

Starting the Day Right 3



A Breakfast Toolkit for Utah Elementary Schools

To help stakeholders:

- ✓ Understand the benefits of school breakfast
- ✓ Understand the benefits of breakfast in the classroom
- ✓ Provide the tools needed to make breakfast in the classroom successful

Developed by Jordyn Hansen Burton, BS,
Lori Andersen Spruance, PhD
& the Utah Breakfast Expansion Team

Designed by Mary Fotheringham

Contents

Introduction to school breakfast and breakfast in the classroom.....	1
Benefits to Breakfast in the Classroom.....	2
How to start a Breakfast in the Classroom program.....	3
Assessment.....	4
Set Goals and Objectives.....	5
Develop a Breakfast in the Classroom program.....	6
Implement the program.....	7
Evaluate the program.....	7
Resources for each stakeholder.....	8
Superintendent/School board.....	9
Administrators.....	10
Teachers.....	11
Parents.....	12
Custodial staff.....	13
Food service.....	14
Special Educaion Classrooms.....	16
Sources.....	17

Appendix

- A: Assessment Checklist
- B: Example Timeline for Breakfast in the Classroom
- C: Evaluation Tools for Teacher Satisfaction
- D: Evaluation Tools for Food Service
- E: Grade-Specific Activity Ideas for Teachers
- F: Federal Requirements for School Breakfast
- G: Sample 3-week Menu Cycle
- H: Recipes for Breakfast in the Classroom
- I: Other BIC non-prepackaged ideas
- J: Farm to Breakfast



Introduction

To ensure that all children have access to breakfast, the national School Breakfast Program (SBP) provides financial assistance to state education agencies to provide free and subsidized breakfast programs.

- Despite this opportunity, participation in school breakfast is extremely low. In fact, Utah has the lowest participation rate in the nation.
- Out of 100 Utah students who qualify for and participate in free and reduced-price lunch, only 39.6 participate in SBP.¹

? Did you know?

- **Children who skip breakfast have a higher body mass index (BMI) and prevalence of obesity**
- **Children who eat breakfast have better focus and on task behavior than children who skip breakfast**
- **Habitual breakfast eating is associated with higher test scores and good grades^{2,3}**

The goal

The goal is to increase breakfast participation to at least 70 out of 100 students who qualify for free or reduced price lunch.

20% of school children in the US are not eating breakfast at all.⁴ Several reasons contribute to this:

- Little time in the morning
- Little food at home
- Stigma associated with eating school breakfast
- Arriving late at school (due to parent dropoff, long commutes, or late buses)
- Lack of school faculty support
- Not hungry or don't feel like eating first thing in the AM⁵

Because there are various barriers to eating breakfast at home or in the traditional format offered in the cafeteria before the school day starts, Breakfast in the Classroom (BIC) is a viable solution to overcome these barriers.

What is Breakfast in the Classroom?

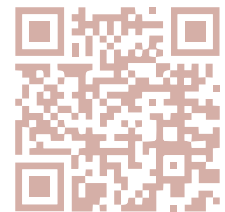
Breakfast is delivered and/or eaten in the classroom by school nutrition staff or designated students. It is then served by either the teacher, or each student can pick up a meal before taking a seat at the start of the school day. Breakfast can be served and eaten while the teacher takes attendance, collects homework, or whatever else they choose to do during the first 15-20 minutes of class.

“The BIC program is important to me because I want what is best for these kids. I know many of them come to school hungry, whether it's because they had a crazy morning, they have to get themselves ready and off to school due to parents who go to work early, or because the family is suffering from food insecurity. Having BIC is very convenient for these students because the majority of their peers are eating beside them. They have time to eat and do not have to rush the bell. It is a scheduled part of the morning each school day.”

-Teresa Roubidoux, Child Nutrition manager
Mountain View Elementary, Box Elder School District

Check this out

Check out this video for a BIC success story here in Utah by scanning the QR code or searching: <https://www.youtube.com/watch?v=fJDk7fhFtPk>



Benefits of Breakfast in the Classroom

For students

- Increased access to breakfast – less children will skip breakfast
- Is available when most kids are hungry
- Doesn't interfere with late bus or drop off schedules
- Eliminates most of the social stigma of eating school breakfast
- Reduced absenteeism, tardiness, and discipline issues
- Fewer trips to the nurse with stomach aches, headaches, and other physical indicators of hunger

For parents

- Hectic mornings at home are minimized when students know they can eat breakfast at school
- The school breakfast menus meet the national SBP nutritional requirements, giving their children the best opportunity for a healthy breakfast

For teachers

- Reduces classroom distractions later in the day and helps children focus
- Less students complaining that they are hungry
- Helps the children and teacher start the day in a positive environment
- Fits seamlessly into morning schedule without disrupting the academic day

For schools/administrators

- Increased student participation in SBP means more revenue for the food service account
- Maximizes the labor force. The labor-hour cost per meal for BIC is typically less than for a traditional breakfast served from the cafeteria
- Solves the problem of an overcrowded or unavailable gym that doubles as a cafeteria⁶

*Note: Even in schools already serving free breakfast, students are more likely to participate in SBP when breakfast is served in the classroom. In fact, schools that participate in universal free breakfast are excellent candidates for breakfast in the classroom. Since all students eat for free anyways, they are significantly more likely to eat Breakfast in the Classroom than they are before school in the cafeteria, since BIC breaks school breakfast stigmas and addresses other barriers mentioned earlier in this toolkit.⁷

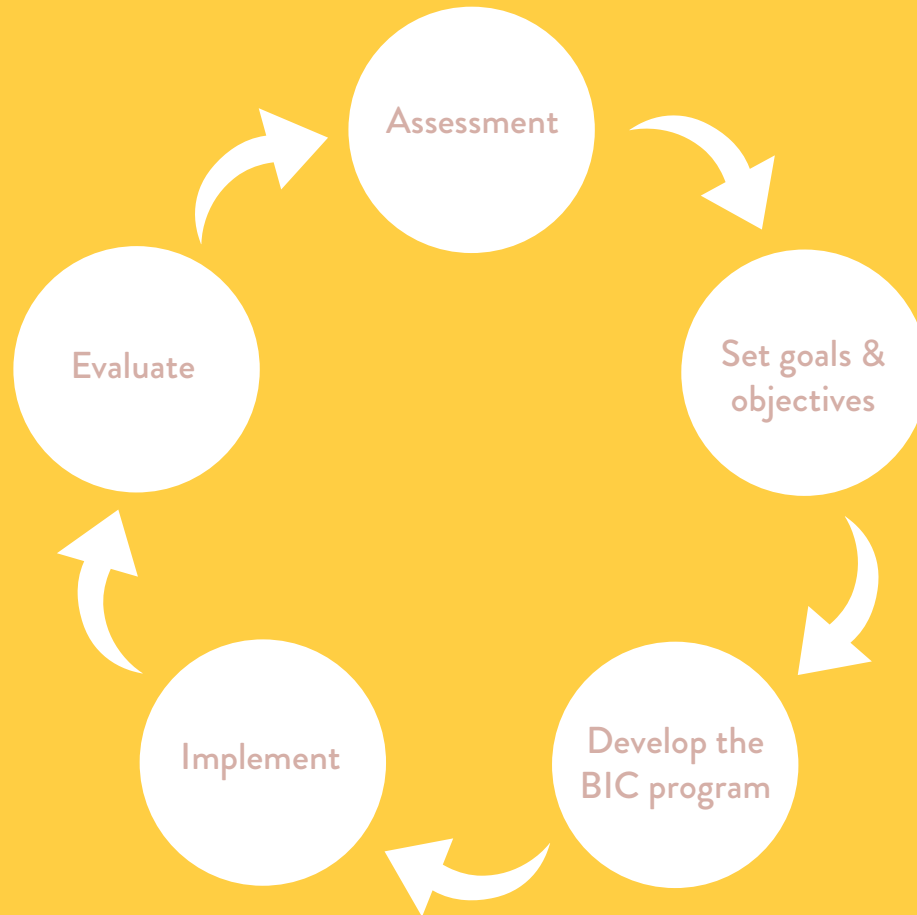
✓ Check Point

Overall, Breakfast in the Classroom has the potential to reduce the number of children who skip breakfast, as children are more likely to eat when breakfast is served in the classroom.



How to Start

a Breakfast in the Classroom Program



The remainder of this toolkit is dedicated to help you establish a successful BIC program. The toolkit will give you tools to carry out a BIC program, but you have the ability to adapt this toolkit to fit your school's specific needs. Remember, BIC doesn't require the hiring of extra staff. Everything outlined in this toolkit can be successfully implemented with the staff at hand.

We recommend creating a "Breakfast Expansion Team" within your school. This team could include teachers, at least one administrator, food service staff, janitors, and possibly a parent and student. The purpose of this team is to discuss the expansion of school breakfast and the implementation of new programs, like Breakfast in the Classroom. Because a team of committed stakeholders is especially crucial, meetings should be frequent at the beginning of the process, and then could be held less frequently (i.e. monthly or bi-monthly) to evaluate progress, discuss concerns, and make improvements to the program.

Before implementing BIC, get together with your Breakfast Expansion Team. As a team, you can follow the process diagrammed above.

Assessment

Step 1 Evaluate the current breakfast participation rates in your school



Tip

You may want to use data from your October claim for reimbursement to calculate your participation rates.

If you're unfamiliar, the Utah State Board of Education Child Nutrition Programs collects information on breakfast programs each October. These data can be found here: <https://www.schools.utah.gov/data/reports?mid=1424&tid=2>.



Some questions you may want to answer as part of your assessment include:

- What is the current breakfast participation rate in your school?
- How do breakfast participation rates compare with lunch participation rates at your school?
- How many students qualify for free or subsidized school lunch at your school?
- How many of those students are participating in school breakfast?
- 70 out of 100 students who qualify for free or reduced-price lunch should also be eating school breakfast. How close are you to meeting this goal?

Step 2 Discuss possible barriers that may prevent students from participating in school breakfast

- Is there a specific demographic of students that have higher or lower participation rates at your school?
- Why do you think students may not be participating?
- What are some reasons breakfast participation does not reach its potential?

Step 3 Discuss strengths the school already has that could be used in the new model for school breakfast

- What aspects of your current school breakfast program work well?
- What strengths does your school have that the school breakfast team can utilize? These may include strong parental support or strong administrative support, resources, and/or past experience with implementing new programs at school

Step 4 Assess the perceptions of attitudes toward school breakfast

- Who supports school breakfast?
- Who has concerns about school breakfast? And what might those concerns be?

Step 5 Examine the budget

- Does the current breakfast program generate revenue?
- Look at the budget items
Do you need more equipment, personnel, etc.?

Step 6 Review marketing strategies

- Are strategies currently being utilized to promote school breakfast?
- Strategies might include promoting school breakfast during National School Breakfast Week (we can link here to NSBW strategies) or including information in your monthly menus
- Is there capacity to increase promotions?

University of Wisconsin Extension has developed a great checklist available for your use in the assessment stage (Appendix A).

Set Goals & Objectives

Based on the findings from your assessment, it's time to set defined goals for your breakfast program.

These goals should be specific to your school's need. Here are a few ideas:

- Improvements to the budget
- Higher participation in school breakfast
- Improved school day attendance
- Initiating a Breakfast in the Classroom program

Goals should be accompanied by specific objectives to reach your goals. These goals and objectives should be SMART.



