Welcome to the Intro to National School Lunch Program (NSLP) Menus training. The Breakfast Meal Pattern will be covered in this module. This training is brought to you by the Idaho State Department of Education's Team Nutrition. Enjoy the training!

Breakfast Meal Pattern

This menu training will begin with the Breakfast Meal Pattern, which must be followed when operating the United States Department of Agriculture (USDA) School Breakfast Program (SBP).

Course Objectives

1. Define the breakfast meal pattern for the National School Breakfast Program (SBP)
2. Define a *food item* versus a *food component*
3. Professional Standards Key Areas:
   - **Nutrition—1000**
     - *Menu Planning—1100*
   - **Operations**
     - *Serving Food—2200*

Breakfast Meal Pattern Overview

All schools participating in the School Breakfast Program must plan to offer the three required food components: fruit, grain, and fluid milk. These must be offered in the daily and weekly quantities specified for each age-grade group.

Daily breakfast must consist of:

- At least one cup of fruit
- One ounce equivalent of whole-grain rich grain
- One cup of fluid milk

Weekly breakfast requirements:

- Additional whole grain rich grain

Terminology: Breakfast Meal Pattern

- Offer Versus Serve (OVS)

  Allows students to decline some of the food offered in a school lunch or breakfast.

- Whole Grain-Rich (WGR)

  At least 50% of the grain must be whole grain & the remainder must be enriched grain for the food to qualify as "whole grain-rich"

- Ounce Equivalent (oz. eq.)

  The amount of food counted as equal to one grain or meat/meat alternate component in school lunch and school breakfast

- Food Item

  A *specific food* offered within the food components; may be comprised of more than one component

  Note: For breakfast we count "items" and at lunch we count "components"

Before we move into the Breakfast Meal Pattern, let's cover some important terminology.

For more information on Offer vs. serve please visit our online training for "Understanding Offer vs. Serve."

Whole Grain Rich: All grain products served in the SBP must be credited based on ounce equivalent (oz. eq.) standards. This applies to various products, including:

- Baked goods (breads, biscuits, bagels, etc.): 16 grams of creditable grain ingredients provide 1 oz. eq. credit.
- Cereal grains (oatmeal, pasta, brown rice, etc.): 28 grams (approximately 1.0 ounce by weight) of dry product OR ½ cup cooked cereal, pasta, rice, etc. provides 1 oz. eq. credit.
- Ready-to-eat (RTE) breakfast cereal: 28 grams OR 1.0 ounce of product provides 1 oz. eq. credit. Ounce equivalent volumes are 1 cup flakes or rounds, 1.25 cups puffed cereal, and ¼ cup granola.

What is the **Breakfast Meal Pattern**?

Meal Components	Grades K-5 Weekly Amt.(Daily min)	Grades 6-8 Weekly Amt.(Daily min)	Grades 9-12 Weekly Amt.(Daily min)
Fruits (cups)	5 (1)	5 (1)	5 (1)
Grains (oz. eq.)	7 (1)	8 (1)	9 (1)
Fluid Milk (cups)	5 (1)	5 (1)	5 (1)
Min-max calories	350-500	400-550	450-600
Saturated Fat (% total calories)	<10	<10	<10
Sodium	< 540	< 600	< 640
Trans fat	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving.		

The Breakfast Meal Pattern consists of three age-grade groups, K-5, 6-8, and 9-12, and must be used when planning menus. There are overlaps in the dietary specifications of the age-grade groups in the breakfast program, so a K-12 menu may be used if it meets the meal pattern component requirements.

Notice the sodium target 1 goals are between 540mg for elementary age students and 640mg for high school aged students. These targets are an average over the course of the week.

What is the **Breakfast Meal Pattern**? 5 Day Week

5-day School Week- Breakfast	Grades K-5 Weekly (daily)	Grades 6-8 Weekly (daily)	Grades 9-12 Weekly (daily)
Fruits (cups)	5 (1)	5 (1)	5 (1)
Grains (oz. eq)	7 (1)	8 (1)	9 (1)
Fluid Milk (cups)	5 (1)	5 (1)	5 (1)
Water	Potable water must be offered at breakfast		

For a five day week, the breakfast meal pattern requires five cups of fruit to be available; one cup daily.

For grain, you need to offer one ounce equivalent each day but you have a weekly minimum of seven ounce equivalents per week for K-5, eight ounce equivalents for 6-8, and nine oz. eq. for 9-12. To emphasize again, you must offer one oz. eq. grain each day at a minimum.

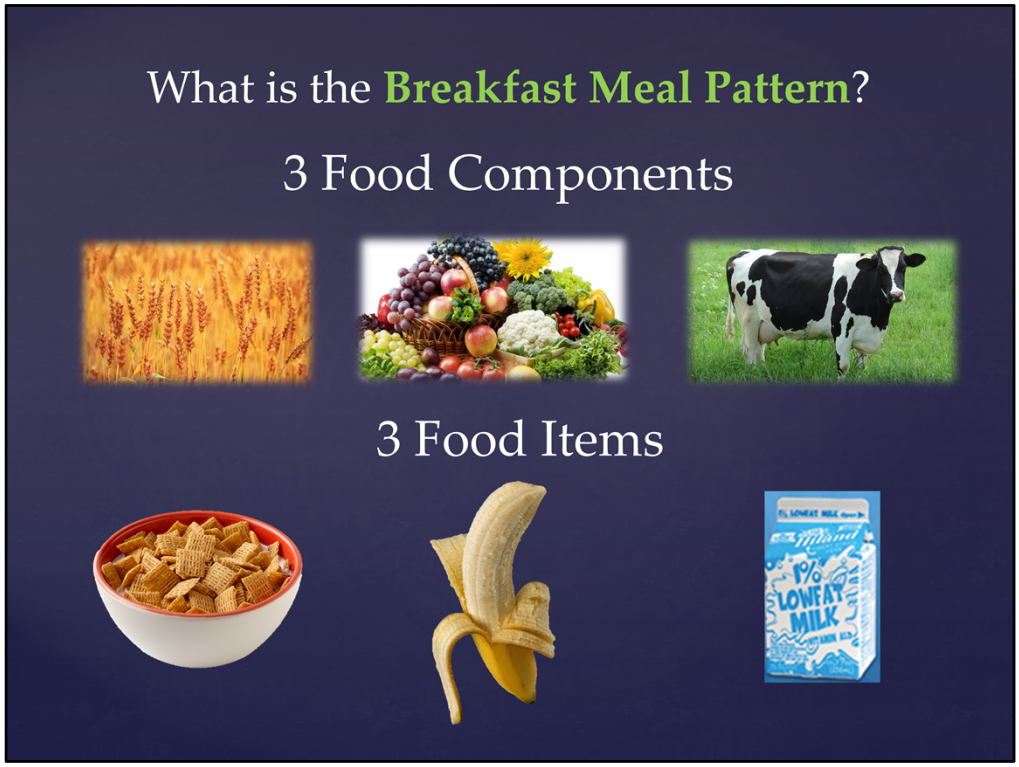
One cup of fluid milk must be available each day, for a total of five cups over the course of a five day week.

