



Guide for Creating your Breakfast After the Bell SY 22-23 Plan (For Your District and for OSPI)

This spring, all districts with schools impacted by [House Bill 1508: The Washington Kids Ready to Learn Act](#), are required to submit a *Breakfast After the Bell SY 22-23 Plan* to the Child Nutrition Services at the Office of Superintendent of Public Instruction (OSPI). In this submission, Food Service Directors will outline specifics of each Breakfast After the Bell program that will operate in their district, and will detail their plan for ensuring all required programs are ready to launch by fall of 2022.

This guide mirrors the format that OSPI will use to accept the *Breakfast After the Bell (BAB) SY 22-23 Plan* from districts. If you, the Food Service Director or other Nutrition Services representative, follow the steps in this guide and can answer the questions posed under **Phase 1A & 1B**, you will be fully prepared to answer all of OSPI's questions about your Breakfast After the Bell Plan.

Additionally, this guide provides a roadmap for active use of the entire *Comprehensive Resource Packet*, of which it is a part. Throughout this document you will find links and references to the resources that are applicable to each phase of planning. All resources referred to can be reached by clicking their hyperlink, or they can all be found in the *Comprehensive Resource Packet*.

Every district with one or more schools required to implement Breakfast After the Bell will formulate and submit to OSPI a "Three Phase Plan" for Breakfast After the Bell Implementation. This is a comprehensive approach to creating, documenting, and executing an implementation plan, outlined below.

Three Phase Plan for Breakfast After the Bell Implementation

Background: Before Planning Begins

- A. Identify all schools in your district that will operate Breakfast After the Bell programs
- B. Identify the Breakfast After the Bell model that will be implemented in each participating school

Phase 1: Procedures, Equipment, and Stakeholder Engagement

- A. Determine basic program procedures
- B. Identify equipment needed to execute procedures and initiate purchases
- C. Identify and engage with key district stakeholders and site leaders

Phase 2: Train, Prepare, and Promote

- A. Conduct trainings and provide resources for teachers, kitchen staff, custodial staff, and other site staff.
- B. Share information and promote your new breakfast program to students and families

Phase 3: Launch, observe, and improve

- A. Launch your program!
- B. Observe, take in feedback, and adjust procedures as appropriate
- C. Highlight and share out successes

Background

Before you can begin planning for Breakfast After the Bell, you need to know what you are planning for. Take these steps to determine which schools in your district will implement, and to make an informed decision on which service model you will implement in each.

- Find OSPI's official list of schools required to implement on their [School Breakfast Program website](#), filed under "Breakfast After the Bell Implementation." Identify all schools in your district that are mandated by law to serve BAB.

- Decide if any non-mandated schools will implement Breakfast After the Bell. Many districts implement BAB in non-mandated schools to increase participation, maintain continuity within the district, and to ensure equitable access to school breakfast for all students.

Refer to the resource, [Service Model Selection Guide: Recommendations for Elementary and Secondary Schools](#) to understand your choices for service models.

- Identify the model you will implement in participating elementary schools.
 - When making your decision, remember that [Breakfast In the Classroom](#) is the recognized best practice for maximum participation in elementary schools.
- Identify the model you will implement in participating middle schools.
 - When making your decision, remember that [Second Chance Breakfast](#) and [Breakfast In the Classroom](#) are the recognized best practices for maximum participation in middle schools.
- Identify the model you will implement in participating high schools.
 - When making your decision, remember that [Second Chance Breakfast](#) and [Breakfast In the Classroom](#) are the recognized best practices for maximum participation in high schools.

Once you have selected the model or models that your district will implement, continue to complete **[Phase 1A \(Basic Program Procedures\) & 1B \(Corresponding Equipment Needs\)](#)** for each model that you have identified. Skip sections for models that you will not implement.

