Breakfast in the Classroom
AWAKE • ALERT • ACHIEVE
Toolkit for Arizona Schools
# Table of Contents

## Breakfast in the Classroom Overview
- Introduction .................................................. 3
- Why Is School Breakfast Important? .................. 3
- What is Breakfast in the Classroom? .................. 4
- Benefits of Breakfast in the Classroom ............... 5
- What Does Breakfast in the Classroom Mean For Me? .. 6
- Principals .................................................... 6
- School Nutrition Staff ...................................... 6
- Teachers ...................................................... 7
- Custodial Staff ............................................. 7
- Students ..................................................... 8

## Planning for Success and Continuous Improvement
- Plan-Do-Check-Act Model .................................. 9

## Budgeting and Funding Sources
- Budgeting for Breakfast in the Classroom .......... 11
- Increased Reimbursement ................................ 11
- Dairy Council of Arizona .................................. 12
- Federal Government ...................................... 12
- Fuel Up to Play 60 ....................................... 12
- Got breakfast? Foundation .............................. 12
- Valley of the Sun United Way ......................... 12
Breakfast in the Classroom Overview

Welcome to the Arizona Breakfast in the Classroom (BIC) Toolkit. Compiled by Valley of the Sun United Way, Dairy Council® of Arizona (DCA) and Arizona Department of Education (ADE), the BIC toolkit is a useful guide with a wealth of ideas to help schools launch a classroom breakfast program. The purpose of the toolkit is two-fold:

1. To assist in a smooth transition from a traditional school breakfast model to an alternative breakfast model and
2. To ensure ongoing and continued program success.

Offering BIC in your school is a simple way to improve the school environment and ensure all children receive a nutritious breakfast. The toolkit is divided into easy-to-use sections that provide important information about the benefits of BIC, best practice tips, useful tools and much more. Also included are additional resources with links to sample menu ideas, media and marketing materials, financial planning tools and other helpful information.

Why is School Breakfast Important?

Many Americans experience hunger and food insecurity.

Hunger in Arizona:

- Hunger can affect people of any age, race or educational background.
- One in five Arizonans live below the federal poverty line and record numbers of Valley residents continue to turn to local food banks for assistance. Current need is great and threatens to overwhelm our local network of resources and support services.
- Approximately 82,000 households in Maricopa County struggle to put food on the table for themselves or their families, and 45% of them are households with children.
- The most severely impacted by food insecurity are those who most need nutritious meals: Children and youth, single parents, pregnant women and seniors.
- An estimated 48,000 households frequently reduced the amount of food they ate during 2010. Another 24,000 households with children had to reduce the quality, variety, or desirability of their food (United States Department of Agriculture).

Breakfast plays a significant role in shaping the learning environment.

- Missing meals and experiencing hunger impair children’s development and achievement. Hungry children are unable to focus on school, threatening educational success.
• Children who eat school breakfast are more likely to:
  o Reach higher levels of achievement in reading and math.
  o Concentrate better.
  o Be more alert.
  o Retain more of what they learn.
  o Participate in class.
• Universal school breakfast is associated with:
  o Reduced absenteeism.
  o Reduced tardiness.
  o Reduced behavior problems.
  o Reduced nurse’s office visits.
  o Increased standardized test achievement scores.
  o Higher grades.
  o Positive learning environments.

What is Breakfast in the Classroom?

BIC is an alternative breakfast model where breakfast is eaten in the classroom after the official start of the school day. A breakfast of easy-to-eat items is brought from the cafeteria to the classroom on mobile food carts by students or school nutrition staff.

**BIC Is Simple and Easy**

1. Breakfast is brought to the classroom and students eat at their desks or a designated area in the classroom.
2. When finished eating, students dispose of their trash.
3. At the end of breakfast, the trash is left outside the classroom or brought to a central location for pickup by custodial staff.

**Important Points to Remember!**

**BIC Takes About 10 – 15 Minutes to Serve, Eat and Clean-up**

**BIC Can Be Considered Part of Instructional Time**

To make use of time, teachers can incorporate morning activities into the allotted classroom breakfast time. A few suggestions are:

• Take attendance.
• Give morning announcements.
• Integrate classroom breakfast time with classroom instruction. See ‘Classroom Breakfast Time is Learning Time’ on page 46 for some ideas for integrating BIC with instruction.

**Since my school has started serving breakfast in the classroom I have seen fewer kids in the mornings with tummy aches and headaches because they didn’t eat.**

Tricia Pitts, R.N.
School Nurse,
Capitol Elementary School
Phoenix Elementary School District
Benefits of Breakfast in the Classroom

- **Increased Student Participation:** Nationally, less than half of children who are eligible for a free or reduced price breakfast through the federal School Breakfast Program are participating. Data for Arizona is similar; 2012 data indicates a 49.3% free and reduced price student participation rate. Studies show that universal school breakfast programs dramatically increase student participation in school breakfast (Food Research and Action Center).

- **Reduced Stigma for Kids:** Many students who are eligible for free or reduced-price school breakfast do not participate because of the stigma that only poor students go to the cafeteria for breakfast before school. By offering breakfast to all students, some of the stigma of eating school breakfast is eliminated.

- **Less Paperwork (Provision 2, Provision 3 or Community Eligibility Provision):** Operating the School Breakfast Program under one of ADE’s Special Assistance Programs can significantly reduce the administrative burden for schools. In Provision 2 and 3, sites only need to determine student eligibility once every three to four years, rather than every year. Under the Community Eligibility Provision, the administrative burden of National School Lunch Program (NSLP) is even further reduced because meals are reimbursed based on an identified student percentage.

  The identified student percentage is established once every four years and is derived from non-application sources, such as Direct Certification rates. In all types of Special Assistance, after the initial year, there is no need to collect student eligibility information or track meals served by the free, reduced and paid categories. Contact your ADE School Nutrition Programs Specialist for more information on Special Assistance Provisions.

- **Increased Reimbursements:** Because more students are participating in school breakfast, the amount of reimbursement your school receives will also increase. Even though food costs will increase as more food is served, the difference between the cost of the meal and the amount of reimbursement per meal is often enough to result in increased revenue.

**Did you know?**
Research shows that a BIC model is the single best way to increase participation and achieve the widespread gains in academic success linked to school breakfast consumption.
What Does Breakfast in the Classroom Mean for Me?

**Principals**

Principals and other site administrators play an important role in the success of BIC. Not only does the support from administrators create an atmosphere where BIC is readily accepted and implemented, but it can create a school environment where students are well nourished, focused and ready to learn.

**Strategies for Success:**

- Embrace BIC and let your staff know you are prepared to troubleshoot any challenges that may arise.
- Include teachers and school nutrition staff in the planning of BIC to create school-wide buy in and ownership of the transition.
- Be an advocate for BIC by working with administrative staff to develop and send letters home and to create or revise marketing materials.
- Don’t give up if things don’t go smoothly the first couple of weeks. Have patience and work to overcome barriers rather than throwing in the BIC towel!

**School Nutrition Staff**

The key to providing students with a nutritious breakfast in the morning is the school nutrition staff. Shifting to BIC does not have to mean more work for school nutrition staff. Proper training can enhance the potential for successful implementation. Depending on the current breakfast service method of your school, BIC can be set up to work with current operations with very few changes. When compared to regular food service, BIC requires about the same amount of staff labor. In schools implementing BIC, school nutrition staff run their regular kitchen operations, but pack food into hot and cold insulated food bags rather than serving the food to students through the service line.

**Strategies for Success:**

- Enlist school nutrition staff in the planning of BIC.
- Provide trainings on how menu and daily operations will change.
- Have a trial run prior to the start of the program. You do not need to actually use and deliver food, but it is a good idea to walk through how food bags will be packed, loaded on carts, delivered and collected.

My first reaction to having breakfast in the classroom at my school was, “Why not?”. It’s good for kids. Our student population struggles with finding nutritious breakfast and lunch; sometimes the meals we serve here are the only nutritional meals that the students receive. So my first instinct was if it’s good for kids, then we’re on board.

Karen Peterson
Principal, Griffith Elementary School
Balsz Elementary School District
**Teachers**

Teachers assume many roles to support school and student success. They are essential to implementing a successful BIC program.

BIC need not create extra work for teachers and paraprofessionals. The only extra requirement for teachers is to complete a daily breakfast roster to note which students take full meals. The roster can be easily completed by the teacher during attendance or done by a paraprofessional.

Keep in mind that implementing BIC will require changes to the beginning of the school day and may be challenging during the first few days as a routine is being established. In most cases where BIC has been implemented, teachers and paraprofessionals report that any additional work or initial issues were outweighed by the benefits of students becoming more focused, settled and ready to learn after breakfast.

**Strategies for Success:**

- Complete the daily breakfast roster by counting those students who take a complete breakfast.
- While students eat breakfast, teachers are encouraged to complete administrative functions, check in library books, take attendance, discuss plans for the day or lead an educational activity. See ‘Classroom Breakfast Time is Learning Time’ on page 46.
- Supervise students or develop student leadership teams to oversee details as they dispose of breakfast trash and place the trash and breakfast delivery equipment in the hallway outside the classroom when breakfast is finished.