Potable water must be available, free of charge, and accessible without restriction to children during the meal service in the place(s) where breakfast is served.

What is the **Breakfast Meal Pattern**? 4 Day Week

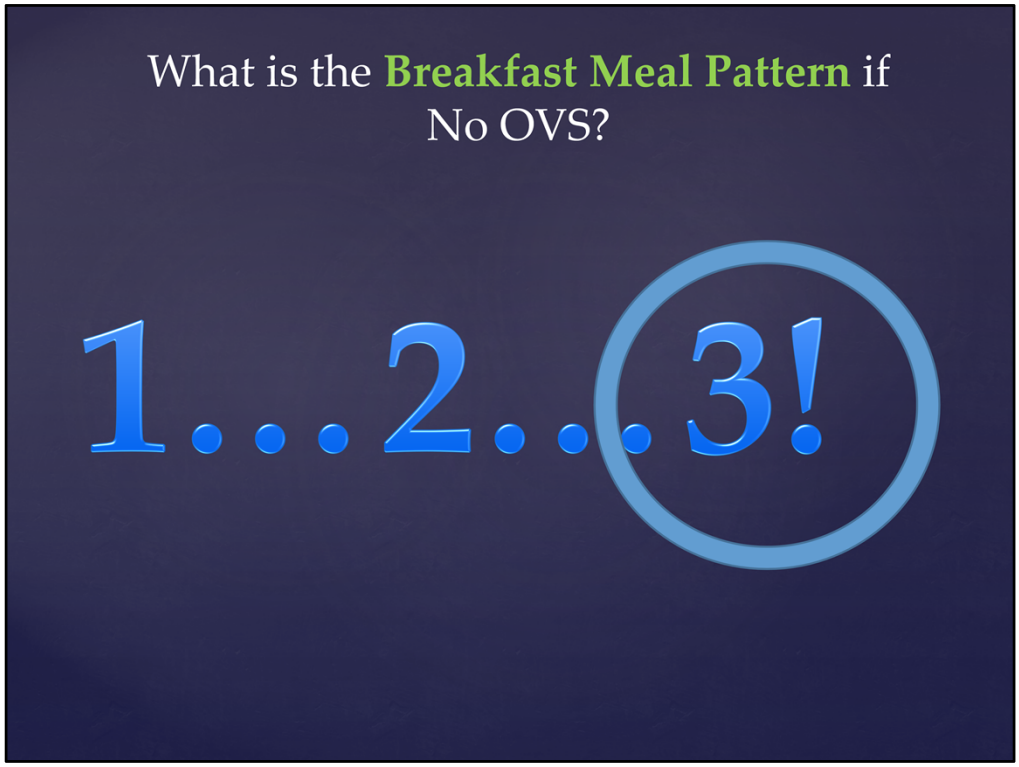
4-day School Week- Breakfast	Grades K-5 Weekly (daily)	Grades 6-8 Weekly (daily)	Grades 9-12 Weekly (daily)
Fruits (cups)	4 (1)	4 (1)	4 (1)
Grains (oz. eq.)	5.5 (1)	6.5 (1)	7 (1)
Fluid Milk (cups)	4 (1)	4 (1)	4 (1)
Water	Potable water must be offered at breakfast		

For a four day week, the requirements mimic the five day a week standards, but the ranges for grains look a little different with slightly lower weekly minimums. Remember that you must offer fruit and it is a required meal component for a reimbursable meal.



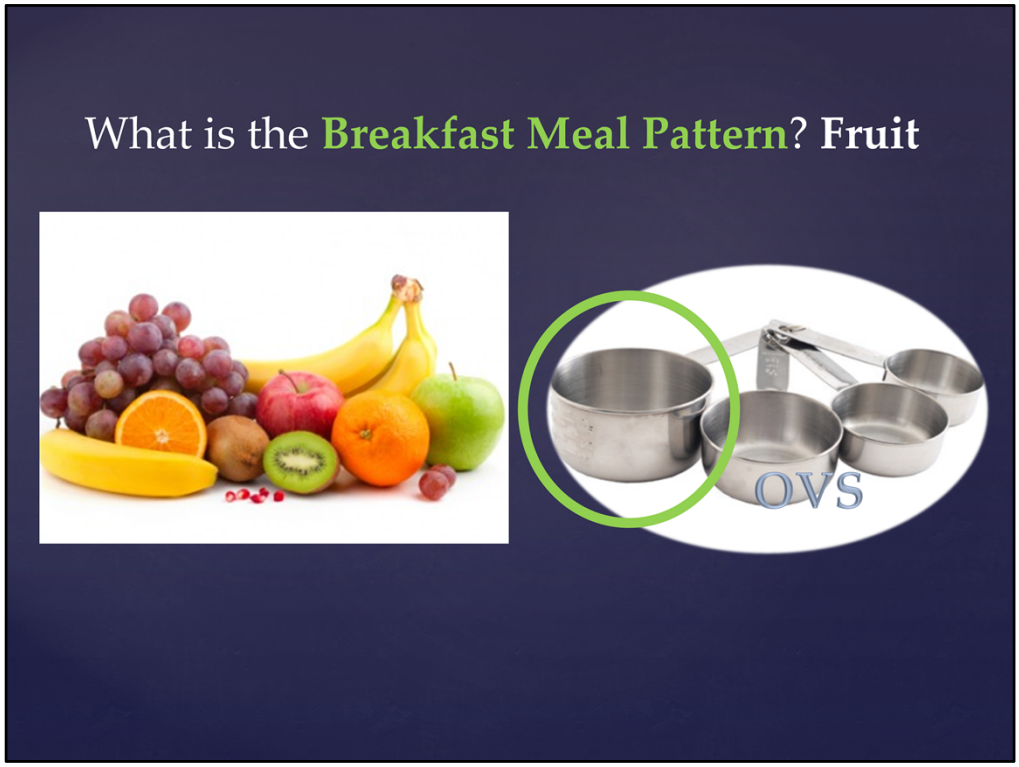
What is the breakfast meal pattern? A minimum of three food components need to be on the breakfast menu each day. To review, a food component is one of the food groups that comprise a reimbursable meal. Breakfast food components are grain, fruit, and milk.

A food item is the specific food selection that is offered to meet a food component requirement. For example: grain is the food component and cereal is the food item; fruit is the food component and banana is the food item; and milk is the food component and fluid milk is the food item.