Phase 1A (Basic Program Procedures) & 1B (Corresponding Equipment Needs)

Breakfast In the Classroom (BIC)

Consider only the BIC schools in your district as you complete the steps in this section. If no schools in your district are implementing BIC, skip ahead to the next section.

In your district's *BAB 22-23 Plan Submission*, you will be expected to report basic procedures for your program, and to provide details on your plan for acquiring equipment.

Begin your planning for BIC by identifying what equipment you will need to launch, and what funding will be needed to acquire it. Doing so will position your district to efficiently access available funding for districts launching BAB, and will minimize the impact of any production, shipping, or other delays.

In order to accurately determine equipment needs, basic packing and delivery procedures will need to be in place. Take the below steps, and review the included notes and examples, determine these.

Identity Equipment Needs

- Determine how breakfast will be packed, and what equipment will be needed to pack them in this way. Refer to the [Equipment Selection Guide: Breakfast In the Classroom](#) to understand your equipment choices.
 - *Ex: Each classroom will receive 3 insulated bags. 1 [Sterno Milk Crate Single](#) with milk, 1 [Sterno Breakfast Small](#) with cold/shelf stable sides, and 1 [Sterno Breakfast Small](#) with an entree (hot or cold, depending on the day). This is enough space to hold breakfast for all students, and allows hot and cold items to be packed separately when needed, to ensure all items maintain food safe temperatures. Each student will take one of every item offered for Serve Only.*

- Determine how breakfast will be delivered, and what equipment will be needed to execute these deliveries. Refer to the [Equipment Selection Guide: Breakfast In the Classroom](#) to understand your equipment choices. See below the three most common approaches.
 - Option 1: Student leaders deliver to all classrooms. Older student leaders can be paired with “buddy classrooms” to support delivery to lower grades. This typically requires child-friendly [individual rolling carts](#) or [utility carts](#).
 - Option 2: Kitchen staff or other staff may also deliver breakfast sets. This typically requires larger [mobile shelving units](#), which an adult can use to deliver to several classrooms at once.

- **Option 3:** A combination of student leader delivery and staff delivery. Typically, older student leaders will support delivery to their own classrooms while staff supports delivery for lower grades. This may require multiple types of delivery equipment.
- Determine how you will execute the POS in the classroom.
- A simple tally is sufficient for schools that do not need to individually identify students.
 - Rosters for each classroom can be used to individually identify students who take breakfast.
 - Districts can adapt existing tools to operate in the classroom. For support in creating POS procedures that fit your district’s needs and tools, reach out to schoolbreakfast@uwkc.org.
- Consider how you will manage storing food to accommodate increased demand. Identify any equipment such as shelving, refrigeration or freezer units, milk coolers, etc. that will allow your kitchen to store food to accommodate increased demand.
- Determine what equipment you already have, what you will be able to purchase, and what purchases you will need support funding. Complete your Equipment Planning Chart.

Breakfast In the Classroom Equipment			
Equipment Type:	Equipment Selected:	Funding Status:	Estimated Cost:
Packing meals for transport (insulated bags, crates, etc)	Ex: - 1 Sterno Milk Crate Single per classroom (48 total) - 2 Sterno Breakfast Small per classroom (96 total)	Not in budget - need assistance funding purchase	\$15,000 + shipping (est.. \$5,000 for Milk Crate Singles and est.. \$10,000 for Breakfast Smalls)
Transporting meals (travel carts, mobile shelving units, etc)	Ex: - Cambro Mobile Shelving Units for adult delivery - 8 units total (2 per school)	Already purchased	\$5,000 + shipping (approx. \$625 per unit)
Kitchen storage (shelving, refrigeration, freezers, etc)	Ex: - Milk Cooler to hold additional product - 3 units (needed in 3 schools)	In Budget	\$10,500 + shipping (approx. \$3,500 per unit)

Additional Considerations

- Consider if it is appropriate to adjust bus arrival times to be closer to the start of instruction.
- With breakfast served after the bell, students will not need to arrive at school early in order to eat, and adjusting the bus timing allows for students to arrive and head straight to the classroom to start their day, as opposed to congregating and requiring supervision.
 - While this does not impact an equipment purchase, it is important to consider early on. Find out when your district’s bus schedules are set, and what the process is for adjusting them.