Set SMART goals



SMART

Specific · Measurable · Attainable · Relevant · Time-based



You can learn more about SMART goals and objectives here:
<https://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf>

Examples

1. By August 2019, food service staff will purchase all equipment necessary to implement new BIC program.
2. By June 2020, 50% of teachers will report favorable perspectives with the adoption of BIC.
3. By June 2020, breakfast participation rates among students who qualify for free or reduced-price meals will increase 10% above baseline.
4. By June 2025, breakfast participation rates among students who qualify for free or reduced-price meals will be 70% or higher.
[Dates can be modified based on the school-year you start your BIC program]



Develop the BIC Program

With your evaluation and your goals set, you are ready to develop a plan to start your own program!

Before involving the entire school staff, your Breakfast Expansion Team should make some decisions on the specifics of implementing BIC.

Here are some items for your Breakfast Expansion Team to consider when developing your BIC program.

- How will your school serve BIC? Will food service staff be responsible for taking breakfast carts to each classroom? Will children pick up a brown bag breakfast and take it to class?
 - There are many ways to serve BIC. Choose one that best fits your school!
- How will your school count the number of breakfasts served?

- Since the count must reflect the actual number of students who received breakfast, it is important that the person doing the counting has received some training. In most cases for BIC, the teacher will be counting. This can be easily taken when teachers are taking attendance for the day.

Did you know?

- **To be in compliance with federal regulations to receive reimbursements for meals, breakfast counts must report the actual number of breakfasts served. This must be taken at the time the meal is served, not before or after.**
- **Breakfast counts cannot be based on attendance, but only on the actual number of students receiving a reimbursible meal.**

The table below gives some ideas for service options and counting methods.

Timing & Service	Who counts?	When to count?	Other ideas
School nutrition staff delivers breakfast to the classroom	Teacher	Students are counted in the classroom when they pick up their reimbursable meals.	Teachers can use a check-off list to mark students who have taken a breakfast. Cleaning supplies can be delivered with breakfast or kept in the classroom.
Each student picks up a breakfast from a designated location in the school. Each student then takes their breakfast to the classroom.	Staff at the designated location	Students are counted at the designated location as they pick up their reimbursable meals.	Counting can occur manually or by using an automated system. The designated location should be big enough to accommodate groups of students picking up food.
Assigned students pick up breakfasts for the whole classroom from a designated location in the school.	Teacher	Students are counted in the classroom when they pick up their reimbursable meals.	Teachers can use a check-off list to mark students who have taken a breakfast. Cleaning supplies can be picked up with the breakfast or kept in the classroom.
School nutrition or other staff uses a cart to deliver breakfast totes to each classroom or to an area close to the classrooms. A student, teacher, volunteer, or teaching assistant then picks up the tote from cart and takes it to the classroom.	Teacher	Students are counted in the classroom when they pick up their reimbursable meals.	Teachers can use a check-off list to mark students who have taken a breakfast. Cleaning supplies can be included in the tote or kept in the classroom.

Adapted from the University of Wisconsin Extension

Implement

A few important aspects for implementing your program are to develop a timeline, determine the best way to serve breakfast, and develop a budget for equipment needs you may have for your new program.

As a Breakfast Expansion Team, it will be important to consider the timeline for rolling out your new breakfast program.

Appendix B has an example timeline you could use and modify based on your school's needs.

Some food service concerns include the cost of equipment to operate a new program. Dairy West has opportunities for foodservice equipment grants in the state of Utah. Some of the equipment includes share carts, breakfast transit carts, and insulated bags. Details about the application and eligibility can be found here:



Details about the application and eligibility can be found here:

<http://www.dairywest.com/school-nutrition/>

Additionally, the Utah State Board of Education Child Nutrition Programs also has equipment grants available. Details about the application and eligibility can be found by emailing Amanda Knill, Child Nutrition Specialist, Utah State Board of Education. (amanda.knill@schools.utah.gov)

Evaluate

For any program to be successful, it requires constant feedback and communication with those involved. If something is not working right, it is good to know early on. Evaluating your program is key to make sure everyone involved is happy, and to know that it is actually making a difference. Make sure to track student participation. You should ask:

- How does participation compare to participation in previous breakfast programs?
- What are the teachers noticing about behavior, absenteeism, or tardiness?

Consult your original objectives and determine if you have met them.

Evaluation resources can be found in Appendixes C & D. These include surveys for teachers and monitoring forms for food service personnel.

Lori Andersen Spruance, PhD, a professor at Brigham Young University, is an expert in child nutrition program evaluation. If you have questions about an evaluation plan, she is able to share her expertise. You can contact her at lori.andersen@byu.edu.



Resources

for key stakeholders



Superintendents
& Schoolboard



Administrators



Teachers



Parents



Custodial Staff



Food Service



Special Education

New programs can raise questions and concerns for everyone involved. This section of the toolkit will include resources for everyone involved, including everyone's role in the implementation of the BIC program. Administrators should be familiar with each person's role.

Superintendents/School Board

“BIC can work and be helpful at any school if everyone is on board and willing to think through how it will work with the school’s culture and what may need to be changed. It will be worth it.”

- Lynette Tervort, teacher at Mountain View Elementary, Box Elder School District

District Superintendents and school boards can work with administrators to encourage BIC in their schools.

District leadership can also consider a BIC policy for schools that have high free and reduced-price lunch rates. This would mean that schools with high FRL% would be required to serve breakfast after the bell. Several states (e.g. Nevada, West Virginia, Colorado) have implemented several policies like this at the state level, but district superintendents or school boards could implement similar policies among their respective districts. Dallas Independent School District and Houston Independent school district have implemented district-wide policies and have seen increases in breakfast participation, attendance, test scores, and decreases in disciplinary action.⁸

Focusing on the “whole child” approach, including breakfast, would be particularly useful for turn-around schools in your district.

Administrators

Sometimes administrators have concerns about BIC because it can take away instruction time. While BIC can take about 15-20 minutes of classroom time, there are ways of handling this from an administrative standpoint. Having a tight protocol for delivery will help reduce the time needed to implement, eat, and clean up.

Research has demonstrated that while there are modest improvements in test scores when comparing BIC to traditional programs, there are no decreases in test scores, thus demonstrating that the time taken away from class is not detrimental to student learning.⁹

Other positive outcomes associated with BIC that administrators find favorable are decreased tardiness and attendance, and decreases in behavioral issues.¹⁰

Additionally, BIC can serve as instruction time in the state of Utah, and teachers can implement a variety of different classroom strategies during this time.

Administrators also have concerns about teacher support for BIC. The best way to gain teacher support is keeping open communication and valuing and considering their feedback. Help them understand the benefits of BIC, including the positive outcomes mentioned above. In the “Resources for Teachers” section on the next page, we have included multiple items that can help teachers understand BIC and gain their support.

Administrators may also have concerns about rolling out a new program. It is recommended that administrators work closely with food service personnel to determine a roll-out model that will work best.

Administrators also may have concerns about the

effect on cleanliness in the classroom. With a structured routine between students, teachers, janitorial staff, and food service staff, the amount of spills can be reduced. Some of these strategies include having a structured routine for students. Students can be responsible for cleaning their own desks and the surrounding areas. Menu items served in the classroom can be chosen purposefully and responsibilities can be assigned to students to assist in the process.

BIC does not require extra staff. Teachers, food service, and custodians will be able to successfully run the program with the support of the administrator, parents, and the help of the students.

As staff members have concerns, we advise that you help them access and understand the resources on the following pages.



Teachers

“With BIC, students start school in a way that fills them up physically and helps them to be ready mentally to work. It can be a great help to your students without being a loss to teaching time if you keep an open mind and consider new ways to solve any issues that arise.”

-Lynette Tervort, teacher at Mountain View Elementary
Box Elder School District

As a teacher, you might be concerned about the time it takes or possible distractions that might arise during the implementation of BIC. The resources and ideas below will help make BIC a positive, enriching experience for you and your students.

The logistics

1 BIC should only take 15-20 minutes. Most teachers report using the first 15-20 minutes of class to take roll, collect assignments, and get the classroom in order, so BIC shouldn't interfere with any of your typical daily learning activities. However, if you find yourself with extra time while the students are eating, here are some ideas that encourage learning and productivity while the students participate in BIC. These alternative activities can also be great ways for students who choose not to participate in BIC (i.e. students who eat breakfast at home) to stay occupied and to feel included while breakfast is happening.

- Independent reading or homework review
- Show-n-tell
- One-on-one time with the teacher
- BIC cleaning jobs, such as wiping down desks
- Review class content with hands free media such as videos or podcasts
- Hand out missed work to students who were absent
- Hand out graded work
- Read a book to the students as a class
- Spotlight a student

- Students review past content or discuss ideas with their neighbor ^{11,12}

A complete listing of grade-level specific games, activities and books to read during BIC can be found in Appendix E.

2 For schools with track systems with different start times, it would be beneficial to wait to start breakfast in the classroom until the second track time starts. This method can be implemented in any classroom, especially if teachers are concerned that late students will cause a disruption to BIC and the activities.

3 Keep count of students who are participating in breakfast, especially for those who qualify for free or reduced-price breakfast.

- Please refer to the “Resources for Superintendents/School Board” section for specifics on federal regulations and your responsibility to count the number of breakfasts served (page 6).
- Sometimes parents will not want their child to participate in BIC for a variety of reasons. Teachers and food service can work together to communicate these preferences to facilitate an easier classroom environment for you and your students.

4 Communicate with the custodial staff, food service staff, administrators, and parents. It is important to discuss what is going well in your classroom and what can be improved. This will help customize the BIC program to meet the needs of your classroom.

5 Because food waste is a concern in some BIC programs, many teachers have created “share tables” where food that was not eaten or opened during BIC can be stored. Share tables are encour-

Parents

aged by the USDA as “an innovative strategy to encourage the consumption of nutritious foods and reduce food waste”.¹³ It can provide the opportunity for students who are still hungry throughout the day to have a snack. This will also reduce the burden on you to purchase any snacks out of your own pocket.

Another teacher said, “I’ve seen the breakfast in classroom program implemented in Granite school District. It is not a waste of time. It was a perfect time to allow students to socialize about their weekend and build classroom community. Students would habitually come in hungry and excited to have breakfast.”

Busy schedules and bussing/commute logistics can interfere with children being fed breakfast at home. In addition, many children report not feeling hungry first thing in the morning but have a better appetite later in the morning. BIC provides all students the opportunity to start the day with a healthy meal.

One parent said, “I do agree that breakfast is important, for our family it is difficult to get my daughter to eat breakfast due to the anxiety of getting to class. Once she is there she seems to be fine and loves to get a snack, I would rather this be a thought out meal vs a quick snack that might not be as nutritious so BIC is lucrative in that aspect.”

Parents who choose to feed their children breakfast at home may have concerns about breakfast served in the classroom. Participation in Breakfast in the Classroom is completely optional. We encourage you to read the information in this section, and then make a decision on what is best for your child. Of course, if you would rather your child eat breakfast at home, the teacher will likely have an alternate activity happening, to keep your child busy and learning. No time is wasted during BIC. For further information about what the children will be doing

during BIC, please refer to the Resources for Teachers on the previous page.

Some parents may have concerns about the risks for overweight/obesity if their child has consumed breakfast at home and is offered it in the classroom as well. This can especially be a concern in schools with universal free breakfast. Research has demonstrated that children who do not eat breakfast are more likely to be overweight/obese compared to those children who eat multiple breakfasts.¹⁴

Additionally, some parents have concerns that school breakfast is not as healthy as what is available at home. Recent studies demonstrate that school breakfast is actually more nutritious than food at home, due to USDA requirements.

As a parent, you can advocate for children in your school and neighborhood to have a successful start to the school day. If you have concerns about the food served at the school, feel free to initiate a conversation with the child nutrition professionals in your school or district and assist with a plan to improve.

Did you know?