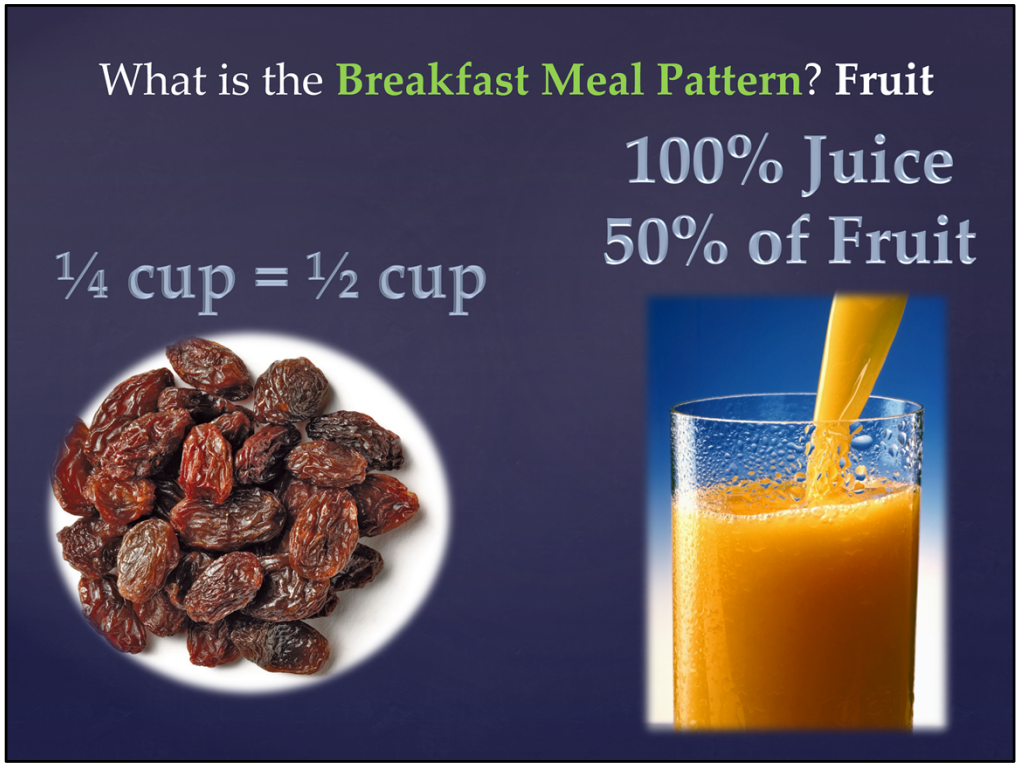
If the breakfast program does not incorporate Offer versus Serve, then the required three food components must be selected. This means there must be a minimum of one fruit, one grain, and one milk served. Students must take all items that are served in their full serving sizes.

For the purposes of **OVS**, a school must offer at least four food items that represent the three components (a duplicate item is allowed) and students must select at least three food items (one of which must be a fruit) for a reimbursable breakfast.

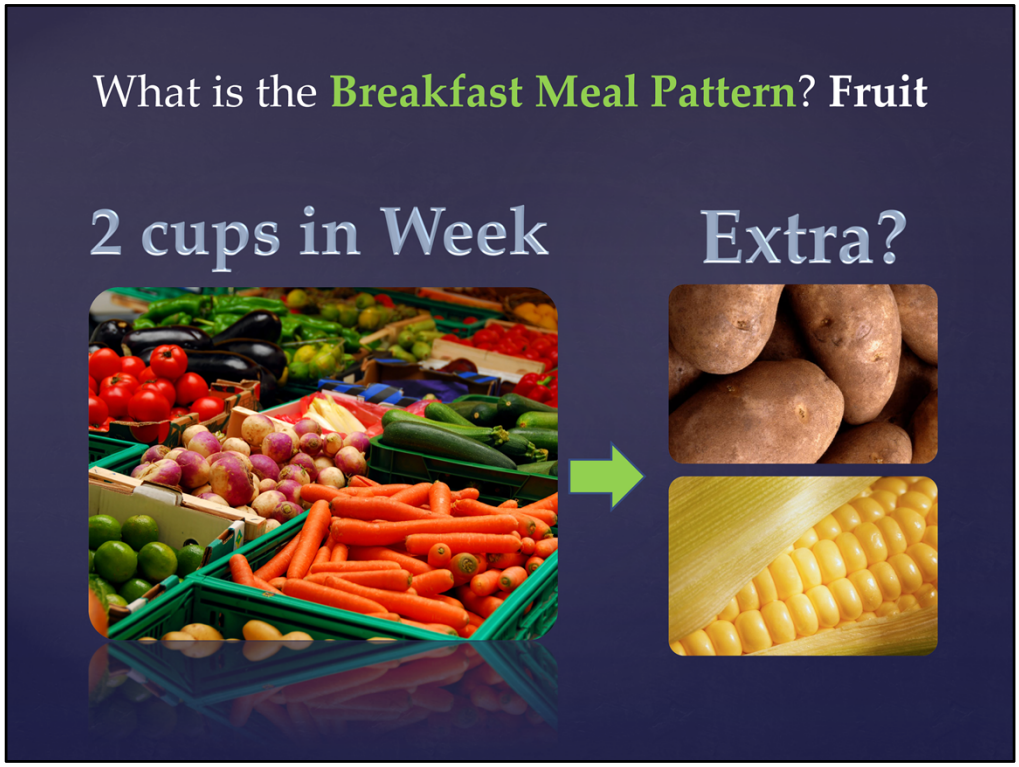


The daily breakfast must have available one full cup of fruit for all age-grade groups and the student must take fruit.