Phase 1A (Basic Program Procedures) & 1B (Corresponding Equipment Needs)

Grab and Go Breakfast (G&G)

Consider only the G&G schools in your district as you complete the steps in this section. If no schools in your district are implementing G&G, skip ahead to the next section.

Districts with G&G schools should begin by drafting service procedures and a morning schedule. In your district's *Breakfast After the Bell 22-23 Plan*, OSPI will expect you to provide these procedures, and to demonstrate how they will ensure low-barrier, equitable access to breakfast for all students.

Second, identify all equipment that will be needed to launch, and determine what funding will be needed to acquire it. This will position your district to efficiently access available funding for districts launching BAB, and will minimize the impact of production and shipping delays. OSPI will expect you to provide these details as part of your *Breakfast After the Bell 22-23 Plan*.

Demonstrate Meaningful Access in G&G Procedures

- Determine whether before-school breakfast will be eliminated. It is strongly recommended that breakfast only be served through Grab and Go, and traditional breakfast before the bell is eliminated.
 - Remember, it is **NOT** acceptable to provide traditional before-school breakfast to students who arrive early, and Grab and Go for students who arrive late. Review [A Closer Look at Grab and Go](#) for an overview of an effective G&G model, or review sample [Step by Step Procedures](#) of an effective G&G model.
- Consider how arriving students access the school building. Use this to determine where Breakfast Stations will be located and how you will ensure all students are encouraged to take breakfast.
 - Remember, best practice is for teachers to lead their students through the breakfast line on their way to the classroom.
 - If requiring students to be led through a line by their teacher is not feasible, students must be funneled through a breakfast line on their way to class. This will require controlling the entrances and flow of traffic as students arrive to school.
 - *Ex: For Elementary A, there will be two Breakfast Stations. One in the hall outside of the gym door, and one at the back entrance across from the basketball court. When students arrive, those in grades K-2 line up in the gym by class. K-2 teachers pick up their students and lead them through the breakfast line outside of the gym on their way to the classroom. Grades 3-5 line up outside next to the playground. Grade 3-5 teachers pick up their students and lead them through the breakfast line at the back entrance on their way to the classroom.*

Identify G&G Equipment Needs

- Determine roughly how Breakfast Stations will be loaded, and what equipment will be needed to load them in this way. Refer to the [Equipment Selection Guide: Second Chance & Grab and Go](#) to understand your choices.
 - *Ex: Breakfast Stations will consist of 1 [Cambro Flex Station](#) loaded with 12 bins ([Cambro Camwear Food Boxes](#)).*
 - 4 bins will contain milk, kept cold with [Cambro Camchiller Insulated Cold Packs](#).
 - 4 bins will contain the entree (hot or cold, depending on the day) and the last
 - 4 bins will contain pre-bagged components to complete the meal.

This system allows hot entrees to be loaded separately from cold components, ensuring all items maintain food safe temperatures. Pre-bagging additional components allows the line to move more quickly and prevents contamination. Students passing through the line will grab 1 bag + 1 entree + 1 milk for Serve Only.

- Determine how you will execute the POS, and if any equipment is required to do so. Consult your district’s IT department or the staff that oversee technology and your register system, and refer to the [Equipment Selection Guide: Second Chance & Grab and Go](#) to understand your equipment choices.
 - A simple tally is sufficient for schools that do not need to individually identify students.
 - Mobile POS systems are required to individually identify students.
- Consider how you will manage storing food to accommodate increased demand.
 - Identify any equipment such as shelving, refrigeration or freezer units, milk coolers, etc. that will allow your kitchen to store food to accommodate increased demand.
- Determine what equipment necessary to launch you already have, what you will be able to purchase, and what purchases you will need support funding. See the sample chart below and complete [this editable chart](#) for your G&G schools.

