

**Breakfast In The Classroom
A How-To Manual for Schools**



Oregon Department of Education
Child Nutrition Programs
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INTRODUCTION

Over the past several years, Oregon schools have significantly increased school breakfast participation through classroom breakfast programs.

Other states have experienced similar increases in breakfast participation when the morning meal was moved from the cafeteria to the classroom.

Thus, making breakfast part of the school day is proven to be an effective way to increase breakfast counts ...students ready to learn.

Many students do not participate in traditional before school breakfast programs because of the barriers: the stigma that school breakfast is a program for poor kids, last minute bus schedules, hectic mornings, and preferences to play, rather than eat, before school starts.

A successful classroom breakfast program must be carefully planned and launched. It needs the support of the entire school community, including principals, teachers, students, parents and the food service staff. The good news is, developing and maintaining classroom breakfast programs requires the same skills used every day in school meal programs: planning, organization, communication and leadership.

The goal of this manual is to help schools develop a successful classroom breakfast programs. It will demonstrate how to:

- Recognize the benefits and challenges of classroom breakfast (Chapter 1)
- Assess the financial impact (Chapter 2)
- Begin initial planning (Chapter 3)
- Effectively present the program to school audiences (Chapter 4)
- Plan and launch the program (Chapter 5)
- Manage and evaluate the program (Chapter 6)
- Utilize current resources - Appendix

This manual was produced through a 2006 USDA Team Nutrition Training Grant. The information reflects the “Oregon perspective” of training schools to implement successful classroom breakfast programs.

Chapter 1

Breakfast in the Classroom

OVERVIEW

Serving classroom breakfast is an innovative way to infuse a new level of energy into the school day. There is a variety of ways to implement a classroom breakfast program, but in general the program will look something like this:

- A simple breakfast meal is prepared by food service staff, placed in containers, and delivered to classrooms at the start of the school day.
- After the bell rings student are offered a complimentary (at no charge) breakfast. While the students eat, the teacher can conduct an activity or students can read quietly at their desk.
- After about 10 minutes students finish eating and the classroom is cleaned-up. Leftover food is placed outside the classroom door for collection by staff.
- Students are now well-fed and ready to learn!

THE BENEFITS OF CLASSROOM BREAKFAST

The value of school breakfast is documented by several well-controlled research studies (see appendix). Findings from Maryland, Minnesota, California, Maine, Massachusetts, New York, and other states all point to the benefits of students eating a nutritious breakfast each school day.

Student Benefits:

- Improved academic performance - Students are now well-fed and ready to learn! Students are more attentive and concentrate better; they perform better in academic subjects and score higher on academic tests
- Fewer trips to the nurse with stomachaches, headaches, and other physical indicators of hunger
- Reduced absenteeism, tardiness, and discipline issues
- Improved nutrition
 - Students with access to school breakfast eat a better overall diet, with less fat and more magnesium, vitamin C, and folate
 - Students who participate in school breakfast eat more fruits, drink more milk, and consume a wider array of foods than those who do not eat school breakfast or who eat breakfast at home
 - Lower risk of obesity:
 - ◆ Students who eat breakfast regularly are significantly less likely to be overweight
 - ◆ School breakfast helps students balance their calories over the course of the day
 - ◆ School breakfast helps to build lifelong healthy eating habits

School Nutrition Program Benefits:

- Increased federal reimbursements. By maximizing participation in the breakfast program, schools are able to receive increased revenue
- Staff productivity rises with increased participation. Food service assistants develop skills to prepare and serve more meals per labor hour
- Increased student participation in school breakfast is linked with higher participation in school lunch

Community benefits

- Hectic mornings at home are minimized when students know they can eat breakfast at school
- Many of the foods served in school breakfast are locally bid so the program supports increased local economy

THE CHALLENGES OF CLASSROOM BREAKFAST

While classroom breakfast offers numerous benefits, it also brings the following challenges:

- **Financial**
Classroom breakfast programs should be financially viable. Financial considerations include food costs, labor costs, and equipment needs.
- **Time for Planning and Implementation**
Implementing a classroom breakfast program takes a substantial chunk of time. Key stakeholders must be involved in planning, and the breakfast program must be customized for each school within the district.
- **Recordkeeping**
Correct point of service meal counts and menu records are more of a challenge when the school breakfast program moves out of the cafeteria.
- **Storage and facility**
Increased breakfast participation increases the need for additional cold and dry storage. The kitchen lay-out and production capability may have to be altered.
- **Support and Buy-In**
It takes a strong cheerleader to promote a classroom breakfast program. The program will only be a success with school community support.

FREQUENTLY ASKED QUESTIONS

Question: Will the time it takes students to eat take away from the time they could be learning?

Answer: Teachers report they actually gain instructional time due to fewer nurse visits and less tardiness and absenteeism. Also, the program allows children the time to quietly socialize, settle down and get organized for the day. In Oregon, beginning in School Year 2015-16, a Bill passed allows for 15 minutes each morning, while students consume breakfast, to be counted as instructional time. Many other states—including but not limited to Colorado, Massachusetts, and Washington—have similar “breakfast after the bell” programs, either by law or rule.

Question: Will food create smells and messes in the classroom?

Answer: Oregon schools report that the program does not create classroom messes or food waste issues. Meals include *easy-to-serve, eat, and cleanup* breakfast foods to minimize labor and mess.

Question: How much extra work is involved?

Answer: For custodial staff, less work cleaning the cafeteria after breakfast is eliminated, and there is just the simple task of collecting garbage bags outside the classrooms. For foodservice staff, there is a shift in the type of meal production but labor usually remains the same. For teachers, there is a change during the implementation phase of the program, but teachers report it is well worth the effort when they see the changes in the students.

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Chapter 2

Financing Breakfast in the Classroom

Most Oregon schools offer a complimentary Breakfast in the Classroom program. That is, schools offer breakfast to all students at no charge and rely solely on federal reimbursements for program revenue.

Some states may even provide additional breakfast financial assistance. This support can take the form of a state 'per meal' reimbursement, available grants, or private funding. Check with your state agency to see what funding might be available for your school.

Classroom breakfast is greatly simplified when students are not charged for the meal. USDA calls this a *non-pricing* program. However, some schools cannot afford to serve all students breakfast at no charge and must collect student payments. This is called a *pricing* program by USDA.

The following six financial worksheets will help to determine if your school can afford to offer a non-pricing Breakfast in the Classroom program. These worksheets offer a general overview of potential costs, revenues or losses.