**Custodial Staff**

Custodial staff play an important role in maintaining a successful school environment.

Shifting to BIC does not necessarily mean more work for custodial staff, just a change in the trash removal procedure. In fact, BIC would mean the cafeteria would stay clean for morning assemblies or meetings without adding to custodial duties. When implementing BIC, a major concern is the effect of bringing food into the classroom, such as pests and unmanaged trash. School districts where BIC has been implemented have found ways to manage this concern.

**Trash Removal:** Students can be responsible for clearing away their trash after eating. Student clean-up teams dispose of the trash or place the trash outside the classrooms for custodial staff to collect. Custodial schedules may need to be adjusted to facilitate collection of the additional trash.
**Strategies for Success:**

- Enlist the help of student clean-up teams to assist in trash removal. They can be responsible for moving trash into the hallway or a central location.
- Work with custodial staff to develop a trash collection schedule.

**Pest Prevention/Control:** Pest prevention is a common concern when implementing BIC. Teachers can instruct children how to manage minor spills and clean up properly in order to prevent pests.

**Strategies for Success:**

- Purchase a carpet extractor for each site. This can be either a large industrial unit, or a smaller, hand-held version that can be shared among all classes to manage minor spills.
- Remember that good communication and training for all staff is important in managing spills and minimizing pests.

**Students**

Student participation is important to a successful BIC program. Consider these ideas for increasing student involvement:

**Strategies for Success:**

- Get students involved with planning the breakfast menu through courses, clubs and contests.
- Engage students in the decision-making processes. For older students, consider holding a design competition for your school’s “breakfast logo” or breakfast marketing posters.
- Involve students with some of the responsibilities. For example, involve the students with cleaning up; students learn responsibility by cleaning up after themselves and helping clean up after others. Start a School Breakfast Helper Program, where students receive special training and badges. Allow students who help with breakfast to earn hours for required community service.
- If your school participates in Fuel Up To Play 60, the student wellness team can work on gathering student ideas and sharing those ideas with administration.
The Plan-Do-Check-Act (PDCA) model is a four-step process for carrying out change and starting new programs. The PDCA model is a roadmap to guide continuous program improvement and to identify barriers to success. PDCA can help facilitate your Breakfast in the Classroom (BIC) planning, implementation and continued success.

The PDCA model:

- **Plan**
  - 1. Implement the BIC program
  - 2. Do
  - 3. Check
  - 4. Act

- Reflect and act on what you have learned
- Plan the BIC program
- Assess the progress of the BIC program

On the following page are some suggestions for each phase of the PDCA model that can be incorporated into your school's BIC program.
Plan:

• Involve school personnel (e.g., teachers, paraprofessionals, school nutrition staff and custodial staff) prior to program roll-out, distribute educational materials to staff about the academic, behavioral and health benefits of BIC.
• Arrange training sessions for all staff on BIC logistics and implementation.
• Make a plan for each classroom for setup, serving and clean-up.
• Plan ahead to prevent pests. Work with custodial staff to develop a plan for gathering trash; consult existing integrated pest management plans to ensure classroom breakfast models are in compliance.
• Write a plan for substitute teachers to follow and have it readily available.
• Market, market, market! Work with your school’s communications department to develop materials for parents.

Do:

• From the beginning of the implementation process, encourage teachers and paraprofessionals to develop a structured routine for student service and clean-up of classroom breakfast.
• Be patient! The first few days or weeks of BIC may be challenging. Stick with it; once routines are developed, everything is likely to run smoothly.

Check:

• After several weeks evaluate the program to determine if changes need to be made.
• Identify the challenges, barriers and successes.
• Meet with students and school staff to get their feedback.

Act:

• Promote results.
• Make changes based on what you have learned.
• Implement the improved solutions.
• Reflect and act on what you have learned.
BUDGETING AND FUNDING SOURCES

Budgeting for Breakfast in the Classroom

Budgeting for Breakfast in the Classroom (BIC) includes a variety of aspects that will need to be planned and budgeted. Although there may be some start-up costs to begin a BIC program, once BIC is implemented, it is usually self-supporting.

The Oregon Department of Education created a calculating spreadsheet to help schools determine meal costing, gross annual revenue, food, supplies, labor, net annual revenue and meal pricing. The spreadsheet includes 6 different financial worksheets that will help to determine if your school can afford to offer a non-pricing classroom breakfast program. These worksheets offer a general overview of potential costs and revenues, and may help you to determine:

1. Meal Costing
2. Annual Revenue Before Expenses
3. Annual Food and Supply Costs
4. Annual Labor Costs
5. Annual Revenue After Costs
6. Cost for Pricing Program

See Appendix A for details on how to use this valuable spreadsheet.

Funding Sources

Increased Reimbursement: As schools transition to BIC, school breakfast participation increases. Reimbursement is based on the number of reimbursable meals provided to students. The contents of a reimbursable meal will vary based on the type of food service system used at your school (Offer versus Serve, or Serve Only). As more students receive reimbursable meals, the school’s reimbursement amount also increases.

Although the food and labor costs may increase, the meal costs may remain the same. The difference between the meal cost and the amount received for free and reduced breakfasts often generates increased revenue which may be used to support BIC sustainability. Schools that have a high free and reduced percentage can also benefit by transitioning to Provision 2, Provision 3 or Community Eligibility Provision, which may allow all meals to be served to students at no cost. Reimbursement amounts are based on percentages established in a Base Year, or are established...
based on an identified student percentage tied to Direct Certification. Talk to your ADE School Nutrition Specialist if you would like more information on these programs and to determine if these provisions are feasible for your school.

The following organizations provide funding for different aspects of a BIC program. Check with each organization for information on how they can help cover start-up costs:

**Dairy Council® of Arizona:** [http://www.dairycouncilofaz.org](http://www.dairycouncilofaz.org)
Dairy Council® of Arizona is a not-for-profit nutrition education organization funded by dairy farm families in Arizona. Nutrition education materials, curriculum packages and resources are provided throughout the state at no charge. Funding may be available to purchase milk coolers to accommodate additional milk needed in serving more children through BIC or to purchase insulated food bags to deliver meals to each classroom.

**Federal Government:** [www.grants.gov](http://www.grants.gov)
Grants.gov provides a comprehensive list of federal grants managed in partnership by the United States Department of Health and Human Services. This site often lists School Breakfast Program Expansion Grant opportunities as well as Farm to School Grant funding and much more. Search [www.grants.gov](http://www.grants.gov) by keywords such as ‘school breakfast’.

**Fuel Up to Play 60:** [http://enroll.fueluptoplay60.com/funds/introduction.php](http://enroll.fueluptoplay60.com/funds/introduction.php)
National Dairy Council® and the National Football League have collaborated to create the nation’s leading school wellness program. In Arizona, Fuel Up to Play 60 is administered by Dairy Council® of Arizona, and provides funding (up to $4,000) to schools to make changes in the nutrition and activity environment at the school level. This funding may be used to support implementing a BIC program. In Arizona, for Fuel Up To Play 60 information and support, contact Patricia Johnson, MS, RD, SNS, Director of Nutrition Services, Dairy Council® of Arizona at pjohnson@dairycouncilofaz.org.

**Got breakfast? Foundation:** [www.gotbreakfast.org](http://www.gotbreakfast.org)
The mission of ‘Got breakfast?’ is to ensure that every child starts the school day with a nutritious breakfast in order to learn, grow and develop to the child’s potential. ‘Got breakfast?’ aims to increase access to breakfast programs to help fight obesity, raise test scores and improve overall health.

**Valley of the Sun United Way:** [www.vsuw.org/community-objectives/end-hunger](http://www.vsuw.org/community-objectives/end-hunger)
United Way is committed to ending hunger in Maricopa County and may provide qualifying schools in Maricopa County with start-up funds (up to $5,000) to implement a BIC model. Funds are to be used for the purchase of food carts, carpet extractor and large garbage bins. For more information contact Lora Reid, Community Impact Manager at 602-631-4877 or lreid@vsuw.org.
Marketing Your Breakfast in the Classroom Program

It is important to market your Breakfast in the Classroom (BIC) program to all of the people who will be involved, including school staff, parents and community partners. Use the following suggestions to help make sure everyone is aware of the problem of child hunger and how BIC can help feed hungry children.

Principals

Principals have strong interests in the academic success of their students. For instance, some schools serve breakfast on test days because studies show an improvement in performance when students have eaten breakfast. Breakfast is also important every school day when students are learning academic content that will be on their tests. Principals play an important role in deciding whether to start a BIC program. They also lead teachers toward the goal of developing successful students. The following suggestions can help principals market the BIC program to help ensure success:

Provide a key resource for parents and families
- Inform parents that they can count on school breakfast when family schedules are rushed and children do not feel like eating before school.
- Send a letter or flyer to parents at the start of the year to make sure they know about the School Breakfast Program. Send regular communication home with students.
- Encourage more families to complete their free and reduced-price meal applications.
- Affirm students for “starting smart” with a good breakfast by joining them in the morning.

