Sample In-Classroom Breakfast Menus

CINNAMON BAGEL WITH CREAM CHEESE ORANGE JUICE MILK
BREAKFAST BURRITO CINNAMON APPLE CUP MILK
PEANUT BUTTER AND JELLY ON GRAHAMS APPLE SLICES MILK
HAM AND CHEESE ON ENGLISH MUFFIN APPLE SLICES MILK
HOT HAM AND CHEESE SANDWICH FRUIT JUICE MILK
MUFFIN FRUIT YOGURT APPLE JUICE MILK
BAGELER™ APPLE JUICE MILK
WHOLE WHEAT CINNAMON ROLL ORANGE JUICE MILK
CEREAL CHEESE SNACK FRUIT JUICE MILK
FRENCH TOAST ORANGE JUICE MILK
CHEESE PIZZA POCKET FRUIT JUICE MILK
PEANUT BUTTER SANDWICH FRUIT JUICE MILK
OMELETTE TROPICAL FRUIT MILK
MUFFIN FRUIT JUICE MILK
BREAKFAST BITES FRUIT JUICE MILK
SOFT TACO APPLE JUICE MILK
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PURPOSE
The purpose of NFSMI is to improve the operation of Child Nutrition Programs through research, education and training, and information dissemination. The Administrative Offices and Divisions of Technology Transfer and Education and Training are located in Oxford. The Division of Applied Research is located at The University of Southern Mississippi in Hattiesburg.

MISSION
The mission of the NFSMI is to provide information and services that promote the continuous improvement of Child Nutrition Programs.

VISION
The vision of the NFSMI is to be the leader in providing education, research, and resources to promote excellence in Child Nutrition Programs.

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NFSMI BEST PRACTICE GUIDE FOR IN-CLASSROOM BREAKFAST

To improve student access and participation in the USDA School Breakfast Program, some school districts adopted distribution and service models for serving an in-classroom breakfast. These models include distribution of the breakfast meal to each classroom by students or school nutrition employees, and also mobile breakfast carts in hallways.

This resource and checklist was developed through case study research that involved four school districts with exemplary in-classroom breakfast programs. The purpose of this resource is to guide school nutrition directors who wish to implement in-classroom breakfast programs that are customized for each school within a district, or to assess existing in-classroom breakfast programs in schools. The information will support efforts by capturing numerous issues that will impact the decision-making process and lead to the overall success for the in-classroom program.
1. BUILDING A TEAM

A. Has a team approach for planning been established?
Yes ______ No ______ Date __________________

B. Have you formed, or do you plan to form, a team to involve representation?
Yes ______ No ______ Date __________________

Use the table below to identify individuals to serve on your team.

IN-CLASSROOM BREAKFAST TEAM

<table>
<thead>
<tr>
<th>Group Representative</th>
<th>Team Member Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Nutrition Personnel</td>
<td></td>
</tr>
<tr>
<td>School Administrators</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>School Nurses</td>
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</tr>
<tr>
<td>Custodians</td>
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</tr>
<tr>
<td>Parents</td>
<td></td>
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<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>School Wellness Committee Members</td>
<td></td>
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<tr>
<td>Community Members</td>
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<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

C. Have you investigated grants to support implementation?
Yes ______ No ______ Date __________________

FUNDING SOURCE CHECKLIST

<table>
<thead>
<tr>
<th>Source</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>USDA Team Nutrition</td>
<td></td>
<td></td>
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<tr>
<td>State Agency</td>
<td></td>
<td></td>
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<tr>
<td>“gotbreakfast?”™ Foundation</td>
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<tr>
<td>National or Regional Dairy Council</td>
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<tr>
<td>Action for Healthy Kids</td>
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<tr>
<td>Other(s)</td>
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</tbody>
</table>
2. CUSTOMIZED MENU PLANNING FOR EACH SCHOOL

A. Are students surveyed for food preferences?
Yes ______ No ______ Date _______________ Notes ___________________________________________________

B. Are diverse menu possibilities investigated?
Yes ______ No ______ Date _______________ Notes ___________________________________________________

SOURCES FOR EXPLORING DIFFERENT FOOD ITEMS CHECKLIST

<table>
<thead>
<tr>
<th>Sources</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vendors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade Shows/Exhibits</td>
<td></td>
<td></td>
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<tr>
<td>Other School Districts</td>
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</tbody>
</table>

CRITERIA TO CONSIDER FOR MENU ITEMS CHECKLIST

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Preferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrient Composition</td>
<td></td>
<td></td>
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<tr>
<td>Meal Pattern</td>
<td></td>
<td></td>
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<tr>
<td>Variety/Number of Choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td></td>
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<tr>
<td>Packaging</td>
<td></td>
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<tr>
<td>Temperature</td>
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<tr>
<td>Food Safety</td>
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<tr>
<td>Storage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production</td>
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</tr>
</tbody>
</table>

