WELCOME to New Administrators Orientation (NAO) Part II-Day 1

Office Of Child Nutrition
Schools Support Division

April D. Catchings
Division of Training and Program Outreach, Director
What is the purpose of the 2020-2025 DGAs?

• They provide advice on what American’s should eat and drink to meet nutrient needs, promote health, and help prevent chronic diseases.
DGAs help build School Meal Patterns

1. The **Dietary Guidelines for Americans** is the cornerstone for Federal nutrition programs (NSLP/SBP) and a go-to resource for health professionals nationwide.

2. Allows a healthy eating pattern across the lifespan.

3. Focus on variety, nutrient density, and portion size.

4. Limit calories from foods with added sugars and saturated fats and reduce sodium intake.
School Meals

- DGAs are incorporated during NSLP/SBP menu planning.
- The school meals program provide nearly two-thirds of daily calories to school age children.
- Our jobs are important to help ensure the learning success of all MS Students.
The USDA Food Patterns were developed to help individuals carry out Dietary Guidelines recommendations.

- Identify daily amounts of foods (Choose MyPlate).
- Incorporate Nutrient-dense forms.
- Focus on the Five (5) major food groups and subgroups.
There are four (4) overarching Guidelines:

1. Follow a healthy dietary pattern at every life stage.
2. Customize and enjoy nutrient-dense food and beverage choices to reflect personal preferences, cultural traditions, and budgetary considerations.
3. Focus on meeting food group needs with nutrient-dense foods and beverages and stay within calorie limits.
4. Limit foods and beverages higher in added sugars, saturated fat, and sodium, and limit alcoholic beverages.
Top Things You Need remember about the DGAs, 2020-2025:

1. The *Dietary Guidelines* are developed to help all Americans.
2. Provides guidance by stage of life (birth to older adulthood, pregnancy and lactation).
4. It’s about the pattern of healthy eating, not just healthy choices here and there.
5. The average American Diet scores a **59** out of **100** on the Healthy Eating Index.
6. Meet nutritional needs primarily from foods and beverages.
7. Choose a variety of options from each food group.
8. Portion size is very important.
9. Adaptable to *Dietary Guidelines* based on personal preferences, cultural foods and budgetary considerations.
No medicine can compensate for “UN-HEALTHY” living.
~Renu Chaudhary
Questions
April D. Catchings
Division of Training & Program Outreach, Director
acatchings@mdek12.org
The Food Buying Guide and Formula for Ordering & CN Labeling

Mary Burks
School Support Division, Director
The provision requires that a school food authority purchase

- Maximum extent practicable, domestic commodities or “domestic commodity or product”
- Means an agricultural commodity that is produced in the United States or a food product that is processed in the United States products
- Over 51% of the final processed product consists of agricultural commodities that were grown domestically
MEMO CODE: SP 38-2017
The Food Buying Guide (FBG)

• USDA’S Food Buying Guide is designed for Child Nutrition Programs.

• Determines quantities of food to purchase for use in preparing meals for CN Programs.

• Determines the specific contribution each food makes toward the meal pattern requirement.
Food Buying Guide

• Food Buying Guide for Child Nutrition Programs

A USDA eAuthentication account is needed to access the tool.
Food Buying Guide for Child Nutrition Programs

U.S. DEPARTMENT OF AGRICULTURE

WELCOME TO THE FOOD BUYING GUIDE

The Interactive Food Buying Guide allows for easy display, search, and navigation of food yield information. In addition, users can compare yield information, create a favorite foods list, and access tools, such as the Recipe Analysis Workbook (RAW) and the Product Formulation Statement Workbook.

- Food Items Search
- Exhibit A Grains Tool
- Food Item Favorites
- FBG Calculator
- Download Food Buying Guide
- Recipe Analysis Workbook (RAW)

MEATS/MEAT ALTERNATES
FRUITS
MILK
Food Buying Guide

It is a tool that will enable you to . . .

• Determine yield from a specific weight / measure of food.
• Determine what quantity of raw product will provide the amount of ready-to-cook food called for in a recipe.
• Determine how much food will you need to purchase.
• Meet meal component requirements.
Yield Tables – Six Columns

1 - Food As Purchased (AP)
2 - Purchase Unit
3 - Servings per Purchase Unit, EP (Edible Portion)
4 - Serving size per meal contribution
5 - Purchase Units for 100 servings
6 - Additional information
<table>
<thead>
<tr>
<th>Food as Purchased (AP)</th>
<th>Column 1 – Food as Purchased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tells you the name of the food item and the form(s) in which it is purchased</td>
<td></td>
</tr>
</tbody>
</table>

### Section 1 - Meats/Meat Alternates

<table>
<thead>
<tr>
<th>BEEF, GROUND, fresh or frozen</th>
<th>2. Purchase Unit</th>
<th>3. Servings per Purchase Unit, EP</th>
<th>4. Serving Size per Meal Contribution</th>
<th>5. Purchase Units for 100 Servings</th>
<th>6. Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef, Ground, fresh or frozen</td>
<td>Pound</td>
<td>11.60</td>
<td>1 oz cooked lean meat</td>
<td>8.70</td>
<td>1 lb AP = 0.73 lb cooked, drained, lean meat</td>
</tr>
<tr>
<td>Beef, Ground, fresh or frozen</td>
<td>Pound</td>
<td>7.78</td>
<td>1-1/2 oz cooked lean meat</td>
<td>12.90</td>
<td>1 lb AP = 0.73 lb cooked, drained, lean meat</td>
</tr>
<tr>
<td>Beef, Ground, fresh or frozen</td>
<td>Pound</td>
<td>11.80</td>
<td>1 oz cooked lean meat</td>
<td>8.50</td>
<td>1 lb AP = 0.74 lb cooked, drained, lean meat</td>
</tr>
<tr>
<td>Beef, Ground, fresh or frozen</td>
<td>Pound</td>
<td>7.89</td>
<td>1-1/2 oz cooked lean meat</td>
<td>12.70</td>
<td>1 lb AP = 0.74 lb cooked, drained, lean meat</td>
</tr>
<tr>
<td>Beef, Ground, fresh or frozen</td>
<td>Pound</td>
<td>12.00</td>
<td>1 oz cooked lean meat</td>
<td>8.40</td>
<td>1 lb AP = 0.75 lb cooked, drained, lean meat</td>
</tr>
<tr>
<td>Beef, Ground, fresh or frozen</td>
<td>Pound</td>
<td>8.00</td>
<td>1-1/2 oz cooked lean meat</td>
<td>12.50</td>
<td>1 lb AP = 0.75 lb cooked, drained, lean meat</td>
</tr>
<tr>
<td>BEEF HEART, fresh or frozen</td>
<td>Pound</td>
<td>12.10</td>
<td>1 oz cooked lean meat</td>
<td>8.30</td>
<td>1 lb AP = 0.76 lb cooked, drained, lean meat</td>
</tr>
<tr>
<td>BEEF KIDNEY, fresh or frozen</td>
<td>Pound</td>
<td>8.10</td>
<td>1-1/2 oz cooked lean meat</td>
<td>12.40</td>
<td>1 lb AP = 0.76 lb cooked, drained, lean meat</td>
</tr>
<tr>
<td>Beef Heart, fresh or frozen</td>
<td>Pound</td>
<td>8.96</td>
<td>1 oz cooked lean meat</td>
<td>11.20</td>
<td>1 lb AP = 0.56 lb cooked, trimmed, lean heart</td>
</tr>
<tr>
<td>Beef Kidney, fresh or frozen</td>
<td>Pound</td>
<td>5.97</td>
<td>1-1/2 oz cooked lean meat</td>
<td>16.80</td>
<td>1 lb AP = 0.56 lb cooked, trimmed, lean heart</td>
</tr>
<tr>
<td>Beef Kidney, fresh or frozen</td>
<td>Pound</td>
<td>8.04</td>
<td>1 oz cooked lean meat</td>
<td>11.60</td>
<td>1 lb AP = 0.54 lb cooked kidney</td>
</tr>
<tr>
<td>Beef Kidney, fresh or frozen</td>
<td>Pound</td>
<td>5.76</td>
<td>1-1/2 oz cooked lean meat</td>
<td>17.40</td>
<td>1 lb AP = 0.54 lb cooked kidney</td>
</tr>
</tbody>
</table>
Column 2 – Purchase Unit

Tells you the basic unit of purchase for the food. For most foods, the guide lists “Pound” as the purchase unit.
Servings per Purchase Unit, EP (Edible Portion): shows the number of servings of a given size (found in Column 4) from each purchase unit (found in Column 2).

It is based on average yields from good quality foods prepared in ways that result in a minimum of waste.
Column 4 – Serving Size per Meal Contribution

Describes a serving by weight, measure, or number of pieces or slices. Sometimes both volume and weight are given, or weight and number of pieces or slices.
Column 5 Purchased Units for 100 Servings

Shows the number of purchase units needed for 100 servings. This number was calculated using the purchase unit listed in Column 2 and the serving size (by weight) listed in Column 4. Numbers in Column 5 have been rounded up to help ensure enough food is available for 100 servings.
Provides other information to help you calculate the amount of food you need to purchase and/or prepare.
Calculating food to purchase – Questions to ask

How many servings will I need?
• What is my planned portion size for this food?
• In what form will I purchase this food?
• What portion size is listed in Column 4?
• Is the listed portion size the same as my planned portion size?
• How many purchase units of the food will I need to buy?
The Formula
The Food Buying Guide

Food Buying Guide (FBG) resources available to assist you:

• Determining the quantity needed for a given number of servings
• The FBG Online Calculator assists users in building shopping lists from the FBG and
• Determining how much of each item to purchase. The FBG Online Calculator is available at: https://foodbuyingguide.fns.usda.gov
Calculating how much food you need for a given number of servings

There are three methods used to determine the quantity of food needed for a given number of servings.

**Method 1 – Using Column 3**

- Variation 1 – No conversion of serving size needed
- Variation 2 – Conversion of serving size required
Method 1, Variation 1 – No conversion of serving size needed

A. Carrot slices, cooked
B. Ground beef
Method 1, Variation 2 – Conversion of serving size required

C. Beef round roast, without bone
D. Baked beans, vegetarian, canned
E. Nut butters (including peanut butter)
F. Eggs, large, shell, fresh
FBG Calculating

Method 2 – Using Column 5

A. Turkey Meatloaf
B. Green beans, frozen, cut
C. Converting Column 5 yield data
Method 3 – Using Column 6

A. Broccoli, fresh, ready-to-cook
B. Romaine lettuce, fresh, pieces
C. Butternut squash, fresh, whole
FBG Calculator

https://foodbuyingguide.fns.usda.gov/ShoppingList/Index
FUN WITH MATH !!!
FBG Calculator

Food Buying Guide for Child Nutrition Programs
U.S. DEPARTMENT OF AGRICULTURE

FBG Calculator - Create Shopping List

Instructions

Asterisks (*) denote required information.