The School Breakfast Plan is required to follow nutritional guidelines established by the government. This ensures that your child has a healthy, well-balanced breakfast when they eat at school. These requirements include a minimum:

- 1 cup of fruit
- 1 serving of whole grain
- 1 cup of fat-free or low fat milk

Packaged items served at school, like cereal or pop-tarts, are modified versions that meet the USDA meal requirements. This means these items have reduced sugar content and meet the USDA requirements for whole grain.

Custodial Staff

Breakfast in the Classroom does not have to be at odds with Integrated Pest Management (IPM). The secret to success is clear, consistent communication between custodial staff and food service staff to ensure that food served is easy to serve, eat, and clean up.

Classrooms should be equipped with paper towels or wipes, so students can clean desks before and after breakfast, and large trash bags with stands or rolling trash bins to facilitate easy disposal of breakfast food items. If your school does not have an IPM plan, talk to your school administrator about putting one in place.

A shift to Breakfast in the Classroom should not require extra work for custodial staff as long as it is properly implemented. Typical foods served in BIC program are easy to serve, eat and clean up, reducing the likelihood of spills and crumbs. Most schools provide large trash bags or a rolling trash bin to each classroom that are placed in the hallway or a central drop-off location after breakfast for custodial staff to collect. Custodial staff also benefit from not having to clean the cafeteria after breakfast before

preparing for lunch. Many schools share common spaces to serve as the lunchroom and physical education classes, which often causes scheduling problems; in these cases, the Breakfast in the Classroom program could reduce custodial cleanup time and allow for more effective use of common areas.

Ideas for facilitating your BIC clean-up experience:

- Keep classrooms stocked with cleaning supplies, especially paper towels and wipes.
- Keep liquids separate. Use a separate bucket with a lid for students to pour excess liquid into, or use a double bagged trash can.
- Use a large, rolling trash bin for each classroom that is placed in the hallway or a central drop-off location after breakfast for the custodial staff to pick up. This will move the trash out of the classroom, and make for an easy pick-up.
- Assign clean-up jobs to students. This is the teacher's responsibility, but if you notice a classroom that is messier than others consistently, communicating with the teacher to ensure that students are completing their clean-up duties is a good idea.¹⁵



Food Service

"Simplicity is best, and our Child Nutrition Director worked very hard finding convenient, quick, and nutritious items we could easily serve to the students each day. It really is a team effort and if everyone works together it runs pretty smoothly."

-Teresa Roubidoux, Child Nutrition manager at Mountain View Elementary, Box Elder School District

Food service staff may have concerns about the changes to the school breakfast service model. However, there are many ways to make BIC work for the food service staff in your school. Foods that are nutritious, easy to eat, and easy to serve will make the BIC implementation an easy transition.

There are different ways to serve breakfast in the classroom. Students can pick up their own breakfast in the cafeteria and bring it to class, or food service staff can bring the food to the students using carts or wagons and coolers. Find the method that works best for your school.



Box Elder School District has been successful with the grab-n-go method, shown in this video: <https://www.youtube.com/watch?v=fJDk7fhFtPk>

Your role as a food service professional is to determine if your school would qualify for universal free breakfast. If you qualify for universal free breakfast, the budgetary concerns are less pressing.

If your school does not qualify for universal free breakfast, you can still make BIC a success. The biggest barrier to address in this situation is to communicate with classroom teachers about which students receive free or reduced-price meals and communicate with parents. Parents need to be notified that all children will have the opportunity to

participate and eat BIC, therefore if their child is already eating breakfast at home and the parent does not want their child to charge the students school meal account, parents can take the responsibility to talk with their child about that scenario. Additionally, communicate and work with teachers to create a list of students who are already eating breakfast at home.

Food Allergies

Parents and teachers can be concerned that it is difficult to regulate food allergies with the new BIC program, however, it is handled just the same as in the cafeteria. When dealing with food allergies, refer to your school's Food Allergy Management and Prevention Plan. Strategies could include:

- Designating a seating area as allergy-friendly
- Establishing and enforcing a no-food sharing rule
- Implementing effective hand washing procedures for students
- Holding meetings with the teachers to help them know the protocol

It is essential that these strategies are well communicated with parents, teachers, and students. When dealing with providing school breakfast to students with severe, life-threatening food allergies, food service workers should follow the same procedures as they do for preparing and serving other school meals. Such procedures include knowing which students have diagnosed food allergies and what the allergy is, how to read food labels, how to properly handle and store food, and how to separate equipment and utensils to prevent cross contact.¹⁵

Food waste is something that may concern food service staff in any breakfast program. A share table can be an area in the classroom where student put



uneaten and unopened food that other students can snack on throughout the day. Of course, food allergies need to be taken into consideration when constructing these share tables.¹⁶

The BIC menu may also cause concern for some food service personnel. You likely are already in compliance with the USDA meal pattern requirements (Appendix F). Here are some tips as you start to brainstorm a menu that will work for BIC:

- Hot and cold breakfasts are possible with BIC.
- Presentation of the food will determine whether the parents and children are interested in participating in school breakfast.
- Avoid pre-packaged foods when possible. This toolkit provides you with many breakfast options that are not pre-packaged.
- Many parents think that pre-packaged foods are less healthy. Make sure to include descriptive words (such as whole-grain, fresh, or homemade) in your menu, so that parents are better informed of the choices offered.

Appendix G includes a three-week meal cycle developed by dietetic students at Brigham Young University. This meal cycle includes foods that are specifically not prepackaged. Additionally, Appendix H includes two recipes for BIC and Appendix I includes a list of foods that can be used in BIC programs and are not prepackaged.

Special Education Classrooms

These classrooms might require extra help and attention when implementing BIC, however, it is just as important to implement BIC in special education classrooms. One special education teacher said,

“I completely agree with the benefits shared for students eating breakfast...I teach a special education preschool classroom and we do a snack every day. Whenever my students are hungry it impacts every aspect of our day. Providing BIC does not interfere with regular class time and should not take more than 15-20 minutes. Our daily snack time provides so many opportunities for the students to learn life skills along with meeting physical needs of the students.”

Each special education classroom is different, and depending on the class size, you might be able to easily execute BIC without the help of extra staff in the classroom. Special education teachers should communicate openly with all other stakeholders to ensure an effective transition to the BIC program.

Here are some tips to create a successful BIC experience:

- Have the food delivered to the classroom.
- Communicate with parents and food service staff to accommodate any special dietary needs.
- Give students who are able to help small and simple tasks.
- Create a breakfast chart, where students can place stickers on the chart for eating their breakfast, finishing their breakfast on time, disposing of their own breakfast properly, wiping down their area, helping another student clean up their area. Based on teacher discretion, students could earn prizes or other rewards through

this system.

- For students who are unable to help with clean-up (especially younger students), create other ways for them to help out. Each classroom is different, so each teacher will need to accommodate the way they feel is best.
- In some cases, especially with large classroom sizes or with really young students, it may be helpful to have some extra help. Many times, teachers already have aides to help in situations like this. They can help the children clean up while the teacher goes about their normal morning routine. Students from other classrooms could be helpful as well. A couple students could rotate daily to eat their own breakfast in the classroom, and then head over to the special needs classroom to help students clean up. Lastly, custodians and food service staff could also help out. Food service could deliver the meal and help students get accommodated, and then a custodian could come in to help at time of clean up.
- Teachers should implement BIC so it flows with their normal morning routine as seamlessly as possible. Communication with the administration, food service, custodians, and parents is essential for success.

Please Note:

Hardly any research has been done regarding how to successfully implement BIC in a special education classroom. If you are a teacher or parent in a special needs classroom and have additional ideas, please contact Dr. Lori Spruance at lori.andersen@byu.edu.

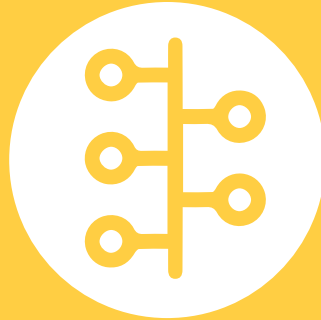
Sources

1. School Breakfast Scorecard – 2016–2017 School Year (2018). Food Research & Action Center. <http://www.frac.org/research/resource-library/school-breakfast-scorecard-2016-2017-school-year-february-2018>.
2. Adolphus, K., Lawton, C., & Dye, L. (2015). The Effects of Breakfast on Behavior and Academic Performance in Children and Adolescents. *Prenatal and Childhood Nutrition*, 289-319. doi:10.1201/b18040-16.
3. Krueger, E. B., Eggett, D. L., & Stokes, N. (2018). Teacher Perceptions and Preferences for 5 School Breakfast Program Models. *Journal of Nutrition Education and Behavior*, 50(8), 788-794. doi:10.1016/j.jneb.2018.01.006.
4. Deshmukh-Taskar PR, Nicklas TA, Oneil CE, Keast DR, Radcliffe JD, Cho S. The Relationship of Breakfast Skipping and Type of Breakfast Consumption with Nutrient Intake and Weight Status in Children and Adolescents: The National Health and Nutrition Examination Survey 1999-2006. *Journal of the American Dietetic Association*. 2010;110(6):869-878. doi:10.1016/j.jada.2010.03.023.
5. Adapted from University of Wisconsin-Extension's BIC Toolkit.
6. Adapted from Oregon Department of Education BIC Toolkit and University of Wisconsin-Extension's BIC Toolkit.
7. Soldavini, J., & Ammerman, A. S. (2019). Serving Breakfast Free to All Students and Type of Breakfast Serving Model Are Associated with Participation in the School Breakfast Program. *Journal of the Academy of Nutrition and Dietetics*.
8. No Kid Hungry. Breakfast after the bell: policy solutions from across the U.S. Retrieved from <http://bestpractices.nokidhungry.org/sites/default/files/download-resource/Breakfast%20Policy%20Solutions%202018.pdf>.
9. Imberman SA, Kugler AD. The effect of providing breakfast in class on student performance. *J Policy Anal Manage*. 2014;33:669-699.
10. Turner, L., & Chaloupka, F. J. (2015). Continued promise of school breakfast programs for improving academic outcomes: breakfast is still the most important meal of the day. *JAMA pediatrics*, 169(1), 13-14.
11. Aftunion. (2017, July 08). Breakfast Blueprint. Retrieved from <https://www.aft.org/breakfast-blueprint?page=8>.
12. Adapted from: Breakfast in the Classroom: A Quick Guide for Teachers.
13. https://fns-prod.azureedge.net/sites/default/files/cn/SP41_CACFP13_SFSP15_2016os.pdf
14. Corcoran SP, Elbel B, Schwartz AE. The effect of breakfast in the classroom on obesity and academic performance: evidence from New York City. *J Policy Anal Manage*. 2016;35(3):509-532. doi:10.1002/pam.21909.
15. Adapted from The NEA Foundation's School Breakfast Toolkit https://schoolnutrition.org/uploadedFiles/About_SNA/School_Nutrition_Foundation/The-NEA-Foundation-School-Breakfast-Toolkit.pdf.
16. https://fns-prod.azureedge.net/sites/default/files/cn/SP41_CACFP13_SFSP15_2016os.pdf

Appendix



Assessment
Checklist



Example
BIC Timeline



Evaluation Tools
for Teachers



Evaluations Tools
for Food Service



Activities for
Teachers



Federal
Requirements



Sample 3-week
Menu Cycle



BIC Recipes



Other BIC non-
packaged Ideas

Assessment Checklist



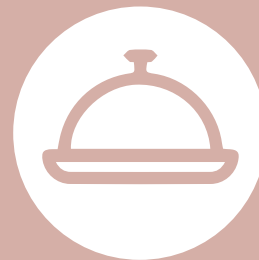
Breakfast Model



Trend Data



Budget



Menu



Attitudes &
Perceptions



Marketing



Impact of
Breakfast



Resources

Building Your Own School Breakfast Assessment

- How well do you know your breakfast program?
- How well do you promote your breakfast program?
- How do you garner support for your breakfast program?
- What do you need for your breakfast program to be more successful?

