juice blend containing carrots, spinach, tomato, and watercress may only credit toward the additional vegetable subgroup.

SHOW SLIDE: *Vegetables K–8 Menu*

ACTIVITY: Vegetables K–8 Menu

Materials:

- **Vegetables K–8 Menu Activity Instructions** handout
- **Sample CN Label for Chicken Stir-Fry Bowl** handout
- **White Chicken Chili Recipe** handout
- **K–8 Sample Lunch Menu** handout
- **Vegetables K–8 Menu** worksheet

Time: 10 minutes

Instructions: Have participants refer to the **Vegetables K–8 Menu Activity Instructions** handout located in the Participant's Workbook. At the end of the activity, review the answers located in Appendix of the Participant's Workbook.

Vegetables K–8 Menu Activity Instructions

Instructions:

- Locate the **Sample CN Label for Chicken Stir-fry Bowl** handout, the **White Chicken Chili 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 for Chicken Stir-Fry Bowl

Chicken Stir-Fry Bowl	
Ingredient Statement: Chicken, brown rice, broccoli, red peppers, carrots, onions, water, olive oil, soy sauce, spices.	
CN	CN
099135	
Each 4.5 oz. Chicken Stir-Fry Bowl provides 1.5 oz. equivalent meat, 1.0 oz eq Grains, ¼ cup dark green vegetable, ¼ cup red/orange vegetable, and ⅛ 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
CN	
Net Wt.: 18 pounds	
Chicken Wok Company 1234 Kluck Street Poultry, PA 12345	

Main Dish

Healthier Kansas Recipe 128
Iowa Gold Star

White Chicken Chili Recipe

HACCP: #2 Same Day Service

Ingredients	100 Servings		Servings		Preparation Instructions
	Weight	Measure	Weight	Measure	
Onions, yellow, AP Garlic, fresh, minced Chicken, cooked, diced	3 lb 8 oz 5 oz 10 lb				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.
Great Northern Beans, canned, low-sodium, undrained Water Chicken Base, low-sodium White Pepper Cumin, ground	17 oz 4 oz 2 oz	3 ¼ #10 cans			
Green Chili Peppers, canned, diced Chicken Stock, prepared from low-sodium base	15 oz	3 Tbsp 1 gal + 2 qt + 1 cup (as prepared)			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	3 lb 2 oz				6. Top chili with ½ oz mozzarella cheese.
Serving Size		1 Serving Provides		Yield	
¾ cup (6 oz spoodle)		2 oz equivalent M/MA and ¼ cup vegetable, BP (legumes)		K-8: 100 servings	

K–8 Sample Lunch Menu

Notes: Garden Bar & Vegetable Offerings <ul style="list-style-type: none"> • 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) Carrot Coins WW Roll (2 oz eq) Garden Bar Romaine/Spinach, Celery, Tomatoes, Vegetarian Baked Beans Peaches Fresh Banana	Chicken Stir-fry Bowl (1 ½ oz eq M/MA + 1 oz eq Grain + ⅝ cup Vegetable) Roasted Corn Garden Bar Romaine, Garbanzo Beans, Baby Carrots, Cucumber Mandarin Oranges Fresh Apples	Beef & Pinto Bean Taco Salad (Shredded Romaine/Spinach w/ 1 oz eq Beef, 1 oz eq Cheese, & ⅛ cup Pinto Beans (Vegetable) Whole Grain Pita Chips (2 oz eq) Garden Bar Romaine, Celery, Cabbage/Carrot Slaw (¼ cup Cabbage, ⅛ cup Carrot), Tomato Salsa Pineapple Tidbits Fresh Kiwi	White Chicken Chile (2 ¼ M/MA oz eq + ¼ cup Vegetable) WW Roll (2 oz eq) Romaine Salad (Romaine, ¼ cup Tomatoes, ¼ cup Cucumbers) Mixed Fruit Fresh Orange Smiles	Crispy Fish Taco (1 oz eq M/MA + 1 oz eq WW) on WW Tortilla (1 oz eq) Cabbage (¼ cup) Sweet Potato Fries Garden Bar Romaine/ Spinach, Salsa, Cucumbers, Garbanzo Beans Pears 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

Instructions: In the Participant's Workbook, locate the **Sample CN Label** handout, the **White Chicken Chili 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 creditable serving size such as $\frac{1}{2}$ cup. Monday has been completed 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 Cucumbers $\frac{1}{2}$ cup
Wednesday	Romaine and Spinach $\frac{1}{2}$ cup	Carrots $\frac{1}{8}$ 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.