1. Shopping List Name*

2. Item keywords:
Enter one or more keywords to perform search

Meats/Meat Alternates  Vegetables  Fruits  Grains  Milk  Other Foods  Shopping List

Date: MM/DD/YYYY  (MM/DD/YYYY)
### FBG Calculator

**Shopping List name is required**

<table>
<thead>
<tr>
<th>Meats/Meat Alternates</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Grains</th>
<th>Milk</th>
<th>Other Foods</th>
<th>Shopping List</th>
</tr>
</thead>
</table>

**Item keywords:** beans, green

<table>
<thead>
<tr>
<th><strong>Food Item Description</strong></th>
<th><strong>Purchase Unit</strong></th>
<th><strong>Number of Purchase Units on Hand</strong></th>
<th><strong>Number of Servings</strong></th>
<th><strong>Exact Quantity</strong></th>
<th><strong>Buy Purchase Units</strong></th>
<th><strong>Action</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beans, Green, fresh, Untrimmed, Whole</td>
<td>Pound</td>
<td>11.1</td>
<td>0</td>
<td>300</td>
<td>14.00</td>
<td>Add Serving Size</td>
</tr>
<tr>
<td>Beans, Green, canned, Cut, Includes USDA Foods</td>
<td>No. 10 Can (101 oz)</td>
<td>45.3</td>
<td>0</td>
<td>300</td>
<td>14.00</td>
<td>Add Serving Size</td>
</tr>
<tr>
<td>Beans, Green, canned, Cut, Includes USDA Foods</td>
<td>No. 10 Can (101 oz)</td>
<td>51.1</td>
<td>0</td>
<td>300</td>
<td>14.00</td>
<td>Add Serving Size</td>
</tr>
<tr>
<td>Beans, Green, canned, Cut, Includes USDA Foods</td>
<td>No. 2-1/2 Can (28 oz)</td>
<td>12.5</td>
<td>0</td>
<td>300</td>
<td>14.00</td>
<td>Add Serving Size</td>
</tr>
</tbody>
</table>

**You must save the Shopping List prior to printing it. Use the "Back to List" button and select from the Shopping Lists list. Click the PDF link to generate a copy to print or save.**
Table 3: Common Can and Jar Sizes - per Case and Principal Products

<table>
<thead>
<tr>
<th>Can Size</th>
<th>Cans Per Case</th>
<th>Principal Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 10</td>
<td>6 cans per case</td>
<td>Institutional size: Fruits, vegetables, some other foods</td>
</tr>
<tr>
<td>No. 3 Cyl</td>
<td>12 cans per case</td>
<td>Institutional size: Condensed soups, some vegetables, meat and poultry products, fruit, and vegetable juices</td>
</tr>
<tr>
<td>No. 2-1/2</td>
<td>24 cans per case</td>
<td>Family size: Fruits, some vegetables</td>
</tr>
<tr>
<td>No. 2 Cyl</td>
<td>24 cans per case</td>
<td>Family size: Juices, soups</td>
</tr>
<tr>
<td>No. 2</td>
<td>24 cans per case</td>
<td>Family size: Juices, ready-to-serve soups, some fruits</td>
</tr>
<tr>
<td>No. 300</td>
<td>24 cans per case</td>
<td>Small cans: Some fruits and meat products</td>
</tr>
<tr>
<td>No. 2 (Vacuum)</td>
<td>24 cans per case</td>
<td>Small cans: Principally vacuum-packed corn</td>
</tr>
<tr>
<td>No. 1 (Picnic)</td>
<td>48 cans per case</td>
<td>Small cans: Condensed soups, some fruits, vegetables, meat, fish</td>
</tr>
<tr>
<td>8 oz</td>
<td>48 or 72 cans per case</td>
<td>Small cans: Ready-to-serve soups, fruits, vegetables</td>
</tr>
</tbody>
</table>
How Many Cases?

Need 14 cans to prepared

6 cans in case

Total cases 3
The Food Buying Guide Mobile App

- Search and locate yield information for foods typically served in child nutrition programs.
- Compare yield information to determine the foods that best meet your program needs.
- Create a favorites list of food items.
- Email and print search results, food comparisons, and favorites list.

- The FBG Mobile App is currently available on the IOS and Android platforms.
USDA CN Labeling Program
• USDA has a voluntary federal labeling program called the Child Nutrition Labeling Program (CN Label).

• This program lets food manufacturers give important information about food products.

• By using CN Label, the manager knows how to credit certain foods toward meeting the meal pattern requirements.
CN Labels

• How do I identify a CN label?

• In addition to required labeling features, a CN label will always contain the following:
  
  The CN logo, which has a distinct border
  The meal pattern contribution statement
  A 6-digit product identification number
How do I identify a CN label?

- The CN logo, which is a distinct border
- The meal pattern contribution statement
- A unique 6-digit product identification number (assigned by AMS)
How do I identify a CN label?

- The USDA/FNS authorization statement
- The month and year of AMS approval
- Plus, the remaining required label features: product name, inspection legend, ingredient statement, signature/address line, and net weight.

https://www.fns.usda.gov/cn/labeling/fns-meal-programs
This 2.31oz fully cooked Beef Patty with Textured Soy Flour provides 2.00 oz equivalent meat/meat alternate for the Child Nutrition Meal Pattern Requirements. (Use of this logo and statement authorized by the Food and Nutrition Service, USDA XX-XX)

Sample label statement:

The six-digit CN identification number in the upper-right corner is assigned by the AMS-CN Labeling Program Operations Office.

The date found at the end of this statement reflects the month/year of final approval.
One 3.87 oz. Fully Cooked Breaded Beef Steak provides 2.00 oz. equivalent meat and 1.5 servings bread alternate for Child Nutrition Meal Pattern Requirements. (Use of this logo and statement authorized by the Food and Nutrition Service, USDA XX – XX **

* CN identification number
** Month & Year of approval
CN Labels

- The CN Label does give information on how to count the food product towards the meal pattern requirements.

- It does not assure product quality, acceptance by students, or mean that products without a CN label are inferior.

- A product with a CN label always has the same symbol on it, no matter what the product is. Within the box you will always be told: the serving size, the portion amount to credit toward meeting certain component requirements, and each meal pattern component that the food item should be credited.
Questions
Mary Burks
School Support Division
mburks@mdek12.org;
Civil Rights Compliance and Enforcement

Marianna Chauvin
Division Director II

September 2021 - NAO
Establish and Convey Policy

Provide Guidance and Direction

Ensure compliance with and enforcement of the prohibition against discrimination
Civil Rights Training

- **Training is required** so that people involved at all levels of administration of programs that receive Federal financial assistance understand civil rights related laws, regulations, procedures and directives.

- State agencies are responsible for training local child nutrition administrators on an **annual basis**.

- Local agencies are responsible for training their managers and staff who interact with applicants or participants on an **annual basis**.
Annual training *must* include, but is not limited to:

- 1. Collection and Use of Data
- 2. Effective public notification systems
- 3. Complaint procedures
- 4. Compliance review techniques
Annual training *must* include, but is not limited to:

- 5. Resolution of noncompliance
- 6. Requirements for reasonable modifications for persons with disabilities
- 7. Requirements for language assistance
- 8. Conflict resolution
- 9. Customer service
Protected Base

Defined as:

Any person or group of people who have characteristics for which discrimination is prohibited based on a law, regulation, or executive order.

What are the protected bases?
Protected Bases

As defined by FNS:

1. Race
2. Color
3. National Origin
4. Age
5. Disability
6. Sex
7. Reprisal or Retaliation
Protected Bases

As defined for Child Nutrition Programs:

1. Race
2. Color
3. National Origin
4. Age
5. Disability
6. Sex
• Display where benefits are issued/received.

• Reproductions must be at equal size (11x17)

• If copied as black & white, use Form AD-475A

• Revised Sept. 2019
Full Non-Discrimination Statement

Must use correct version for CN Programs

Accessible on the OCN Home Page

https://mdek12.org/OCN

Direct Link

This institution is an equal opportunity provider.
Correct Version

This institution is an equal opportunity provider.

Incorrect Examples

This institution is an equal opportunity employer.

Yoknapatawpha County Schools is an equal opportunity provider.

USDA is an equal opportunity provider.
Self identification or self-reporting is preferred method of obtaining data

Applicants/participants may not be required to furnish information on their race or ethnicity.

Visual observation is NO LONGER an allowable practice for program operators to use during the collection of race or ethnicity data. (CACFP 11-2021, SFSP 07-2021)
Effective Public Notification Systems

Purpose is to inform applicants, participants, and potentially eligible persons of:

- Program Availability
- Complaint Information
- Non-discrimination statement

Provide appropriate information in alternative formats for persons with disabilities and in the appropriate language(s) for LEP persons.
Complaint Procedures

**RIGHT TO FILE**

Anyone alleging discrimination has the right to file a complaint within 180 days of the alleged discriminatory action. (The Sec. of Agriculture or designee may waive the 180-day filing deadline for good cause. The reason justifying the waiver must be documented in writing in the complaint file.)

**ACCEPTANCE**

Complaints, written or verbal, must be forwarded to the appropriate FNS Regional CR Director within 5 working days. Anonymous complaints will be handled as any other to the extent feasible based on available information.

**FORMS**

Any OCR may develop complaint forms, but the use of such forms must not be a prerequisite for acceptance of a complaint.
Complaint Procedures, Cont.

With Verbal Complaints – must write up the complaint for the complainant. Every effort should be made to secure the following information:

• **Complainant Name, address & phone** (email or other contact info)
• Specific **location & name of agency** delivering the service or benefit
• **Nature of the incident** or action that led the complainant to feel discriminated against
• What **protected base** (prohibited basis or protected class) the complainant feels discriminated against
• Names, phone numbers, titles, addresses of **persons who may have knowledge** of the discriminatory action
• **The date(s)** which the alleged discriminatory actions occurred or **duration** of such actions
Complaint Procedures

- Flow Chart
- Available on last Page of FNS 113-1
- [https://fns-prod.azureedge.net/sites/default/files/113-1.pdf](https://fns-prod.azureedge.net/sites/default/files/113-1.pdf)
Compliance Reviews

- Must advise the reviewed entity in writing of findings and recommendations
- Federal or State reviewer must secure information as necessary to make the determination of compliance
- Routine reviews conducted as required by program regulations.
- Selection criteria; unusual fluctuations of racial/ethnic groups in service area, number of discrimination complaints filed against the agency, unresolved findings from previous reviews, info from grassroots orgs., State officials, etc...
Resolution of Non-Compliance

- **Noncompliance** - factual finding that a Civil Rights requirement is not being adhered to.
- **Achieving Voluntary Compliance** – if found noncompliant, immediate steps to become compliant must be taken.
- **Termination / Suspension of Assistance** – any action must be limited to the agency found noncompliant and limited to the particular program which noncompliance was found.
Reasonable Modifications for Persons with Disabilities

This is a requirement!

The **Americans with Disabilities Act (ADA)** of 1990 and the ADA Amendments Act of 2008 prohibit discrimination and ensure equal opportunity for persons with disabilities in employment, State and local government services (Title II), public accommodations, commercial facilities, and transportation (Title III). Section 504 of the **Rehabilitation Act of 1973** also prohibits discrimination on the basis of handicap in programs or activities receiving federal financial assistance.
Title VI of the Civil Rights Act of 1964 and its regulations require recipients of federal financial assistance, i.e. SAs, local agencies, or other sub-recipients, to take *reasonable steps to ensure “meaningful” access* to information and services they provide for individuals with limited English proficiency (LEP).
What factors should be considered to determine what constitutes reasonable steps?

- The **number or proportion** of LEP persons eligible to be served or likely to be encountered by the program or grantee;
- The **frequency** with which LEP persons come in contact with the program;
- The **nature and importance** of the program, activity, or service provided by the program to people’s lives; and
- The **resources** available to the grantee/recipient and costs.

Meaningful access is accomplished by providing reasonable, timely, appropriate, competent/qualified, accurate and effective language services to individuals with LEP when accessing recipient programs and activities.
USDA LEP Policy Guidance can be found at:
https://www.fns.usda.gov/cr/limited-English-proficiency-lep

Federal regulations also prohibit discrimination of LEP persons on the ground of national origin (7 CFR Part 15).
Definition of Conflict:

• when one or both parties are not able to secure what they need or want and are actively seeking their own goals.
Conflict Resolution

Causes of Conflict:

- Misunderstanding
- Personality clashes
- Competition for resources
- Authority Issues
- Lack of cooperation
- Differences over methods of style
- Low performance
- Value or goal differences
## Types of Conflict

<table>
<thead>
<tr>
<th>DESTRUCTIVE CONFLICT</th>
<th>CONSTRUCTIVE CONFLICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Diverts energy</td>
<td>• Reveals issues of importance, resulting in issue clarification</td>
</tr>
<tr>
<td>• Deepens differences in values</td>
<td>• Builds cohesiveness</td>
</tr>
<tr>
<td>• Polarizes groups</td>
<td>• Causes reassessment by allowing for examination of procedures or actions</td>
</tr>
<tr>
<td>• Destroys the morale of people</td>
<td>• Increases individual involvement</td>
</tr>
<tr>
<td>• Reinforces poor self-concepts</td>
<td></td>
</tr>
</tbody>
</table>
Strategies to Resolve Conflict

1. Remain calm

2. Enter the process with an open mind.

3. Don’t prejudge others.

4. Don’t over-react.

5. Attack the problem, not the person; and listen to their concerns.
Alternate Dispute Resolution (ADR):

Use of a neutral 3rd party to resolve, informally, a complaint of discrimination through the use of various techniques (e.g. fact finding, mediation, facilitating etc.)
Customer Service

- Be courteous
- Listen intently and take notes if needed
- Repeat back what you hear to ensure accuracy
- Follow up with corrective action if required
- Don’t forget, you are providing a service!
Questions
Marianna Chauvin
Division Director II
mchauvin@mdek12.org
Verification

Mary Burks
School Support Division, Director
Eligibility Manual for School Meals
Determining and Verifying Eligibility

USDA Food and Nutrition Services
Child Nutrition Programs

July 18, 2017
Verification Requirements

• ANNUAL VERIFICATION - Each LEA must annually verify eligibility of children from a sample of household applications approved for free and reduced-price meal benefits for that school.

