



Breakfast Program Adapted to COVID-19 Protocols Implementation and Feedback



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SECTION 01

Implementing the Adapted Format



Why adapt the breakfast program format?

When schools closed in March 2020, BCC shifted gears to work with food banks and local food security organizations to continue to reach children. In May, when the Quebec government announced that primary schools outside Greater Montreal would reopen, BCC was absolutely committed to providing nutritious breakfasts for the students returning to class. It was therefore our number-one priority that our **breakfast programs continue to provide kids with nourishment and comfort while at the same time complying with all health guidelines.**

The National Director, Programs, explained our approach in a French-language radio interview.



Listen to the interview

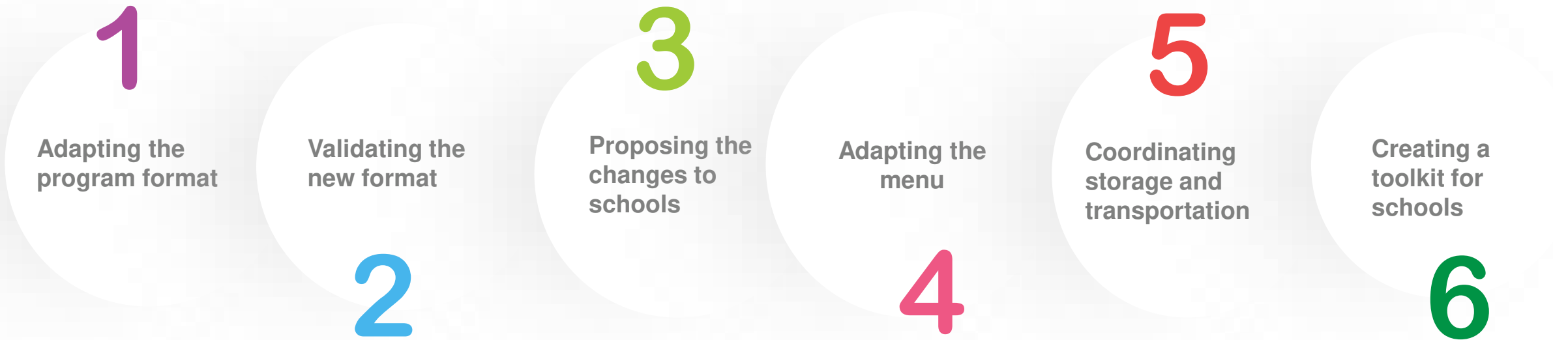
May 8, 2020 on ÉNERGIE 98.9
(0:45–12:15)



Marie-Josée Lapratte
National Director, Programs
Breakfast Club of Canada

What were the steps to implementing the adapted format?

The BCC team worked with its partners to develop and provide an adapted breakfast program format. Their work was broken down into the six major parts below.



Here are the main differences between a traditional and adapted breakfast program

Traditional program format

- ✓ **Menu:** Served hot, cold or a mix of both.
- ✓ **Preparation:** Food generally requires preparation before being served (e.g., cutting up fruit).
- ✓ **Location/food service:** Seated at a table in a designated area, from a lunch bag or in class.
- ✓ **Human resources:** A site coordinator or a designated person from the school staff works with a team of volunteers to help prepare and serve food.
- ✓ **Hygiene rules:** Format adheres to guidelines set out by the Ministère de l'Agriculture, des Pêcheries et de l'Alimentation du Québec (MAPAQ).

Adapted program format

- ✓ **Menu:** Served cold and in individually wrapped portions.
- ✓ **Preparation:** Food requires minimal preparation and handling, since it is already packaged in single servings. Items can be packed in individual breakfast bags and stored in bins, if desired.
- ✓ **Location/food service:** In class. There are three options for distributing the food to students while staying 6 feet (2 metres) apart.
- ✓ **Human resources:** Simple enough to be run by a single coordinator with help from school staff.
- ✓ **Hygiene rules:** Format follows not only MAPAQ guidelines, but also the [health and hygiene measures](#) and [health recommendations](#) issued by the Quebec government in response to COVID-19.