This is an assessment checklist that you may use as a resource to guide you through evaluating your breakfast program throughout the year, at the end of the year or at the start of the year. It provides you with different parameters that may be benefi-

cial to running and promoting a successful breakfast program.

Following this checklist may provide you with information you could use as documentation to promote your school breakfast program to school administrators. Results from using this checklist could be helpful in documenting successes, barriers and plans to address other significant issues pertaining to the success of your breakfast program.

Use this checklist as a starting point and feel free to add more parameters to construct or build a customized assessment tool for your individual program(s). This is meant as a guide to supply you with ideas that may assist you in your efforts to improve your program.

Breakfast Model

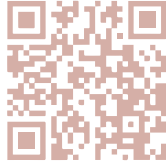
Trend Data



Check this out

This website describes breakfast service models:

<http://fyi.uwex.edu/wischoolbreakfast/>



Have you thought about the breakfast models you are using?

- Are they the most appropriate for the grade level you are serving?
- Do you have the necessary equipment, labor, etc. to support this model?

Do you have the same breakfast model for all grades?

- Why?

Have you tried other models in the past?

- Why not?

What are some of the barriers or issues that prevent you from implementing a new breakfast service model?

- Resistance from school food service staff
- Resistance from custodial staff
- Concerns about cost of implementing new model
- Concerns about potential loss of instructional time
- Resistance from teachers
- Resistance from principals
- Other?

How do you envision overcoming these barriers?

What information do you need to support the implementation of the new model?

What is trend data and what is it telling you?

What is your ADP (average daily participation) for breakfast for **this** year?

What is your ADP for breakfast for a completed month from **this** fiscal year?

How does the above ADP compare to the ADP from the same month from **last** year?

- How do they compare?
- What do you attribute this difference to?
- How does it relate to each breakfast model?
- Can you explain the difference?
- What can you do to improve ADP?
- What is it telling you?

What is your ADP for lunch?

What is the percentage of students eating school lunch who also eat school breakfast?

- $ADP\ breakfast + ADP\ lunch = \% \text{ of lunch participation who also eat breakfast}$

How many students eating school lunch do not eat school breakfast?

- $ADP\ lunch - ADP\ breakfast = \# \text{ of students not eating school breakfast}$

Have these numbers or percentages changed over the last 3 years?

Does your school have a school wellness policy in place?

Does your school wellness policy address the issue of school breakfast?

Have you seen a change in ADP for breakfast since the implementation of a school wellness policy in your school?

Budget

Check this out

This website has valuable information on what calculations you need to make and how to make them for evaluation of your breakfast costs:



<http://www.fns.usda.gov/cnd/breakfast/toolkit/Calculating.pdf>

What is your current budget?

What changes do you expect in your budget for the next fiscal year?

How will these anticipated changes affect your breakfast program, especially your ADP?

What plans do you have in place to address these budgetary changes?

Do you know what the meal application return rate is for your school?

- What can you do to help increase the meal application return rate for your school?
- Will this affect your budget?

What is the breakfast cost per meal?

- Has this changed since the same time last year?

What breakfast to lunch ratio do you use?

- Conventional system: 2 lunches/3 breakfasts=.66
- Convenience system: 1 lunch/2 breakfasts=.5

What are your meal equivalents?

- Are you using the appropriate breakfast to lunch ratio?
- Have your meal equivalents changed since the same time last year?

What is your daily labor cost?

- Has this changed since the same time last year?
- How are you planning to address future labor costs?

What are your Meals per labor hour (MPLH)?

- $MPLH = \text{Daily Meal Equivalents} / \text{Daily labor costs}$
- Has this changed since the same time last year?

What is your food cost?

- Has this changed since the same time last year?

Have your food costs increased as a result of school wellness policies?

- Have you documented this?
- Have you communicated this with anyone?

What are your equipment costs?

- Are you expecting to purchase new equipment soon?

What are your paper costs? (lunch trays, etc.)

Are you expecting any program changes that will affect your budget (retirement, etc.)?



Menu

Check this out

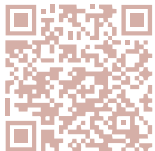
For menu and recipe ideas, visit the following sites:



http://www.teamnutrition.usda.gov/Recipes/usda_recipes.html



<https://fyi.extension.wisc.edu/wischoolbreakfast/files/2010/03/School-Breakfast-Web-Resources-Menu-Planning.pdf>



<https://snaped.fns.usda.gov/nutrition-education/recipes>

How do you know that what you are serving for breakfast is what the students want?

- Have you surveyed them? Obtained their feedback?

What is the most popular breakfast item in your program?

- How do you know? How did you measure this?
- How often do you offer this?

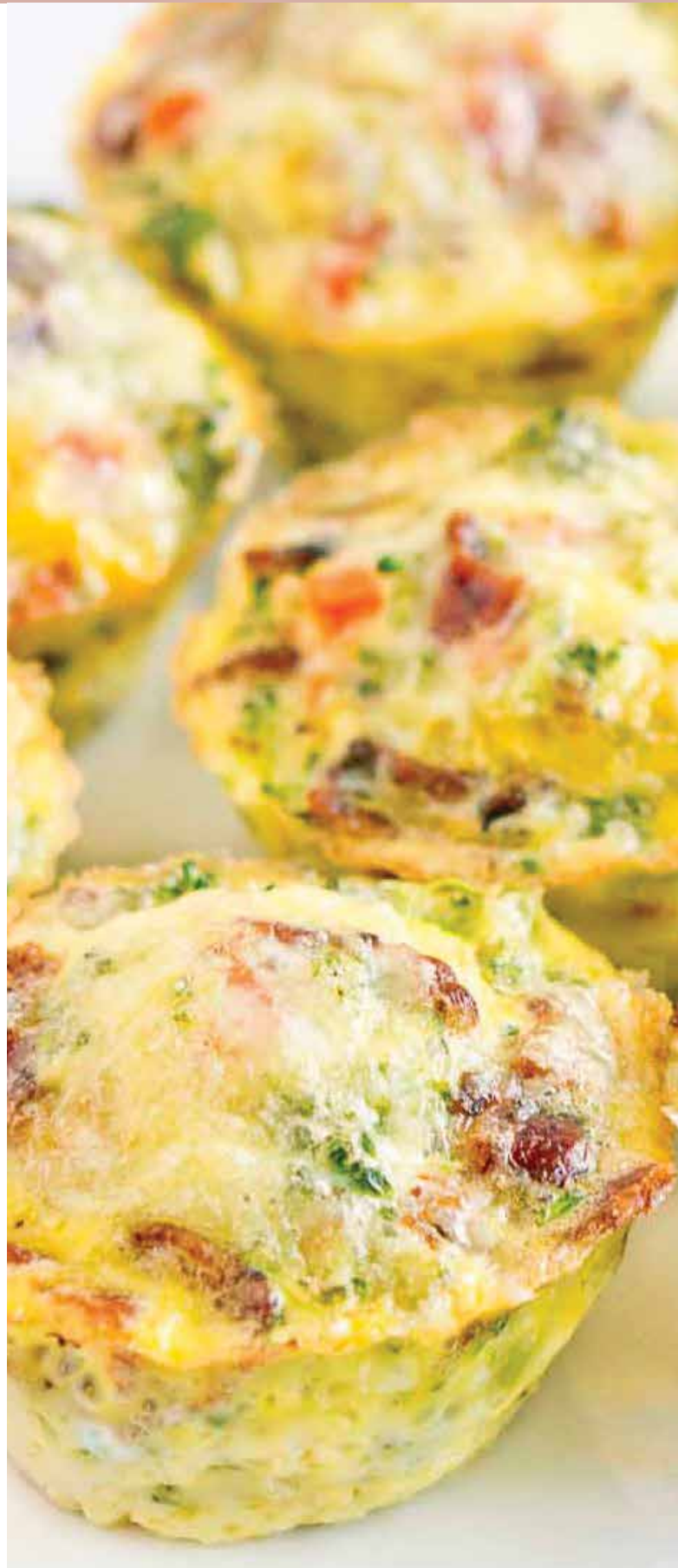
What are the teachers hearing about the breakfast menu?

- Have you spoken with the teachers yet?

Are the menus/food items you are serving appropriate for the age group/grade level you are serving? (eview for each: elementary, middle & high school)

- How do you know this?
- What do they like best?
- Do you have a cycle menu for this program?

Has your menu changed since the inception of the school wellness policy?



Attitudes & Perceptions



Check this out

This website provides tailored information about school breakfast and support materials you'll need to talk to various school personnel and parents:

<http://www.fns.usda.gov/cnd/breakfast/toolkit/roadmap.htm>



What are the teachers' attitudes about the school breakfast program?

- Are they supportive of your program? Why or why not and how do you know?
- Have you spoken with them to gather their thoughts and ideas and to explain to them about the benefits of breakfast?
- Have you problem-solved in collaboration with them?

What is the school principal's attitude about the school breakfast program?

- Is he/she supportive of your program? Why or why not and how do you know?
- Have you spoken with them to gather their thoughts and ideas and to explain to them about the benefits of breakfast?
- Have you problem-solved in collaboration with them?

What is the school nurse's attitude about the school breakfast program?

- Is he/she supportive of your program? Why or why not and how do you know?
- Have you spoken with them to gather their thoughts and ideas?
- Have you problem-solved in collaboration with him/her?
- Does he/she have any data about school nurse visits among students who have breakfast vs. students who don't?

- Is this data valuable to present in support of breakfast to administrators?

What are the custodians' attitudes about the school breakfast program?

- Are they supportive of your program? Why or why not and how do you know?
- Have you spoken with them to gather their thoughts and ideas?
- Have you problem-solved in collaboration with them?

What are your food service staff perceptions about the school breakfast program?

- Are they supportive of your program? Why or why not and how do you know?
- Have you spoken with them to gather their thoughts and ideas?
- Have you problem-solved in collaboration with them?

What are the parents' perceptions about the school breakfast program?

- Are they supportive of your program? Why or why not and how do you know?
- Have you spoken with them to gather their thoughts and ideas?
- Have you problem-solved in collaboration with them?

What are the students' perceptions about the school breakfast program?

- Are they supportive of your program? Why or why not?
- Have do you know?
- Have you spoken with them to gather their thoughts and ideas?

Marketing

What are you doing to market or promote your breakfast program?

- Flyers, posters
- Newsletters or articles
- School Breakfast poster contest amongst the students
- Free breakfasts to everyone during National School Breakfast Week
- Free breakfasts to everyone during testing weeks
- Others, please list

Do you do anything special during NSBW?

- Why or why not?

Do the students go to you for breakfast, or do you take breakfast to where they are?

- Do you know where the students are at various times of the morning?
- Could you take breakfast to them at those places at various times of the morning?

Breakfast in the classroom

Breakfast in the commons area

Breakfast by the door where students go out for recess

Breakfast by the front entrance door of the school as they come in

Breakfast out in the hallway

Breakfast outside during morning recess

Does your school have a wellness committee?

- Have you spoken with them about how they can support your breakfast program? Why/why not?



Impact

Do you know the research regarding breakfast and test scores?

- Do you think having this information would help in your conversations with teachers and principals?

Do you know about the research regarding breakfast and overall academic performance?

- Do you think this information would help in your conversations with teachers and principals?