C. Are menus continually revised and updated?
Yes ______ No ______ Dates ____________________

___________________
3. LOGISTICS OF DISTRIBUTION AND SERVICE

A. Have you visited school districts that have successful in-classroom breakfast programs?
Yes _________  No ________ Date ___________________ Notes ______________________________

B. Have you explored options for customizing distribution and service?
Yes _________  No ________ Date ___________________ Notes ______________________________

### ISSUES TO CONSIDER FOR SUCCESSFUL IN-CLASSROOM BREAKFAST SERVICE

**Equipment**
- Food Storage and Production – refrigeration, freezing and dry storage
- Food Transportation and Disposal – carts for kitchen use, carts for delivery, baskets or bins for classrooms, trash bins for classrooms or hallways

**Staffing**
- School nutrition manager
- School nutrition staff
- Other staff based on physical layout of school, number of students and distribution methods

**Food Safety and Sanitation**
- Maintenance of food temperatures
- Hand washing
- Sanitizing

**Breakfast Delivery**
- Options may include school nutrition employees, older students, teachers, aides or parent volunteers

**Traffic Flow**
- Traffic flow issues are based on whether breakfast will be served from a mobile cart or taken to each classroom

**Timing of Service**
- Varies based on morning routing of each school

**Paper Supplies**
- Napkins, straws, trash bags, wipes

**Accurate Records of Students Served**
- Usually teachers are asked to assist

**Pick-up of Leftovers**
- Usually done by school nutrition employees

**Responsibilities for Trash**
- Custodial responsibilities vary
- Student responsibilities vary
Other Issues Learned…

- _______________________________________________________________________________
- _______________________________________________________________________________
- _______________________________________________________________________________
- _______________________________________________________________________________
- _______________________________________________________________________________
- _______________________________________________________________________________
- _______________________________________________________________________________
- _______________________________________________________________________________
- _______________________________________________________________________________
- _______________________________________________________________________________

C. Do you offer, or plan to offer, training for school nutrition staff?
Yes _______________ No _______________ Date ___________________

D. Do you offer, or plan to offer, training for teachers?
Yes _______________ No _______________ Date ___________________

E. Do you offer, or plan to offer, training for custodians?
Yes _______________ No _______________ Date ___________________

F. Do you currently market, or do you plan to market, in-classroom breakfast?
Yes _______________ No _______________ Date ___________________
G. Have you investigated any of the marketing possibilities listed below?

<table>
<thead>
<tr>
<th>Marketing Resources Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web site</td>
<td></td>
<td></td>
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<tr>
<td>Letters to Parents</td>
<td></td>
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<tr>
<td>Media Coverage</td>
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<td></td>
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<tr>
<td>Parent Meetings</td>
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<tr>
<td>Other(s)</td>
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</tbody>
</table>

4. FINANCIAL SUCCESS AND ACCURATE RECORDS

A. Have you investigated the Universal Free Breakfast and Provision 2 options?
Yes _________  No ________  Date ___________________

B. If you have not, consider designing forms for maintaining accurate records.
   Forecasting  __________________
   Production  __________________
   Service  __________________
   Accountability and Reimbursement  __________________

5. ENVIRONMENT FOR LEARNING AND SCHOOL CULTURE

A. Do you, or do you plan to, investigate the ability to track attendance, tardiness and discipline referrals?
Yes _________  No ________  Date ___________________

B. Do you, or do you plan to, survey principals, teachers, parents and students?
Yes _________  No ________  Date ___________________

C. Do you, or do you plan to, observe in-classroom breakfast?
Yes _________  No ________  Date ___________________

___________________
___________________
___________________
**6. USE CONTINUOUS QUALITY IMPROVEMENT**

A. Do you, or do you plan to, obtain feedback from stakeholders?
   (Children, parents, school nutrition staff, school staff, school community.)

Yes _________  No _________  Date ___________________

For more information on continuous quality improvement, visit
www.nfsmi.org/Information/CQI_Resource.pdf

<table>
<thead>
<tr>
<th>POSSIBLE AREAS FOR IMPROVEMENT CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menus _______  Service _______</td>
</tr>
<tr>
<td>Food Quality _______  Trash Handling _______</td>
</tr>
<tr>
<td>Food Temperatures _______  Reimbursement _______</td>
</tr>
<tr>
<td>Production _______  Accurate Records for</td>
</tr>
<tr>
<td>Distribution _______  Reimbursement _______</td>
</tr>
</tbody>
</table>
FOR MORE INFORMATION ABOUT IN-CLASSROOM BREAKFAST
PLEASE VISIT THE FOLLOWING WEB SITES:


PLEASE NOTE: The above Web sites were verified as active January 2008 and may expire without notice. The addresses are case sensitive.