Step 1: Adapting the program format

Normally, school breakfast programs can be run in a variety of ways (e.g., eating in the classroom or in a designated area before class begins; serving a hot and/or cold meal). We decided to develop a single format for all schools in order to address pandemic-related issues. Here is what we propose:

1. A program that can easily be run by a smaller team. Programs are usually run by volunteers who may not be able to assist right now, either because they are older adults and more vulnerable to COVID-19 or because access to schools will be restricted to students and staff.

2. A menu that requires minimal preparation and handling. Our cold menu is perfect for simplifying breakfast preparation and ensuring health guidelines are followed. We had to make some changes in order to provide all the food items in single-serve packaging.

3. A format that allows kids to eat in the classroom. To maintain the class bubble, we are encouraging schools to serve breakfast in the classroom. We want this to be a positive experience for kids and teaching staff alike.

4. An all-in-one toolkit. Since our school coordination staff has temporarily been laid off, we need to communicate as clearly as possible with schools so that they can smoothly set up and run an adapted breakfast program.



Step 2: Validating the new program format with help from MÉES, public health officials and MAPAQ

Before proposing the new breakfast program format to Quebec schools, BCC made sure that it followed all health guidelines as well as all back-to-school instructions from the Ministère de l'Éducation et de l'Enseignement supérieur (MÉES).



We had the help of MÉES, which **provided guidance on adapting the program format** to the current health crisis and **approved the changes made**.

We also called on **public health authorities and MAPAQ** to ensure that the adapted program would be **safe for everyone involved** — children and adults alike.

Our strong relationships allowed us to respond quickly and design a program format that meets the challenges of the pandemic.

Step 3: Proposing the changes to the schools

Once the government had approved the new format, the next step was to propose it to the schools to assess their interest in offering an adapted breakfast program as well as their capacity to do so.

Hoping that the adapted program format we'd designed would be favourably received, we chose to send out a **survey*** to the schools. Our team was excited to see that **75%** of schools approved of the proposal, confirming that it was both useful and easy to administer.

Ultimately the schools in the Communauté métropolitaine de Montréal (CMM) were not able to reopen, but **122 schools across the rest of the province went ahead** with the new format.

A few comments from the survey:

“On behalf of the children and their parents, thank you!”

Marise Cotnoir, Principal, Jardin-des-Frontières School

“Thank you so much for continuing to provide breakfast to our kids. We appreciate it, since we know that a lot has changed because of COVID-19.”

Jennifer Travers-Jackson, Secretary and Breakfast Program Coordinator, Ormstown Elementary School



Step 4: Adapting the menu

We designed a weekly menu based on our usual cold menu but including **only individually packaged items** to avoid the food being handled.

We called on our food partners for help and they pointed us to **new products***: individually wrapped apples, canned fruit packed in water, single-serve cheese and new whole-grain foods.

The reopening of schools was announced two weeks in advance, which meant that it was quite the challenge to obtain enough food in time. Thanks to our wonderful long-time partners, we were able to gather provisions in record time.



*Online resource: [Food product catalogue](#), revised for 2020–2021

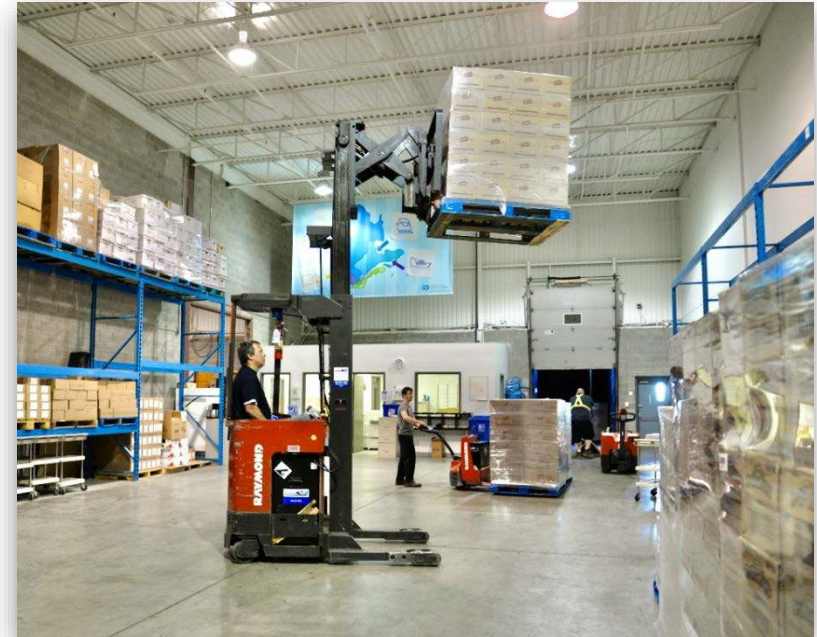
Step 5: Coordinating storage and transportation