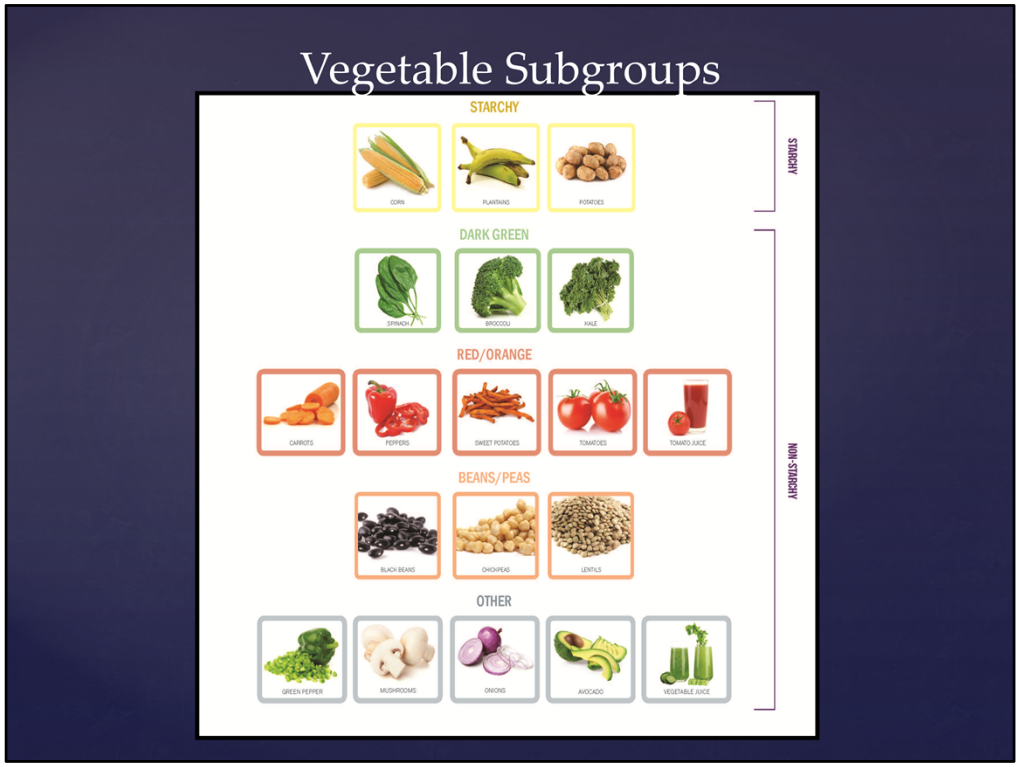
In order for the meal to be counted as reimbursable, the student must select at least **½ cup of fruit when using OVS**. If the school **does not participate in OVS**, then the **full one cup fruit** serving must be taken. The menu planner may offer two ½ cup servings of fruit to meet the one cup requirement.



100% juice may be offered to meet up to one-half of the weekly fruit requirement. Dried fruit may be offered and credits as double the volume. For example, ¼ cup raisins credits as ½ cup of fruit.



Schools may offer vegetable in place of fruit, but must offer two cups of non-starchy vegetable during the same week that they choose to credit a starchy vegetable as the fruit component. Schools may instead choose to offer starchy vegetables as an "extra" and not credit the vegetable toward meeting the fruit component, then there is no requirement to offer non-starchy vegetable during the week. The "extra" food **does** count toward the dietary specifications (calories, saturated fat, and sodium) averaged over the course of the week.

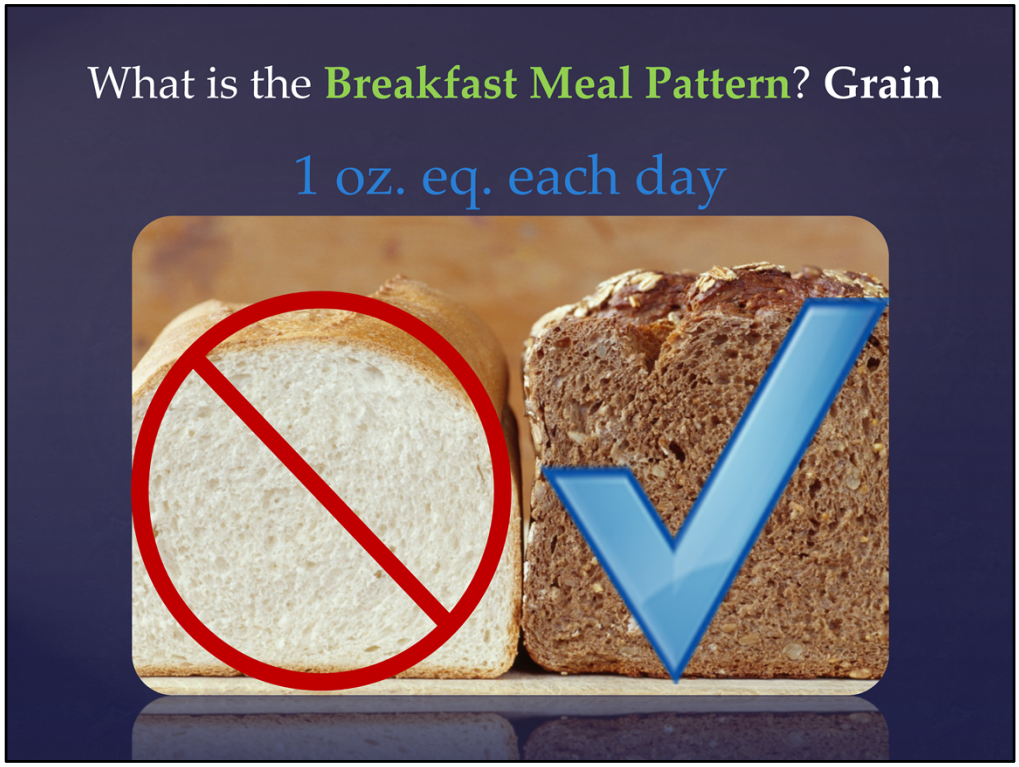


While hash browns may be a common breakfast item, non-starchy vegetables are less common in traditional breakfast; however, offering two cups of non-starchy vegetables in a week can be done.
Here is a scenario of how vegetables in each subgroup might be included in a breakfast menu:

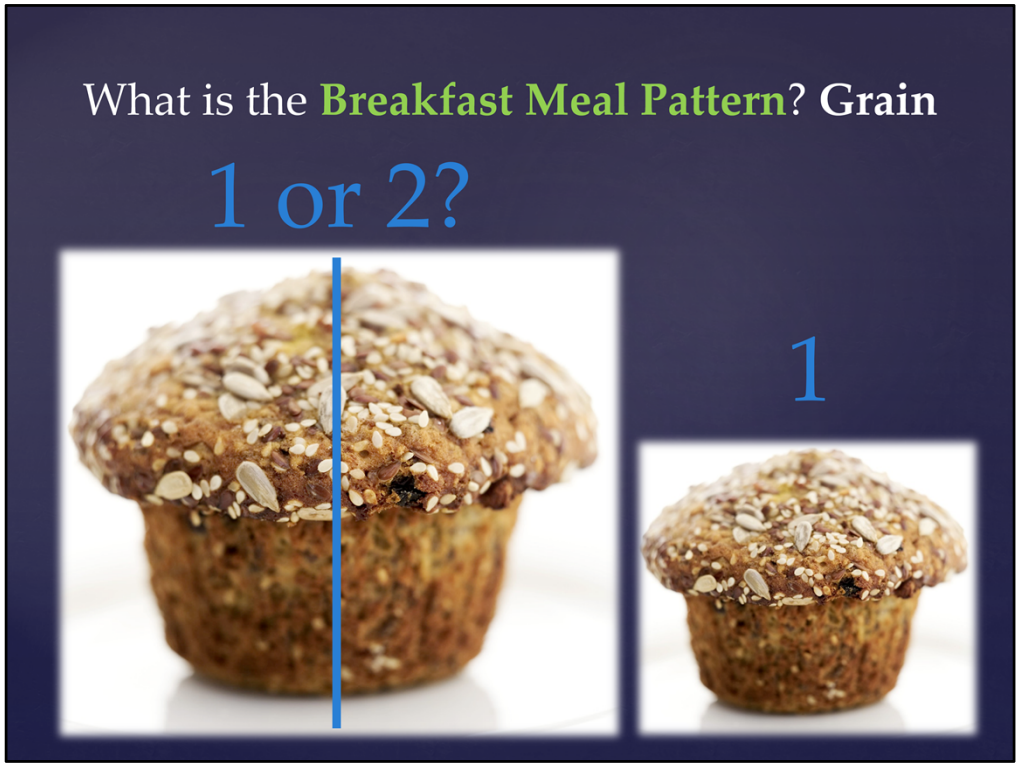
A high school with multiple serving lines serves hash browns every day and counts them toward the fruit/vegetable component. They offer tomato juice as a red/orange vegetable and vegetable juice as an "other" vegetable every day which allows them to meet the vegetable sub-group requirements. They also incorporate vegetables by offering salsa and by adding mushrooms and spinach to omelets.