Before you begin the worksheets, gather the following information

1. Invoices of recently purchased foods to obtain food cost information
2. The number of free, reduced-price and paid students in your school
3. Current reimbursement rates for breakfast
4. School calendar
5. Breakfast labor hours and the hourly rate of pay
6. Calculator

Complete worksheets 1 through 6 in order, as the process is sequential. Make a copy of each worksheet for your calculation to keep the originals clean for future use.

MEAL COSTING – Worksheet 1

Classroom breakfast meals must be simple: quick to prepare, serve and consume. Cost the typical *sample* meals below to determine the average per meal cost in your area. Start with the table on the left. (Note: These meals do not conform to any specific USDA menu planning option.)

Day 1: Food Items	Cost per item
Muffin (2 oz., prewrapped)	
Juice (4 oz. 100%)	
Fruit or Vegetable (1/2 cup)	
Carton of milk	

Total Meal Cost _____

Day 2: Food Items	Cost per item
Cereal Bowl – Single serving	
Graham Cracker Packet (2 pieces)	
Juice (4 oz. 100%)	
Fruit or Vegetable (1/2 cup)	
Carton of milk	

Total Meal Cost _____

Day 3: Food Items	Cost per item
PBJ or Cheese Sandwich	
Juice (4 oz. 100%) or fruit (1/2 cup)	
Carton of milk	

Total Meal Cost _____

Day 4: Food Items	Cost per item
Breakfast bar	
Juice (4 oz. 100%)	
Fruit or Vegetable (1/2 cup)	
Carton of milk	

Total Meal Cost _____

Day 5: Food Items	Cost per item
Yogurt (4 oz.)	
Soft Pretzel	
Juice (4 oz. 100%)	
Fruit (1/2 cup)	
Carton of milk	

Total Meal Cost _____

Determine the Average Food Cost per Breakfast:

Cost food items (left)

Add "Total Meal Cost" for each day:

Day 1: _____

Day 2: _____

Day 3: _____

Day 4: _____

Day 5: _____

Total: _____

Divide this total by five (5)* to obtain the average daily cost per breakfast:

_____ ÷ 5 =
Total meal cost

\$ _____
Average cost of breakfast before supplies

Add \$0.02 to this meal cost (for paper supplies, trash bags, and other non-food items):

\$ _____ + \$0.02 =
Average cost of breakfast

\$ _____
Average cost of breakfast

*Add additional meals and costs if serving a 6 or 7 day schedule.

DETERMINING ANNUAL REVENUE BEFORE EXPENSES – Worksheet 2

		1	X	2	=	3	X	4	=	5	X	6	=	7
		Number of eligible students		Annual number of school days breakfast is served		Maximum annual number of breakfast meals by category		Participation factor		Estimated annual number of breakfast meals by category		Current reimbursement rates		Total annual breakfast revenue before expenses
A	Free		X		=		X	.80	=		X	\$	=	\$
B	Reduced		X		=		X	.80	=		X	\$	=	\$
C	Paid		X		=		X	.80	=		X	\$	=	\$
D								Total Bkfst: (Add 5A, 5B, 5C)	...			***Other Revenue	...	\$
E												Total Revenue: (Add 7A, 7B, 7C, 7D)	...	\$

Directions:

Column 1: Insert number of free, reduced and paid students in your school for the most current month

Column 2: List the number of school days that breakfast is served in a single school year

Column 3: Multiply column 1 by column 2 to obtain the *maximum* number of breakfast meals by category

Column 4: The .80 represents an 80% participation factor (an estimate of the number of students who will participate daily in the classroom breakfast program). Eighty percent is a conservative figure for a complimentary breakfast program – in many Oregon schools the participation rate has exceeded 90%. For now, however, use this conservative number and adjust this percentage as needed for your program

Column 5: Multiply column 3 by column 4 to obtain the estimated annual number of breakfast meals by category

Add column A5+B5+C5 to obtain Total Annual Breakfast Meals (D5)

Column 6: Insert current breakfast reimbursement rates for the school by category

Column 7: Multiply column 5 by column 6

Add A7+B7+C7 (and D7, if applicable) to obtain Total Annual Revenue before Expenses (E7)

*****If your state offers additional funding for breakfast, add the annual amount in D7.**

DETERMINING ANNUAL FOOD AND SUPPLY COSTS – Worksheet 3

8		9		10
Total breakfast meals (from D5 of worksheet 2)	X	Food/supply cost per breakfast (from Worksheet 1)	=	Total annual food/supply costs
	X	\$	=	\$

Directions:

Multiply the number in column 8 by the number in column 9 to obtain the total in column 10.

WHAT ABOUT LABOR?

Oregon schools have had to increase labor little or none when implementing classroom breakfast. Kitchen staff is usually already available for the traditional cafeteria breakfast program and shifting to a classroom breakfast program only means a shift in production. (Additionally, positions in the cafeteria, such as cashier may no longer be needed and that labor becomes available for the classroom breakfast labor pool.) Once the program is up and running, you can expect one employee to produce 300 to 350 breakfast meals per hour.

DETERMINING ANNUAL LABOR COSTS– Worksheet 4

	11		12		13		14
	Total Daily Labor Hours	X	Hourly Rate + Payroll taxes	X	Operating Days for Breakfast	=	Total annual labor cost
Employee 1		X	\$			=	\$
Employee 2		X	\$			=	\$
Employee 3		X	\$			=	\$
Employee 4		X	\$			=	\$
Employee 5		X	\$			=	\$
TOTAL		X	\$			=	\$

Directions:

Multiply the number in column 11 by the number in column 12 by the number in column 13 to obtain the number in column 14.

DETERMINING ANNUAL REVENUE AFTER COSTS – Worksheet

5

15		16		17		18		19
Total annual revenue (obtain from worksheet 2)	-	Total food and supply costs (obtain from worksheet 3)	-	Total annual labor costs (obtain from worksheet 4)	-	One time cost estimate for additional equipment (see end of chapter)	=	Total Breakfast Revenue/ Loss
\$	- minus	\$	- minus	\$	- minus	\$	=	\$

Directions:

Subtract the numbers in columns 16, 17 and 18 from the number in column 15 to obtain the total in column 19.