For School year 2021-2022, as stated in memo code SP 15-2021, SFSP 08-2021, you must make school meal applications available as needed to certify children for free and reduced-price meals.
Verification Terms To Know

• ERROR PRONE - applications within $100 per month of the applicable Income Eligibility Guideline

• SAMPLE POOL - the total number of applications approved as of October 1

• SAMPLE SIZE - the number of applications subject to verification
Verification Not Required For:

- Direct Certification (DC) Identified Students (Using MSIS data) or children documented as eligible migrant, runaway, homeless and foster children, and children participating in Head Start/Even Start
- Non-Pricing Schools
- CEP Schools
- Provision 1,2,3 Schools Not In Base Year
Verification Not Required For:

- FNS Approved Special Assistance Schools
- Children Residing At RCCI’S (Not Daytime Only Children)
- School Milk Program Only Schools
### Verification Process

<table>
<thead>
<tr>
<th>ESTABLISH THE SAMPLE POOL</th>
<th>ESTABLISH THE SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The sample pool uses the total number of approved applications</td>
<td></td>
</tr>
<tr>
<td>• on file as of October 1 of the current school year</td>
<td></td>
</tr>
<tr>
<td>• Basic</td>
<td></td>
</tr>
<tr>
<td>• Alternate One – requires State agency approval</td>
<td></td>
</tr>
<tr>
<td>• Alternate Two – requires State agency approval</td>
<td></td>
</tr>
</tbody>
</table>
ALTERNATE SAMPLE SIZE

If the LEA determines it is eligible, the LEA must contact the State agency in accordance with any procedures established by the State agency for approval prior to use an alternate sample size [7 CFR 245.6a(d)(4)].
The LEA must complete the verification activities specified in this section [7 CFR 245.6a(b)(1)] no later than November 15 of each school year.
Verification Process

• When a household is selected for verification and is required by the LEA to submit documents or other forms of evidence to document eligibility, the household must be sent a letter informing them of their selection and of the types of information acceptable to the LEA.
### Household Letter Must Include: 7 CFR 245.6a(f)

- Notified in writing that their applications were selected for verification
- Must include a telephone number for assistance
- Must be in an understandable and uniform format and, to the maximum extent practicable, in a language that parents and guardians can understand
- Households must be advised of the type of information or documents the school accepts
Household Letter Must Include: 7 CFR 245.6a(f)

- Make at least one attempt to contact any household that does not respond to a verification request.
- A telephone number the household can call at no cost for assistance.
- The name of a determining official who can answer questions and provide assistance.
- The Full USDA Nondiscrimination Statement.
If a child is receiving benefits based on income, a list of the types of acceptable information that may be provided to confirm current income:

If a child is receiving benefits based on categorical eligibility, an indication the household may provide proof that a child or any household member is receiving benefits.

A warning that information must be provided by a date specified by the LEA and that failure to do so will result in termination of benefits.

A notice that documentation of income or receipt of assistance may be provided from any point in time between the month prior to application and the time the household is required to provide income documentation.
WE MUST CHECK YOUR APPLICATION

You must send the information we need, or contact [name] by [date], or your child will not get free or reduced price meals.

School: ___________________________ Date: ____________

Dear: ___________________________

We are checking your Free and Reduced Price School Meals Application. Federal rules require that we do this to make sure only eligible children get free or reduced price meals. You must send us information to prove that [name] is [eligible] or [ineligible].

If possible, send copies, not original papers. If you do not send originals, they will be sent to you only if you ask.

1. IF YOU ARE RECEIVING BENEFITS (SNAP/food stamps) or [WIC] or [FFVP] WHEN YOU APPLY FOR FREE OR REDUCED PRICE MEALS, OR AT ANY TIME SINCE THEN, SEND A COPY OF ONE OF THESE:
   • [SNAP] or [WIC] or [FFVP] Certification Notice that shows dates of certification.
   • Letter from [SNAP] or [WIC] or [FFVP] office that shows date of certification.
   • We can send you WIC note.

2. IF YOU GET THE LETTER FOR A HOMELESS, MIGRANT, OR RUNAWAY CHILD, PLEASE CONTACT [name] [homeless liaison] or [migrant coordinator] [job title] for help.

3. IF THE CHILD IS A FOSTER CHILD: Provide written documentation that verifies the child is the legal responsibility of the agency or court or proves the name and contact information for the person at the agency or court who can verify that the child is a foster child.

4. IF NO ONE IN YOUR HOUSEHOLD RECEIVES [SNAP] or [WIC] or [FFVP] benefits: Send this page along with papers that show the amount of money your household gets from each source of income. The papers you send must show the name of the person who received the income, the date it was received, how much was received, and how often it was received. Send information to: [address]

Acceptable papers include:
• Food stamp book or proof of assistance that shows the amount and how often it is received. Letter from employer stating your wages and how often you are paid, or, if you work for yourself, business or farming papers, such as ledger or tax books.

SOCIAL SECURITY PERSONS OR ATTACHMENT: Social Security benefits letter; statement of benefits received; or pension award notice.

Free and Reduced Price School Meals Application
We Must Check Your Application
Page 1 of 1
July 2017, Language

USDA Sample Letters

To the program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3020) found online at http://www.ascr.usda.gov/complaint_filing_cust.html, and mail to USDA or write a letter to USDA if you wish to file a complaint. These steps are also necessary if you believe that you have been discriminated against on the basis of race, color, national origin, sex, age, or disability.

The Richard B. Russell National School Lunch Act requires the information requested in order to verify your child’s eligibility for free or reduced price meals. If you do not provide the information or provide incomplete information, your child may not receive free or reduced price meals. (For Section 241 of the Privacy Act, disclosure of your Social Security number is not required. We do not seek and are not using any Social Security number that may appear on documentation you submit.)

Non-Discrimination Statement: This statement explains what you do if you believe you have been treated unfairly. (For Section 12 of the Privacy Act, disclosure of your name is not required. We do not seek and are not using any name that may appear on documentation you submit.)

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the agency (State or local) where they received for the program.

Information is made available in languages other than English.

Free and Reduced Price School Meals Application
We Must Check Your Application
Page 1 of 1
July 2017, Language

Free and Reduced Price School Meals Application
We Must Check Your Application
Page 1 of 1
July 2017, Language
Follow-up attempts required

Make at least one attempt to contact any household that does not respond to a verification request.

What ever method selected - must keep documentation on file

• Telephone Call,
• e-mail,
• Mail or
• In Person
Verification Process

• Written evidence is the primary source of eligibility confirmation for all households including TANF, FDPIR, Other Source Categorical Eligibility Programs, and foster child households. Written evidence is most often pay stubs from employers or award letters from welfare departments or other government agencies submitted to the verifying officials as confirmation of eligibility.
## Verification Steps To Success

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Send Initial Letter</td>
<td>The required follow-up attempt: mail or e-mail, or Telephone</td>
</tr>
<tr>
<td>2</td>
<td>Send 2nd Letter</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Receive Responses / Collect Documentation</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Make Determination</td>
<td>SEND LETTERS AS NECESSARY</td>
</tr>
<tr>
<td>5</td>
<td>Implement Determination (After Hearing Period If A Denial)</td>
<td></td>
</tr>
</tbody>
</table>

**END VERIFICATION EFFORTS (NOT LATER THAN 15 of NOVEMBER)**
Verification Steps To Success

• Maintain Copies Of All Correspondence Efforts Should Tell A Chronological “Story” Between Household And Verification Official.

• Separate Folders – It Is Highly Recommended To Maintain A Separate Folder Of All Correspondence Between Households And SFA.

• Don’t Forget To Have A Copy Of The Approved Application As Well!
Verification is Considered Complete:

• The household submits either adequate written evidence or collateral contact corroboration of income or categorical eligibility.

• The household submits either adequate written evidence or collateral contact corroboration of income indicating that the children should receive either a greater or lesser level of benefits.

• The household indicates, verbally or in writing, that it no longer wishes to receive free or reduced-price benefits.

• The application provided case numbers. It is determined that no household member is receiving benefits from an Assistance Program.
Verification Steps To Success

• Proper Documentation - Should Be Clearly Evident To Any Reviewer Of All The Efforts Made In The Verification Process For Each Household
FNS 742 – must be completed in the “MARS” system
Completing 742 in MARS

Verification Reporting in MARS - Instruction
• Completing 742 in MARS

Verification Reporting in MARS - Instruction
Verification Reporting in MARS

• Step by Step instructions

Verification Reporting in MARS

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Mary Burks
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Accommodations for Special Dietary Needs

Marianna Chauvin
Division Director II

September 2021
Presentation Objectives

- Background & Major Allergens
- Statutory Authority
- Physician Statement & Modifications
- Steps for Success
- Shared Responsibility & Accountability
Food Allergy Background

& Major Food Allergens
What is a Food Allergy?

- When the body reacts to ingesting a particular food or ingredient. The food that causes the reaction is called an allergen.

- **Anaphylaxis** is a serious allergic reaction that has rapid onset and may cause **DEATH**.
Food Allergy Background

• Increased approximately 50% between 1997–2011.
• **15 million Americans have food allergies**, including 5.9 million children under age 18 (1 in 13 children)
• 38.7% of food allergic children have a history of severe reactions *(Death).*
• Food or digestive allergies, skin allergies and respiratory allergies are the most common among children.
• There are more than 160 different foods that cause allergic reactions.

• Eight foods cause 90% of all reactions and are considered the 8 Major Allergens
Big 8 Allergens

1. Peanuts
2. Tree Nuts
3. Milk
4. Eggs
5. Fish
6. Soy
7. Wheat
8. Shellfish

*recently added sesame
Symptoms of Food Allergies

• **MOUTH:** Swelling of lips/mouth

• **SKIN:** Hives, Rash, Eczema

• **DIGESTIVE TRACT:** Stomach Cramps, Vomiting, Diarrhea

• **AIRWAYS:** Wheezing, Breathing problems

• **DROP IN BLOOD PRESSURE**
Statutory Authority
Why do we make Accommodations?

• It’s the right thing to do
• It’s the law and USDA requires it
• Schools can lose federal funding
Federal Laws

Governing Students with Disabilities

1. The Rehabilitation Act of 1973:
   Prohibits discrimination.

2. Individuals with Disabilities Education Act (IDEA):
   Governs how states and public agencies provide services to children.

3. Americans with Disabilities Act:
   No individual shall be discriminated against on the basis of disability.
The requirement to accommodate children with disabilities is also included in Program regulations at 7 CFR 210.10 (m) and 7 CFR 220.8 (m):

“Schools must make substitutions in lunches and afterschool snacks for students who are considered to have a disability under 7 CFR 15b.3 and whose disability restricts their diet.” [7 CFR 210.10(m)]
Why is an Allergy Considered A Disability?

It’s just a food allergy, after all!

1. It can cause a physical impairment that limits one or more major life activities.
2. Anaphylaxis is a major impairment; and eating and breathing is a major life activity.
Physician Statements & Modifications
Physician’s Statement

- Limited to individuals **authorized by state law to write prescriptions**
- **MUST** be clear and address all issues.
- **DO NOT** interpret or revise physician’s statement.
- Changes **MUST** be made in writing.
- Food Service staff **MUST** have a copy of physician’s statement.
Physician Statement Required Elements

The following elements must be present in the physician’s statement:

1. Explanation of the medical impairment (*not necessarily the specific diagnosis*) or the allergen to be avoided
2. Explanation of how it impacts the child
3. What modifications need to be made including foods to be omitted and recommended alternatives
Examples of Medical Statements

This is an example of what should be included in the medical statement:

1. **Impairment:** “condition that prevents swallowing” *(note, this did not mention specifically the name of the condition, as this is not necessary)*

2. **Impacts:** “choking hazard”

3. **Modifications:** “foods should be blended”
Examples of Medical Statements

This is an example of what should be included in the medical statement:

1. **Impairment:** “allergy to peanuts”
2. **Impacts:** “causes anaphylaxis”
3. **modifications** “avoid all foods containing peanuts or produced on shared equipment, any alternative food is acceptable”
Individual Education Plan

- If the child’s IEP or 504 Plan includes the information required in the medical statement, or if the SFA obtains written medical verification of the impairment during the IEP/504 Plan process, it is not necessary for the SFA to also obtain a separate medical statement.

- Using a team approach may help ensure the IEP includes the information needed to fulfill FNS requirements for the medical statement.
Record Keeping

School Food Service Scenario

Question: A child who previously required a meal modification outside the Program meal pattern no longer requires modified meals. Must the SFA obtain an amended medical statement prior to ending the child’s meal modification?

Response: FNS does not require SFAs to obtain written documentation from a State licensed healthcare professional rescinding the original medical order prior to ending a meal modification. However, FNS recommends that SFAs maintain documentation when ending a meal modification. For example, an SFA could ask the child’s parent or guardian to sign a statement indicating their child no longer needs a meal modification before ending the modification.
School Food Service Scenario

Question: A child required a modification outside the Program meal pattern for her food allergy in the previous school year. Must the SFA obtain an updated medical statement at the start of the next school year?