<u>STARCHY vegetable subgroup examples</u>
- Starchy: corn, potatoes, plantains

<u>NON-STARCHY vegetable subgroup examples</u>
- Dark Green: broccoli, spinach, kale
- Red/Orange: red & orange peppers, tomatoes, sweet potatoes, carrots, tomato juice
- Beans/Peas: black beans, chickpeas, lentils
- Other: avocado, green peppers, mushrooms, onions, vegetable juice



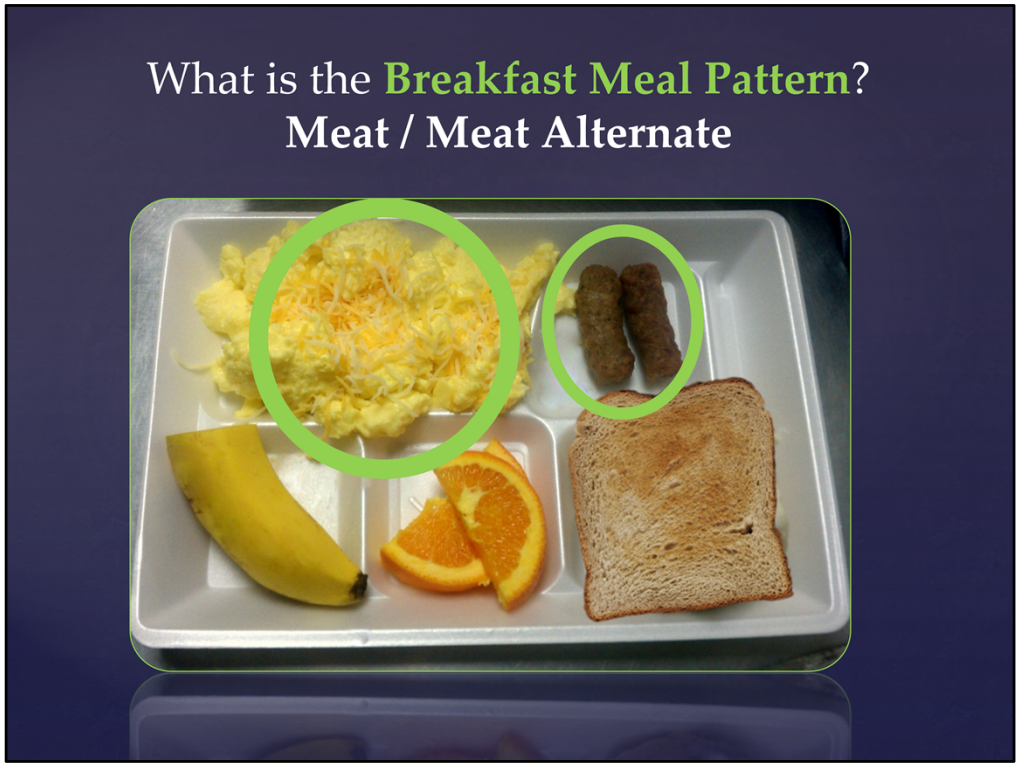
We will now move on to the grains component of the breakfast meal pattern. All grain must be whole grain rich and there is a minimum required serving of one oz. eq. at breakfast each day.



In the grain component, there is some flexibility in crediting larger grain items. If a muffin is two oz. eq. of grain, then the menu planner can credit it as either one food item, or as two food items, it depends on how the menu planner wants to count it.

This may be a confusing concept to students, so it may be best to stick with one counting method for consistency.

Some grain products are **not allowable** at breakfast and can only be served as desserts at lunch. This applies to brownies, cookies, cobblers, pies, and cake, none of which can be served at breakfast. Please review *Exhibit A Whole Grain-Rich Ounce Equivalency Requirements for School Meal Programs*, and note the guidance in the footnotes.



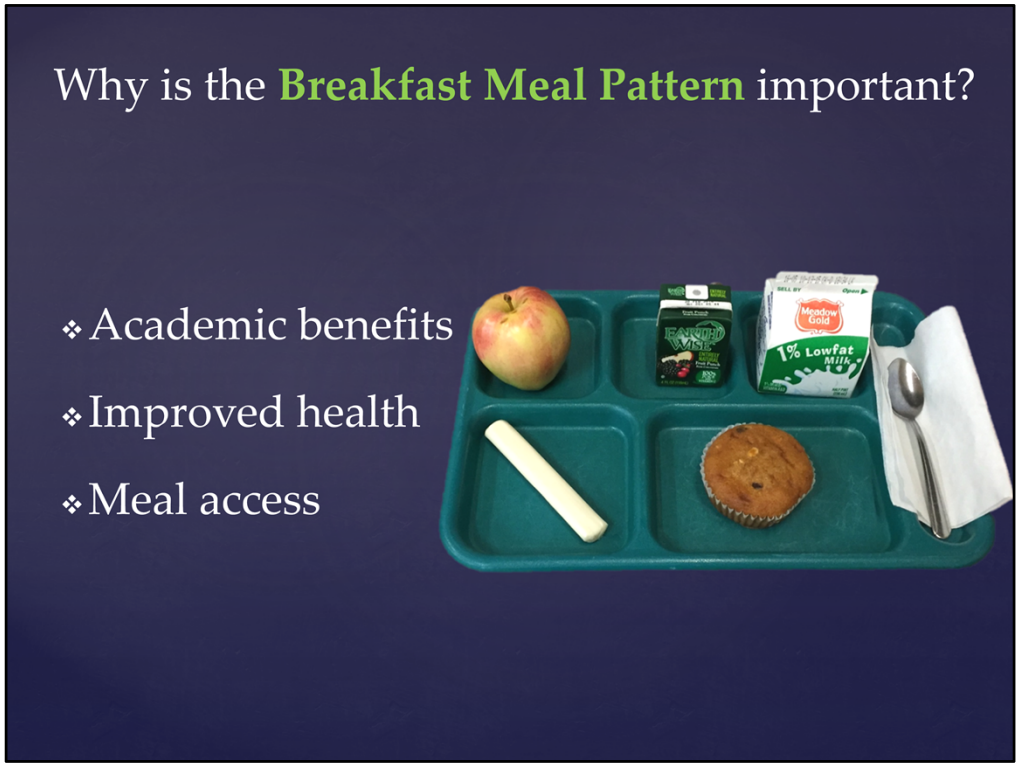
In the School Breakfast Program, the meat/meat alternate meal component is optional. If the minimum one oz. eq. grain is on the menu, then a meat/meat alternate may be offered in place of additional grain, and this can count toward meeting the weekly grain requirement.