The total in column 19 shows the projected annual profit or loss for Breakfast in the Classroom. If this number is positive, then you should consider a non-pricing classroom breakfast program. However, if the total annual revenue is less than the total food/supply costs, then consider a pricing classroom breakfast program. Please see worksheet below. (We do not recommend charging the reduced price students)

DETERMINING COST FOR PRICING PROGRAM – Worksheet 6

20		21		22
Total Breakfast loss from 19 above.	÷	Total paid breakfast meals (from C5 of worksheet 2)	=	Paid student charge necessary to break even
\$	÷	\$	=	\$

Directions:

Divide the number in column 20 by the number in column 21 to obtain the total in column 22.

THE IMPORTANCE OF CONTROLLING FOOD COSTS

Worksheet 1 (Menu Costing) provided an average cost of breakfast. As you develop your school's Breakfast in the Classroom menu, use the menu costing worksheet as a template to determine your exact food costs. An average breakfast meal cost of \$0.70 to \$0.80 is a good target.

Once you have set your breakfast food costs, it is VERY important to control them. Nothing will derail a program more quickly than out of control food costs.

Here are two important tasks to keep food costs in-line:

1. Correct portion sizes. Make sure that the correct portion sizes of items are listed, and followed, on the breakfast menu production record.
2. Ensure that all food not consumed in the classroom be returned to the cafeteria. It cannot be stressed enough that all food not consumed in the classroom must be returned to the cafeteria. Cafeteria staff must check the student roster against the amount of meals returned to the cafeteria to ensure that the amount of food served matches the roster and that any leftover food has been returned. If there is a discrepancy, the food service manager must determine the cause. This is important because teachers sometimes keep extra food (juice, muffins, cereal, etc.) in their classroom, or allow a student to have more than one serving of an item. If that happens then food costs escalate. Teacher training is very important in this regard, and is covered in an upcoming chapter.

Remember: Oversight of the financial aspects of classroom breakfast is important. Run different scenarios with the financial worksheets as your classroom breakfast program unfolds to keep ahead of any financial surprises!

NON-PRICING BREAKFAST IN THE CLASSROOM PROGRAM

If after completing the financial worksheets you have determined that you can afford a non-pricing program, here is some further information to consider.

Using the expressions *breakfast at no charge*, or *complimentary breakfast*, is recommended over using the term *free breakfast*. The phrase *free breakfast* can be confusing – sometimes it is perceived that all meals are claimed as free (not!), or that all students qualify for free breakfast. An additional consideration is the perception that a free breakfast may have less value than a paid breakfast. (Another expression used to describe a non-pricing breakfast program is universal breakfast.)

Regardless of the terminology, eliminating the need to collect student payments for breakfast reduces administrative burden and greatly increases breakfast participation. It has been the experience in Oregon that having a free and reduced price percentage of 60% or higher by enrollment is the starting level for a non-pricing program.

A PRICING BREAKFAST IN THE CLASSROOM PROGRAM

If the costing worksheet showed that the school cannot afford to offer a non-pricing classroom breakfast, it is still possible to have the program and charge the paid students (we recommend not charging the reduced price students).

To determine the lowest paid breakfast meal price you can charge (and still run a breakeven program) divide the total projected loss (worksheet 5) by the total number of *paid* breakfast meals to be served (worksheet 2, C5). This number is the amount that you would need to charge each paying student for a breakfast, to run a breakeven program. Many times this amount is much lower than the school's current paid breakfast meal charge. Households of paying students may be more willing to purchase a classroom breakfast if the paid price is kept low.

Here's an example: After crunching the numbers, School ABC determined that their loss would be \$10,000 to implement classroom breakfast. Their number of annual paid breakfast meals was estimated at 25,000. Dividing 10,000 by 25,000 equals .4. Therefore, the school would have to charge paying students \$0.40 per breakfast to run a break even program.

ONE TIME COSTS FOR ADDITIONAL EQUIPMENT

There will be an initial one-time financial outlay for transportation equipment and food holding containers. (See Chapter 5 for information and details to be able to determine these costs to complete the worksheet).

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Chapter 3

Breakfast in the Classroom Planning Guide

If the financial aspects of the breakfast program are promising and you are seriously considering the program, it is time to do some preliminary planning. The table below outlines the (basic) sequence of events that must be accomplished in order to launch a successful classroom breakfast program. The table was not designed to be completed all at once – it is a flexible tool to be individualized for each individual school. (Hint: Use a pencil.)

School name: _____

Tentative launch date: _____

Events/Process	Dates of completion/notes
Financial worksheets	
Meet with principal and business manager	
Meet with food service staff	
Plan breakfast menus	
Determine equipment needs	
Meet with teachers	
Meet with custodians	
Send letter home to households (see sample in resources)	
Meet with PTA/PTO	
Develop classroom breakfast rosters	
Train teachers on meal accountability and reimbursable breakfast	
Dress rehearsal prior to launch	

MEETINGS

The meetings listed in the planning table are designed to introduce the Breakfast in the Classroom concept to various school audiences. These meetings should promote the program, explain the benefits, the challenges, and allow for participants to share their concerns. Chapter 4 outlines the steps to follow for a successful presentation.

Showing a video is a good introduction to Breakfast in the Classroom. There are two videos listed in the Resources section of this manual. The first is *Everybody Eats! Breakfast for Learning* produced out of California. It showcases successful programs in three different schools, and interviews students, teachers, administrators, custodians, food service personnel, and parents. The second video is *Got Breakfast?* developed in New Jersey.

These meetings are not a time to train anyone on their roles in the classroom breakfast process, it is a time to get buy-in, suggestions, hear and respond to concerns, and have food service and the school administration show their support.

TEACHER TRAINING

The important step of training teachers on meal accountability is not done until late in the process. Many decisions must be made prior to training. When the time arrives, it is recommended that you conduct group training instead of individual training. Also, plan to assist each teacher individually in their classroom during the first week of the program.

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Chapter 4

School Community Buy-In: Developing a *We Can Do It* attitude

Making breakfast part of the school day requires a systemic change that must fit into a school's culture, style, and resources. Superintendents, principals, teachers, and even students play a critical role in the success of this change. When the superintendent and principals identify the breakfast program as a priority, schools quickly cut through perceived barriers.

Boston Mayor Thomas M. Menino

Best Practices: Boston's School Breakfast Program Key to Student Academic Performance article

BUY-IN AND SUPPORT

It has been the experience in Oregon that the two most important classroom breakfast cheerleaders are the school principal and the food service director/manager.

A successful classroom breakfast program needs the support of several key groups, including:

- Nutrition Manager and Staff
- Administration – Principal and Superintendent
- School Board
- Teachers
- Custodians
- Parents
- Students

PRESENTING TO EACH STAKEHOLDER GROUP

The person leading the implementation of the classroom breakfast program must successfully *sell* the idea to the rest of the school community. The resources section of this manual lists two great videos, plus four additional web sites, all of which provide excellent, concise information for use in presentations to the various audiences.