GRAINS REQUIREMENTS FOR SCHOOL MEALS

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

SHOW SLIDE: School Lunch Grains Requirements

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
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.		

Transitional Standard: Grains

At least 80% of the grains served in school lunch and breakfast per week must be whole grain-rich (containing at least 50% whole grains).

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

SHOW SLIDE: School Breakfast Grains Requirements

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
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.		

Transitional Standard: Grains

At least 80% of the grains served in school lunch and breakfast per week must be whole grain-rich (containing at least 50% whole grains).

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

SHOW SLIDE: Grains Component**ACTIVITY: Grains Component**

Materials: Grains Component Requirements handout

Time: 5 minutes

Instructions: Have participants refer to the **Grains Component Requirements** worksheet located in the Participant's Workbook. At the end of the activity, review the answers located in the Appendix of the Participant's Workbook.

Grains Component Requirements

Instructions: Answer the corresponding questions.

Are grains a required component for both breakfast and lunch?

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

Do all grade levels have the same daily requirements for reimbursable lunch? If not, what are they?

No. Grades K–5 and Grades 6–8 have a minimum requirement of 1 ounce equivalent per day at lunch. Grades 9–12 have a minimum requirement of 2 ounce equivalents 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.

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

Yes. All grade levels have a minimum requirement of 1 ounce equivalent 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.

Transitional Standard: Grains

At least 80% of the grains served in school lunch and breakfast per week must be whole grain-rich (containing at least 50% whole grains).

MEATS/MEAT ALTERNATES REQUIREMENTS FOR SCHOOL MEALS

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

SHOW SLIDE: School Lunch 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 meats/meat alternates 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
Grades K–5	1 ounce equivalent	8–10 ounce equivalents
Grades 6–8	1 ounce equivalent	9–10 ounce equivalents
Grades 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, and Poultry

SAY: One ounce cooked, skinless, unbreaded portion of beef, fish, and 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, Food and Nutrition Service (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 a 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 meats/meat alternates 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 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 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 toward the meat alternates 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. Non-commercial 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 ½ cup (volume) of soy or dairy yogurt equals one ounce of the meats/meat alternates 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 meats/meat alternates 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 ½ large egg equivalent (½ 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 Vegetables

SAY: Dry/mature beans and peas may be offered as meat alternates or as vegetables 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 meats/meat alternates on another occasion. In this example, the refried beans offered as a vegetable count toward the weekly beans/peas requirement, but not toward the meats/meat alternates weekly range. Menu planners must determine in advance how to count beans/peas in a meal.

SHOW SLIDE: Cooked Beans

SAY: A ¼ cup of cooked beans equals one ounce of the meats/meat alternates requirement. If with liquid, there should be more than ¼ 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 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 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 (www.fns.usda.gov/cnlabeling/food-manufacturersindustry).

SHOW SLIDE: Legumes**ACTIVITY: Legumes**

Materials: Qualifying Legumes (Beans/Peas) handout

Time: 10 minutes

Instructions: Have participants identify if the picture is a legume when you read the name of the picture. 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.

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.

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.

Qualifying Legumes (Beans/Peas)

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

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, and 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

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–12.

Transitional Standard: Milk

Schools may offer flavored low-fat milk (1%) in addition to unflavored low-fat milk and flavored or unflavored nonfat milk.

ACTIVITY: Fluid Milk Requirements

Materials: none

Time: 5 minutes

Instructions: Ask participants what the requirements are for fluid milk for breakfast and lunch. Allow participants to respond.

ASK: What are the fluid milk requirements for breakfast and lunch?

FEEDBACK: 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–12. Schools may offer flavored low-fat milk (1%) in addition to unflavored low-fat milk and flavored or unflavored nonfat milk.

SHOW SLIDE: Milk Substitutions

SAY: Required (meal modifications) 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, which 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 foodservice account. For additional information, refer to SP26-2011.