On this breakfast tray, the meat/meat alternates (m/ma) are circled; these may be credited as grain since a 1.5 oz. eq. whole grain cinnamon roll is offered.

A school may instead offer a m/ma as an “extra” food and not credit it toward any component; however, it does count towards the dietary specifications for calorie, saturated fat, and sodium.

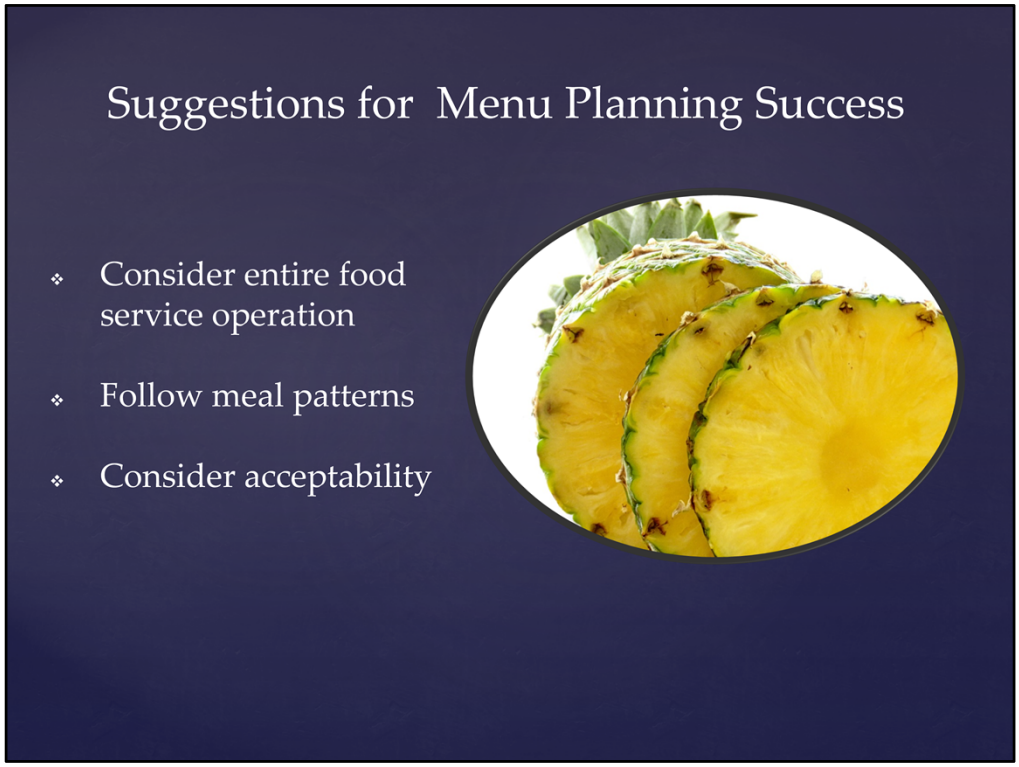
Meat alternates that credit as an additional grain at breakfast include yogurt, cheese, and nuts.

The yogurt in smoothies may also credit as a meat alternate to meet the grains component, again, as long as at least one oz. eq. of *actual* grain is on the menu that day.

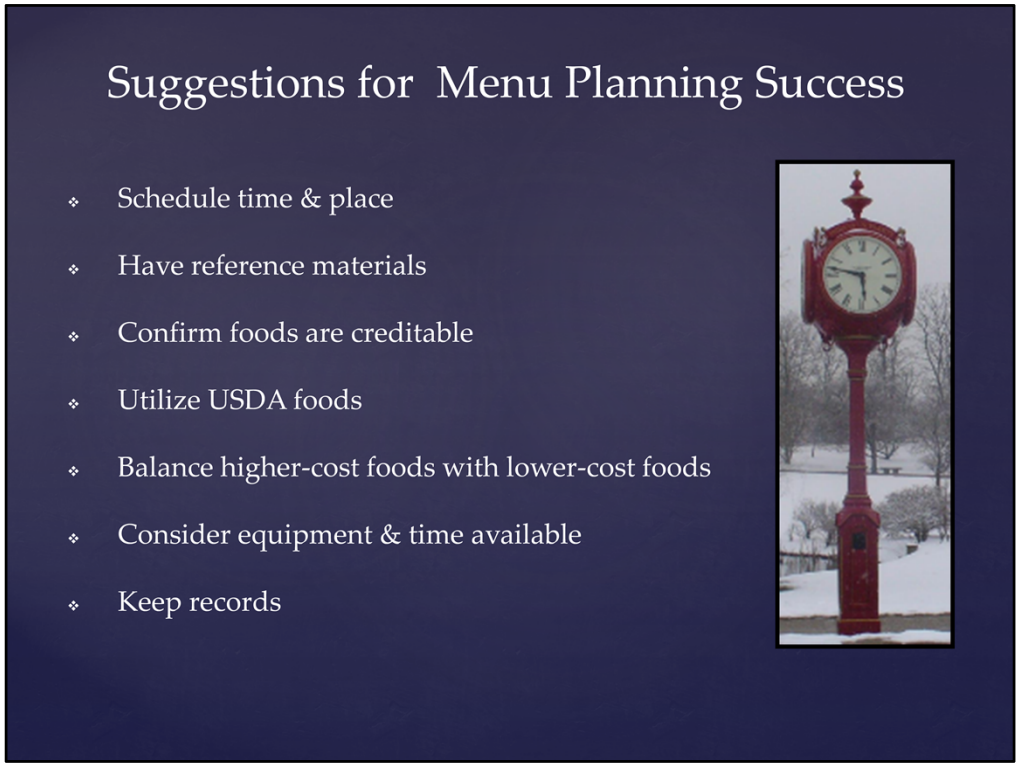


The School Breakfast Program is important:

- For many students, it is the only opportunity to eat breakfast and the SBP offers healthy food choices.
- Students who eat breakfast have lower Body Mass Index (BMI is an indicator of health), higher math scores, better recall, and perform better on standardized tests.