DEVELOPING A UNITED SCHOOL NUTRITION TEAM

Start the breakfast in the classroom program *sell* with the school nutrition team. Unifying these stakeholders first offers significant advantages. Among them:

- The idea can be tested with a group of people who share a commitment to the good health and success of students. They can begin to think about the workload, costs, accountability, and other factors. They can identify the strong points as well as the flaws in the plan so that you can revise them before presenting to the rest of the school stakeholders.
- Bringing the proposal to them before presenting it to others demonstrates respect for them as team members, and shows the consideration and the value of their insights and experience. Since they will play such a critical role in delivering a successful program, they should be the first to be informed.
- You improve the quality of the presentation. As you practice sharing the plan, you discover better ways to organize the material, bring in key facts, answer questions, and add supporting material.
- As all members gain knowledge, they develop a shared understanding of the idea, purpose, and plan. When others ask them about the program, they offer their thoughts in a way that is consistent and professional.

Note

If the classroom breakfast champion in your school is naturally articulate and persuasive, then skimming the rest of this chapter is probably sufficient. However, if your champion needs more support and information about how to build a presentation, then the rest of the information in this chapter will be useful.

TIPS FOR GAINING SUPPORT FROM THE SCHOOL COMMUNITY

No matter the audience, the goal at this stage is to collaborate in a way that leads to implementing the most sustainable classroom breakfast program possible for the school.

Each presentation should have three objectives:

1. Describe classroom breakfast in its best light
2. Uncover potential problem areas and solutions
3. Provide the information needed to help people reach a favorable decision about the program. If you approach the audiences in a spirit of *together we can create the right program for our school*, rather than “I need you to support my program as I’ve planned it” you are more likely to accomplish the goal

Helpful Tips

- Treat the audiences as partners – Consideration, honesty, and openness will help build the trust needed to implement a successful program
- Prepare thoroughly, but be open to discoveries – Explore the questions that might come up and think through some possible answers. If a better solution arises, embrace it and thank the contributor.
- Illustrate – Provide written materials of proposed processes and plans to expedite discussion
- Focus on facts and shared interests – Real data and common ground are preferable to opinions and differences
- Ask questions – You will know some facts and concerns, but probably cannot know all. Instead of forcing the plan, present it favorably, then immediately afterwards, invite them to troubleshoot it. Ask what issues are important to them.
- Do not take critiques personally – Concerns voiced often reflect people’s worries about their own workload more than the plan. Do not make it about you. The critic can be the best friend if he or she brings attention to a weakness in the plan that you may not be able to see. Ask for and listen to all the resistance

- Believe that there is a mutually satisfying solution and commit to finding it with the help of others – Agree to partner to find a solution that works for all

6 STEPS TO DEVELOPING CLEAR, CONCISE PRESENTATIONS

Using a systematic plan will help clarify the thinking, capture all the points to cover, organize the material, and sequence the presentation. The following six step plan can be used for any audience. Review it with each stakeholder group in mind.

1. Define the audience

Who are you presenting to? In defining the audience, you begin to specify the information it will need. For example, the faculty may require more specific information about the service process than parents.

What classroom breakfast decisions does this audience participate in? Some people will participate in several decisions. The possible decisions different stakeholders could be involved in are outlined in table format at the end of this chapter.

2. Choose a presentation opener – About 5% of the total presentation

The presentation opener should break participants' preoccupation with the issues they were thinking about when they entered the room and direct their attention to the topic. There are many suitable ways of focusing their interest. Below are several possibilities, each with a thumbnail description. Which could you use?

- Ask a question – A question that directly refers to the school's students will cause the audience members to think (e.g., How many students in our school eat breakfast with us daily? How many students in the morning class would you say have eaten breakfast on any given day? What have you noticed about students' concentration on those test mornings when we serve them breakfast?).

- Use trivia, statistics, little-known facts – These could come from the school’s own information, USDA or State research reports, or studies by respected organizations (e.g., increase/decrease in free and reduced lunch participation; lunch vs. breakfast participation; absenteeism, tardiness, visits to nurse; current federal reimbursement for lunch or breakfast; the RDA of various nutrients for the school’s students and how many may be eaten at breakfast).
- Cite a quotation – A meaningful or provocative quote, whether from an expert, a study, a parent, staff member, or student can inspire listeners to take action.
- Make a humorous observation – Sometimes, making light of the illogical or the unusual can cause participants to reflect on a situation.
- Illustrate a real-world experience – This could be an actual situation that you, a member of the school nutrition staff, a colleague, or student had that directly ties into the subject of eating breakfast.
- Give something away – If you can manage it financially, you could provide breakfast as the meeting gets underway, then note that many students for one reason or another will not have had a morning meal today.
- Share an anecdote – Share a very brief story. It could be real or fictional, so long as it relates to the topic.
- Refer to the district’s or school’s vision – Focus the group on what you all share in common – the direction you are working toward.

3. Set context – About 10% of the total presentation

When you set the context, you are providing participants the background they need in order to consider the proposal.

- A). Begin by stating the purpose for meeting

State the purpose in presenting to them today. You could say something like this: I am here to propose to you a universal, no-charge, efficient breakfast-in-the-classroom program.

B). Set out the objectives

Present the objectives of the presentation. Aim for about three bulleted statements that you could write on a flipchart or PowerPoint slide, followed by a couple of sentences you can say (not write) to describe each. Each description of the objective captures what you will do, how you are going to do it, and why, the ultimate purpose. Here are three objectives that summarize this type of presentation. Sample Presentation Objectives

- Describe the program – I will describe the proposed program using a few, simple draft materials, meal service schedule, service layout of our school, cycle menu, implementation timeline, and frequently asked questions so that you will rapidly and thoroughly grasp our concept. Please note that I said draft. They represent my best guess right now, and can be revised as a result of our discussion.
- Uncover potential problem areas and solutions – Once I have described the proposed plan, we will brainstorm two lists: a) the potential benefits of the program; and b) the aspects that need to be clarified, revised or improved and some ways to do that, so that together, we develop a sustainable program that works for all concerned.
- Provide you the information you need to reach the decisions – As we discuss the program, I will provide all the information I can so that you can reach a decision. Some of those materials we will review during our meeting; others you may want to revisit afterwards. Of course, you can call or email me at any time with the questions, ideas, or concerns. I will be glad to receive them. As I mentioned earlier, we need everyone's ideas to reach an effective decision.

