

School Breakfast Program Toolkit





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Description of the School Breakfast Program Toolkit

The School Breakfast Program Toolkit is designed to be used by all members of the school community from administrators, teachers and staff to volunteers and parent groups. This kit can be used by schools at any stage, from exploring the concept to starting or improving a program. This toolkit includes information on:

- Reasons for offering a program
- Benefits of a program
- Types of breakfast programs
- Sources of funding
- Food safety and food donation considerations
- Menu planning ideas
- Other supporting resources

The **School Breakfast Program Toolkit** follows healthy eating principles found in *Eating Well with Canada's Food Guide* and the *Alberta Nutrition Guidelines for Children and Youth*.

[*Eating Well with Canada's Food Guide*](#) suggests that individuals enjoy a variety of foods from each of the four food groups daily. The recommended servings for each of the food groups are based on age and sex. Free copies of Canada's Food Guide can be ordered from: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

The [*Alberta Nutrition Guidelines for Children and Youth*](#) are designed to help Albertans create an environment which provides healthy food choices and promotes healthy eating habits. These guidelines can be used wherever food is offered to children and youth in childcare facilities, schools and recreation/community centres. More information on the guidelines can be found at:

<http://www.health.alberta.ca/documents/Nutrition-Guidelines-AB-Children-Youth.pdf>

To find an AHS staff member who can assist you in using this toolkit to start a breakfast program or improve an existing breakfast program, please email:

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Introduction

Why Is Breakfast Important?

Eating breakfast improves overall health and well-being of children and youth. Those who eat breakfast regularly are more likely to meet their nutrient requirements than those who miss breakfast (1–4).

When students eat breakfast before school starts, they may perform better throughout the morning hours in the following areas (1–3,5):

- readiness to learn
- memory
- ability to stay present and focus on classroom activities



Why Don't Children Eat Breakfast?

Studies show that children and youth may miss breakfast for a variety of reasons:

- Children and youth may not feel hungry early in the morning (6–10).
- Children and youth may feel unwell if eating early in the morning (8,10).
- The family may not have time to prepare and eat breakfast (6,8–12). This may be due to chores, homework, timing of sports or activities or long travel time to get to school.
- Children and youth want and need more sleep (13,14).
- Families may not model eating breakfast on a regular basis (9,13,15).
- Parents may not be available at breakfast time because of competing priorities such as work and caring for other family members (9,13).
- Families may not have enough money to buy enough food (16).
- There may not be food available that appeals to them (8,10).
- Children may not understand why breakfast is important. For example, older children and adolescents may believe skipping breakfast will help control weight (1,6,8–10).

School breakfast programs can help to ensure that students have another opportunity to eat before they start their day. No matter why students miss breakfast, schools should carefully consider their students' specific needs to assess and identify the benefits and goals of a school breakfast program.

Benefits of School Breakfast Programs

School breakfast programs, provided in a safe and caring environment, and offered in a way that meets students' needs, have been shown to:

- improve attendance (11) and reduce absenteeism which may lead to better learning (17)
- provide an opportunity for more positive interactions between students and staff outside the classroom (11,14)
- increase awareness of healthy eating habits when nutrition education is included (6,11,18)
- offer a variety of foods (14) and provide an opportunity to try new foods (11)
- support a school or district nutrition policy, which may lead to improved eating patterns of students and staff (18,19)

Common Goals of Breakfast Programs

A universal breakfast program can reach more students and increase participation rates (7,20–23). Offering breakfast to all students reduces the chance of drawing attention to students with higher needs, and is more likely to promote student health, overall wellbeing and learning (7,21,23–25). Programs that are free or offered at a reduced price can improve participation rates (6,21). Schools that make breakfast a normal part of the morning routine may have more success with their breakfast program (6).

Breakfast programs can also include:

- nutrition and health education (1,8–10)
- cultural diversity (8,11,26)
- a positive, caring and nurturing environment (11,14)
- involvement and education of the community, parents and school staff (11,14,25)
- opportunities for students to learn and practice important life skills, such as positive socialization and food preparation (11,26)

To find an Alberta Health Services staff member who can assist you in using this toolkit to start a breakfast program or improve an existing breakfast program, please email:

healthychildrenandyouth@albertahealthservices.ca



Getting Started

Starting a Breakfast Program

A successful breakfast program takes planning, organization and team work. The six steps described below can be used to help start a breakfast program or improve an existing program. For the best results, all steps should be reviewed on a regular basis. Schools may be at different stages and may start at any step. *The Breakfast for Learning Start-Up Kit* (<http://www.breakfastforlearning.ca/wp-content/uploads/2014/04/Start-up-Kit-2014.pdf>) also includes great information on the keys to a successful breakfast program.

Steps	Supporting Resources
Step 1: Assessment (27)	
<p>Determine the level of need in your school and school community for a breakfast program. Collect data and contact people you think will be involved in the program such as parents and caregivers, community members, school staff and students. Key informant discussions and surveys can include questions such as:</p> <ul style="list-style-type: none">• Is there already a breakfast program in the community?• What space and equipment does the school have? This will determine the type of breakfast program the school can offer.• How many students would participate?• How will the school and community benefit?• Is there support from parents and caregivers, school staff and community members?	<p>Why don't children eat Breakfast?</p> <p>Types of Breakfast Programs</p> <p>Appendix A: Assessment and Planning</p>



Step 2: Planning (28)	
<p>Careful planning is the key to achieving and maintaining success when implementing a breakfast program. Form a committee that includes staff, parents and caregivers, teachers and students. This committee can:</p> <ul style="list-style-type: none"> • Identify a coordinator or key person(s) responsible for getting the project started. • Involve as many people as possible in discussing ideas. • Create a shared vision. • Develop and distribute roles and responsibilities. • Ensure that all guidelines and school policies are being followed. • Plan the implementation and future evaluation of the program. • Inform people outside the committee through newsletters, school website or other methods about the details of the program. • Keep track of all activities through an action plan. • Meet with the local public health inspector to discuss the type of permit you will need to apply for and any facility requirements/modifications needed. 	<p>Appendix A: Assessment and Planning</p> <p>Appendix B: Committee Members, Roles and Responsibilities</p> <p>Appendix C: Sample Letters/Communication</p> <p>Appendix D: Action Planning Templates</p> <p>Appendix E: Permits and School Food Activities</p>
Step 3: Decide Priority Issues (28)	
<p>Consider where your school is at and decide what to focus on for the year ahead.</p> <ul style="list-style-type: none"> • Review the gathered information and decide what needs to be improved or changed in the short and long term. Recognize that priority issues may take time to work through. • Keep track of decisions and activities through an action plan. 	<p>Appendix A: Assessment and Planning</p> <p>Appendix D: Action Planning Templates</p>
Step 4: Set Goals and Develop an Action Plan (28)	
<p>Develop an action plan based on what has been done and how the breakfast program can move forward.</p> <ul style="list-style-type: none"> • Set goals and think of ways to get there. • Start with small tasks. • Celebrate small successes along the way and build on them. • Develop a budget. • Share the action plan with the school community. 	<p>Appendix D: Action Planning Templates</p> <p>Appendix F: Sample Budget Templates</p>



Step 5: Implement and Monitor (28)	
<p>Once goals are set and an action plan is developed, it becomes easier to implement and evaluate the breakfast program to see if the outcomes were achieved.</p> <ul style="list-style-type: none">• Carry out the steps outlined in the action plan.• Members should receive training prior to filling their roles.• Use the action plan as a working document and update it regularly.• Monitor timelines and progress.• Adjust the plan as necessary.	<p>Appendix D: Action Planning Templates</p> <p>Appendix G: Sample Evaluation Surveys and Checklists</p>
Step 6: Reflect, Evaluate and Celebrate (28)	
<p>Take time to reflect on past activities.</p> <ul style="list-style-type: none">• Review the action plan and record results.• Decide whether planned goals were met.• Gather feedback from the school community.• Consider what worked, what didn't, and why.• Recognize and thank everyone involved including community sponsors, funders, families, volunteers and staff.• Be proud of your successes and celebrate.	<p>Appendix D: Action Planning Templates</p> <p>Appendix G: Sample Evaluation Surveys and Checklists</p>

Types of Breakfast Programs

Each school has different needs and resources; therefore, no two breakfast programs will be exactly the same. Breakfast programs should provide universal access, where food is available to all students; however, universal access may not be possible for all schools. A breakfast program can be offered for free or a minimal charge may be necessary to cover the costs. Breakfast can be prepared within the school or ordered from an external food service provider. There are several ways breakfast can be served in schools, depending on the space and equipment that is available (14,24,29). Examples are listed below.

Food Handling Permits

Before starting your program, contact your local Public Health Inspector/Environmental Health Officer about the type of Food Handling Permit your program may need <http://www.albertahealthservices.ca/info/service.aspx?id=1052203>

See [Appendix E: Permits and School Food Activities](#) for additional information.

Cafeteria Style Breakfast

- This option requires no special transportation or packaging of food and only one area needs to be cleaned.
- Breakfast is prepared in the cafeteria or on-site kitchen.
- The cafeteria is set up for a large number of students in one location.
- Students and staff can eat together in an open and social environment.
- Hot foods can be offered because equipment is readily available.

Breakfast in the Classroom

- This option can be helpful for schools that do not have a common area where students can gather to eat.
- Meals are delivered to classrooms and can be incorporated into the classroom schedule (for example, during attendance or morning break).
- Students can help deliver breakfast to each classroom.



Grab 'n' Go Breakfast

- This option can be helpful for schools without cafeterias.
- Breakfast can be bagged or wrapped individually.
- This option takes less time to prepare and decreases long lines.
- It allows students to eat at different times and locations (for example, common areas, classrooms or bus rides).

External Food Service Provider

- This option can be helpful for schools without the resources to operate a breakfast program (for example time, space, human resources and kitchen equipment).
- The external food service provider prepares the food in a permitted facility and has Food Safety training.
- This allows for a large number of students to eat at different locations (for example, common areas, classrooms or bus rides).
- The school should select a provider that can meet [*Canada's Food Guide*](#) and the [*Alberta Nutrition Guidelines for Children and Youth*](#).
- Consider using a Request for Proposal (RFP) when selecting the vendor:
<http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-request-for-proposal.doc>.

Emergency Food Program

- This option can be helpful to schools that have a small number of students who need breakfast or a snack.
- It typically consists of a small number of foods with a long shelf life. Items can be kept in classrooms or in a central area such as the main office.
- There is no preparation time, cleaning, refrigeration or transportation needed.



For more information and resources to help determine the type of breakfast program that would meet the needs in your school, please refer to the [Types of Breakfast Programs](#): Benefits and Considerations Table on the next page and the [Getting Started](#) section on page 8.

Types of Breakfast Programs: Benefits and Considerations

	Benefits	Considerations
Cafeteria Style	<ul style="list-style-type: none"> allows for more variety of hot and cold food options all food can be prepared and served in one location food costs may be lower if ingredients are bought in bulk and food is made from scratch food is made on site so there are no issues with delivery students can eat together in one location allows control of ingredients, portion sizes, food waste and food safety 	<ul style="list-style-type: none"> need a well-equipped and functioning kitchen increased labour costs (including staff training) costs related to kitchen upgrades and maintenance time consuming due to food preparation, serving and kitchen maintenance need seating space for a large number of students need delivery and storage space for ingredients
Breakfast in Classroom	<ul style="list-style-type: none"> can make food onsite and/or outsource externally can lower food costs if ingredients are purchased in bulk no line-ups in the cafeteria can save time by making simpler foods extra space not needed for seating allows control over portion sizes and food waste 	<ul style="list-style-type: none"> need some equipment and/or kitchen space labour costs (including staff training) possible costs related to kitchen upgrade and maintenance might be an issue in crowded classrooms less control over ingredients and food safety
Grab N' Go	<ul style="list-style-type: none"> can make food onsite and/or outsource externally minimal kitchen equipment needed lower costs due to simple menu, minimal equipment and labour no line-ups in the cafeteria can save time due to simpler menu extra space not needed allows control over portion sizes and food waste 	<ul style="list-style-type: none"> may need some equipment less control over ingredients and food safety more packaging waste
External Food Service Provider	<ul style="list-style-type: none"> no need for kitchen / equipment no labour, kitchen or equipment costs saves time on food preparation, service, and cleaning can eat in cafeteria, classroom or at different times and locations allows control over food waste 	<ul style="list-style-type: none"> higher costs for outsourced food preparation and delivery less control over ingredients, portion sizes and food safety request a menu that meets <i>Canada's Food Guide</i>, the <i>Alberta Nutrition Guidelines for Children and Youth</i>, or school district nutrition policy
Emergency Food Program	<ul style="list-style-type: none"> no need for kitchen/equipment no labour, kitchen or equipment costs saves time on food preparation, service and cleaning allows control over portion size, food waste and food safety 	<ul style="list-style-type: none"> may require a large upfront cost for inventory may require additional storage space limited to packaged foods more packaging waste

Funding

Starting and running a breakfast program costs money. Equipment, supplies and food must be purchased on a regular basis. Funds for start-up costs or everyday expenses can come from donations, fundraising or grants. The main goal is to secure long term funding for the program (20,27).

Financial supporters can include:

- families
- local businesses
- service and social clubs
- foundations
- churches
- community organizations

Steps to Help with Funding

The steps below may help to secure funding for your school breakfast program (27).

Step 1: Budget

Start-up Costs:

- How much money will you need for supplies? (include dishes, cutlery, cooking equipment, storage containers, cleaning supplies.)
- Will there be costs for plumbing or wiring?
- What are the costs for food safety courses and training?
- Will you need to hire staff, pay rent and utilities?

Program Costs:

- Estimate the number of children that will participate in the program.
- Estimate the cost per child based on the type of breakfast menu.
- Estimate the operating costs.
- Determine how much food/supplies will be needed for breakfast.

See [Appendix F: Sample Budget Templates](#)

Step 2: Funding

List possible sources of funding and determine how much each one can contribute:

- financial contributions
- volunteer support/ in-kind donations /
- fundraising
- grants and donations



Sources of Funding

Financial Contributions (30)

Financial contributions from organizations and individuals such as parents and caregivers can help reduce the costs of a breakfast program. Participation rates can be improved when the program is available for free or at a reduced price (21,22).

Tips for managing financial contributions:

- Explore ways that both individuals and companies can receive a receipt for monetary donations.
- Have one person in charge of keeping records for money collected, and reporting to program coordinator.
- Keep all information confidential.
- Financial support from families can be handled in a method that works best for your program. This can include payment envelopes or packages sent home with students and returned weekly or monthly, or payment options such as electronic, cheque or cash.

Volunteer Support/In-kind Donations (27)

Contributions such as volunteer time are very important to a successful breakfast program. Parents and caregivers may welcome the opportunity to support their child's health and wellness, and their involvement can help with breakfast program implementation and success. Invite all families to provide input, get involved or give financial support. Be mindful of individual families' ability to contribute.

In-kind donations such as kitchen or dining equipment, paper products, and services may benefit your program as well.

Fundraising (27)

Start your fundraising efforts by contacting local businesses, service and social clubs, faith-based and community organizations, professional associations and other groups that are relevant to your local community. Fundraising can help to bring more people on board to support school breakfast programs. Schools can also consider using healthy fundraising options to support their programs. For more information, refer to the Alberta Health Services *Healthy School Fundraising* resource at: <http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-healthy-fundraising.pdf>

Grants and Donations

Many school breakfast programs receive funds or donations from local community organizations, companies, or foundations like Breakfast for Learning and Breakfast Clubs of Canada. Make sure you understand the type of activities or organizations they support before requesting a donation or submitting a grant proposal. For a [Sample Food Donation Letter](#) refer to Appendix C.

