

Approved: February 18, 1992
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Rick Bowden at 3:30 p.m. on February 10, 1992 in room Room 519-S of the Capitol.

All members were present except:

Committee staff present:

Dale Dennis, Department of Education
Ben Barrett, Legislative Research
Avis Swartzman, Revisor of Statutes Office
Shirley Wilds, Secretary to the Committee

Conferees appearing before the committee:

Representative Elizabeth Baker
Representative Jim Garner
Representative Sandy Praeger
Representative Lisa Benlon
Nancy Lonergan, Topeka Public Schools
Mr. Jim Lentz, Assistant Superintendent, Great Bend KS
Kay Coles, KNEA
Bev Wolfe, Teacher, Derby KS
Bob Runnels, Kansas Catholic Conference
Connie Hubbell, Department of Education
Sharon Steele, Principal, Lawrence KS
Rex Powell, Teacher, Lawrence KS
Jayne Burnes, KS Nutritional Council, Bennett KS
Mark Tallman, KASB
Richard Feleay, Director of Food Service, Topeka Public Schools
Laverne Myers, Associated Milk Producers
Curtis Hartenburger, Member, Topeka Board of Education
Tess Banion, Mother

The meeting was called to order by Chairman Rick Bowden.

Hearing on HB 2693.

Representative Elizabeth Baker. Representative Baker said she had served on the Special Committee on Children's Initiatives and was appearing before this committee today as a strong advocate for the establishment of school breakfast programs. (See Attachment # 1.)

Representative Jim Garner. Representative Garner, testifying in support of HB 2693, said USD #445 has been fortunate to be one of the districts in the state to currently operate a school breakfast program for about a year with success. When receiving a good nutritional breakfast, Representative Garner says there can be no doubt the children are better students and ready to learn. (See Attachment #2.)

Nancy Lonergan. Ms. Lonergan is a fourth grade teacher, teaching in a school where the majority of the students are from economically-disadvantaged and dysfunctional families. She maintains there is a difference in the child's class participation with a school breakfast program. (See Attachment #3.)

Jim Lentz. Mr. Lentz said a school breakfast program was begun in the Great Bend

elementary school in the fall of 1991 and due to its success was expanded to include their middle school. He provided the committee with letters from teachers citing attributes of the program. (See Attachment #4.)

Chairman Bowden noted that each committee member had received data on how the school breakfast program works and acknowledged the milk and roll given to each member was compliments of Tony's Food Service, Salina, Kansas and Kansas School Food Service Association. (See Attachment #5.)

Jeanne Hoskins. Ms. Hoskins, in support of HB 2693, said a pilot program began in one of Great Bend's elementary schools in October 1991, and has now expanded to one of their junior high schools with no grant money or additional equipment needed and only two additional employee hours needed per day. (See Attachment #6.)

Kay Coles. Ms. Cole asked the committee to report HB 2693 favorably. (See Attachment #7.)

Bev Wolfe. Ms. Wolfe cited information experienced by staff from two elementary schools in Derby. It was learned that students' non-performance in the school setting was due to hunger, and there was astounding results upon serving the children breakfast. She included in her testimony an editorial espousing her crusade to keep this program in operation. (See Attachment #8.)

Bob Runnels. Mr. Runnels supports the school breakfast program and mentioned that a child with an empty stomach cannot adequately learn or even mature fully. (See Attachment #9.)

Connie Hubbell. Ms. Hubbell urged support for HB 2693 and said the school breakfast program meets a vital need and is effective, making students better prepared to start their school day, and studies link nutrition and learning. She said the Board recommends a three-year phase-in of this program and believes it will be a positive benefit for life-long learning. (See Attachment #10 and #11.)

Representative Sandy Praeger. Speaking on behalf of constituent Sharon Steele, Representative Praeger reported that at New York Elementary School some of the effects observed were that children are eager to satisfy their hunger; children perform better in the classroom; there are few discipline problems; and the children are greeted by an adult upon entering school each day. (See Attachment #12.)

Rex Powell. Mr. Powell said the breakfast program is a wise use of resources for improving the elementary school learning environment. (See Attachment #13.)

~~Jane Burnes~~
Jayne Burnes. Supporting HB 2693, Ms. Burnes says this program would have educational benefits, health benefits, and benefits to the farmer. She cited a few misconceptions about breakfast and the responsibilities of others in seeing that children receive a good breakfast. (See Attachment #14.)

Laverne Myers. Mr. Myers supports the school breakfast program and mentioned good reasons for the program is due to distances children must sometimes travel to school and the long days with both academic and sports curriculum obligations, can easily lead into a 12-hour day. He provided dairy price charts. (See Attachment #15.)

Curtis Hartenberger. Testifying in support of HB 2693, Mr. Hartenberger said national research supports the fact that students who are not hungry learn. He reiterated Mr. Myers' remarks about the long days students must spend at school. (See Attachment #16.)

Tess Banion. Ms. Banion said she has a son with an attention-deficit disorder and, although she and her husband are attentive parents, it is still not always possible to provide breakfast with such a disorder. She is very much in support of HB 2693.

Mark Tallman. In opposition to the school breakfast program, Mr. Tallman reported that KASB believes it is up to each district to determine when it is an appropriate strategy and for which schools. (See Attachment #17.)

Richard Fealey. Mr. Fealey says he is opposed to HB 2693 due to the cost factor, stating it is an expensive process without some outside help. He stated that without more money a quality program cannot be maintained.

Representative Lisa Benlon. Representative Benlon spoke in opposition to HB 2693 on behalf of a constituent, Dianne Smith, Director of Food Service in the Shawnee Mission District. In Ms. Smith's testimony, she states she fears that if this program is mandated it will surely be an expense they cannot afford. Ms. Smith provided two memos written to those in her district regarding cost data. (See Attachment #18.)

Chairman Bowden said there will be possible action on HCR 5035 at tomorrow's meeting.

Discussion and action on SCR 1618.

Representative Harder moved to change the dates on SCR 1618, first page, line 16 and second page, line 38, from 1992 to 1993. Representative Reardon seconded the motion. Motion carried.

Representative Pottorff made a motion to move SCR 1618 favorably out of committee, as amended, and was seconded by Representative Reardon. Motion carried.

Discussion and action on HCR 5035:

Representative Praeger reported to the committee on the findings of the subcommittee regarding the language in HCR 5035 and recommended changes.

Representative Praeger moved that HCR 5035 be amended as follows; seconded by Representative Lane. Motion carried.

Page 1, line 29, change to ministrators, and school board members, social service providers and elected city and county.

Page 1, line 33, add Be it further resolved: that preceding the district-wide conversation, community leaders are urged to initiate such conversation in each school building first, in order to build from the school building level up a consensus about the mission of our schools. Such conversation should include parents, teachers and administrators and any others involved with that school.

Page 2, line 7, Association of Counties and education and childrens' advocacy organizations are requested to notify their respective members of the contents of this concurrent resolution; and

It was moved by Representative Praeger to send HCR 5035 out favorably, as amended; seconded by Representative Wiard. Motion carried.

Chairman Bowden announced that the pictures currently on display in Committee Room 519-S are courtesy of Topeka USD501 students from the Ukraine. Forthcoming will be some art work from the Wichita School District.

Chairman Bowden reminded the committee that John Augenblick will be in the Senate Education Committee at 1:00 p.m. Mr. Augenblick has reviewed the proposal that was introduced Friday and will be available to discuss it with those in attendance.,

Representative Benlon moved that minutes for February 5 and February 6 be approved, with one change to be made on February 6 minutes, first page, last sentence 1991 change to 1993. Representative Empson seconded. Motion carried.

The next scheduled meeting is February 11, 3:30 p.m. in Room 519-S, Statehouse.

Upon completion of its business, meeting adjourned at 6:00 p.m.



GUEST LIST

COMMITTEE: House Education

Date: 2/19/92

Name (Please Print)	COMPANY ORGANIZATION	ADDRESS
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Bob Farnsworth	Is. Cath. Conf.	Merriam, Ks.
Paul Johnson	PACK	Topeka
Cornie Huelgel	S+ Bd of Ed	Topeka
Beverlyann Wolf	Teach - Mrs	Topeka, Ks
Angie Bixler	Now	Topeka
Rev R. Powell	USD #497	Lawrence, Ks
Richard A. Feleay	USD 501 Topeka Sch.	624 W 24TH TOPEKA, KS
Jeanne Haskins	USD #428 Great Bend	201 Patton Rd. Great Bend
Jan Long	USD 428 Great Bend	201 Patton Rd. Great Bend
Theraine Wingfield	USD 450 Shawnee Hts	4401 Shawnee Hts. Rd. Topeka, Ks. 66642
Joyce Woolington	USD 345 Seaman	901 N.W. Lyman Topeka, Ks 66608
Mark Tallman	KASTB	Topeka
Nancy Loneragan	citizen	Topeka
JERRY LOVERGAN	KDOC	Topeka
Laura Mc Clell	Self	Glen Elder
Les Baran	Self	TOPEKA.
Leticia M. Hernandez	Gov. Office	Topeka

ELIZABETH BAKER
REPRESENTATIVE, EIGHTY-SECOND DISTRICT
SEDGWICK COUNTY
601 HONEYBROOK LANE
DERBY, KANSAS 67037



TOPEKA

HOUSE OF
REPRESENTATIVES

OFFICER: BOARD OF TRUSTEES
WICHITA STATE UNIVERSITY
REGIONAL OMBUDSMAN: KANSAS
COMMITTEE FOR EMPLOYEE
SUPPORT OF THE GUARD AND
RESERVE
COMMITTEE ASSIGNMENTS
STATE FEDERAL ASSEMBLY: COMMERCE, LABOR
& REGULATION
RANKING MINORITY MEMBER: FEDERAL & STATE
AFFAIRS
MEMBER: ECONOMIC DEVELOPMENT
ELECTIONS

February 10, 1992

To: House Committee on Education

From: Representative Elizabeth Baker

Re: HB 2693

Thank you Chairman Bowden and committee members for allowing me this opportunity to address you this afternoon in regard to this extremely important issue, mandatory school breakfast programs. This summer and fall I had the privilege, indeed the honor, of serving on the Special Committee on Children's Initiatives. Service on this committee has been the most rewarding and fulfilling experience in my ten years as a legislator and it is with considerable pride and enthusiasm that I appear before you today as a strong advocate for the establishment of school breakfast programs.

In the A Blueprint for Investing in the Future of Kansas Children and Families, Target III, "Restructure Schools to Respond to Changing Education and Developmental Needs of Children," was defined as "Schools are no longer purely academic institutions. In addition to the academic mission, they have taken on a broader social mission which must be acknowledged. It is important to redefine this dual mission in the minds of Kansans so there is agreement among parents, educators, business leaders, social service providers, community leaders, and policy makers as to what we are expecting of schools. The process of redefinition will bring support as well as develops a basis for change."

The Committee recommended three strategies to address this target. The first two were fairly extensive, but the third strategy which is the one on which we focus today, school breakfasts, is quite simple, "Require all Kansas public schools to offer a breakfast program."

In arriving at this recommended strategy the Committee examined family structures and noted the following changes:

* "In 1990, in the United States, one out of four children lived with one parent. This is an increase from approximately one out of eight children in 1970.

*Education
Attachment #1
February 10, 1992*

* "From 1970 to 1990, the proportion of mothers working outside the home with children under age six rose from 32% to 58%."

* "Over 75% of mothers of school-age children works outside the home."

In Kansas the changes were also pronounced and frightening.

* "Of all households in 1990, only 58% were families headed by a mother and father."

* "The number of single-mother households rose by 25% from 1980 to 1990."

* "The percent of white families headed by single mothers increased from 27.2% in 1970 to 39.1% in 1990."

The statistics indicate a nationwide trend toward a population of children that is economically disadvantaged and socially deprived.

As a former teacher I do not need statistics to bolster my awareness of the rapidly growing numbers of disadvantaged children and the need to establish school breakfast programs. It is very difficult to teach children that are poorly clothed, disruptive and hungry. I am reminded of a very small sixth grade boy whose hair had just begun to grow again after all the chemotherapy treatments he had received. His breakfasts, when he had them, consisted of cold french fries brought home by his mother from the topless bar where she worked all night. Frequently I asked myself as an educator did I really believe that this child would find meaning in a lesson in division using 2-digit divisors.

But this lack of focus by parents on their children's nutrition is no longer limited to the poor and disadvantaged. Many, many times in my teaching career I observed middle class parents depositing their children on the school steps in the cold and dark 30-45 minutes before school. If these children brought their lunches, it was often eaten before the doors of the school opened, leaving little or nothing for the rest of the day.

To me as a child, breakfast meant oatmeal and raisins, brown sugar and cinnamon and the loving warmth of my grandmother. To me, children have the right to that kind of nurturing environment. No child should ever go to school hungry, not in America and never in Kansas!

I urge your thoughtful consideration and support of HB 2693.
Thank you.

Attach #1-2

#2

JIM D. GARNER
 REPRESENTATIVE, 11TH DISTRICT
 P.O. BOX 538
 (316) 251-1864
 COFFEYVILLE, KS 67337
 STATE CAPITOL
 TOPEKA, KS 66612
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TOPEKA

HOUSE OF
 REPRESENTATIVES
 10 February 1992

COMMITTEE ASSIGNMENTS
 MEMBER AGRICULTURE
 JUDICIARY
 TRANSPORTATION
 LEGISLATIVE, JUDICIAL &
 CONGRESSIONAL APPORTIONMENT
 JOINT COMMITTEE ON
 KANSAS PUBLIC EMPLOYEES
 RETIREMENT SYSTEM (KPERs)
 INVESTMENT PRACTICES

To Mr. Chairman and members of the House Education Committee:

I am here today to testify in support HB2693. Coffeyville (USD 445) has been fortunate to be one of the school districts in this state to currently operate a school breakfast program. I wish to share with members of the committee about the success of our current program in Coffeyville. Although we have had a school breakfast program for only about one year, the results have been quite positive.

Under Coffeyville's current program, the breakfast cost each child \$.75, children qualifying for reduced rates pay \$.25, and many children qualify for free breakfast. Coffeyville serves breakfast to between 400-500 children each day. One interesting fact is the high number of children receiving free breakfast. For the month of January, the program served 868 fully paid breakfasts, 320 reduced rate breakfasts, and 7220 free breakfasts. The children from the lower income families are benefiting greatly under the program.

According to Dr. Jack Reed, USD 445 Superintendent, the program can be characterized as an "absolute success." Teachers have commented on the noted change in performance of children who participate in the breakfast program.

*Education
 Attachment #2
 February 10, 1992*

There can be little doubt that children who receive a good nutritional breakfast are better students and ready to learn.

Thank you for this opportunity to appear in support of HB2693.

Thank you Mr. Chairman and members of the committee.

My name is Nancy Lonergan. I am a fourth grade teacher in a Topeka public school.

I am testifying today in support of House Bill No. 2693 not as a representative of any school organization or educational union but as a private citizen, concerned about Kansas school children.

The school where I teach has a majority of students from economically-disadvantaged households. These are homes typically headed by a single mother. Parents able to find work frequently have to work nights or take more than one job. As a married and concerned parent, it is hard to comprehend the lives of 11 of the 20 children in my class who wake up, dress themselves, and walk to school without seeing a parent. Additionally, 14 of the children currently participate in the Federal School Breakfast Program.

The reality of these student's lives is far removed from the childhood most of us here today experienced. Most of my students come from dysfunctional families that provide little support for school and no parental involvement. This past fall the parents of only nine children out of my 20 students appeared for parent teacher conferences.

For a lot of these children, the daily routine of school is the only stability in their lives.

*Education
Attachment #3
February 10, 1992*

The task of teaching is always challenging but it becomes more difficult when a child comes to school without breakfast. When children have not eaten they will justifiably complain of headaches or stomach aches, and they are unable to concentrate on the morning assignments. A breakfast program provides children with a good start in their day, something many of them would not receive at home.

In my school over 50% of the students receive free or reduced breakfast and lunch. The breakfast program assures the students and the teachers of a good start in the day. USD #501 already has the program, I have seen the difference it makes in a child's classroom participation. For those children and teachers in districts without a breakfast program, I ask that you consider the benefits of a school breakfast program and encourage you to pass House Bill No. 2693.

Thank you, I would be glad to answer any questions.