C). Provide the background succinctly

Describe the vital facts about the situation. For each one, provide evidence that supports the statement. The following table lists several

items which you could include and potential evidence you could develop to support each. Note that they are not in any particular order. You may select from among these and/or add other facts that illustrate the need at the school.

Keep the statements concise and provide only the evidence that leads to *understanding*. Cite sources. Provide illustrations, tables, or drawings wherever you can to speed up communication.

VITAL FACTS	TYPES OF EVIDENCE I COULD USE
Research facts regarding students eating a nutritious morning meal	<ul style="list-style-type: none"> • USDA breakfast statistics • Point out other states' study results • Food Research and Action Center Information
Elements of our campus wellness policy	<ul style="list-style-type: none"> • Nutrition plays a vital role in ensuring optimal student wellness
Student participation in our school's current school breakfast program	<ul style="list-style-type: none"> • Provide participation statistics • Contrast lunch participation with breakfast • Current federal reimbursement rates • Highlight the opportunity

VITAL FACTS	TYPES OF EVIDENCE I COULD USE
Active student participation in class	<ul style="list-style-type: none"> • Absentee rates • Tardiness figures • Sick calls arising from headaches, hunger, fatigue • Behavior referrals • Test scores • Meaningful relative standing with similar size, setting, and population schools
Current practices in our school today	<ul style="list-style-type: none"> • If we provide breakfast on academic achievement days, what do participants observe about student concentration? • Other meals we may provide and their impact on student success
Classroom breakfast has been successfully implemented by others within and outside our State	<ul style="list-style-type: none"> • In-state examples • Other states which have implemented sustainable programs

4. Present the draft proposal – About 40% of the total presentation

Notice that you have already informed the audience *what* you are proposing and *why*. Now you want to share specifically *how* it could work, *when* it would be served, and *who* would be involved.

Using a white board or flip chart, show how the breakfast in the classroom process will flow each morning. Cover all aspects of the program including but not limited to:

- Transport of food to classrooms
- Delivery/serving times
- Return of food to kitchen
- Who is checking off rosters and how are they getting back to the kitchen
- Cleanup

5. Troubleshoot the proposed plan – About 40% of the total presentation

You could transition from presenting the plan to troubleshooting it by noting that implementing a classroom program calls for contributions from everyone. Begin by listing the demands on the child nutrition staff. Point out that you will be increasing the size, type, and number of food and supplies orders; receiving more deliveries; storing more food and supplies; adding a pre-preparation session after lunch daily; increasing the morning preparation session; moving and serving food outside the cafeteria; cleaning up; and managing the budget.

Recognize that resistance to change is a normal, healthy behavior. The more experience people have, the more likely they are to point out the flaws in the plan. Remember not to take such critiques personally; they are about the plan, not you. You might see this as a practice session for the later ones to come with the board of education, parents, and others.

A relatively easy way to invite balanced troubleshooting involves using the white board as the starting point and asking for *both* benefits and concerns about the plan. Initially, you want only to capture all benefits, followed by all concerns, then go back and discuss each one. That way, if you do not have enough time in one meeting to respond to all comments, at least you will have a list to which you can subsequently return.

Consider asking a child nutrition staff member or participant to record responses while you work with the audience. That will save time.

**BENEFITS & CONCERNS (The B's and C's)
SAMPLE**

BENEFITS	CONCERNS
<ul style="list-style-type: none"> • Every student can begin the school day with a nutritious meal • Reduced <i>heads on desks</i> • The stigma associated with getting breakfast at school is removed 	<ul style="list-style-type: none"> • What do we do about late students? • How can we ensure that the food stays safe to eat? • How can we ensure accountability without making it a big burden? • Will we have hot and cold foods or only cold foods initially?

Remember to ask for and listen to all the flaws and resistance. Even on the non-negotiable aspects, such as whether you will count and claim, remind people of their right to disagree. Thank them for their help. The more ideas you get, the better the program will become.

6. Conclude the presentation – About 5% of the total presentation

Hopefully, at this point, participants have furnished you a good deal of helpful feedback. You have just a couple of remaining tasks to do as you conclude the time with them.

- A). Highlight the objectives you began with and how you, as a team, accomplished each
- B). Identify next steps
- C). Ask how they would prefer that you communicate any follow-up questions or progress with them
- D). Thank them for their time, feedback, and commitment

WRITTEN PRESENTATIONS

The oral presentations provide opportunities to develop understanding of the plan and improve it. Some groups however, such as the administration and board of education, may request a written proposal, either in addition to or as a substitute for a face-to-face meeting. A documented proposal offers them an opportunity to study the facts before they meet. That study time is especially helpful when their meeting agendas are filled with a variety of programs to consider and decisions to reach.

If you prepare a proposal, you should include the same basic information you would deliver in a presentation:

- An opening fact, statistic, quote, or reference to school or district's vision
- The context, including purpose, objectives, and vital facts, such as comparative participation rates, costs, break-even, benefits
- The proposed plan
- If you have already presented to other groups, note that you have included their recommendations into the plan described in this proposal
- Request for their approval and support
- Contact information

FINAL FOLLOW UP

When you return to the office and make adjustments to the plan based on what you learned, be sure to use the participants' words wherever possible. It lets them know that their ideas were heard. Thank and credit them for the use of those ideas.

DECISION TABLES

The tables below identify each stakeholder group, and include the roles, the decisions, and the information needed for each group. You may want to consider these items as you develop your classroom presentation *sell*.