Here are some tips for writing grant proposals:

- Call the funder to make sure your breakfast program meets their funding criteria.
- Be specific and use plain, clear language.
- Do not assume the funders know your school.
- Highlight the strengths and achievements of your school; be positive.
- Make sure all your numbers are correct.
- Ask people who know little about the program to read the proposal and give feedback.
- Be ready to discuss any concerns about the breakfast program and possible solutions to address these concerns.
- Meet deadlines and keep a copy of the grant for your records.

For more information and tips on grant writing refer to:

- Government of Alberta, Board Development: Writing a Grant Proposal:
http://www.culture.alberta.ca/community-and-voluntary-services/programs-and-services/board-development/resources/info-bulletins-english/pdfs/WritingAGrantProposal_10.pdf
- Greater Victoria Community Funders Network—Grant Writing Handbook:
http://www2.gov.bc.ca/local/myhr/documents/pay_reimbursements/PECSF/Grant_Writing_Handbook.pdf

Examples of Sources of Funding

Breakfast Club of Canada (BCC): Establishes new breakfast programs or strengthens existing ones by providing schools with the necessary funds, kitchen equipment, training, tools and food donations: <http://www.breakfastclubcanada.org>

Breakfast for Learning (BFL): Provides nutrition program grants for breakfast, lunch and snack programs, equipment grants funding for appliances and volunteer and program development opportunities to help run quality, sustainable programs: <http://www.breakfastforlearning.ca>

Wellness Fund—Other Sources of Funding: Provides a list of grant opportunities available to Albertan and Canadian schools. Grant application deadlines vary. Please check the following website for more details:
<http://www.wellnessfund.ualberta.ca/en/Grants/Other%20Sources%20of%20Funding.aspx>

Creating a Food Safe Facility

Based on the type of menu and food preparation in your school, it is very important that program staff and volunteers are educated on food preparation and serving to ensure the food is safe to eat. Contact your local Public Health Inspector/Environmental Health Officer for more information and to determine what types of courses and permits may be required: <http://www.albertahealthservices.ca/eph/eph.aspx>

Food Handling Permits

All facilities in which food intended for public consumption is stored, prepared, processed, distributed or served require a food handling permit issued by Alberta Health Services (31). Contact your local Public Health Inspector/Environmental Health Officer about the type of Food Handling Permit needed for your designated space: <http://www.albertahealthservices.ca/eph/eph.aspx>. For more information see [Appendix E: Permits and School Food Activities](#).

Equipment

Your program should ensure the kitchen equipment (food equipment, refrigeration equipment, food containers, surfaces, clean up equipment) meets Alberta Health Services Environmental Public Health standards (31). For example, coolers must be maintained at temperatures below 4°C (40°F) while freezers must be able to keep foods frozen below temperatures below -18°C (0°F). For more information on kitchen equipment, visit: <http://www.albertahealthservices.ca/eph/Page8302.aspx>

Kitchen Safety

It is important that all program staff and volunteers involved in preparing foods for the breakfast program keep themselves and others safe. Refer to: [Appendix J: Kitchen Safety](#) for more information on preventing injuries such as burns, cuts, electrical shocks and others.

Food Safety Courses

It is recommended that as many food handlers as possible complete a course in food safety (31). Alberta Health Services offers a variety of options (one or two day course or home study course). For more information, visit: [Food Safety Courses](#) <http://www.albertahealthservices.ca/eph/page3151.aspx>

Food Safety

Keeping your food safe from harmful germs is necessary to prevent students and staff from getting sick. You can't see, smell, taste or feel these harmful germs, but anyone can get sick from them (32). Every year around 4 million Canadians get sick from foodborne illness (sometimes called food poisoning), usually suffering from nausea, vomiting, stomach cramps and diarrhea (32,33). People in Canada also die from foodborne illness each year (32).

How Do Harmful Germs Get Into Our Food?

Harmful germs can get into food in a variety of ways. Here are some examples (33,34):

- someone coughs or sneezes on the food
- harmful germs from a cut, sore or burn on your hand get into the food
- juices from raw poultry or meat get into the food
- pests, such as mice and flies, contaminate food
- germs are on the skin or surface of foods
- someone does not wash their hands well after going to the bathroom and then handles food
- the same knife used to cut raw meats is used again for other food that is ready to eat
- a plate used to carry uncooked meat is not cleaned properly before it is used again to carry cooked meat
- clean hands are wiped on a dirty apron, towel or cloth and then germs are transferred back to clean hands
- dish cloths, aprons and towels are not laundered regularly

Personal Hygiene Checklist for Food Handlers

Personal hygiene is very important. It helps stop the spread of harmful germs and protects food, students and staff (33).

- Work only when you are well. Do not work if you have symptoms such as diarrhea or vomiting, a cold or a sore throat.
- Be clean. Personal cleanliness is important when working with food.
- Wear clean, easily washable clothes.
- Keep hair and/or beards clean and tied back or covered.
- Take off rings, bracelets and long necklaces.
- Wash hands with soap and hot water before starting work. Always wash hands after using the bathroom and whenever hands become soiled.
- Cut fingernails short and keep them scrubbed and clean.
- Use utensils such as ladles, tongs or scoops instead of hands when handling food.
- Do not brush teeth or hair, apply cosmetics or change clothes in the food preparation area.
- Wear gloves if you have a cut, sore or burn on your hands.
- Replace gloves as often as you would wash your hands. Wash your hands before you put on new gloves and after you have removed old gloves.
- Avoid sampling food while cooking.
- Avoid using cell phones during food preparation.



A Personal Hygiene Poster is available from: <http://www.albertahealthservices.ca/assets/wf/eph/wf-eh-personal-hygiene-poster.pdf>

Four Principles of Food Safety

The four principles of safe food handling are: clean, separate, cook and chill (34). Contact your local Public Health Inspector/Environmental Health Officer for advice on food safe practices and food facility requirements: <http://www.albertahealthservices.ca/info/service.aspx?id=1052203>

1. Clean

- Food facilities must be clean and sanitary (31).
- Wash your hands before you handle food, during food preparation when needed and again when you've finished.
- Scrub all vegetables and fruits under cool running water before preparing, cooking or eating.
- Clean and sanitize equipment including countertops, cutting boards and utensils.
- Refer to [Appendix H: Cleaning and Sanitizing](#) for more information on surface cleaning and sanitizing, guide to handwashing and dishwashing procedures.

2. Separate

- Keep meats and their juices separated from other food during storage and preparation by:
 - storing raw meats below cooked foods and fruits and vegetables in the refrigerator
 - using separate cutting boards for raw meats
- Keep foods covered.

3. Cook

- Prepare foods quickly, cook them to the correct temperature (see [Appendix I](#)) and serve immediately.
- Do not keep foods in the Danger Zone, 4°C to 60°C (40°F to 140°F), for more than 2 hours.
- Always check that food is thoroughly cooked using a clean, calibrated thermometer.
- Reheat foods to 74°C (165°F). Only reheat food once.
- Refer to [Appendix I: Food Safety Resources](#) for more information on the Cooking Temperatures and Danger Zone.

4. Chill

- Refrigerate or freeze leftovers as soon as possible. Refrigerated leftovers should be used within 2–4 days.
- Refrigerate or freeze leftovers in shallow containers or zippered plastic bags for quick cooling.
- Make sure the refrigerator is set at a temperature of 4°C (40°F) or colder. Make sure your freezer is set a temperature of -18°C (0°F) or colder.
- Check your refrigerator and freezer temperatures on a daily basis.
- Refer to: [Appendix I: Food Safety Resources](#) for more information on fridge and freezer storage and [Food Storage Temperature Record](#) template.

For additional resources on food safety information visit Alberta Health Services Environmental Public Health at: <http://www.albertahealthservices.ca/eph/page8294.aspx>

A Food Safety Tips Poster is available from: <http://www.albertahealthservices.ca/assets/wf/eph/wf-eh-personal-hygiene-poster.pdf>

Food Donations

Some organizations may support breakfast programs in the form of food donations. If your program would like to request food donations refer to: [Appendix C: Sample Letters/Communication for a Sample Food Donation Letter](#)

All food that arrives at your facility must be inspected for its safety and quality. Before accepting food donations, schools must consider the following (31):

- **Food Handling Permit:** The food donor should have a Food Handling Permit issued by Alberta Health Services. A permitted facility is subject to a government inspection at any time.
- **High-risk food:** These are foods which will support the growth of harmful germs (i.e. meat, poultry, seafood and seafood products, dairy products, soups, sauces, gravies, eggs and egg products, baked goods with perishable fillings). Keep high-risk foods, if accepted, refrigerated at or below 4°C (40°F) or keep them frozen at -18°C (0°F) or lower at all times, including during transportation. **Do not accept** high risk food that has been kept at improper temperatures.
- **Low-risk food:** These are foods that will **not** support the growth of harmful germs (i.e. dry foods, unopened commercially canned foods, whole fresh fruits and vegetables, baked goods without perishable fillings). For information regarding the shelf life of low-risk foods, contact your local Public Health Inspector/Environmental Health Officer for more information or help with your kitchen facility: <http://www.albertahealthservices.ca/info/service.aspx?id=1052203>
- **Do not accept** the following items:
 - high-risk food past its expiry or best before date
 - home canned vegetables, or home canned meat or fish products
 - food contaminated by pests (for example mice and bugs)
 - food products with missing labels
 - food products in damaged or compromised packaging (for example ripped bagged food, bulging or leaking tin cans, and flood/fire or smoke–damaged foods)
 - donated fish products caught without a commercial license
 - high-risk homemade foods from an unapproved source
 - cracked eggs
 - uninspected meat and poultry
 - unpasteurized milk or products made from unpasteurized milk
 - partially used or unidentifiable foods

Menu Planning and Healthy Eating

Menu planning helps to ensure meals are healthy, well balanced, and include a variety of foods according to *Canada's Food Guide*. Here are some ways that menu planning can help your breakfast program serve tasty and healthy food (35):

- Planning ahead allows you to think about how to include at least 3 food groups with each meal.
- Having two or three different weekly menus will help increase the variety of foods offered.
- Breakfast can include foods that are not typical breakfast items, such as soups, raw vegetables and cooked meats.
- Offering foods from different cultures welcomes more students to participate in the program and introduces other nutritious foods.

What do we know about children's eating patterns?

Vegetables and Fruit

Across all age groups at least 60% of Canadian children are not eating vegetables and fruits often enough to meet their requirements (36).

Milk and Alternatives

More than one third of Canadian children aged 4–9 are not consuming milk and alternatives often enough to meet their requirements. After the age of ten, two thirds of children are not consuming milk and alternatives often enough (36).

For a healthy breakfast, plan to include at least 3 out of the 4 Food Groups in [Eating Well with Canada's Food Guide](#). Each of the sample menus in this toolkit provides examples of how to include food groups at breakfast. *Canada's Food Guide* provides the following key messages for healthy Canadians over two years of age and should be considered when planning a menu for your breakfast program:

- Enjoy a variety of foods from the four food groups.
- Emphasize vegetables, fruit and whole grains such as breads and cereals.
- Choose lower-fat dairy products, leaner meats and foods prepared with less fat and less salt.
- Achieve and maintain a healthy body weight by enjoying regular physical activity and healthy eating.
- Drink water regularly.



When selecting foods from the four food groups, make every choice count!

Vegetables and Fruit

- ✓ Eat at least one dark green and one orange vegetable each day.
- ✓ Choose vegetable and fruit prepared with little or no added fat, sugar or salt.
- ✓ Have vegetables and fruit more often than juice.

Grain Products

- ✓ Make at least half of your grain products whole grain each day.
- ✓ Choose grain products that are lower in fat, sugar or salt.

Milk and Alternatives

- ✓ Drink skim, 1% or 2% milk each day.
- ✓ Select lower fat milk alternatives.

Meat and Alternatives

- ✓ Have meat alternatives such as beans, lentils and tofu often.
- ✓ Eat at least two Food Guide servings of fish each week.
- ✓ Select lean meat and alternatives prepared with little or no added fat or salt.



The Alberta Health Services [Healthy Eating Starts Here](http://www.albertahealthservices.ca/nutrition/page2914.aspx) website includes tools and resources that can be used by school teachers and other child educators, administrators, food service staff, health professionals and parents/caregivers to teach students and children about nutrition and healthy food choices. For more information: <http://www.albertahealthservices.ca/nutrition/page2914.aspx>

The [Alberta Nutrition Guidelines for Children and Youth](#) use a food rating system to classify into the categories of Choose Most Often, Choose Sometimes and Choose Least Often based on certain nutrition criteria:



Choose Most Often—High nutrient foods. Foods from this class are all healthy choices from *Canada's Food Guide*. Offer these foods as often as possible. Example: an apple.



Choose Sometimes—Moderate nutrient foods. While these foods can still provide some nutrients, they tend to be higher in added sugar, unhealthy fats and sodium (salt). Example: sweetened apple sauce.



Choose Least Often—Low nutrient foods. Foods from this class are very low in nutrients and higher in calories, fat, sugar, and salt. It is not recommended that schools offer these foods. Example: apple flavoured drink.

These guidelines can be used wherever food is offered to children and youth in schools. Please review the criteria in [Healthy Eating for Children and Youth in Schools](#) and the [Alberta Nutrition Guidelines for Children and Youth](#) when selecting items.

Why Plan a Menu?

Menu planning can save **time** and **money**.

Save time by:

- placing orders more efficiently and spending less time at the grocery store
- informing staff and volunteers about day to day menu/operational tasks that are required
- determining which items can be bought pre-assembled



Save money by:

- taking advantage of sales
- buying in bulk or large quantities (if your school has enough storage space)
- collecting and using coupons
- asking for food donations of low risk foods that are on the menu (see [Appendix C: Sample Letters/Communication for a Sample Food Donation Letter.](#))
- reducing food waste by buying only what you need or having a plan for leftovers

What Type of Menu Is Best for Your School?

The type of menu(s) you will use depends on the availability of:

- equipment and space
- staff and volunteers
- time and money



Types of Menus

“No Cook” Menu:

- little or no equipment or room for food preparation
- limited volunteer support and time
- foods served require no preparation and can often be taken “on-the-go”
- may include pre-packaged foods, whole fruits or vegetables and cereal items
- food items have a long shelf life and could be used for an emergency food program

“Full Cook” Menu:

- equipment, space, staff, time and budget are available to make fully cooked or prepared, home-style breakfasts
- allows for the most variety of healthy options
- provides the opportunity to serve a variety of non-traditional foods for breakfast

“Combination” Menu:

- is a combinations of the no cook and full cook items
- may require basic cooking equipment, such as toasters, kettles, slow cooker or microwaves
- may require more time, supervision, preparation and cooking
- increases the variety of healthy options that may be offered



Sample No Cook Menu

The following menu is an example of a 5 day No Cook Menu:

	Monday	Tuesday	Wednesday	Thursday	Friday
Menu Choices:	Apple, granola bar and cheese string	Banana, bagel with peanut butter or alternative (e.g. soy butter), and milk	Fruit cup, muffin and milk	Vegetable sticks, crackers with hummus dip and yogurt	Fruit sauce, oatmeal bar and cheese portion
Food Groups	Ingredients				
Vegetables and Fruits	Apple	Banana	Tropical fruit cup in juice	Carrot and celery sticks	Fruit sauce
Grain Products	Granola bar	Whole grain bagel	Blueberry bran muffin	Whole grain crackers	Oatmeal bar
Milk and Alternatives	Cheese string	Milk	Milk	Yogurt	Cheese portion
Meat and Alternatives		Peanut butter or alternative (e.g. soy butter)		Hummus dip	
See the Additional Menu Ideas on page 28 for more examples.					