Attach #2-2

#4

**TESTIMONY BEFORE THE
SPECIAL COMMITTEE ON CHILDREN'S INITIATIVES**

By Jim Lentz
UNIFIED SCHOOL DISTRICT 428

February 10, 1992

Mr. Chairman and members of the committee:

I am Jim Lentz, Assistant Superintendent for Curriculum and Instruction of Unified School District 428, Great Bend, Kansas. I appreciate the opportunity to appear here today in support of House Bill 2693.

USD 428 began serving breakfast to students in Great Bend in the fall of 1991. At present 60 students at Washington Elementary and 25 at Roosevelt Middle School are taking part in the program on a regular basis.

The initial study as to need for a Breakfast Program was conducted by a committee of teachers and administrators during the fall of 1990. The study included a parental needs assessment, cost analysis and a review of current research on the subject. The committee recommended that the Board of Education approve the program on a three year trial program at Washington Elementary and that the administration apply for a Breakfast Start-Up Grant.

Because of the success of the program at Washington the program was expanded to Roosevelt Middle School in January of this year. Last Friday the administration applied for another Start-Up Grant that includes

*Education
Attachment #4
February 10, 1992*

expanding the program to the remaining eight learning centers in the district, during the fall of 1992.

It is our belief that the School Breakfast Program is serving, and will continue to serve a vital need for students and their parents in the Great Bend School District.

The majority of parents in our community are employed outside the home, and five of the ten learning centers qualify for Chapter I services. The majority of parents surveyed felt that it was important for children to eat breakfast and that many would take part in the School Breakfast Program.

We have received very positive feedback from students taking part in the program and from their parents. Teachers and administrators have reported an improvement in quality and amount of work, and improvement in the areas of discipline and attendance for students regularly taking part in the Breakfast Program.

In light of the research associated with proper nutrition and the growing concern about falling test scores and documented lower achievement rates among children from low income homes, we believe the School Breakfast Program is, at least part of, the answer to solving the problem.

We urge the State Legislature to continue sufficient funding for this vital program.

Attach # 4-2

Washington Elementary School

2535 LAKIN

GREAT BEND, KANSAS 67530

ELIZABETH DENNIS, PRINCIPAL

TO: Jim Lentz
FROM: Elizabeth Dennis
DATE: February, 1992
RE: Breakfast Update

The breakfast program was initiated here at Washington School in October of 1991. Since that time our staff has noticed a positive change in those children who are now eating breakfast. It is reported that the students are more on task and have a better attitude about school. Many of the children now eating breakfast are no longer tardy and absenteeism among them has decreased. I surveyed the days missed this year to last year during the same period, and I found that there was a 60% increase in their attendance. Also, the academic achievement of those same students have increased.

I would like to see more children take advantage of this service. I did survey the students that were not eating breakfast at school, and only a very few had not had breakfast. Most the students had eaten at home before coming to school.

Attach #4-3

TO: Mr. Lentz
FROM: Mauricia Prosser
DATE: November 6, 1991
RE: Breakfast Program

Since the initiation of the breakfast program at Washington School, I have recorded the following data on my students. (All of my students are presently taking part in the breakfast program.)

1. The students are remaining "on task" longer. This is especially noted during the 10:30 until noon period. This the period right before lunch. They are more alert, on task, and are not asking "when is lunch?"

2. A student I shall call Student #3, has had a tremendous behavior change. Before the breakfast program, this student ate whatever was left on the table from dinner the night before. I feel the breakfast program has helped this student. Many times he would ask how long it was until lunch when he walked in the door in the morning. Many times I am sure the school lunch was the only meal he received during the day. Whatever else he ate was what he could find in the refrigerator. Now he receives both breakfast and lunch. I feel the breakfast program has made a big impact on my students; both educationally and in their behavior.

Attch #4-4

Changing Breakfast for the Better

If at first breakfast participation doesn't take off, try again

By Kim Hoelting

Last year in Salina (Kan.) schools, the food service department saw that participation in the breakfast program was sagging in two elementary schools.

The biggest limitations we faced are common to other school districts—transportation, lack of time and supervision during serving and lack of parent involvement.

The department decided to take action and held a meeting on Jan. 11, 1989. The topic of discussion was problems with current breakfast menus, delivery and participation. Twelve food service employees gathered for the brainstorming session that resulted in a new program.

We first began evaluating our delivery system. Breakfasts were being delivered to schools on the previous day and the next morning the meals were heated by timer on a transporting cart. Students disliked many of the menu items because they "look like day old."

In our new plan, breakfast is prepared daily from 6:15 to 7:00 a.m., loaded at 7:15 a.m., then delivered and served by 7:45 a.m. This opened a new avenue of promotion.

I discovered a wealth of material in breakfast promotion available to help us fight the decreases. One of the things that helped us design a new program was a merchandising kit from Associated Milk Producers, Inc. (AMPI). Without this promotion, it is doubtful that program changes would have been met with much enthusiasm.

Students made posters using the material in the AMPI merchandising kit to decorate the cafeteria, and they liked the changes right away.

In addition, I received input from several other food service directors, a merchandising company called Mello-Mello, and Kellogg Company. All quickly responded with something for me to use in our new breakfast program.



First grader Kellen Marie Ratcliff, St. Mary's School, Salina, Kan., shows off a breakfast promotion poster she colored in.

Menu changes meet with enthusiasm

Stagnant, same old thing, boring—This is how our customers described the previous menu selections. The program now incorporates 12 new menu items and we are currently evaluating

seven more for acceptability. Pancakes, whole French toast and toast sticks, waffles and little smokies are the most popular new additions to the revised breakfast menu.

To keep the menu appealing, we plan to involve the children in the menu planning process. We have a food service advisory committee established at the secondary level and we communicate through the student council at the elementary level.

Manager Bettie Dick and I met with students for the first time in early March to discuss breakfast. We answered their questions about costs, preparation, portion sizes and offering more choices. Some of the questions had already been addressed with the revised menus.

The biggest advantage of the meeting was that it gave the manager visibility. The children now know who plans the menus and who is responsible for the cooking.

As a final result we increased participation by 10 percent for the breakfast program and we attribute it to the promotions, such as the one from AMPI. ♣

Hoelting is director of food services for Salina (Kan.) Public Schools.

Goals for Promoting National School Breakfast Week Salina, Kansas

- (P) romote positive awareness of the school food service program.
 - (I) nvolvement of parents, staff and students
 - (C) orrelate education with food service.
 - (N) utritious menus
 - (I) ntegration of state products
 - (C) ombine activities for a fun week noting the first school breakfast week theme.
- picnic 1: an outing with food eaten in the open 2: a pleasant experience
3: an easy task

A Breakfast Offered Is a Breakfast Eaten

A study in one district shows students are likely to have a morning meal if it is offered

By Arlene Chamberlain

Hungry children are sitting in classrooms right now! Hungry because they missed breakfast this morning, as they do just about every morning. You have the power to change this too common situation.

Students in schools that serve breakfast are more likely to eat breakfast than those in schools that do not. I am in a good position to observe this phenomenon since our school district has breakfast in some, but not all, of its elementary schools.

The Todd County School District is located on the Rosebud Sioux Indian Reservation in South Dakota. Our students come from some of the poorest families in the country. Four elementary schools have had the National School Breakfast Program since 1976. While these four schools have the highest percentage of needy students, about 85 percent of all district students are eligible for free or reduced-price meals.

Our school district wanted to study the feasibility of offering school breakfast to at least all of the elementary students. As part of this study, I wanted to determine if having a breakfast program affects the number of students who eat breakfast.

Two student groups in grades four through eight were surveyed. In the survey group, 359 students did not have school breakfast while 309 others did. These two groups were almost identical except for the availability of school breakfast. Surveys were counted out by classroom and distributed through the administration of each school. Students were given time in class to complete the survey. Any students absent the day of the survey were not included. Eighty-one percent of surveys distributed were returned.

Students in schools with breakfast



When students get choices, it is added insurance that they will eat a good breakfast.

were more likely to have eaten in the morning the day the survey was given than those without breakfast (76.2 percent to 72.4 percent). Especially significant was the difference in seventh and eighth grade students. At the middle school only 68.6 percent ate the morning of the survey, whereas 83.6 percent ate in the schools with breakfast—an increase of 15 percent. The breakfast program is reaching more students at this critical stage in their physical and psychological development.

Breakfast participation varies between 76.9 percent and 83 percent of enrollment depending on the school. Comparing participation data to the survey results at these schools indicates that the same children who did not eat the day of the survey are very likely the same children who do not eat at school on a regular basis.

Not only are more students eating breakfast in schools where it is available, but they are also eating a more balanced meal. Most students who ate at home said that they ate two or fewer

foods. Some listed cereal and milk or toast and juice while others said they drank milk, juice or soda. Children in the school breakfast program must take three of four foods offered: milk, fruit/vegetable and two servings of bread alternate or meat or one of each.

Offering choices is a good way to insure that children take a reimbursable meal. Our students have a choice of fruit or juice daily. Meat is included twice a week and eggs once. We offer a variety of toast—white, wheat and raisin—on days when cereal is planned. Based on my on-site observation, most children do eat what they take.

Older students who do not eat at school tend to consume candy or soda before class rather than more wholesome foods. Most students who did not eat said they did get hungry before lunch and many said they felt sick if they missed breakfast.

Even though our students come from poor minority families, similar results could probably be found in any school. Many children in this country do not eat a balanced breakfast.

Based on these survey results, we proceeded to determine if parents wanted a breakfast program. This is a vital step in starting a breakfast program. If parents want the program, you will be successful. The results from the parent survey showed that parents in only two of the remaining six elementary schools wanted breakfast. We are currently developing a plan to initiate breakfast in these two schools.

Students need to begin each day with nutrition for learning. School breakfast can be the difference between learning and not learning. We bear the responsibility for preparing or not preparing our children to meet the future. ▲

Chamberlain is food service director for Todd County School District, Mission, S.D.

Breakfast: Is It Worth the Effort?

Although it requires planning, extra labor and logistics, a breakfast program gives students something they really need

By Velma Batts

In Mexico, Mo., a town of 12,500, we think we have a superior lunch program, but until this year, we did not have a breakfast program.

Starting one actually was in the back of my mind last year, but it didn't happen, even though I attended a principals' meeting and asked about it. The idea was opposed for several reasons—that children would be coming to school too early, the bus schedule would have to be changed and it would require more personnel.

As the year progressed, our superintendent, Dr. Ed Ferguson, attended a state meeting where one of the topics was how successful a breakfast program could be, the link between nutrition and learning and the role school feeding programs play in education.

Also discussed was the fact that only one in five students comes to school having had an adequate breakfast, but only one in five schools in Missouri offers them breakfast. Schools that have begun breakfast programs report improved attendance, less tardiness, fewer behavior problems, fewer children with morning stomach aches and students more responsive to classroom instruction.

The next day Ferguson said, "Velma, let's start a breakfast program."

I agreed with him, but explained I didn't believe it would be wise to start the program so close to the end of the school year. Instead, we decided to send a survey to parents to see if they would be interested. We had a good response—two to one were in favor of it.

With the approval of superintendent and parents, we felt we were on our way. Before the year ended, I was thinking, wondering and planning—how are we going to handle this program?

There were several things to consider. First, we had to figure out how to get the children there. We talked with people in charge of transportation, and found that bus routes only had to be slightly changed to meet the schedule. Children on the buses, who often ride for an hour or more, are probably those needing the breakfast program



Students in Mexico, Mo. are convinced that breakfast is a good deal.

most. We realized this program could be helpful for the working mother.

During the summer we purchased three of the small salad bars for our elementaries, which we use for lunch as well as breakfast, and set up a breakfast bar that includes cereal, juices and fruits. Rolls or biscuits are placed on the plate by our servers. We always offer two kinds of packaged cereal, and different kinds are rotated. Paper products are used as much as possible to simplify cleanup.

The breakfast meal pattern is an easy-to-follow guide in three components:

- One-half pint of milk served as a beverage, or on cereal, or used in part for each purpose
- A half-cup serving of fruit or full-strength fruit or vegetable juice
- One slice of whole grain or enriched bread, or an equivalent serving of rolls, muffins, biscuits or cereal.

We recommend serving protein-rich food as often as possible. Our breakfast menu includes bananas, apples, oranges, cantaloupe, waffles, biscuits, smokies, peanut butter and jelly (the all-time favorite) and even pizza—why not? We hope to give students what they will eat.

Additional needs

To handle breakfast preparation and

servicing, we have switched an extra four-hour shift employee to a six-hour shift. Breakfast is served from 7:30 to 8:10 a.m. in elementaries and until 8:20 a.m. at the high school. Buses arrive at 7:45 a.m., allowing children plenty of time to eat. The cost of the full-price breakfast is 60 cents, with 30 cents for the reduced-price breakfast.

Since this is all new to us, I am sure we will keep finding ways to improve our program. Presently, we feel the breakfast program is well-accepted, and we have had good coverage by our local newspaper about it and been interviewed by our local radio station.

Someone said if you serve a fourth of those you feed for lunch, you have a good breakfast program. We average 1,996 lunches daily.

On our first day of school we served 120 breakfasts. I felt this was not great, but not bad for our first day with a new program.

So, at registration we gave each student information about the program and the week's menu. Each day our participation increased. By Friday, we served 333. This showed us the children were accepting our breakfast program. We also have noted that our teachers have found the morning aromas from our kitchens very inviting to them.

A monthly menu is sent home with elementary students for lunch and breakfast the last day of the month. Menus are published in our local paper and announced each morning on our local radio station.

We hope to have a successful breakfast program, since we have seen an improvement in the children's learning. As it has been said, "Those teachers cannot teach a hungry child."

If you are thinking of beginning a breakfast program, your first step is to involve your superintendent, principals, teachers and parents who must accept their share of the responsibilities. ♣

Batts is director of food service for Mexico Public Schools.

Maryland Makes Breakfast Better

A three-year campaign promoting breakfast is paying off in increased student participation and interest

By Sheila G. Terry, M.S.Ed., and Andra S-J Garbutt, Ph.D., R.D., L.D.

How do you increase participation in the School Breakfast Program? To answer that ongoing challenge, the Maryland State Department of Education initiated a special project for the 1986-87 school year. The "Be Better With Breakfast" project is now in its third year.

During the first year, the project researched and defined the reasons why relatively few children participate in the School Breakfast Program. It also developed and implemented action plans to increase School Breakfast Program participation based on the information gathered.

Six of the state's 24 public school systems were selected for the developmental phase based on their breakfast participation statistics and per meal costs. Each of these school systems was visited to determine locally perceived obstacles to the School Breakfast Program. Then, specifically designed action plans were developed and implemented to address those obstacles.

From these activities the three major components of the "Be Better With Breakfast" project were developed for use statewide.

These were:

- a School Breakfast Program Recipe Workshop for food service production staffs
- presentation packets for school boards, PTAs and faculty titled, "Educational and Financial Benefits of the School Breakfast Program"
- "Be Better With Breakfast" promotional materials for elementary

school principals, teachers, students and food service staffs.

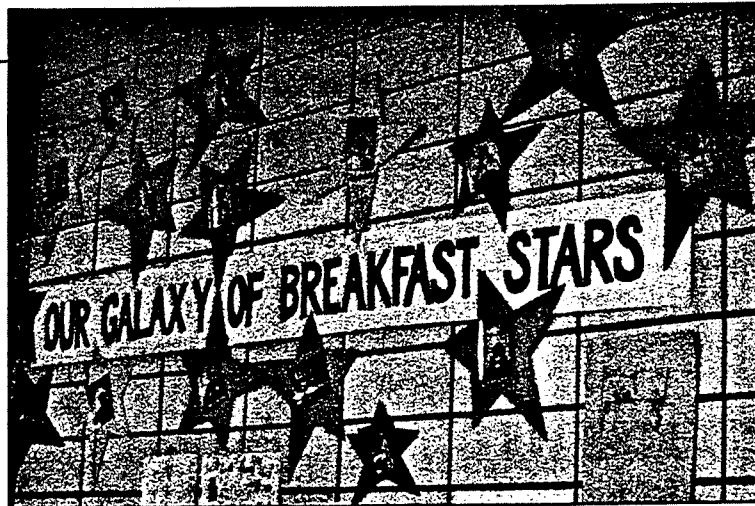
In the 1987-88 school year, materials for local implementation of the three components were provided for all elementary schools participating in the School Breakfast Program. The materials were so well-received that more than half of the state's schools requested additional materials to promote the

"Be Better With Breakfast" project again in 1988-89.