Good menu planning involves consideration of the entire food service operation. For sponsors participating in school breakfast (& lunch) meal programs, the menu needs to meet federal meal pattern requirements in order to qualify to receive reimbursement for meals served. The meal pattern requirements are set by the USDA and are based on the *Dietary Guidelines for Americans.* Menu planning should consider students' preferences and take into account details such as kitchen equipment, serving location, food costs, labor budget, staff skills, product availability, and food safety. Planning menus also includes thinking about how individual foods work together in regards to taste, appearance, aroma, and the possibility of incorporating local foods.



More suggestions for menu planning success:

- Set aside a time and place for uninterrupted menu planning
- Have reference materials handy (e.g., meal pattern requirements, FGB, Whole Grain Resource, CN labels, PFS)
- Confirm foods are creditable (e.g., grains are whole grain-rich, deli meats, such as ham at breakfast, are accurately credited)
- Utilize USDA Foods
- Balance higher-cost foods with lower-cost foods over several days or a week
- Think about the equipment and time you have available
- Keep records to track acceptability of foods / monitor participation in the meal program

More suggestions for menu planning success:

- Introduce new foods along with familiar foods
- Consider suggestions from students and parents
- Do not have salt shakers or sugar packets available (you may want to consider having sodium free spices available)
- Use low fat, low sodium products*

*Sodium, also known as salt, is often added to foods during processing, cooking, or at the table. While the body needs some sodium, almost everyone eats more than the body needs. Schools participating in federal meal programs play an important part in efforts to reduce the amount of salt consumed by offering lower sodium versions of foods and by flavoring foods with sodium-free spices and herbs.

Suggestions for Menu Planning Success

- **Offer choices**: Serve a variety of foods, making sure that the same foods are not repeated more than once a week
- **Add contrast**: Include foods that are different shapes - round, square, rectangular, wedge-shaped
- **Strive for balance**: Include foods that are different colors - tan, brown, yellow, orange, red, bright green
- **Emphasize variety**: Include foods that are different textures - soft, fluffy, crunchy, crisp, creamy, smooth and that have different tastes - sweet, sour, tart, spicy, mild
- **Consider eye appeal**: Think about color

Additional suggestions for menu planning success:

Suggestions for Menu Planning Success
Cycle Menu Advantages

- Efficiency / time savings due to food preparation familiarity
- Better forecasting for food purchasing due to production record information
- Ease of altering menu or substituting foods not available with another similarly creditable food
- Potential to try new foods and recipes
- Ability to take advantage of food bargains and foods in season
- Using leftovers wisely
- Ensuring nutrition standards are met

Use cycle menus, advantages include:

Use standardized recipes, advantages include:

Ensuring product quality by
- Consistently providing high quality food items
- Yielding the same amount of product each time
- Providing consistent portion sizes

Ensuring consistency by
- Accurately predicting the number of portions from each recipe
- Eliminating excessive amounts of leftovers and substitutions

Controlling costs by
- Specifying exact amounts of ingredients
- Managing purchasing and storage better

Ensuring good results by
- Encouraging more confidence in food service workers
- Assuring managers that the nutrient analysis will be accurate as long as ingredients and preparation methods remain the same
- Increasing student satisfaction with consistent food quality

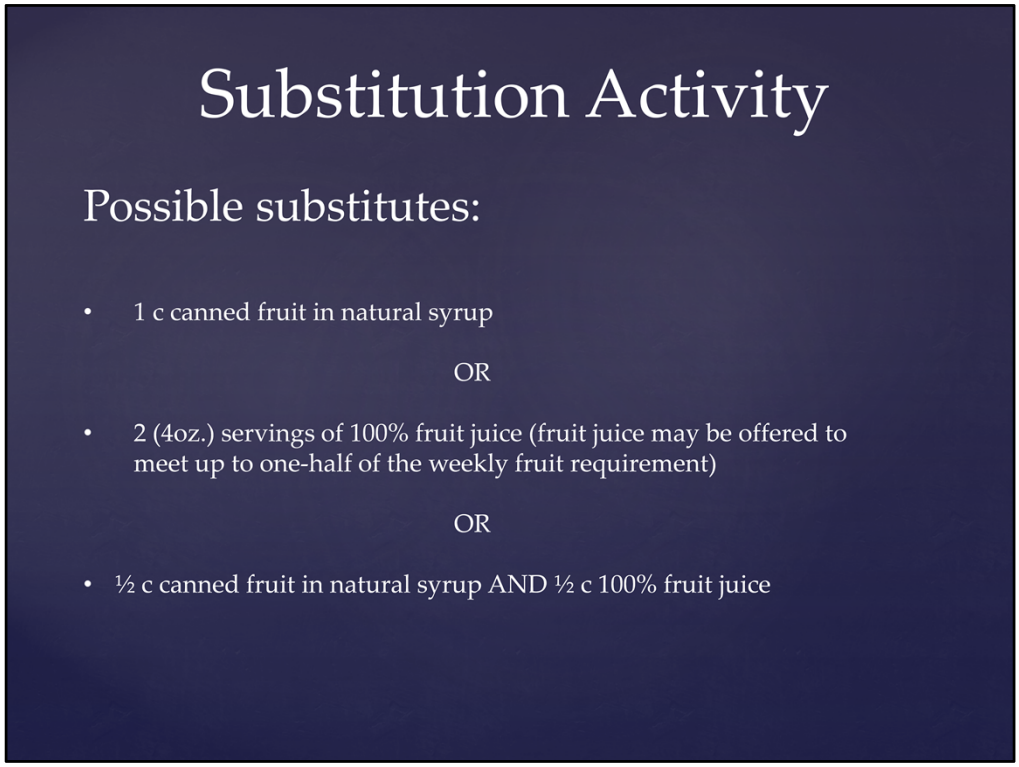
Substitution Activity

What if…

The Grapes you planned to serve at breakfast were delivered on time but were unacceptable to serve – what could you substitute?

One cup of Grapes provides:

- 1 c fruit



You must have 1 cup of fruit per student on hand at breakfast and students must be able to select 1 cup of fruit, but students need only walk away with ½ cup of fruit (along with a minimum of three items) in order for the meal to be reimbursable. One cup of fruit may be accomplished by combining fruit servings.

Possible substitutes:
1 c Canned Fruit in Natural Syrup
OR

2 - ½ c servings of 100% Fruit Juice (Fruit Juice may be offered to meet up to one-half of the weekly fruit requirement)
OR

½ c Canned Fruit in Natural Syrup AND
½ c 100% Fruit Juice

Substitution Activity

What if…

You ran out of Hearty Harvest Bread - what could you substitute?