Child Nutrition Manager and Staff

Roles	Decisions	Information Needed
<ul style="list-style-type: none"> • Plan menus • Purchase products • Prepare meals • Manage costs • Represent and promote the program 	<ul style="list-style-type: none"> • Method of classroom service (collaborative decision) • Preparation methods and processes • Point of service accountability • Equipment and storage needs 	<ul style="list-style-type: none"> • Benefits of program • Class schedules • Layout of school • Service options and their implications for equipment, purchasing, location • Student food preferences • Food products needed • Supplies needed • Preparation methods for menu items • Options to ensure POS accountability • Draft service schedule • Costs • Pricing or non-pricing information • Break-even point • Role in managing costs • Proposed implementation timeline

Administration: Principal and Superintendent

Role	Decisions	Information Needed
<ul style="list-style-type: none"> • Champion classroom breakfast to staff, community, parents, others 	<ul style="list-style-type: none"> • Method of classroom service (collaborative decision) • Program approval and continuation • Program promotion 	<ul style="list-style-type: none"> • Benefits of program • Service method and locations • Service schedule • Proposed method of ensuring POS accountability • Impact on other stakeholders and ways to manage it • Costs & revenues • Break-even point • Pricing or non-pricing information • Proposed implementation timeline • Information checklist for the media

School Board Members

Role	Decisions	Information Needed
<ul style="list-style-type: none"> • Champion with the community, parents, others 	<ul style="list-style-type: none"> • Program approval and continuation • Program promotion 	<ul style="list-style-type: none"> • Benefits of program • Service method and locations • Service schedule • Proposed method of ensuring POS accountability • Impact on stakeholders and ways to manage it • Pricing or non-pricing information • Costs & revenues • Break-even point • Proposed implementation timeline • Information checklist for the media

Teachers

Roles	Decisions	Information Needed
<ul style="list-style-type: none"> • Classroom hosts • Represent program 	<ul style="list-style-type: none"> • Whether or not to facilitate the program • How food will be consumed in their classrooms • Which tasks can be accomplished during breakfast • Ensuring point of service accountability • Ensuring trash collection within their classrooms 	<ul style="list-style-type: none"> • Benefits of program • Service method and locations • Service schedule • Proposed method of ensuring POS accountability • Recognizing a reimbursable breakfast • Ideas for trash removal • Proposed implementation timeline • Pricing or non-pricing information • Realization that breakfast will not decrease instructional time • In Oregon, teachers can count 15 minutes of Breakfast in the Classroom as instructional time

Custodial staff

Role	Decisions	Information Needed
<ul style="list-style-type: none"> • Ensure clean learning environment 	<ul style="list-style-type: none"> • Methods of trash removal • Timing of trash removal • Methods of minimizing unnecessary cleanup 	<ul style="list-style-type: none"> • Benefits of program • Service method and locations • Service schedule • Ideas for trash removal and impact on staffing and budget • Proposed implementation timeline

Parents

Roles	Decisions	Information Needed
<ul style="list-style-type: none"> • Determine if their child participates 	<ul style="list-style-type: none"> • Whether or not their student will participate • Whether or not to encourage their student to participate • Whether or not to share feedback, ideas that will improve the program 	<ul style="list-style-type: none"> • Benefits of program • Service method and locations • Service schedule • Pricing or non-pricing information • Breakfast menus • Proposed implementation timeline

Students

Role	Decision	Information Needed
<ul style="list-style-type: none"> • Participant 	<ul style="list-style-type: none"> • Whether or not to participate 	<ul style="list-style-type: none"> • Benefits of program • What is a reimbursable breakfast • Service method and locations • Service schedule • Breakfast menu • Method of POS accountability • Proposed implementation timeline

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Chapter 5

Plan and Launch Classroom Breakfast

At this point in the process it is recommended that the foodservice director, principal, and one teacher make a field trip to another school to get a firsthand look at a successful breakfast in the classroom program. This is an important step in developing a *We Can Do It* philosophy. Contact your state agency for assistance with locating a successful classroom breakfast program in your area.

Additionally, this is the time to make decisions in three important areas:

1. Menus and meal production
2. Meal delivery
3. Meal accountability

MENUS AND MEAL PRODUCTION

Classroom breakfast should be a simple meal, easily prepared, and quickly consumed. A two week cycle menu is recommended for efficiency, but be sure to add in new items occasionally so students do not become bored. Be sure to cost the meals to stay within your meal cost parameters.

When planning menus, consider the following:

- A. USDA Meal Pattern for Breakfast
- B. Food Items
- C. Equipment
- D. Food Safety and Sanitation

USDA Meal Pattern for Breakfast

Review the school's breakfast menu planning. It is important to thoroughly understand the menu requirements for a reimbursable breakfast. If the school uses offer vs. serve, ensure that this requirement is also well understood.

Two excellent resources to consult to review breakfast are:

- USDA's *Menu Planner for Healthy School Meals* manual, Chapter 2, pages 48 - 59 (web address: <http://www.teamnutrition.usda.gov/Resources/menuplanner.html>)
- USDA's *Offer Vs. Serve* Manual (web address: <http://seo.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/NSLP%20Memo%20%2318-15%20OVS%20Manual%20SY15-16.pdf>)

Knowing and following the exact requirements for breakfast will help food costs, minimize waste, ease the menu planning process, and assist in teacher training.

Food Items

For the most part, classroom breakfast consists of milk, juice and/or fruit, and a breakfast *entrée* type item. Common items include cereal, yogurt, cinnamon rolls, breakfast bars, breakfast burritos, bagels, pocket type sandwiches, and muffins. Many schools use only pre-wrapped, shelf stable or cold entrée type items. However, it is possible to serve a hot item occasionally. (See the appendix for examples of two menus.)

Equipment

- Cooling - Is there enough refrigerator and freezer space for additional food items? Additional refrigeration space is typically needed for additional milk, juice and yogurt storage.
- Food Containers - Breakfast items will need to be placed in containers for transport. Generally speaking, cold items, such as milk and juice are placed in coolers or insulated bags or boxes. Hot items are placed in insulated containers. Shelf stable, room temperature items can be placed in non-insulated containers, such as clean milk crates.
- Meal Delivery – The school will need a system to deliver meals to each classroom. See Breakfast Delivery Methods (next page) for more information.

- Dry Storage - Is there shelving for additional cereal, breakfast bars, napkins, trash bags, etc.?
- Production - Is there enough counter space to do an *assembly line* production of meals?

Food Safety and Sanitation

Because breakfast is a simple meal, it is relatively easy to observe good food safety parameters. Keeping hot food hot and cold food cold requires the use of insulated containers. Shelf stable items, such as muffins and breakfast bars, do not have a temperature requirement. For food safety questions contact your County Environment Health Specialist (sanitarian).

MEAL DELIVERY

Kitchen to Classroom Transport

Delivering meals to the classroom is dependent on the physical layout of the school. Stairs, uneven surfaces, and long distances between kitchen and classrooms create challenges. Listed below are some pros and cons for transportation equipment.

- Little red wagons are fun for the students to pull, carry a good load, and work well across all types of surfaces. However, they are expensive and take up a lot of storage area.
- Wheeled insulated carts have the advantage of temperature control but may have small wheels and not travel well on unsmooth surfaces. They are costly and require a lot of storage area.
- Laundry baskets work well if they are the larger, heavy duty type made of heavyweight plastic and constructed with two solid handles on each end for easy carrying. They are inexpensive and easy to clean and store. Pay attention to loaded weight.
- Bus tubs are inexpensive but are shallow and may be difficult for younger students to carry. They are easy to clean and stack well.
- Storage containers with flip lock lids.