For more details on healthier menu options, see the '[Making Menu Items Healthier](#)' section on page 30.

Please review the criteria in the [Alberta Nutrition Guidelines for Children and Youth](#) (ANGCY) when selecting items to meet the Choose Most Often and Choose Sometimes categories. Refer to [Appendix L: Quick Guide to the ANGCY Criteria](#).

Sample Full Cook Menu

The following menu is an example of a 5 day Full Cook Menu:

	Monday	Tuesday	Wednesday	Thursday	Friday
Menu Choices:	French toast with fruit sauce and yogurt	Fruit crisp, yogurt and an egg	Ham and cheese sandwich with fruit	Pizza	Scrambled egg bagel and milk
Food Groups	Ingredients				
Vegetables and Fruit	Frozen fruit	Frozen fruit	Sliced melon or other fruit	Tomato sauce, peppers, spinach, mushrooms	Sautéed peppers
Grain Products	Whole grain bread	Rolled oats	Whole grain bread	Whole grain pizza crust	Toasted bagel
Milk and Alternatives	Yogurt	Vanilla yogurt	Cheese slice	Mozzarella cheese	Milk
Meat and Alternatives	Eggs	Hardboiled egg	Lower sodium ham	Lower sodium chicken breast	Eggs
See the Additional Menu Ideas on page 28 for more examples.					
Hint: you can include food ideas from the Sample No Cook Menu (previous page) and the Sample Combination Menu (next page) to add variety to your menus. If possible, plan 2 or 3 different menus and rotate.					

For more details on healthier menu options, see the '[Making Menu Items Healthier](#)' section on page 30.

Please review the criteria in the [Alberta Nutrition Guidelines for Children and Youth](#) (ANGCY) when selecting items to meet the Choose Most Often and Choose Sometimes categories:
<http://www.health.alberta.ca/documents/Nutrition-Guidelines-AB-Children-Youth.pdf>

Refer to [Appendix L: Quick Guide to the ANGCY Criteria](#) for a quick guide to the ANGCY criteria.

Sample Combination Menu

The following menu is an example of a 5 day Combination Menu:

	Monday	Tuesday	Wednesday	Thursday	Friday
Menu Choices:	Fruit salad, toast with peanut butter portion or alternative (e.g. soy butter) and milk	Waffles with fruit, yogurt and an egg	Egg sandwich and melon	Hot cereal with apples and milk	Scrambled egg bagel and milk
Food Groups	Ingredients				
Vegetables and Fruit	Fresh fruit salad	Frozen fruit	Lettuce and/or tomato melon slices	Diced apples	Sautéed peppers
Grain Products	Whole grain toast	Whole grain frozen waffle	Whole grain English muffin	Whole grain instant hot cereal	Whole grain toasted bagel
Milk and Alternatives	Milk	Vanilla yogurt	Cheese slice	Milk	Milk
Meat and Alternatives	Peanut butter portion or alternative (e.g. soy butter)	Egg	Poached egg		Microwave scrambled eggs

See the [Additional Menu Ideas](#) on page 28 for more examples.

Hint: you can include food ideas from the [Sample No Cook Menu](#) on page 25 to add variety to your menus.

For more details on healthier menu options, see the '[Making Menu Items Healthier](#)' section on page 30.

Please review the criteria in the [Alberta Nutrition Guidelines for Children and Youth](#) (ANGCY) when selecting items to meet the Choose Most Often and Choose Sometimes categories:

<http://www.health.alberta.ca/documents/Nutrition-Guidelines-AB-Children-Youth.pdf>

Refer to [Appendix L:Quick Guide to the ANGCY Criteria](#).

Additional Menu Ideas

The following table provides additional ideas for No Cook, Full Cook and Combination menus. Food items are listed under each of Canada's Food Guide groups.

Food Group	Menu Type		
	No Cook	Combination	Full Cook
Vegetables and Fruit	<p>Whole pieces of fruit—apples, banana, oranges, pears, grapes</p> <p>Raw vegetables—carrots, celery, broccoli, cauliflower</p> <p>Fruit cups packaged in fruit juice or fruit sauce</p> <p>Small amounts of dried fruit—raisins, cranberries etc.</p> <p>100% Fruit juice</p>	<p>Fresh fruit slices—melons, oranges, strawberries</p> <p>Frozen fruit—berries, mangos etc.</p> <p>Fruit salad—not pre-packaged</p> <p>Bell pepper strips—green, red, yellow, orange</p>	<p>Homemade fruit sauces</p> <p>Fruit crisp—fruit and rolled oats</p> <p>Sautéed vegetables to mix with eggs</p>
Grain Products	<p>Cold cereal</p> <p>Whole grain, mini muffins</p> <p>Small oatmeal raisin cookies</p> <p>Whole grain products—sliced bread, pita, bun, pita, naan, English muffins, bagel, bannock</p> <p>Granola bars</p> <p>Whole grain crackers</p>	<p>Hot cereal—oatmeal, cream of wheat</p> <p>Toasted whole grain bread products—slices, bagel, Naan bread, English muffin etc.</p> <p>Frozen pancakes or waffles</p>	<p>Homemade pancakes or waffles</p> <p>Homemade muffins</p> <p>French toast or grilled sandwiches</p> <p>Rice / congee</p>
Milk and Alternatives	<p>Milk and unsweetened fortified soy beverage</p>	<p>Milk and unsweetened fortified soy beverage</p> <p>Cheese</p>	<p>Cooked puddings</p> <p>Smoothies—milk or unsweetened fortified soy beverage, yogurt and fruit</p>

Milk and Alternatives (continued)	Cheese portions, Cheese strings Yogurt Yogurt tube Yogurt drinks Cottage cheese	Yogurt Parfait–yogurt, frozen fruit, cereal Smoothies– milk or unsweetened fortified soy beverage yogurt and fruit	Parfait–yogurt, frozen fruit, cereal
Meat and Alternatives	Hard boiled eggs Nuts and seeds Peanut butter portion or alternative (e.g. soy butter) Canned tuna Hummus	Scrambled eggs in the microwave Poached eggs in the microwave Lower sodium deli meat Beans in tomato sauce heated in microwave	Turkey bacon Omelette Lean meats (beef, pork, lamb, poultry, fish, wild game) Beans, lentils (in breakfast burrito/taco) Tofu
Mixed Dishes	Rice pudding	Parfait–yogurt, frozen fruit, cereal Smoothies–milk or unsweetened fortified soy beverage, yogurt and fruit Wrap with eggs, meat, cheese, vegetables	Baked casserole with eggs, meat, cheese, vegetables Cooked puddings, and bread puddings French toast or grilled sandwiches Omelette with veggies and cheese Pizza with cheese, lean meats, vegetables
Other/ Condiments	Salad dressing Dips Condiments (e.g. ketchup, jam, non-hydrogenated margarine)		

For more details on healthier menu options, see the '[Making Menu Items Healthier](#)' section on page 30.

Please review the criteria in the [Alberta Nutrition Guidelines for Children and Youth](#) (ANGCY) when selecting items to meet the Choose Most Often and Choose Sometimes categories:

<http://www.health.alberta.ca/documents/Nutrition-Guidelines-AB-Children-Youth.pdf>.

Refer to [Appendix L: Quick Guide to the ANGCY Criteria](#).

What do you eat for breakfast?

Consider including foods that are not typical breakfast items, such as soups, raw vegetables and cooked meats. Offering foods from different cultures welcomes more students to participate in the program and introduces other nutritious foods.



Making Menu Items Healthier

It is possible to make or offer healthier and less expensive menu items and keep the food tasting great! If preparing food, recipes can be modified by changing the cooking method and/or changing one or more of the ingredients. Here are some tips:

Fat

- Replace hard margarines, lard, and shortening with healthy fats such as vegetable oils (canola oil, olive oil), and non-hydrogenated soft margarines made from vegetable oils.
- Use cooking methods with little or no extra fat, such as roasting, broiling, steaming, braising, microwaving, stir-frying, baking, poaching and grilling.
- Drain fat that collects during cooking.
- Use cooking spray or fill a spray bottle with vegetable oil to spray pans.
- Grease pans with a small amount of non-hydrogenated, soft margarine or vegetable oil spray instead of butter.

Ways to reduce fat in breakfast menu items:

Food Group	Menu Item	Healthier Option
Vegetables and Fruits	Vegetables—sautéed or stir-fried in fat (oil, butter, margarine)	<ul style="list-style-type: none"> • Serve raw • Steam by using several tablespoons of water or broth and covering the pot.
Grain Products	Baked goods like muffins, quick-breads and cookies	<ul style="list-style-type: none"> • In some recipes you can reduce the amounts of oil, margarine or butter by $\frac{1}{4}$ to $\frac{1}{3}$. You may need to test it out a few times to determine the maximum amount that can be removed without affecting the quality of the product. Also, part of the oil, margarine or butter can be replaced with pureed fruit such as applesauce or banana in equal amounts.
Milk and Alternatives	Milk (homogenized)	<ul style="list-style-type: none"> • Use skim milk, 1% or 2% milk.
	Cream	<ul style="list-style-type: none"> • Use canned skim milk, 1% or 2% evaporated milk.
	Yogurt	<ul style="list-style-type: none"> • Use lower milk fat (MF) varieties of yogurt 2% or less.
	Sour Cream (14%)	<ul style="list-style-type: none"> • Use lower milk fat sour cream 5–7% or try Greek style plain yogurt.
Milk and Alternatives	Cheese	<ul style="list-style-type: none"> • Use light cream cheese instead of regular or use Quark or Neufchatal cheese. • Use $\frac{1}{3}$ to $\frac{1}{2}$ less cheese in recipes. You can keep the flavour of the recipe when you use less cheese by choosing stronger flavoured cheese (old cheddar, parmesan, etc.). • Offer cheese with lower milk fat (closer to 20% MF) or part skim milk varieties.
Meat and Alternatives	Breakfast meats	<ul style="list-style-type: none"> • Choose lean cuts of meat. Trim as much fat as possible from meats and remove skin from poultry. Lean meat choices include skinless chicken or turkey, lean and extra lean ground chicken or turkey, wild game. • Reduce the meats in breakfast casseroles and replace with extra vegetables or meat alternatives (beans, lentils, legumes). • Choose a recipe that calls for fish rich in omega three fats (Salmon, herring, char, trout).

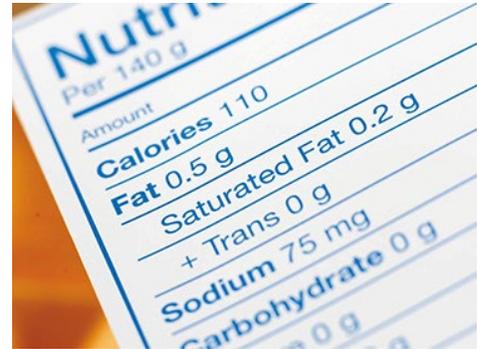
For more information, see The Lowdown on Fats:

<http://www.albertahealthservices.ca/nutrition/page8923.aspx>

Sodium and Salt

Salt contains sodium, which is a mineral. Most of the sodium and salt we eat comes from packaged and processed foods, restaurant foods and from the salt we add during cooking or at the table. Ingredient lists may include the following words which contain sodium:

- monosodium glutamate,
- baking soda,
- baking powder,
- disodium phosphate,
- sodium alginate,
- sodium nitrate or nitrite.



Ways to reduce the sodium or salt in breakfast menu items:

- Serve more fresh foods and fewer processed foods.
- Offer processed or packaged food products less often.
- When using processed foods, compare food labels and buy the products with the least amount of sodium. Look for words like *reduced sodium*, *reduced salt*, *low sodium*, *no added salt*.
- Use sodium free ingredients like onion, garlic, ginger, herbs, lemon juice, spices and vinegar to enhance flavour.
- Add 100% fruit juices and low sodium vegetable juices as marinades.
- Start with smaller amounts of dried or fresh herbs at first to make sure you are adding the correct amount for flavour. Try $\frac{1}{4}$ tsp (1 mL) of dried herbs or 1 tsp (5 mL) chopped fresh herbs (for 4 servings) to start.
- Reduce or avoid using salt when cooking vegetables or pasta in water.
- Drain and rinse any canned vegetables or beans.
- Use less table salt, ketchup, salsa, soy sauce, bouillon and seasoning salts. Choose lower sodium versions of these ingredients if available.

For more information, see Hold the Salt: <http://www.albertahealthservices.ca/nutrition/page8924.aspx>

Sugar

In many recipes with sugar, the sugar can be decreased by $\frac{1}{4}$ to $\frac{1}{2}$. You may need to make the recipes a few times to find the total amount of sugar that can be removed without affecting the quality of the product. Baked goods with less sugar may not brown as quickly. To avoid over-baking, check if the item is done as the cooking time approaches. As well, reducing sugar content of recipes can lead to a slightly less tender product, so avoid over-mixing.

Ways to reduce the sugar in breakfast menu items:

- Use fresh or frozen fruits without added sugar.
- Add more cinnamon, vanilla, nutmeg, almond, etc., to enhance the flavour when reducing the amount of sugar.
- Choose fruit packed in its own juice or juice instead of packed in syrup.
- Choose fruit cups or fruit purees with no added sugar.
- Consider plain yogurt.
- Offer white milk instead of flavoured milks or milkshakes.
- Choose unflavoured fortified soy milk.

For more information, see Choose and Prepare Healthy Food:
<http://www.albertahealthservices.ca/nutrition/page5620.aspx>

Fibre

Breakfast is an ideal meal to increase fibre. See below for ways to increase the fibre in breakfast menu items:

- Choose cereals with at least 2 grams of fibre per serving.
- Offer a variety of hot cereals such as rolled oats, oatmeal, corn bran and whole grain blends.
- Look for packaged crackers made with whole grains.
- Choose whole grain for some of the most popular items like breads, buns, muffins or pizza crusts.
- Add sides of fruit or extra cut up vegetables to breakfast choices. For example, sliced tomatoes or peppers as a side to eggs or cheese.
- Use whole grain cereals for toppings with yogurts or fruit parfaits.
- Use whole grain, whole wheat flour (often called stone ground flour) for part or all of the white all-purpose flour in recipes. Try $\frac{1}{2}$ the amount at first and gradually build up. Add bran, oat bran or other whole grains for part of the flour. Try $\frac{1}{8}$ to $\frac{1}{4}$ of the amount to start.
- Choose whole grain pastas and breads.
- Incorporate a variety of whole grains into your recipes. Quinoa, barley, corn, millet and wild rice are some options.