Teachers

As a teacher, you are also a role model for your students. You can market the BIC program by encouraging your students to eat breakfast and in the process you help prepare them to learn. Try these suggestions to help promote the BIC program throughout the school day and year.
- Have students create and conduct breakfast surveys. Use the information gathered to study percentages in math class or to study trends in social studies.
- Promote breakfast using posters and songs created by students. The activities can be part of art or music classes or serve as an educational school wide contest.
- When learning about different countries, look at what different cultures eat for breakfast. Relate particular breakfast foods to a country’s climate, agriculture, customs and exports.
- Reinforce the MyPlate Food Guidance System by showing how it relates to breakfast.

We know that if our kids get a healthy breakfast, they’re more apt to learn, they’re more apt to pay attention, they’re more apt to retain the information and that’s going to pay off in the long run.

Karen Peterson
Principal, Griffith Elementary School
Balsz Elementary School District
School Staff

Promote the BIC program to school staff. Included in this section is a sample flyer intended for school staff.

Parents

Promote the BIC program to parents by using a variety of communication strategies such as:

- Send home a flyer and/or letter to parents. In this section are a sample flyer and a sample letter in both in English and Spanish. The materials include information on the BIC program, benefits of the program and other important information.
  - If your school provides a free breakfast to all students, add the following statement to the Parent Flyer and/or Parent Letter: All students eat for FREE.
- Include an article in the school’s newsletter.
- Post an announcement on the school’s website and/or social media.
- Email parents explaining the program.
- Highlight BIC on your school marquee.
- Present the new breakfast program at a meet the teacher night and other parent/school gatherings.

When it comes to any kind of a program, you have to really start with the belief system that is this something that we believe in. Do we believe that all of our students deserve to have breakfast available to them every day?

Jeffery Smith, Ed.D.
Superintendent,
Balsz Elementary School District
STARTING [INSERT DATE]
[INSERT SCHOOL NAME]

WILL BEGIN A NEW BREAKFAST PROGRAM

‘BREAKFAST IN THE CLASSROOM’

This will be a real bonus for you and your school! Studies have shown that a universal breakfast program:

★ Improves the health, nutrition and well-being of students
★ Improves classroom performance and yields better test scores and grades
★ Improves student’s ability to focus better in class
★ Decreases disciplinary problems, tardiness and visits to the nurse
★ Increases attendance rates
★ Contributes to the overall revenue of a successful child nutrition program

Also...
★ Preparation and clean-up can be simple; minimal labor is required!

School staff are important partners in the Breakfast in the Classroom program and play a key role in the implementation and success of the program. We want to make this transition as seamless as possible.

A Breakfast in the Classroom Training will be offered on [insert date, time, place].

As this is a new program at [insert school name], we ask that you attend this training. If you have any questions, please contact [insert contact person] at [insert contact information].
INTRODUCING A NEW WAY TO GIVE STUDENTS A NUTRITIOUS START EVERY DAY!

[insert school name] is happy to announce
Breakfast in the Classroom starting [insert date]

Everyone wins with
Breakfast in the Classroom

★ Improves the health, nutrition and well-being of students
★ Students are able to focus better in class
★ Students start their day by eating a healthy breakfast

Breakfast will be served in every classroom at the start of each day.

Additional information will be sent to parents by [insert date letter will be sent].
If you have any questions please contact [insert contact name] at [insert contact information].
¡PRESENTANDO UNA NUEVA FORMA DE OFRECER A LOS ESTUDIANTES UN INICIO NUTRITIVO CADA DÍA!

La escuela [insert school name] con gusto anuncia el Desayuno en el Salón de Clases a partir de [insert date]

Todos ganan con el Desayuno en el Salón de Clases

★ Mejora la salud, la nutrición y el bienestar de los estudiantes
★ Los estudiantes pueden enfocarse mejor en sus estudios
★ Los estudiantes comienzan su día comiendo un desayuno saludable

El desayuno se servirá en cada salón de clases al inicio de cada día.

Se enviará información adicional a los padres de familia para [insert date letter will be sent]. Si tiene usted cualquier pregunta, por favor comuníquese con [insert contact name] al/en [insert contact information].
Dear Parents,

[Insert school name] is happy to announce a new breakfast program. Beginning on [insert date] all students will have the opportunity to eat breakfast with their classmates in the classroom. The new program replaces our current breakfast service.

What is Breakfast in the Classroom?
• Breakfast is eaten in the classroom every school day.
• Breakfast is served the first 10 minutes of class.
• Participation is voluntary.

How does Breakfast in the Classroom work?
• Each day breakfast is packaged in insulated bags and rolled to the classrooms on mobile carts.
• Each student chooses a breakfast and eats at his or her desk while the teacher takes morning attendance, does review work or reads announcements.
• Trash is put into a trash container for removal; no food is left inside the classroom.

What foods are served in Breakfast in the Classroom?
• An entrée, a fruit or juice, and milk are available daily.
• Meals are healthy, easy to eat and include popular breakfast items. Breakfast menus are available at [insert link. If you do not have a menu link, include a copy of the menu for the month].
• If your child requires a special diet (per doctor’s orders), a form can be filled out and arrangements made to address your child’s needs. Forms are available at [insert link].

What are the benefits of Breakfast in the Classroom?
• Students concentrate better and remember more of what they learn.
• Students perform better academically.
• Absenteeism and tardiness is decreased.

Please note: If you do not want your child to participate, they do not have to eat the school breakfast provided. Let the teacher know that you do not want your child to participate.

If you have any questions, comments or suggestions about this breakfast program you can contact [insert contact name and contact information].

School starts at [insert time]. Upon arrival to school your child should go to [insert location]. Please share this exciting news with your child!

Thank you,

[insert signature line]
Estimados Padres,

Es un placer para la escuela [insert school name] anunciar un programa nuevo de desayunos. A partir de [insert date] todos los estudiantes tendrán la oportunidad de desayunar con sus compañeros de escuela en el salón de clases. El nuevo programa reemplaza nuestro servicio actual de desayuno.

¿Qué es el Desayuno en el Salón de Clases?
- El desayuno se comerá en el salón de clases cada día escolar.
- El desayuno se servirá dentro de los primeros 10 minutos de la clase.
- La participación es estrictamente voluntaria.

¿Cómo funciona el Desayuno en el Salón de Clases?
- Cada día el desayuno se empacará en bolsas aisladas y se entregará a los salones de clases en carritos móviles.
- Cada estudiante selecciona un desayuno y se lo come en su escritorio mientras los maestros pasan lista, revisan tareas o leen anuncios.
- Los desechos se colocan en una bolsa de basura a ser removida. No se deja comida en el salón de clases.

¿Qué alimentos se sirven en el Desayuno en el Salón de Clases?
- Una comida entera, fruta o jugo, y leche será disponible todos los días.
- Los alimentos son saludables, fáciles de comerse e incluyen artículos populares de desayuno. Los menús del desayuno están disponibles en [insert link. If you do not have a menu link, include a copy of the menu for the month].
- Si su hijo/a requiere una dieta especial (por órdenes del doctor), se puede llenar una forma y se harán arreglos para satisfacer las necesidades de su hijo/a. Las formas están disponibles en [insert link].

¿Cuáles son los beneficios del Desayuno en el Salón de Clases?
- Los estudiantes se concentran mejor y recuerdan más lo que aprendieron.
- Los estudiantes se desempeñan mejor académicamente.
- Se reduce el ausentismo y los retrasos.

Por favor noten: Si no desean que sus hijos participen, no tienen qué comerse el desayuno escolar que se les proveerá. Infórmenle ala maestro/a que no desean que sus hijos participen.

Si tienen cualquier pregunta, comentario o sugerencia sobre este programa de desayunos, pueden comunicarse con [insert contact name and contact information].

La escuela empieza a las [insert time]. Llegando a la escuela, su hijo/a debe de ir [insert location]. ¡Por favor compartan estas noticias emocionantes con sus hijos!

Muchas gracias,
[insert signature line]
Frequently Asked Questions

The following are frequently asked questions about Breakfast in the Classroom (BIC):

1. **How long does BIC take?**
   Concerns about lost instructional time have been raised; however, in practice, little teaching time is lost when using a BIC model. From start to finish, BIC usually takes about 10-15 minutes to serve, eat and clean up.

2. **Do all students have to eat breakfast?**
   No, a child should never be forced to participate in a meal program.

3. **Will BIC take away instructional time?**
   Teachers report that BIC does not take away from instructional time, since breakfast usually takes place during morning announcements and attendance – time that previously was not being used for regular classroom instruction anyway. In some cases, moving breakfast into the classroom can lead to a gain in instructional time because students are already settled down and focused when instruction begins. Teachers may also choose to incorporate classroom instruction into breakfast time.