Grab and Go Breakfast Equipment			
Equipment Type:	Equipment Selected:	Funding Status:	Estimated Cost:
Breakfast Stations: (mobile carts, food containers, etc.)	<i>Ex: - 8 Cambro Flex Stations (2 per school) - 96 Cambro Camwear Food Storage Boxes (12 per Flex Station) - 32 Cambro Camchiller Insulated Cold Packs (4 per Flex</i>	<i>In Budget</i>	<i>\$7,200 + shipping (approx. \$4,200 for Flex Stations, approx. \$1,500 for Camwear Boxes, and approx. \$1,500 for Camchiller Cold Packs)</i>

	<i>Station)</i>		
POS Equipment: (counting device, ipad)	<i>Ex: - Tally Counter to track students served - 2 per school/1 per Flex Station</i>	<i>In Budget</i>	\$100
Kitchen storage (shelving, refrigeration, freezers, etc)	<i>Ex: - Milk Cooler to hold additional product - 3 units total (needed in 3 schools)</i>	<i>Not in budget - need assistance funding purchase</i>	<i>\$10,500 + shipping (approx. \$3,500 per unit)</i>

Additional Considerations

- Consider if it is appropriate to adjust bus arrival times to be closer to the start of instruction.
 - With breakfast served after the bell, students will not need to arrive at school early in order to eat, and adjusting the bus timing allows for students to arrive and head straight to the classroom to start their day, as opposed to congregating and requiring supervision.
 - While this does not impact an equipment purchase, it is important to consider early on. Find out when your district’s bus schedules are set, and what the process is for adjusting them.

Phase 1A (Basic Program Procedures) & 1B (Corresponding Equipment Needs)

Second Chance Breakfast (2C)

Consider only the 2C schools in your district as you complete the steps in this section. If no schools in your district are implementing G&G, skip ahead to the next section.

Districts with 2C schools should begin by drafting service procedures and a morning schedule. In your district's *Breakfast After the Bell 22-23 Plan*, OSPI will expect you to provide these procedures, and to demonstrate how they will ensure low-barrier, equitable access to breakfast for all students.

Second, districts should identify all equipment that will be needed to launch, and determine what funding will be needed to acquire it. This will position your district to efficiently access available funding for districts launching BAB, and will minimize the impact of production and shipping delays. Additionally, OSPI will expect you to provide these details as part of your *Breakfast After the Bell 22-23 Plan*.

Demonstrate Meaningful Access in 2C Procedures

- Review the existing bell schedule to identify the exact timing of Second Chance Breakfast.
 - So long as the first passing period occurs before 10:00am, it is recommended that Second Chance Breakfast is served during this time.
 - If the passing period is shorter than 5 minutes, it is recommended that schools extend it to at least this length. A typical passing period for serving Second Chance is 5-7 minutes, and schools serve about 80 students per POS.

- Consider which areas are highly trafficked during the first passing period. Use this to determine where Breakfast Stations should be located to ensure that students conveniently pass them on their normal route to class.
 - The number and location of Breakfast Stations depends upon the layout and flow of each school. Be prepared to observe, learn, and adjust the placement of your Breakfast Stations post-launch to streamline service.

- Consider designating the start of 1st period and the start of 2nd period as breakfast-friendly times in the classroom. At the secondary level, giving students two potential times to eat their breakfast after the bell addresses any concerns about classrooms (such as science labs) where it is not safe to eat during instruction.

Identify 2C Equipment Needs

- Determine roughly how Breakfast Stations will be loaded, and what equipment will be needed to load them in this way. Refer to the [Equipment Selection Guide: Second Chance & Grab and Go](#) to understand your choices.
 - Consider how you will package and serve hot meals and cold items. Ensure the containers you select will allow for all items to be held at food safe temperatures.