While schools were closed, BCC shifted gears to support children and families by providing food to Food Banks of Quebec and to Indigenous communities.

When schools reopened, the warehouse team had to once again **prepare and deliver orders for 122 schools** across the province.

We reached out to our **transportation partners** to see what help they could provide despite the tight deadline. Because school restarted late (mid-May), we decided to do a single delivery per school in order to simplify logistics. Our transport companies revised the delivery routes so that they could get all the orders delivered before the deadline.

At BCC headquarters, we had to adjust our database to the adapted format and it took some creativity to coordinate all the logistics with our partners. But, working together, we made it happen!



Step 6: Creating an all-in-one toolkit to support schools

We were well aware that the pandemic would pose challenges for the schools, so it was important that we **support them effectively in implementing and running their breakfast programs.**

We therefore adjusted the tools already available online to provide a **toolkit*** that explained the details of the adapted program **in simple, accessible language.**



- ✓ Weekly menu template
- ✓ Food catalogue
- ✓ Food preparation
- ✓ Food distribution
- ✓ Breakfast in class tips
- ✓ Health and hygiene
- ✓ Food allergies and intolerances
- ✓ Informative posters for kids

*In appendix: Toolkit – Breakfast Program Adapted to COVID-19 Protocols, revised for 2020–2021 (also available online in our [School's Corner](#))

SECTION 2

School Feedback on the New Format



A picture is worth a thousand words!







How did the program rollout go for schools?

We knew that the adapted program had room for improvement and that changes would need to be made before it was offered to all Quebec schools for the 2020–2021 school year.

We asked schools to share the **best practices** they'd found and **pitfalls** they'd encountered. This feedback was initially collected through telephone interviews with key people at a few schools.

Subsequently, we sent out a **feedback survey** to all 122 participating schools at the end of June in order to gather their comments on a variety of topics: *enjoyment of the menu, method of distribution chosen, time required to serve breakfast, usefulness of the toolkit, etc.*

We used all the information submitted to make improvements to the adapted format.



Compiled responses to feedback survey – July 2020

Number of respondents: 78 schools out of 122

What distribution model was chosen for your program?

Model chosen	Number of respondents	Percentage
Teacher distributes the food to desks before students arrive	18	23%
Children take turns serving themselves from a table in the classroom	18	23%
Breakfast bags are provided	27	35%
Other distribution model	15	19%

Other distribution models

Other distribution models	Number of respondents	Percentage
One person in charge (teacher, site coordinator, educator, etc.) distributes the food requested by each child	9	12%
Model chosen by each teacher	3	4%
Breakfast served in the cafeteria with social distancing in place	1	1%



Compiled responses to feedback survey – cont'd*

We want to know how you like the new products we sent. Please indicate whether the products have been popular or unpopular with the students.

Products	Number that liked the product	Percentage	Number that didn't like the product	Percentage
Fruit cups*	60	77%	17	22%
Healthy breakfast cookies	71	91%	7	9%
Banana squares	65	83%	13	17%
Pre-cut apples	41	53%	37	47%
Cheese sticks	76	97%	2	3%
P'tit Québec single-serve cheeses	72	92%	6	8%

Comments	Number of respondents
The pre-cut apples don't keep for very long.	15
Thank you! The kids liked the breakfast.	6
The mandarin oranges were not popular.	2



Compiled responses to feedback survey – cont'd*

Has the in-class breakfast solution been welcomed and implemented easily by the teachers?