4. **We don’t have extra staffing in our school to serve BIC. Will BIC create additional work for teachers?**

5. **Do teachers need to get a food handlers card?**

6. **What kind of paperwork is involved for teachers?**

7. **What are the benefits to teachers of having BIC?**

8. **Will BIC make my classroom dirty?**

9. **How does BIC fit in with my school’s integrated pest management plan?**

10. **Will BIC create additional work for custodians?**

11. **What if some of my students pay for their meals – how do I handle collecting payment?**

12. **Shouldn’t it be the parents’ responsibility to feed their child breakfast at home?**

13. **Breakfast is already offered in the cafeteria at my school and hardly any students participate. Does moving breakfast into the classroom really increase participation?**

---

Student, John Jacobs
Elementary School
4. **We don’t have extra staffing in our school to serve BIC. Will BIC create additional work for teachers?**

Many schools have successfully implemented a BIC program without hiring additional help. A common myth is that teachers have to work “off contract” in order to successfully implement BIC. In reality, instruction or administrative activities occur during breakfast, thus making breakfast time “count” as allowable instructional time. The only extra requirement for teachers is to complete a daily breakfast roster to note which students take full meals. The roster can be easily completed by the teacher during attendance or done by a paraprofessional.

5. **Do teachers need to get a food handlers card?**

Teachers are not expected to handle the food served during BIC and therefore will not need to get a food handling certification to participate.

6. **What kind of paperwork is involved for teachers?**

A daily breakfast roster will be sent every day for the breakfast count. Teachers will simply need to count the number of students and mark the total on the roster and place back in the food bag.

7. **What are the benefits to teachers of having BIC?**

There is well-documented research demonstrating that children who eat breakfast at school have improved classroom performance, better test scores and grades, increased ability to concentrate, better attendance, less disciplinary problems, fewer tardies and less visits to the nurse. Many teachers already spend their own money to buy snacks and other food items for students to eat in their classroom when breakfast is not available at school. With BIC, children will start the day fed and ready to learn.

8. **Will BIC make my classroom dirty?**

As long as students are provided with a structured routine for the service and clean-up of breakfast, BIC has not been shown to result in dirty classrooms. When adopting BIC, teachers simply develop an in-classroom service plan that works best for their particular students. For example, teachers can choose a self-serve model where students pick items directly from a food bag at the front of the classroom, or choose to have student helpers or paraprofessionals deliver breakfast items to each student at their desks. Teachers can also enlist students to help with clean-up – each student cleans up his or her own desk after eating breakfast; alternatively, student helpers or paraprofessionals can assist with

---

When we began breakfast in the classroom, I initially said, “No way”. I feared trash, damaged carpet, a waste of time. That hypothesis was wrong. After doing this for the length of time that I’ve done it, 3 years, it’s routine, consistency, it’s awesome. It can be done in a very short period of time.

Pamela Johnson
Teacher, Hartford Elementary School
Chandler Unified School District
clean-up of desks after breakfast is eaten. For younger students, teachers or paraprofessionals might need to initially model for students how to clean up and dispose of breakfast items. After a few weeks, students develop routines and classroom-eating manners, eliminating any initial issues with bringing food into the classroom. Another reported benefit of BIC is an improvement in students’ table manners and mealtime social skills.

9. **How does BIC fit in with my school’s integrated pest management plan?**
BIC does not have to be at odds with integrated pest management (IPM). The secret to success is clear, consistent communication between custodial and school nutrition staff to ensure that breakfast foods are easy to eat, serve and clean up. For example, the menu could be modified to serve foods like bagels or tortilla wraps, instead of muffins, to minimize crumbs. Classrooms should also be equipped with paper towels or wipes so students can clean desks before and after breakfast, and with large trash containers to facilitate easy disposal of trash from breakfast service. If your school does not have an IPM plan, talk to your school administrator about putting one in place.

10. **Will BIC create additional work for custodians?**
Many custodians have successfully worked with school administrators and staff to implement BIC programs. A shift to BIC need not require extra work for custodial staff as long as it is properly implemented. Typical foods in a BIC program are easy to serve, eat, and clean up, reducing the likelihood of spills and crumbs. Most schools provide large trash containers for each classroom, which 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 have common areas for lunch room and physical education classes, which often causes scheduling problems. In these cases, the BIC program could actually reduce custodial clean-up time, giving custodians more time to focus on other tasks, and allowing for more effective use of common areas.

11. **What if some of my students pay for their meals – how do I handle collecting payment?**
Not all schools provide a free breakfast to every student. If your school has students who don’t qualify for free meals, teachers will be responsible for tracking which students take a reimbursable breakfast and the cafeteria and/or office staff will use the Benefits Issuance Document (BID) to charge the student accounts accordingly.
12. **Shouldn’t it be the parents’ responsibility to feed their child breakfast at home?**  
Parents who choose to have their children eat breakfast at school are responsible parents! Busy parent lifestyles as well as bus and commuting schedules 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. Serving breakfast at school, after the opening bell, provides all students with the morning nutrition they need to start their day.

13. **Breakfast is already offered in the cafeteria at my school and hardly any students participate. Does moving breakfast into the classroom really increase participation?**  
One of the greatest benefits of an alternative service model such as BIC is that it can dramatically increase participation. In fact, BIC is associated with the highest school breakfast participation rates, which can be as high as 98 percent of the school’s enrollment. With traditional before-school, cafeteria-based breakfast models; it may be difficult to accommodate students due to bus schedules and drop-off times. Often students are in a rush and preoccupied with getting to class and talking to friends, so even if they are hungry they do not take the time to go to the cafeteria. In addition, there is often a stigma that students eating school breakfast in the cafeteria are low-income, which keeps many students away, regardless of their income level. When breakfast is served to all students in the classroom, after the opening bell, any stigma and schedule issues are removed.
# Useful Tools

Key to a successful Breakfast in the Classroom (BIC) program is organization, preparation and evaluation. Included in this section are a number of useful tools to help your school plan, implement and sustain your BIC program.

## Planning Breakfast in the Classroom

| Breakfast in the Classroom Planning Overview | 27 |
| Checklists                             |   |
| ✓ Principal Checklist for Breakfast in the Classroom | 28 |
| ✓ Food Service Director Checklist for Breakfast in the Classroom | 29 |
| ✓ Nutrition Services Staff Checklist for Breakfast in the Classroom | 31 |
| ✓ Teacher Checklist for Breakfast in the Classroom | 33 |
| ✓ Facilities/Maintenance Staff Checklist for Breakfast in the Classroom | 34 |
| ✓ Student Checklist for Breakfast in the Classroom | 35 |
| Equipment and Route Planning Tool | 36 |
| Supplies Needed for Breakfast in the Classroom | 38 |
| Sample Three-Week Menu Cycle | 39 |

## Implementing Breakfast in the Classroom

| Breakfast in the Classroom Guidelines for Service | 41 |
| Breakfast in the Classroom Timeline | 42 |
| Breakfast in the Classroom Team Job Descriptions | 43 |
| Step By Step Breakfast in the Classroom: For Teachers and Substitute Teachers | 45 |
| Classroom Breakfast Time is Learning Time | 46 |
| The 6 Steps of Handwashing | 48 |

## Evaluating Breakfast in the Classroom

<p>| Food Service Director Breakfast in the Classroom Monitoring Tool | 49 |
| Breakfast in the Classroom Survey | 51 |</p>
<table>
<thead>
<tr>
<th>Month</th>
<th>Meeting</th>
<th>Who attends</th>
<th>Goal</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 months prior</td>
<td>Attend an ADE Professional Development event about Breakfast in the</td>
<td>- Superintendents</td>
<td>Introduce BIC to administrators to garner administrative support for the program.</td>
<td>Superintendents, food service directors and principals will be on board with planning for and implementing a BIC program.</td>
</tr>
<tr>
<td>to roll out</td>
<td>Classroom (BIC). You could also talk directly with your ADE School</td>
<td>- Principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nutrition Specialist to get started with BIC planning.</td>
<td>- Food Service Directors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 months prior</td>
<td>Assemble BIC Site Planning Team and hold the first meeting.</td>
<td>- Principal</td>
<td>Introduce BIC to site staff who will be involved in implementing the program and begin the planning process.</td>
<td>Attendees will have specific tasks to look into/complete. These may include (see individual checklists for details):</td>
</tr>
<tr>
<td>to roll out</td>
<td></td>
<td>- Food Service Director</td>
<td></td>
<td>- Changes to the menu</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Cafeteria Manager</td>
<td></td>
<td>- Create site map/route plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- BIC Task Force (TF)</td>
<td></td>
<td>- Outline custodial needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>representative</td>
<td></td>
<td>- Review equipment, contracts, inventory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- School Nurse</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Custodial Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 months prior</td>
<td>BIC Site Planning Team follow-up meeting.</td>
<td>- BIC Planning Team</td>
<td>Report back on findings, begin finalizing plans and brainstorm solutions to potential challenges.</td>
<td>Group will troubleshoot challenges and work toward finalizing implementation plans. Each member will have follow-up tasks (see individual checklists for details):</td>
</tr>
<tr>
<td>to roll out</td>
<td></td>
<td></td>
<td></td>
<td>- Complete FUTP60 funds application</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Order equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Revise breakfast menus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Develop marketing materials</td>
</tr>
<tr>
<td>1-2 months prior</td>
<td>BIC Site Planning Team follow-up meeting.</td>
<td>- BIC Planning Team</td>
<td>Finalize plans.</td>
<td>- Timeline and routes determined</td>
</tr>
<tr>
<td>to roll out</td>
<td></td>
<td></td>
<td></td>
<td>- Menu finalized</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- All materials and equipment ordered</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Finalize marketing materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Trainings for staff scheduled</td>
</tr>
<tr>
<td>Before 1st day</td>
<td>Staff Back to School Training</td>
<td>- All staff</td>
<td>Introduce BIC to all staff and train them on how it will be implemented.</td>
<td>All staff will be prepared to begin BIC on Day 1 of school:</td>
</tr>
<tr>
<td>of service</td>
<td></td>
<td>- BIC TF representative</td>
<td></td>
<td>- All staff understands delivery plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Teachers recognize a reimbursable meal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Classroom clean-up plans are in place</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Classroom activities during BIC are planned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- All staff understands return plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Host a BIC trial run.</td>
</tr>
</tbody>
</table>
Principal Checklist for Breakfast in the Classroom

5 Months Prior to Roll-Out

☐ Work with the ADE and district food service director to gather information about Breakfast in the Classroom (BIC). If you want to implement the program, provide support and verbal commitment to district food service director and site nutrition managers.