Do you know about the research regarding breakfast and improved health and weight?

- Do you think this information would help in your conversations with teachers, principals, parents and school nurses?

Resources

- University of Wisconsin-Extension, School Breakfast Programs: <https://fyi.extension.wisc.edu/wischoolbreakfast/>
- DPI: <https://www.dpi.wi.gov/fns/sbp1.html>
- USDA: <https://www.fns.usda.gov/cnd/breakfast/>
- SNA: <https://www.schoolnutrition.org/>

What resources do I already have that I could use more efficiently for breakfast?

- Staff, equipment, funds, support, etc.

What resources do I need to support a successful breakfast program?

- Computer with wireless chip?
- More staff?
- Support
- Marketing ideas
- Student participation
- Other equipment



Breakfast in the Classroom Pre-Launch Checklist



BIC Pre-Launch Packet V100-1

AFSS Checklist

6-8 Weeks Prior to Roll-Out

- Obtains the BIC Pre-launch Packet for review, BIC Roll-out Timeline, confirms and inputs dates
- Conducts BIC School Readiness Evaluation
- Meets with Principal to:
 - Coordinates teachers' BIC training schedule
 - Discuss food pick up schedule, trash disposal areas; insulated bag storage areas
 - Discuss School Readiness Evaluation result and have Principal sign off on Evaluation sheet
- Schedules FS Staff BIC training
- Submits Readiness Evaluation Sheet to ESC Regional Manager

5 Weeks Prior to Roll-Out

- Receives a copy of Readiness Evaluation for any large equipment requisition approval

4 Weeks Prior to Roll-Out

- Sends copy of BIC Letter for Parents to Principal
- Confirms Teachers' BIC training schedule via email or phone call
- Schedules BIC training for FS staff
- Coordinates with Regional Manager regarding Training schedules
- Makes cafeteria schedule revisions

3 Weeks Prior to Roll-Out

- Ensures that training was conducted for Principal, Teacher, Plant Manager, Building & Grounds and FS staff

- Ensures that FSM order BIC supplies
- Ensures Sheriff Badges are available

1-2 Weeks Prior to Roll-Out

- Follow-up FSMs tasks
- Verify large equipment delivery (if any)

Day of Roll-Out

- Follow-up FSMs tasks

1 Month After Roll-Out

- Performs AFSS BIC Monitoring
- Documents all concerns and provides possible solutions

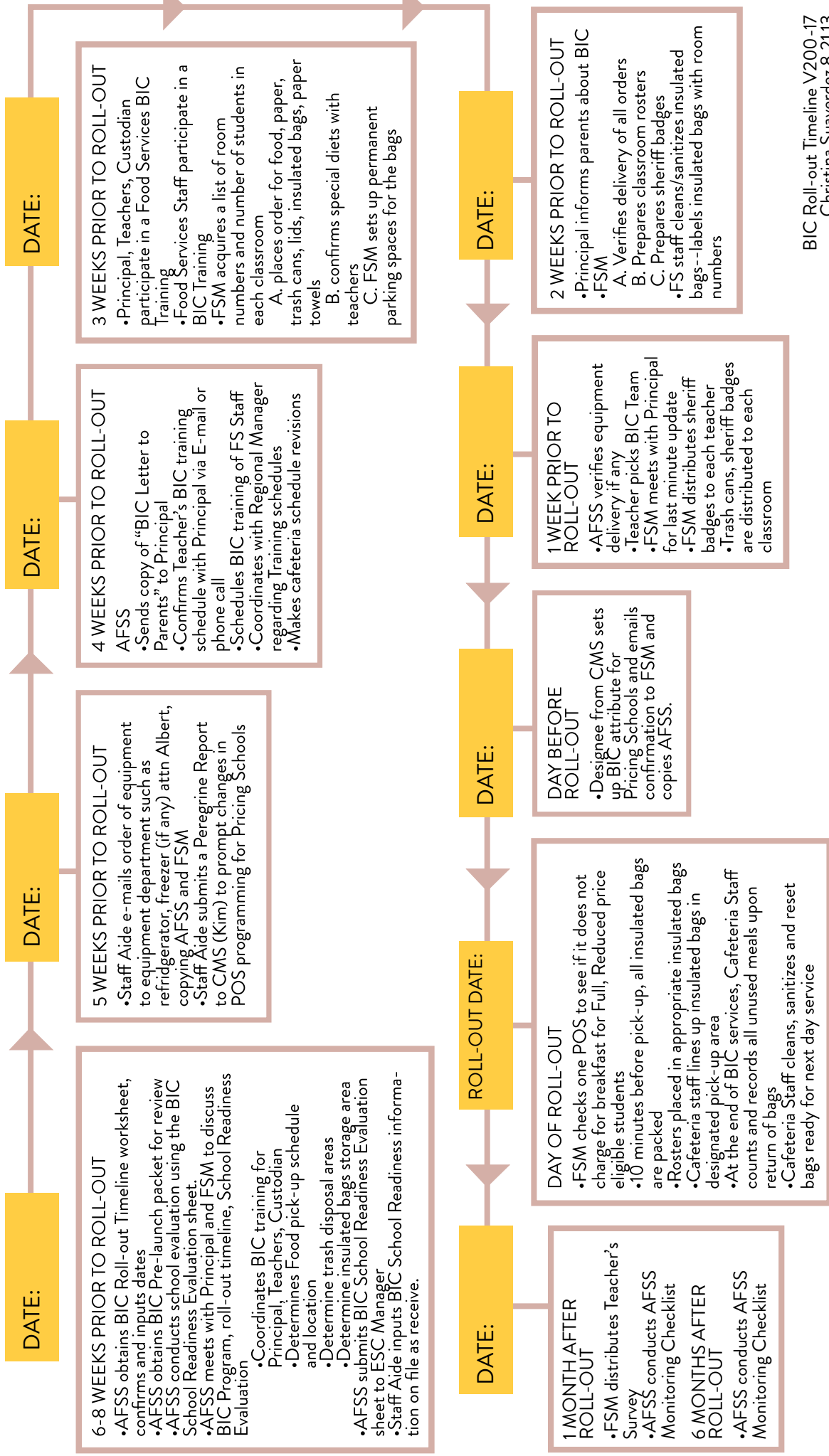
6 Months After Roll-Out

- Performs AFSS BIC Monitoring
- Documents all concerns and provides possible solutions



School Name

BIC ROLL-OUT TIMELINE



Principal Checklist

6-8 Weeks Prior to Roll-Out

- Principal meets with AFSS to discuss BIC program and Timeline, BIC training date for Teachers, Plant Manager and Building & Grounds Worker
- Determine pick-up schedule for food, designated food pick-up location, trash disposal areas

4 Weeks Prior to Roll-Out

- Confirms via email or phone with AFSS the training date for teachers, plant manager and building and grounds worker

3 Weeks Prior to Roll-Out

- Participates in a Food Service BIC Training for Teachers, Plant Manager and Building & Grounds Worker

2 Weeks Prior to Roll-Out

- Sends information to parents regarding BIC program
- Review communication letter and blackboard message

1 Week Prior to Roll-Out

- Meets with Cafeteria Manager for last minute update

1 Day Prior to Roll-Out

- Communicate with Cafeteria Manager for last minute update
- Verify that all tasks are completed for the roll-out



B & G/Plant Manager Checklist

Building & Grounds

3 Weeks Prior to Roll-Out

- Attends the training for BIC conducted by Food Services Division (FSD)

2 Weeks Prior to Roll-Out

- Discuss BIC duties with the Plant Manager

1 Week Prior to Roll-Out

- Designates areas for trash containers
- Designates areas for trash pick-up
- Receives trash containers from Plant Manager
- Receives trash containers casters from Plant Manager (if ordered and approved)
- Receives tilt truck from Plant Manager (if ordered and approved)

Daily

- Place trash containers in the designated areas
- Collect BIC trash from the designated trash pick-up areas
- Dispose of BIC trash into the dumpster
- Clean-up of large spills and spot clean as needed

Plant Manager

3 Weeks Prior to Roll-Out

- Attends the training for BIC conducted by Food Service Division (FSD)
- Confirm trash container order quantities
- Request trash container casters from the FS Manager (requires FSD AFSS approval)
- Request a tilt truck from the Food Services Manager (requires FSD AFSS approval)

2 Weeks Prior to Roll-Out

- Introduces BIC Program to Building and Grounds Workers

1 Week Prior to Roll-Out

- Designates areas for trash containers
- Designates areas for trash pick up
- Receives trash containers from FS Manager
- Receives trash containers casters from FS Manager (if approved)
- Receives tilt truck from FS Manager (if approved)

Daily

- Place trash containers in the designated areas
- Collect BIC trash from the designated trash pick-up areas
- Dispose of BIC trash into the dumpster
- Clean-up of large spills and spot clean as needed



Teacher/Student Checklist

Middle School Teacher

3 Weeks Prior to Roll-Out

- Attends the training for BIC conducted by Food Services Division (FSD)

2 Weeks Prior to Roll-Out

- Introduces BIC Program to students

1 Week Prior to Roll-Out

- Selects BIC Teams and Classroom Sheriff/Ambassador
- Designates areas for trash cans and table set-up
- Receives Sheriff/Ambassador badges and trash cans from Food Services Manager
- Receives materials from cafeteria
- Obtains colander if using sink to dispose liquid

Middle School Student

- Delivery Team picks up breakfast meals from Cafeteria
- Delivery Team arranges bags on designated tables inside the classroom
- Students go through the line and obtain their complete breakfast meal from insulated bags
- Teacher or Student sign or check off their names on the roster at the POS after receiving a reimbursable meal
- Students consume meal in the classroom
- Clean-up Team puts trash can in the designated area for that classroom outside the classroom
- With all un-served items left in bags, Clean-up Team closes and zips insulated bags
- Delivery Team wheels insulated bags to cafeteria, ensuring that the roster for the day is returned with the bags



Breakfast in the Classroom Team Job Descriptions

- ✓ Delivery team
- ✓ Clean-up Team
- ✓ Classroom Sheriff/Ambassador
- + BIC Sheriff Badges

BIC Middle School Delivery Team

Middle School Delivery Team

Minimum of 2 Team Members

At insert time a.m., go to the cafeteria and collect the rolling breakfast bag for your classroom.

If your classroom is downstairs, wheel the bag to your classroom.

If your classroom is upstairs:

Elevator

- Wheel your bags to the elevator
- The breakfast supervisor or a parent volunteer will load the bags on the elevator and unload them once they arrive on the second floor.
- Walk upstairs to meet your bag by the elevator and then wheel your bags to your classroom.

No Elevator

- Choose from Option A or B of the Bag Transport Procedures to safely bring the bags to upper level classrooms (see attached document)

Sets up food and drink in insulated bag on designated table

Places classroom roster at the end of the serving line

Wheels bags back to the cafeteria

To ensure safety of personnel and safeguard of the equipment, the “Strap Safety Instructions” must be followed:

- Ensure no loose straps are left dangling or lying directly on the floor:

During packing of the BIC bags

While in the designated eating area

When bags are returned to the cafeteria while bags are in storage or not in use



Place the heavier bag at the bottom of the cart. Don't leave side straps and the cart strap lying loose on the floor.



Step 1: If the side strap has loosened and dangles on the floor, pull the straps up tight.



Step 2: Raise both of the side straps upwards.



Step 3: Fold the straps on the top of the bag, crossing each other, ensuring the straps are NOT hanging from the sides.



Step 4: Place the heavier bag at the bottom of the cart.



Step 5: To prepare the smaller bag, repeat steps 2 and 3. Locate the bottom strap of the cart and pull forward.