Response: FNS does not require SFAs to obtain updated medical statements on a regular basis. Once the medical statement is accepted, SFAs will continue to receive reimbursement as long as the medical statement is on file. However, SFAs are responsible for ensuring that medical statements on file reflect the current dietary needs of participating children and may require updates as necessary to meet their responsibilities. SFAs should carefully consider the burden obtaining additional medical statements could create for parents and guardians when establishing such requirements.
SFA can receive reimbursement for a modification request without a medical statement when the modification can be made within the Meal Pattern.

- Example: child has an allergy to a specific fruit or vegetable – substitute with another Fruit or Vegetable.

- FNS strongly encourages SFAs to make note of the actions taken to accommodate a child’s disability.
Modifications Outside the Meal Pattern

Modifications outside the meal pattern are reimbursable, provided the request is supported by a Physician’s Statement which must include all required elements:

1. Explanation of the medical **impairment** (not necessarily the specific diagnosis) or the allergen to be avoided.

2. Explanation of how it **impacts** the child

3. What **modifications** need to be made including foods to be omitted and recommended alternatives

SFAs must retain copies of medical statements when making modifications outside of the regular meal pattern **in order to receive Federal reimbursement for the modified meals.**
SFAs cannot accommodate a child’s disability by asking the child to exclude a food component/item from their selection.

Example: a child who has Celiac disease or a gluten intolerance must have a choice of a bread/grain item that is gluten-free. The SFA may not use OVS to eliminate a specific food component for a child with a disability; in this case, the SFA must offer a grain substitute for a child who cannot consume gluten.
School Food Service Scenario

Question: The “regular” menu item for lunch at the local middle school is whole grain rich pasta with cheese and vegetable toppings. Must the school food service director prepare whole grain rich pasta with lactose-free cheese and vegetable toppings for a child with lactose intolerance?

Response: No. In a disability situation, the meal modification or meal item substituted does not need to mirror the menu item offered each day. The SFA’s responsibility is to serve the child a safe meal that accommodates their disability, not to mirror the Program meal served that day. In the example used in this question, the SFA would not be required to serve a whole grain rich pasta dish, and could instead serve a different meal that meets the child’s modification request, such as a sandwich with whole grain rich bread.
Declining a Modification Request

Generally not a good idea if Medical Statement is on File

• However, SFAs may decline a request for a meal modification that would fundamentally alter the nature of the Program. A fundamental alteration is a modification so drastic that it would change the essential nature of the Program.

• Ex: you cannot seek reimbursement for a meal consumed at home
If a modification request indicates a brand name item, in most instances, a generic brand is sufficient, unless the brand name item is medically necessary. This can be determined through the interactive process with the child’s parent or guardian.
Covering the Cost

NO ADDITIONAL REIMBURSEMENT!

• SFAs may not charge children with disabilities more than they charge other children for Program meals.

• Funding Streams to offset additional costs can include:
  • nonprofit school food service account
  • the general fund
  • special education funds (if specified in the child’s IEP)
35. Are SFAs required to accommodate a meal modification request for a child who does not have a disability but has a food preference?

No. However, SFAs may make meal modifications for children who do not have disabilities. When providing a substitution for a child with a disability, the substitution must be consistent with the meal pattern requirements specified in program regulations in order for the meal to be reimbursable (7 CFR 210.10(m)(3)).
36. If an SFA provides meal modifications for non-disability reasons (e.g. food preferences for religious reasons or a child’s vegetarianism) are the modified meals eligible for Federal reimbursement?

FNS encourages schools to provide a variety of foods for children to select from in order to accommodate food preferences. Meal modifications to accommodate a food preference for religious, ethnic, moral, or other reasons may be reimbursed, provided these meals adhere to the standards found in Program regulations (7 CFR 210.10(m)(3)).
Schools should consider ethnic and religious preferences when planning and preparing meals. Variations on an experimental or continuing basis in the food components for the meal pattern in paragraph (c)* of this section may be allowed by FNS. Any variations must be consistent with the food and nutrition requirements specified under this section and needed to meet ethnic, religious, or economic needs.

*meal pattern
Procedural Safeguards

Situations where a requested modification is not granted

• Provide notice of: Process for requesting modification, Decision, and Procedural rights

• Opportunity to examine the record and file a grievance

• An impartial hearing with parental participation and legal representation (if desired)

• A review procedure (avenue for appeal)

NOTE: Your review procedures can be the same as your 504 review procedures.
Steps for Success
Step One

Create Policies and Procedures

• Form a team to write a food allergy policy.
• Develop an emergency plan.
• Notify parents about any reactions or exposures.
• Keep information about children confidential.
• Limit outside foods to pre-packaged foods with complete ingredient lists.
Create an Individual Food Allergy Plan

- Include medical statement from physicians.
- Work with parents to create a plan to treat a reaction if it occurs.
- Keep the plan where you can refer to it as needed.
- Obtain any necessary medications from parents and understand when and how to give the medication.
- Keep medications in a location that is secure.
Step Three

Train Your Staff

- The school’s food allergy policy and each child’s individual plan.
- Common allergens and symptoms of an allergic reaction.
- Coordinate a professional development training with the school nurse on when and how to give medications.
Avoid Exposure to Food Allergens

- Prepare allergy free foods first.
- Store allergy free foods in a safe foods zone.
- Wash hands before and after each task.
- Wash, rinse, and sanitize all utensils and cookware.
- Clean and sanitize tables and chairs before and after meals.
Know how to Read Food Labels

• Food labels list the top eight allergenic foods (milk, eggs, peanuts, tree nuts, wheat, soy, fish, and shellfish).
• Check labels for warning statements such as “may contain,” “produced on shared equipment,” or “produced in a plant that uses.”
• Check ingredients label for allergens on every product each time food is purchased.
Shared Responsibility & Accountability
Families Should…

• Meet with school staff.
• Provide medication dosage and how to administer.
• Submit all school required medical forms.
Cafeteria Managers Should…

• Follow all federal/state laws and district policies.

• Have written physician statement prior to school.

• Establish a core team of: Parents, Nurse, Food Service Administrator, Cafeteria Manager, Principal, Teacher and Student.

• Provide in-service training for all staff (demonstrate how to use epi-pen).
• Staff should not post lists of student names and their allergies or accommodations in the cafeteria, even if the list is seemingly only visible to food service staff. These lists should be kept on site, but in a more secure location.

• Staff should not overtly identify student conditions when labeling trays. Recommended practices include:
  • Color coded systems for common allergies
  • Labeling with student name only, not the condition or allergy
  • POS alerts visible to cashiers only
Teachers Should…

• Understand how to determine where allergens are found.
• Keep the classroom as allergen-free as possible.
• Be prepared to follow student’s Plan of Action.
• Notify parents (and principal) by written communication of any school related activities that require the use of food.
Students Should...

• Be proactive in care and management of their food allergies.
• Understand the importance of hand washing before and after eating.
• Notify an adult immediately if they eat something that may contain a food allergy.
Students SHOULD NOT…

• Trade food
• Share drinks and utensils with others
• Eat anything with unknown ingredients
Key Points to Remember

• It takes a TEAM to ensure the BEST for our students.

• Educate, Educate, Educate!!!

• Due Diligence goes a long way!

• BE SAFE, NOT SORRY! Take all complaints from children with food allergies very, very seriously.
Online Resources

• https://theicn.org/

• www.foodallergy.org

• www.understanding-anaphylaxis.com/

Questions
Marianna Chauvin
Division Director II
mchauvin@mdek12.org
Nutrient Analysis Protocols

Mary Burks
School Support Division, Director
USDA Resources

https://www.cde.state.co.us/nutrition/osnnutrientanalysisprotocols
Menus must be analyzed using two methods:

- Planning analysis and
- Nutrient analysis
Planned Analysis

• The meal pattern requires specific food components in quantities based on age\grade groups.
Nutrient Analysis

• The purpose of nutrient analysis is to determine compliance with regulatory requirements for calories, saturated fat, and sodium, and to monitor levels of these dietary components in school meals.
Four Dietary Specifications

Weekly average requirements:

• Calories (range)
• Saturated Fat (maximum of 10%)
• Sodium (maximum)
• Daily requirement restriction
• Trans Fat (maximum)
Weighted Averages

- National School Lunch Program (NSLP) and School Breakfast Program (SBP) regulations require weighted averages for conducting nutrient analysis.

- A weighted nutrient analysis gives more weight to nutrients in popular foods that are more frequently selected by students.

- Weighted analysis allows for a greater contribution of nutrients to come from menu items that are selected more often and less nutrient contribution from those menu items selected less often.
Understanding Weighted Averages

THE FORMULA

Projected Portions of a Food Item to Serve ÷ Projected Total Students To Feed = WEIGHTING PERCENTAGE FACTOR

325 ÷ 425 = .7647 OR 76%

76% of the nutrients of the ‘food item’ will be used towards the weighted daily data.
### Understanding Weighted Averages

<table>
<thead>
<tr>
<th>Recipe</th>
<th>Portion Size</th>
<th>Reimb Qty</th>
<th>Weight</th>
<th>Recipe Calories</th>
<th>Weighted Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL STUDENTS THROUGH THE LINE - FED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheeseburger 2.5oz Patty MS 728</td>
<td>1 Ea</td>
<td>325</td>
<td></td>
<td></td>
<td>210</td>
</tr>
<tr>
<td>Spaghetti &amp; Meat sauce MS 178</td>
<td>1</td>
<td>175</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toast, Garlic WW MS 1351</td>
<td>1</td>
<td>175</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broccoli Florets MS 1150</td>
<td>1/2 c</td>
<td>175</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrots, Baby w\Dip MS 1017</td>
<td>1/2 c</td>
<td>325</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit Cocktail MS 1248</td>
<td>1/2 c</td>
<td>325</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh Fruit Bowl MS 1244</td>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk FF Choc MS 1700</td>
<td>1/2 pint</td>
<td>325</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk LF White MS 1708</td>
<td>1/2 pint</td>
<td>150</td>
<td></td>
<td></td>
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<tr>
<td>Mayonnaise MS 1534</td>
<td>1</td>
<td>100</td>
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</tbody>
</table>
Sample Weighted Averaging of Three Entrée Choices

<table>
<thead>
<tr>
<th>Entrée Items</th>
<th>Actual Servings Planned</th>
<th>Data Entry Servings Planned</th>
<th>Contribution to Nutrition Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizza</td>
<td>100</td>
<td>100</td>
<td>50%</td>
</tr>
<tr>
<td>Baked Chicken</td>
<td>50</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Chef’s Salad</td>
<td>50</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

A review of past production records of this meal indicates that pizza is more frequently selected and should be weighted accordingly.
# Understanding Weighted Averages

<table>
<thead>
<tr>
<th>Recipe</th>
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<td>175</td>
<td></td>
<td>355</td>
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</tr>
<tr>
<td>Toast, Garlic WW MS 1351</td>
<td>1</td>
<td>175</td>
<td></td>
<td>100</td>
<td></td>
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<tr>
<td>Broccoli Florets MS 1150</td>
<td>1/2 c</td>
<td>175</td>
<td></td>
<td>78</td>
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</tr>
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<td>Carrots, Baby w/Dip MS 1017</td>
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<tr>
<td>Fruit Cocktail MS 1248</td>
<td>1/2 c</td>
<td>325</td>
<td></td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Fresh Fruit Bowl MS 1244</td>
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<td></td>
<td>84</td>
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<tr>
<td>Milk FF Choc MS 1700</td>
<td>1/2 pint</td>
<td>325</td>
<td></td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Milk LF White MS 1708</td>
<td>1/2 pint</td>
<td>150</td>
<td></td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>Ketchup MS 1528</td>
<td>1</td>
<td>350</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Mayonnaise MS 1534</td>
<td>1</td>
<td>100</td>
<td></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL STUDENTS THROUGH THE LINE - FED**  