4 Months Prior to Roll-Out

☐ Assist in developing site BIC planning team and initiate first meeting. Begin by reviewing site maps and number of classrooms to determine how many routes, food carts, food bags and garbage bins you will need. See pages 11 - 12 for possible funding sources.

3 Months Prior to Roll-Out

☐ Continue meeting with BIC planning team to determine the routes, delivery and pick-up schedules, campus logistics and trash disposal areas.
☐ Meet with administrative support team to begin drafting letter home to parents and 1-page flyer for school staff (see samples on pages 15 - 19).
☐ Review school schedule and make adjustments as necessary.
☐ Review necessary purchases and work with staff to revise and approve purchases.
☐ Schedule back-to-school in-service training for teachers with school nutrition manager and/or district food service director. Date: __________________

1 Month Prior to Roll-Out

☐ Meet with BIC planning team to review plans for implementation.
☐ Send letters home to parents and announce BIC on school marquee.
☐ Provide school nutrition staff time at back-to-school in-service to provide training to teachers and staff.

1 Week Prior to Roll-Out

☐ Meet with cafeteria manager for last minute update.

First Day of Breakfast in the Classroom

☐ Support teachers and cafeteria staff as they implement BIC, and assist in troubleshooting challenges that may arise.
Food Service Director Checklist for Breakfast in the Classroom

**5 Month Prior to Roll-Out**

- Work with ADE and site administrators to obtain a commitment to implement Breakfast in the Classroom (BIC). You can attend a future ADE professional development session or work directly with your school nutrition specialist to get started.
- Review any existing BIC menus from other schools in your district or from other districts.
- Review and assess storage space for hot and cold foods at each BIC site.
- Work with site cafeteria staff to determine how the menu will change when BIC is implemented.

**4 Months Prior to Roll-Out**

- Review current breakfast participation and compare it with an anticipated participation rate of 75% of enrollment. Begin forecasting and planning for increased ordering. This may require additional storage equipment.
- Assist in developing site BIC planning team and initiate first meeting. Begin by reviewing site maps and number of classrooms to determine how many routes, food carts, food bags and garbage bins you will need (see pages 11 - 12 for possible funding sources).
- Begin filling out applications for grant funds for start-up materials.
- Review production schedules and employee staffing hours and make adjustments for BIC service.

**3 Months Prior to Roll-Out**

- Continue working on grant funding with site manager and begin ordering materials (food carts, food bags, garbage bins, etc.).
- Continue meeting with BIC planning team to determine the routes, delivery and pick-up schedules, campus logistics and trash disposal areas.
- Schedule cafeteria staff BIC training. Date: ______________________
- Develop a list of items that will need to be ordered/purchased. Review list with site administrators for approval if needed.
- Schedule and confirm training for teachers. Date: ____________________
1 Month Prior to Roll-Out
☐ Determine storage area of food bags, and make and assemble laminated classroom name tags for each bag.
☐ Develop and/or make copies of 1 page BIC overview for teachers (see sample on page 45).

1 Week Prior to Roll-Out
☐ Deliver training for teachers as part of back-to-school in-service.
☐ Assist site level staff as they participate in a practice run where food bags are delivered to and returned from classrooms.
☐ Confirm all BIC items have been ordered and will be delivered in time for first day of school.

First Day of Breakfast in the Classroom
☐ Remain available to troubleshoot challenges and answer questions.
Nutrition Services Staff Checklist for Breakfast in the Classroom

5 Month Prior to Roll-Out

☐ Meet with food service director to review current menu and any existing Breakfast in the Classroom (BIC) menus for your district.

☐ Review and assess storage space for hot and cold foods at your site.

☐ Work with site cafeteria staff to determine how the menu will change when BIC is implemented.

4 Months Prior to Roll-Out

☐ Review breakfast participation and acquire a list of room numbers and number of students in each room for the coming year. Assist in forecasting needs with anticipated increased participation.

☐ Assist in developing site BIC planning team and initiate first meeting. Begin by reviewing site maps and number of classrooms to determine how many routes, food carts, food bags and garbage bins you will need (see pages 11 - 12 for possible funding sources).

☐ Work with food service director to begin filling out applications for grant funds for start-up materials.

☐ Review production schedules with food service director and make adjustments for BIC service. Allow additional time to prep and package more meals.

3 Months Prior to Roll-Out

☐ Continue working on grant funding with food service director and begin ordering materials (food carts, food bags, garbage bins, etc.).

☐ Continue meeting with BIC planning team to determine the routes, delivery and pick-up schedules, campus logistics and trash disposal areas.

☐ Schedule and deliver BIC training to cafeteria staff to introduce them to BIC and give them an overview of upcoming changes. Date: ______________________

☐ Schedule and prepare for training for teachers. Date: ______________________
1 Month Prior to Roll-Out
☐ Determine storage area of food bags and make and assemble laminated classroom name tags for each bag.
☐ Make or receive from the food service director copies of the BIC overview instructions for teachers (see sample on page 45).

1 Week Prior to Roll-Out
☐ Assist in training teachers as part of the back-to-school in-service.
☐ Assist in the all-staff practice run where food bags are delivered to and returned from classrooms.
☐ Confirm all BIC food items have been ordered and will be delivered in time for first day of school.
☐ Clean, sanitize and prepare food bags for first day of service.

First Day of Breakfast in the Classroom
☐ Prepare meals and food bags and deliver them to classrooms according to the school plan.
☐ Collect food bags and trash according to the school plan.
Teacher Checklist for Breakfast in the Classroom

1 Week Prior to Roll-Out

☐ Attend the back-to-school in-service and participate in the Breakfast in the Classroom (BIC) training.

☐ Participate in the practice run where empty food bags will be delivered to and returned from the classrooms.

☐ Review your class list and confirm any necessary revisions to the meal service to accommodate any special diet needs.

First Day of Breakfast in the Classroom

☐ Review BIC procedures prior to student arrival.

☐ Introduce BIC to your students as the school day begins. Designate students to pick up and return the food bags according to your school plan, and show students where meals will be picked up.

☐ Track and record the number of students who receive a reimbursable meal that day.

☐ Show students where trash will be collected and how food bags will be returned. Then, collect garbage and place it in the designated area. Do the same with the empty food bags to be returned to the cafeteria.
Facilities/Maintenance Staff Checklist for Breakfast in the Classroom

3 Months Prior to Roll-Out

☐ Participate in site Breakfast in the Classroom (BIC) planning team meetings.

☐ Begin reviewing site route and determine the best method of trash collection at the end of breakfast. Work with food service director to determine how many additional garbage bins will be needed.

1 Month Prior to Roll-Out

☐ Ensure all garbage bins, trash bags and other necessary cleaning supplies have been ordered.

1 Week Prior to Roll-Out

☐ Attend the back-to-school in-service and assist as needed in training teachers.

☐ Participate in the practice run where food bags are delivered to and returned from classrooms, and garbage bins are distributed and collected.

First Day of Breakfast in the Classroom

☐ Distribute and collect garbage bins according to the school plan.
Student Checklist for
Breakfast in the Classroom

Prior to Roll-Out
☐ Student teams are chosen: Delivery Teams and Clean-Up Teams for each classroom.
☐ Student teams are trained on proper procedures for their classroom.