Step 6: Lift the bottom strap and pull over the back of the cart's handle.



Step 7: The bags are now secured and ready for transportation or storage.

Middle School Bag Transport Procedures on Stairs

Option A



1. At the bottom of the stairs, lift one bag.
2. Carry bag upstairs using bag handles.
3. Hold onto the staircase handles while going up the stairs to gain support.
4. Set the bag down on the top of the stairs.
5. Repeat the procedure for the second bag.
6. Leaving the second bag on top of the stairs' landing, pick up rolling cart and carry it upstairs.
7. Set the bags on the cart.
8. Strap the bags.
9. Roll cart to the designated classroom.

Option B



1. Roll the cart to the base of the stair well.
2. Reach with one hand (side-ways), the top handle of the cart.
3. The other team member, bends at the knees and lift grasps the bottom bar of the cart with one hand.
4. Slowly ascend/descend the stairs one step at a time.
5. Upon reaching the top/bottom platform of the stair well, both team members will; stop, bend at the knees and lower the cart to the floor.
6. One team member rolls the cart to the designated classroom/cafeteria.

Breakfast in the Classroom Clean-Up Team

Clean-Up Team (2)

Note: Team can be comprised of students, parent volunteers or aide

- When the class is done eating, the clean-up team stands by the trashcan to see to it that all participants carefully place their trash into the can.
- No food can be saved in the classroom or in backpacks. All food needs to be removed from the classroom.
- Puts the trashcan outside door of the classroom

Breakfast in the Classroom Breakfast Sheriff/Ambassador

Breakfast Sheriff/Ambassador (1)

- Put on your "Breakfast Sheriff/Ambassador" badge.
- Walk around your classroom after leftover food and trash is removed. Carry a wet towel with you.
- Look on the floor, inside desks, and on top of desks for any wrappers, spills, crumbs, and saved food. When you see something that needs to be cleaned up or picked up, ask your classmate to do so. Give our classmate a paper towel and water bottle spray if he/she needs it.





Service Guidelines

Breakfast Service Timeline	
8:00 am	<ul style="list-style-type: none"> •Delivery Teams report to the Cafeteria and pick up the insulated bags for their individual classroom.
8:05 am	<ul style="list-style-type: none"> •There will be 2-3 bags per day per classroom. •Each insulated bag will be labeled with the room number. •Delivery team reports to their classrooms (rolling insulated bags). <p>OPTION 1-Delivery Teams place the open bags with the food item on the designated table in the classroom for each child to pick-up their meal components. This can be done as they come into the classroom saving the time of having them get back up after being seated.</p> <p>OPTION 2-Delivery teams place the open bags with the food item on the designated table in the classroom. Each child will come by and pick-up their meal components, check-off their name to indicate that they have taken a complete meal (three components).</p> <p>OPTION 3 Elementary Only-Delivery Team is responsible for placing the complete meal (3 components) in a paper tray with the sporkette and then place a tray on the desk of each student. If a child refuses to participate, the complete meal on the desk has to be thrown away and counted as waste and noted on the comment section of the roster provided</p> <ul style="list-style-type: none"> •K-2: Teacher or designated aid or volunteer checks off names on the roster •Grades 3 and up: Teacher or designated student checks off names on the roster at the end of the line <ul style="list-style-type: none"> •All un-served food remaining in the insulated bags will be returned to the Cafeteria. NO FOOD should be kept in the cafeteria. •Clean up team place trash can in central location preferably by the hand sink.
8:10 am	<ul style="list-style-type: none"> •Teachers Pick Up Students/Line up Students/Report to Classroom
8:15 am	<p>Meal Period</p> <ul style="list-style-type: none"> •Students, teachers and parent volunteers eat breakfast while attending to morning activities such as attendance, homework, housekeeping, etc. •Students to clean hands. •Students place all waste and leftovers in the trash can provided for each classroom; dispose of excess beverage in the trash can. •Each student wash hands and dry hands. •Breakfast Sheriff walks around classroom checking floor, inside desks, and on top of desks for any wrappers, spills, crumbs, and saved food. •Clean Up Team ties off the trash bag and places the trash can outside the door of the classroom.
8:25 am	<ul style="list-style-type: none"> •Clean Up Team returns the rolling insulated bags back to the Cafeteria.
8:30 am	<ul style="list-style-type: none"> •Custodial Staff collects trash bags. •Cafeteria Staff perform safety/HACCP procedures on food and does counting and claiming procedures

Breakfast in the Classroom Survey

School:

Grade:

Teacher:

Date:

Using this scale, respond to questions 1-7 by circling the answer that best describes your experience with Breakfast in the Classroom (BIC):

- 1 Decreased significantly
- 2 Decreased somewhat
- 3 Not changed
- 4 Increased somewhat
- 5 Increased significantly

Classroom Management

1. With BIC, the number of hunger-related classroom disruptions has:

1 2 3 4 5
2. With BIC, the number of students leaving class for hunger-related symptoms has:

1 2 3 4 5
3. With BIC, the frequency of absences has:

1 2 3 4 5
4. With BIC, the frequency of tardiness has:

1 2 3 4 5

Student Engagement

5. With BIC, students' ability to focus and stay on task has:

1 2 3 4 5

Student Achievement

6. With BIC, students' math grades have:

1 2 3 4 5

7. With BIC, students' language arts grades have:

1 2 3 4 5

General Questions

8. BIC improves the learning environment:

Strongly disagree
Disagree
No opinion
Agree
Strongly Agree

9. BIC enables me to be a more effective teacher:

Strongly disagree
Disagree
No opinion
Agree
Strongly Agree

Additional Comments

Please share any additional comments about BIC in the space below:

Food Service Director BIC Monitoring Tool

Visit food preparation areas and classrooms to observe the items listed below after the 1st and 6th month of Breakfast in the Classroom (BIC) roll out.

Date:	School Name:	Staff Name:		
TIMING and SERVICE		Good	N/I*	Comments
Food bags are ready on time for students				
All menu items are placed in designated area				
Students eat in 10 minutes				
Food bags are returned in a timely manner				
FOOD		Good	N/I*	Comments
BIC menu is being followed				
Food is served at the correct temperature				
Special diets and milk allergies are accommodated				
No food is left in classrooms - leftover food is returned to the kitchen				
Leftover food is handled properly and kept at proper temperature				
Ask the kitchen staff which products have the highest return volume				
EQUIPMENT		Good	N/I*	Comments
Food bags are clean and in good condition				
Food bags are stored in a clean area				
Classrooms have trash containers				
Spray bottle and sufficient amount of paper towels are provided in the classrooms				

*Needs Improvement

Appendix D

COUNTING & CLAIMING		Good	N/I*	Comments
Proper recording of reimbursable meals on the breakfast roster				
The breakfast roster is returned to school nutrition staff				
KEY PERFORMANCE INDICATOR		Before	After	Comments
Labor hours before and after BIC				
Meals per labor hour before and after BIC				
Average Monthly Tardiness before and after BIC				
Average Monthly Absenteeism before and after BIC				
Average Monthly Nurse Visits before and after BIC				
OTHER MEASURES		Yes	No	Comments
Additional Comments				

*Needs Improvement

Grade-Specific Activity Ideas for Teachers

Kindergarten

Activity: Sort-A-Race

Description: Make a colorful recording chart with a row for each food group and post in the front of the classroom. Every day for a week during breakfast, list the foods students are eating during breakfast onto index cards. Discuss, as a class, which group the foods belong to and post the card onto the correct row on your recording chart. Watch as the race unfolds throughout the week. Which food will have the most food cards by Friday?

Another helping: Have students color a five-band rainbow picture and label each band as a food group. Students can write the name of a food from each group on each band.

Subjects supported: Health, English Language Arts, and Visual Arts

Key nutrition/health message(s): Eat a variety of foods from the five food groups

Books to read over breakfast connection: *MMM... Let's Eat!* by Libby Koponen

1st Grade

Activity: Alphabet Scrambled Eggs

Description: Place a pile of alphabet cards in the center of each table group. Have students flip over the top card in their pile and agree on a healthy breakfast food that begins with that letter. Once the team agrees on the food, they must decide which food group they think it belongs to. (Example: Y is for yogurt; yogurt is a healthy breakfast choice; yogurt is in the dairy food group.)

Another helping: The next day, turn the list of healthy foods from the day before into a class al-

phabet book - assign each student a page to publish, while eating breakfast they can work on their illustration.

Subjects supported: Health, English Language Arts, and Social Skills

Key nutrition/health message(s): Eat a variety of foods from the five food groups

Books to read over breakfast connection: *The Victory Garden Vegetable Alphabet Book* by Jerry Pallotta and Bob Thomson

2nd Grade

Activity: Water Ways

Description: Bring in several clear glasses and a pitcher of water. Discuss how much water students think they should drink every day and record the students' predictions. Demonstrate the right amount and teach students how to estimate that they are drinking enough water. Discuss the benefits of drinking water.

Another helping: Have students write poems about water. Collect the poems and publish them as a class book. Periodically read the book aloud to students as another activity to carry out at breakfast throughout the school year.

Subjects supported: English Language Arts, Math, Science, and Health

Key nutrition/health message(s): Water is a necessary daily beverage choice; our bodies need water to be healthy.

Books to read over breakfast connection: *Never Take a Pig to Lunch and Other Poems about the Fun of Eating* Selected and illustrated by Nadine Bernard Westcott

3rd Grade

Activity: Eye See It

Description: Give students a copy of a MyPlate handout, or post a list of fruits and vegetables on the board. Pick a fruit or vegetable and give the students clues (such as appearance or nutrient content) to guess which one you have picked.

Another helping: Have students make their own hidden foods pictures by cutting out pictures of fruits or vegetables from old magazines. Have students use the ChooseMyPlate website and other internet sources to create clue cards for the foods pictured on their collages. They can exchange collages with a partner and take turns giving one another clues and guessing the fruits and vegetables. Repeat the activity with the other food groups.

Subjects supported: English Language Arts, Technology, and Health

Key nutrition/health message(s): Make half your plate fruits and vegetables

Books to read over breakfast connection: *Frannie's Fruits* by Leslie Kimmelman

4th Grade

Activity: What is our Class's Favorite Physical Activity?

Description: Have students brainstorm and name their favorite ways to be physically active. Then use the information to create a class graph.

Another helping: Have students survey, collect data, and create a graph of physical activity for the whole school or certain grade levels. Display for everyone to see.

Subjects supported: Health, Math, English Language Arts, and Physical Education

Key nutrition/health message(s): Be physically active for a minimum of 60 minutes every day. Get

your 60 minutes with bouts of activity—it all adds up!

Books to read over breakfast connection: *Graphing Food and Nutrition* by Isabel Thomas

5th Grade

Activity: Food Group Groups

Description: Card games and munchies go hand in hand! Make a set of food cards with foods from the five food groups (or download a set at www.neahin.org) and have the students play familiar card games (Go fish, Rummy) by making minor adjustments to the card game rules (for Rummy, try to make sets of five cards with one card from each food group).

Another helping: Have students record what they eat at every meal in a weekly food log (each morning they can record their choices from the previous day). After a week, take stock and set a personal health goal (to eat a wider variety of foods).

Subjects supported: English Language Arts and Health

Key nutrition/health message(s): Eat a variety of healthy, nutrient-rich foods every day.

Books to read over breakfast connection: *Blue Potatoes, Orange Tomatoes: How to Grow a Rainbow Garden* by Rosalind Creasy

6th Grade

Activity: Nutrition Facts Label Shuffle

Description: Collect and sort out a variety of Nutrition Facts Labels (NFL) to create a set of at least 50 NFL cards. Each day of the week teach students a new skill for reading the NFL (i.e., how to tell what nutrients the food provides, how to tell if the sodium level is too high, how to tell if the first ingredient is whole grain). Shuffle the set of NFL cards and distribute them evenly to small teams. Have students read one NFL at a time and work together to practice the NFL reading skill taught for that day.