These promotional materials included a principal packet, certificates, stickers, buttons and banners. The principal's packet contained complete instructions for carrying out the promotion, as well as faculty and staff guidelines, breakfast team duties and responsibilities, cafeteria manager guidelines, public address system announcements and breakfast messages, student breakfast star charts, parent information letters and flyers for cooperation with community agencies.

I am better with breakfast!

This was the conclusion of thousands of Maryland elementary students who participated in the Department of Education's "Be Better With Breakfast" 1987-88 one-month program that focused on encour-



Maryland schools increase participation by honoring students who eat breakfast in a "Galaxy of Breakfast Stars."

Maryland School Breakfast Project—Costs

First Year (School Year 1986-87)

Three part-time consultants to research needs, design and develop intervention strategies.—\$28,210.00

Second Year (School Year 1987-88)

Produce and disseminate promotional materials to 850 public and nonpublic elementary schools participating in the School Breakfast Program.

—\$11,423.74 / \$13.44 per school

One part-time consultant to work in individual schools in Baltimore City to assist with local implementation.—\$6,555.00

Third Year (School Year 1988-89)

Second round of materials for 435 schools.—\$6,000.00 (estimate)

One part-time consultant to work in individual schools in Baltimore City to assist with local implementation.—\$7,500.00 (estimate)

**TESTIMONY BEFORE THE
SPECIAL COMMITTEE ON CHILDREN'S INITIATIVES**

**by Jeanne Hoskins
UNIFIED SCHOOL DISTRICT 428**

February 10, 1992

Mr. Chairman and members of the committee:

I am Jeanne Hoskins, School Food Service Director for Unified School District 428, Great Bend, Kansas, and I appreciate the opportunity to appear here today in support of House Bill 2693.

Because administrators, principals, teachers, and Board of Education members realized the need for a breakfast program, School Food Service personnel piloted a breakfast program in one of our elementary schools, starting October 1, 1991. In the selected learning center, forty percent (40%) of the students qualify for free and reduced lunches.

In our district, all food is prepared at a central kitchen and transported to the individual learning centers. A start-up grant for breakfast was applied for, received, and used to purchase minimal additional equipment needed to implement the program. No additional employees were hired; and, rescheduling only one and one-half (1 1/2) hours per day of employee time was required to conduct the breakfast program.

To date the breakfast program at this learning center is in a financially positive position. Approximately 60 students eat

*Education
Attachment #6
February 10, 1992*

breakfast at the school, with about 40 of these qualifying for free or reduced meals and around 20 students paying the daily breakfast price of \$.65.

The breakfast program was expanded to one of our junior high schools on January 14, 1992. These students come to the Central Kitchen for meals since the kitchen is located near the school. No grant money or additional equipment was needed, and only two (2) additional employee hours are needed per day.

Money-saving procedures are being investigated and implemented. For instance, certain items prepared for student lunches may be prepared for breakfast in the same operation. These might include cinnamon rolls, banana bread, muffins, etc.

If the two programs in place continue to be as positive as they now seem, USD 428 will expand the program to all schools in the next year.

Our School Food Service Center is eager to support the educational process of the district in any way possible, and the breakfast program is proving a positive and cost-effective way to do this.

We believe any and all districts would find this a very positive addition to their total educational program.

Thank you, Mr. Chairman. I would be glad to take any questions you might have.

Attach #6-2

Start your day
the HEALTHY way!
BREAKFAST!



MENU PLAN FOR #428. Subject to change without notice.

NOVEMBER '91



BREAKFAST

Monday

Tuesday

Wednesday

Thursday

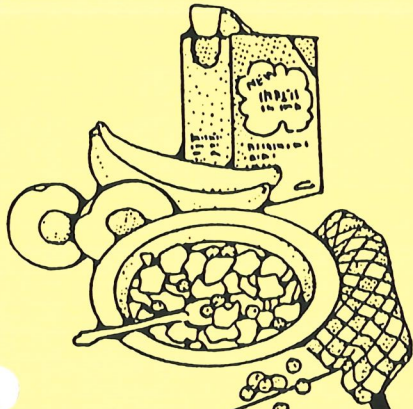
Friday



				1 Orange Juice Milk Cereal Bread
4 Pineapple Juice Milk Cereal Blueberry Muffin	5 Grape Juice Milk Pancake/Syrup Little Smokies	6 Chilled Sliced Pears Milk Cereal Banana Bread	7 <i>ELEMENTARY CONFERENCES</i> Chilled Pineapple Milk French Toast Stix	8 <i>ELEMENTARY CONFERENCE</i>
11 Apple Juice Milk Cereal Banana Muffin	12 Orange Juice Milk Cinnamon Roll	13 — Chilled Sliced Peaches Milk Pancake & Sausage on Stick	14 Pineapple Juice Milk Cereal Hot Roll	15 Grape Juice Milk French Toast Stix/Syrup
18 Apple Juice Milk Cereal Bishops Bread	19 Orange Juice Milk Waffles/Syrup	20 Chilled Applesauce Milk Breakfast Pizza	21 Pineapple Juice Milk Cereal Cinnamon Puff	22 Grape Juice Milk Blueberry Muffin Square
25 Apple Juice Milk Cereal Banana Bread	26 Orange Juice Milk Cinnamon Roll	27 Pineapple Juice Milk Biscuit Peanut Butter	28 HAPPY THANKSGIVING	29

This is an equal opportunity program. If you believe you have been discriminated against because of race, color, national origin, age, sex or handicap, write immediately to the Secretary of Agriculture, Washington, D.C. 20250.

Attack #6-3



BREAKFAST ISN'T IMPORTANT ONLY FOR KID--ADULTS CAN BENEFIT FROM STARTING THEIR DAY WITH A GOOD MEAL. ACCORDING TO ONE STUDY BREAKFAST-EATERS HAVE A FASTER REACTION TIME THROUGHOUT THE MORNING AND LESS MIDDAY FATIGUE THAN THOSE WHO START THE DAY WITH JUST COFFEE.

BREAKFAST MEAL PATTERN
MILK- 1/2 PINT
FRUIT/VEGETABLE 1/2 CUP
BREAD/CEREAL-1 SERVING
MEAT/MEAT ALTERNATE-
-1 OUNCE (OPTIONAL)



STUDIES SHOW THAT KIDS WHO EAT BREAKFAST PERFORM BETTER ACADEMICALLY THAN KIDS WHO DON'T.

BREAKFAST SHOULD PROVIDE ABOUT ONE-FOURTH OF THE DAY'S PROTEIN, CALORIES, MINERALS & VITAMINS

SCHOOL BREAKFAST IS CAREFULLY BALANCED TO MEET SPECIFIC NUTRIENT NEEDS.

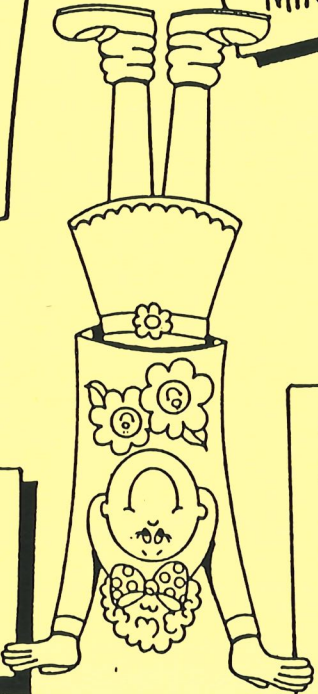


TEST
A+

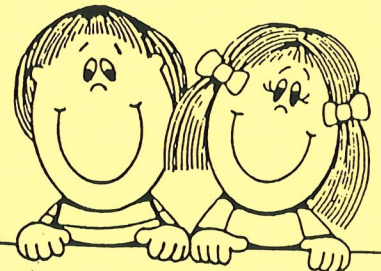


KIDS WHO EAT A READY-TO-EAT BREAKFAST SUCH AS CEREAL WITH MILK HAVE A BETTER CHANCE OF GETTING THEIR DAILY REQUIREMENTS OF ESSENTIAL NUTRIENTS THAN KIDS WHO DON'T EAT BREAKFAST.

SCHOOL BREAKFAST IS AVAILABLE TO ALL STUDENTS AND ALL STUDENTS ARE ENCOURAGED TO ATTEND.



PIZZA HAS BECOME A BREAKFAST FAVORITE AMONG KIDS. VARIATIONS INCLUDE FRUIT PIZZA ON A WAFFLE, FRENCH TOAST TOPPED WITH APPLE SAUCE AND GARNISHED WITH FRUIT, RICOTTA OR COTTAGE CHEESE MIXED WITH CINNAMON AND SPREAD ON CINNAMON TOAST.



SCHOOL BREAKFAST IS NOT ONLY WELL-BALANCED, IT'S A GOOD BUY, TOO.



#7

KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Testimony before the House Education Committee
Kay Coles, Kansas NEA
HB 2693
February 10, 1992

Thank you, Mr. Chairman. Members of the Committee, I am Kay Coles here today representing the 24,000 members of Kansas NEA. I appreciate the opportunity to speak to you in support of HB 2693.

We believe requiring school districts to establish and maintain school breakfast programs will have a positive impact on student learning. Our members know, and research shows, that hungry children are not attentive, have trouble concentrating, and have difficulty learning.

Increasingly more and more students are coming to school in the morning without having had breakfast, perhaps because parents are unable to provide a morning meal, or are themselves already off to work, or because the student has already spent a long time on a bus. Our members see the effect of this each and every day in school.

School breakfast will help alleviate this barrier to learning. Too, we believe it is a beginning to help our state meet Goal #1 of Kansas NEA's proposed goals for Kansas education: That students will come to school motivated and ready to learn.

Here to speak with you today is Bev Wolf, a teacher from Derby who has almost single-handedly led a crusade in her school for a breakfast program. She will share her experiences and her research with you.

Kansas NEA would ask that you report HB 2693 favorably. Thank you and I would be glad to answer any questions.

*Education
Attachment #7
February 10, 1992*

Address to the House Education Committee

February 10, 1992

Beverliann Wolf, Director

Derby-NEA/Oaklawn Area Breakfast Program

Teacher, Chapter I Math, Cooper Elementary

I am happy to be here today to share with you some information that the staff of Cooper and Oaklawn Elementaries have learned about students non-performance in the school setting due to hunger, and the astounding results achieved in serving the children breakfast.

I will briefly describe our program for you. Derby-NEA is sponsoring a breakfast snack, chosen and served in the classroom by the teacher, at Oaklawn and Cooper Elementaries located in the northern area of Derby U.S.D. 260. It has been in operation 4½ years. In addition to the snack, milk is served three days a week, by 75 staff members to 700 "snackers," grades K thru 6th. The program is funded by private donations, foundation grants and civic groups. It is served to our children regardless of income to all who wish to have it. I have included a current newspaper article that explains it a little further and I ask you to refer to that, because I wanted to spend my allotted time to report to you some of the exciting results achieved by alleviating children's hunger.

Five years ago, our children were coming to school very tardy (if they came at all), and absenteeism was very high. They were very aggressive and it was common for the older students to never get to the playground for recess because of the fighting in the hall and the teacher returning them to the room. There was no talk of higher education and the "battle cry" of the sixth grade was "wait until I'm sixteen and I can drop out!" The students came from mostly low socio-economic backgrounds, and did not take criticism or instruction well. Behavior problems took up a good deal of the teacher's time, with very little learning going on. Hunger was rampant as illustrated by 19 students in the health room at 9:00 A.M. that complained of many illnesses. There were so many of them that they spilled out into the hall. When asked if they had eaten breakfast, many excuses were heard and they all meant no.

*Education
Attachment #8
February 10, 1992*

The teachers of the area and Derby-NEA came up with a drop-out prevention program that they hoped would change attitudes about school, thereby keeping students in school longer by making it a safe, nurturing, loving environment and included a breakfast snack.

We were not quite prepared for what happened. Within three months, we had students lining up at the door at 7:30 with very few tardy at 8:10 when they were released to the classrooms. Within 6 months we had increased attention spans, and the beginnings of the changes in attitudes--we saw the little ones wanting to help each other instead of arguing. The nurturing and loving environment created by the teacher serving the snack resulted in a bonding between teacher and student and the student began accepting instruction and behavior modification. As a consequence, the correction of behavior problems required less and less time and learning once again was taking place.

Last year, we began to hear talk of college among fourth graders and the sixth graders were looking forward to middle school and thinking less about dropping out. The words "future" and "career" began to be heard. The student's bond with the teacher resulted in seeking advice from the teacher about home problems that included abuse and alcoholism.

I have included in your information, a letter from Miss Paula Barker, a 3rd grade teacher who testifies about the changes in her classroom since the Breakfast Program started, as well as some letters from a few of her students. In her words, "eating together, a habit quickly disappearing from the family home, helps create a family atmosphere at school. Hopefully, a safe haven for the next seven hours."

Earnest, one of Miss Barker's students, says in his letter and I quote "I like the breakfast we have in the morning. It tastes good and I love it very much. It makes me feel warm inside."

We hope these results make you feel warm inside, too. We who serve this snack every morning know that feeling very well!

Attach #8-2

Most of us live from month to month on our salaries but we still have enough food to eat. Working through the Breakfast Program with the students at Cooper has shed new light on my limited knowledge of "hunger."

Before the breakfast program, frequent complaints were heard about not feeling well. Children were often sent to the nurse before lunch complaining of stomach pains. They usually had the same symptoms: listless, drowsy, irritable, and uncooperative, and when asked - had not eaten breakfast.

Implementation of the Breakfast Program began with "snack foods" - food but at least it was energy to work off of in the morning. Through many hours of work and dedication, Lew Wolf

has obtained more "traditional" breakfast foods for us. Our children can now enjoy waffles, oatmeal, cinnamon rolls and a host of other foods.

Our children were often late for school before the Breakfast Program began. Since they must be at school on time to enjoy the food, our children are never late for school. The look of disappointed late comers is often too much so' I give in and feed them!

There have also been educational benefits to the program as well. We work on the nutritional values of food. Manners can be taught as the children wait their turn in line for food.

Our students' attitudes and feelings are often intertwined in their parents' problems. Starting the school day with food, drink, and a quiet calming atmosphere gives them the chance to start over and leave their other concerns at home. Eating together, a habit quickly disappearing from the family home, helps create a family atmosphere at school. Hopefully, a safe haven for the next seven hours.

Unfortunately, the program has not erased hunger altogether. A stroll through the lunch room will convince you of that. Children who clean their plate (yes - even the broccoli!) are hungry. What about the children who beg to stay after school and help the teacher? They always finish their tasks and ask "Can I

have something to eat?" Yes -
these children are hungry.

Paula Barker
3rd Grade Teacher

The Breakfast Program

Jan

Feb. 7

1. I like The breakfast they give us.
2. I like The people who make the food.
3. I would like to know how they make it.
4. When I get to school I'm will hungry.
5. There food makes me healthy.
6. I am very happy they give us food.

Breakfast Program

Lisa
Feb 7

I like the breakfast program beacause it helps the people who don't eat breakfast at there house they get to eat at school they serve oat meal, yogurt, wafers, and crackers they make me feel good

Earna
Feb. 7

I like The Breakfast we have in the morning. It taste good and I love it wery much. It makes me feel warm inside,

Attach #8-7

Neighbors

Dec. 5, 1991



Dave Williams/The Wichita Eagle

As long as there are hungry schoolchildren in Oaklawn, Beverliann Wolf will work to keep feeding them.

School refuses to teach a hungry child

By Laura Addison
The Wichita Eagle

Many of the students streaming through the door of Cooper Elementary School on a recent Wednesday morning were soon to have their stomachs fed as well as their

minds.

Students wearing disposable plastic gloves filled a cart with servings of oatmeal and headed for a classroom down the hall. As they rolled away, Beverliann Wolf whirled into the kitchen, walking briskly with one cane and using

another to pull a serving cart behind her.