**Weighted daily calories =** 0.65
# Understanding Weighted Averages

<table>
<thead>
<tr>
<th>Recipe</th>
<th>Portion Size</th>
<th>Reimb Qty</th>
<th>Weight</th>
<th>Recipe Calories</th>
<th>Weighted Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL STUDENTS THROUGH THE LINE - FED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheeseburger 2.5oz Patty MS 728</td>
<td>1 Ea</td>
<td>325</td>
<td>.65</td>
<td>323</td>
<td>210</td>
</tr>
<tr>
<td>Spaghetti &amp; Meat sauce MS 178</td>
<td>1</td>
<td>175</td>
<td>.35</td>
<td>355</td>
<td>124</td>
</tr>
<tr>
<td>Toast, Garlic WW MS 1351</td>
<td>1</td>
<td>175</td>
<td>.35</td>
<td>100</td>
<td>35</td>
</tr>
<tr>
<td>Broccoli Florets MS 1150</td>
<td>1/2 c</td>
<td>175</td>
<td>.35</td>
<td>78</td>
<td>27</td>
</tr>
<tr>
<td>Carrots, Baby w\Dip MS 1017</td>
<td>1/2 c</td>
<td>325</td>
<td>.65</td>
<td>45</td>
<td>29</td>
</tr>
<tr>
<td>Fruit Cocktail MS 1248</td>
<td>1/2 c</td>
<td>325</td>
<td>.65</td>
<td>58</td>
<td>38</td>
</tr>
<tr>
<td>Fresh Fruit Bowl MS 1244</td>
<td>1</td>
<td>100</td>
<td>.20</td>
<td>84</td>
<td>17</td>
</tr>
<tr>
<td>Milk FF Choc MS 1700</td>
<td>1/2 pint</td>
<td>325</td>
<td>.65</td>
<td>130</td>
<td>85</td>
</tr>
<tr>
<td>Milk LF White MS 1708</td>
<td>1/2 pint</td>
<td>150</td>
<td>.30</td>
<td>108</td>
<td>32</td>
</tr>
<tr>
<td>Ketchup MS 1528</td>
<td>1</td>
<td>350</td>
<td>.70</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Mayonnaise MS 1534</td>
<td>1</td>
<td>100</td>
<td>.20</td>
<td>40</td>
<td>8</td>
</tr>
</tbody>
</table>

Weighted daily calories = 612
Using Analysis Software

<table>
<thead>
<tr>
<th>Recipe Name</th>
<th>Portion Size</th>
<th>Reimburse</th>
<th>Ala Carte</th>
<th>CALS</th>
<th>mg Sodm</th>
<th>Tot Fat Grams</th>
<th>Tot Fat CALS%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheeseburger 2.5 oz PattyMS728</td>
<td>1 each</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Spaghetti &amp; Meat Sauce MS178</td>
<td>1 serving</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Toast, Garlic WW MS1351</td>
<td>1 slice</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Broccoli Florets, Stm. MS1150</td>
<td>1/2 cup</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Carrots, Baby w/ Dip, MS#1017</td>
<td>1/2 cup</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fruit Cocktail MS1248</td>
<td>1/2 cup</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fresh Fruit Bowl Variety MS1244</td>
<td>1 each</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Milk, FF Choc 1/2 pt Lu MS1700</td>
<td>1/2 pint</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Milk, LF White 1/2 pt Lu MS1708</td>
<td>1/2 pint</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Meal Totals: 1 | 0 | 0 | 0.0 | 0.0%
### Using Nutrient Analysis Software

**Mon, Oct 3, 2016** - D - Lunch K-8

<table>
<thead>
<tr>
<th>Recipe Name</th>
<th>Portion Size</th>
<th>Reimburse</th>
<th>Ala Carte</th>
<th>CALS</th>
<th>mg Sodm</th>
<th>Tot Fat Grams</th>
<th>Tot Fat %</th>
<th>Tot Fat CALS%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheeseburger 2.5 oz Patty MS728</td>
<td>1 each</td>
<td>325</td>
<td>0</td>
<td>210</td>
<td>474</td>
<td>9.2</td>
<td>39.4%</td>
<td></td>
</tr>
<tr>
<td>Spaghetti &amp; Meat Sauce MS178</td>
<td>1 serving</td>
<td>175</td>
<td>0</td>
<td>124</td>
<td>217</td>
<td>4.0</td>
<td>28.9%</td>
<td></td>
</tr>
<tr>
<td>Toast, Garlic WW MS1351</td>
<td>1 slice</td>
<td>175</td>
<td>0</td>
<td>35</td>
<td>59</td>
<td>0.9</td>
<td>22.5%</td>
<td></td>
</tr>
<tr>
<td>Broccoli Florets, Stm, MS1150</td>
<td>1/2 cup</td>
<td>175</td>
<td>0</td>
<td>27</td>
<td>28</td>
<td>1.4</td>
<td>47.5%</td>
<td></td>
</tr>
<tr>
<td>Carrots, Baby w/ Dip, MS#1017</td>
<td>1/2 cup</td>
<td>325</td>
<td>0</td>
<td>29</td>
<td>111</td>
<td>0.1</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>Fruit Cocktail MS1248</td>
<td>1/2 cup</td>
<td>325</td>
<td>0</td>
<td>37</td>
<td>3</td>
<td>0.1</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Fresh Fruit Bowl Variety MS1244</td>
<td>1 each</td>
<td>100</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>0.0</td>
<td>2.6%</td>
<td></td>
</tr>
<tr>
<td>Milk, FF Choc 1/2 pt. Lu MS1700</td>
<td>1/2 pint</td>
<td>325</td>
<td>0</td>
<td>85</td>
<td>97</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Milk, LF White 1/2 pt. Lu MS1708</td>
<td>1/2 pint</td>
<td>150</td>
<td>0</td>
<td>32</td>
<td>39</td>
<td>0.8</td>
<td>22.5%</td>
<td></td>
</tr>
<tr>
<td>Ketchup PC MS1528</td>
<td>1 packet</td>
<td>350</td>
<td>0</td>
<td>7</td>
<td>59</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Mayonnaise PC Reduce Ft MS1534</td>
<td>PC Packet</td>
<td>100</td>
<td>0</td>
<td>8</td>
<td>18</td>
<td>0.8</td>
<td>90.0%</td>
<td></td>
</tr>
</tbody>
</table>

**Meal Totals:**

- CALS: 612
- mg Sodm: 1106
- Tot Fat Grams: 17.3
- Tot Fat %: 25.5%
CN Database In Approved Software

- Software requires USDA approval
- The nutrient analysis software program must contain the current CN Database developed specifically for analysis of school meals
CN Database In Approved Software

• A list of USDA-approved software is available on the Healthy Meals Resource System website:

USDA Approved Nutrient Analysis Software | USDA-FNS
Mary Burks
School Support Division, Director
mburks@mdek12.org
• Lunch & Stretch Break
• We will return at 12:30 p.m.
Smart Snacks In School Foods

Charles Crawford
Division Director II

September 15 & 16, 2021
What are “Smart Snacks In School”?

• Effective July 1, 2014

• Standards published by USDA that support better health for our kids and echo the good work already taking place in Mississippi schools.

• Ensures that all foods and beverages are tasty and nutritious.
What are Competitive Foods?

- ALL foods and beverages sold to students on school campus during the school day.

- This does not include Reimbursable meals under the National School Lunch/School Breakfast Program.
Healthy Hunger -Free Kids Act

• Requires USDA to establish nutrition standards for school foods.

• The law specifies that these standards apply to **ALL foods sold**:
  * outside the school meal programs
  * on the school campus
  * at any time during the school day.
Applies to:

- Vending machines
- Student stores
- Snack bars
- Fundraisers
- Culinary Ed. Programs
- Any other sales
Competitive Food & Beverage Standards during School Days:

Time of Day for Smart Snacks

• **School day means:** the period during the regular and extended school day; from the midnight before, until 30 minutes after school day ends.

• **Extended school day includes:** clubs, yearbook, band and choir practice, student government, drama and childcare/latchkey programs.

• This rule does not apply to after hours school-related events such as sporting events.
All Foods Sold in School Must…

• Be a Whole Grain-Rich (WGR) product, 50% or more WG by weight; or

• Have as the first ingredient a fruit, vegetable, a dairy product, or a protein food; or

• Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or

• Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).
Meet Nutrient Requirements

Calorie limits:
- Snack/Side items: No more than 200 calories
- Entrée items: No more than 350 calories

Sodium Limits:
- Snack/Side items: No more than 230 mg **
- Entrée items: No more than 480 mg
Specific nutrient requirements:

Fat Limits:

✓ Total fat: No more than 35% of calories
✓ Saturated fat: < 10% of calories
✓ Trans fat: zero grams
Sugar Limit:

• No more than 35% of weight from total sugars in foods (excludes sugars naturally occurring in fruits, vegetables, and dairy).

• **Exemptions:** Dried/dehydrated fruits or vegetables with no added nutritive sweeteners, dried fruits with nutritive sweeteners for processing, products consisting of only exempt dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats.
How to determine if foods meet the standards?

- Schools may evaluate items using the *Healthier Generation Product Calculator*.  

[https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks](https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks)
Product Information

Take the guess work out of your day! Our Smart Snacks Product Calculator will help you determine if your product meets the USDA Smart Snacks in School nutrition standards*. Answer the following series of questions to see whether your product is compliant. Then save and print for your records!

*Results from this calculator have been determined by the U.S. Department of Agriculture to be accurate in assessing product compliance with the Federal requirements for Smart Snacks in Schools.

NOTE: Please enter information for the product as SOLD (both amount actually portioned, as well as how it is eaten, such as a beef patty on a bun with all of the accompaniments as opposed to just the beef patty).

My Product is a ...

- [ ] a) Snack
- [ ] b) Side
- [ ] c) Entree
- [ ] d) Beverage

START OVER  NEXT STEP
Is the first ingredient* of your product a ...

- a) Fruit
- b) Vegetable
- c) Dairy
- d) Protein food
- e) Whole Grain
- f) None of the above

* Refer to the label's ingredient statement. If the first ingredient is water, is the second ingredient one of the options above.
Enter your product's nutrition information per amount SOLD (including all components and accompaniments).

### Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>oz (about g)</th>
</tr>
</thead>
</table>

#### Amount Per Serving

<table>
<thead>
<tr>
<th>Calories</th>
<th>Calories from Fat</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Fat (g)</th>
<th>Saturated Fat (g)</th>
<th>Trans Fat (g)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sodium (mg)</th>
<th>Carbohydrates</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sugars (g)</th>
<th></th>
</tr>
</thead>
</table>
Enter your product's nutrition information per amount SOLD (including all components and accompaniments).

### Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
<th>Calories from Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Total Fat (g)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Saturated Fat (g)</td>
<td>0.12</td>
<td></td>
</tr>
<tr>
<td>Trans Fat (g)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Sodium (mg)</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>Carbohydrates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugars (g)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

[START OVER] [NEXT STEP]
Quaker® Chewy® 90 Calorie Granola Bars

Chocolate Chunk
Help get going and keep going with 1 delicious 90 calorie Chocolate Chunk Chewy Granola Bar.
Nutritional Info

Oatmeal Raisin
Feel good about giving your 90 calorie of Oatmeal Raisin flavors.
Nutritional Info

Peanut Butter
Enjoy the flavors of peanut butter flavored chips, in a delicious 90 calorie bar.
Nutritional Info
<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Amount per serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>90</td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>20</td>
</tr>
<tr>
<td>Total Fat</td>
<td>2g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0.5g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>80mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>18g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>1g</td>
</tr>
<tr>
<td>Sugars</td>
<td>7g</td>
</tr>
<tr>
<td>Protein</td>
<td>1g</td>
</tr>
</tbody>
</table>

**Ingredients**

GRANOLA (WHOLE GRAIN ROLLED OATS, BROWN SUGAR, CRISP RICE [RICE FLOUR, SUGAR, SALT, MALTED BARLEY EXTRACT], WHOLE GRAIN ROLLED WHEAT, SOYBEAN OIL, WHOLE WHEAT FLOUR, SODIUM BICARBONATE, SOY LECITHIN, CARAMEL COLOR, NONFAT DRY MILK), CORN SYRUP, BROWN RICE CRISP (WHOLE GRAIN BROWN RICE, SUGAR, MALTED BARLEY FLOUR, SALT), SEMISWEET CHOCOLATE CHUNKS (SUGAR, CHOCOLATE LIQUOR, COCOA BUTTER, SOY LECITHIN, VANILLIN [AN ARTIFICIAL FLAVOR]), SUGAR, CORN SYRUP SOLIDS, GLYCERIN, INVERT SUGAR CONTAINS 2% OR LESS OF SOYBEAN OIL, SORBITOL, FRUCTOSE, CALCIUM CARBONATE, SALT, SOY LECITHIN, MOLASSES, NATURAL AND ARTIFICIAL FLAVOR, WATER, CREAMED COCONUT, BHT (PRESERVATIVE), CITRIC ACID.

**Kosher Status:** Kosher Dairy

**CONTAINS:** WHEAT, SOY, MILK AND COCONUT INGREDIENTS.

**MAY CONTAIN TRACES OF PEANUTS AND OTHER TREE NUTS.**
Enter your product's nutrition information per amount SOLD (including all components and accompaniments).

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>oz (about g)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

**Amount Per Serving**

| Calories         | 90           |
| Total Fat (g)    | 2            |
| Saturated Fat (g)| .05          |
| Trans Fat (g)    | 0            |
| Sodium (mg)      | 80           |

**Carbohydrates**

| Sugars (g) | 7 |
Your product is compliant!