How the breakfast meals are delivered to the classroom varies by school. It is not uncommon to have students from each classroom

transport the meals from the kitchen to the classroom. Food service employees can also deliver meals, as can custodians, especially where there are stairs or other physical challenges.

Serving Meals in the Classroom

Once food arrives at the classroom there are two basic ways breakfast can be *served*:

1. Students come to the front of the room and select their food items and the teacher marks them on the breakfast roster (this is the recommended procedure).
2. Teachers set the items out on each student's desk before schools starts or after the bell rings. As the students eat the teacher marks the students on the breakfast roster. (This method is more efficient in classrooms with very young children).

While the students consume their breakfast, the teacher may take roll, deliver daily announcements, read to the class, or have a lesson review. The students may be free to complete their homework or do silent reading. After about 10 minutes, breakfast is finished, everyone helps with a quick clean up, the trash goes outside the classroom door, and the leftover food is returned to the cafeteria.

Pick-up Leftovers

Like the delivery of meals, the school must decide who will bring the leftover items back to the kitchen. All leftover food MUST be returned to the kitchen.

Teachers cannot be allowed to keep leftover breakfast food in their classroom for two important reasons:

- A). **Food safety** - Classrooms are not equipped to store food safely. However, it is not uncommon for teachers to *keep* extra, unserved food items, like milk or juice or packaged items such as muffins and breakfast bars in their classrooms. The teachers have good intentions, such as serving these as snacks later in the day. However this cannot be allowed! A true story: At one school, a teacher stockpiled leftover cartons of juice in a classroom cupboard, thinking the juice could be stored at room temperature. The

juice fermented and spoiled. The teacher then gave a juice to a student who consumed it and became ill.

- B). **Food costs** - The food service staff must regularly check that the food items brought to the classroom match the meal roster counts when the leftovers are returned to the kitchen. If there are discrepancies, the food service director must find out why. A typical scenario: Classroom A was sent 20 breakfast meals and 18 meals were recorded on the breakfast roster. Yet no leftover food was returned to the kitchen. What happened to the two extra meals? Maybe the food items were given out as seconds, maybe students took too many items, or maybe the teacher is keeping the items in the classroom. Regardless of why, the problem is that the food service program paid for 20 meals but only 18 meals will receive reimbursement. Food service is now losing money. Multiply this scenario by several classrooms over the entire school year and the costs will be staggering!

Responsibilities for Trash and Clean-up

When first hearing of a classroom breakfast program many people worry about spills and messes. It has been the observation in Oregon that these fears are unfounded. Students are generally neat and tidy at their desks and spills are minimal. Trash generated at breakfast is put into a bag and either set outside the door for pick-up, or sent back to the cafeteria directly after breakfast.

ACCOUNTABILITY OF MEALS

Although classroom breakfast programs may be offered to all students *at no charge*, it is important to recognize that breakfast meals must be claimed in the meal eligibility category of each student receiving the breakfast. In other words, there must be a system in place to record that an eligible student has received a reimbursable breakfast. This is true for standard counting and claiming locations, not special provisions.

What is a Reimbursable Breakfast?

It is very important to instruct the teachers on how to identify a reimbursable breakfast in order to meet federal regulations for claimed meals. If you are uncertain about reimbursable breakfast meals, call your state agency for guidance.

Breakfast Meal Rosters

Training teachers to correctly mark the roster is very important for accurate meal counts (because almost always the teacher is responsible for classroom breakfast counts). Schools can print classroom breakfast rosters by using their meal software program. Alphabetizing student names is a good idea. Rosters can be sent (and collected) daily with the meals, or can be delivered each Monday for completion during the week.

Once the meal rosters are completed and returned to the kitchen, food service is responsible to enter student names into the computer. Meal software programs can be adjusted so that breakfast meals can be claimed in the correct student category, but without funds being withdrawn from the student's account. Contact your software company for information on how to set your computers up for a non-pricing breakfast program.

If your school does not have a computerized point of service, manually develop classroom breakfast rosters.

Provision 2 and Community Eligibility Provision (CEP)

These are methods of streamlining meal counting and claiming and ease the process of meal accountability for classroom breakfast programs. These are highly recommended the schools with a high percentage of free and reduced students. For more information about, contact your state agency.

CONDUCT A DRESS REHEARSAL

Before you launch your breakfast program, conduct a small dress rehearsal. Prepare meals to see how the production will actually work in your school kitchen. Pack the items into the food containers and place them onto the delivery equipment. Transport the meals to a few classrooms to see if unexpected barriers exist (ledges, uneven surfaces, and narrow doorways).

Note: In one school, the delivery carts were too tall for the classroom doorways. If the food service manager had not done her dress rehearsal, she would have been faced with 15 classroom breakfast carts that would not have made it into the actual classrooms on the first day of service!

DAY OF LAUNCH

Ensure that the first few days of classroom breakfast goes smoothly. Completing the dress rehearsal goes a long way to make this happen.

Consider creating a time line of events and responsible parties. *Example* of how a timeline might look:

- 7:00 AM – Staff arrives and places breakfast items in food containers. Food containers are loaded onto transport carts for delivery to individual classrooms.
- 7:45 AM – Meals are transported to classrooms.
- 8:00 AM – Bell rings, students select their breakfast, and teachers check names off the breakfast roster. Students consume meal.
- 8:15 AM – Breakfast is finished. Leftovers and trash are transported back to kitchen. Food service staff review breakfast roster from each classroom to ensure that leftover food matches the breakfast roster (if not, the manager must go to the teacher and find out why). Cashier enters student names into the computer for breakfast counts.

Have extra hands available for the week of launch. Bring in some of your regular subs for a few days to help out, or ask for parent volunteers. It is a great idea to assist each teacher as they serve the meal and complete the roster. After the first week of service, the program benefits will be revealed and normal kitchen staffing can resume. After a month no one will ever remember why breakfast was ever served in the cafeteria!

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Chapter 6

Manage and Evaluate Classroom Breakfast

PROGRAM MANAGEMENT

In order to have a successful sustainable Breakfast in the Classroom program, the food service manager must actively oversee the process. This means monitoring leftovers from the classroom, managing menus and food costs, visiting classrooms, and developing methods to receive and respond to feedback.