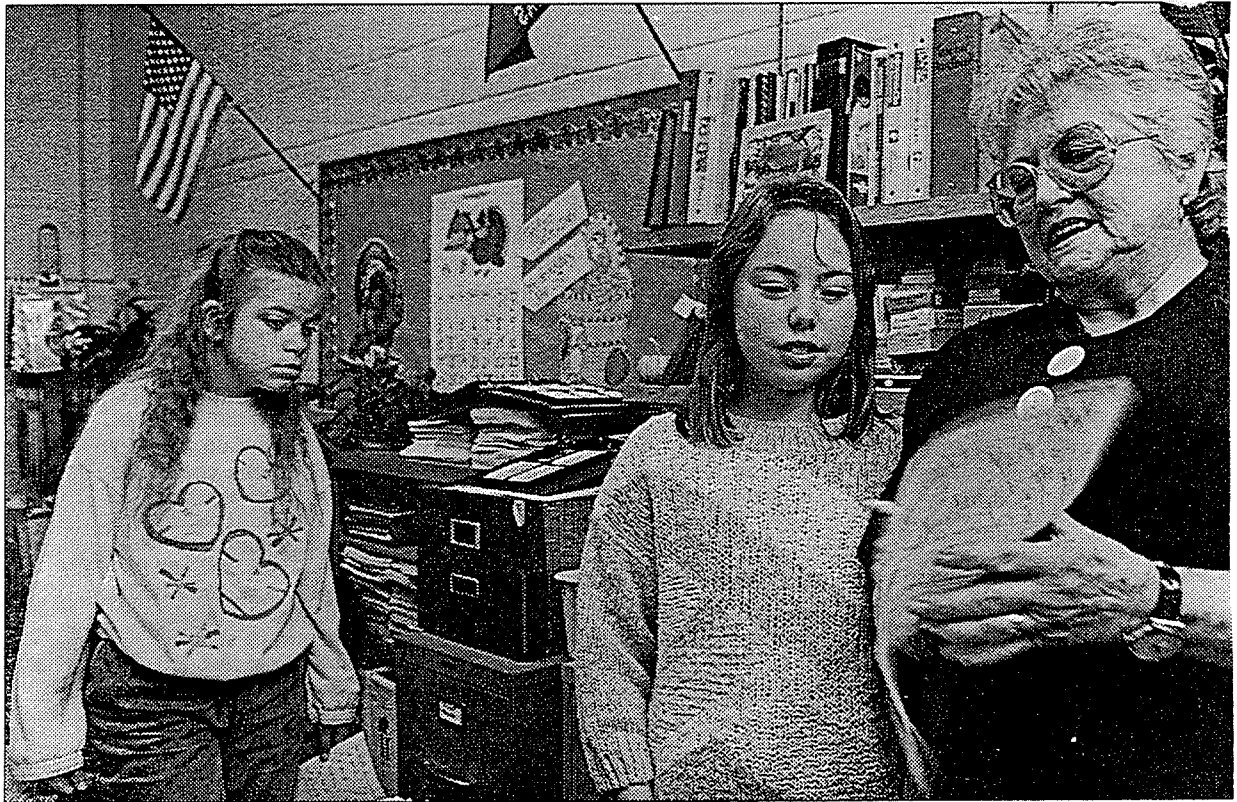
As long as there are hungry schoolchildren in Oaklawn, Wolf, a mathematics teacher, will keep working to feed them. Lupus hasn't stopped her; neither has the diabetes caused by taking steroids to

combat the lupus, nor the depleted immune system the disease has left her with. Lupus is an inflammatory disorder of connective tissue.

Wolf and other members of the

See EAT, Page 6N

Attach # 8-8



Anthony Reed/The Wichita Eagle

Elaine Spencer, left, waits her turn while Rebecca Burnside shows her math lesson to teacher Beverliann Wolf at Cooper Elementary School.

EAT

From Page 1N

Derby-National Education Association began the breakfast program for Cooper and Oaklawn students 4½ years ago, serving every child who wanted to eat, with no income requirements. An independent project, the program is maintained by a 22-member committee with public donations.

The Derby district is considering a federally funded breakfast program at the two schools and at Winteer Elementary School, beginning next fall.

Many of students at the three schools come from families whose low incomes qualify them for free or reduced-cost meals, said Theresa Hearn, public information officer for the district.

"What would be nice about us taking it over (in a federally funded program), we would always know the food would be there," she said. The district also could extend the breakfast program beyond the government-provided portion to include those whose families' incomes are too high to qualify.

Wolf smiles as she recounts the program's history.

"If we knew what we were getting into ..." Her speech is stopped by her ready laugh. "Well, we didn't realize what we were starting. When

I look back on this, it's horrible!"

The program had a very basic premise, she said: "You cannot teach hungry children."

Before the program began, students did not come to school on time, she said. Some did not come until morning recess, then stayed for the hot lunch program.

"We had a lot of calls to the health room from just being hungry," Wolf said. "And attendance, overall, was very, very bad. We wondered what would happen if we fed the kids breakfast."

Teachers at Cooper and Oaklawn also hoped to structure a bond with the students by serving the breakfasts in their classrooms, she said, helping to provide a nurturing, safe environment so children could feel free to open up about such problems as abuse.

For teachers such as Wolf, the children are well worth the effort.

"Some of these kids almost have not the right to be as nice as they are," she said.

Through joint fund-raising efforts for the program, teachers at the two Oaklawn township schools hoped to create a bridge to other schools in the Derby district, nine miles away, as well as to the community.

Wolf laughs at the group's naivete in expecting to get grant money just for filling out the paperwork. The National Foundation for Improvement of Education did not fund the

teachers' request for \$2,500 for milk coolers, but referred them to the Sears Foundation's Early Learning grants. They received \$5,100 to buy two milk coolers.

Since then, Wolf has presented slide lectures to Derby civic organizations, mailed a letter to businesses and continues to apply for foundation grants. Those applications require so much paperwork that her husband presented her with her very own copy machine for Christmas. "He said he was tired of me standing in line at the grocery store to make 20 or 30 copies of something."

She also does the food shopping — primarily at the Kansas Food Bank Warehouse. Everywhere she promotes the program, she feels she's "doing a little educating" about poverty and the working poor.

It isn't easy providing nutritious snacks on a shoestring budget that is tied to donations and what is available at the food bank. "I do a lot of praying about it," Wolf said.

The \$15,000 annual budget comes from donations, and has included microwaves for each school to prepare instant oatmeal. Wolf hopes eventually to expand her money search to corporate funding for a self-sustaining endowment. Once that is accomplished and the program requires a little less effort, she may look at passing the baton to another director.

Attach # 8-9

TESTIMONY

H.B. 2693

House Education Committee, Chairman Rick Bowden
February 10, 1992 - 3:30 p.m.

By: Bob Runnels, Executive Director
KANSAS CATHOLIC CONFERENCE

I am pleased to speak in support of H.B. 2693.

The breakfast program if implemented by this legislature will respond to a need in our today's society.

Certainly a child with an empty stomach cannot adequately learn or even mature fully. We do have a great number of children from impoverished homes to whom the addition of a wholesome meal will be critical.

Single parent homes are another concern where the parent must rush to work.

I am aware that there will be some details to work out ... such as scheduling, but the great good should far outweigh the difficulties.

*Education
Attachment #9
February 10, 1992*

KANSAS CATHOLIC CONFERENCE 1992 LEGISLATIVE ISSUES AGENDA

The Kansas Catholic Conference represents the public policy positions of the Catholic Church to Kansas' legislative and executive branches as well as to other state departments and agencies. Likewise, it communicates activities of state government to parish and diocesan organizations on matters relating to the moral and physical well-being of the people of Kansas.

This legislative issues agenda for the Kansas Catholic Conference flows from the basic belief in the inherent dignity of each person and in society's responsibility to ensure that dignity, the Catholic Church's teachings and traditions as they apply to today's political environment, and the fundamental principle of justice for all people.

As we enter the final decade of the twentieth century, we are faced with drastic local and global changes. Numerous external influences affect the state legislative agenda. Kansas' current economy and a constitutional mandate to maintain a balanced budget have created severe spending constraints upon state government. Burgeoning democracies and a volatile world market have changed the face of international diplomacy and world affairs. At home, an economic recession is one element in a dramatically shifting political environment. Three principal characteristics which are likely to have a significant influence on public policy in Kansas are as follows:

Diminishing Resources

All sectors of the state economy face the problem of diminishing resources, both human and financial. In many sectors of the economy, a shortage of trained employees exists. State government is faced with diminishing revenue as the tax base shrinks from high paying industrial jobs and low farm prices to lower paying service jobs.

Privatization

The State of Kansas is expected to privatize some of the services it currently provides. Although there are risks and political difficulties associated with these steps, private contractors often provide quality service in a more cost effective manner. The challenge of competition leads to improvements in the efficiency of the public bureaucracy.

Deregulation

Policy makers are looking at many options as solutions to the current budget crisis including elimination of some state regulations. In certain areas, deregulation would result in administrative cost savings. It is vital to support the elimination of unnecessary regulations; however, the challenge is to recognize and support those existing regulating agencies which are essential to ensure the safety and well-being of the citizens of Kansas.

HUMAN DIGNITY THE HEART OF KCC PRIORITY ISSUES

The following issues represent the principal focus for the work of the Kansas Catholic Conference for the next year. Other issues may be derived from these and will compel equal attention or action.

Education

Society's demand for educational improvement will be a key element in shaping the state legislative agenda. Parental choice, restructuring the financing of education, and accountability are among the priorities that will be addressed throughout the 1992 legislative session. The Catholic Church has long maintained that parents are the primary educators of their children. As citizens of Kansas all children deserve equal access to a quality education. Any support or opposition to legislation regarding education must be based on these premises.

RELATED ISSUES

- *Parental Choice in Education
- *Educational Improvement Through Accountability
- *Increased Breakfast Program for the poor.

Environment

The global environment is a fragile gift. All citizens must assume responsibility for its preservation and fruitfulness. When developing public policy positions and strategies to secure a stable and healthy environment in Kansas safeguarding our abundant natural resources is essential. Likewise, indoor environmental issues, such as asbestos, radon, and lead in drinking water will continue to be a concern of the Kansas Catholic Conference.

RELATED ISSUES

- *Asbestos
- *Lead in Drinking Water
- *Radon
- *Recycling
- *Pesticides - Chemical Fertilizers

Family, Youth and Children

Policies and state programs must support the stability of families, especially those adversely affected by the economy. Employment practices, health insurance policies, income security programs, tax policy, and service programs can either support or undermine the abilities of families to fulfill their roles in nurturing children and caring for infirm and dependent family members.

RELATED ISSUES

- *Department of Social Services Budget
- *Public Assistance Programs
- *Foster Care
- *Adoption
- *Child Care
- *Outreach Program to inform people about available programs.

Finance and Taxation

All state economic decisions and tax policies must be judged in light of whether they protect or undermine the dignity of the human person. Decisions regarding these issues must flow from sound policies based on the principle of distributive justice.

RELATED ISSUES

- *Kansas State Budget
- *Property Tax Adjustment

Health

Health care must be promoted and supported by the cooperative efforts of the public and private sectors for the good of the individual and society as a whole. The Kansas Catholic Conference holds that necessary health services are a provision rooted in a basic human right.

RELATED ISSUES

- *Support the WIC program with state money.
- *Advanced Directives for Medical Decisions
- *Infant Mortality
- *Health Care Rationing
- *Medicare
- *Medicaid
- *Access to Health Care

Life

All human life is sacred. Consistent with this belief is the commitment to the legal protection for human beings from the unborn to the dying. The tragic increase in the loss of life of our inner city youth and the current need to ensure citizen safety are issues of critical importance in working to curtail drug use. Ensuring quality of life in Kansas for all its citizens, especially the most vulnerable, will continue to be a priority.

RELATED ISSUES

- *Abortion
- *Assisted Suicide
- *Euthanasia
- *Drug Control
- *Death Penalty

Other State and Federal Issues

Important issues such as aging, housing, energy and rural life are addressed through Conference participation in various coalitions and special interest groups. When addressing federal legislative issues, the Kansas Catholic Conference works in collaboration with the United States Catholic Conference. Of prime importance are the reauthorization of federal education programs; environmental issues; child care; the federal budget; and Medicare. Current economic conditions call for sustained advocacy on behalf of policies ensuring that available funding is utilized in the most effective manner.

Conclusion

The role of the church in Kansas public policy has been visible and constant. The serious responsibility to assist in the formation of an informed citizenry requires immediate, relevant, and accurate information. To contribute to the ongoing dialogue surrounding the issues presented here and to maintain contact with state policy makers demands constant study and sustained vigilance. Further, the range of issues often calls for collaborative efforts with coalitions and other diverse groups. Together these activities become the means to effect a climate of dignity and Christian justice, especially for those who are least able to advocate on their own behalf.

TESTIMONY PRESENTED TO
KANSAS HOUSE EDUCATION COMMITTEE

FEBRUARY 10, 1992

My name is Connie Hubbell, Legislative Coordinator for the Kansas State Board of Education. I am pleased to speak to you about the School Breakfast Program and urge your support of House Bill 2693. This initiative fits into the national plan called "Healthy Children Ready to Learn", a joint effort of the National Governor's Association and the U.S. Departments of Education, Agriculture, and Health and Human Services. A nutritious breakfast starts the day right and prepares students so they are ready to learn.

We hope you enjoyed the food items served to you. The two items served meet the USDA breakfast meal requirements and would be a reimbursable breakfast.

For many children, eating breakfast is not a regular occurrence. Some have parents who work and have limited or no time to prepare and serve breakfast. Other children have long bus rides and are hungry when they arrive at school. Many come from families that cannot always afford enough food. Because these children do not eat a nutritious breakfast at home, they are hungry when they reach school and either continue to be hungry until lunchtime or eat less nutritious food to stop their grumbling stomachs.

Hunger in the morning leaves children lethargic and unable to concentrate. It causes absenteeism, sickness, and disruptive behavior. And, most significantly, hunger deprives children of important opportunities to learn.

The School Breakfast Program provides federal funds as an entitlement to all schools to assist in providing nutritious morning meals to students. Participation in the program is available to all students enrolled in the school, and children from low-income families may be eligible for free or reduced price breakfasts.

Studies have documented the significant relationship between eating a nutritious breakfast at school and the ability to perform in school. A 1987 study conducted by physicians and researchers from universities and hospitals in Boston found that low-income elementary school students participating in the School Breakfast Program showed an improvement in standardized achievement test scores, improved attendance and reduced tardiness compared to similar students who did not eat breakfast at school. More recently, the Food Research and Action Center's Community Childhood Hunger Identification Project (CCHIP) found that low-income students have fewer school absences when they get breakfast at school.

In many ways, the School Breakfast Program is a paradox. It is one of the most beneficial of the federal nutrition programs; yet, it is sadly underutilized. **It meets a vital need** - thousands of school children who otherwise may not eat breakfast can receive a nutritious meal at school. **It is effective** - students are better prepared to start their school day and studies link nutrition and learning.

*Education
Attachment #10
February 10, 1992*

February 10, 1992

Despite the fact that the eligibility requirements are the same for all school meal programs and school lunch is available in all Kansas school districts, only three hundred eighteen (318) schools in sixty-nine (69) school districts offer a school breakfast. This equates to 21 percent of schools and 20 percent of Kansas school districts offering breakfasts. In the nation as a whole, 48.8 percent of the schools offering school lunch also offer breakfast. In a national ranking, Kansas ranks 49th out of 50 states for percent of schools offering lunch and breakfast.

Many school administrators perceive insurmountable barriers, some fear disruption, and others just have not made it a priority. But all of the problems associated with school breakfast -- perceived and real -- can be solved. The following is typical for schools that start a breakfast program.

During a staff meeting in the spring of 1991, the school principal announced the school would start a breakfast program in the fall. Many staff acknowledged their skepticism and doubts. During in-service meetings in August, every conceivable problem was discussed, lists and schedules were double checked, and in spite of certain reservations, everyone agreed to work cooperatively to meet this new "challenge".

September 3 arrived and with it the buses loaded with hungry and excited students. In spite of the thorough planning, lines were long, trays were dropped, and staff wasn't able to be in all places at all times. Teachers, custodians, and parents were called upon to assist in any capacity necessary to "meet the challenge".

When October arrived, problems and stressful situations faded into confidence and capability. Facial expressions changed from reservations and doubt into amazement and awe. Concerns about discipline problems arising from non-eating students didn't materialize because there were so few non-eaters. Teachers realized students who ate breakfast were more alert, more receptive to instruction, and more self-disciplined than non-eaters. Teachers also realized the perceived problem of dealing with students reaching the classroom at varying times was an "opportunity" to give individual attention to students who needed it.

The breakfast program challenged all the school staff to change from skepticism and concern to belief and support. This change became an opportunity to break away from what had always been done and accept the unexpected bonuses that resulted.

To ease the implementation of school breakfast programs in all school districts, the Kansas State Board of Education recommends a three year phase-in period.