Another helping: After a week (or more) of practicing NFL reading skills, have students write explanatory essays describing how to read and interpret an NFL.

Subjects supported: English Language Arts, Math and Health

Key nutrition/health message(s): The Nutrition Facts Label is an important resource to help you make important choices about the foods you eat (i.e., make half of your grains whole grains; reading a product's ingredient list will enable you to make this determination).

Books to read over breakfast connection: *Bones* by Steve Jenkins

7th Grade

Activity: Better Beverage Choices

Description: Demonstrate how much added sugar is in common beverages using clear cups, a teaspoon measure, and granulated sugar.

Another helping: Have students create a Better Beverages Display for the school to see.

Subjects supported: English Language Arts, Math, Science and Health

Key nutrition/health message(s): Watch out for the amount of added sugar when choosing a beverage.

Books to read over breakfast connection: *Be Fit, Be Strong, Be You (Be the Boss of Your Body)* by Rebecca Kajander

8th Grade

Activity: Physical activity

Description: Working in small groups, have students brainstorm and record a list of ways to be physically active. Discuss different types of physical activity (moderate, vigorous, etc.) and the benefits and need for being physically active every day. Have the groups go back to their original list and discuss

which activities are moderate and which are vigorous.

Another helping: Have students log their physical activity by completing a chart each morning listing their activity from the day before. At the end of the week, have students take stock of their own activity level and set a personal health goal based on the information collected. Have students use the information from their logs to determine what their estimated daily caloric intake should be (based on their activity level).

Subjects supported: English Language Arts, Physical Education, and Health

Key nutrition/health message(s): Be physically active for at least 60 minutes a day; include bouts of moderate and vigorous activities.

Books to read over breakfast connection: *The All-American Girls Professional Baseball League* by Daisy Scott



Federal Breakfast Requirements

(a) General requirements. This section contains the meal requirements applicable to school breakfasts for students in grades K through 12, and for children under the age of 5. In general, school food authorities must ensure that participating schools provide nutritious, well-balanced, and age-appropriate breakfasts to all the children they serve to improve their diet and safeguard their health.

(1) General nutrition requirements. School breakfasts offered to children age 5 and older must meet, at a minimum, the meal requirements in paragraph (b) of this section. Schools must follow a food-based menu planning approach and produce enough food to offer each child the quantities specified in the meal pattern established in paragraph (c) of this section for each age/grade group served in the school. In addition, school breakfasts must meet the dietary specifications in paragraph (f) of this section. Schools offering breakfasts to children ages 1 to 4 and infants must meet the meal pattern requirements in paragraphs (o) and (p), as applicable, of this section. When breakfast is served in the cafeteria, schools must make potable water available and accessible without restriction to children at no charge.

(2) Unit pricing. Schools must price each meal as a unit. The price of a reimbursable lunch does not change if the student does not take a food item or requests smaller portions. Schools must identify, near or at the beginning of the serving line(s), the food items that constitute the unit-priced reimbursable school meal(s).

(3) Production and menu records. Schools or school food authorities, as applicable, must keep production and menu records for the meals they produce. These records must show how the meals offered contribute to the required food components and food quantities for each age/grade group every day. Labels or manufacturer specifications for food products and ingredients used to prepare school meals for students in grades K through 12 must indicate zero grams of trans fat per serving (less than 0.5 grams). Schools or

school food authorities must maintain records of the latest nutritional analysis of the school menus conducted by the State agency. Production and menu records must be maintained in accordance with FNS guidance.

(b) Meal requirements for school breakfasts. School breakfasts for children ages 5 and older must reflect food and nutrition requirements specified by the Secretary. Compliance with these requirements is measured as follows:

(1) On a daily basis:

(i) Meals offered to each age/grade group must include the food components and food quantities specified in the meal pattern in paragraph (c) of this section;

(ii) Food products or ingredients used to prepare meals must contain zero grams of trans fat per serving or a minimal amount of naturally occurring trans fat as specified in paragraph (f) of this section; and

(iii) Meal selected by each student must have the number of food components required for a reimbursable meal and include at least one fruit or vegetable.

(2) Over a 5-day school week:

(i) Average calorie content of the meals offered to each age/grade group must be within the minimum and maximum calorie levels specified in paragraph (f) of this section;

(ii) Average saturated fat content of the meals offered to each age/grade group must be less than 10 percent of total calories as specified in paragraph (f) of this section;

(iii) Average sodium content of the meals offered to each age/grade group must not exceed the maximum level specified in paragraph (f) of this section;

(c) Meal pattern for school breakfasts for grades K through 12. A school must offer the food components and quantities required in the breakfast meal pattern established in the following table:

Food Components	Breakfast Meal Pattern		
	Grades K-5	Grades 6-8	Grades 9-12
	Amount of Food ^a per Week (minimum per day)		
Fruits (cups) ^{bc}	5 (1)	5 (1)	5 (1)
Vegetables (cups) ^{bc}	0	0	0
Dark Green	0	0	0
Red/Orange	0	0	0
Beans & Peas (Legumes)	0	0	0
Starchy	0	0	0
Other	0	0	0
Grains (oz eq) ^d	7-10 (1)	8-10 (1)	9-10 (1)
Meats/Meat Alternatives (oz eq) ^e	00		0
Fluid Milk (cups) ^f	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day week			
Min-Max calories (kcal) ^{gh}	350-500	400-550 ⁴	50-600
Saturated Fat (% of total calories) ^h	<10<	10	<10
Sodium Target 2 (ng) ^{hi}	485	535	570
Trans fat ^{hj}	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving		

a Food items included in each group and subgroup and amount equivalents. Minimum creditable serving is 1/8 cup.

b One quarter cup of dried fruit counts as 1/2 cup of fruit; 1 cup of leafy greens counts as 1/2 cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.

c Schools must offer 1 cup of fruit daily and 5 cups of fruit weekly. Vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or “Other vegetables” subgroups, as defined in §210.10 (c) (2) (iii) of this chapter.

d At least half of the grains offered weekly must be whole grain-rich as specified in FNS guidance, and the remaining grain items offered must be enriched. Schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.

e There is no meat/meat alternate requirement.

f All fluid milk must be fat-free (skim) or low-fat (1 percent fat or less). Milk may be unflavored or flavored provided that unflavored milk is offered at each meal service.

g The average daily calories for a 5-day school week menu must be within the range (at least the minimum and no more than the maximum values).

h Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.

i Sodium Target 1 is effective from July 1, 2014 (SY 2014-2015) through June 30, 2024 (SY 2023-2024). Sodium Target 2 (shown) is effective July 1, 2024 (SY 2024-2025).

j Food products and ingredients must contain zero grams of trans fat (less than 0.5 grams) per serving.

(1) Age/grade groups. Schools must plan menus for students using the following age/grade groups: Grades K-5 (ages 5-10), grades 6-8 (ages 11-13), and grades 9-12 (ages 14-18). If an unusual grade configuration in a school prevents the use of the established age/grade groups, students in grades K-5 and grades 6-8 may be offered the same food quantities at breakfast provided that the calorie and sodium standards for each age/grade group are met. No customization of the established age/grade groups is allowed.

(2) Food components. Schools must offer students in each age/grade group the food components specified in meal pattern in paragraph (c). Food component descriptions in §210.10 of this chapter apply to this Program.

(i) Meats/meat alternates component. Schools are not required to offer meats/meat alternates as part of the breakfast menu. Schools may substitute meats/meat alternates for grains, after the daily grains requirement is met, to meet the weekly grains requirement. One ounce equivalent of meat/meat alternate is equivalent to one ounce equivalent of grains.

(A) Enriched macaroni. Enriched macaroni with fortified protein as defined in appendix A to part 210 may be used to meet part of the meats/meat alternates requirement when used as specified in appendix A to part 210. An enriched macaroni product with fortified protein as defined in appendix A to part 210 may be used to meet part of the meats/meat alternates component or the grains component but may not meet both food components in the same lunch.

(B) Nuts and seeds. Nuts and seeds and their butters are allowed as meat alternates in accordance with program guidance. Acorns, chestnuts, and coconuts may not be used because of their low protein and iron content. Nut and seed meals or flours may be used only if they meet the requirements for Alternate Protein Products established in appendix A to part 220. Nuts or seeds may be used to meet no more than one-half (50 percent) of the meats/meat alternates component with another meats/meat alternates to meet the full requirement.

(C) Yogurt. Yogurt may be used to meet all or part of the meats/meat alternates component. Yogurt

may be plain or flavored, unsweetened or sweetened. Noncommercial and/or non-standardized yogurt products, such as frozen yogurt, drinkable yogurt products, homemade yogurt, yogurt flavored products, yogurt bars, yogurt covered fruits and/or nuts or similar products are not creditable. Four ounces (weight) or 1/2 cup (volume) of yogurt equals one ounce of the meats/meat alternates requirement.

(D) Tofu and soy products. Commercial tofu and soy products may be used to meet all or part of the meats/meat alternates component in accordance with FNS guidance. Noncommercial and/or non-standardized tofu and products are not creditable.

(E) Beans and peas (legumes). Cooked dry beans and peas (legumes) may be used to meet all or part of the meats/meat alternates component. Beans and peas (legumes) are identified in this section and include foods such as black beans, garbanzo beans, lentils, kidney beans, mature lima beans, navy beans, pinto beans, and split peas.

(F) Other meat alternates. Other meat alternates, such as cheese and eggs, may be used to meet all or part of the meats/meat alternates component in accordance with FNS guidance.

(ii) Fruits component. Schools must offer daily the fruit quantities specified in the breakfast meal pattern in paragraph (c) of this section. Fruits that are fresh; frozen without added sugar; canned in light syrup, water or fruit juice; or dried may be offered to meet the fruits component requirements. Vegetables may be offered in place of all or part of the required fruits at breakfast, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or other vegetable subgroups, as defined in this section. All fruits are credited based on their volume as served, except that 1/4 cup of dried fruit counts as 1/2 cup of fruit. Only pasteurized, full-strength fruit juice may be used, and may be credited to meet no more than one-half of the fruit component.

(iii) Vegetables component. Schools are not required to offer vegetables as part of the breakfast menu but may offer vegetables to meet part or all of the fruit

requirement. Fresh, frozen, or canned vegetables and dry beans and peas (legumes) may be offered to meet the fruit requirement. All vegetables are credited based on their volume as served, except that 1 cup of leafy greens counts as 1/2 cup of vegetables and tomato paste and tomato puree are credited based on calculated volume of the whole food equivalency. Pasteurized, full-strength vegetable juice may be used to meet no more than one-half of the vegetable component. Cooked dry beans or peas (legumes) may be counted as either a vegetable or as a meat alternate but not as both in the same meal.

(iv) Grains component. (A) Enriched and whole grains. All grains must be made with enriched and whole grain meal or flour, in accordance with the most recent FNS guidance on grains. The whole grain-rich criteria included in FNS guidance may be updated to reflect additional information provided by industry on the food label or a whole grains definition by the Food and Drug Administration. Whole grain-rich products must contain at least 50 percent whole grains and the remaining grains in the product must be enriched. Schools may substitute meats/meat alternates for grains, after the daily grains requirement is met, to meet the weekly grains requirement. One ounce equivalent of meat/meat alternate is equivalent to one ounce equivalent of grains.