Responses	Number of respondents	Percentage
Yes	76	97%
No	1	1.5%



How long does it take (in minutes) to have breakfast in class (number only)?

Average time to eat breakfast: 13 minutes

In light of how the last few weeks have gone, would you like to continue with the adapted program in September?

Responses	Number of respondents	Percentage
Yes	65	83%
No	13	17%

*In appendix: Survey – Feedback on the adapted program

Compiled responses to feedback survey – cont'd*



What do you think are the benefits of this adapted approach?

Benefits	Number of respondents	Percentage
Simple: quick to serve and easy to organize	35	45%
Possible during the COVID-19 pandemic, complies with regulations	11	14%
Less work for the volunteers	8	10%
Easy to adapt to our needs	6	7.5%

What do you think are issues with this adapted approach?

Main issues	Number of respondents	Percentage
Repetitive menu	13	16.5%
None	12	15%
Breakfast bag preparation	5	6.5%
Food storage (large quantities to store)	5	6.5%
Traditional format (with volunteers and a hot meal) is preferred	5	6.5%

*See attached: Survey – Feedback on the adapted program

We wanted it to be feasible for adapted breakfast programs to be run by a smaller team, maybe even just one person.



“Before, I was serving a hot meal to 125 students and working with lots of older volunteers who will probably not be back next year without a vaccine. The new format is really easy to manage. *I can handle the program all by myself. It takes much less time than before.*”

Lynda Deschamps, Site Coordinator, L'Aubier School, Saint-Lin-Laurentides

“I spoke to the principal to request that we start this kind of program at the school and we asked the teachers if they were interested. I couldn't ask my volunteers to come in, since they're all over 65. *I had to be able to manage on my own.*”

Céline Pigeon, Site Coordinator, Val-Brillant School, Val-Brillant



We wanted a format that was easy to set up and enjoyable for both students and staff.



“This format is great! It runs really smoothly, it’s really popular, and I can handle everything on my own without any other volunteers. I don’t see any downsides. *The kids love it.* Even the teachers tell me they like this approach!”

Lynda Deschamps, Site Coordinator for more than 10 years, L’Aubier School, Saint-Lin-Laurentides

“The new format went over quite well with the staff at my school and the students seem to really like the new products. For example, I’ve heard ‘I love the new breakfast,’ ‘I like these apple slices in a bag’ and ‘Can we always have this breakfast?’ ”

Jennifer Travers-Jackson, Secretary and Site Coordinator, Ormstown Elementary School, Ormstown

“I’m the teacher newly in charge of the program, and it’s not complicated. They take care of everything! Delivery comes the day it’s supposed to. The food’s all there. There’s nothing left for me to do! It’s a ready-made program that’s really fun to facilitate. Schools could easily set this up. It takes me 13 minutes to prepare 10 bins and 20 minutes to serve in class because I’m chatting with everyone! I arrive at 8:00 and I have time to get everything done before the bell rings at 8:30.”

Vicky Veilleux, Teacher and new Breakfast Program Coordinator, Sacré-Coeur de Gracefield School, Gracefield



We wanted the in-class format to fit easily into the teachers' routine.

“As teachers, we’re used to having multiple tasks and it wasn’t difficult. *It fit into our teaching timetable.* It’s not complicated. At the beginning I had set aside 20–25 minutes, but that was too much. The kids had already finished. If I plan 10–15 minutes, that’s plenty.”

Suzie Landry, Grade 5 Teacher, Val-Brillant School, Val-Brillant

“*The format went over really well with the teachers.* I have an awesome team that always puts students first.”

Joanne Henrico, Principal, Ormstown Elementary School, Ormstown

“It went well. *The teachers got off to a good start.* The only hiccup was with the preschool kids. It takes quite a bit of class time to deal with breakfast.”

Vicky Veilleux, Teacher and new Breakfast Program Coordinator, Sacré-Coeur de Gracefield School, Gracefield



We wanted to equip schools to manage the program on their own.