During the first year, breakfast programs would be started in school districts in which 35 percent or more of the students enrolled in October of the preceding school year were eligible for free and reduced price meals.

Attach #10-2

February 10, 1992

During the second year, breakfast programs would be started in school districts in which 25 percent or more of the students enrolled in October of the preceding school year were eligible for free and reduced price meals.

During the third year, all remaining school districts would implement a breakfast program.

Many schools can implement a breakfast program at no additional cost to the district. By rescheduling current labor, using pre-portioned foods such as those served today, and using a self-serve type of service, meals can be efficiently and easily offered. Some schools will have start up costs for additional equipment, such as freezers; however, this will be minimal.

Historically, breakfast participation at senior high schools has been low. So that the breakfast program would not be a financial liability to the district, we also propose that if after five (5) months of participation, a senior high school is losing money and can sufficiently demonstrate proof to the State Board of Education, that senior high school could be granted a waiver from the breakfast requirement.

In summary, the School Breakfast Program can prepare students for learning, it can be implemented at little or no cost, and the benefits are lifelong. Thousands of Kansas students begin each school day hungry, and the School Breakfast Program can make a difference!

Attach # 10-3

SCHOOL BREAKFAST PATTERNS FOR VARIOUS AGE/GRADE GROUPS

A breakfast must contain at least the minimum quantities of each item for the age and grade levels specified.

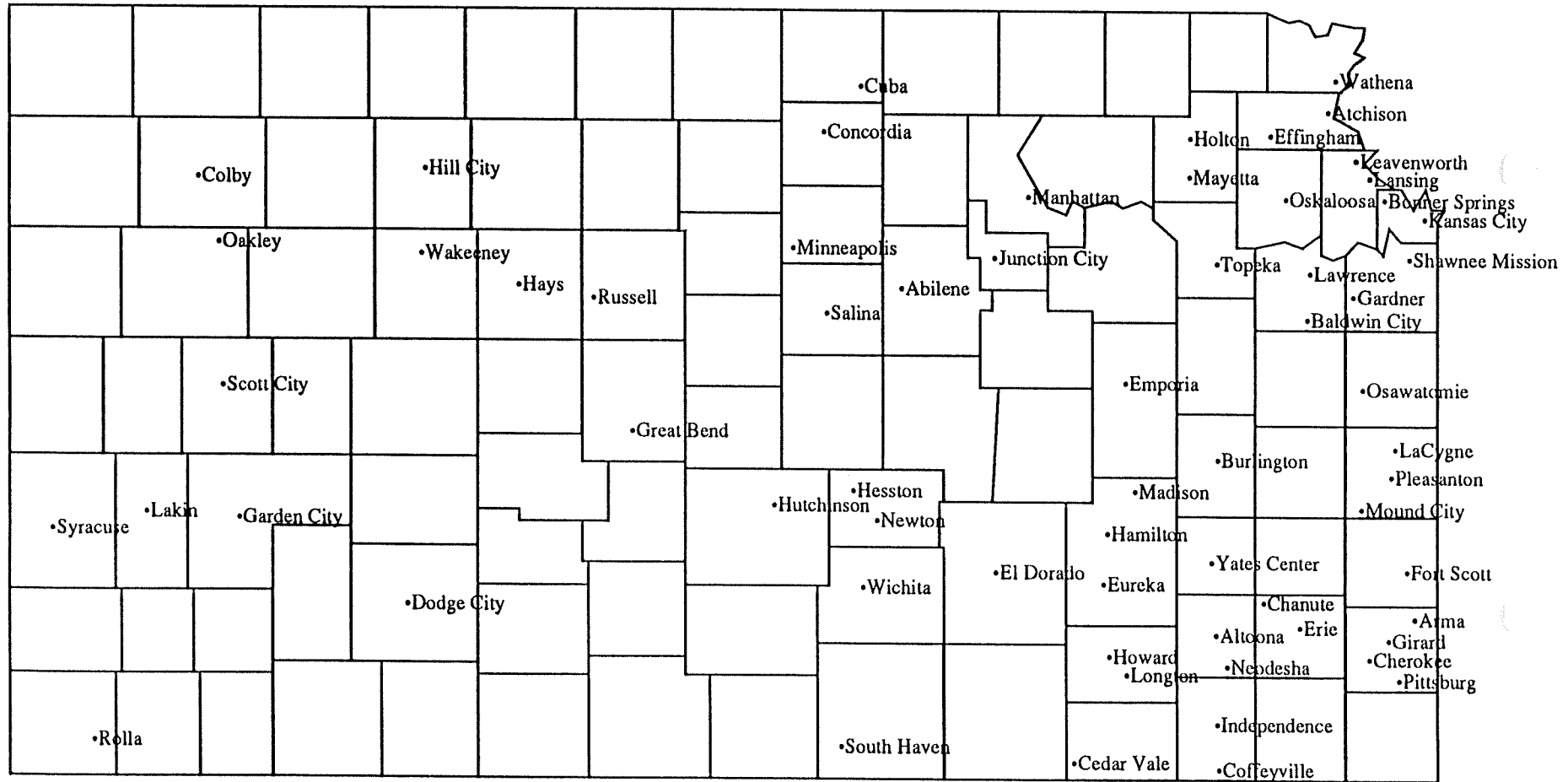
FOOD COMPONENTS/ITEMS	MINIMUM QUANTITIES			SPECIFIC REQUIREMENTS
	Preschool ages 1-2	ages 3, 4, 5	Grades K-12	
ONE SERVING				
MILK A serving of fluid milk as a beverage, on cereal, or both	1/2 cup (4 fl. oz.)	3/4 cup (6 fl. oz.)	1/2 pint (8 fl. oz.)	
ONE SERVING				
JUICE/FRUIT OR VEGETABLE	1/4 cup	1/2 cup	1/2 cup	Only 100% full-strength fruit or vegetable juice may be used.
TWO SERVINGS Two servings of bread or meat or their alternate or one serving of each.				
BREAD/BREAD ALTERNATE - Bread, whole grain or enriched	1/2 slice	1/2 slice	1 slice	
- Biscuit, roll, muffin, or equal serving of corn bread, etc. (whole grain or enriched meal or flour)	1/2 serving	1/2 serving	1 serving	
- Cereal (whole grain or enriched or fortified)	1/4 cup (1/3 oz.)	1/3 cup (1/2 oz.)	3/4 cup (1 oz.)	
AND/OR				
MEAT/MEAT ALTERNATE - Meat, poultry, or fish	1/2 oz.	1/2 oz.	1 oz.	
- Cheese	1/2 oz.	1/2 oz.	1 oz.	
- Egg (large)	1/2	1/2	1/2	
- Peanut butter or other nut or seed butters	1 Tbsp.	1 Tbsp.	2 Tbsp.	
- Cooked dry beans and peas	2 Tbsp.	2 Tbsp.	4 Tbsp.	Cooked dry beans or peas may be used as a meat alternate or a vegetable but not as both in the same meal.
- Nuts and/or seeds	1/2 oz.	1/2 oz.	1 oz.	No more than one ounce of nuts or seeds may be served in any one meal.

This is an equal opportunity program. If you believe you have been discriminated against because of race, color, national origin, age, sex or handicap, write immediately to the Secretary of Agriculture, Washington, D.C. 20250. The Kansas State Board of Education does not discriminate. Any questions regarding the Board's compliance with the above should be directed to (913) 296-2424, 120 E. 10th Street, Topeka, KS 66612.

Attachment #11

February 10, 1992

KANSAS SCHOOL DISTRICTS WITH SCHOOL BREAKFAST PROGRAMS*



ATTACH # 11-2

*SEE ATTACHED PRINTOUT FOR SPECIFIC ATTENDANCE CENTERS PARTICIPATING IN THE SCHOOL BREAKFAST PROGRAM

LISTING OF SCHOOL DISTRICTS AND ATTENDANCE CENTERS
PARTICIPATING IN SCHOOL BREAKFAST PROGRAM
SCHOOL YEAR 1991-92

- COLUMN 1 NUMBER: School district or USD number. A prefix of D0 is used to identify public school districts in the Food Service Information and Management System (FSIMS). The number of participating attendance centers is summed and printed for each school district.
- COLUMN 2 DISTRICT NAME: School district name.
- COLUMN 3 NUMBER: Attendance center identification number used in FSIMS.
- COLUMN 4 CENTER NAME: Attendance center name.

Attach #11-3

NUMBER	DISTRICT_NAME	NUMBER	CENTER_NAME
D0101	ERIE-ST PAUL	0102	ERIE ELEM
D0101	ERIE-ST PAUL	0104	ERIE HIGH
D0101	ERIE-ST PAUL	0108	GALESBURG ELEM
D0101	ERIE-ST PAUL	0116	ST PAUL ELEM
D0101	ERIE-ST PAUL	0118	ST PAUL HIGH
D0101	ERIE-ST PAUL	0120	THAYER ELEM
D0101	ERIE-ST PAUL	0122	THAYER HIGH
COUNT			

7			
D0202	TURNER-KANSAS CITY	0158	MUNCIE ELEM
COUNT			

1			
D0204	BONNER SPRINGS	0214	BONNER SPRINGS HIGH
D0204	BONNER SPRINGS	0227	SOUTH PARK HEADSTART
COUNT			

2			
D0208	WAKEENEY	0306	WAKEENEY ELEM
D0208	WAKEENEY	0308	TREGO COMMUNITY HIGH
COUNT			

2			
D0215	LAKIN	0466	LAKIN ELEM
D0215	LAKIN	0467	LAKIN MIDDLE
D0215	LAKIN	0468	LAKIN HIGH
COUNT			

3			
D0217	ROLLA	0496	ROLLA ELEM
D0217	ROLLA	0498	ROLLA HIGH
COUNT			

2			
D0231	GARDNER-EDGERTON-ANTIOCH	0804	GARDNER ELEM
D0231	GARDNER-EDGERTON-ANTIOCH	0806	NIKE MIDDLE
D0231	GARDNER-EDGERTON-ANTIOCH	0812	EDGERTON ELEM
COUNT			

3			
D0234	FORT SCOTT	0898	EUGENE WARE ELEM FORT SCO
D0234	FORT SCOTT	0900	WINFIELD SCOTT ELEM FORT
D0234	FORT SCOTT	0902	FORT SCOTT MIDDLE SCHOOL
D0234	FORT SCOTT	0904	FORT SCOTT SR HIGH
COUNT			

4			
D0239	NORTH OTTAWA COUNTY	1060	MINNEAPOLIS ELEMENTARY

Attach #11-4

NUM	DISTRICT_NAME	NUMBER	CENTER_NAME

COUNT			

1			
D0244	BURLINGTON	1152	BURLINGTON ELEM K-5
D0244	BURLINGTON	1154	BURLINGTON HIGH
D0244	BURLINGTON	1162	BURLINGTON MIDDLE 6-8
COUNT			

3			
D0246	NORTHEAST	1194	ARMA ELEM
D0246	NORTHEAST	1198	NORTH EAST HIGH ARMA
COUNT			

2			
D0247	CHEROKEE	1220	CHEROKEE ELEM
D0247	CHEROKEE	1226	MCCUNE ELEM
D0247	CHEROKEE	1232	WEIR ELEM
D0247	CHEROKEE	1234	WEST MINERAL ELEM
COUNT			

4			
D0248	GIRARD	1258	R V HADERLEIN ELEM
COUNT			

1			
D0250	PITTSBURG	1300	EUGENE FIELD ELEM PITTSBU
D0250	PITTSBURG	1304	LAKESIDE ELEM PITTSBURG
D0250	PITTSBURG	1306	LINCOLN ELEM PITTSBURG
D0250	PITTSBURG	1310	WESTSIDE ELEM PITTSBURG
D0250	PITTSBURG	1316	PITTSBURG HIGH
COUNT			

5			
D0253	EMPORIA	1421	EMPORIA HEAD START KANSAS
D0253	EMPORIA	1422	LOWTHER MIDDLE SCHOOL EMP
D0253	EMPORIA	1424	EMPORIA HIGH
COUNT			

3			
D0259	WICHITA	1614	ADAMS ELEM WICHITA
D0259	WICHITA	1616	ALCOTT ALTERNATIVE MIDDLE
D0259	WICHITA	1618	ALLEN ELEM WICHITA
D0259	WICHITA	1636	CALDWELL ELEM WICHITA
D0259	WICHITA	1638	CARTER ELEM WICHITA
D0259	WICHITA	1640	CESSNA ELEM WICHITA
D0259	WICHITA	1650	CLOUD ELEM WICHITA
D0259	WICHITA	1653	COLVIN ELEM WICHITA
D0259	WICHITA	1654	DODGE ELEM WICHITA
D0259	WICHITA	1660	ENTERPRISE ELEM WICHITA
D0259	WICHITA	1670	FIELD ELEM WICHITA

Attach #15

ER	DISTRICT_NAME	NUMBER	CENTER_NAME
D0259	WICHITA	1674	FRANKLIN ELEM WICHITA
D0259	WICHITA	1676	FUNSTON ELEM WICHITA
D0259	WICHITA	1678	GARDINER ELEM WICHITA
D0259	WICHITA	1688	HARRY STREET ELEM WICHITA
D0259	WICHITA	1694	IRVING FOREIGN LANG. MAGN
D0259	WICHITA	1698	JEFFERSON ELEM WICHITA
D0259	WICHITA	1712	LAWRENCE ELEM WICHITA
D0259	WICHITA	1716	LINCOLN ELEM WICHITA
D0259	WICHITA	1722	LONGFELLOW ELEM WICHITA
D0259	WICHITA	1738	MCCORMICK ELEM WICHITA
D0259	WICHITA	1744	MINNEHA ELEM WICHITA
D0259	WICHITA	1756	PARK FOREIGN LANG. MAGNET
D0259	WICHITA	1758	PAYNE ELEM WICHITA
D0259	WICHITA	1760	PETERSON ELEM WICHITA
D0259	WICHITA	1778	PLEASANT VALLEY ELEM WICH
D0259	WICHITA	1782	STANLEY ELEM WICHITA
D0259	WICHITA	1784	STEARMAN ELEM WICHITA
D0259	WICHITA	1786	SUNNYSIDE ELEM WICHITA
D0259	WICHITA	1790	WASHINGTON ELEM WICHITA
D0259	WICHITA	1792	WELLS SPECIAL ED CTR WICH
D0259	WICHITA	1802	WOODMAN ELEM WICHITA
D0259	WICHITA	1804	ALLISON MIDDLE SCHOOL WIC
D0259	WICHITA	1806	BROOKS MIDDLE SCHOOL WICH
D0259	WICHITA	1808	CURTIS MIDDLE SCHOOL WICH
D0259	WICHITA	1812	HADLEY MIDDLE SCHOOL WICH
D0259	WICHITA	1814	HAMILTON MIDDLE SCHOOL WI
D0259	WICHITA	1816	JARDINE MIDDLE SCHOOL WIC
D0259	WICHITA	1818	HORACE MANN FOREIGN LANG.
D0259	WICHITA	1820	MARSHALL MIDDLE SCHOOL WI
D0259	WICHITA	1824	MAYBERRY MIDDLE SCHOOL WI
D0259	WICHITA	1838	NORTH HIGH WICHITA
D0259	WICHITA	1846	HEIGHTS HIGH WICHITA
D0259	WICHITA	1847	NORTHWEST HIGH WICHITA
D0259	WICHITA	1850	FOOD PRODUCTION CTR WICHI
COUNT			

45			
D0274	OAKLEY	2258	MONUMENT ELEM
D0274	OAKLEY	2262	OAKLEY ELEM
D0274	OAKLEY	2266	OAKLEY SR HIGH & JR HIGH
COUNT			

3			
D0281	HILL CITY	2408	BOGUE ELEM
COUNT			

1			
D0282	WEST ELK	2444	MOLINE ELEM
D0282	WEST ELK	2448	SEVERY ELEM
COUNT			

2			
D0283	ELK VALLEY	2470	LONGTON ELEM

Attachment #11-6

NUM	DISTRICT_NAME	NUMBER	CENTER_NAME

COUNT			

1			
D0285	CEDAR VALE	2518	CEDAR VALE ELEM
D0285	CEDAR VALE	2520	CEDAR VALE HIGH
COUNT			

2			
D0305	SALINA	2988	FRANK HAGEMAN ELEM SALINA
D0305	SALINA	2992	HAWTHORNE ELEM SALINA
D0305	SALINA	3018	SUNSET ELEM SALINA
COUNT			