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 toward 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 (<https://www.fns.usda.gov/usda-fis/usda-foods-available>) with color coding for low sodium and whole grain foods.

Transitional Standard: Sodium

The weekly sodium limit for school lunch and breakfast will remain at the current level, known as Target 1, for school year 2022–2023. For school lunch only, the limit will decrease marginally (10%) in school year 2023–2024 (Sodium Interim Target 1A) to put schools on an achievable path toward long-term sodium reduction, which will be addressed in future rulemaking.

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

REIMBURSABLE OVS LUNCH MEALS

Objective: Recognize an Offer Versus Serve (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, in order to reduce food waste. 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 school food authorities (SFAs) 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, and Selected

SAY: Planned: A planned menu is what the menu planner intends to offer to students. It represents the 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 a minimum of three food components to have a creditable 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 do 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., meats/meat alternates, 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 à 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



SAY: 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 $\frac{1}{2}$ cup of fruit and $\frac{1}{2}$ 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 meats/meat alternates choice as the third component, instead of more fruits or vegetables.

SHOW SLIDE: K–8 Lunch Speed Round

ACTIVITY: K–8 Lunch Speed Round

Materials:

- K–8 Lunch Speed Round worksheet
- Slide presentation

Time: 5 minutes

Instructions: Have participants review the pictures on the **K–8 Lunch Speed Round** worksheet and record their answer. At the end of the activity, review the answers located in the Appendix of the Participant's Workbook.

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 be shown a series of K–8 Lunch Speed Round Slides, and 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 Lunch Speed Round** worksheet located in the Participant's Workbook.

DO: Review the instructions located on the **K–8 Lunch Speed Round** worksheet. Show the **K–8 Lunch Speed Round** slide presentation and have the participants record their answers. Discuss the participants' answers to the speed round. At the end of the activity, review the answers located in the Appendix of the Participant's Workbook.

K–8 Lunch Speed Round

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




K–8 Lunch Speed Round 1 Answer

	<p>Grilled Chicken Wrap 2 oz eq Meats/Meat Alternates</p> <p>WW Tortilla 2 oz eq Grains</p> <p>Vegetables $\frac{1}{8}$ cup Red/Orange Vegetable $\frac{1}{8}$ cup Legumes</p>
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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

  	<p>Tossed Salad $\frac{1}{2}$ cup Dark Green Vegetable $\frac{1}{2}$ cup Red/Orange Vegetable</p> <p>Broccoli $\frac{3}{4}$ cup Dark Green Vegetable</p> <p>Fresh Orange $\frac{1}{2}$ cup Fruit</p>
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Not Reimbursable Meal

- Only two meal components selected
- Must be another component for a reimbursable meal

K–8 Lunch Speed Round 3 Answer





  	<p>Milk 1 cup Milk</p> <p>Vegetarian Chili 2 oz Meats/Meat Alternates $\frac{1}{4}$ cup Red/Orange Vegetable</p> <p>WW Crackers 1 oz eq Grain</p>
---	---

Not Reimbursable Meal

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

K–8 Lunch Speed Round, continued

K–8 Lunch Speed Round 4 Answer

   	<p>Hamburger on a WW Bun 2 oz Meats/Meat Alternates 1½ oz eq Grains</p> <p>Carrots ½ cup Red/Orange Vegetable</p> <p>Bean Salad ½ cup Legumes ¼ cup Other Vegetable</p> <p>Milk 1 cup Milk</p>
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Reimbursable Meal

K–8 Lunch Speed Round 5 Answer

 	<p>Hummus 2 oz Meats/Meat alternates</p> <p>WW Pita 1 oz eq Grain</p> <p>Bean Salad ½ cup Legumes ¼ cup Other Vegetable</p>
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Reimbursable Meal

K–8 Lunch Speed Round 6 Answer

 	<p>Fish Taco 2 oz Meats/Meat Alternates</p> <p>WW Tortilla 1 oz eq Grain</p> <p>Cole Slaw ¼ cup Other Vegetable</p> <p>Milk 1 cup Milk</p>
---	--