• Your whole grain product meets all nutrient standards.

Wait! There's just a little more! We are going to help make your life easier. Enter your product information in the fields below and save and/or print. This will help with record-keeping to show your product's compliance when you need to refer to it at a later date. It's worth it!

Brand: Quaker

Serving Size: 24.00 g

Product: Chocolate Chip Cereal Bar

First Ingredient: Granola Whole Grain
# Smart Snacks Product Calculator Results

**Brand:** Quaker  
**Product Name:** Chocolate Chip Cereal Bar  
**Serving Size:** 24.00 g  
**First Ingredient:** Granola Whole Grain

- Your whole grain product meets all nutrient standards.

---

### Nutrition Facts

**Serving Size:** 24.00 g

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories from Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>90</td>
</tr>
<tr>
<td>Total Fat (g)</td>
<td>2</td>
</tr>
<tr>
<td>Saturated Fat (g)</td>
<td>0.05</td>
</tr>
<tr>
<td>Trans Fat (g)</td>
<td>0</td>
</tr>
<tr>
<td>Sodium (mg)</td>
<td>80</td>
</tr>
<tr>
<td>Carbohydrates</td>
<td></td>
</tr>
<tr>
<td>Sugars (g)</td>
<td>7</td>
</tr>
<tr>
<td>Vitamin D (%)</td>
<td>NA</td>
</tr>
<tr>
<td>Potassium (%)</td>
<td>NA</td>
</tr>
<tr>
<td>Calcium (%)</td>
<td>NA</td>
</tr>
<tr>
<td>Dietary Fiber (%)</td>
<td>NA</td>
</tr>
</tbody>
</table>
• Same guidelines set by USDA. (see “Smart Snacks in School” handout)

### What are the Smart Snacks Standards for Beverages?

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Water</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plain, with or without carbonation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Limit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Milk</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unflavored or flavored low-fat and fat-free milk; milk alternatives as permitted by the National School Lunch Program/School Breakfast Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 fl oz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 fl oz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 fl oz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Juice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% fruit or vegetable juice, with or without carbonation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 fl oz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 fl oz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 fl oz</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Diluted Juice

- 100% fruit or vegetable juice diluted with water, with or without carbonation and with no added sweeteners

<table>
<thead>
<tr>
<th>Diluted Juice</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 fl oz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 fl oz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 fl oz</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Low- and No-Calorie Beverages (High School Only)

- Low- and no-calorie beverages, with or without caffeine and/or carbonation; calorie-free, flavored water

<table>
<thead>
<tr>
<th>Low Calorie Maximums*</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 calories/8 fl oz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 calories/12 fl oz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equivalent to 5 calories per fluid ounce.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| No Calorie Maximum*    |                   |              |             |
|------------------------|                   |              |             |
| 10 calories/20 fl oz   |                   |              |             |
| Less than 5 calories per 6 fluid ounces. |                   |              |             |
Accompaniments

• Must be included in the nutrient analysis as part of the food items sold; such as salad dressing, ketchup, jelly, butter, syrup etc.

• Completing a nutrient analysis on these items will help control the amount of calories, fat, sugar and sodium added to foods.

• Example: If you are serving pancakes and offering syrup with them, you must analyze both the pancakes and the syrup.

• If NO syrup will be offered with the pancakes, a nutrient analysis should only be done on the pancakes (not the syrup).
Entrée items as Extra Food Sales

- Schools may offer entrée items as extra food sales on the day they are served and the day after.
- This helps Food Service Administrators (SFA’s) manage their programs by preventing food waste.
FYI Information

• Child Nutrition encourages school districts to use the Healthier Generations Smart Snacks Food Calculator.

• MS State Board of Education does not allow “Exempt Fundraisers”.

• If the product does not fall within the Smart Snacks standards, they cannot be sold during the school hours from the midnight before and until 30 mins after the end of the school day.
Monitoring and Compliance

• No food items can be SOLD on the school campus for one (1) hour before the start of ANY meal services period.

• State agencies will monitor compliance with the standards through a review of LEA records as part of the state agency administrative review.

• If violations have occurred, technical assistance and corrective action plans would be required.
Resources

- https://www.healthiergeneration.org/
This institution is an equal opportunity provider.

Full Statement
Charles Crawford
Division Director II
crawford@mdek12.org
The Fresh Fruit & Vegetables Program (FFVP)

Tina Thomas
Policy Analyst

Date  September 2021
• The program was designed to introduce and educate children about fresh fruits and vegetables!
The Fresh Fruit and Vegetable Program (FFVP) provides children in participating schools with a variety of free fresh fruits and vegetables throughout the school day.

It is an effective and creative way of introducing fresh fruits and vegetables as healthy snack options.

The FFVP also encourages schools to develop partnerships at the State and local level for support in implementing and operating the program.
School Selection Criteria

• Complete an application
• Be an elementary school (K-8)
• Participate in the NSLP
• Represent the highest percentage of students certified for free and reduce price benefits
As a FFVP recipient, schools must:

• Make free fresh fruits and vegetables available to all enrolled children
  • At least TWICE per week
• Provide fresh fruits and vegetables only during the school day
  • Not before or after school or during summer school
  • Must be served outside the NSLP and SBP meal periods
• Widely publicize within the school the availability of free fresh fruits and vegetables
• Have documented support of the food service manager, principal and district superintendent
Nutrition Education and Online Resources
Nutrition Education

Nutrition Education is critical to the success of the FFVP. For some students this may be their first exposure to fruits and vegetables

• School should provide education using a variety of methods depending on grade level
• Consult with FFVP partners to obtain no-cost nutrition education items
  • The FFVP does not allow the purchase the NE material

FFVP Handbook pg 20-21
Nutrition Education

Things to remember:

• Develop nutrition education that fits your students’ needs
• Use FREE resources and education materials
• Websites are valuable resources
• Integrate activities into the regular classroom lesson plans
Fruit & Veggies more matters

- www.fruitsandveggiesmorematters.org
• USDA's ChooseMyPlate.gov
This institution is an equal opportunity provider.

Full Statement
• Review the FFVP Handbook
Questions
Tina Thomas
Policy Analyst
tthomas@mdek12.org
Preparing for An Administrative Review in the SSO (SY 21-22)

Marianna Chauvin
Division Director II
This Presentation will Cover…

- Administrative Review Basics and Statutory Authority (PR briefly mentioned)
- Compiling Required Documentation
- Common Findings
- Self Assessment (to set you up for success!)
AR Basics and Statutory Authority

Procurement Reviews briefly mentioned
SSO Administrative Reviews in SY 2021-2022

AR Basics

- SA will be conducting ARs
- SFAs will be notified in advance
- This will be a “Hybrid” Review
  - Majority conducted off-site through desk review
  - SA will conduct in-person site reviews which will be scheduled in advance
  - Entrance and Exit conferences with your superintendent or his/her designee will all be virtual and will be scheduled in advance
PR Basics

• SA will be conducting PRs
• SFAs will be notified in advance
• Reviews will be conducted entirely off-site in a desk review format.
• If you have both a Procurement Review and an Administrative Review, they will be conducted at the same time.
  • Note: You may have a different person conducting your AR and your PR, but it will be done at the same time.
## Separate Review Processes

### Procurement Reviews
- Conducted by OCN, Office of School Support
- 6-Year Cycle (different from 3-year AR cycle)
- For more info or TA, contact Deborah Newton (dnewton@mdek12.org)

### Office of Healthy Schools Monitoring Instrument
- Conducted by OCN, Office of Healthy Schools
- May be conducted concurrently with AR of NSLP/SBP/SSO
- For more info or TA, contact the Louis King (lking@mdek12.org)
Statutory Authority for Administrative Reviews (AR)

• Healthy Hunger-Free Kids Act of 2010 (HHFKA)

• The Act also requires an accountability system that conducts Administrative Reviews to evaluate Program requirements for NSLP and SBP and SSO during a 3-year cycle.

  • USDA has confirmed that an AR conducted during SY 21-22 of SFAs implementing the SSO program will count toward the 3-year cycle.
Federal Regulations

- 7 CFR 210.18 (NSLP)
- 7 CFR 220.13 (f) (2) (SBP)
- FNS – 113-1 (Civil Rights)
State Regulations

• MDE Board Policies, Chapter 17 (Child Nutrition)
• MDE Board Policies, Chapter 38, Rule 11 (Healthy and Safe Schools Nutrition Standards)
• MSDH Food Safety Policies (FDA Food Code 2017)
Where to find additional resources

- AR Manual
- Eligibility Manual
- FFVP Manual
- OVS Manual
- USDA Policy Memos (Partner Web)

SSOs reviews can count toward your 3-year AR cycle

SA must review the following during an SSO AR:
- the same number of sites as required in the NSLP/SBP AR
- Nutrient analysis

SA is not required to review the following during an SSO AR:
- Meal Applications
- Verification
- Paid Lunch Equity
Scope of Administrative Review

Performance Standard 1: Meal Access and Reimbursement

Performance Standard 2: Meal Pattern and Nutritional Quality

General Areas of Review
### Scope of Review (SSO ARs SY 2021-2022)

<table>
<thead>
<tr>
<th>Meal Access &amp; Reimbursement</th>
<th>Meal Pattern &amp; Nutritional Quality</th>
<th>Resource Management</th>
<th>General Program Compliance</th>
<th>Other Federal Program Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meal Counting and Claiming</td>
<td>• Meal Components and Quantities</td>
<td>• Risk Assessment</td>
<td>• Civil Rights</td>
<td>• Afterschool Snacks</td>
</tr>
<tr>
<td></td>
<td>• Infant and Pre-K Meal Pattern</td>
<td>• Nonprofit School</td>
<td>• SFA On-Site Monitoring</td>
<td>• Fresh Fruit &amp; Vegetable</td>
</tr>
<tr>
<td></td>
<td>• Offer Versus Serve</td>
<td>Food Service Account</td>
<td>• Local Wellness Policy</td>
<td>Program</td>
</tr>
<tr>
<td></td>
<td>• Dietary Specs &amp; Nutrient Analysis</td>
<td>• Revenue from</td>
<td>• Competitive Foods</td>
<td>• Special Milk Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Program Foods</td>
<td>• Professional Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Indirect Costs</td>
<td>• Water Availability</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• USDA Foods</td>
<td>• Food Safety, Storage, &amp; Buy American</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• SBP &amp; SFSP Outreach</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Areas of Review:** Performance Standard 1 and Performance Standard 2
Scope of SSO Reviews in SY 21-22

SSO Review will include applicable waivers!

- If you have a **Parent Pick Up Waiver**, we will be checking to make sure you implement it properly
- If you have a **Meal Pattern Waiver**, we will be checking to make sure you implement it properly
  - Utilized only to the extent necessary?
  - For example, you may have a veg subgroup waiver for your meals served on a bus, but your reviewer will need to see you are serving all subgroups on your hot line for congregate feeding in the cafeteria!
- If you are doing **Door-to-door Bus Deliveries**, you MUST have a system in place to validate eligible children in the household.
Possibility of Fiscal Action

• Take Note of Findings that Can have a Monetary Penalty!
  • Performance Standard 1 (Meal Access and Reimbursement)
  • Performance Standard 2 (Meal Pattern and Nutritional Quality)
  • Repeat Findings in General Areas of Review
    • Findings or TA given to you on your last review which were not corrected can result in monetary penalties

• If fiscal action is assessed, funds may be recouped from future payments through a Claim Adjustment
**Technical Assistance (TA)**

- Corrective Action not required but suggested
- No Fiscal Action
- Not listed in Public Report
- Issued to improve program operations

**Finding**

- Requires Corrective Action
- Potential for Fiscal Action
- Listed in Public Report
- Issued to Correct Non-Compliance
Issuing TA or Findings

Whenever possible, the SA Review will issue TA instead of a finding. However, if this is a repeat issue of noncompliance, or TA was previously issued and no action was taken, it is automatically a Finding.