“In the toolkit, we were given several good choices for how to do things. *We took the time to read everything and then made adjustments* in conversation with the teachers, brainstorming ideas. BCC even included information about allergies, which is important to think about; I only knew the allergies of the kids who usually participated in the program, but with this format we’re feeding all the students. I would write any allergies in the class in big letters on the teacher’s breakfast bag.

Céline Pigeon, Site Coordinator, Val-Brillant School, Val-Brillant

“It worked really well with the health guidelines. Kids were really good about it. Before the program started, I visited each classroom to let the students know how it would work, using the posters provided by BCC as teaching aids. *The laminated, full-colour posters are up in all the classes.*”

Vicky Veilleux, Teacher and new Breakfast Program Coordinator, Sacré-Coeur de Gracefield School, Gracefield



CHALLENGE

The individually packaged food meant less handling but more garbage.

“I’ve got a lot to do; I’m also the environment coordinator for the school. I gave out plastic spoons, but only for the first week as kids got used to bringing their own. Some of the teachers commented that the food was overpackaged. *I told them it was temporary, because of current circumstances.*”

“A thought for September: I could easily see myself placing an order at the nearby grocery store once a week for whole fresh fruit (bananas, apples, oranges, pears, etc.). It would be easy enough to manage and good for the kids (instead of packaged apples and mandarin oranges from China).”



Vicky Veilleux, Teacher and new Breakfast Program Coordinator,
Sacré-Coeur de Gracefield School, Gracefield

CHALLENGE

Some schools that were used to providing a hot meal in a designated room before school commented that the adapted format worked fine but that they would like to return to the original format as soon as possible.



“With the adapted program, I don’t get the opportunity to chat with kids like I did before, and they don’t have the chance to hang out as a group as much either. It’s certainly more practical given the current context, but in normal times, *I think a hot meal makes a real difference for a lot of kids, if not all of them.* It’s the most important meal of the day, so might as well make it warm and delicious. But if that’s not possible, a cold meal is better than no meal at all.

**Jennifer Travers-Jackson, Secretary and Site Coordinator,
Ormstown Elementary School, Ormstown**

“Of course the students would rather eat in one room like before, if it were possible. *The kids tell me that they miss the hot menu.* They are happy to have the choice of products from the cold menu, but they miss being able to see and visit [with the usual team of volunteers].”

**Céline Pigeon, Site Coordinator, Val-Brillant School,
Val-Brillant**



Adjustments to the program for the new school year

From the survey data and testimonials collected, we were happy to discover that implementation went smoothly for the adapted breakfast program and the new format was generally well received.

We have made a few changes in response to the diverse feedback received:

1. A few products from the **menu** have been changed to add variety and reduce the environmental footprint.
2. The **Toolkit** has been updated:
 - Distribution models added for high schools
 - Information added on running the program for an entire school year (*advice on adjusting orders, online reporting, etc.*)
 - FAQ section added to answer common questions from schools about program setup and operations
3. **Survey** has been adjusted to include questions to facilitate coordination once school starts back up (*coordinator contact information, materials needed to run the program, etc.*)

We will be **paying close attention to changes in public health guidelines** and will **remain flexible** to be able to run breakfast programs that meet the needs of the moment. If circumstances allow, we may be able to return to a greater variety of breakfast program formats and menus.



Let's promote this adapted breakfast program to feed even more kids

We hope that programs all over Canada will find inspiration and solutions in our experience.

In Quebec, 505 schools are still eligible for MÉES funding and BCC support to set up a breakfast program (IMSE 8, 9 and 10). Using the program format outlined in this presentation, they could move ahead despite the historic crisis we're currently experiencing, one that is turning our world upside down and significantly increasing the number of food-insecure children.