Not Reimbursable Meal

• **Only ¼ cup Vegetables**

• **Must be ½ cup for a reimbursable meal**

K-8 Lunch Speed Round, continued

K-8 Lunch Speed Round 7 Answer

  	<p>WW Spaghetti and Marinara 1 oz eq Grain ¼ cup Red/Orange Vegetable</p> <p>Broccoli ¼ cup Dark Green Vegetable</p> <p>Fresh Orange ½ cup Fruit</p>
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Reimbursable Meal

K-8 Lunch Speed Round 8 Answer

  	<p>Milk 1 cup Milk</p> <p>WW Spaghetti and Meatballs 2 oz Meats/Meat Alternates 1 oz eq Grain ¼ cup Red/Orange Vegetable</p> <p>WW Grain-Rich Roll 1 oz eq Grain</p>
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Not Reimbursable Meal

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

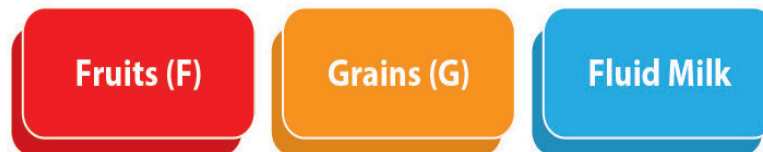
REIMBURSABLE OVS BREAKFAST MEALS

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 meats/meat alternates (M/MA))
- Fluid Milk



SHOW SLIDE: *OVS Breakfast*

SAY: Under OVS, at least four 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 meats/meat alternates offered for this component) and milk
- At least $\frac{1}{2}$ cup of fruit or vegetables or fruit/vegetable combined

SHOW SLIDE: *OVS Breakfast Choices*

SAY: Except for selecting a $\frac{1}{2}$ 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 $\frac{1}{2}$ 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 $\frac{1}{2}$ 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.

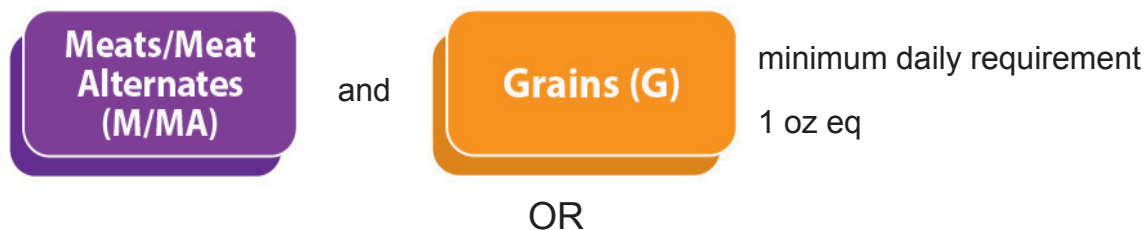
SHOW SLIDE: Smoothies

SAY: Smoothies with fruit, 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 meats/meat alternates options in breakfast:

1. A school may offer meats/meat alternates 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 meats/meat alternates to credit as a food item on the student's tray.



2. A school may offer a meats/meat alternates as an extra food and not credit it toward the grains component.



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.

SHOW SLIDE: Breakfast Scenarios**ACTIVITY: Breakfast Scenarios****Materials:** Breakfast Scenarios worksheet**Time:** 10 minutes

Instructions: Have participants refer to the following scenarios on the **Breakfast Scenarios** worksheet located in the Participant's Workbook. 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. Review the answers located in the Appendix of the Participant's Workbook.

- Four Food Items Breakfast Menu Example
- Five Food Items Breakfast Menu Example
- Combination Food Breakfast Menu Example
- Meats/Meat alternates in Place of Grains Breakfast Menu Example
- Extra Food Breakfast Menu Example

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

Scenario: Four Food Items Breakfast Menu Example

Instructions: Review the Four Food Items Breakfast 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 $\frac{1}{2}$ 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:

- 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 oz equivalent and provides the minimum required daily serving.