First Day of Breakfast in the Classroom
☐ Delivery team picks up breakfast meals from cafeteria.
☐ Delivery team arranges food bags on designated tables inside the classroom.
☐ Students go through the line and obtain their complete breakfast meal from food bags.
☐ Students consume meal in the classroom.
☐ Clean-up team leads fellow students in a line to dispose of trash and left-over beverage in the trash containers provided.
☐ Clean-up team puts trash container in the designated area for that classroom outside of the classroom.
☐ With all unserved items left in food bags, clean-up team closes and zips bags.
☐ Clean-up team takes food bags back to the cafeteria, ensuring that the roster for the day is returned with the bags.
Breakfast in the Classroom School Equipment and Route Planning Tool

Date: _______________________

Roll Out Date: _______________________

School Name: __________________________________________________________

1. School type (Prep, Satellite, etc.): _________________________________

2. School enrollment: _________________________________

3. Projected breakfast participation per day: ________________________________

4. Number of classrooms: ________________________________

5. Are there any classrooms located on the 2nd floor: NO _______   YES _______

   If YES: Number of elevators available: __________

Notes:

6. Are there any equipment concerns: NO _______   YES _______

   Check space availability for equipment: ________________________________

   Check electrical outlet availability: ________________________________

   Is there adequate storage for all food carts, food bags and additional food? 
   NO _____ YES_____

   If NO, what additional equipment or storage space is needed? _______________

   ____________________________________________________________________

   How will you obtain items/storage needed? ________________________________

   ____________________________________________________________________

   ____________________________________________________________________
7. How many food carts will be needed to deliver food to classrooms? __________

8. How many hallways have classrooms where food will be delivered? __________

9. Where will food be delivered (classrooms or central locations)? __________
________________________________________________________________________

10. Who will deliver food to classrooms and what will be the role of students?
________________________________________________________________________

11. How will trash and empty food bags be collected? ________________
________________________________________________________________________

12. Review the campus map and outline possible delivery and collection maps.

Notes:

Signatures:

__________________________________  _________________
School Nutrition Director    Date

__________________________________  _________________
Principal       Date

__________________________________  _________________
Site Nutrition Manager     Date
### Supplies Needed for Breakfast in the Classroom:

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity Needed per School</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Items</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trash container</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra trash bags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wet wipes (for students to clean their hands after breakfast)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spray bottle (to clean desks after breakfast)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper towels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clipboards (to hold classroom breakfast rosters)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra pens (for teachers to check off breakfast rosters)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Custodial Items</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large rolling garbage bins and garbage bin liners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra trash bags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpet extractor</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food Service Items</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot and cold insulated food bags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobil food carts to deliver food to classrooms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Breakfast in the Classroom

#### 2013-2014 Three-Week Menu Cycle

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
</tr>
<tr>
<td>· Oatmeal Bar</td>
<td>· Breakfast on a Stick</td>
<td>· Muffin</td>
<td>· Mini Waffle</td>
<td></td>
</tr>
<tr>
<td>· Cereal</td>
<td>· Cereal</td>
<td>· Cereal</td>
<td>· Cereal</td>
<td></td>
</tr>
<tr>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
</tr>
<tr>
<td>· String Cheese</td>
<td>· Fruit</td>
<td>· String Cheese</td>
<td>· Fresh Fruit</td>
<td></td>
</tr>
<tr>
<td>· Apple Juice</td>
<td>· Orange Juice</td>
<td>· Apple Juice</td>
<td>· Orange Juice</td>
<td></td>
</tr>
<tr>
<td>· Milk</td>
<td>· Milk</td>
<td>· Milk</td>
<td>· Milk</td>
<td></td>
</tr>
<tr>
<td><strong>Week Two</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
</tr>
<tr>
<td>· Nutri-Grain Bar</td>
<td>· Pancakes</td>
<td>· Sweet Potato Muffin Top</td>
<td>· Uncrustable</td>
<td></td>
</tr>
<tr>
<td>· Cereal</td>
<td>· Cereal</td>
<td>· Cereal</td>
<td>· Cereal</td>
<td></td>
</tr>
<tr>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
</tr>
<tr>
<td>· String Cheese</td>
<td>· Fruit</td>
<td>· String Cheese</td>
<td>· Fresh Fruit</td>
<td></td>
</tr>
<tr>
<td>· Apple Juice</td>
<td>· Orange Juice</td>
<td>· Apple Juice</td>
<td>· Orange Juice</td>
<td></td>
</tr>
<tr>
<td>· Milk</td>
<td>· Milk</td>
<td>· Milk</td>
<td>· Milk</td>
<td></td>
</tr>
<tr>
<td><strong>Week Three</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
<td><strong>Entrée (select one):</strong></td>
</tr>
<tr>
<td>· Cereal Bar</td>
<td>· Breakfast Wrap</td>
<td>· Muffin</td>
<td>· Honey Bun</td>
<td></td>
</tr>
<tr>
<td>· Cereal</td>
<td>· Cereal</td>
<td>· Cereal</td>
<td>· Cereal</td>
<td></td>
</tr>
<tr>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
<td><strong>Sides (must take 2):</strong></td>
</tr>
<tr>
<td>· String Cheese</td>
<td>· Fruit</td>
<td>· String Cheese</td>
<td>· Fresh Fruit</td>
<td></td>
</tr>
<tr>
<td>· Apple Juice</td>
<td>· Orange Juice</td>
<td>· Apple Juice</td>
<td>· Orange Juice</td>
<td></td>
</tr>
<tr>
<td>· Milk</td>
<td>· Milk</td>
<td>· Milk</td>
<td>· Milk</td>
<td></td>
</tr>
</tbody>
</table>

This sample was menu provided by Washington Elementary School District in Phoenix, Arizona.
Breakfast in the Classroom
Guidelines for Service

The detailed outline below contains aspects of daily implementation of a Breakfast in the Classroom (BIC) program. Each school will establish a routine that meets the needs of each specific site. The table on the following page has a sample morning timeline along with a blank table that can be used as needed.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 7:45 am    | Delivery teams report to the cafeteria and pick up the food bags for their individual classroom.  
  • There will be 2 – 3 food bags per day per classroom.  
  • Each food bag will be labeled with the room number. |
| 8:00 am    | Teachers pick up/line up students. Teachers and students report to classroom.  
  Delivery teams report to their classrooms with food bags. |
| 8:05 am    | OPTION 1 – Pick up meals as student enters classroom: Delivery teams place the open food bags with the food item on the designated table in the classroom for each child to pick up their meal components after they have washed hands. This can be done as they come into the classroom saving the time of having them get back up after being seated.  
  OPTION 2 – Students sit down first, then go pick up breakfast: Delivery teams place the open food bags with the food item on the designated table in the classroom. After washing hands, each child will come by and pick up their meal components (three components) and sit down.  
  For either option:  
  • Teacher, designated aide or volunteer is at the end of the line to check names of students who have taken a reimbursable meal.  
  • All unserved food remaining in the food bags will be returned to the cafeteria. NO FOOD should be kept in the classroom.  
  • Clean-up teams place trash containers in a central location preferably by the hand sink. |
| 8:10 - 8:20 am | Meal Period  
  • Students eat breakfast while attending to morning activities such as, attendance, homework, housekeeping, etc.  
  • Students place all waste and leftovers in the trash container provided for each classroom; dispose of excess beverage in the trash container.  
  • Each student washes and dries hands.  
  • Breakfast clean-up team walks around classroom checking floor and on desks for any wrappers, spills, crumbs, etc.  
  • Clean-up team ties/closes the trash bag and places the trash outside the door of the classroom. |
| 8:20 am    | Clean-up teams return the food bags back to the cafeteria.             |
| 8:20 - 8:30 am | Cafeteria staff perform safety/Hazard Analysis and Critical Control Point (HACCP) procedures on food and does counting and claiming procedures. |
A classroom routine for Breakfast in the Classroom (BIC) will need to be established.

### Sample Timeline

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 am</td>
<td>Student helpers or cafeteria staff pick up food bags from the cafeteria and deliver to assigned classrooms.</td>
</tr>
<tr>
<td>8:00 am</td>
<td>Teachers pick up students from their designated waiting locations and walk to classroom.</td>
</tr>
<tr>
<td>8:05 am</td>
<td>Students enter classroom, put away book bags/jackets and proceed to a designated classroom area to wash hands, either with soap and water or hand sanitizer.</td>
</tr>
<tr>
<td></td>
<td>With clean hands, students take the day’s breakfast offerings and return to their desks to eat breakfast. Teachers or paraprofessionals complete the daily breakfast roster as students take a reimbursable meal (an entrée, a fruit and one other item).</td>
</tr>
<tr>
<td>8:15 am</td>
<td>Students dispose of trash. Trash is placed in the hallway to be pickup by custodial staff. Students return unopened leftover food to the food bags.</td>
</tr>
<tr>
<td></td>
<td>Bags and daily breakfast rosters are placed in the hallway for pickup by food service staff or returned to the cafeteria by student helpers.</td>
</tr>
<tr>
<td>8:20 am</td>
<td>Regular classroom activities commence.</td>
</tr>
</tbody>
</table>

Use the blank template below to establish the timeline your school will use.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Breakfast in the Classroom Team Job Descriptions

Note: Teams can be comprised of students, parent volunteers or aides.

These are examples of how breakfast teams might work. These models may need to be adjusted to fit the needs of your school and your program.