All across the country, Breakfast Club of Canada is stepping up to the plate and is ready to support schools through this pandemic. Now, as always, we are guided by one of our fundamental values: **CHILDREN FIRST!**

SECTION 03

Appendices



APPENDICES

1. Reopening Survey, revised for 2020-2021
2. Toolkit – Breakfast Program Adapted to COVID-19
Protocols, revised for 2020–2021

Semaine de livraison A / Week A delivery

S'il vous plaît, répondre avant le 18 août 17h / Please, reply before August 18, 5 PM

Semaine de livraison B / Week B delivery

S'il vous plaît, répondre avant le 24 août 17h / Please, reply before August 24, 5 PM

Semaine de livraison C et F / Week C and F delivery

S'il vous plaît, répondre avant le 28 août 17h / Please, reply before August 28, 5 PM

*École (Nom complet) / School (Full Name)

*Centre de services / School Board

*Ville/City

*Prénom et nom de famille / First and last Name

*Poste-Responsabilité / Position-Role

*Adresse courriel / Email Address

*Téléphone direct (sans espace) / Direct telephone number (no space)

1. Souhaitez-vous offrir un programme de petits déjeuners en formule adaptée pour la rentrée scolaire 2020? / Do you wish to offer an adapted breakfast program when the 2020 school year begins?*

- ☐ Oui / Yes
☐ Non / No

Si vous avez répondu NON, dites-nous pourquoi, afin de pouvoir faire un suivi avec vous. / If you answered NO, please tell us why, so we can follow up with you.

****Si la réponse est OUI, répondre aux questions suivantes ****

2. À combien estimez-vous la fréquentation quotidienne à votre programme de petits déjeuners en formule adaptée./ How many students do you estimate will participate in the adapted breakfast program per day?*

3. Si votre programme de petits déjeuners est pris en charge par un bénévole en chef/responsable membre de votre équipe-école, complétez ces informations. / If your

breakfast program is managed by a head volunteer/responsible from your school staff, please provide the following information

- ☐ Bénévole en chef externe à l'équipe-école / Head volunteer out of your school staff
- ☐ Responsable membre de l'équipe-école / Responsible from your school staff
- ☐ Cette personne n'est pas encore choisie / This person has not yet been chosen

*****Si une des deux premières réponses est sélectionnée, demander les informations suivantes *****

1. Nom / Name
2. Courriel / Email Address
3. Téléphone (sans espace) / Telephone number (no space)

4. Le Club peut vous fournir des bacs en plastique (20''X15''X 5'') pour transporter la nourriture dans les classes. Si vous en avez besoin, veuillez inscrire la quantité nécessaire. / BCC can provide plastic bins (20''X15''X 5'') to deliver food in the classroom. If this is something you need, please specify the required quantity below.
- _____

5. Utiliserez-vous des cuillères et des couteaux jetables. Si vous répondez OUI, nous en ajouterons à votre commande. Nous recommandons toutefois l'utilisation d'ustensiles lavables provenant de la maison pour les enfants qui le peuvent. ? / Will you use disposable spoons and knives ? If you answered YES, we will add it to your delivery. However, we recommend the use of washable utensils, which may come from home, for children who can.

- ☐ Oui / Yes
- ☐ Non / No

6. Aurez-vous besoin de sacs de papier (format sac à lunch) pour l'opération de votre programme de petits déjeuners? Si vous répondez OUI, nous en ajouterons à votre commande / Will you need paper lunch bags (lunchbox size) for your breakfast program? If you answered YES, we will add it to your delivery

- ☐ Oui / Yes
- ☐ Non / No

Commentaires et questions / Comments and Questions



Toolkit

Breakfast Program Adapted to COVID-19 Protocols



Toolkit

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 - Poster – How to Grab my Breakfast
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COVID-19-Friendly Breakfast Program

At Breakfast Club of Canada, we are pleased to bring you an adapted breakfast program so that students attending your school can have access to healthy food in a nourishing and comforting environment in the wake of the COVID-19 crisis.

The program is designed specifically to comply with public health guidelines and [Breakfast Club of Canada's Guiding Practices](#). It minimizes the need to prepare and handle food.

More than a hundred schools ran an adapted program last spring, and this toolkit has been enriched with their generous feedback. We thank them for that! Make good use of it, please share this handy toolkit with all those involved in running the program at your school.



Special Menu

The adapted menu features a cold breakfast, containing one item from three different categories – fruits/vegetables, protein foods and whole grain foods – as recommended in Canada's Food Guide.

Products will be individually packaged to ensure compliance with health guidelines and facilitate classroom distribution and handling.