Breakfast Scenarios, continued

Scenario: Five Food Items Breakfast Menu Example

Instructions: Review the Five Food Items Breakfast 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 grains) | (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, continued

Scenario: Combination Food Breakfast Menu Example

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

Combination Food Breakfast Menu Example

- Waffle with fruit (1 oz eq grain + $\frac{1}{2}$ cup fruit) (2 food items)

OR

- | | | |
|---------------------|----------------------------|----------------|
| • 2 slices of toast | (2 oz eq grains) | (2 food items) |
| • Orange slices | ($\frac{1}{2}$ cup fruit) | (1 food item) |
| • Apple juice | ($\frac{1}{2}$ 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 meats/meat alternates 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

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 oz eq the minimum required daily serving for the fruit component for OVS ($\frac{1}{2}$ 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, continued

Scenario: Meats/Meat Alternates in Place of Grains Breakfast Menu Example

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

Meats/Meat Alternates in Place of Grains Breakfast Menu Example

Menu with 4 food items:

- | | | |
|-------------------|-----------------------------|----------------|
| • Slice of toast | (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 meats/meat alternates 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.

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 meats/meat alternates 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 (meats/meat alternates) for the meats/meat alternates 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 toast and orange slices, is this a reimbursable meal?

Answer: Yes, under OVS the student could select two servings of toast 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, continued

Scenario: Extra Food Breakfast Menu Example

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

Extra Food Breakfast Menu Example

Menu with 4 food items with meats/meat alternates 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 meats/meat alternates 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.

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 à la carte. Students and cashiers need to be able to distinguish between foods considered food components/food items in reimbursable meals and à 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 à 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 à la carte price.

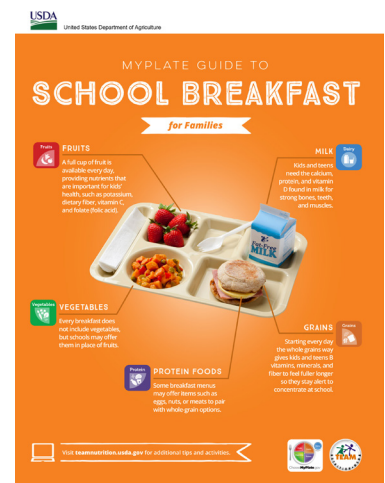
SHOW SLIDE: Signage

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/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: Visit <https://www.fns.usda.gov/tn/myplate-guide-school-breakfast> for the poster.



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.

SHOW SLIDE: K–8 Breakfast Menu Example**ACTIVITY: K–8 Breakfast Menu Example**

Materials: K–8 Breakfast Menu Example worksheet

Time: 10 minutes

Instructions: Have participants review the **K–8 Breakfast Menu Example** worksheet and provide feedback to the corresponding questions. Discuss the participants' answers. The answers are located in the Appendix of the Participant's Workbook.

DO: Review the instructions for the **K–8 Breakfast Menu Example** worksheet activity.

K–8 Breakfast Menu Example

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 ($\frac{1}{2}$ cup fruit) (1 fruit item)
- Apple slices ($\frac{1}{2}$ cup fruit) (1 fruit item)
- Pineapple chunks ($\frac{1}{2}$ cup fruit) (1 fruit item)
- Mixed berries ($\frac{1}{2}$ 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 meats/meat alternates 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 or fruit/vegetable combined.

K–8 Breakfast Menu Example, continued

If the student selects two milks, toast, and two fruit items, should the student be charged the unit price or the à 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 à 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 à 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 à 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 à la carte price for the meal.

SHOW SLIDE: Conclusion

SAY: We will now create a SMART goal for this lesson.

S (specific) – The goal needs to indicate the five *Ws*: who, what, when, where, and why.

M (measurable) – There needs to be a quantitative goal line. Think numbers—how many or how much. This characteristic will let us know when the goal has been met.

A (achievable) – It needs to be something that we can actually do. Remember, we need to consider if we are willing to commit to make the necessary changes. We also need to be sure we aren't setting the bar too high or too low.