For more information, see Fibre Facts: <http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-fibre-facts.pdf>

Recipes

Healthy recipe ideas can be found on a variety of websites free of charge. The following sites offer healthier recipe options:

- Alberta Health Services: Healthy Eating Starts Here–Inspiring Recipes: <http://www.albertahealthservices.ca/nutrition/Page10996.aspx>
- Dietitians of Canada Cookspiration: <http://www.cookspiration.com/>



Additional Resources

The following resources can help you choose and prepare healthy foods:

- Refer to: [Appendix K: Cooking Conversions](#) to help you choose and prepare healthy foods.
- Choose and Prepare Healthy Foods: <http://www.albertahealthservices.ca/nutrition/page5620.aspx>
- Label Reading: <http://www.albertahealthservices.ca/nutrition/page8925.aspx>
- Videos: <http://www.albertahealthservices.ca/nutrition/page5620.aspx>
 - *Use Healthy Cooking and Baking Methods*
 - *Include Higher Fibre Foods*
 - *Lower in Salt and Lower in Sugar*
- The child care resources include information on menu planning, recipes, and healthy eating resources: <http://www.albertahealthservices.ca/nutrition/page8941.aspx>.
- Alberta Health Services, Kids Cooking Club Manual <http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-cooking-club.pdf>
- Breakfast for Learning Start-Up Kit: <http://www.breakfastforlearning.ca/wp-content/uploads/2014/04/Start-up-Kit-2014.pdf>
- Alberta Farm Fresh Producers Association–provides information about shopping for local food products: <http://albertafarmfresh.com>
- Alberta Seasonal Fresh Food Guide: [http://www1.agric.gov.ab.ca/\\$Department/deptdocs.nsf/all/explore13591/\\$FILE/DineAlbertaSeasonalFreshFoodGuide.pdf](http://www1.agric.gov.ab.ca/$Department/deptdocs.nsf/all/explore13591/$FILE/DineAlbertaSeasonalFreshFoodGuide.pdf)

Appendices

Appendix A: Assessment and Planning

Needs Assessment: Does Your School Need a Breakfast Program?

Collecting data from staff, students, and parents and caregivers is a good way to assess the school environment and the need for a school breakfast program. The data can be collected in a number of different ways:

1. Administrative/quantitative data:

- Collect data such as attendance rates and late arrivals (37).
- Determine if student health and wellness data from surveys administered by your local school jurisdiction or by Alberta Education can be accessed.
- How many students access the school's emergency food shelf? This data can be used as a benchmark to evaluate the impact of the breakfast program (37).

2. Key informant discussions

- Discussions may occur during staff meetings, parent/school council meetings, or with other members of the school community. Be sure to include all key informants in your discussions, including support staff and students (37).

3. Surveys

- Information can be gathered by giving surveys to school staff, parents and caregivers, and students (37).

Here are some questions you may want to consider asking as part of your survey or key informant discussions.

Example questions for students (29,37,38):

- How often do you miss breakfast?
Answers: Never, sometimes, 2 or more times per week, almost every day, everyday
- How often do you feel hungry during your first and second period in the morning?
Answers: Never, sometimes, 2 or more times per week, almost every day, everyday
- How often do you get breakfast or snacks from vending machines in the morning?
Answers: Never, sometimes, 2 or more times per week, almost every day, everyday
- Would you eat at the school breakfast program, if it was offered?
Answers: Yes. No.
- How do you get to school and how long does it take?
Answers: Bus ___ minutes, Car ___ minutes, Walk ___ minutes, Other ___ minutes.
- When would be the best time to eat breakfast?
Answers: Breakfast before first period, Breakfast in class, Mid-morning breakfast



Example questions for staff and the broader school community: (6,14,29,37,38)

- Do you agree that a breakfast program would benefit our students and school community?
- Do you support the idea of starting a breakfast program?
- What are the reasons that students are coming to school hungry?
 - lack of access to healthy food,
 - not in the habit of eating early in the morning,
 - parents do not eat breakfast,
 - lack of time to prepare and eat breakfast,
 - youth preference is to sleep rather than eat,
 - long travel time to get to school,
 - poor food preparation skills,
 - families may not have enough money to buy enough food,
 - not understanding why breakfast is important?
- What time do students arrive at school and how long is their commute?
- How would you describe student behaviour in the morning?
 - students difficult to engage,
 - not attentive,
 - not ready to learn?
- Considering our specific school needs, do you think a breakfast, lunch or snack program would best serve our students?



Breakfast Program Planning Guide

Part 1: General Information Completed by: _____ Date: _____

School Profile

School Name _____

Number of students _____

Grade level of school (check all that apply):

- | | | |
|---|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Pre-Kindergarten | <input type="checkbox"/> Grade 4–6 | <input type="checkbox"/> Grade 10–12 |
| <input type="checkbox"/> Kindergarten–Grade 3 | <input type="checkbox"/> Grade 7–9 | <input type="checkbox"/> Other: _____ |

Other relevant information:

Do you have a committee to oversee the breakfast program operation?

Yes. Member names and roles:

No. Who will be responsible:

Type of Breakfast Program (24,29,38)

What is the most appropriate type of breakfast program for your school?

Some examples to consider (29):

- What locations are available in your school to prepare and distribute breakfast to students? What type of kitchen equipment does your school have? Does your school have a cafeteria?
- When are students hungry? Early in the morning, after the first class, or mid-morning?
- What time does class start in the morning? Is class scheduling flexible to accommodate a breakfast break?
- Are staff supportive of students eating breakfast in the classroom?
- How much time do students spend on the bus? Does the bus provider support the program? Could students eat on the bus, could bus times change?

Please review 'Types of Breakfast Programs' at the beginning of the toolkit.

- | | |
|--|---|
| <input type="checkbox"/> Cafeteria Style Breakfast | <input type="checkbox"/> Breakfast in the Classroom |
| <input type="checkbox"/> Grab 'n' Go Breakfast | <input type="checkbox"/> External Food Service Provider |
| <input type="checkbox"/> Emergency Food Program | <input type="checkbox"/> Unknown |

Will the program be open to all students?

- Yes
- No. Please describe how you will determine if students are eligible.

Estimated number of students who will use the program?

How often will the program be offered?

- Everyday _____ Times/week _____ Times/month



Part 2: Financial Operations

How will you operate the program?

- The school district/school with paid staff
- The school district/school with volunteers
- An external provider / contractor
- Other, please specify: _____

How will you manage the costs of the program? (check all that apply)

- Free of cost to students
- For a fee on a cost recovery basis
- For a fee to raise money within the school
- Pay what you can model
- As a business operated by an external provider/contractor
- Grant funding or donations (please list funders and resources provided such as equipment, food, staff, volunteers): _____
- Other, please specify: _____

Can you estimate the costs to operate the program (per week / month / year)?

- Yes:
 - Total Operating Cost \$ _____ per _____
 - Food: \$ _____ per _____
 - Staff (teachers, parents, food service staff): \$ _____ per _____
 - Equipment (appliances etc.): \$ _____ per _____
 - Supplies (utensils, cleaning items etc.) \$ _____ per _____
 - Other, please specify: _____
- No: If no, who would have this information? _____

Can you anticipate if money will be generated from the program (per week / month / year)?

- Yes: \$ _____ per _____
- No. If no, who would have this information _____
- If revenue is raised, what will it be used for? _____

Who will be responsible for the following activities and how much time will it take?

Activity	Name(s)	Role(s) in School	Paid employee or volunteer?	How much time does it take?
Planning the menu				
Ordering the food				
Purchasing the food				
Pick up/delivery of food				
Storing the food				
Preparing the food				
Serving the food				
Cleaning up				
Supervising students				
Food safety standards met				
Budget tracking				
Program evaluation				



Part 3: Foods Offered

Do you have a menu?

- Yes
- No. If no, how will you plan to develop a menu? Details:

What types of foods may be offered? Check all that apply.

- Snacks, pre-packaged (e.g. granola bars)
- Snacks, prepared within kitchen (e.g. veggies and dip, yogurt parfaits)
- Meals, heat and serve (e.g. frozen entrees)
- Meals, prepared on-site (e.g. meals made from scratch)
- Meals, prepared off-site (e.g. food outlets/restaurants, community groups etc.)
- Other, please specify:
- Are there any food allergies/sensitivities or policies that affect the whole school? (e.g. peanut allergy, nut aware policy)
 - Yes, please provide details:
 - No
- Are there any cultural or religious considerations related to food in your school?
 - Yes, please provide details:
 - No

Please indicate which foods are commonly available: check all that apply

Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives
<ul style="list-style-type: none"> <input type="checkbox"/> Raw vegetables <input type="checkbox"/> Frozen vegetables <input type="checkbox"/> Whole fresh fruit <input type="checkbox"/> Fruit cups <input type="checkbox"/> Frozen fruit <input type="checkbox"/> Pureed fruit <input type="checkbox"/> Dried fruit <input type="checkbox"/> 100% fruit juice <input type="checkbox"/> Other _____ 	<p>Whole grain products:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bagels <input type="checkbox"/> Bannock <input type="checkbox"/> Bread, sliced <input type="checkbox"/> English muffin <input type="checkbox"/> Naan <input type="checkbox"/> Pita <input type="checkbox"/> Crackers <input type="checkbox"/> Cold cereal <input type="checkbox"/> Hot cereal <input type="checkbox"/> Pancakes <input type="checkbox"/> Waffles <input type="checkbox"/> Rice <input type="checkbox"/> Granola bars <input type="checkbox"/> Muffins <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Milk <input type="checkbox"/> Yogurt <input type="checkbox"/> Yogurt drinks <input type="checkbox"/> Yogurt tubes <input type="checkbox"/> Cheese <input type="checkbox"/> Unsweetened fortified soy beverage <input type="checkbox"/> Cottage cheese <input type="checkbox"/> Other _____ 	<p>Lean meats:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beef <input type="checkbox"/> Fish _____ <input type="checkbox"/> Lamb <input type="checkbox"/> Pork <input type="checkbox"/> Poultry _____ <input type="checkbox"/> Wild Game <input type="checkbox"/> Deli meats <p>Alternatives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beans, lentils <input type="checkbox"/> Eggs <input type="checkbox"/> Tofu <input type="checkbox"/> Hummus <input type="checkbox"/> Nuts and seeds <input type="checkbox"/> Nut butters <input type="checkbox"/> Nut free butters <input type="checkbox"/> Other _____



Mixed Dishes	Other Foods
<input type="checkbox"/> Baked casserole with eggs, meat, cheese, vegetables <input type="checkbox"/> French toast <input type="checkbox"/> Grilled sandwiches <input type="checkbox"/> Omelette with veggies, cheese <input type="checkbox"/> Rice pudding <input type="checkbox"/> Cooked puddings <input type="checkbox"/> Pizza with cheese, lean meats, vegetables <input type="checkbox"/> Parfait with yogurt, fruit, cereal <input type="checkbox"/> Smoothies with milk or unsweetened fortified soy beverage, yogurt, fruit <input type="checkbox"/> Wraps with eggs, meat, cheese, vegetables <input type="checkbox"/> Other _____	<input type="checkbox"/> Condiments (e.g. ketchup, jam, butter, margarine) <input type="checkbox"/> Low fat salad dressing <input type="checkbox"/> Low fat dips <input type="checkbox"/> Other _____

Where does food for the program come from?

Type of Food Provider (select all that apply)	Name of Provider(s)	Delivery or Pick up (times per week / month)
<input type="checkbox"/> Food distributor		
<input type="checkbox"/> Grocery store		
<input type="checkbox"/> External provider/contractor		
<input type="checkbox"/> Food donations		
<input type="checkbox"/> Other, please specify:		

Do you ensure that foods served at school are not made at home?

- Yes
- No
- Unknown



Part 4: Facility Survey and Kitchen Equipment Inventory²⁹

Do you have a designated space for food preparation?

- Yes:
 - Cafeteria space with full kitchen
 - Canteen
 - Kitchenette
 - Foods classroom
 - Staff room
 - Other, describe: _____
- No: If no, where can food be prepared? _____

Does the designated space for food preparation have an Alberta Health Services Food Handling Permit*?

- Yes:
 - Inspection date: _____
 - Are there any conditions: _____
- No
- Unknown

*information on [Food Handling Permits](http://www.albertahealthservices.ca/eph/page8302.aspx) <http://www.albertahealthservices.ca/eph/page8302.aspx>

Does a staff member have Food Safety certification approved by Alberta Health Services*?

- Yes:
 - 2 hour home study online short course
 - Provincially recognized course
- No. If no, how would you ensure that at least one member is trained?
- Unknown

*[Food Safety Courses](http://www.albertahealthservices.ca/eph/page3151.aspx) <http://www.albertahealthservices.ca/eph/page3151.aspx>

Have staff received training in first aid, menu planning, nutrition information and guidelines, food preparation/cooking, book-keeping, purchasing and cultural sensitivity? If No, are there plans for training? Please describe:

Please indicate the types of appliances and equipment in your school:

Appliance / Equipment			Comments
Oven	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Stove	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	

Is there a stove hood fan or ventilation system for grilling/frying?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Microwave	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Refrigerator	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Is the temp recorded daily (below 4°C/40°F)? Y/N			
Freezer	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Dishwasher	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Is it a high temperature dishwasher? Y/N Does it have a booster heater or does it use a chemical sanitizer? Y/N Is the chemical level being tested? Y/N			
Warming Unit	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Toaster	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Toaster Oven	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Kettle	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Blender	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Double Sink	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Is the chemical level being tested? Y/N			
Triple Sink	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Is the chemical level being tested? Y/N			
Separate Handwashing Sink with soap and single use hand drying option	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Does the tap water reach a minimum of 45°C?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Probe Thermometer (for measuring temperatures between 0°C and 100°C)?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Other:			
Dishes/Utensils: <input type="checkbox"/> Single-use disposable <input type="checkbox"/> Reusable: please describe process for washing: _____ <input type="checkbox"/> N/A—Do not use dishes			

Which appliances are available to students?			Comments
Microwave	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Toaster	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Toaster Oven	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Kettle	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Hot Water Dispenser	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Commercial <input type="checkbox"/> Domestic	
Other			

Preparation Area and Distribution Space (39)

- Yes No Are the floors and walls constructed of a non-porous/painted washable material?
- Yes No Is the space free of litter and unnecessary objects?
- Yes No Are the light fixtures in the food preparation area shielded? (solid plastic covers or fluorescent tube shields)
- Yes No Are garbage containers present in the food preparation area?
- Yes No Are chemicals kept in a locked cupboard and stored away from food items?
- Yes No Are the appropriate test strips (to test the concentration of chemicals) used for cleaning / sanitizing?

Dry Storage (What best describes the storage area)

- Separate storeroom with shelving to keep food items off floor.
- Storage area in preparation area has cupboards or shelving to keep food off floor.
- Food items are stored in plastic bins.
- Food items are stored wherever there is space (must not be stored on the floor).

Where do the students eat?

- Classroom
- Cafeteria
- Gym
- Multipurpose room
- Hallways
- Other:

What is the type of setting where students eat:

- Tables/chairs
- Floor
- Desks
- Other, please specify:



Part 5: Challenges and Opportunities	
How do you evaluate your program? (survey, word of mouth, verbal, written, etc.)	
What are the successes of your program? What changes have you noticed? Please provide examples of how these successes were achieved.	
Successes	Examples
What are the challenges with your program? Please provide suggestions of how the challenges might be overcome and any support that could be helpful.	
Challenges	Suggestions/Support
Do you celebrate your successes? (feature in newsletters etc.....)	
Are there any resources or training that would be helpful? <ul style="list-style-type: none"> <input type="checkbox"/> Funding <input type="checkbox"/> Food safety training <input type="checkbox"/> First aide training <input type="checkbox"/> Food preparation/cooking training <input type="checkbox"/> Menu planning training <input type="checkbox"/> Healthy recipe ideas <input type="checkbox"/> Nutrition information and guidelines training <input type="checkbox"/> Book keeping and purchasing training <input type="checkbox"/> Information on marketing food items <input type="checkbox"/> Centralized purchasing and delivery <input type="checkbox"/> Cultural sensitivity training <input type="checkbox"/> Other, please specify: _____ 	
What would be your top priorities to improve your program? How can these identified priorities be addressed? <ul style="list-style-type: none"> <input type="checkbox"/> Equipment, electrical, plumbing: _____ <input type="checkbox"/> Professional development for staff: _____ <input type="checkbox"/> More staff/volunteers: _____ <input type="checkbox"/> Healthier food items: _____ <input type="checkbox"/> Other, please specify: _____ 	

Breakfast Program Planning Guide developed by: Albera Health Services and the Calgary Board of Education.