**Individually packaged vegetables/fruits have a limited shelf life. Be sure to check best-before dates and serve in order of expiry.*



Complementary Resources

- [Adapted Cold Menu](#) (see also appendices)
- [Food Catalogue – Adapted Cold Menu](#) (full list of ingredients – see also appendices)
- For additional information on dietary recommendations for a healthy breakfast, please refer to [Breakfast Club of Canada's Nutrition Standards](#)

Food Delivery

- Depending on the number of students in your program, your deliveries will be scheduled every 2, 4 or 6 weeks.
- A BCC representative will let you know which weeks have been assigned to you, as well as the specific day of the week. You can use the [Delivery Schedule](#) to prepare to receive your shipment.
- As per **CNESST** guidelines, delivery drivers will be required to comply with public health measures.
- Drivers will drop off the food close to the designated delivery door. [Be sure you're ready!](#) And thanks for your cooperation!



Adjustments to your orders

- You will receive a summary of the quantity and type of food you can expect to receive, based on your average attendance numbers.
- Please contact your BCC representative to make any required adjustments to these quantities if your attendance increases or decreases so that you don't end up with too much or not enough food.
- And remember: it is important to keep your food inventory up to date at all times!

Food Preparation

- No preparation is necessary. Everything comes individually packaged, or is meant to be served as is (clementine, apple, etc.).
- Food can be placed in bins using individual bags if you choose.
- Identify the bins to facilitate distribution (see [bin label template](#) in the *Appendices of this Toolkit*).
- Divide the amount of food and utensils needed for each class based on the number of students served.
 - *Have students bring a spoon from home in their lunchbox. Otherwise, make reusable or disposable spoons available in the food bin.*
- The bins/bags can be prepared in advance. Dairy products should be added at the last minute, unless bins are refrigerated.



Smart tips!

- Get your students to help prepare breakfast bins or bags, making sure they follow the established health and safety rules. Whether they're 8, 10, 14 or any other age, they will be proud to do their part for their breakfast program. For more information, refer to the resources on the [School Corner](#) (section ***Faire participer les jeunes*** French only, English to come)

Food Distribution

Proposals for elementary schools

Transport of Food Bins

Our recommendations:

1. The teacher picks up the bin for their students and carries it to the classroom.
2. The person in charge of the program drops a bin off to each classroom.



Option 1.

A serving table with the available food items is set up in the classroom. Each student takes turn choosing, without touching any of the other items (see the [How to grab my breakfast poster](#) for complete instructions).

Option 2.

Before students arrive in the classroom, the teacher places an item from each food category on the desk of each child who is having breakfast.

Option 3.

A bin filled with breakfast bags is located at the entrance to the classroom. Each bag contains an item from each food category. Students take turns picking up a bag.



Use the [My Breakfast Routine](#) poster to show students how to proceed and provide them with information on the health and safety precautions they need to adhere to (see appendices).

Food Distribution

Proposal for High Schools



Option 1.

A serving table with the available food items is set up in the classroom. Each student takes turn choosing, without touching any of the other items.

Option 2.

Breakfast bags containing an item from each food category are made available at a spot designated by the school. Individual bags are picked up by the students, one at a time.

Option 3.

If feasible, bins containing food items or breakfast bags can be set up at the entrance of a classroom.

For each option, make sure students are informed of the rules they need to follow to ensure the program complies with public safety requirements.

BREAKFAST IN CLASS

TIPS

**Choose the right time**

Whether it's as soon as students arrive in the classroom or just before recess, you know what the best time is for your school/students. Note that sooner is better than later to make sure students start the day with the energy to learn.

**Make the experience special**

Some teachers prefer to establish a specific breakfast time, while others take advantage of the opportunity to encourage discussion, group reading or other nourishing activities.

**Avoid waste**

Whenever possible, return any food that has not been distributed to the preparation/refrigeration area. Tell students to put any unopened, uneaten items in their lunchbox to enjoy later. Dispose of waste according to the usual guidelines, making sure to recycle recyclable packaging and spoons..

The average time that needs to be set aside for breakfast is **13 minutes***

**Based on a survey of 120 schools that have implemented an adapted breakfast program.*

Health and Hygiene

Club's MAPAQ Training Video



Watch, learn... and enjoy!