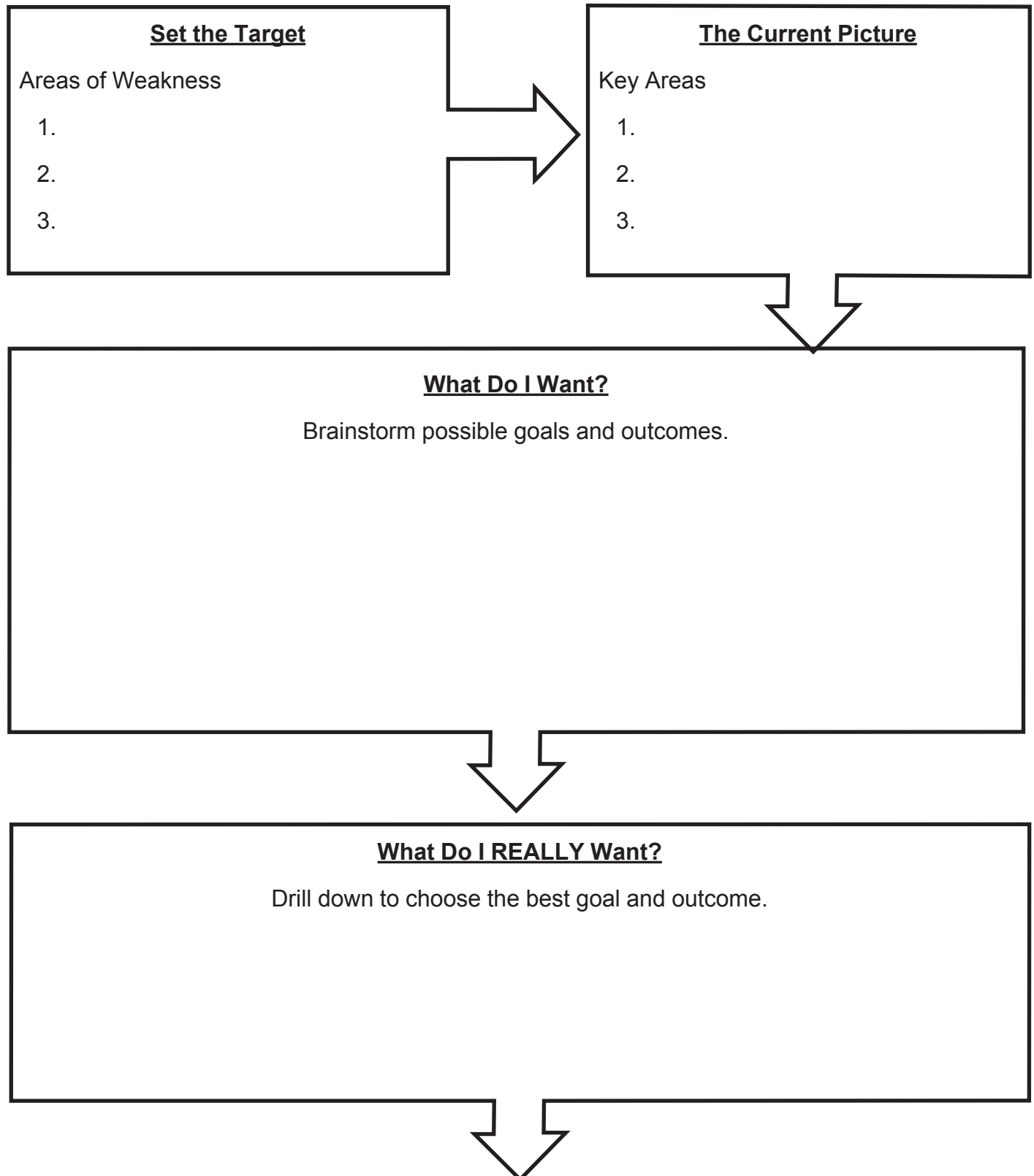
R (relevant) – The goal needs to reference how it relates to our priorities and needs so we can make certain it is based on the forecasted needs of our program.

T (time-bound) – There should be a time frame in the goal that creates a practical sense of urgency for our staff.

Think back over this lesson, the objectives we covered, and how it all relates to your program. Take a few minutes to reflect on how you can use the information you learned to help improve your program.

As you have previously worked through the development process, we now want to utilize this skill to develop a goal in the area of Reimbursable School Meals. Having a SMART goal in place when you return to your program will help you focus on improving your SNP in the targeted area of this lesson. Now, use the questions for each characteristic to create your SMART goal using the **SMART Goals for Reimbursable School Meals** worksheet.

SMART Goals for Reimbursable School Meals



Make sure it meets each characteristic.

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