(B) Daily and weekly servings. The grains component is based on minimum daily servings plus total servings over a 5-day school week. Schools serving breakfast 6 or 7 days per week must increase the weekly grains quantity by approximately 20 percent (15) for each additional day. When schools operate less than 5 days per week, they may decrease the weekly quantity by approximately 20 percent (15) for each day less than 5. The servings for biscuits, rolls, muffins, and other grain/bread varieties are specified in FNS guidance. At least half of the grains offered weekly

must meet the whole grain-rich criteria specified in FNS guidance, and the remaining grain items offered must be enriched.

(3) Food components in outlying areas. Schools in American Samoa, Puerto Rico and the Virgin Islands may serve a vegetable such as yams, plantains, or sweet potatoes to meet the grains component.

(d) Fluid milk requirement. Breakfast must include a serving of fluid milk as a beverage or on cereal or used in part for each purpose. Schools must offer students a variety (at least two different options) of fluid milk. All fluid milk must be fat-free (skim) or low-fat (1 percent fat or less). Milk with higher fat content is not allowed. Low-fat or fat-free lactose-free and reduced-lactose fluid milk may also be offered. Milk may be unflavored or flavored provided that unflavored milk is offered at each meal service. Schools must also comply with other applicable fluid milk requirements in §210.10(d)(1) through (4) of this part.

(e) Offer versus serve for grades K through 12. School breakfast must offer daily at least the three food components required in the meal pattern in paragraph (c) of this section. To exercise the offer versus serve option at breakfast, a school food authority or school must offer a minimum of four food items daily as part of the required components. Under offer versus serve, students are allowed to decline one of the four food items, provided that students select at least 1/2 cup of the fruit component for a reimbursable meal. If only three food items are offered at breakfast, school food authorities or schools may not exercise the offer versus serve option.

(f) Dietary specifications. (1) Calories. Schools breakfasts offered to each age/grade group must meet, on average over the school week, the minimum and maximum calorie levels specified in the following table:

Calorie Ranges for Breakfast - Effective SY 2013-14			
	Grades K-5	Grades 6-8	Grades 9-12
Minimum-Maximum calories (kcal) ^{a b}	350-500	400-550	450-600

^a The average daily amount for a 5-day school must fall within the minimum and maximum levels.

^b Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium.

(2) Saturated fat. Schools breakfasts offered to all age/grade groups must, on average over the school week, provide less than 10 percent of total calories from saturated fat.

(3) Sodium. School breakfasts offered to each age/grade group must meet, on average over the school week, the levels of sodium specified in the following table within the established deadlines:

Sodium Timeline & Limits		
Grade	Target 1: 07/01/14	Target 2: 07/01/14
K-5	540 mg	485 mg
6-8	600 mg	535 mg
9-12	640 mg	570 mg

(4) Trans fat. Food products and ingredients used to prepare school meals must contain zero grams of transfat (less than 0.5 grams) per serving. Schools must add the trans fat specification and request the required documentation (nutrition label or manufacturer specifications) in their procurement contracts. Documentation for food products and food ingredients must indicate zero grams of trans fat per serving. Meats that contain a minimal amount of naturally-occurring trans fats are allowed in the school meal programs.

(g) Compliance assistance. The State agency and school food authority must provide technical assistance and training to assist schools in planning breakfasts that meet the meal pattern in paragraph (c) of this section, the dietary specifications for calorie, saturated fat, sodium, and trans fat established in paragraph (f) of this section, and the meal pattern in paragraphs (o) and (p) of this section, as applicable. Compliance assistance may be offered during training, onsite visits, and/or administrative reviews.

(h) State agency responsibilities for monitoring dietary specifications—(1) Calories, saturated fat, and sodium. When required by the administrative review process set forth in §210.18, the State agency must conduct a weighted nutrient analysis to evaluate the

average levels of calories, saturated fat, and sodium of the breakfasts offered during one week within the review period. The nutrient analysis must be conducted in accordance with the procedures established in §210.10(i) of this chapter. If the results of the review indicate that the school breakfasts are not meeting the standards for calories, saturated fat, or sodium specified in paragraph (f) of this section, the State agency or school food authority must provide technical assistance and require the reviewed school to take corrective action to meet the requirements.

(2) Trans fat. State agencies conducting an administrative review must review product labels of manufacturer specifications to verify that the food products or ingredients used by the reviewed school(s) contain zero grams of trans fat (less than 0.5 grams) per serving.

(i) Nutrient analyses of school meals. Any nutrient analysis of school breakfasts conducted under the administrative review process set forth in §210.18 of this chapter must be performed in accordance with the procedures established in §210.10(i) of this chapter. The purpose of the nutrient analysis is to determine the average levels of calories, saturated fat, and sodium in the breakfasts offered to each age grade group over a school week.

(j) Responsibility for monitoring meal requirements. Compliance with the applicable breakfast requirements in paragraph (b) of this section, including the dietary specifications for calories, saturated fat, sodium and trans fat, and paragraphs (o) and (p) of this section will be monitored by the State agency through administrative reviews authorized in §210.18 of this chapter.

(k) Menu choices at breakfast. The requirements in §210.10(k) of this chapter also apply to this Program.

(l) Requirements for breakfast period. (1) Timing. Schools must offer breakfasts meeting the requirements of this section at or near the beginning of the school day.

Sample 3-Week Menu Cycle for BIC

Week 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
Main Option	Whole Wheat Bagel with Cream Cheese or Jam	Breakfast Burrito (whole wheat tortilla, eggs, hash browns, cheese, peppers & ham)	Yogurt Parfait with Berries & Whole Grain Granola	Egg & Cheese Sandwich on Whole Wheat Muffin	Egg Scramble & a Bran Muffin (eggs, ham bits, onions, green peppers)
Alternate Option: Hot/Cold Cereal	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats
Fruit	Orange Slices	Apple	Orange Juice	Pears	Applesauce
Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk



Appendix G

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Main Option	Whole Wheat Pancakes with Syrup	Toast & Eggs	Breakfast Ham & Hash Browns	Scrambled Eggs & Whole Wheat Mini Bagels	Peanut Butter & Jelly Sandwich (on whole grain bread)
Alternate Option: Hot/Cold Cereal	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats
Fruit	Mixed Berries	Mandarin Oranges	Canned Pears	Fresh Banana	Strawberry Applesauce
Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Main Option	String Cheese & Whole Grain Crackers	Smoothies and Whole Wheat Mini Blueberry Muffin	Whole Grain Cinnamon Roll	Whole Grain French Toast & Sausage	Overnight Oats with Mixed Berries
Alternate Option: Hot/Cold Cereal	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats	Oatmeal, Cheerios, Raisin Bran, Life, Frosted Mini Wheats
Fruit	Whole Banana	Apple	Homemade Fruit Cocktail	Apple Juice (1 cup)	Orange Juice (1/2 cup)
Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk	Skim, 1% or Chocolate Skim Milk

Recipes for BIC

Aloo Paratha

20 servings, 1.5 grain each

For the filling

8 medium-sized potatoes, boiled and peeled

2 green chilis diced

6 tbsp of Garam masala spice mixture

(or any combination of cumin)

½ cup cilantro, finely chopped

Red chili powder to taste

1 teaspoon of salt

For the dough

4 cups wheat flour (plus more for rolling)

2 cups water, or as needed

Oil for cooking

1. Boil potatoes and peel them.
2. In a bowl, combine potatoes with green chili, Garam masala, red chili powder, salt, cilantro.
3. Mash the seasoned potatoes until they are soft and well-mixed.
4. In another bowl, combine flour and salt together. Add just enough water to create elastic dough. If the dough is too tough, add more water; if dough is too watery add more flour.
5. Knead the dough on a lightly oiled surfaced until it is soft and pliable; let it rest for 20-30 minutes. (if the dough feels tough, you are over-kneading it.)
6. Separate the dough into 20 equal parts and form into balls. Sprinkle dry flour on the dough balls. Using a rolling pin, roll each ball into 5 inch circles.
7. Place tablespoon of potato mixture into the center of the circular piece.
8. Fold the dough into a taco-shape so that the potato mixture stays in the center. Then use your fingers to pinch the edges together and seal the potato mixture inside the dough.
9. Lightly flatten the dough ball with the palm of your hand. Then use the rolling pin to re-roll the dough ball into 6 inch circle.
10. Heat the griddle and add a small amount of cooking oil to surface. Add the paratha over low heat, turning occasionally to both sides. Once the paratha starts puffing up and turning golden brown, remove from the heat and set aside to



Banana Bread

10 servings, 1 grain each

Ingredients

4 (1 ½ cups) overripe bananas

½ cup vegetable oil

2 beaten eggs

1 tsp vanilla

1 cup brown sugar

1 ½ whole wheat flour

1 tsp baking powder

¾ tsp salt

½ tsp baking soda

1. Preheat oven to 350 degrees F.
2. Grease 9x9 baking pan
3. In large bowl mix bananas, oil, eggs and vanilla
4. Stir in dry ingredients and blend well.
5. Pour into prepared pan and bake for 45 minutes-1 hour, or until middle is cooked through.



Other BIC Non-Packaged Suggestions

- Carrot and Quinoa Muffins
- Buttermilk biscuits
- Fruit and bran muffins
- Oatmeal pancakes
- Pumpkin pancakes
- Pumpkin squares
- Maple apple French toast bake
- Peanut butter apple wraps (or sun butter for allergies)
- Banana and peanut butter wraps (or sun butter for allergies)
- Fiesta wrap (breakfast burrito)
- Stir fried green rice, eggs and ham (turkey ham)
- Overnight oat recipes
- Protein bites/balls
- Breakfast sandwiches
- Yogurt parfaits
- Recipes for breakfast bento box
- Homemade granola bars
- More cultural recipes (some populations in districts include, Hispanic, Native American, Samoan, Middle Eastern)



Farm to Breakfast

Farm to School can happen at breakfast too! Farm to School is a great way to support kids, farmers, and your community.

What to Serve?

Fruit is always a popular breakfast item. The table below shows when peak season for popular Utah fruits overlaps with school months. You can also freeze local fruit to serve throughout the winter.

Local Fruit Peak Seasons	
Fruit	Utah Harvest Months
Apples	August-November
Blackberries	August-September
Melons	August-October
Peaches	August-September
Pears	September-October
Raspberries	August-October
Strawberries	August-October

Don't forget about local eggs, meat, grains, and dairy—these items are in season all year long. Storage crops like apples, pears, and potatoes also last well for months after being harvested.

Where to buy local breakfast items?

Figuring out where to buy local products is often the most challenging part of getting them into your school meals. Fortunately, we have some resources to make that easier.

Utah Farmer List

Check out the Utah Farmer list available at utfarm-tofork.org. You can sort farmers by the products they

sell, and view the information in both list and map formats.

School Gardens

Your school garden may not produce enough food to make up a large portion of the breakfast menu, but you can still use small amount of student-grown produce to increase student engagement and as a tool for nutrition education. Simple ways to integrate school garden produce into breakfast items include herbs in scrambled eggs, berries with yogurt, or a fresh tomato salsa alongside a breakfast burrito.

Distributor

Let your distributor do the work for you, by informing them that you would like to purchase Utah-grown products whenever possible. You can even include this as a clause in your next contract.

Promotion

Don't forget to promote the local items you serve! This is a great way to get students and parents excited about school breakfast. Consider teaming up with the farmers who grow your food to share information with parents and in the classroom. The Lunch Box (<http://www.thelunchbox.org/marketing/>) has a variety of marketing resources to help market school meals programs, including some specific to Farm to School, and Dairy West (<http://www.dairywest.com/shop/>) has a large catalog of resources that can be used to promote local dairy products on your menus.