Quebec Government Guidelines

Compliance with [hygiene and safety measures](#) and [health guidelines](#) issued by the provincial government is essential to the operation of a breakfast program in the context of COVID-19.



MAPAQ Rules

Anyone involved in the operation of your program must follow MAPAQ rules as described in the Club's [health and hygiene Instructions](#) and the [MAPAQ training video](#).



IMPORTANT

Handwashing is required before and after students eat.



Disinfect all tables and desks after breakfast using the proper diluted sanitizer solution. Bins and reusable utensils must be cleaned daily using the four-step process.

Food Allergies and Intolerances

Make sure that a system is in place to clearly identify food allergies and intolerances and inform staff accordingly. See *Managing Food Allergies and Intolerances* available through the Club for further information.

See the catalogue at the end of this document for a full list of ingredients for each of the items on the menu.

Resources

- [*Managing Food Allergies and Intolerances*](#)
- [*Food Catalogue – Adapted Cold Menu*](#) (see also appendices)



Online Reports

As part of our ongoing commitment to support your breakfast program and keep track of your progress, we will be asking you to submit online reports with a few key statistics and revenue/expense figures.

The person in charge of reports will be given access to a range of tools (see Additional Resources). They will also receive training and support from a BCC representative.

For more information on your reporting, assessment and renewal requirements to help your program run smoothly, please see [this rundown of annual breakfast program processes](#).



Additional Resources

- Link to a [virtual platform for online reports](#).
- [Tutorial](#) and [user guide](#) to help you complete your reports.
- You can also refer to the [Online Report Template](#) to take notes before submitting your reports.
- You can use the [attendance list template](#) and [payment tracking template](#) to help you with your administrative tasks.

Additional Information

SCHOOL CORNER – RESOURCES

All the tools available to you can be found under the Resources tab of the [School Corner](#) section of our website. Be sure to have a closer look!

VOLUNTEERS



If there are prospective volunteers in your community you'd like to connect with, we have lots of recruiting tools available to you under *Involve Volunteers and the School Community* in the [School Corner](#) section of our website.

You can also refer to this document to learn more about various ways [volunteers can contribute to your breakfast program](#).

PARENTAL CONTRIBUTION AND REGISTRATION



We encourage parents to give back through volunteer, monetary or other contributions. All monies received from parents are reinvested directly in the breakfast program at their children's school. For more information, please see [this info sheet on parental contributions](#).

You can use a registration form or ask for voluntary contributions, using the templates available in the [School Corner](#) section of our website. (See *Building a Sustainable Foundation*)

BCC NEWSLETTER



The BCC newsletter brings you bright ideas that combine inspiration and nutrition. You'll also find tips and success stories from other breakfast programs across the country, along with news from our staff. Click [here](#) to sign up now. And take a sneak peek at all [latest Newsletters](#).

The Same... But Different

School breakfast programs impact students on many levels.* By providing an adapted breakfast program, we hope to make a positive and meaningful contribution to their health and well-being in the midst of this crisis. Breakfast is a great way to reassure students and help them start their day in a caring, nurturing environment. Here are some of the ways a breakfast program makes a difference in students' lives:



Create
a caring,
inclusive school
community



Improve
learning
capacities



Alleviate
hunger-related
stress



Reduce
occurrence of
behavioural
incidents



Foster
students'
sense
of
engagement
and belonging

*During the 2015–2016 school year, 357 schools in our Canada-wide network responded to our survey, which included an open-ended question on the most SIGNIFICANT CHANGE they had observed as a result of their partnership with Breakfast Club of Canada. These are the results of this survey.



The Club's team is here for you!

We hope the transition to this new breakfast program formula adapted in response to COVID-19 is simple, straightforward and aligned with the needs of your students.

BCC will closely monitor the situation as it evolves and will be responsive to the on-the-ground reality in schools. The menu may also change over time and some breakfast programs might even return to normal operations as the year progresses.

Thank you for doing your part for kids. Here's to a wonderful 2020–2021 school year ahead! 😊

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Thank you!