One slice of Hearty Harvest Bread provides:

- 1 oz. eq. grain
- 1 oz. eq. m/ma*

*May equal 1 oz. grain at breakfast

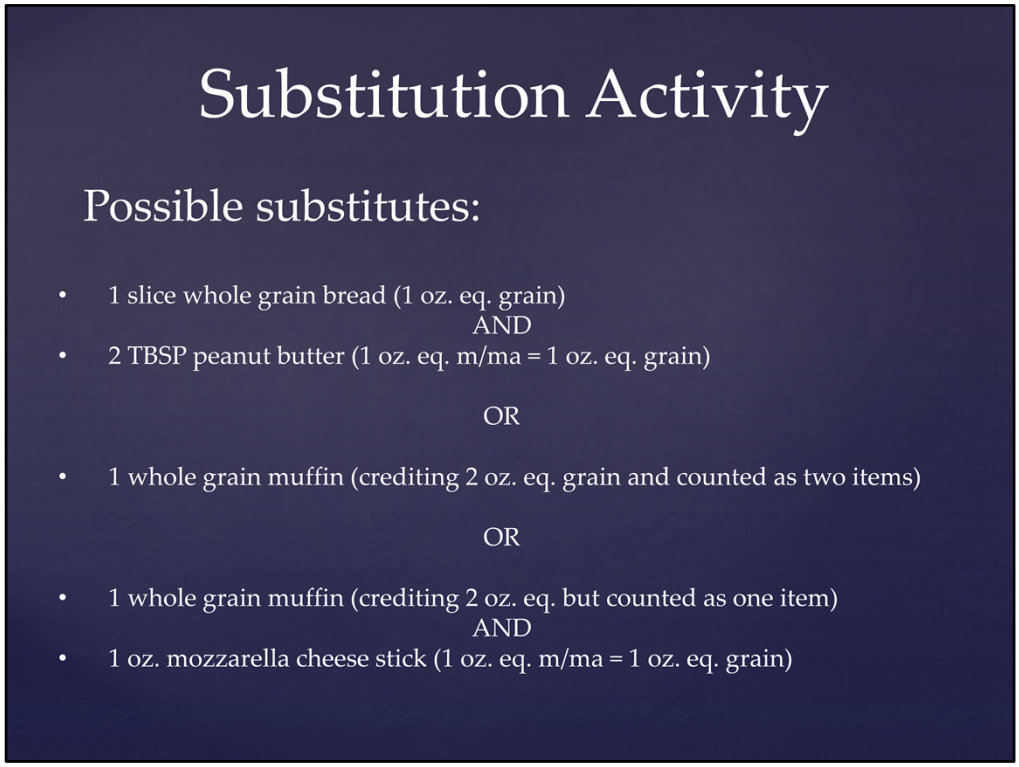
What if…
You ran out of Hearty Harvest Bread - what could you substitute?
One slice of Hearty Harvest Bread provides:

- 1 oz. eq. grain
- 1 oz. eq. m/ma (= 1 oz. grain at breakfast)

This food may be counted as one or two items.

One: the entire muffin

Two: since it is a substantial muffin crediting for 1 oz. eq. grain and 1 oz. eq. m/ma (which is counted as a grain at breakfast after a true whole grain is on the menu), this may be counted as two items. Additionally, the m/ma crediting as a grain may be counted toward meeting weekly grain requirements. The menu planner determines how foods are counted.

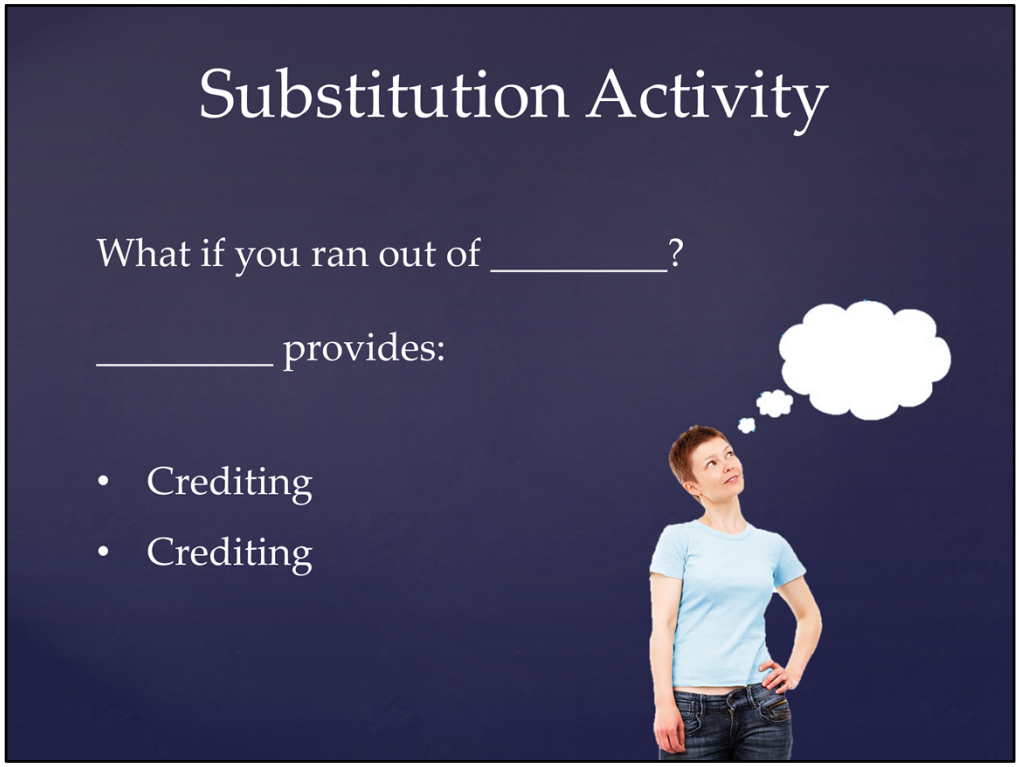


Possible substitutes:

1 slice Whole Grain Bread (1 oz. eq. grain)AND
2 TBL Peanut Butter (1 oz. eq. m/ma = 1 oz. eq. grain)
OR

1 Whole Grain Muffin (crediting 2 oz. eq. grain and counted as two items)
OR

1 Whole Grain Muffin (crediting 2 oz. eq. but counted as one item) AND
1 oz. mozzarella cheese stick (1 oz. eq. m/ma = 1 oz. eq. grain)



Now it is time for an activity to practice how to handle menu substitutions. It is required that substitutions do not lead to the menu being out of compliance with the USDA meal pattern. For this reason, ensure that substitutions are from the same food component and contribute the same towards the meal pattern.

Remember to record substitutions on the production record to prove what was served and to create a historical record for forecasting.

This activity is titled “What if…”.
First, read the “What if” that identifies food(s) on a menu that are unavailable and notes how that food credits towards the meal pattern. Next, please take some time to consider substitution solutions outlining what food(s) may be substituted for the missing item(s). Finally, select from the multiple choice options (there may be more than one option) what food(s) will ensure that you meet the food component(s) meal pattern crediting.

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