3			
D0308	HUTCHINSON PUBLIC SCHOOLS	3100	ALLEN ELEM HUTCHINSON
D0308	HUTCHINSON PUBLIC SCHOOLS	3106	FARIS ELEM HUTCHINSON
D0308	HUTCHINSON PUBLIC SCHOOLS	3110	GRANDVIEW ELEM HUTCHINSON
D0308	HUTCHINSON PUBLIC SCHOOLS	3114	LINCOLN ELEM HUTCHINSON
COUNT			

4			
D0315	COLBY PUBLIC SCHOOLS	3290	COLBY ELEM
COUNT			

1			
D0323	POTTAWATOMIE WEST	3488	ST GEORGE ELEM
COUNT			

1			
D0333	CONCORDIA	3786	LINCOLN ELEM CONCORDIA
D0333	CONCORDIA	3788	MCKINLEY ELEM CONCORDIA
D0333	CONCORDIA	3792	WASHINGTON ELEM CONCORDIA
COUNT			

3			
D0336	HOLTON	3886	CENTRAL ELEM HOLTON
D0336	HOLTON	3887	COLORADO ELEM HOLTON
COUNT			

2			
D0337	MAYETTA	3916	HOYT ELEM
D0337	MAYETTA	3918	ROYAL VALLEY HI HOYT
D0337	MAYETTA	3920	MAYETTA ELEM
D0337	MAYETTA	3921	ROYAL VALLEY UPPER MAYETT
COUNT			

4			
D0341	OSKALOOSA PUBLIC SCHOOLS	3988	OSKALOOSA ELEM

Attach #11-8

NUMBER	DISTRICT_NAME	NUMBER	CENTER_NAME
D0341 COUNT	OSKALOOSA PUBLIC SCHOOLS	3990	OSKALOOSA HIGH

2			
D0344 D0344 COUNT	PLEASANTON PLEASANTON	4038 4040	PLEASANTON ELEM PLEASANTON HIGH

2			
D0345 COUNT	SEAMAN	4056	EAST INDIANOLA ELEM P O T

1			
D0346 D0346 D0346 D0346 COUNT	JAYHAWK JAYHAWK JAYHAWK JAYHAWK	4088 4092 4094 4096	BLUE MOUND ELEM MOUND CITY ELEM JAYHAWK-LINN HIGH MOUND C PRESCOTT ELEM

4			
D0348 D0348 D0348 D0348 COUNT	BALDWIN CITY BALDWIN CITY BALDWIN CITY BALDWIN CITY	4140 4141 4144 4146	BALDWIN ELEM BALDWIN UPPER ELEM MARION SPRINGS VINLAND ELEM

4			
D0362 D0362 D0362 D0362 COUNT	PRAIRIE VIEW PRAIRIE VIEW PRAIRIE VIEW PRAIRIE VIEW	4490 4496 4502 4504	FONTANA ELEM LACYGNE ELEM PARKER ELEM PRAIRIE VIEW JR HI LACYGN

4			
D0366 COUNT	YATES CENTER	4639	YATES CENTER ELEM

1			
D0367 D0367 D0367 D0367 COUNT	OSAWATOMIE OSAWATOMIE OSAWATOMIE OSAWATOMIE	4662 4664 4665 4666	OSAWATOMIE EAST ELEM OSAWATOMIE WEST ELEM OSAWATOMIE UPPER ELEM OSAWATOMIE HIGH

4			
D0373 COUNT	NEWTON	4810	NEWTON SR HIGH

1			

Attach #11-8

NUM	DISTRICT_NAME	NUMBER	CELEBRER_NAME
D0377	ATCHISON CO COMM SCHOOLS	4888	CUMMINGS ELEM
D0377	ATCHISON CO COMM SCHOOLS	4890	EFFINGHAM ELEM
D0377	ATCHISON CO COMM SCHOOLS	4906	LANCASTER ELEM
D0377	ATCHISON CO COMM SCHOOLS	4916	ATCHISON CO. COMMUNITY MI
D0377	ATCHISON CO COMM SCHOOLS	4918	EFFINGHAM KINDERGARTEN
COUNT			

5			
D0383	MANHATTAN	5112	AMANDA ARNOLD ELEM
D0383	MANHATTAN	5118	BLUEMONT ELEM MANHATTAN
D0383	MANHATTAN	5122	EUGENE FIELD ELEM MANHATT
D0383	MANHATTAN	5124	LEE ELEM MANHATTAN
D0383	MANHATTAN	5125	MARLATT ANNEX MANHATTAN
D0383	MANHATTAN	5126	MARLATT ELEM MANHATTAN
D0383	MANHATTAN	5128	NORTHVIEW ELEM MANHATTAN
D0383	MANHATTAN	5130	THEO ROOSEVELT ELEM MANHA
D0383	MANHATTAN	5132	WOODROW WILSON ELEM MANHA
D0383	MANHATTAN	5134	MANHATTAN MIDDLE SCHOOL
D0383	MANHATTAN	5136	MANHATTAN SR HIGH
D0383	MANHATTAN	5138	OGDEN ELEM
COUNT			

12			
D0386	MADISON-VIRGIL	5198	MADISON ELEM
D0386	MADISON-VIRGIL	5202	MADISON HIGH
COUNT			

2			
D0387	ALTOONA-MIDWAY	5214	ALTOONA ELEM
D0387	ALTOONA-MIDWAY	5216	ALTOONA-MIDWAY MIDDLE
D0387	ALTOONA-MIDWAY	5220	MIDWAY ELEM BUFFALO
D0387	ALTOONA-MIDWAY	5222	ALTOONA-MIDWAY SR HI BUFF
COUNT			

4			
D0389	EUREKA	5265	EUREKA KDGN
COUNT			

1			
D0390	HAMILTON	5296	HAMILTON ELEM
D0390	HAMILTON	5298	HAMILTON HIGH
COUNT			

2			
D0406	WATHENA	5674	WATHENA ELEM
D0406	WATHENA	5676	WATHENA HIGH
COUNT			

2			
D0407	RUSSELL COUNTY	5722	RUPPENTHAL MIDDLE

Attachment #11-9

NUMBER	DISTRICT_NAME	NUMBER	CENTER_NAME
D0407 COUNT	RUSSELL COUNTY	5724	RUSSELL HIGH

2			
D0409	ATCHISON PUBLIC SCHOOLS	5760	CENTRAL ELEM ATCHISON
D0409	ATCHISON PUBLIC SCHOOLS	5762	FRANKLIN ELEM ATCHISON
D0409	ATCHISON PUBLIC SCHOOLS	5764	MARTIN EAST ELEM ATCHISON
D0409	ATCHISON PUBLIC SCHOOLS	5766	MARTIN WEST ELEM ATCHISON
D0409	ATCHISON PUBLIC SCHOOLS	5768	WASHINGTON ELEM ATCHISON
D0409	ATCHISON PUBLIC SCHOOLS	5770	ATCHISON HIGH
D0409	ATCHISON PUBLIC SCHOOLS	5776	ATCHISON JR HIGH
COUNT			

7			
D0413	CHANUTE PUBLIC SCHOOLS	5870	ALCOTT ELEM CHANUTE
D0413	CHANUTE PUBLIC SCHOOLS	5872	HUTTON ELEM CHANUTE
D0413	CHANUTE PUBLIC SCHOOLS	5876	MURRAY ELEM CHANUTE
D0413	CHANUTE PUBLIC SCHOOLS	5880	ROYSTER JR HIGH CHANUTE
COUNT			

4			
D0417	MORRIS COUNTY	5998	DWIGHT ELEM
D0417	MORRIS COUNTY	6005	WILSEY ELEM
COUNT			

2			
D0428	GREAT BEND	6278	WASHINGTON ELEM GREAT BEN
D0428	GREAT BEND	6282	ROOSEVELT JR HIGH GREAT B
D0428	GREAT BEND	6300	GREAT BEND KITCHEN UNIT
COUNT			

3			
D0435	ABILENE	6464	GARFIELD ELEM ABILENE
D0435	ABILENE	6466	KENNEDY ELEM ABILENE
D0435	ABILENE	6470	MCKINLEY ELEM ABILENE
COUNT			

3			
D0443	DODGE CITY	6674	CENTRAL ELEM DODGE CITY
D0443	DODGE CITY	6676	LINCOLN ELEM DODGE CITY
D0443	DODGE CITY	6678	MILLER ELEM DODGE CITY
D0443	DODGE CITY	6680	NORTHWEST ELEM DODGE CITY
D0443	DODGE CITY	6682	SUNNYSIDE ELEM DODGE CITY
D0443	DODGE CITY	6684	DODGE CITY MIDDLE SCHOOL
D0443	DODGE CITY	6702	WILROADS GARDENS ELEM
COUNT			

7			
D0445	COFFEYVILLE	6758	EDGEWOOD ELEM COFFEYVILLE
D0445	COFFEYVILLE	6760	GARFIELD ELEM COFFEYVILLE

Attach #11-10

NUM.	DISTRICT NAME	NUMBER	CENTER NAME
D0445	COFFEYVILLE	6762	LONGFELLOW ELEM COFFEYVIL
D0445	COFFEYVILLE	6764	LOWELL ELEM COFFEYVILLE
D0445	COFFEYVILLE	6766	WHITTIER ELEM COFFEYVILLE
D0445	COFFEYVILLE	6768	MCKINLEY ELEM COFFEYVILLE
D0445	COFFEYVILLE	6770	ROOSEVELT MIDDLE COFFEYVI
D0445	COFFEYVILLE	6772	COFFEYVILLE HIGH FIELD KI
D0445	COFFEYVILLE	6774	DEARING ELEM
COUNT			

9			
D0446	INDEPENDENCE	6821	EISENHOWER ELEM INDEPENDENCE
D0446	INDEPENDENCE	6822	LINCOLN ELEM INDEPENDENCE
D0446	INDEPENDENCE	6824	RILEY ELEM INDEPENDENCE
D0446	INDEPENDENCE	6826	WASHINGTON ELEM INDEPENDENCE
COUNT			

4			
D0453	LEAVENWORTH	7002	ANTHONY ELEM LEAVENWORTH
D0453	LEAVENWORTH	7008	LINCOLN ELEM LEAVENWORTH
D0453	LEAVENWORTH	7010	NORTH BROADWAY ELEM LEAV
D0453	LEAVENWORTH	7020	LEAVENWORTH SR HIGH
COUNT			

4			
D0455	HILLCREST RURAL SCHOOLS	7074	HILLCREST ELEM CUBA
D0455	HILLCREST RURAL SCHOOLS	7076	HILLCREST HIGH CUBA
COUNT			

2			
D0457	GARDEN CITY	7115	EDITH SCHEUERMAN ELEM
D0457	GARDEN CITY	7116	FRIEND ELEM
D0457	GARDEN CITY	7117	RUSSELL CHILD DEVELOPMENT
D0457	GARDEN CITY	7118	ALTA BROWN ELEM
D0457	GARDEN CITY	7120	GARFIELD ELEM
D0457	GARDEN CITY	7124	BUFFALO JONES ELEM
D0457	GARDEN CITY	7126	GEORGIA MATTHEWS ELEM
D0457	GARDEN CITY	7131	GERTRUDE WALKER ELEM
D0457	GARDEN CITY	7132	JENNIE BARKER ELEM
D0457	GARDEN CITY	7140	PIERCEVILLE-PLYMELL ELEM
D0457	GARDEN CITY	7143	VICTOR ORNELAS ELEM
COUNT			

11			
D0460	HESSTON	7206	HESSTON ELEM
D0460	HESSTON	7208	HESSTON MIDDLE SCHOOL
D0460	HESSTON	7210	HESSTON HIGH
COUNT			

3			
D0461	NEODESHA	7226	HELLER ELEM NEODESHA
COUNT			

Attach #11-12

NUMBER	DISTRICT_NAME	NUMBER	CENTER_NAME
D0466	SCOTT COUNTY	7356	SCOTT CITY LOWER ELEM
D0466	SCOTT COUNTY	7358	SCOTT CITY MIDDLE
D0466	SCOTT COUNTY	7360	SCOTT CITY HIGH
D0466	SCOTT COUNTY	7362	SHALLOW WATER ELEM
COUNT			

4			
D0469	LANSING	7422	LANSING INTERMEDIATE-5TH
D0469	LANSING	7428	LANSING ELEM K-3
COUNT			

2			
D0475	JUNCTION CITY	7592	GRANDVIEW ELEM JUNCTION C
D0475	JUNCTION CITY	7596	CUSTER HILL ELEM FT RILEY
D0475	JUNCTION CITY	7598	EISENHOWER ELEM JUNCTION
D0475	JUNCTION CITY	7600	FORT RILEY ELEM FT RILEY
D0475	JUNCTION CITY	7602	FRANKLIN ELEM JUNCTION CI
D0475	JUNCTION CITY	7604	JEFFERSON ELEM FT RILEY
D0475	JUNCTION CITY	7606	LINCOLN ELEM JUNCTION CIT
D0475	JUNCTION CITY	7608	MORRIS HILL ELEM FT RILEY
D0475	JUNCTION CITY	7610	SHERIDAN ELEM JUNCTION CI
D0475	JUNCTION CITY	7612	WASHINGTON ELEM JUNCTION
D0475	JUNCTION CITY	7614	WESTWOOD ELEM JUNCTION CI
D0475	JUNCTION CITY	7616	FORT RILEY MIDDLE SCHOOL
D0475	JUNCTION CITY	7618	JUNCTION CITY MIDDLE SCHO
D0475	JUNCTION CITY	7624	MILFORD ELEM MILFORD
D0475	JUNCTION CITY	7630	WARE ELEM FT RILEY
D0475	JUNCTION CITY	7631	MAX HEIM EARLY EDUCATION
COUNT			

16			
D0489	HAYS	7946	LINCOLN ELEM HAYS
D0489	HAYS	7948	WASHINGTON ELEM HAYS
D0489	HAYS	7952	FELTEN MIDDLE HAYS
D0489	HAYS	7954	HAYS HIGH
D0489	HAYS	7956	KATHRYN O'LOUGHLIN MCCART
COUNT			

5			
D0490	EL DORADO	7994	LINCOLN ELEM ELDORADO
D0490	EL DORADO	7998	WASHINGTON ELEM ELDORADO
D0490	EL DORADO	8000	ELDORADO MIDDLE
COUNT			

3			
D0494	SYRACUSE	8110	SYRACUSE ELEM
D0494	SYRACUSE	8114	SYRACUSE HIGH
COUNT			

2			
D0497	LAWRENCE	8194	CORDLEY ELEM LAWRENCE

Attach #11-~~10~~ 12

NUM	DISTRICT NAME	NUMBER	CENTER NAME
D0497	LAWRENCE	8196	EAST HEIGHTS ELEM LAWRENC
D0497	LAWRENCE	8200	KENNEDY ELEM LAWRENCE
D0497	LAWRENCE	8202	QUAIL RUN ELEMENTARY
D0497	LAWRENCE	8204	NEW YORK ELEM LAWRENCE
D0497	LAWRENCE	8208	SCHWEGLER ELEM LAWRENCE
D0497	LAWRENCE	8212	WOODLAWN ELEM LAWRENCE
D0497	LAWRENCE	8218	LAWRENCE HIGH
COUNT			

8

D0500	KANSAS CITY	8279	BANNEKER ELEM KANSAS CITY
D0500	KANSAS CITY	8284	CHELSEA ELEM KANSAS CITY
D0500	KANSAS CITY	8285	DOUGLASS ELEM KANSAS CITY
D0500	KANSAS CITY	8289	FAIRFAX ELEM KANSAS CITY
D0500	KANSAS CITY	8290	JOHN FISKE ELEM KANS CITY
D0500	KANSAS CITY	8292	GRANT ELEM KANSAS CITY
D0500	KANSAS CITY	8293	HAWTHORNE ELEM KANSAS CIT
D0500	KANSAS CITY	8305	QUINDARO ELEM KANSAS CITY
D0500	KANSAS CITY	8309	NEW STANLEY ELEM KANSAS C
D0500	KANSAS CITY	8314	WHITTIER ELEM KANSAS CITY
D0500	KANSAS CITY	8358	ME PEARSON ELEM KANSAS CI
D0500	KANSAS CITY	8378	KANSAS CITY KITCHEN UNIT
COUNT			