- Determine what equipment is required to operate the POS at each Breakfast Station. Consult your district’s IT department or the staff that oversee technology and your register system, and refer to the [Equipment Selection Guide: Second Chance & Grab and Go](#) to understand your equipment choices.
 - Students must be individually identified when accessing breakfast, to ensure that if any students ate multiple breakfasts, it is properly documented and claimed accordingly. This will require a mobile POS system.

- Consider how you will manage storing food to accommodate increased demand.
 - Identify any equipment such as shelving, refrigeration or freezer units, milk coolers, etc. that will allow your kitchen to store food to accommodate increased demand.

- Determine what equipment necessary to launch you already have, what you will be able to purchase, and what purchases you will need support funding. Use the below chart to document this. See the sample chart below and complete your chart for G&G schools.

Second Chance Breakfast Equipment			
Equipment Type:	Equipment Selected:	Funding Status:	Estimated Cost:
Breakfast Stations: (mobile carts, food containers, etc.)	<i>Ex: - 8 Cambro Flex Stations (2 per school) - 96 Cambro Camwear Food Storage Boxes (12 per Flex Station) - 32 Cambro Camchiller Insulated Cold Packs (4 per Flex Station)</i>	<i>Not in budget - need assistance funding purchase</i>	<i>\$7,200 + shipping (approx. \$4,200 for Flex Stations, approx. \$1,500 for Camwear Boxes, and approx. \$1,500 for Camchiller Cold Packs)</i>
POS Equipment: (counting device, ipad)	<i>Ex: Pin pads (2 per flex station)</i>	<i>In Budget</i>	<i>\$4,000 + shipping (approx \$250 per unit)</i>
Kitchen storage (shelving, refrigeration, freezers, etc)	<i>Ex: - Milk Cooler to hold additional product - 3 units total (needed in 3 schools)</i>	<i>Not in budget - need assistance funding purchase</i>	<i>\$10,500 + shipping (approx. \$3,500 per unit)</i>

Phase 1C: Identify and Engage Site Leaders and Key Stakeholders

All Service Models (BIC, G&G, and 2C)

At this point in the planning process, you should be a BAB content expert (congrats!) and should have a basic plan for implementing BAB in your district. If you have outstanding questions or don't feel confident in this, reach out to SchoolBreakfast@uwkc.org to talk through any concerns.

In this phase you will identify the BAB point person (or Site Lead) for each implementing school. You will share your knowledge of Washington's BAB requirements with these individuals, and will bring them up to speed on your plan for their school. This process will position your Site Leads to be partners in implementation, and leaders within their schools.

Identify and Engage Site Leaders

- For each participating school, ask leadership to identify a BAB site lead. This will typically be the principal or assistant principal, but can be different in every school.
 - This individual will be the face of BAB for teachers, site staff, parents, and other school-level stakeholders. In addition to disseminating any updates or reminders necessary, they will field questions or concerns from these parties and will elevate to you as appropriate.
 - You will collaborate with this person to introduce BAB to teachers, site staff, students, and parents, and to conduct all necessary trainings.
- Conduct a deep dive into Breakfast After the Bell with each site lead to ensure they are familiar with the program and updated on their school's roll-out plan. Use the **Site Lead Packet** resource to prepare for this meeting.
 - Provide introductory resources to ensure Site Leads are familiar generally with BAB, and with the associated legislation requiring Washington schools to implement.
 - Use X and Y templates to provide draft procedures and an overview of the planned implementation.
- In partnership with your Site Leaders, review procedures in detail, discuss any necessary adjustments, and finalize
- If you are in need of support planning or executing these meetings, reach out to OSPI or UWKC as soon as possible.**

Identify and engage additional stakeholders

- Identify any stakeholder groups that will require direct conversations from Nutrition Services, as opposed to a Site Lead.
 - This could include district leadership, custodial leadership, custodial staff, kitchen staff, transportation leadership, or other parties. This also may include union representatives for any of the above parties.
 - Use the **Site Lead Packet** resource to prepare for this meeting.
 - If you are in need of support planning or executing these meetings, reach out to OSPI or UWKC as soon as possible.**
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Phase 2A: Train and Prepare Staff

In this phase of your implementation plan, you will collaborate with Site Leads to introduce the new Breakfast After the Bell service to all appropriate staff.