One Oregon school district developed a short teacher survey. The survey allowed teachers to offer feedback (anonymously, if desired). This district also surveyed students to get their feedback. Teacher and student surveys went a long way to make the breakfast program both financially and academically successful in this district.

Monitoring what happens in the classroom is important. Teachers usually need reminders concerning reimbursable meal requirements, marking the roster correctly, and returning leftover food. Both the principal and school food service employees can visit classrooms to ensure compliance with the program guidelines.

Attending school meetings is also a good way to solicit feedback as well as promote and explain how the program is going. Suggested meetings include school board meetings, teacher meetings, PTO/PTA meetings, wellness committee meetings, and administrative meetings.

PROGRAM EVALUATION

The benefits of classroom breakfast are many and well documented (see appendix for references). However, if you would like to do research in your own setting, collect data prior to implementation, then contrast that data to the same information collected after one year of classroom breakfast.

Suggested data collection:

- The average student participation in your school breakfast program by free, reduced price, and paid
- The average monthly number of tardy students
- The average number of absent students
- The average number of sick calls to the school nurse
- The average number of referrals for behavioral problems
- Your school's ranking in your state's academic achievement test scores

Gathering data prior to starting the program provides a baseline against which you can measure the results of your Breakfast in the Classroom program. Your principal and other staff may suggest additional data that you could collect to further evaluate the effectiveness of the classroom program.

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BREAKFAST RESOURCES

VIDEOS ON THE WEB

Everyone Eats! Breakfast for Learning

(California, approx. 10 minutes)

<http://www.youtube.com/watch?v=sKQAYb1gWgw>

Got Breakfast?

(New Jersey, 9.17 minutes)

<http://www.gotbreakfast.org/video.php>

WEB SITES AND WRITTEN INFORMATION

Got Breakfast? Classroom Breakfast Playbook produced by the *got breakfast?* Foundation. This foundation works to ensure that every child, regardless of background, starts the school day with a nutritious breakfast in order to learn, grow and develop to the fullest potential. Excellent quick overview of classroom breakfast programs.

http://www.gotbreakfast.org/media/Classroom_Breakfast_Playbook.pdf
<http://www.gotbreakfast.org/index.php> (foundation web site)

NFSMI Best Practice Guide for In-Classroom Breakfast

The purpose of this resource is to guide school nutrition directors who wish to implement in-classroom breakfast programs. Good overview of program with concise planning guide.

<http://www.nfsmi.org/documentlibraryfiles/PDF/20090126031301.pdf>

Breakfast First from the California Food Advocacy. A website devoted to all aspects of serving breakfast in California, but material useful for any school.

<http://breakfastfirst.org/>

CLASSROOM BREAKFAST RESEARCH WEB SITES:

Breakfast in the Classroom website with research and action steps for districts.

<http://breakfastintheclassroom.org/>

Great site (MA DOE) for breakfast importance and promotion supported by research

<http://www.doe.mass.edu/news/news.aspx?id=16759>

Food Research and Action Center (FRAC)

Breakfast information with great infographic about Breakfast in the Classroom

<http://frac.org/federal-foodnutrition-programs/school-breakfast-program/infographics-and-charts/>

FAQs for Breakfast in the Classroom

<http://frac.org/frequently-asked-questions-about-breakfast-in-the-classroom/>

Webinar, research and videos related to Breakfast in the Classroom

<http://frac.org/federal-foodnutrition-programs/school-breakfast-program/breakfast-in-the-classroom/>

Share Our Strength's No Kid Hungry Campaign (breakfast flyer with research resources)

<https://bestpractices.nokidhungry.org/sites/default/files/resources/Fact%20Sheet%20on%20School%20Breakfast.pdf>

SAMPLE HOUSEHOLD LETTER

[print on school letterhead]

[insert current date]

[insert household name, address]

Dear [insert name]:

Beginning [insert date] the [insert school name] will begin a classroom breakfast program. This exciting program will give your child the opportunity to eat a well-balanced, nutritious *complimentary* breakfast every day in their classroom. Complimentary breakfast means that the breakfast is provided *at no charge* to all students in the school.

Breakfast will be delivered to each classroom at the beginning of each school day. As the students enter the classrooms at [insert time], they will have the opportunity to choose what they want to eat for breakfast from the enclosed breakfast menu. After the students have enjoyed their nutritious breakfast, which takes approximately 10 minutes, they will be well fed and ready to learn!

If you have any questions concerning the classroom breakfast program, please contact [insert school contact].

Sincerely,

[insert name, title, address and phone number]

SAMPLE CLASSROOM MENUS

Menu 1 and Menu 2 are samples menus that have been served in Oregon schools.

Menu 1:

Monday	Tuesday	Wednesday	HOT Thursday	Friday
Cereal Graham Crackers Juice Apple Slices Milk	Stuffed Bagel Fruit Salad cups Juice Milk	Cereal Bar Juice Orange wedges Milk	Sausage Pancake on stick Potato Triangle/Tots Watermelon triangles Juice Milk	Soft Pretzel Yogurt - 4 oz. Juice Pear Milk
Muffin Applesauce Cups Juice Milk	Cereal String Cheese Raisins Apple Milk	PB&J Breakfast Pocket Juice Pineapple sticks Milk	Breakfast Burrito Carrots (bag baby) Juice Salsa PC Milk	Bagel Cream Cheese PC Juice Melon Cubes Milk

Menu 2:

(Served in an Oregon School)

Monday	Tuesday	Wednesday	Thursday	Friday
3 <i>LABOR DAY</i> <i>NO SCHOOL</i>	4 Bagel Cream Cheese Fruit Milk	5 Breakfast Burrito Fruit Milk	6 Breakfast Pizza Fruit Milk	7 Yogurt Breadstick Fruit Milk
10 Cereal Muffin Fruit Milk	11 Pancake on a Stick Fruit Milk	12 Cinnamon Roll Fruit Milk	13 Waffle Sausage Fruit Milk	14 Nutri-grain Bar Fruit Milk
17 Large Muffin Fruit Milk	18 French Toast Sausage Fruit Milk	19 Yogurt Graham Cracker Fruit Milk	20 Pancake Sausage Fruit Milk	21 Bagel Cream Cheese Fruit Milk
24 Cereal Graham Cracker Fruit Milk	25 Waffle & Sausage Fruit Milk	26 String Cheese & Bagel Fruit Milk	27 Breakfast Burrito Fruit Milk	28 Breakfast Pizza Fruit Milk

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