SAMPLE MEMO: BREAKFAST AFTER THE BELL AND INSTRUCTIONAL TIME

**INTRODUCTION**

Research consistently demonstrates the critical role of regular access to school breakfast for children’s success in school and their emotional and physical well-being. Breakfast After the Bell (BAB), which means that breakfast is served after the instructional day has begun, is one of the most effective strategies to increase students’ access to and participation in the School Breakfast Program. BAB service models include Breakfast in the Classroom, Grab and Go to the Classroom, and Second Chance Breakfast.

This resource is intended to provide state legislators, advocates and other stakeholders with sample memorandum language to clarify the relationship between the service of school breakfast and instructional time— in certain circumstances, serving breakfast after the bell can be considered as part of instructional day. The sample language provided in this resource is modeled after memorandums and letters that have been issued by state departments of education in the following states, underscoring the importance of school breakfast programs for children’s success in school and clarifying the instructional time requirements.

* California Department of Education and State Controller’s Office: [Joint Letter on Instructional Minutes & Breakfast in the Classroom](https://www.cde.ca.gov/ls/nu/sn/yr10jtltr0701.asp)
* Michigan Department of Education: [Memo on Counting Breakfast Time as Instructional Time](https://betterwithbreakfast.com/wp-content/uploads/2020/07/Brkfst-as-instruct-time_MDE.pdf)

**SAMPLE MEMO**

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| DATE: |
| TO: |
| FROM: |
| PURPOSE: |

The [State Department] supports the School Breakfast Program (SBP) so that kids get the nutrition they need to learn and succeed in school. As we strive to prepare our students for a bright future and reach their full potential in life, greater access to a healthy school breakfast is critical to help ensure that all students are career or college ready. The purpose of this memorandum is to clarify the agency’s position on counting breakfast time as instructional time.

Children who eat a good breakfast tend to perform better in school, have better attendance, and exhibit fewer behavioral problems such as decreased tardiness and in-class disruptions. The most effective way for students to get a healthy breakfast is to make it part of the school day. Making breakfast a part of the school day and serving it after the bell takes about 10 minutes and can be considered part of instructional time. Breakfast can be served and eaten during morning activities, like announcements, attendance or reading time so no instructional time is lost.

The time during a normal school day when instruction is taking place and when some pupils in that classroom are having breakfast is countable as instructional time.

Examples of when time will count toward instruction:

1. Breakfast is being consumed in a classroom by some or all of the students while a teacher is providing allowable instructional activities simultaneously such as announcements, attendance, homeroom, turning in homework, individual or out-loud reading.
2. Breakfast is being consumed during a countable homeroom period.

Examples of when time does not count toward instruction:

1. When breakfast is served in a cafeteria or common area, and instructional activities are not occurring.

If you have questions about this memo, please contact: [XX] at (XXX) XXX-XXXX or XXXXX@XXXX.XXX