12

D0501	TOPEKA PUBLIC SCHOOLS	8442	AVONDALE EAST ELEM TOPEKA
D0501	TOPEKA PUBLIC SCHOOLS	8448	BELVOIR ELEM TOPEKA
D0501	TOPEKA PUBLIC SCHOOLS	8452	CHASE MIDDLE SCHOOL TOPEK
D0501	TOPEKA PUBLIC SCHOOLS	8462	HIGHLAND PARK CENTRAL TOP
D0501	TOPEKA PUBLIC SCHOOLS	8464	HIGHLAND PARK NORTH TOPEK
D0501	TOPEKA PUBLIC SCHOOLS	8465	HIGHLAND PARK SOUTH TOPEK
D0501	TOPEKA PUBLIC SCHOOLS	8466	HUDSON ELEM TOPEKA
D0501	TOPEKA PUBLIC SCHOOLS	8468	LAFAYETTE ELEM TOPEKA
D0501	TOPEKA PUBLIC SCHOOLS	8472	LOWMAN HILL ELEM TOPEKA
D0501	TOPEKA PUBLIC SCHOOLS	8474	LUNDGREN ELEM TOPEKA
D0501	TOPEKA PUBLIC SCHOOLS	8494	QUINCY ELEM TOPEKA
D0501	TOPEKA PUBLIC SCHOOLS	8496	QUINTON HEIGHTS ELEM TOPE
D0501	TOPEKA PUBLIC SCHOOLS	8501	ROBINSON MIDDLE SCHOOL TO
D0501	TOPEKA PUBLIC SCHOOLS	8502	SHELDON CHILD DEVELOPMENT
D0501	TOPEKA PUBLIC SCHOOLS	8504	STATE STREET ELEM TOPEKA
D0501	TOPEKA PUBLIC SCHOOLS	8508	SUMNER ELEM TOPEKA
D0501	TOPEKA PUBLIC SCHOOLS	8516	TOPEKA EDUCATION CENTER
D0501	TOPEKA PUBLIC SCHOOLS	8524	EISENHOWER MIDDLE SCHOOL
D0501	TOPEKA PUBLIC SCHOOLS	8536	HIGHLAND PARK HIGH TOPEKA
D0501	TOPEKA PUBLIC SCHOOLS	8538	TOPEKA HIGH
D0501	TOPEKA PUBLIC SCHOOLS	8552	CAPITAL CITY
COUNT			

21

D0509	SOUTH HAVEN	8742	SOUTH HAVEN ELEM
D0509	SOUTH HAVEN	8744	SOUTH HAVEN HIGH
COUNT			

2

Attach #11-#12

NR	DISTRICT_NAME	NUMBER	CENTER_NAME
D0512	SHAWNEE MISSION	8774	ANTIOCH EAST ELEM
D0512	SHAWNEE MISSION	8776	APACHE ELEM OVERLAND PARK
D0512	SHAWNEE MISSION	8778	ARROWHEAD ELEM OVERLAND P
D0512	SHAWNEE MISSION	8787	BROKEN ARROW ELEM
D0512	SHAWNEE MISSION	8793	COMMANCHE
D0512	SHAWNEE MISSION	8796	CRESTVIEW ELEM MERRIAM
D0512	SHAWNEE MISSION	8800	FLINT ELEM SHAWNEE
D0512	SHAWNEE MISSION	8806	HIGHLANDS ELEM P VILLAGE
D0512	SHAWNEE MISSION	8814	DONALD BONJOUR ELEM LENEX
D0512	SHAWNEE MISSION	8816	RAY MARSH ELEM
D0512	SHAWNEE MISSION	8817	MERRIAM ELEM
D0512	SHAWNEE MISSION	8826	OVERLAND PARK ELEM
D0512	SHAWNEE MISSION	8838	ROESLAND ELEM SHAW MISS
D0512	SHAWNEE MISSION	8842	ROSEHILL ELEM
D0512	SHAWNEE MISSION	8856	SOUTH PARK ELEM
COUNT			

15			
S0319	YOUTH CENTER AT TOPEKA	8574	LAWRENCE H GARDNER HI TOP
COUNT			

1			
S0325	YOUTH CENTER AT BELOIT	2250	NORTH BELIOT HIGH
COUNT			

1			
S0355	YOUTH CENTER AT ATCHISON	5804	BERT NASH INTERMEDIATEE
COUNT			

1			
S0604	SCHOOL FOR THE VISUALLY HANDIC	8428	SCHOOL FOR BLIND ELEM KAN
S0604	SCHOOL FOR THE VISUALLY HANDIC	8432	SCHOOL FOR BLIND HIGH KAN
COUNT			

2			
S0610	SCHOOL FOR THE DEAF	0884	SCHOOL FOR DEAF OLATHE EL
S0610	SCHOOL FOR THE DEAF	0886	SCHOOL FOR DEAF OLATHE HI
COUNT			

2			
X0705	THE ACAD OF MT ST SCHOLASTICA	5802	THE ACADEMY OF MT ST SCHO
COUNT			

1			
X0723	THOMAS MORE PREP SCHOOL	7984	THOMAS MORE PREP MARIAN H
COUNT			

1			
X0741	ST JOSEPH - OAKLEY	2276	ST JOSEPH ELEM OAKLEY

Attach #11-14

BREAKFAST FACT SHEET

October 1990

October 1991

NUMBER OF SCHOOL FOOD AUTHORITIES	78	96
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NUMBER OF PARTICIPATING SCHOOLS		
ELEMENTARY	170	239
MIDDLE/JUNIOR HIGH	12	32
SENIOR HIGH	56	41
RCCI		<u>43</u>
TOTAL	<u>238</u>	355

TYPES OF SITES		
ONSITE PREPARATION & MEAL SERVICE	112	190
STUDENTS EAT MEALS IN ANOTHER SCHOOL	13	22
SATELLITE SCHOOL	113	143

NUMBER OF BREAKFASTS SERVED		
PAID	54,289	64,409
REDUCED PRICE	21,038	31,155
FREE	<u>221,819</u>	<u>278,525</u>
TOTAL	297,146	374,089

AVERAGE NUMBER BREAKFASTS SERVED DAILY		
PAID	2,345	2,800
REDUCED PRICE	910	1,354
FREE	<u>9,561</u>	<u>12,160</u>
TOTAL	12,816	16,314

PERCENT OF BREAKFASTS SERVED DAILY		
PAID	18.3%	17.2%
REDUCED PRICE	7.1%	8.3%
FREE	74.6%	74.5%

REIMBURSEMENT RATES FOR BREAKFAST FOR 1991-92 SCHOOL YEAR

	NON-SEVERE NEED	SEVERE NEED*
PAID	\$.1850	\$.1850
REDUCED PRICE	\$.6275	.8025
FREE	\$.9275	\$1.1025

*Additional Severe Need Breakfast (SNB) reimbursement is available for SFA's who have participated in the National School Lunch Program for at least 2 years. SFA's may qualify schools individually. To qualify a school must serve at least 40% free and reduced priced lunches two years prior to the date of application for severe need. SNB reimbursement is the lesser of the severe-need rate times meals served or the total cost for SNB free and reduced price meals.

SCHOOL BREAKFAST PROGRAM START-UP FUNDS (5 YEAR PROGRAM)

FY 90	\$94,254	FOR 6 SFA'S
FY 91	\$179,478	FOR 7 SFA'S
FY 92	\$233,548	FOR 19 SFA'S

Attached # 11-15

SCHOOL BREAKFAST PROGRAM STATISTICS

	% SBP Schools to NSLP Schools	% SBP Meals to NSLP Meals
KANSAS	20.90	5.88
OKLAHOMA	62.94	24.86
MISSOURI	41.63	14.49
NEBRASKA	16.55	6.46
COLORADO	32.35	9.76

SBP: SCHOOL BREAKFAST PROGRAM

NSLP: NATIONAL SCHOOL LUNCH PROGRAM

Source: U.S. Department of Agriculture, Food and Nutrition Service

Attach #1-16

#12

February 10, 1992

To Whom It May Concern:

The breakfast program at New York Elementary School has benefited the students and teachers in many ways. It has provided necessary nutrition and peer interaction time.

Many of the children who attend New York School are on the free or reduced lunch program. Lunch used to be their main and sometimes only meal of the day. With the addition of the breakfast program these students now receive two nutritionally balanced meals a day.

The addition of the breakfast program has also given the students time to interact with their peers. They arrive at school to eat breakfast and have extra time to visit with friends they may not see the rest of the day.

They have time to seek out friends and teachers if they need help with homework or personal problems. Some of the students' parents work early and they would be at home alone. The school being open early for breakfast gives them a safe place to be in the mornings.

The breakfast program has benefitted the teachers and staff also. New York School is a neighborhood school and the children are not bussed. The children are eager to be at school on time for breakfast so the number of tardies has decreased. Since the children have time to interact before school they are ready to start their day when school starts. The students have fewer complaints about being hungry throughout the morning and their work shows greater concentration and effort.

In the past, some classes needed to have a midmorning snack that was provided by the teacher or the student.

I have been the principal at New York Elementary for the past three years, at which time the program began. The breakfast program has been the easiest of the meal programs at school of which to administer. We serve breakfast from 7:40-8:10. This gives parents an opportunity, who must leave for work early, a safe place for their children to be cared for. Tardies and absences have decreased since starting the breakfast program at New York Elementary. Parents have been very supportive and positive about the breakfast program at the school. We have had great response in securing parent volunteers to supervise in the cafeteria, although we have found that needed supervision is minimal.

Some of the effects that have been observed for the children are that they are eager to satisfy their hunger. We have an

*Exemption
Attachment #12*

February 10, 1992

average of 100 students per day eating breakfast. Our total enrollment is 182. Children perform better in the classroom and have energy for thought processes. They are not asking at 10:00 a.m. when is lunch? We have fewer discipline problems before school begins. Last the children are positively greeted by an adult on 1st entrance into school each day. The children know they can count on that and the fact that they will be fed at school daily.

I asked some of the students who have attended New York School for at least the past four years to give me some feedback on what they think of having a breakfast program as opposed to not having one. One sixth grade student, Jerreme Jackson, commented that it is a big help if he wakes up late and his parents are already gone that he can get dressed and come on to school and eat breakfast. He also commented that it was fun to be able to eat with your friends. That is a positive support for him. Another sixth grade student, Willie D. Paul, said that many students he knew would not get to eat in the morning if they could not eat at school. Willie also said before we had the breakfast program that alot more kids were absent or tardy and now in the past three years they are here on time. Darcy Tolbert, another sixth grader pointed out that students who come to eat breakfast have a warm area in which to eat and may remain their if they chose.

Sincerely,

Sharen S. Steele

Nancy Ornburn

Jerreme Jackson Willie D Paul Darcy Tolbert

Sharen S. Steele
Principal
Nancy Ornburn
Second grade teacher
Jerreme Jackson
Willie D. Paul
Darcy Tolbert
Sixth graders

Attach # 12-2

School Breakfast Program

REX R. POWELL

Except for a time in graduate school, I have been a lifelong resident of rural Lawrence. I attended Lawrence High School, the University of Kansas (BA in Zoology in 1965, BSE in Elementary Education in 1973), and the University of California (MA, PhD in Zoology in 1970).

From 1981 to 1991, I taught 4th grade at New York Elementary School in Lawrence. Since I taught several years before and after the school breakfast program began, I was able to see the effects the program had on the students and the school environment.

New York School is the oldest school site in Lawrence and its students come from a great diversity of ethnic and economic backgrounds. Before the breakfast program, the normal morning situation was that until classes began doors were locked and the students were kept outside on the playground unless the weather was very extreme. Many students spent half an hour or more outside the building. When classes began, students were often cold and brought in fresh conflicts from the playground. I seldom remember students complaining about hunger or not having had breakfast, but when asked I often found that an irritable or lethargic student had had no breakfast. Some teachers would have a snack time in mid-morning, but this was never a consistent policy. When actually counted, we found that somewhere between 1/4 to 1/3 of our students said they had not had breakfast.

Developmentally young children live at a very concrete level of consciousness. In my opinion, to a child nothing conveys the concept of being welcome and secure more than sharing food, which satisfies their hunger and meets their immediate needs. As soon as the breakfast program began, I personally noticed a change in the students' attitudes, although I personally had nothing to do with the program. The students seemed more relaxed, friendlier, and were less likely to be tardy. Since 2/3 or more of the students took part, school could be said to start in the cafeteria with students chatting with each other and the adult servers and supervisors. The large participation, on a day by day basis, over the years was, in my opinion, a clear demonstration that real needs were being met. The warm welcome each child received as they turned in their breakfast card, set the tone that began the day.

The longer I teach the more I'm impressed that good teaching is good communication. To effectively communicate we don't just give out ideas, but we must convince our listeners that what we teach is likely to meet their real needs. For young children, in my opinion, the breakfast program is a wise use of resources for improving the elementary school learning environment.

Education
Attachment #13
February 10, 1992

Jane Byrnes-Bennett MS, RD LD
 business address: 1601 South Sheridan
 Wichita KS 67213
 316-945-0201
 home address: 339 North Yale
 Wichita KS 67208
 316-682-5218

Testimony for School Breakfast bill, House Bill 2693, 2-10-92

A. Qualified to speak as:

1. mom of four teenagers
2. licensed and registered dietitian
3. president-elect of Kansas Nutrition Council

B. EDUCATIONAL BENEFIT: It's well-established through research that a hungry child doesn't learn

1. I've watched that over seven years as my oldest stepson has gone through school, a bright guy who's slept through morning classes.
2. This morning the gifted facilitator at East High said that teachers permit soft drinks and candy bars from the vending machines, because they realize that some food is far better than none at all. School breakfast would cost less and provide more nutrition than simply calories.
3. The 1987 National Survey of Public School Teachers by the Carnegie Foundation for the Advancement of Teaching found that 65% of Kansas' elementary teachers reported that undernourished children and young people are a problem in their school.

C. HEALTH BENEFIT: Children who are eating breakfast may form the life-long habit of eating breakfast. Recent studies find that breakfast eaters have lower cholesterol in their bodies and more calcium in their diet. They tend to be leaner, less obese and therefore less prone to diseases associated with high body fat.

D. BENEFIT TO KANSAS FARMERS: School breakfast would benefit Kansas farms and businesses. LaVerne Myers projects 86,000 to 118,250 pounds of milk per month, since milk is a part of every school breakfast pattern. Breads, cereals and bread alternates is another necessary part of those patterns, so that means 160,000 to 400,000 servings of grain products--and most those pieces of toast, pancakes, biscuits and bowls of cereal come from wheat; much of that will be Kansas wheat. That appeals to me as an adherent of "sustainable agriculture," where populations eat local food rather than that older food which must come from afar.

