

## California School Nutrition Association (CSNA), 2005 Nutrition Standards Matrix

The California School Nutrition Association understands that the foundation for nutrition guidelines must be research based, address the nutrient needs & developmentally appropriate capabilities<sup>1</sup> of a diverse populations of students, and *support the health of all school-aged children*. The standards below were developed utilizing authoritative statement(s)<sup>2</sup> to enhance the current nutrition standards for the School Meals Program and to develop Nutrition Standards for Competitive Foods.

<b>School-Nutrition-as-Education-Programs<sup>3</sup> Nutrition Standards Matrix<sup>a</sup>, Fully in Place<sup>b</sup></b>			
	Elementary School Grades K-5	Middle School Grades 6-8	High School Grades 9-12
<b>School Lunch, Meal Supplement &amp; After School Snack Programs</b>	<ul style="list-style-type: none"> <li>◦Increased variety and quantity of fruits and vegetables</li> <li>◦Increased offering of fresh fruits and vegetables</li> <li>◦Increased use of whole grains</li> <li>◦Promotes nonfat and 1% milk</li> <li>◦Compliance with all current federal &amp; state regulations</li> </ul>		
<b>Competitive Foods<sup>c</sup> Beverages</b>	<ul style="list-style-type: none"> <li>◦Compliance with all current federal &amp; state regulations</li> <li>◦Promotes nonfat &amp; 1% milk</li> </ul>		<ul style="list-style-type: none"> <li>◦66% of beverages offered meet beverage list<sup>d</sup></li> <li>◦Local policy in place</li> </ul>
<b>Snacks</b>	<ul style="list-style-type: none"> <li>◦100% of product is ≤ 150 calories</li> <li>◦FMNV<sup>e</sup> are not served or sold</li> </ul>	<ul style="list-style-type: none"> <li>◦100% of product is ≤ 200 calories</li> <li>◦ FMNV are not served or sold</li> </ul>	<ul style="list-style-type: none"> <li>◦100% of product is ≤ 250 calories</li> </ul>
	<ul style="list-style-type: none"> <li>◦Snacks served or sold emphasize a variety of nutrient-dense foods within &amp; among the basic food groups while choosing foods that limit the intake of saturated &amp; trans fats, cholesterol, added sugars, and salt</li> </ul>		
<b>Entrees</b>	Not applicable	<ul style="list-style-type: none"> <li>◦100% of product is ≤ 390 calories</li> </ul>	<ul style="list-style-type: none"> <li>◦100% of product is ≤ 435 calories</li> </ul>
		<ul style="list-style-type: none"> <li>◦Recommends low fat &amp;/or moderate fat entrees be offered &amp; promoted</li> </ul>	
<b>Events</b> During School Day <sup>f</sup>	<ul style="list-style-type: none"> <li>◦75% of events follow local policy guided by sound nutrition principles<sup>g</sup></li> <li>◦FMNV are not served or sold</li> </ul>		<ul style="list-style-type: none"> <li>◦75% of events follow local policy guided by sound nutrition principles</li> </ul>
Outside School Day <sup>h</sup>	<ul style="list-style-type: none"> <li>◦75% of events follow local policy guided by sound nutrition principles</li> </ul>		

<sup>a</sup> This one page matrix provides an abridged version of the CSNA Nutrition Standards Document and Rationale. The entire document can be found at [www.cfsa.org](http://www.cfsa.org).

<sup>b</sup> Fully In Place refers to the fourth Stage of Implementation of a five-stage process described in the CSNA Nutrition Standards Document.

<sup>c</sup> Competitive Foods refers to all other foods served or sold in competition with any meals or snacks served under the USDA School Meals Program.

<sup>d</sup> **Beverage list:** Milk, 100% fruit & vegetable juices, Water with no added nutritive sweeteners, fruit based beverages with no less than 50% fruit or vegetable juice with no added nutritive sweeteners, electrolyte replacement beverages with no more than 42 grams of added sweetener per 20 oz. serving, other non-caloric beverages sweetened with non-nutritive sweeteners.

<sup>e</sup> FMNV = Foods of Minimal Nutritional Value as defined by USDA Federal Regulations for Competitive Foods.

<sup>f</sup> During the school day is the time between ½ hour before the start of the school day and ½ after the end of the school day.

<sup>g</sup> Sound Nutrition Principles are considered the key recommendations of the Dietary Guidelines, 2005.

<sup>h</sup> Outside the school day is the time between ½ after the end of the school day and ½ before the beginning of the school day.

**This document is a abridged version of the CSNA Nutrition Standards Document & Rationale. The entire document can be found at [www.calsna.org](http://www.calsna.org).**

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## Guiding Principles

### Research-based & Support All Students

The committee that developed these nutrition standards understood that the foundation must be research-based and *support the health of all school age children*. The standards were developed utilizing authoritative statement(s) to enhance the current nutrition standards for the School Meals Program and to develop Nutrition Standards for Competitive Foods. In addition, “Environmental Influences” as identified through an extensive literature review conducted by Center for Weight & Health, University of California at Berkeley<sup>4</sup> were incorporated when appropriate.

### School-Nutrition-as-Education-Programs<sup>3</sup>

One aspect of successful School Meal Programs is the belief by all members of the school community that these programs are an essential component the educational curriculum. The link between the cafeteria and the classroom in providing, teaching, and modeling healthy choices is apparent through the involvement of both educators and the school nutrition staff in planning coordinated nutrition education lessons and activities.

### Adults Must Agree<sup>5</sup>

Adults must agree to: support school meals as the foods and beverages of choice, support a healthy food and beverage environment and be positive role models. Initially, this requires school staff to understand and come to agreement on school policy and/or standards for foods and beverages. This requires school staff to set aside their personal beliefs about nutrition and instead provide the messages agreed to by all school site staff.

### Consistent and Practical

Schools must provide an environment, across the entire school campus, that is consistent and conducive to healthful eating behaviors.<sup>6</sup> The foods and beverages served or sold and marketed must be limited to those that support a healthy lifestyle. These healthful foods and beverages must be practical and realistic for school districts to implement. Nutrition Standards must address the diverse needs of California districts, and provide the opportunity for local control where appropriate.

### Stages of Implementation (Sequential)

Stages of Implementation support districts and schools by allowing a gradual implementation of standards. These stages enhance successful implementation and provide districts the opportunity to measure progress.

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<sup>1</sup>Feeding with Love and Good Sense, Eating Competence: Elyn Satter, [www.elynsatter.com/files/eatingcompetence.pdf](http://www.elynsatter.com/files/eatingcompetence.pdf)

<sup>2</sup> Authoritative Statements as provided for in the Food & Drug Administration Act, 1997, and as described in Dietary Guidelines for Americans 2005 page 3.

<sup>3</sup> Satter, E. *Your Child's Weight: Helping Without Harming*. Madison, WI: Kelcy Press; Publication date Spring 2005

<sup>4</sup> “Environmental Influences on Pediatric Obesity”: as presented by P Barrett Crawford, DrPH, RD @Certificate of Training in Childhood Obesity and Adolescent Weight Management. February 17-19, 2005. Commission on Dietetic Registration.

<sup>5</sup> Division of Responsibility for feeding older children: Elyn Satter, [www.elynsatter.com/pages/DOR.htm](http://www.elynsatter.com/pages/DOR.htm)

<sup>6</sup> Institute of Medicine of the National Academies. *Preventing Childhood Obesity, Health in the Balance*. The National Academies Press. 2005.