Team #1 – Delivery Team

Elementary Delivery Team:  
K - 3rd Grades:  4 food bags (1 floor level)  
3 food bags (2 floor levels) 

4 - 6 Grades:  2 food bags (1 floor level)  
3 food bags (2 floor levels)

- At [insert time] a.m., go to the cafeteria and collect the food bag for your classroom. If your classroom is downstairs, wheel the bag to your classroom.
- If your classroom is upstairs and your school has an ELEVATOR:
  o Wheel your bags to the elevator.
  o The breakfast supervisor or a parent volunteer will load the bags on the elevator and unload them once they arrive on the second floor.
  o Walk upstairs to meet your bag by the elevator and then wheel your bags to your classroom.
- If your classroom is upstairs and your school does not have an ELEVATOR:
  o Wheel your bags by the staircase.
  o Remove bags from the food cart.
  o Carry the bags by the handle up the stairs. Then make another trip to get the cart.
  o Put bags back into the cart and then wheel your bags to your classroom.
- Have food and drink items ready following Service Options 1 or 2 (pg 41).
- Have everything ready by [insert time] a.m.
- Walk with your teacher to pick up your class on the playground. Return to class and eat breakfast with your classmates.

Team #2 – Clean-Up Team

Food removal:

- When the class is done eating, the clean-up team stands by the trash container to ensure that all participants carefully place their trash into the container.
- No food can be saved in the classroom or in backpacks. All food needs to be removed from the classroom.
- Put the trash container outside door of the classroom.
• When breakfast and clean-up is over, zip up food bags, place on cart and wheel back to the cafeteria.

**Classroom Clean-Up:**

• Walk around your classroom after leftover food and trash are 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, use your wet towel and clean it up.
• Give your classmate a paper towel and water bottle spray if needed.
Nutrition services prepares meals
- Food bags are packed on a daily basis.
- Cold and hot foods are packed in separate insulated bags.
- Each classroom receives a meal count form, trash bag, spork kits and wipes (upon request).

Meals are delivered to the classroom [choose your method]
- Nutrition services staff delivers food bags to the classroom, or
- Teachers pick up food bags before school begins, or
- Assigned students from each room pick up food bags.

Meals are served
- Students may select ONE entrée and up to 2 other items.
- Students MUST select a fruit item.
- Each student selects a meal before taking a seat, or
- Teachers call students up to select their meal.

Meals are counted
- Teachers count students who have selected an entrée, a fruit and one other item.
- Students only taking a milk or juice should not be counted.
- This number is recorded on the daily breakfast roster form and placed back in the food bag.

Clean up
- All uneaten food items need to be placed back in the food bags.
- Students dispose of their trash.
- Trash is left outside the classroom.
- Custodial staff collects trash.
- Food bags are placed back on food cart or picked up by nutrition services staff.

Questions? Contact your cafeteria manager.

Adapted from Washington Elementary School District Breakfast in the Classroom
Arizona Breakfast in the Classroom Toolkit
**Classroom Breakfast Time is Learning Time**

Breakfast in the Classroom (BIC) provides an excellent opportunity to fuse breakfast and learning. Below are some ideas for integrating BIC with instruction.

- **Read-Aloud Time** - Read to students from a picture or chapter book while they are eating. Once a week, read a book that has to do with nutrition and/or being physically active. Students may also enjoy listening to books on tape.

- **Combine Breakfast and DEAR (Drop Everything and Read)** - Allow students time for self-selected silent reading while they eat.

- **Practice Spelling Words** - While eating, play a word game (e.g., Sparkle) where students take turns giving the next letter in a spelling word until it is spelled correctly.

- **Show Instructional Media (e.g., television programming or videos)** - View content relevant to what the students are learning while they are eating.

- **School News Program** - Do you have a school news program? If not, consider starting one. Have classes take turns recording a school news program. Create news videos and distribute school-wide; let students watch the school news while eating breakfast.

- **Current Events** - During breakfast, distribute articles related to current events. Have students discuss and debate current events.

- **Life Skills/Character Education** - Use breakfast time to learn about important Character Education skills. Apply the skills to the context of eating school breakfast (e.g., when students help serve and clean up breakfast, they are learning about ‘responsibility’).

- **MyPlate Sort and Log** - Teach students how to eat healthy by using the MyPlate food guidance system as a guide; discuss the importance of variety and balance. Provide younger students with Food Group Sorting Placemats (to make the placemat: on construction paper create a five-column chart, label it with the five Food Groups and laminate). Students can use the placemats while they eat breakfast and sort the items in their daily breakfast into the proper food groups as they are eating. If the chart is laminated, students could create tally marks on the sorting chart using a dry erase marker.

- **Vocabulary Development** - Work with words that the students are learning during breakfast. Students can list the names of the foods they are eating and put them in alphabetical order, study the history of the food, list adjectives that describe the food and list verbs that describe the way that they eat the food.
• **Demonstrations** - Use breakfast time to demonstrate something that you will be teaching later. Perhaps you are going to demonstrate how to write a personal narrative. Teach it while they eat. Science demonstrations work well too.

• **Fine Arts** - As they eat, have students listen and react to a variety of music, or view and discuss a slideshow of art collections.

• **Literature Circles** - While eating breakfast, students can meet with their literature circle groups or book clubs to summarize and discuss prior reading (e.g., the chapter that they read for homework) or answer specific questions about the book they are reading.

• **Homework Review** - During breakfast, go over the homework from the night before.

• **Test Review** - During breakfast, play games to review for tests, such as Jeopardy-style quiz.

• **Class Meetings** - Use breakfast time to conduct your class meeting. During class meeting, students are assigned new class jobs, class rules are discussed and reinforced, upcoming events are reviewed and class “business” is conducted.

• **Mind Puzzles and Riddles** - Post mind puzzles and riddles for students to think about and solve while they are eating.
The 6 Steps of Handwashing

1. Step #: Wet your hands with warm water.

2. Step #: Apply soap.

3. Step #: Rub your hands together, and even get between those fingers for 20 seconds.

4. Step #: Don’t forget your fingernails. Use a nailbrush if you have one.

5. Step #: Rinse the germs away.

6. Step #: Dry your hands.

Scrub Club® and Scrub Club characters are copyright 2013 NSF International. “BAC” Character copyright 2013 The Partnership for Food Safety Education.

www.scrubclub.org
(888) 99-SAFER
Food Service Director Breakfast in the Classroom 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.

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

* Needs Improvement
**COUNTING & CLAIMING** | Good | N/I | Comments
---|---|---|---
Proper recording of reimbursable meals on the breakfast roster. |  |  |  
The 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 Food Cost 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**

---
Breakfast in the Classroom Survey

School:    Grade:    Teacher: (Optional)    Date:

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

<table>
<thead>
<tr>
<th></th>
<th>Decreased Significantly</th>
<th>Decreased Somewhat</th>
<th>Not Changed</th>
<th>Increased Somewhat</th>
<th>Increased Significantly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. BIC improves the learning environment:
   Strongly disagree Disagree No opinion Agree Strongly Agree

2. BIC enables me to be a more effective teacher:
   Strongly disagree Disagree No opinion Agree Strongly Agree

Please share any additional comments about BIC on the back of this survey and return to the cafeteria.
**ADDITIONAL RESOURCES**

The following organizations support Breakfast in the Classroom (BIC) and provide resources to help schools implement this model of universal breakfast.

**Child Nutrition Outreach Program (CNOP)**
Downloadable school breakfast materials: School breakfast activities, a teacher survey, flyers and letters to parents, media & marketing materials and more.

**Food Research and Action Center (FRAC)**
Breakfast for Learning fact sheet provides an overview of the evidence linking breakfast and academic performance.

**National Association of Elementary School Principals Foundation (NAESPF)**
Resources and webinars for engaging principals around BIC, including the Position Statement from NAESP, Why Breakfast in the Classroom: A Principals Perspective, Making BIC Work and resources to get Teachers support of the program.

**School Nutrition Foundation**
[http://docs.schoolnutrition.org/SNF/BIC/](http://docs.schoolnutrition.org/SNF/BIC/).
Online Breakfast in the Classroom Resource Center that includes detailed information about alternative school breakfast models and resources such as sample menus, videos and financial planning tools.

**Share Our Strength No Kid Hungry School Calculator**
Interactive calculator that provides decision-makers in schools and districts with a business model to understand the financial feasibility of feeding students by maximizing three federal nutrition programs: school breakfast, afterschool meals and summer meals. Based on information entered, results will automatically populate annual estimated costs, reimbursements and increases in student participation for the meal programs.