The SA Review will also, whenever possible, allow the SFA to perform an on-site correction in response to a finding. On-Site corrections will be noted in the Public Report.
MS Application and Reimbursement System (MARS)

- You must Complete the Off-site Assessment in MARS (*this year we are aiming to have it completed in September. Please provide as much documentation as possible in MARS as part of off-site assessment*)

- Your reviewer will use MARS to document all sections of the AR, including any TA or Findings issued

- You must respond to corrective Action in MARS
General Timeline for SSO Review, SY 21-22

What to expect over the course of the “Hybrid” SSO Review

1. Notification by SA
2. Completion of Off-Site Assessment in MARS
3. Follow up and communication from Lead Review
4. Virtual Entrance Conference
5. On-Site Review of Selected Sites (scheduled in advance)
6. Virtual Exit Conference
7. Findings or No Findings Letter
8. (if applicable) Corrective Action Plan
9. (if applicable) Closing Letter
10. Public report posted on SA website
General Timeline for Procurement Review, SY 21-22

What to expect over the course of the Virtual Review

1. Notification by SA
2. Submission of Documentation and Completion of Procurement Tool (excel file)
3. Follow up and communication from Lead Review, additional information will be requested at this time
4. SA Reviewer reviews all documents
5. Virtual Exit Conference (should coincide with AR)
6. Findings or No Findings Letter
7. (if applicable) Corrective Action Plan
8. (if applicable) Closing Letter
Compiling Required Documentation

A complete guide to getting all your documentation in order
General Documentation You Will Need

Organization and Preparation are key!

• Hint: If you really want your reviewer to be in a good mood, having everything extremely well organized and electronic documents clearly labeled!

• Before your AR, you should get a list of all the documentation you will need for the AR from your Lead Reviewer or Program Specialist.

• If you don’t get it, ask for it!

See Handout
# General Documentation You Will Need

## Document Checklist

<table>
<thead>
<tr>
<th>SEAMLESS SUMMER OPTION PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCUMENTATION NEEDED AT TIME OF ADMINISTRATIVE REVIEW</td>
</tr>
</tbody>
</table>

To aid in the review process, the following information should be provided to your State Agency (SA) Reviewer. All documentation must be uploaded in the appropriate sections in WARE. If you need assistance uploading documentation, please contact your assigned SA Reviewer.

- Non-Profit School Food Service Account General Ledger for the Prior SY
- Documentation of indirect costs charged to the Non-Profit School Food Service Account
- Copy of the school/academic calendar indicating the days on which lunch was served
- Dates used in reconciling the Claim for Reimbursement for your designated review month (please check with your Lead Reviewer)
- Daily reconciliation sheets for your designated review month (please check with your Lead Reviewer)
- Complete documentation of the edit check (claims review) process for your designated review month
- Documentation on site review(s) conducted by the SFA and any concurrence action taken by sites.

Civil Rights files, including:
- A copy of the nondiscrimination statement used by the SFA
- Written procedure for receiving & processing complaints alleging discrimination within SNAP-Ed programs
- Documentation of Civil Rights training for staff (agenda, sign-in sheets, topics covered, etc.)
- Public Release or general public announcement regarding the availability of civil rights programs

- Documentation of School Health Council (SHC) activity:
  - Copy of most current Local School Wellness Policy (LSWP)
  - List of SHC members, including titles
  - Documentation verifying the SHC plans to meet three times per year (meeting minutes, agendas, and sign-in sheets)
  - Documentation of the most recent assessment to assist with the development of the LSWP (a Summary Report may be provided instead of the full report)

- Professional Standards documentation of yearly accrued training hours for each CR employee. This should include a professional standards tracking tool.
- Food Safety Documenting including District Wide HACCP plans and Site-Specific Temperature Logs for all relevant equipment and hire.
- District Meal Charge Policies (If Applicable)
- Planned menus for the designated review month (please check with your Lead Reviewer)
- Production Records for specified sites and dates (please check with your Lead Reviewer)
- Copies of any recipes used from MS Recipes for Success (MRS) or any modified MS recipes
- Portrait of Nutrient Analysis, if available (Using NutriView, the SA will need a copy of the Weekly Certification Information for the Targeted Review Week as well as the Base Menu Spreadsheet for the Targeted Review Week. The SA Lead Reviewer can provide instructions on which week(s) to select)
- Complete nutrition information for any items served not from State Purchasing Program

Additional information may be requested as needed, if applicable.

- Fresh Fruit & Vegetable Program
- After School Care Program

Revised 6/30/21
[MS/OSC]
DO NOT send any sensitive information (including student names, eligibility status, or other personally identifiable information) over email or upload this information in MARS!

We should be able to complete the review without this type of information, but if you think you have something we need to see that is sensitive in nature, contact your Lead Reviewer.
Conducting a Nutrient Analysis

• If you have an approved meal pattern waiver in place, your reviewer will take that into account.

• You will be held accountable for all portions of the Meal Pattern that have not been waived specifically by the SA in your Meal Pattern Waiver.

• Remember! You should only be utilizing meal pattern waivers to the extent that they are necessary!
• The SA will need to validate the nutrient analysis of your menus as part of the AR
• If your District uses Nutrikids software, there are two reports the SA needs to see:
  1. **Base Menu Spreadsheet**
     (Week of the Targeted Review for Breakfast & Lunch for *all* age groups)
  2. **Weekly Certification Worksheet**
     (Week of the Targeted Review for Breakfast & Lunch for *all* age groups)
• If you have a different menu for your cafeteria and for your Grab&Go or bus deliveries, we need to see both menus analyzed!
• Your Lead Reviewer or Program Specialist can provide you with instructions on how to pull reports correctly from Nutrikids prior to the AR.
• Note: having a specific type of Nutrient Analysis software is NOT necessary. However, we have used Nutrikids as an example because we know that many of our schools utilize this software.
# Example of a Base Menu Spreadsheet

**MS Department of Education**

**Planned Menu Spreadsheet**

**Weighted Values - Detailed**

**Page 3**

**Lunch 9-12**

**003 Middle School**

**Generated on: 4/12/2019 3:55:53 PM**

## Example of a Base Menu Spreadsheet

### Daily Menu Items

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Portion Size</th>
<th>Plan Qty</th>
<th>Cals (kcal)</th>
<th>Sodm (mg)</th>
<th>Sugars (g)</th>
<th>Carb (g)</th>
<th>S-Fat (g)</th>
<th>Tr-Fat (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken &amp; Sausage Gumbo MS5800</td>
<td>1/2 cup w/rice</td>
<td>400</td>
<td>244</td>
<td>539</td>
<td>3</td>
<td>28.7</td>
<td>2.07</td>
<td>0.00</td>
</tr>
<tr>
<td>Bacon Burger 2 oz Patti MS702</td>
<td>1 each</td>
<td>50</td>
<td>34</td>
<td>68</td>
<td>1</td>
<td>3.34</td>
<td>0.53</td>
<td>0.00</td>
</tr>
<tr>
<td>Chef Salad MS800</td>
<td>1 salad</td>
<td>50</td>
<td>20</td>
<td>119</td>
<td>1</td>
<td>1.68</td>
<td>0.39</td>
<td>0.00</td>
</tr>
<tr>
<td>Baked Ranch Fries MS1097</td>
<td>1/2 cup</td>
<td>170</td>
<td>44</td>
<td>154</td>
<td>0</td>
<td>7.25</td>
<td>0.18</td>
<td>0.00</td>
</tr>
<tr>
<td>Baked Beans MS918</td>
<td>1/2 cup</td>
<td>170</td>
<td>54</td>
<td>55</td>
<td>4</td>
<td>12.43</td>
<td>0.04</td>
<td>0.00</td>
</tr>
<tr>
<td>Tomato/Cucumber Salad MS134.3</td>
<td>1/2 cup</td>
<td>170</td>
<td>18</td>
<td>22</td>
<td>3</td>
<td>3.35</td>
<td>0.01</td>
<td>0.00</td>
</tr>
<tr>
<td>Fresh Blueberries MS1222</td>
<td>1 cup</td>
<td>170</td>
<td>18</td>
<td>0</td>
<td>3</td>
<td>4.47</td>
<td>0.01</td>
<td>0.00</td>
</tr>
<tr>
<td>Fresh Apple MS1206</td>
<td>1 each</td>
<td>150</td>
<td>22</td>
<td>0</td>
<td>4</td>
<td>5.72</td>
<td>0.01</td>
<td>0.00</td>
</tr>
<tr>
<td>Cornbread W 2G MS1301</td>
<td>1 piece</td>
<td>250</td>
<td>102</td>
<td>293</td>
<td>3</td>
<td>17.71</td>
<td>0.91</td>
<td>0.00</td>
</tr>
<tr>
<td>Milk, FF Choc 1/2 pt Br MS1700</td>
<td>1/2 pint</td>
<td>150</td>
<td>36</td>
<td>72</td>
<td>6</td>
<td>6.6</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Milk, FFhor, 1/2 pt BM400</td>
<td>1/2 pint</td>
<td>150</td>
<td>45</td>
<td>37</td>
<td>5</td>
<td>8</td>
<td>0.2</td>
<td>0.00</td>
</tr>
<tr>
<td>Milk, LF White 1/2 pt BM1700</td>
<td>1/2 pint</td>
<td>100</td>
<td>20</td>
<td>24</td>
<td>2</td>
<td>4.2</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Daily Average**

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Calculated</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cals</td>
<td>651</td>
<td>1304</td>
</tr>
<tr>
<td>Sodm</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Sugars</td>
<td>9.7</td>
<td>10.0</td>
</tr>
<tr>
<td>Carb</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>S-Fat</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Tr-Fat</td>
<td>1.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Weighted Average**

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Menu AVG</th>
<th>% of Cals</th>
<th>Weekly Target</th>
<th>% of Target</th>
<th>Miss Data</th>
<th>Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>603</td>
<td>750 - 850</td>
<td>80%</td>
<td>147</td>
<td>Missing</td>
<td></td>
</tr>
<tr>
<td>Sodium 1 (mg)</td>
<td>1180</td>
<td>1435</td>
<td>21.91%</td>
<td>1080</td>
<td>21.91%</td>
<td></td>
</tr>
<tr>
<td>Sodium 2 (mg)</td>
<td>1180</td>
<td>1080</td>
<td>21.91%</td>
<td>80.17</td>
<td>53.19%</td>
<td></td>
</tr>
<tr>
<td>Sugars (g)</td>
<td>33</td>
<td>21.91%</td>
<td>9.89%</td>
<td>&lt;10.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carbohydrate (g)</td>
<td>80.17</td>
<td>53.19%</td>
<td>9.89%</td>
<td>&lt;10.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturated Fat (g)</td>
<td>6.93</td>
<td>9.89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trans Fat (g)</td>
<td>0.00</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Error Messages (if any)**

- **Correction Required - Calories are Low:**
  - 100
- **Correction Required - Sodium too High:**
  - 100
# Example of Weekly Certification Worksheet

**MS Department of Education**

**Weekly Certification Worksheet**

## C - Lunch 9-12

### 5 Day Week

<table>
<thead>
<tr>
<th></th>
<th>Mon 4/1/19</th>
<th>Tue 4/2/19</th>
<th>Wed 4/3/19</th>
<th>Thu 4/4/19</th>
<th>Fri 4/5/19</th>
<th>Weekly Total</th>
<th>Weekly %</th>
<th>Weekly Certification</th>
<th>Weekly %</th>
<th>Weekly Certification</th>
<th>Weekly %</th>
<th>Weekly Certification</th>
<th>Weekly %</th>
<th>Weekly Certification</th>
<th>Weekly %</th>
<th>Weekly Certification</th>
<th>Weekly %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetable Minimum (cups)</td>
<td>1.375</td>
<td>1.125</td>
<td>1.25</td>
<td>1.5</td>
<td>1</td>
<td>6.25</td>
<td>5</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dark Green</td>
<td>0.5</td>
<td>0.5</td>
<td>0.25</td>
<td>0</td>
<td>0.5</td>
<td>1.75</td>
<td>0.5</td>
<td>Yes</td>
<td></td>
<td></td>
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<td>2.75</td>
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<td>4.25</td>
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<td>Whole Grain Rich Weekly Amount</td>
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<td>Milk Minimum (cups)</td>
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<td>15</td>
<td>5</td>
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<tr>
<td>Variety: Skim/Fat-free unflavored, Skim/fat-free flavored, Low-fat(1% or less) unflavored</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
<td>Low-fat(1% or less), flavored</td>
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<td></td>
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<tr>
<td>Reduced fat(2%) or whole, unflavored and flavored</td>
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<td></td>
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</tr>
</tbody>
</table>
Conducting a Nutrient Analysis

• Make sure you have the most up to date version of MRS recipes!
• We still see a lot of MRS 2015 Recipes
• Make sure you are using the 2021 Recipes
  • Distribute the updated recipes to your Managers/Cooks
  • Use the 2021 recipes when running your reports in your Nutrient Analysis Software
Providing Financial Reports

- The SA will need to perform a Resource Management Review based on the results of your completed Risk Assessment (off-site assessment in MARS)
- You may be required to provide financial reports including:
  - General Ledger
  - FETS report for all fund codes used during the previous year (2110, 2121, 2131)

**NOTE:** you may need to get your business manager to provide you with these financial reports
Common Findings

During our Previous AR Cycle
Reviewed 37 Organizations (SFAs)

Identified 126 Total Findings

NOTE: several reviews cancelled due to COVID
2019-2020 AR Cycle

Food Safety (storage) typically area with most violations

- SFA On Site Monitoring: 1
- Revenue From Nonprogram Foods: 1
- Fresh Fruit and Vegetable...: 1
- Reporting and Recordkeeping: 3
- Local School Wellness Policy: 4
- Smart Snacks in School: 6
- Dietary Specifications and...: 7
- Certification and Benefit Issuance: 7
- Professional Standards: 8
- Civil Rights: 8
- Afterschool Snack: 9
- Meal Counting and Claiming: 10
- Verification: 11
- Meal Components and Quantities: 20
- Food Safety: 30

All Findings 2019-2020 AR Cycle
Self Assessment

Not required, but an effective tool to set yourself up for success!
In order to prepare yourself and your staff for the best possible outcome with an AR, we suggest you conduct a self-assessment before MDE/OCN conducts the AR.