Appendix B: Committee Members, Roles and Responsibilities

Partnerships between schools, community and other key stakeholders are very important for the success of breakfast programs. The following table outlines the roles and responsibilities of various stakeholders involved in the start-up and day-to-day routines of a school breakfast program (27,40).

Example 1: Committee Member Roles and Responsibilities

Role	Responsibilities	Assigned to:
All Committee Members	<ul style="list-style-type: none"> Promote the program in the community. Establish new or enhance existing networks. Ensure program is universally accessible, positively promoted and does not create stigma. Writing grant proposals and organizing fundraising events. 	
Administration	<ul style="list-style-type: none"> Oversee breakfast program. Communicate with parents/caregivers (e.g. school website and newsletters). Assess the needs of students of low income families. Participate in the screening of community volunteers. Ensure school and district policies and procedures, including nutrition guidelines, are being followed. 	
Coordinator	<ul style="list-style-type: none"> Responsible for daily operations of the program, oversees committee. Manage supports such as funds, space, equipment, etc. Assess if food donations meet program guidelines. Seek community support and participation. Order and purchase food and supplies. Ensure safety of the volunteers and students. Promote a positive and respectful work environment. Develop menu in consultation with administration and the committee. 	
Volunteers / Parents / Caregivers	<ul style="list-style-type: none"> Be involved by joining the parent council. Help with the daily operations such as supervision and maintaining a safe environment. Follow school and district policies and procedures. Offer feedback on breakfast program (menu, delivery, food safety and cultural considerations). Help writing grant proposals and organizing fundraising events. 	
Students	<ul style="list-style-type: none"> Help with breakfast program start up and daily tasks such as set up, supervision and clean up. Assist in setting up the room or delivering breakfast to classrooms. Give feedback on menu items and service. 	



Example 2: Committee Member Roles and Responsibilities Tracking Template

Role	Responsibilities	Committee Member (name and contact information)
Administration		
Teachers		
Food Service Staff		
Custodians		
Volunteers		
Parents/Caregivers		
Students		
Community Members		
School Nurse		
Others		

Adapted from National Food Service Management Institute The University of Mississippi. NFSMI Best Practice Guide for In-Classroom Breakfast. [On-line] 2008 [cited 2014 Feb] Available from: URL: <http://www.nfsmi.org/documentlibraryfiles/PDF/20090126031301.pdf>



Appendix C: Sample Letters/Communication

Letter to Parents/Caregivers—Introduction to School Breakfast Program

Dear [insert name],

The [insert name] School staff, students and Parent Council have decided to start a breakfast program.

[Insert Details: You may decide to include specific school data here to share with families on why the breakfast program is so important to your school.]

Good health and nutrition are needed to be successful in school. School breakfast programs provide opportunities for students and staff to eat healthy food and can help students focus on learning. They also provide an opportunity for social interaction outside the classroom.

Children and youth may miss breakfast for a variety of reasons. School breakfast programs can be made available to all students and provide opportunities for students to try new foods.

[Insert Details: When it starts? Where? How do students participate? Examples of foods served/menu]

[The following is an optional paragraph]

The School breakfast program has received some funding and donations to help cover the costs.

If you are able to volunteer your time or wish to make a donation to the program, please contact [Insert name]. Parents and caregivers wishing to make donations of food directly to the program are asked to check with [Insert name] first, as provincial health and nutrition regulations prevent the school from accepting certain types of foods.

[If your breakfast program needs parent or caregiver consent for students to participate please refer to your school district policies and procedures.]

Adapted with permission from ActNow BC. School Meal and School Nutrition Program Handbook. [online] 2013 [cited 2014 Feb] Available from URL: <http://healthyschoolsbc.ca/program/587/school-meal-and-school-nutrition-program-handbook>



Newsletter Announcement

School Breakfast Program: New School Year Announcement

[Insert name of school] is pleased to announce that it will again run the very popular Breakfast Program.

All students are welcome to attend.

[Insert Details: You may decide to include specific school data here to share with families on why the breakfast program is so important to your school].

Good health and nutrition are needed to be successful in school. School breakfast programs provide opportunities for students and staff to eat healthy food and can help students focus on learning. They also provide an opportunity for social interaction outside the classroom.

Children and youth may miss breakfast for a variety of reasons. School breakfast programs can be made available to all students and provide opportunities for students to try new foods.

[Insert details: When it starts? Where? How do students participate? Examples of foods served/menu]

Each year the Breakfast Program receives donations of cash, food and time from many parents / caregivers, businesses and students. We would like to recognize the following businesses and organizations that have offered their support to the Breakfast Program. Please let them know how thankful you are for the role they play in making our community strong.

[Insert list of supporters]

If you are able to volunteer your time or wish to make a donation to the program, please contact [Insert name]. Parents and caregivers wishing to make donations of food directly to the program are asked to check with [Insert name] first, as provincial health and nutrition regulations prevent the school from accepting certain types of foods.

Adapted with permission from ActNow BC. School Meal and School Nutrition Program Handbook.[online] 2013 [cited 2014 Feb] Available from URL: <http://healthyschoolsbc.ca/program/587/school-meal-and-school-nutrition-program-handbook>



Sample Parent Advisory Council Letter

Dear Parent Advisory Council,

The purpose of this letter is to provide the Parent Advisory Council (PAC) with a wish list of items that would assist the school in being able to continue the School Breakfast Program.

The organizers of the School Breakfast Program wish to thank the Parent Advisory Council for their continued support and recognize the significant contribution that the PAC makes to the students of [insert name of school].

Each year the School Breakfast Program provides our students with [insert total number] breakfasts.

[Insert Details: You may decide to include specific school data here to share with families on why the breakfast program is so important to your school.]

Good health and nutrition are needed to be successful in school. School breakfast programs provide opportunities for students and staff to eat healthy food and can help students focus on learning. They also provide an opportunity for social interaction outside the classroom.

The following wish list of items includes approximate costs.
[Insert list including approximate costs and numbers]

Thank you once again for the support the PAC offers the students and staff of [Insert name of school].

If you require any further information, please do not hesitate to contact [Insert name].

Sincerely,
[SIGNATURE]

Adapted with permission from ActNow BC. School Meal and School Nutrition Program Handbook.[online] 2013 [cited 2014 Feb] Available from URL: <http://healthyschoolsbc.ca/program/587/school-meal-and-school-nutrition-program-handbook>



Sample Food Donation Letter

[Insert Name of School] School Breakfast Program

Food Donation Information

Thank you very much for your interest in the [Insert name of school] School Breakfast Program.

We gratefully accept a wide range of food donations, such as many non-perishable items. Due to health and safety concerns and provincial regulations, we are not able to accept some foods as donations. [Insert if appropriate: Our school has a Nut Aware Policy and we are not able to accept products containing nuts]. If you have further questions about the suitability of an item for donation, please contact [Insert name].

In addition to direct food donations, [Insert name of school] School Breakfast Program gratefully accepts cash donations and/or gift cards from [Insert Name of Supermarket(s) or store where purchases are made]. Tax receipts are available.

Examples of non-perishable Items: (31)

Vegetables and Fruits

- packaged, store-bought, whole, fresh vegetables and fruit
- unsweetened fruit cups, fruit salad cups, applesauce
- packaged, 100% fruit juice
- canned fruit or vegetables in water or juice (not syrup)
- packaged 100% dried fruit (e.g. raisins, dried fruit medley, fruit bars)

Grain Products

- packaged whole wheat bread, buns, rolls, bagels, tortillas, naan bread, bannock, crackers
- unopened boxes of whole grain cereal and cereal with fruit

Milk and Alternatives

- unflavoured tetra-pak cow's milk or fortified soy beverage; ensure that the variety selected does not require refrigeration

Meat and Alternatives

- peanut butter, nuts and seeds (if accepted by school)
- soy butter (peanut butter alternative)
- canned fish
- canned beans



The following foods will NOT be accepted:

- food items past their expiry or best before date
- home canned vegetables, or home canned meat or fish products
- food contaminated by pests (for example, mice or bugs)
- food products with missing labels
- food products in damaged or open packaging (for example, ripped bagged food, bulging or leaking tin cans, flood, fire or smoke damaged foods, etc.).
- fish products caught without a commercial license
- cracked eggs
- uninspected meat and poultry (for example, uninspected wild game)
- unpasteurized milk or products made from unpasteurized milk
- partially used or unidentifiable foods

Adapted with permission from ActNow BC. School Meal and School Nutrition Program Handbook.[online] 2013 [cited 2014 Feb] Available from URL: <http://healthyschoolsbc.ca/program/587/school-meal-and-school-nutrition-program-handbook>



Sample Request to Local Media

[Insert name of writer, title, organization name, address]

[Insert Date]

Dear [Insert Name of local media contact]

The [Insert name] would like to suggest that you run a story on our School Breakfast Program.

Our School Breakfast Program is a program available to all students. The program began as a way to deliver essential support to vulnerable students, ensuring that all students had access to the nutrition they require to support learning, healthy growth and development.

The Breakfast Program continues to play this role, providing no-charge and pay-what-you-can meals to those students whose families are unable to pay full price. For many other students, the Breakfast Program provides an opportunity to eat healthy and nutritious foods while learning about new foods. We have several people including our school Principal who would be happy to provide you with an interview and further suggestions on the approach of your story.

From the school's point of view, coverage of our Breakfast Program would benefit us by helping to get the word out to potential donors and to students and parents/caregivers who may have need of the service.

Sincerely,
[SIGNATURE]

Adapted with permission from ActNow BC. School Meal and School Nutrition Program Handbook.[online] 2013 [cited 2014 Feb] Available from URL: <http://healthyschoolsbc.ca/program/587/school-meal-and-school-nutrition-program-handbook>

Appendix D: Sample Action Plan Template

Action planning provides overall guidance and direction for your breakfast program committee. It outlines what you and your team will need to do to reach your goal. Action plans:

- provide overall direction for your team
- determine what resources, people and other supports are needed
- promote a sense of shared commitment and responsibility among team members
- provide direction for decision making
- help with developing an evaluation plan

The action plan template can help you and your team members come up with a plan for starting or improving a breakfast program. [Click here for a fillable action plan template.](#) Below is an example of an action plan (41):

Action Plan

Date: 2014-Sept-10	Organization: Sunrise Middle School	Plan created by: School Principal, Canteen/Breakfast Program Supervisor (include key contributors)				
Goal: Over the course of the coming year, what are the changes that we are aiming to achieve? To improve the satisfaction of students participating in our school breakfast program						
What are the measurable changes we will make to achieve the bigger goal? (Objectives)	Who do we want to reach? (Target audiences)	Which strategies will we use to help us reach our goal? These may be existing or new strategies. (Strategies) CHECK: Do the strategies fit the outcomes?	When and where will the strategy take place? Who is responsible for the strategy? What resources do we need?	Expected Results		Record the actual changes that happened. What did we accomplish? What worked well? What can be improved? (Actual results and reflections)
To develop three weekly menu plans that includes more variety from the four food groups.	Students in our school Parent volunteers School Staff	Use sample menu plans in the AHS School Breakfast Program Toolkit to develop our own weekly (No cook) menu. Investigate the possibility of using an External Food Service provider to add more menu options. Student Leadership committee can help gather feedback from students and organize taste tests for new products. Surveys will be used to gather ideas for new items.	School wellness team will develop menu plans in June 2014 for the following school year. Canteen supervisor will source out menu options and report back to the wellness committee. Staff member will engage the Student Leadership committee to develop and administer surveys.	Why are we doing this? What changes do we want to see? (Outcomes) CHECK: Do the outcomes fit the strategies? We want to see an improvement from last year in student's satisfaction and uptake of the school breakfast program. Introduce 25% new items per year. 25% increase in the number of students trying new foods. 25% increase in positive responses from the satisfaction surveys. 20% reduction in food waste.	How will we measure these changes? (Indicators) Tracking tools in the AHS School Breakfast Program Toolkit will be used. New menu plans are implemented. Participation in the breakfast program will remain steady or increase through the year. Surveys will generate new ideas for menu items. Satisfaction surveys will show improvements. Volunteers will track the amount of food waste from the breakfast program.	A three week menu rotation was established. Frozen/canned fruit was used more during the winter months to increase variety. A local bakery agreed to supply a variety of low-fat high fibre muffins. Participation increased 20% during the winter months. Changes were made throughout the year based on feedback gathered from Student Leadership.

This resource was adapted from the *Comprehensive School Health Creating a Healthy School Action Plan*, Alberta Health Services, 2014

Appendix E: Permits and School Food Activities

School Food Activities

Schools often host food programs for their students. Environmental Public Health (EPH) issues Food Handling Permits for select meal and snack programs, and these programs must comply with Alberta's Food Regulation. Schools may also participate in school food activities that do not require a Food Handling Permit. The following tables explain when a school must apply for a Food Handling Permit.

DEFINITIONS

Complex Foods: Foods that require extensive handling to prepare.

Delivered Meals: Meals are prepared by a restaurant or other food facility that holds a valid Food Handling Permit and delivered to the school for students. The meals may be pre-portioned or may require portioning by school staff.

School Prepared: Meals are prepared or portioned by school staff or volunteers on behalf of the school.

Simple Foods: Foods that require very little preparation or handling.

Special Lunch Events: Food activities that occur occasionally throughout the school year where school staff and/or volunteers prepare simple foods for students. This does not include meal/snack programs that occur regularly during the school year.

FOOD ACTIVITIES THAT REQUIRE A FOOD HANDLING PERMIT

School Food Activity	Comments
Meal/Snack Programs Provided by the School	<ul style="list-style-type: none">• Simple or complex foods may be served.• School must use appropriate facilities.
Kiosks and/or Stores Selling Food	<ul style="list-style-type: none">• Pre-packaged foods may be sold.• Food preparation may be permitted.
Lunchrooms Preparing Food On-Site	<ul style="list-style-type: none">• School or company leasing the lunchroom or cafeteria facilities must hold a valid Food Handling Permit.
Cafeterias Preparing Complex Foods	

FOOD ACTIVITIES THAT DO NOT REQUIRE A FOOD HANDLING PERMIT

School Food Activity	Comments
Bake Sales	<ul style="list-style-type: none"> • Raise money for charitable purposes only. • Sell only low-risk foods. • Please read Bake Sale Guidelines available at www.albertahealthservices.ca/4656.asp under Special Events.
BBQ (outdoors)	<ul style="list-style-type: none"> • Notify AHS Environmental Public Health to discuss safe food preparation.
Delivered Meals Ordered by School	<ul style="list-style-type: none"> • Includes special lunch events or regular meal/snack programs where restaurants or similar food facilities deliver meals. • Food facilities must hold valid Food Handling Permits. • Food must be served on the day it is delivered. • Minimize the time food is held between 4°C and 60°C.
Fundraisers	<ul style="list-style-type: none"> • Sell food items like cookie dough, frozen pizzas or similar products. • Sell only pre-packaged foods. • Collect orders and deliver food items only.
Meal/Snack Programs Provided by Caterers	<ul style="list-style-type: none"> • Caterers prepare food off-site and serve food in temporary buffet-style set-up. • Caterers must hold valid Food Handling Permits.
Milk Program	<ul style="list-style-type: none"> • Serve in original containers
Special Lunch Events	<ul style="list-style-type: none"> • Occur intermittently. • Prepare simple foods only. • Use appropriate facilities for food preparation.
Water Coolers	<ul style="list-style-type: none"> • Clean and maintain water coolers regularly.