**United States Department of Agriculture (USDA)**
Digital resources that program operators and other stakeholders may use to establish or expand the breakfast service within their school.
REFERENCES

The following resources were used to compile this Arizona Breakfast in the Classroom Toolkit:

California Food Policy Advocates Breakfast First campaign.  
http://www.breakfastfirst.org

Food Research and Action Center (FRAC): School Breakfast Program resources.  
http://frac.org/federal-foodnutrition-programs/school-breakfast-program/

NEA Health Information Network: *Breakfast in the Classroom-School Breakfast Toolkit*. 2011.  


http://www.ode.state.or.us/search/page/?id=1999


PARTNER CONTACT INFORMATION

Valley of the Sun United Way
1515 E. Osborn Road
Phoenix, AZ 85014
602-631-4800
www.vsuw.org

Dairy Council® of Arizona
510 S. 52nd St., Suite 101
Tempe, AZ 85281
480-656-7163
www.dairycouncilofaz.org

Arizona Department of Education
Health and Nutrition Services
1535 W. Jefferson Street. Bin #7
Phoenix, AZ 85007
602-542-8700
www.azed.gov/health-nutrition

Arizona Breakfast in the Classroom Toolkit:
http://www.azed.gov/health-nutrition/nslp/school-breakfast-program/

Acknowledgements:

The Arizona Breakfast in the Classroom Toolkit was compiled through the efforts of the following committee with the support of their respective organizations:

Neelima Gabriel, MS  
AmeriCorps VISTA, Valley of the Sun United Way
Erin Raczynski, MPH, RD  
Arizona Department of Education
Terri Verason, MS, RD  
Dairy Council® of Arizona

May, 2014
Appendix A: Budget Calculation Instructions

Instructions for using the Oregon Department of Education’s excel file to calculate costs of the Breakfast in the Classroom (BIC) program.*

Before you start the worksheets, gather the following information:
1. Invoices of recently purchased foods to obtain food cost information
2. Number of free, reduced price and paid students in school
3. Current reimbursement rates for breakfast
4. School calendar
5. Breakfast labor hours and hourly rate of pay
6. Calculator

Complete worksheets 1 through 6 in order, as the process is sequential.

MEAL COSTING – Worksheet 1
Classroom breakfast meals must be simple, quick to prepare, serve and consume. Cost the typical sample meals below to determine the average per meal cost in your area. Start with the table on the left (note: these meals do not conform to any specific USDA menu planning option).

<table>
<thead>
<tr>
<th>Day 1: Food Items</th>
<th>Cost per item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muffin (2 oz., prewrapped)</td>
<td></td>
</tr>
<tr>
<td>Juice (4 oz. 100%) or fruit (1/2 cup)</td>
<td></td>
</tr>
<tr>
<td>Carton of milk</td>
<td></td>
</tr>
<tr>
<td><strong>Total Meal Cost</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2: Food Items</th>
<th>Cost per item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cereal Bowl – Single serving</td>
<td></td>
</tr>
<tr>
<td>Graham Cracker Packet (2 pieces)</td>
<td></td>
</tr>
<tr>
<td>Juice (4 oz. 100%) or fruit (1/2 cup)</td>
<td></td>
</tr>
<tr>
<td>Carton of milk</td>
<td></td>
</tr>
<tr>
<td><strong>Total Meal Cost</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3: Food Items</th>
<th>Cost per item</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB &amp;J or Cheese Sandwich</td>
<td></td>
</tr>
<tr>
<td>Juice (4 oz. 100%) or fruit (1/2 cup)</td>
<td></td>
</tr>
<tr>
<td>Carton of milk</td>
<td></td>
</tr>
<tr>
<td><strong>Total Meal Cost</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 4: Food Items</th>
<th>Cost per item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast bar</td>
<td></td>
</tr>
<tr>
<td>Juice (4 oz. 100%) or fruit (1/2 cup)</td>
<td></td>
</tr>
<tr>
<td>Carton of milk</td>
<td></td>
</tr>
<tr>
<td><strong>Total Meal Cost</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 5: Food Items</th>
<th>Cost per item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yogurt (4 oz.</td>
<td></td>
</tr>
<tr>
<td>Soft Pretzel</td>
<td></td>
</tr>
<tr>
<td>Juice (4 oz. 100%) or fruit (1/2 cup)</td>
<td></td>
</tr>
<tr>
<td>Carton of milk</td>
<td></td>
</tr>
<tr>
<td><strong>Total Meal Cost</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 6: Food Items</th>
<th>Cost per item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast burrito (packaged)</td>
<td></td>
</tr>
<tr>
<td>Juice (4 oz. 100%) or fruit (1/2 cup)</td>
<td></td>
</tr>
<tr>
<td>Carton of milk</td>
<td></td>
</tr>
<tr>
<td><strong>Total Meal Cost</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 7: Food Items</th>
<th>Cost per item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cereal Bar</td>
<td></td>
</tr>
<tr>
<td>Juice (4 oz. 100%) or fruit (1/2 cup)</td>
<td></td>
</tr>
<tr>
<td>Carton of milk</td>
<td></td>
</tr>
<tr>
<td><strong>Total Meal Cost</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

Determine the Average Food Cost per Breakfast:

1. Cost food items (left)
2. Add “Total Meal Cost” for each day:
   - Day 1: ___________
   - Day 2: ___________
   - Day 3: ___________
   - Day 4: ___________
   - Day 5: ___________
   - Day 6: ___________
   - Day 7: ___________
   **Total:** ___________

3. Divide this total by seven (7) to obtain the average daily cost per breakfast:

   
   $\frac{\text{Total meal cost}}{7}$

   Average cost of breakfast before supplies

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

   $\text{Average cost of breakfast} + \$0.02 = \text{Average cost of breakfast}$
DETERMINING ANNUAL REVENUE BEFORE EXPENSES – Worksheet 2

Directions:
Column 1: Insert number of free, reduced and paid students in your school for the most current month
Column 2: List the number of school days that breakfast is served in a single school year
Column 3: Multiply column 1 by column 2 to obtain the maximum number of breakfast meals by category
Column 4: The .80 represents an 80% participation factor (an estimate of the number of students who will participate daily in the classroom breakfast program). The 80% participation rate is a conservative figure for a complimentary breakfast program – in many schools the participation rate has exceeded 90%. For now, however, use this conservative number and adjust this percentage as needed for your program
Column 5: Multiply column 3 by column 4 to obtain the estimated annual number of breakfast meals by category
Add column A5+B5+C5 to obtain Total Annual Breakfast Meals (D5)
Column 6: Insert current breakfast reimbursement rates for the school by category
Column 7: Multiply column 5 by column 6
Add A7+B7+C7 (and D7, if applicable) to obtain Total Annual Revenue before Expenses (E7)
***If your state offers additional funding for breakfast, add the annual amount in D7.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of eligible students</td>
<td>X</td>
<td>Annual number of school days breakfast is served</td>
<td>=</td>
<td>Maximum annual number of breakfast meals by category</td>
<td>X .80</td>
<td>=</td>
</tr>
<tr>
<td>A Free</td>
<td>X</td>
<td>=</td>
<td>X .80</td>
<td>=</td>
<td>X $</td>
<td>=</td>
</tr>
<tr>
<td>B Reduced</td>
<td>X</td>
<td>=</td>
<td>X .80</td>
<td>=</td>
<td>X $</td>
<td>=</td>
</tr>
<tr>
<td>C Paid</td>
<td>X</td>
<td>=</td>
<td>X .80</td>
<td>=</td>
<td>X $</td>
<td>=</td>
</tr>
<tr>
<td>D</td>
<td>Total Bkfs: (A+5A, 5B, 5C)</td>
<td>=</td>
<td>Other Revenue</td>
<td>=</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Total Revenue: (A+4A, 7B, 7C, 7D)</td>
<td>=</td>
<td>$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DETERMINING ANNUAL FOOD AND SUPPLY COSTS – Worksheet 3

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

<table>
<thead>
<tr>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total breakfast meals (from D5 of worksheet 2)</td>
<td>X Food/supply cost per breakfast (from Worksheet 1)</td>
<td>= Total annual food/supply costs</td>
</tr>
<tr>
<td>X $</td>
<td>= $</td>
<td></td>
</tr>
</tbody>
</table>

WHAT ABOUT LABOR?

Schools have had to increase labor little or none when implementing classroom breakfast, depending on the number of breakfast meals served prior to the classroom breakfast. Kitchen staff is usually already available for the traditional cafeteria breakfast program and shifting to a classroom breakfast program only meant a shift in production. In addition, morning cashiers were eliminated and that labor became available for the classroom breakfast labor pool. Once the program is up and running, you can expect one employee to produce 300 to 350 breakfast meals per hour.
DETERMINING ANNUAL LABOR COSTS– Worksheet 4
Directions:
Multiply the number in column 11 by the number in column 12 by the number in column 13 to obtain the number in column 14.

<table>
<thead>
<tr>
<th></th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 1</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 2</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 3</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 4</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee 5</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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</tbody>
</table>

DETERMINING ANNUAL REVENUE AFTER COSTS – Worksheet 5
Directions:
Subtract the numbers in columns 16, 17 and 18 from the number in column 15 to obtain the total in column 19. The total in column 19 shows the projected annual profit or loss for classroom breakfast. If this number is positive, then you should consider a non-pricing classroom breakfast program. However, if the total annual revenue is less than the total food/supply costs, then consider a pricing classroom breakfast. Please see worksheet below (we do not recommend charging the reduced price students).

DETERMINING COST FOR PRICING PROGRAM – Worksheet 6
Directions:
Divide the number in column 20 by the number in column 21 to obtain the total in column 22.
THE IMPORTANCE OF CONTROLLING FOOD COSTS

Worksheet 1 (Menu Costing) provided an average cost of breakfast. As you develop your school’s classroom breakfast menu, use the menu costing worksheet as a template to determine your exact food costs. An average breakfast meal cost of $0.70 to $0.80 is a good target. Once you have set your breakfast food costs, it is VERY important to control them. Nothing will derail a program more quickly than out of control food costs.

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

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

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

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

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