E. MISCONCEPTIONS ABOUT BREAKFAST:

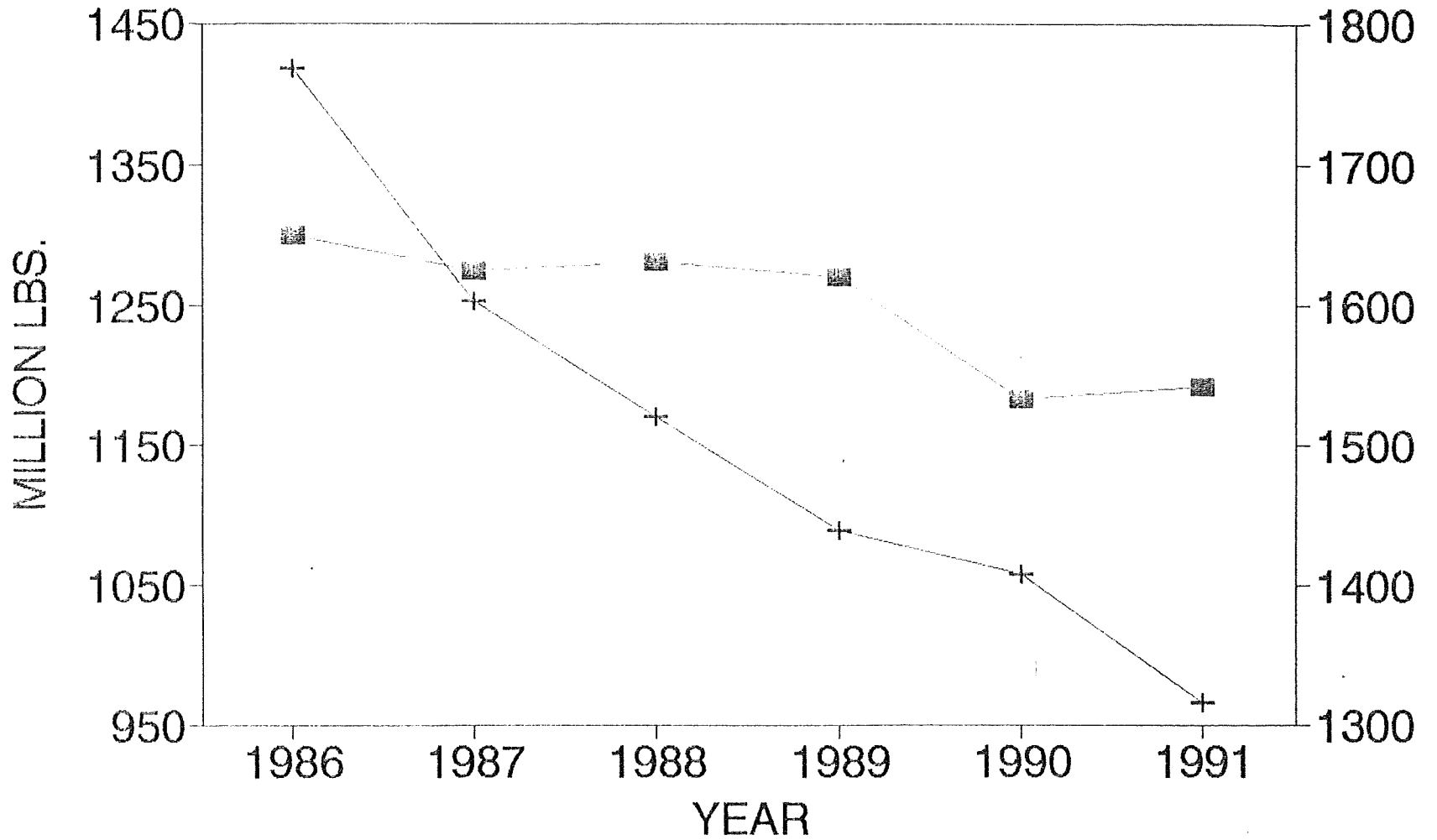
1. It's the family's responsibility to provide breakfast. This isn't so in single parent families, families where both parents are working or are working second or third shift, or families who just don't eat breakfast. Children from these families choose between no breakfast, or where's its available, school breakfast.
2. It's not the school's role to be a food provider. The school provides education, but it cannot effectively educate hungry children, who may be passive or may have behavior problems.
3. School breakfast is just for poor kids. In Abilene, 25% of the breakfast eaters pay full price. Nationally, that figure in 1988 was 5%.

*Education
 Attachment #14
 February 10, 1992*

ANNUAL MILK PRODUCTION

NUMBER OF DAIRIES

1986-1991



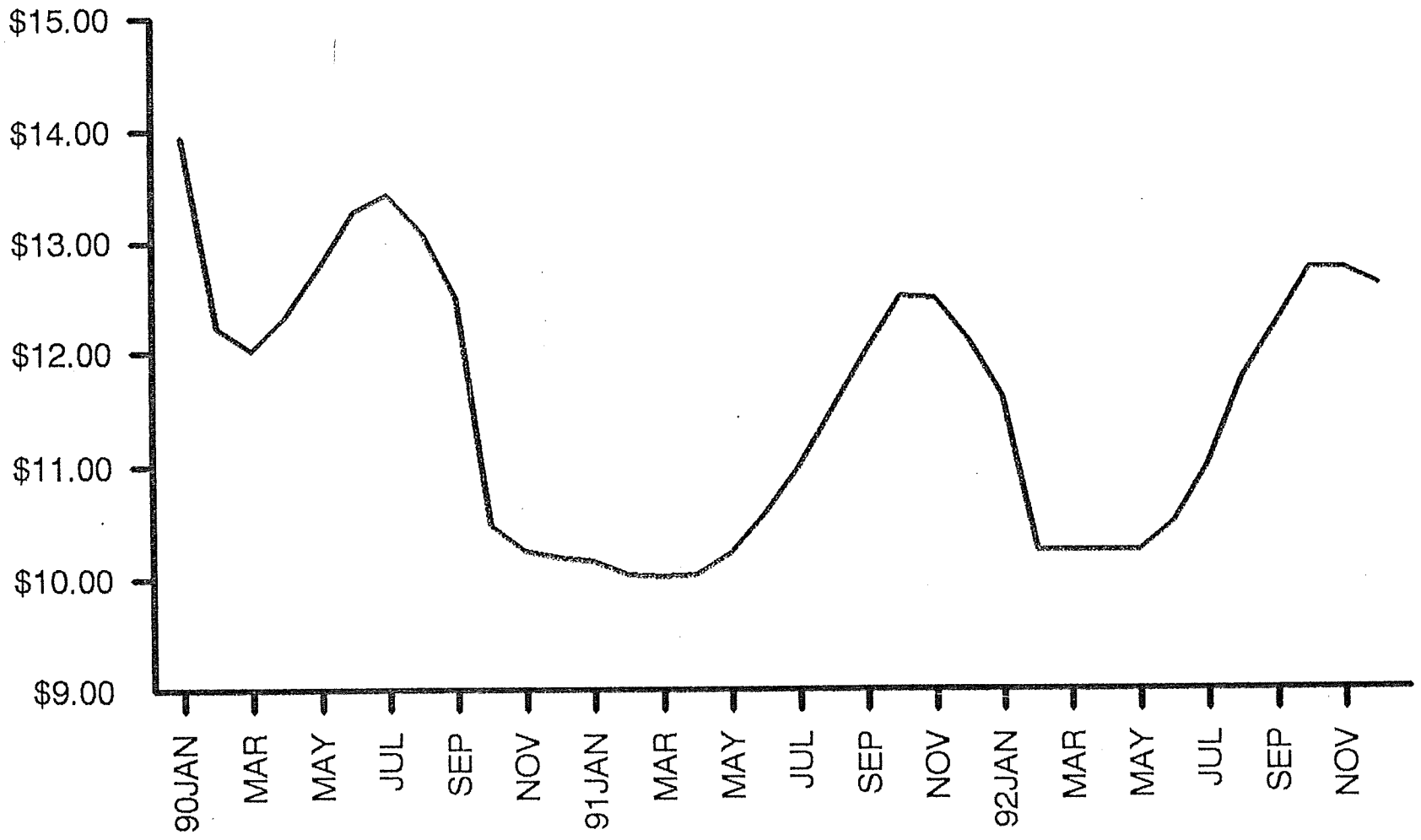
■ Lbs. of Milk + # of Dairies

#15

Attack 7/15

#15

Minnesota - Wisconsin Price Series
1990 - 1992 (est.)



Attch #15-2

HB 2693

February 10, 1992

Curtis E. Hartenberger

2109 S.W. Huntoon

Topeka, Kansas 66604

I am a member of the USD 501 Topeka Board of Education. I am testifying in support of HB. 2693. We support this mandate provided the Federal and State Funds to implement it follow the mandate since **our food service program now is a break even** operation.

We have 26 Elementary Schools, 6 Middle Schools, 3 High Schools, in addition to an Alternative Education Center and Capital City High School. Over 15,000 students are enrolled in our schools.

Currently, we serve breakfast at 13 Elementary Schools, 3 Middle Schools, 2 High Schools, our Alternative Education Center, and at Capital City High School. We know that students who are not hungry learn. We can document this fact. National research supports this fact.

Changes in families and family life make it so that children need the school breakfast program. In many two parent families both parents are off to work before the children leave for school and it is the same in single parent families. Some families do not have the resources to provide breakfast to their children (45 to 47% in our district). I learned a **third fact from listening to parents**

*Education
Attachment #16
February 10, 1992*

and children. Many children from families of all economic and cultural backgrounds **are involved in** extra curricular activities in school which means **before school practice or rehearsal.** In many school districts (USD 501 included) these practices and rehearsals take place **before school.** This means that **a student gets up at 5:00am** to be at **practice or rehearsal at 6:00am.** **Lunch** does not start until **11:00am** so **these students are hungry before lunch even if they had breakfast in their homes.** We have instituted breakfast programs to eliminate this (school caused) hunger. I would bet that there are many other schools across this State where students are in practice at early hours, burn up any food they ate before practice and then get hungry before lunch. Some students have physical symptoms when they are hungry in addition to hunger pains. Try to learn with a headache or when you are physically sick. For these reasons and for our children we ask your support of this bill.

Attached #16-2

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS



5401 S. W. 7th Avenue Topeka, Kansas 66606
913-273-3600

Testimony on H.B. 2693
before the
House Committee on Education

by

Mark Tallman, Coordinator of Governmental Relations
Kansas Association of School Boards

February 10, 1992

Mr. Chairman, Members of the Committee:

We appreciate the opportunity to comment on H.B. 2693. KASB opposes the enactment of this legislation.

KASB has endorsed most of the recommendations of the Special Committee on Children's Initiatives, and supports its overall direction. However, we believe this bill is inconsistent with many other elements of that direction.

During hearings and discussion on H.C.R. 5035, calling for communities to discuss the mission of schools, many Committee members have stressed the importance of allowing communities to develop their own strategies for meeting educational and social needs. Yet this bill would require every school district - every community - to make breakfast available to every student, whether those students and families need or want that service.

Education
Attachment #17
February 10, 1992

We agree that hunger is a serious impediment to learning for too many children. We agree that a school breakfast program is one strategy for meeting the needs of those children. But we believe it is up to each district to determine when it is an appropriate strategy, and for which schools.

KASB believes that Kansas must set educational goals and outcomes, and that improved student learning should be one of those goals. We do not believe that making breakfast available to all students should be one of those goals. Breakfast programs are among the means to achieving educational goals. Districts should be held accountable for meeting those goals, but should determine locally how to do it. H.B. 2693 runs counter to that idea.

Attached # 17-2

February 11, 1992

Chairman Bowden and House Education Members:

I am Diane Smith, Director of Food Service in the Shawnee Mission School District.

At first glance, it would appear that to be against children starting the day with a good breakfast would be a vote against motherhood and apple pie. Let me assure you that I believe the concept is good; however, in reality it doesn't always work.

The Shawnee Mission School District has a non-profit breakfast program. The cost is 75 cents per child. In order to break even on the total cost (food and Non-food, labor), it requires 30 children per school participate in the program daily.

If a child qualifies for free or reduced lunches, he/she will automatically qualify for free or reduced breakfast. We did serve in 14 schools but discontinued 2 last week due to low participation and will probably discontinue 3 or 4 more this summer.

In as much as we have made the program available, we can't get the children to the school to eat breakfast regardless of how much we market. I would guess that many of the free breakfast qualifiers live within a mile radius of the school so we can't blame it on a lack of transportation.

If urban areas have difficulty in maintaining a cost efficient program, what can we expect from our rural counterparts that have students riding a bus to school for 30+ minutes each morning? Do we appropriate extra funds for transportation for an additional early (for breakfast) bus? Do we require students to get up earlier to get to school on time when all have to ride an earlier bus to accomodate the program?

At a time when we are looking seriously at getting the most 'bang for our buck' in educational programs, I fear this is a program that, if we mandate, it will surely be an expense we can't afford.

*Education
Attachment #18
February 10, 1992*

We need to encourage and commend the districts that are attempting this program, but please do not require that the breakfast program be mandated as suggested in the bill.

I appreciate Representative Benlon testifying on my behalf.

Attach #18-2

TO: Dr. Lyle Stenfors
 FROM: Diane Smith *AS*
 DATE: December 14, 1990

The pilot breakfast program was started in the Shawnee Mission Schools in November, 1989 and has continued since that time.

We have carefully evaluated the program since its inception. We have made some revisions in the program, including having structured menus with quite a variety of menu items. This fall, we also began offering cold cereal as a choice along with the daily menu.

Listed below is the average participation in the breakfast program that we had last year, as well as the average monthly participation for this fall.

School	Avg. Daily Sept. 90 Ct.	Avg. Daily Oct. 90 Ct.	Avg. Daily Nov. 90 Ct.	Average 11/89-5/90
Hocker Grove	3	4	4	4
Antioch	3	6	8	6
Trailridge	3	3	2	1
South Park	23	34	34	35
Crestview	24	28	33	34
Flint	26	31	32	43
Ray Marsh	30	39	37	34
Shawnee	17	17	16	25
Comanche	18	27	23	29

Based on a 30 meal per day participation figure, our average costs are:

Food	.46/meal
Non-food	.03/meal
Labor	.40/meal
Total Meal Cost	.89/meal

The 1990-91 reimbursement rate and prices are:

Reimbursement Rates:	Prices:
Paid Breakfast .1825	Paid Breakfast .75
Reduced Price Breakfast .5975	Reduced Price Breakfast .30
Free Breakfast .8975	Adult Breakfast 1.00

Based on the above statistics, I would like to recommend that the "pilot" status of our breakfast program be removed for South Park, Crestview, Flint, Ray Marsh and Comanche Elementary Schools and the breakfast program in those schools be continued.

Atch #18-3

In addition, I would recommend that the breakfast program in the three Middle Schools--Antioch, Hoeker Grove, and Trailridge be eliminated because of lack of interest and minimal revenues and that breakfast items be offered on an ala carte basis only. The labor cost and paper work of handling this program exceeds the revenue generated by the federal program in these three schools. An ala carte breakfast is currently being offered at all secondary schools. I would also propose that the breakfast program at Shawanoe Elementary School be eliminated, based on the low participation, resulting in a financial loss. I would be receptive to trying the program at a later date at Shawanoe if we felt there was a need and that the participation would be higher.

The supervisors have discussed the breakfast program with all elementary principals. Based on their recommendations, I would like to propose adding a breakfast program in the following schools:

Apache	Highlands
Arrowhead	Merriam
Bonjour	Overland Park
Broken Arrow	Roesland
East Antioch	Rosehill

The two satellite kitchens mentioned above (Arrowhead and Highlands) would not have the regular breakfast menu, but their breakfast would consist of simple prepackaged items such as juice, cold cereal, graham crackers and milk. It would be impossible to provide a Food Service employee to serve that meal as there is no Food Service employee in the building at that time of the morning. The cashiering will be done utilizing the current building staff.

Based on the time necessary to obtain the breakfast items and market the program at the additional schools, I would suggest a starting time of mid-February, 1991. We can discontinue the program at Hoeker Grove, Antioch, and Trailridge Middle Schools as well as Shawanoe, as soon as we have your approval to do so, then get the students and parents notified.

Thanks for your guidance and support in our breakfast venture.

DS/l

Attach #18-4

SHAWNEE MISSION PUBLIC SCHOOLS

Inter-Office Memo

TO: Dr. Lyle Stenfors
 FROM: Diane Smith *AS*
 DATE: October 29, 1991

I am responding to your questions regarding the breakfast program in Shawnee Mission Schools.

In analyzing costs and the break-even point of our breakfast program, I have determined that our break-even point is 30 meals per day. This is based on the following per meal costs:

Food	.49
Labor	.41
Non Food	.02
<hr/>	
Total Meal Cost	.92

The federal reimbursement rate for the 1991-92 school year is:

Paid	.1850
Free	.9275
Reduced	.6275

The breakfast meal prices are:

Paid	.75
Reduced	.30
Adult	1.00

Listed below are the average number of breakfasts served for the indicated time periods. (Schools listed with an asterisk started the breakfast program February 18, 1991):

School	Mar.-May, 1991 Average	Sept., 1991 Average
*Roesland	41	27
*Highlands	15	10
South Park	35	39
*Merriam	27	24
Crestview	35	25
*Arrowhead	9	Discontinued June, 1991
*East Antioch	36	20
*Overland Park	18	15

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School	Mar.-May, 1991 Average	Sept., 1991 Average
Flint	27	25
Ray Marsh	32	29
*Apache	13	22
*Don Bonjour	22	13
*Rosehill	33	29
Comanche	23	15
*Broken Arrow	35	34

As you can see by the figures indicated above, we need to carefully evaluate schools such as Highlands, Overland Park, Apache, Bonjour, and Comanche, in a couple of months to make a determination as to whether or not to continue those programs.

I have enclosed the memo that I sent to you in December, 1990, regarding our statistics for schools such as Hocker Grove, Antioch, Trailridge, and Shawanoe. Because of very low counts, we made the decision last year to discontinue the breakfast program in those schools.

I believe a mandated breakfast program would be a very costly venture for our district as we have many schools that would probably serve less than 30 breakfasts per day.