- Create a list of all stakeholders who will need to be updated and/or trained on Breakfast After the Bell procedures.
 - Include folks who will be interacting with the program and will need an in depth training, such as kitchen staff and teachers, as well as folks who may receive questions about the program or may be in a position to promote it, such as district and school-level office staff.
 - This may include, but is not limited to, teachers, paraeducators, and other education staff, kitchen staff, custodial staff, office staff, and other district staff.

- Work with your Site Leads to determine who will conduct each training or update session. See the resource, **Build Your Site Lead Packets** for a detailed accounting of all training tools and templates.
 - Nutrition Services leadership will likely offer trainings for kitchen staff
 - Site leaders should conduct teacher and staff trainings, either alone or in partnership with Nutrition Services.
 - You, as Nutrition Director, will likely offer information and updates for district leadership.
 - You, as Nutrition Director, will likely reach out to custodial leadership to discuss procedures related to waste and clean-up.

- Build resources packets to accompany all trainings or update sessions. Refer to the resource, **Build Your Site Lead Packets** for a detailed accounting of all training tools and templates.
 - Attendees should come away from any training with documentation of all procedures presented, as well as informational resources and any necessary templates for communication.

Phase 2B: Prepare Students and Families and Promote Participation

In the lead up to launch, it is important to communicate changes to students and families, answer any questions they may have, and remind them of the benefits of school breakfast.

- Site Leads should prepare their students and families for Breakfast After the Bell.
 - Refer to the resource, **Build Your Site Lead Packets** for a detailed accounting of all informational resources for parents.

- In the lead up to launch, raise awareness among students, families, and community members about Breakfast After the Bell.
 - Refer to the resource, **Build Your Site Lead Packets** for a detailed accounting of all promotional resources for parents.

Phase 3: Launch, observe, and improve

You have made it to the final phase of implementation - implementation! All departments and stakeholders within your district are up to speed on Breakfast After the Bell and are ready to launch.

- Ensure all equipment is distributed to the appropriate sites in advance of launch.
 - Allow time for your kitchen staff to assemble, label, and become comfortable with their equipment.
- Coordinate day-of-launch support for each implementing site, if desired.
 - Having an extra helper or two in the first days of implementation to ensure things go smoothly can make a huge difference. Small bumps in the road will always arise, and helpers can pick up the slack if there is a mistake with BIC delivery, or if students need direction to the Breakfast Stations available at Second Chance Breakfast.
 - In elementary schools, Site Leads may offer teachers in lower grades the opportunity to have a parent volunteer assist students in the classroom as they adjust to the new routine.
- Following your first day of service, address any major concerns from kitchen staff and Site Leads.
- Allow sites to work through kinks in their program and settle into the morning routine before soliciting extensive feedback.
 - Provide an opportunity for kitchen staff, teachers and site staff, custodial staff, and any other staff member to provide positive feedback as well as suggest improvements.
 - Discuss any adjustments with Site Leads and implement where appropriate.
- Observe participation trends across implemented schools.
 - Seek learnings from schools showing high participation.
 - In any schools showing low participation, observe the breakfast service and trouble-shoot with kitchen staff and Site Lead.
 - **Reach out to UWKC with any difficulties or if a site is not seeing expected results.**
- Celebrate! Promote your success within your district and share your experience with others.
 - UWKC and OSPI are eager to hear about the students you are serving and the impacts of BAB in your schools!