More information about safe food handling activities that do not require a Food Handling Permit is available from the [Guidelines for School Food Activities that Do Not Require a Food Handling Permit](#) public resource, available at www.albertahealthservices.ca/4656.asp.

For more information, please contact your nearest Environmental Public Health office.

Edmonton Main Office
Calgary Main Office
Lethbridge Office

780-735-1800
403-943-2295
403-388-6689

Grande Prairie Main Office
Red Deer Main Office
www.albertahealthservices.ca/eph.asp

780-513-7517
403-356-6366

2EPHF-13-005
Created: Feb/13
Updated: May/13

The above handout can be found at: <http://www.albertahealthservices.ca/assets/wf/eph/wf-eh-school-food-activities.pdf>

Guidelines for School Food Activities that DO NOT Require a Food Handling Permit

Schools often host food programs for their students. Environmental Public Health (EPH) issues Food Handling Permits for select meal and snack programs. Schools often operate other food activities that do not require a Food Handling Permit, including special lunch events, catered lunches, milk programs, and fundraisers. Safe food handling practices for these activities are described below.

Lunch Events: Food Prepared in the School

Lunch events are food activities that occur occasionally throughout the school year where school staff and/or volunteers prepare simple food for students. Meal/snack programs that occur regularly are not lunch events.

- Purchase food from approved sources, like grocery stores. Do not serve home-prepared foods.
- Store high-risk foods like hot dogs and cheese at 4°C or colder before use. Monitor the fridge temperature with a thermometer.
- Clean and sanitize food preparation surfaces and dining tables before use. Approved sanitizers for food preparation surfaces include:
 - Bleach solution at 100 parts per million (ppm).
Mix 1/2 teaspoon of unscented bleach in one litre of warm water. Use a chlorine test strip to check the concentration.
 - Quaternary ammonium compound (QUATS) sanitizer at 200 ppm.
Follow directions on the label for food contact surfaces. Use a QUATS test strip to check the concentration.
- Wash your hands before any food preparation. Students should wash their hands before eating. Hand sinks must have liquid soap and paper towels.
- Clean and sanitize all dishes using at least a two-compartment sink. The three steps of ware washing dishes by hand are wash, rinse and sanitize with an approved sanitizer.
- Hold any hot foods before serving at 60°C or warmer. Monitor hot holding temperatures with a probe thermometer.
- **Contact your local EPH office for further advice if hosting a BBQ as there is a greater risk of foodborne illness.**

Lunch Events: Food Purchased from External Sources

Purchased lunches may occur regularly or occasionally as part of a meal/snack program.

If the food is served to the student in its original container, be sure to follow these guidelines.

- Purchase food from approved sources like a restaurant or retail outlet with a valid Food Handling Permit.
- Ensure food is transported and held at safe temperatures. Monitor temperatures with a probe thermometer.
 - Hot foods must be 60°C or warmer.
 - Cold foods must be 4°C or colder.
- Clean and sanitize dining tables before lunch using an approved sanitizer for food preparation surfaces (see page 1).
- Encourage children to wash their hands before eating.

If the food is portioned by school staff, follow the guidelines above and those below.

- Wash your hands before handling food. Hand sinks must have liquid soap and paper towels.
- Serve food with utensils whenever possible, or wear food grade gloves.
- Wash serving utensils in at least a two-compartment sink. The three steps of washing utensils by hand are wash, rinse and sanitize with an approved sanitizer (see page 1).
- Serve students using disposable plates, cups and utensils.

Milk Programs

- Sell milk in their original containers. Sell milk from approved sources, like grocery stores, and approved dairy facilities.
- Store milk in a fridge at 4°C or colder. Monitor the fridge temperature with a thermometer.

Fundraisers

If the school is selling frozen pizzas, meat, cookie dough or similar food items, be sure to:

- Sell food from approved sources.
- Keep cold foods at 4°C or colder, or keep foods frozen until delivered to the final customer.

Bake sale information is available at www.albertahealthservices.ca/eph.asp under Resources.

For more information, please contact your nearest Environmental Public Health office.

Edmonton Main Office
Calgary Main Office
Lethbridge Office

780-735-1800
403-943-2295
403-388-6689

Grande Prairie Main Office
Red Deer Main Office
www.albertahealthservices.ca/eph.asp

780-513-7517
403-356-6366

2EPHF-13-004
Created: Jan13

The above handout can be found at: <http://www.albertahealthservices.ca/assets/wf/eph/wf-eh-guidelines-school-food-activities-no-permit.pdf>



Appendix F: Sample Budget Templates

Example 1: Budget Estimate Outline

This sample budget could be used to estimate overall costs for operating a breakfast program. Estimate the cost per student to develop an operating budget. This sample budget can be used for future grants and fundraising.

Revenues

Cash Revenues \$ _____

In-kind Contributions

Facility Rental (# hours x \$/hour) \$ _____

Volunteer Facilitator(s) (# volunteers x # hours x \$/hour) \$ _____

Equipment Donations \$ _____

Total Revenues
(Cash Revenues + In-kind Contributions) \$ _____

Expenses

Administrative Costs \$ _____

Food and Beverages \$ _____

Cooking Equipment \$ _____

Dishware/Utensils \$ _____

Cleaning Supplies \$ _____

Printing/Photocopying \$ _____

Paid Coordinator(s) (# coordinators x # hours x \$/hour) \$ _____

Paid Facilitator(s) (# facilitators x # hours x \$/hour) \$ _____

Facility Rental (# hours x \$/hour) \$ _____

Volunteer Facilitator(s) (# volunteers x # hours x \$/hour) \$ _____

Professional Development/Training \$ _____

Travel \$ _____

Marketing / Promotion \$ _____

Total Expenses \$ _____

Surplus/Deficit \$ _____

Adapted with permission from Alberta Health Services. Cooking Club Manual For Children and Youth. [online] 2014 [cited 2014 Aug] Available from URL: <http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-cooking-club.pdf>



Example 2: Daily Operating Budget

This sample budget could be used to track the daily operations of the breakfast program. This can be used to determine the cost per student to confirm the operating budget is accurate. This sample budget can be used for future grants and fundraising.

Budget	Expense	Description of Item	In-Kind Donation (\$ Value)	Predicted \$ Expense	Actual \$ Expense
Staff Costs	Wages/Salaries				
	Teacher Release/Substitute				
	Professional Dev Staff Training				
Supplies / Materials	Equipment and Resources				
	Food and Beverages				
Meeting Costs	Travel				
	Wages/Salaries				
	Parent/Community Sessions				
Project Promotion	Marketing/Promotion				
	Dissemination/Sharing Results				
	Printing/Dissemination				
Evaluation	External/Consultant Costs				
	Evaluation Tools/Analysis				
Administrative Costs					
Other					
Total Expenses		\$	\$	\$	\$

Adapted with permission from Alberta Healthy School Communities Wellness Fund. Developing a Healthy School Communities Handbook 2011.

Appendix G: Sample Evaluation Surveys and Checklists

The following surveys and templates can be used to help evaluate your breakfast program.

Sample Primary Student Survey

I am in grade _____.

Instructions: We want to know what you think about the School Breakfast Program. Please circle the face that best describes the way you feel about your school lunch or breakfast program.



I agree



I don't know



I disagree

1. The School Breakfast Program is a good idea.



2. I feel full after eating the school breakfast.



3. I like the meals.



4. I like to try new foods.



5. I want the school breakfast program to stay at my school.



Adapted with permission from ActNow BC. School Meal and School Nutrition Program Handbook.[online] 2013 [cited 2014 Feb] Available from URL: <http://healthyschoolsbc.ca/program/587/school-meal-and-school-nutrition-program-handbook>

Sample Intermediate and Senior Student Survey

Instructions: We want to know what you think about the School Breakfast Program. Please fill in the answer that best describes your thoughts.

1. I am in grade _____

2. The School Breakfast Program is a good idea.

- All of the time
- Most of the time
- Some of the time
- None of the time

3. I feel full after eating the school breakfast.

- All of the time
- Most of the time
- Some of the time
- None of the time

4. I like the meals.

- All of the time
- Most of the time
- Some of the time
- None of the time

5. I like to try new foods.

- All of the time
- Most of the time
- Some of the time
- None of the time

6. If there were no school breakfast program, I would miss it.

- All of the time
- Most of the time
- Some of the time
- None of the time

7. Please list 2 or 3 of your favourite things on the School Breakfast menu.

8. Please list 2 or 3 of your least favourite things on the School Breakfast menu.

9. Please tell us about any other ideas to help make the School Breakfast Program better.

Adapted with permission from ActNow BC. School Meal and School Nutrition Program Handbook.[online] 2013 [cited 2014 Feb] Available from URL: <http://healthyschoolsbc.ca/program/587/school-meal-and-school-nutrition-program-handbook>



Sample Adult Survey

Instructions: Please answer the following questions about the School Breakfast Program. Your answers will be used to help evaluate the program.

1. Please indicate your role in the school.

- Parent/Caregiver
- Teacher
- Counsellor
- Administrator
- Support Staff
- Other, please specify _____

2. I support the School Breakfast Program.

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

3. I believe the School Breakfast Program has a positive influence on:

a) Attendance

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

b) Concentration/learning ability

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

c) Social climate in the school

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

d) Eating habits

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

4. It is important that the School Breakfast Program is in place at my school.

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

5. I find the nutrition information posted in the school and in school newsletters informative.

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

6. The current menu is:

- Very satisfactory
- Satisfactory
- Unsatisfactory
- Very unsatisfactory

**What menu items would you like to see added to the School Breakfast Program?
(Please note the School Breakfast Program operates on a limited budget and follows the *Alberta Nutrition Guidelines for Children and Youth.*)**

Comments:

Adapted with permission from (31) ActNow BC. School Meal and School Nutrition Program Handbook.[online] 2013 [cited 2014 Feb] Available from URL: <http://healthyschoolsbc.ca/program/587/school-meal-and-school-nutrition-program-handbook>

Sample Menu Evaluation Checklist

Day	Food	Number of Servings					Guideline Rating		
		Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Other	Choose Most	Choose Sometimes	Choose Least Often
Mon									
Tues									
Wed									
Thurs									
Fri									

Adapted with permission from ActNow BC. School Meal and School Nutrition Program Handbook.[online] 2013 [cited 2014 Feb] Available from URL: <http://healthyschoolsbc.ca/program/587/school-meal-and-school-nutrition-program-handbook>

Sample Breakfast Program Participation Tracking Form

Please track the participation in the breakfast program by using this form.

Name of School Breakfast Program: _____ Month: _____																											
	Week 1					Week 2					Week 3					Week 4					Week 5					Monthly Totals	
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F		
# of students attending																											
# of meals served																											
# of parent/caregiver volunteers																											
# of other volunteers																											
# of paid staff																											
# of teachers/school staff involved																											
# of student volunteers																											
Other																											

Adapted with permission from Breakfast For Learning. Monthly Tracking Form. [Online]. 2013. [cited 2014 April 24]; Available from URL: <http://www.breakfastforlearning.ca/wp-content/uploads/2013/06/monthlytrackingform.pdf>

Appendix H: Cleaning and Sanitizing

Cleaning Surfaces and Sanitizing (42)

When starting your breakfast program it will be important **to determine how equipment will be cleaned and sanitized.**

Cleaning: Removes grease, dirt and food particles from a surface. Cleaning will remove many harmful germs, but it does not kill them. Cleaning is done using hot water and detergent.

Sanitizing: Is done after cleaning. Sanitizers or disinfectants will destroy most of the harmful germs when washing dishes by hand or on surfaces, such as a clean kitchen counter.

Chemicals approved for sanitizing in Alberta are listed in the table below. Do NOT use bleach that is scented or with fabric softeners (fresh scent or fibre guard). Check with your facility to see if they have a preferred sanitizer.



Sanitizer	How to Mix	Solution Strength
Chlorine Solution using household bleach	<ul style="list-style-type: none">Mix ½–1 teaspoon (2–5 mL) bleach into 1 litre waterMix 1–2 tablespoons (½–1 ounce) bleach into 1 gallon water	100–200 ppm (200 ppm may be used for sanitizing surfaces in-place)
Commercial Chlorine Solution	Follow manufacturer's instructions	
Quaternary Ammonia Solution (QUATS)	Follow manufacturer's instructions	200 ppm
Iodine Solution	Follow manufacturer's instructions	12.5 ppm–25 ppm

Your local Public Health Inspector/Environmental Health Officer may provide you with test strips to ensure the solution is correct: <http://www.albertahealthservices.ca/info/service.aspx?id=1052203>



Guide to Handwashing

Handwashing is the single most important way to prevent the spread of harmful germs.

Steps to handwashing (33):

1. Wet your hands with warm running water.
2. Add soap and rub your hands together to make a soapy lather. Scrub palms, back of hands, fingers, and under fingernails. Continue washing for at least 20 seconds. 20 seconds is as long as it takes to sing “Twinkle, Twinkle Little Star” or the “ABCs.”
3. Rinse your hands well under warm running water.
4. Dry your hands thoroughly with a clean paper towel and turn the taps off with the towel or your elbow.

Always wash your hands (33):

- at the beginning of a shift
- whenever you come back to the kitchen
- before preparing and serving food
- after handling meat, poultry, eggs and seafood
- after touching dirty utensils or equipment
- after cleaning spills
- after blowing your nose, coughing or sneezing into your hands or into a tissue
- after touching hair or face
- after touching anything that could contaminate your hands, like dirty clothes or garbage
- after touching money
- after going to the bathroom
- before and after eating
- after handling pets
- before putting gloves on and after taking gloves off. Gloves must be replaced as often as you would be washing your hands.

Your program can use the Alberta Health Services, How to Handwash poster:

<http://www.albertahealthservices.ca/assets/Infofor/hp/if-hp-ipc-flu-handwash-how-to.pdf>

Dishwashing Procedure

If your facility has an industrial dishwasher, it can be used to clean all your dishes and cookware. If your facility has a domestic dishwasher it must be a high temperature dishwasher, have a booster heater or use a chemical sanitizer. Contact your local Public Health Inspector/Environmental Health Officer to determine if your dishwasher meets the proper standards:

<http://www.albertahealthservices.ca/info/service.aspx?id=1052203>

For more information on dishwashing requirements refer to:

<http://www.albertahealthservices.ca/assets/wf/eph/wf-eh-dishwashing-requirements.pdf>

Washing by Hand (43)

If the program staff and volunteers will be washing dishes manually, please refer to the steps below for the proper procedure to ensure your dishes are properly cleaned and sanitized:

1. **Scrape and pre-rinse:** Scrape off food residues and pre-rinse or soak utensils and cooking pots, pans, etc.
2. **Wash:** With soap and warm water at 45°C.
3. **Rinse:** With clean water at 45°C.
4. **Sanitize:** Let items soak for a minimum of 2 minutes in the sanitizing solution or in hot water at 77°C.
5. **Air dry:** Do not use drying cloths. There is a higher chance of spreading germs when using drying cloths.