The Self-Assessment is **completely voluntary!** It is only meant as a preparation tool.

The following slides contain common errors/findings that are uncovered over the course of an AR. If you are able to identify and correct these errors before your review, you will decrease the number of findings and/or TA issued by the Reviewer.
See the Handout
District Level

Self Assessment
Prior ARs

District Level – Includes all Sites in the District

- Did you have any findings on last AR? Have they been corrected?
- Did you have any TA on last AR? Have all issues been corrected?
Resource Management

District Level – Includes all Sites in the District

- Is your indirect cost calculated correctly and applied evenly across all Federal Programs in your district?
- Do you have an excess balance in the school food service account? (must have less than 3 months operating expenses)
- Are you charging enough money for each “extra sale” item?
- Have you had a General Financial Audit Recently? Were there any findings, and if so have all issues been corrected?
- Have you analyzed adult meal prices to ensure you are charging enough? (the SA will send a memo out every year)
District Level – Includes all Sites in the District

- Do you have the CORRECT non-discrimination statement on all letters and program materials?
  - Do you have the LONG version on all eligibility letters?
  - Is the font size at least the size of the body of the letter?
- Have you conducted staff training on civil rights?
- Have you conducted outreach to inform families of availability of CN programs (this year will be SSO) and are copies on file?
- Have you received any civil rights complaints?
- Is the AJFA poster prominently displayed where meals are served?
Incorrect Versions of the Poster
This menu has the wrong statement

### Wrong Non-Discrimination Statement

- **EVERY MEAL INCLUDES:**
  - **OPTIONAL:**
    - ¼ PINT MILK
    - ¼ CUP 100% FRUIT JUICE
  - **THIS FACILITY IS AN EQUAL OPPORTUNITY EMPLOYER**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Baked Chicken Cheese Grilled Cheese Chef Salad Brown Rice/Gravy Kidney Beans Fruit Juice/Milk</td>
<td>5</td>
<td>Chicken Spaghetti Hamburger Chef Salad Sautéed Squash Brown Sugar Carrots Rolls/Fruit Milk/Juice</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>Crispy Chicken Sandwich</td>
<td>12</td>
<td>Enchilada Casserole</td>
<td>13</td>
</tr>
</tbody>
</table>
On Site Monitoring

District Level – Includes all Sites in the District

- Have all sites been monitored by the SFA?
- Has the SFA used the SA-approved checklist for on-site monitoring?
Professional Development

District Level – Includes all Sites in the District

- Have all staff accrued the correct number of Hours?
  - 12 hours for CND
  - 10 hours for Managers
  - 6 hours for FT Staff / 4 hours for PT Staff

- Do you have an updated/current tracking tool for staff professional development?
  - Are all staff on one sheet, showing the total hours accrued for each person?
  - Does tracking tool have all USDA required elements: name/hire date/title/core duties/ FT or PT status

- Are Agendas, Sign-In Sheets, and Certificates of Completion maintained on file?
Example of Professional Development Tracking Tool

<table>
<thead>
<tr>
<th>Employee Name</th>
<th>Site</th>
<th>Hire Date</th>
<th>Employee Position</th>
<th>Required Hours of Training</th>
<th>FT/PT</th>
<th>Avg. Hrs per week</th>
<th>Manager Recert</th>
<th>ICN Online Safety Training</th>
<th>Back to School Prof Dev</th>
<th>School Year Training Applied To</th>
<th>Completed Training Hours Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helena Troy</td>
<td>Adm. Office</td>
<td>4/12/2018</td>
<td>Director</td>
<td>12</td>
<td>FT</td>
<td>40</td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>2020-21</td>
<td>19</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>High School</td>
<td>8/6/1997</td>
<td>Manager</td>
<td>10</td>
<td>FT</td>
<td>40</td>
<td>3</td>
<td>8</td>
<td>8</td>
<td>2020-21</td>
<td>19</td>
</tr>
<tr>
<td>Missy Sippy</td>
<td>High School</td>
<td>12/3/2012</td>
<td>Caf. Staff</td>
<td>6</td>
<td>FT</td>
<td>40</td>
<td>3</td>
<td>8</td>
<td>8</td>
<td>2020-21</td>
<td>11</td>
</tr>
<tr>
<td>John Deer*</td>
<td>High School</td>
<td>1/2/2022</td>
<td>Caf. Staff</td>
<td>6</td>
<td>PT</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>2020-21</td>
<td>0</td>
</tr>
</tbody>
</table>

*PLEASE NOTE: John Deer is a newly hired employee who hasn’t received any training yet this SY. The SFA will have to submit a plan to the SA Reviewer for how he will receive training to reach his 6 required hours this SY.
Implementation of Approved Waivers (COVID/SSO)

District Level – Includes all Sites in the District

☑ Is the continued use of the approved waiver appropriate? (ex. If all sites 100% traditional learning, might not be appropriate)

☑ If the District has an approved PPU Waiver, does the district have a procedure to verify the number of eligible children?

☑ If the District has an approved Meal Pattern Waiver, is it implemented only in situations for which it was approved? (ex. Trying to use a veg subgroup waiver for hot meals served in the cafeteria, when it was only approved for bus deliveries)

☑ If you are doing Door-to-door Bus Deliveries, you MUST have a system in place to validate eligible children in the household.
Record Keeping

District Level – Includes all Sites in the District

- Records maintained for 3 years plus the current year
- Far back as the base year for CEP and Prov 2
Site Level

Self Assessment
Vending and Smart Snacks

Site Level – Includes all Sites selected by the SA for Review

- Are all items sold (vending/cafeteria/school store) smart snack compliant?
- Do you have documentation of smart snack compliance on file for each item sold?
- Are all of your vending machines locked or timed to prohibit purchases within an hour prior to meal service?
- Do any of your vending machines “advertise” non-compliant products such as high calorie soft-drinks? (this is not allowable)
Snack sold is NOT Smart Snack Compliant

Tip: Use the Smart Snack Calculator from the Alliance for a Healthier Generation

Nutrition Facts

Serving Size 1/2 cup (101g)
Servings Per Container 4

Amount Per Serving

Calories 260  Calories from Fat 130

% Daily Value

Total Fat 15g  23%
Saturated Fat 9g  44%
Trans Fat 0g
Cholesterol 50mg  20%
Sodium 80mg  3%
Total Carbohydrate 28g  9%
Dietary Fiber 1g  3%
Sugars 23g
Protein 4g

Vitamin A 10%  •  Vitamin C 0%
Calcium 15%  •  Iron 4%

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

SMART SNAKES PRODUCT CALCULATOR

Your product is NOT compliant.

Your non-beverage dairy product does not meet the following nutrient standards:

- Calories exceed 200.
- Calories from total fat exceed 35%.
- Calories from saturated fat are not less than 10%.
- Sodium exceeds 200 mg.

Brand  Product

Ben & Jerry’s  Dublin mudslide

Browse products that meet the Smart Snacks in School Standards.

Confused by this result? Contact us for more information.

The person or group responsible for the point of sale to students on campus should verify a product’s
Food Prep

Site Level – Includes all Sites selected by the SA for Review

- Recipes out and referenced?
- Hands washed?
- Hairnets/beard-nets on?
Food Safety

Site Level – Includes all Sites selected by the SA for Review

- Are 2 Most recent food inspections available to Reviewer
  - 2 Per Year or documentation of request to MSDH
- Equipment Works Properly
  - functioning coolers/warmers,
  - no ice build up in freezer
- HACCP manual on site and being followed?
- Are temperature logs maintained and available for review?
  - Freezers
  - Coolers (don’t forget milk coolers!)
  - Dry Storage
  - Prepped Food

Remember that Food Safety is our most common finding!
Food Safety - Storage

Site Level – Includes all Sites selected by the SA for Review

- Is FIFO implemented properly (rotating stock)?
- Are you over-stocked on products, especially Commodity Products?
- Are all food products correctly dated (visible, all 3 dates)?
- Are chemicals stored separately from food?

NOTE: Food Storage is considered part of Food Safety.

Remember that Food Safety is our most common finding!
Food Safety Issue

Significant Ice Build Up in the Freezer
FIFO not Implemented

No Visible Dates
Components and Quantities

Site Level – Includes all Sites selected by the SA for Review

- Proper size serving spoon/ladle/instrument used?
- All five components offered on each line?
- Each component available in the proper quantity according to Meal Pattern? (ex: need a full cup of fruit at HS level)
- Is denial of food used as a punishment? All students should have equal access to meals.

Remember that this section was our second most common finding!
Production Records

Site Level – Includes all Sites selected by the SA for Review

- Are production records maintained at each site?
- Do production records document all meals claimed?
- Are production records reviewed regularly by the CND?
- Are managers correctly documenting components and quantities?
- Are managers serving the PLANNED menu?
Offer Versus Serve (OVS)

Site Level – Includes all Sites selected by the SA for Review

- Is implementation of OVS appropriate to the service or meal distribution strategy?
- While it is not required during the 21-22 SY for HS to implement OVS, are they doing so whenever possible?
- Are any non-reimbursable meals getting past the POS?
- Does cashier understand what constitutes a reimbursable meal and can he/she verbalize that to the Reviewer?
- Is there OVS signage posted at each serving line?
- Are serving staff at OVS sites pre-plating all items on trays as students move through the line? (not allowed!)
Improper Implementation of OVS

Non-Reimbursable Lunch Tray
Improper Implementation of OVS

Lunch tray is NOT reimbursable at the HS level, but would be ok for Elementary
Dietary Specs & Nutrient Analysis

Site Level – Includes all Sites selected by the SA for Review

- (if applicable) Are you following what is in your meal pattern waiver? Is your waiver even applicable to this serving method?
- Are your calories and saturated fat on target for the Review Week?
- Are you including all menu items in your nutrient analysis? (don’t forget your condiments!)
- When conducting a nutrient analysis using nutrient analysis software, have you correctly entered planned/prepared quantities of each food item to give you correct weighted values? (example: are you really only serving 100 hamburgers? Check your production books!)
- Are your cafeteria managers/sites producing and serving the PLANNED menu?
Not in compliance with Meal Pattern

May have a waiver for sodium, but calories are too low!
AJFA poster at point of service delivery? *(may need to be in the classroom or on a cart)*

Are educational or enrichment activities offered directly before/during/after the distribution of snacks?

Is a system in place to provide ACCURATE meal counts?

Do you have a system in place to safely store food products? *(for example, you don’t want milk sitting outside of a cooler for too long)*
Fresh Fruit and Vegetable Program (FFVP)

Site Level – Includes all Sites selected by the SA for Review

- Are you purchasing only allowable products?
  - Remember that dips for fruits are not allowable
  - Remember that dips for veggies have to be no/low fat
- Have you limited your administrative costs for the program?
- Are you serving only to elementary students?
  - Remember that teachers who pass out fruit/vegetables are allowed to partake so as to model positive eating habits
Cannot purchase any type of dip for fruits

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<th>Item I.D./Desc.</th>
<th>Ordered</th>
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<th>Unit</th>
<th>Price</th>
<th>Net</th>
<th>TX</th>
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<td>EACH</td>
<td>39.50</td>
<td>158.00</td>
<td>E</td>
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<td>EACH</td>
<td>36.50</td>
<td>146.00</td>
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<tr>
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<td>4.00</td>
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<td>28.90</td>
<td>115.60</td>
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<tr>
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<td>4.00</td>
<td>EACH</td>
<td>42.50</td>
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<td>37.99</td>
<td>189.95</td>
<td>E</td>
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</table>
Non-Discrimination

This institution is an equal opportunity provider.

Full Non-Discrimination Statement link:

Questions?
Handouts that Should Accompany this Presentation

- AR Document Checklist

- Instructions on Pulling Reports from Nutrikids
  
  *note – you may use a different type of Nutrient Analysis Software*

- Simplified version of self-assessment
Marianna Chauvin
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