Tips:

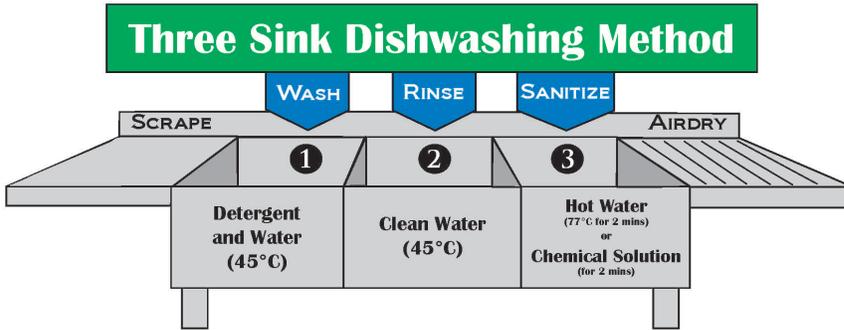
- Wash and sanitize all utensils and dishes after every use.
- If the water gets too cool or when suds disappear in the wash water, refill the sink and make a new sanitizing solution.
- When suds appear in the rinse water, refill the sink.

Three-Sink or Two-Sink Method for dishwashing?

Having three sinks in your kitchen facility is ideal; however, two sinks can be used with a couple adjustments. The diagrams on the next page demonstrate the steps to washing dishes with a three compartment sink or a two compartment sink.

If you have any questions or concerns about proper dishwashing at your facility, your local Public Health Inspector/Environmental Health Officer can help. For contact information, please refer to Alberta Health Services: Environmental Public Health:

<http://www.albertahealthservices.ca/info/service.aspx?id=1052203>



APPROVED CHEMICAL SOLUTIONS

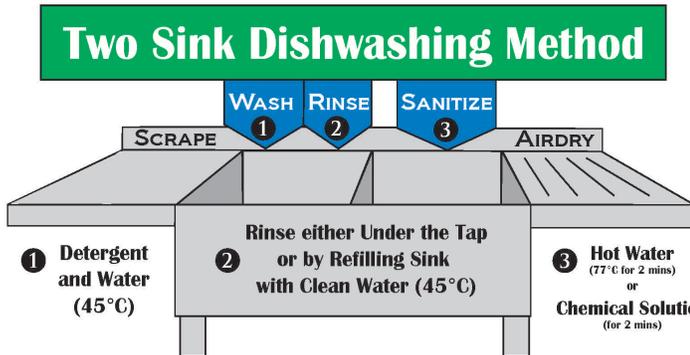
Chlorine Solution = 100 ppm
 Dilution of 5% Bleach (Chlorine):
 • 1/2 tsp per liter of water
 • 1 tbsp per gallon of water

Quats Solution = 200 ppm*
 Dilution of Quats: Follow manufacturer's instructions
 * Concentration may vary depending on manufacturer's instructions

Iodine Solution = 25 ppm
 Dilution of Iodine: Follow manufacturer's instructions

EPHF-11-007
 Created: Aug/99
 Revised: Aug/11
 Updated: Oct/11

Alberta Health Services, Environmental Public Health. 2011



APPROVED CHEMICAL SOLUTIONS

Chlorine Solution = 100 ppm
 Dilution of 5% Bleach (Chlorine):
 • 1/2 tsp per liter of water
 • 1 tbsp per gallon of water

Quats Solution = 200 ppm*
 Dilution of Quats: Follow manufacturer's instructions
 * Concentration may vary depending on manufacturer's instructions

Iodine Solution = 12.5 - 25 ppm
 Dilution of Iodine: Follow manufacturer's instructions

2EPHF-11-009
 Created: Sept/11

Alberta Health Services, Environmental Public Health. 2011

The diagrams above are available as posters from the following web links:
<http://www.albertahealthservices.ca/assets/wf/eph/wf-eh-color-2-sink-dishwashing.pdf>
<http://www.albertahealthservices.ca/assets/wf/eph/wf-eh-color-3-sink-dishwashing.pdf>



Appendix I: Food Safety Resources

Danger Zone

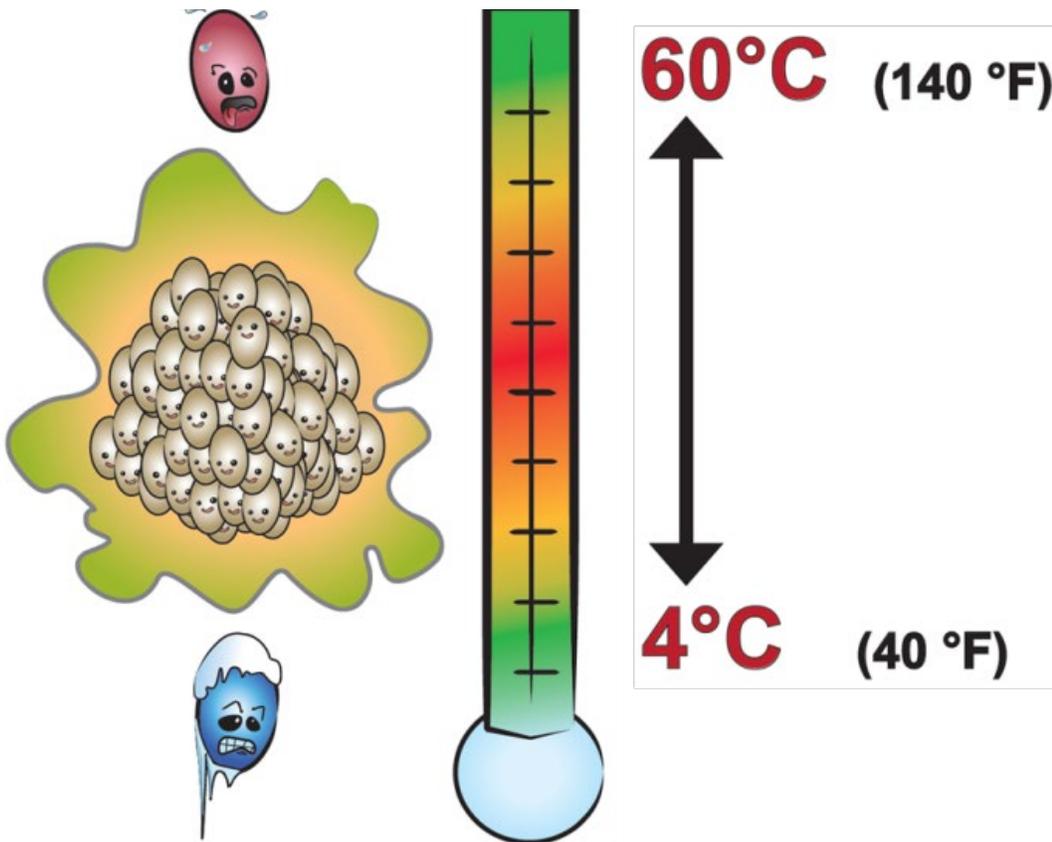
The danger zone is between 4°C to 60°C because harmful germs grow or multiply very fast between these temperatures (33,34).

Harmful germs have a hard time growing or multiplying in foods if they are kept hot (above 60°C) or cold (under 4°C).

The diagram shows how harmful germs react to different temperatures.

Food should not spend much time in the danger zone.

The Danger Zone
Harmful germs multiply fast between 4°C to 60°C



Alberta Health Services. Environmental Public Health. Food Safety Course for Provincial Food Handler Certification Manual,2010.

A more detailed poster on Temperatures In Food Service is available from:

<http://www.albertahealthservices.ca/assets/wf/eph/wf-eh-danger-temperature-poster.pdf>

Cooking Temperatures

You cannot see if your food is cooked enough to kill harmful germs. Use a clean calibrated thermometer to check the middle part of your cooked food. Use the temperature chart below to ensure your food is cooked thoroughly (34).

Food	Internal Temperature
Beef and lamb (pieces and whole cuts) <ul style="list-style-type: none">• Medium• Well done	71°C (160°F) 77°C (170°F)
Pork (pieces and whole cuts)	71°C (160 F)
Poultry (pieces and whole cuts) <ul style="list-style-type: none">• Pieces• Whole	74°C (165°F) 85°C (185°F)
Ground meat and meat mixtures (burgers, meatballs, meatloaf, casseroles, etc.) <ul style="list-style-type: none">• Beef, lamb and pork• Poultry	71°C (160°F) 74°C (165°F)
Egg dishes	74°C (165°F)
Others (side dishes, leftovers, etc.)	74°C (165°F)

Chart adapted from Canada's 10 Least Wanted Foodborne Pathogens, Government of Canada and Be Food Safe' by Canadian Partnership for Consumer Food Safety Education. [document on the internet] 2011 [cited 2014]; Available from URL: <http://healthycanadians.gc.ca/eating-nutrition/healthy-eating-saine-alimentation/safety-salubrite/tips-conseils/cook-temperatures-cuisson-eng.php>

Fridge and Freezer Storage

The following recommended refrigeration times are for safety, and the freezing times are for quality. If you store properly wrapped food in your freezer the quality may be maintained for longer periods of time (44).

Fridge and Freezer Storage		
Food	Refrigerator 4°C (40°F) or lower	Freezer -18°C (0°F) or lower
Fresh Meat		
Beef	2–4 days	10–12 months
Pork	2–4 days	8–12 months
Lamb	2–4 days	8–12 months
Veal	3–4 days	8–12 months
Ground meat	1–2 days	2–3 months
Fresh Poultry		
Chicken/Turkey – whole	2–3 days	1 year
Chicken/Turkey – pieces	2–3 days	6 months
Fresh Fish		
Lean fish—cod, flounder etc.	3–4 days	6 months
Fatty fish—salmon etc.	3–4 days	2 months
Ham		
Canned ham	6–9 months	Don't freeze
Cooked ham	3–4 days	2–3 months
Bacon and Sausages		
Bacon	1 week	1 month
Raw sausage	1–2 days	1–2 months
Pre-cooked sausage links or patties	1 week	1–2 months
Deli Foods		
Un-opened lunch meat	2 weeks	1–2 months
Opened lunch meat	3–5 days	1–2 months
Deli packaged lunch meat	3–4 days	2–3 months
Deli or homemade salads	3–5 days	Don't freeze
Eggs		
Fresh in shell	3–4 weeks	Don't freeze
Fresh out of shell	2–4 days	4 months
Hard-cooked	1 week	Doesn't freeze well
Egg substitutes un-opened	10 days	1 year
Egg substitutes opened	3 days	Don't freeze
Leftovers		
Cooked meat, egg or vegetable dishes	3–4 days	2–3 months
Cooked poultry and fish	3–4 days	4–6 months
Meat broth and gravy	3–4 days	4–6 months
Soups	2–3 days	4 months



Fridge and Freezer Storage (continued)		
Food	Refrigerator 4°C (40°F) or lower	Freezer -18°C (0°F) or lower
Frozen Entrees		
Keep frozen until ready to cook		3–4 months
Dairy Products		
Un–opened milk	Best before date	6 weeks
Opened milk	3 days	Don't freeze
Un–opened cottage cheese	Best before date	Doesn't freeze well
Opened cottage cheese	3 days	Don't freeze
Un–opened yogurt	Best before date	1–2 months
Opened yogurt	3 days	Don't freeze
Soft cheese	1 week	Doesn't freeze well
Semi–soft cheese	2–3 weeks	8 weeks
Firm cheese	5 weeks	3 months
Hard cheese	10 months	1 year
Processed cheese	5 months	3 months
Un–opened salted butter	8 weeks	1 year
Un–opened unsalted butter	8 weeks	3 months
Opened butter	3 weeks	Don't freeze
Vegetables		
Beans green or waxed	5 days	8 months
Carrots	2 weeks	10–12 months
Celery	2 weeks	10–12 months
Leaf lettuce	3–7 days	Don't freeze
Iceburg lettuce	1–2 weeks	Don't freeze
Spinach	2–4 weeks	10–12 months
Summer squash	1 week	10–12 months
Winter squash	2 weeks	10–12 months
Tomatoes	Don't refrigerate	2 months

Adapted from Government of Canada. Safe Food Storage, Fridge and Freezer Temperatures. [Online]. 2013 Feb 08. [cited 2014 April 24]; Available from URL: <http://healthycanadians.gc.ca/eating-nutrition/safety-salubrite/storage-entrepotage-eng.php>



Appendix J: Kitchen Safety

It is important that all staff and volunteers involved in preparing foods for the breakfast program keep themselves and others safe (45).

Prevent Burns

- Do not stand too close to the oven when the oven door is open.
- Open lids or remove tinfoil or plastic wrap away from you to prevent scalding from escaping steam.
- Do not touch the surface of hot pots, pans, and griddles.
- Always wear oven mitts when removing items from the oven or microwave.

Prevent Cuts

- Always pick a knife up by its handle.
- Cut away from your body and away from anyone near you.
- Place knife where it will not fall off the counter.
- Do not try to catch a knife if it is falling.
- When walking with a knife, hold it by your side pointed towards the floor.
- Never leave a knife in a sink filled with soap and water.

Prevent Electrical Shock

- Do not use electrical equipment near a sink or water source.
- Do not use electrical appliances/equipment with frayed cords.
- Never plug an appliance in with wet hands or operate close to a sink or wet counter.

Prevent Spills

- Do not fill pots or pan too full.
- Keep handles of pots and pans that are on the stove facing inwards.
- Keep all sleeves rolled up so that they do not hook onto cooking equipment.
- Hold pots and pans when stirring ingredients so that the pot doesn't slip off the burner.
- Warn others when you are carrying hot items so that they know to stand back.

Appendix K: Cooking Conversions

Abbreviation Key:

Abbreviation	Unit
L	litre
mL	millilitre
kg	kilogram
g	gram
lb	pound
oz	ounce
Tbsp	tablespoon
tsp	teaspoon
F	Fahrenheit

Liquids:

Imperial (Spoons and Cups)	Approx. Metric Measurement
$\frac{1}{8}$ tsp	$\frac{1}{2}$ mL
$\frac{1}{4}$ tsp	1 mL
$\frac{1}{2}$ tsp	2 mL
1 tsp	5 mL
1 tbsp = 3 tsp	15 mL
$\frac{1}{4}$ cup	60 mL
$\frac{1}{3}$ cup	75 mL
$\frac{1}{2}$ cup	125 mL
$\frac{2}{3}$ cup	150 mL
$\frac{3}{4}$ cup	175 mL
1 cup = 8 fl oz	250 mL
2 cups = 16 fl oz = 1 pint	500 mL
4 cups = 32 fl oz = 1 quart	1 L or 1000 mL

Oven Temperatures:

Fahrenheit (Imperial)	Description	Celsius (Metric)
200	warming oven	100
250	very low	120
300	low	150
350	moderate	175
400	hot	205
450	very hot	230
500	extremely hot	260

Weights:

Imperial	Metric
1 lb	454 g
16 oz	454 g
1 oz	28.35 g

Adapted from Alberta Health Services, Collective Kitchen Manual [Online] 2014. [cited 2014 April 24]; Available from URL: <http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-collective-kitchen-manual.pdf>

Appendix L: Quick Guide to the Alberta Nutrition Guidelines for Children and Youth Criteria

These tables are a summary of the [Alberta Nutrition Guidelines for Children and Youth](http://www.health.alberta.ca/documents/Nutrition-Guidelines-AB-Children-Youth.pdf) criteria. It is intended for use as a convenient reference when choosing products. More information on the guidelines can be found at: <http://www.health.alberta.ca/documents/Nutrition-Guidelines-AB-Children-Youth.pdf>

Vegetables and Fruit

	Choose Most Often	Choose Sometimes
Vegetables & Fruit	Prepared with no added fat, sugar, or salt. Not deep fried or par-boiled in oil	Processed vegetables/fruit or unprocessed with added sauces, dressings, or seasoning
Serving Size	<ul style="list-style-type: none"> Whole: 1 small or medium sized Fresh, frozen, canned, sauce: ½ cup (125 mL) Leafy salad: 1 cup (250 mL) 100% pure juice ½ cup (125 mL) 	<ul style="list-style-type: none"> Fresh, frozen, canned, sauce: ½ cup (125 mL) Leafy salad: 1 cup (250 mL)
Total Fat	Naturally occurring only	≤10 g
Saturated Fat	Not specified	≤4 g
Sodium	≤100 mg	≤300 mg
Fibre	All naturally occurring	Not specified
Sugars	No added sugar No artificial sweeteners	≤16 g No artificial sweeteners
Dried Vegetables/Fruit	100% dried vegetables and fruit	Processed vegetables and fruit
Serving Size	<ul style="list-style-type: none"> Dried fruit: ¼ cup (60 mL, 40 g) Fruit or vegetable bar (100% fruit/puree/juice): 14 g Fruit/vegetables snacks (100% fruit/puree/juice): 20 g 	<ul style="list-style-type: none"> Dried fruit: ¼ cup (60 mL, 40 g) Fruit or vegetable bar (100% fruit/puree/juice): 14 g Fruit/vegetables snacks (100% fruit/puree/juice): 20 g
Total Fat	Naturally occurring only	≤10 g
Saturated Fat	Not specified	≤4 g
Sodium	≤100 mg	≤300 mg
Fibre	All naturally occurring	Not specified
Sugars	≤ 20 g from 100% fruit No added sugar No artificial sweeteners	≤16 g, No artificial sweeteners (dried) ≤30 g, No artificial sweeteners (fruit/veg bars and snacks)
Baked Vegetables & Fruit	100% baked vegetables and fruit	
Serving Size	½ cup (125 mL, 50 g)	½ cup (125 mL)
Total Fat	≤5 g	≤10 g
Saturated Fat	≤2 g	≤4 g
Trans Fat	0 g	0g
Sodium	≤100 mg	≤300 mg
Fibre	All naturally occurring	Not specified
Sugars	No added sugar. No artificial sweeteners	≤16 g No artificial sweeteners

Grain Products

	Choose Most Often	Choose Sometimes
Cereals, Breads, & Pasta	Must be made with whole grain	Cereals and whole grain products/baked goods
Serving Size	<ul style="list-style-type: none"> • Bun, bread, pita, wrap, pizza crust: 35 g • Crackers: 20–25 g • Cooked grains and pasta: ½ cup (125 mL) • Cold cereal: 30 g • Popcorn: 2 cups (500 mL) 	<ul style="list-style-type: none"> • Bun, bread, pita, wrap, pizza crust: 35 g • Crackers: 20–25 g • Cooked grains and pasta: ½ cup (125 mL) • Cold cereal: 30 g • Popcorn: 2 cups (500 mL)
Total Fat	≤3 g	≤10 g
Saturated Fat	≤1 g	≤4 g
Trans Fat	0 g	0 g
Sodium	≤140 mg	≤300 mg
Fibre	≥2 g	Not specified
Sugars	≤8 g No artificial sweeteners	≤16 g No artificial sweeteners
Baked Products	Must be made with whole grain	Cereals and whole grain products/baked goods
Serving Size	<ul style="list-style-type: none"> • Muffins (½), quickbreads, pancakes, waffles: 35 g • Granola bars, cookies: 30–38 g • Bagel: ½ or 45 g 	<ul style="list-style-type: none"> • Muffins (½), quickbreads, pancakes, waffles: 35 g • Granola bars, cookies: 30–38 g • Bagel: ½ or 45 g
Total Fat	≤5 g	≤10 g
Saturated Fat	≤2 g	≤4 g
Trans Fat	0 g	0 g
Sodium	≤200 mg	≤300 mg
Fibre	≥2 g	Not specified
Sugars	≤10 g No artificial sweeteners	≤16 g No artificial sweeteners
Baked Products with Fruits or Vegetables	Must be made with whole grain	Cereals and whole grain products/baked goods
Serving Size	<ul style="list-style-type: none"> • Muffin (½), quickbreads, pancakes, waffles: 35 g • Granola bars, cookies: 30–38 g • Granola-type cereal: ½ cup (30–35 g) 	<ul style="list-style-type: none"> • Muffin (½), quickbreads, pancakes, waffles: 35 g • Granola bars, cookies: 30–38 g • Granola-type cereal: ½ cup (30–35 g)
Total Fat	≤5 g	≤10 g
Saturated Fat	≤2 g	≤4 g
Trans Fat	0 g	0 g
Sodium	200 mg	300 mg
Fibre	≥2 g	Not specified
Sugars	≤12 g No artificial sweeteners	≤16 g No artificial sweeteners

Milk and Alternatives

	Choose Most Often	Choose Sometimes
Fluid Milk	Unflavoured Skim, 1, or 2%	Flavoured Skim, 1, or 2%
Serving Size	<ul style="list-style-type: none"> • 1 cup (250 mL) • Undiluted evaporated: ½ cup (125 mL) • Powdered dry milk: ⅓ cup (75 mL, 25 g) 	<ul style="list-style-type: none"> • 1 cup (250 mL) • Undiluted evaporated: ½ cup (125 mL)
Total Fat	≤5 g	≤6 g
Saturated Fat	≤3 g	≤4 g
Trans Fat	≤0.3 g	≤0.3 g
Sodium	≤120 mg	≤200 mg
Sugars	≤12 g No artificial sweeteners	≤20 g No artificial sweeteners
Protein	≥8 g	≥5 g
Calcium	≥30% DV	≥30% DV
Vitamin D	≥44% DV	≥44% DV
Fortified Soy Beverage	Unflavoured	Flavoured fortified soy beverage
Serving Size	1 cup (250 mL)	1 cup (250 mL)
Total Fat	≤5 g	≤6 g
Saturated Fat	≤1 g	≤1 g
Trans Fat	0 g	0 g
Sodium	≤120 mg	≤150 mg
Sugars	≤9 g No artificial sweeteners	≤20 g No artificial sweeteners
Protein	≥6 g	≥5 g
Calcium	≥30% DV	≥30% DV
Vitamin D	≥44% DV	≥44% DV
Yogurt/Kefir (milk)		
Serving Size	¾ cup (175 mL)	Yogurt: ¾ cup (175 mL) Yogurt drink: 200 mL
Total Fat	≤3 g	≤5 g
Saturated Fat	≤2 g	≤0.3 g
Trans Fat	≤0.3 g	≤0.3 g
Sodium	≤120 mg	≤120 mg
Sugars	≤12 g No artificial sweeteners	≤20 g No artificial sweeteners
Protein	≥6 g	≥5 g
Calcium	≥15% DV	≥15% DV
Yogurt (soy)		
Serving Size	¾ cup (175 mL)	¾ cup (175 mL)
Total Fat	≤3 g	≤5 g
Saturated Fat	≤1 g	≤1 g

Milk and Alternatives (Continued)

Yogurt (soy)–Continued	Choose Most Often	Choose Sometimes
Trans Fat	0 g	0 g
Sodium	≤50 mg	≤50 mg
Sugars	≤9 g No artificial sweeteners	≤20 g No artificial sweeteners
Protein	≥6 g	≥5 g
Calcium	≥30% DV	≥30% DV
Cheese, hard and soft (from milk)		
Serving Size	50 g	50 g
Total Fat	≤10 g	≤20 g
Saturated Fat	≤6 g	≤10 g
Trans Fat	≤0.5 g	≤0.5 g
Sodium	≤350 mg	≤450 mg
Protein	≥8 g	≥6 g
Calcium	≥30% DV	≥30% DV
Cheese, hard (from soy)		
Serving Size	50 g	50 g
Total Fat	≤5 g	≤8 g
Saturated Fat	≤1 g	≤2 g
Trans Fat	0 g	0 g
Sodium	≤250 mg	≤400 mg
Protein	≥6 g	≥6 g
Calcium	≥30% DV	≥30% DV
Cottage Cheese		
Serving Size	½ cup (125 mL, 115 g)	½ cup (125 mL)
Total Fat	≤5 g	≤5 g
Saturated Fat	≤3 g	≤0.3 g
Trans Fat	≤0.5 g	≤0.5 g
Sodium	≤120 mg	≤300 mg
Protein	≥8 g	≥5 g
Calcium	≥15% DV	≥15% DV
Pudding (from Milk)		
Serving Size	N/a	½ cup (125 mL)
Total Fat	N/a	≤3 g
Saturated Fat	N/a	≤1.5 g
Trans Fat	N/a	≤0.3 g
Sodium	N/a	≤200 mg
Sugar	N/a	≤20 g No artificial sweeteners
Protein	N/a	≥5 g
Calcium	N/a	≥10% DV

Meats and Alternatives

	Choose Most Often	Choose Sometimes
Meat, Fish, Poultry	Cooked beef, pork, lamb, wild game, poultry, and fish	Cooked beef, pork, lamb, wild game, poultry, and fish
Serving Size	Cooked: 2.5 oz, 75 g Ground Cooked: ½ cup (125 mL)	Cooked: 2.5 oz, 75 g Ground Cooked: ½ cup (125 mL)
Total Fat	≤10 g	≤10 g
Saturated Fat	≤3 g	≤6 g
Trans Fat	≤0.5 g	≤0.5 g
Sodium	≤200 mg	≤400 mg
Protein	≥14 g	≥7 g
Deli/Luncheon Meats		
Serving Size	Cooked: 2.5 oz, 75 g Ground Cooked: ½ cup (125 mL)	Cooked: 2.5 oz, 75 g Ground Cooked: ½ cup (125 mL)
Total Fat	≤5 g	≤10 g
Saturated Fat	≤3 g	≤6 g
Trans Fat	≤0.5 g	≤0.5 g
Sodium	≤350 mg	≤500 mg
Protein	≥10 g	≥7 g
Alternatives		
Serving Size	<ul style="list-style-type: none"> • Eggs: 2 • Nuts & Seeds (plain, unsalted): ¼ cup (60 mL) • Nut Butters: 2 Tbsp (30 ml) • Legumes, cooked: ¾ cup (175 mL) • Tofu: ¾ cup (150g) 	<ul style="list-style-type: none"> • Eggs: 2 • Nuts & Seeds (plain, unsalted): ¼ cup (60 mL) • Nut Butters: 2 Tbsp (30 mL) • Legumes, cooked: ¾ cup (175 mL) • Tofu: ¾ cup (150 g)
Total Fat	≤10 g	≤10 g
Saturated Fat	≤3 g	≤6 g
Trans Fat	≤0.5 g	0 g
Sodium	≤200 mg	≤400 mg
Sugars	Naturally occurring No artificial sweeteners	≤3 g No artificial sweeteners
Protein	≥6 g	≥3 g
Calcium (tofu)	≥25% DV	Not specified
Iron	≥4% DV (tofu) ≥2% DV (nuts, nut butters, legumes)	Not specified

Mixed Dishes

	Choose Most Often	Choose Sometimes
Meat, Fish, Poultry Based (100–199 kcal)	Grains must be whole grain	
Total Fat	≤4 g	≤6 g
Saturated Fat	≤1.1 g	≤3 g
Trans Fat	≤0.2 g	≤0.3 g
Sodium	≤350 mg	≤500 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥7 g	≥5 g
Meat, Fish, Poultry Based (200–299 kcal)	Grains must be whole grain	
Total Fat	≤7 g	≤10 g
Saturated Fat	≤2.2 g	≤4 g
Trans Fat	≤0.35 g	≤0.5 g
Sodium	≤500 mg	≤750 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥10 g	≥8 g
Meat, Fish, Poultry Based (300–399 kcal)	Grains must be whole grain	
Total Fat	≤10 g	≤15 g
Saturated Fat	≤3.3 g	≤6 g
Trans Fat	≤0.5 g	≤0.75 g
Sodium	≤700 mg	≤900 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥14 g	≥10 g
Meat, Fish, Poultry Based (400–499 kcal)	Grains must be whole grain	
Total Fat	≤14 g	≤19 g
Saturated Fat	≤4.4 g	≤8 g
Trans Fat	≤0.7 g	≤0.95 g
Sodium	≤700 mg	≤900 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥17 g	≥13 g

Mixed Dishes (Continued)

	Choose Most Often	Choose Sometimes
Meat, Fish, Poultry Based (500–599 kcal)	Grains must be whole grain	
Total Fat	≤17 g	≤23 g
Saturated Fat	≤5.5 g	≤10.5 g
Trans Fat	≤0.85 g	≤1.15 g
Sodium	≤700 mg	≤900 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥21 g	≥15 g
Vegetarian Based (100–199 kcal)	Grains must be whole grain	
Total Fat	≤4 g	≤6 g
Saturated Fat	≤1.1 g	≤3 g
Trans Fat	≤0.2 g	≤0.3 g
Sodium	≤350 mg	≤500 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥5 g	≥4 g
Vegetarian Based (200–299 kcal)	Grains must be whole grain	
Total Fat	≤7 g	≤10 g
Saturated Fat	≤2.2 g	≤4 g
Trans Fat	≤0.35 g	≤0.5 g
Sodium	≤500 mg	≤750 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥7 g	≥6 g
Vegetarian Based (300–399 kcal)	Grains must be whole grain	
Total Fat	≤10 g	≤15 g
Saturated Fat	≤3.3 g	≤6 g
Trans Fat	≤0.5 g	≤0.75 g
Sodium	≤700 mg	≤900 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥10 g	≥7 g
Vegetarian Based (400–499 kcal)	Grains must be whole grain	
Total Fat	≤13 g	≤19 g
Saturated Fat	≤4.4 g	≤8 g
Trans Fat	≤0.7 g	≤0.95 g
Sodium	≤700 mg	≤900 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥12 g	≥9 g

Mixed Dishes (Continued)

	Choose Most Often	Choose Sometimes
Vegetarian Based (500–599 kcal)	Grains must be whole grain	
Total Fat	≤17 g	≤23 g
Saturated Fat	≤5.5 g	≤10.5 g
Trans Fat	≤0.85 g	≤1.15 g
Sodium	≤700 mg	≤900 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥15 g	≥11 g
Soup–Broth Based (≤200 kcal)	Grains must be whole grain	
Total Fat	≤2 g	≤4 g
Saturated Fat	≤1.1 g	≤2 g
Trans Fat	≤0.1 g	≤0.2 g
Sodium	≤250 mg	≤300 mg
Soup–Broth Based (201–300 kcal)	Grains must be whole grain	
Total Fat	≤4 g	≤7 g
Saturated Fat	≤2.2 g	≤2.5 g
Trans Fat	≤0.2 g	≤0.35 g
Sodium	≤400 mg	≤450 mg
Soup–Meal Style (≤200 kcal)	Grains must be whole grain	
Total Fat	≤4 g	≤6 g
Saturated Fat	≤1.1 g	≤3 g
Trans Fat	0.2 g	≤0.3 g
Sodium	≤250 mg	≤300 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥7 g	≥5 g
Soup–Meal Style (201–300 kcal)	Grains must be whole grain	
Total Fat	≤7 g	≤10 g
Saturated Fat	≤2.2 g	≤4 g
Trans Fat	≤0.35 g	≤0.5 g
Sodium	≤400 mg	≤450 mg
Fibre	≥2 g	Not specified
Sugar	No artificial sweeteners	Not specified
Protein	≥10 g	≥8 g

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