



**Survey of Teachers  
Denver Public Schools *Breakfast in the Classroom* Program**

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# **SURVEY OF TEACHERS**

## **Denver Public Schools *Breakfast in the Classroom* (DPS-BIC) Program**

### ***Background and General Approach***

Records from the Enterprise Management Division of Denver Public Schools show that the *Breakfast in the Classroom* Program (DPS-BIC) has been implemented in selected schools since at least 2007. From this time, the program has grown from eight participating schools to its current cohort of 63 schools.

With the May 2013 passage of the *Breakfast after the Bell Nutrition Program* by the Colorado Legislature, further program growth is anticipated. Under this new program, Colorado schools having a student body with 80 percent or more of students who are eligible for the Federal free and reduced lunch (FRL) program must provide universal free after-the-bell breakfast programs, starting in the 2014-2015 school year. In the following year (2015-16), the criteria for schools offering breakfast programs will expand to include those with student FRL eligibility at 70 percent and higher.

Research on breakfast in the classroom programs has shown that these programs can significantly improve student attentiveness, attendance, tardiness, suspensions and test scores. Breakfast programs also improve the eating habits of students, while enhancing their nutritional intake. These programs are particularly important for those students who may be food-insecure because of shortages of food in their homes.<sup>1</sup>

As part of a broader evaluation of the DPS-BIC program, this report seeks to understand the experience of those teachers in whose classrooms the DPS-BIC program has been implemented. To this end, the Center for Research Strategies sent out an electronic survey in March 2014 that focused on the following questions:

- What types of training and preparation did the teachers receive prior to the DPS-BIC program implementation?
- What have been the impacts of the DPS-BIC program?
- What challenges (if any) did teachers face and what types of support would help them in the future?

A listing of staff members was obtained from the DPS Accountability, Research and Evaluation (ARE) Office within 52 DPS schools participating in the DPS-BIC program as of the spring of 2014. A total of 2,515 DPS staff members were sent a copy of the survey. Of these, responses were returned by 531 survey respondents for a 21.1% response rate. Responses reflected in this report are those obtained through May 1, 2014. Findings in this report build on a previous survey that was distributed in the fall of 2013 to teachers in 13 DPS schools who initiated their participation in the DPS-BIC program in the most current school year.

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<sup>1</sup> American Association of School Administrators. (2013) Improving attendance, health and governance: moving breakfast out of the cafeteria. **School Governance and Leadership**. Vol. 8: Number 1.

## Overall Response

In all, 531 individuals responded to the spring 2014 survey request. Over half (or 60%) are elementary school K-5 teachers. Middle school teachers (or 6<sup>th</sup> through 8<sup>th</sup>) represent a third of the survey respondents while 10 percent were high school teachers teaching 9<sup>th</sup> through 12<sup>th</sup> grade students. (See Table 1.) Table 2 below provides the response distribution by school.

**Table 1: Grade Level Taught by Responding Teachers (N=501)**

Grade Level Taught	Response Percent	Response Count
Pre-K or Kindergarten	18.0%	90
1st grade	8.6%	43
2nd grade	8.8%	44
3rd grade	7.8%	39
4th grade	8.0%	40
5th grade	9.6%	48
6th grade	9.8%	49
7th grade	9.0%	45
8th grade	11.2%	56
9th grade	3.0%	15
10th grade	2.6%	13
11th grade	1.9%	9
12 <sup>th</sup> grade	2.0%	10

**Table 2: Response Distribution By DPS School (n=491)**

SCHOOL	Total Response	Percent Response	SCHOOL	Total Response	Percent Response
Archuleta Elementary School	12	2.4	Hallett Fundamental Academy	11	2.2
Ashley Elementary	5	1.0	Henry World Middle School	21	4.3
Barrett Elementary	5	1.0	Hill Campus of Arts and Sciences	32	6.5
Centennial Elementary	9	1.8	Howell	4	0.8
Cheltenham Elementary	19	3.9	Isabella bird community school	1	0.2
Cole Arts&Science Academy	6	1.2	Kepner Middle School	6	1.2
College View Elementary	4	0.8	Lake Middle School	9	1.8
Columbine	1	0.2	Manual High School	14	2.9
DCIS at Fairmont	12	2.4	Math and Science Leadership Academy	4	0.8
DCIS at Ford	11	2.2	Maxwell Elementary	12	2.4
Dcis at Montbello	12	2.4	McMeen Elementary	13	2.6
Denver Montessori Jr/Sr High School	4	0.8	Merrill Middle School	24	4.9
DSST Stapleton	1	0.2	Morey Middle School	14	2.9
Eagleton Elementary	14	2.9	Music/ Language Arts	3	0.6
Ellis Elementary School	9	1.8	Newlon Elemetary	19	3.9
Fairview Elementary	7	1.4	North High School Engagemip Center	1	0.2
Farrell B Howell	15	3.1	Place Bridge Academy	6	1.2
Florida Pitt Waller	9	1.8	Samuels Elementary	11	2.2
Force Elementary	13	2.6	Schmitt Elementary	14	2.9
Garden Place Academy	10	2.0	Smiley MS	4	0.8
George Washington High School	25	5.1	Swansea Elementary	10	2.0
Godsman Elementary	8	1.6	Trevista at Horace Mann	14	2.9
Grant Beacon Middle School	6	1.2	Valverde Elementary	9	1.8
Gust Elementary	18	3.7	<b>TOTAL ALL SCHOOLS</b>	<b>479</b>	<b>100.0</b>

On average the teachers responding to the survey have been teaching for 4.3 years, with a range in experience of less than one year to 27 years.

### Training Experience

When asked, almost all of the responding teachers (or 81%) indicated that they had had some type of training prior to the start of the *Breakfast in the Classroom* program. Most of the training occurred during an area supervisor meeting or another type of structured training session.

**Table 3: Training Received in Preparation for the *Breakfast in the Classroom* Program**

4. Prior to its start, what type of training did you receive to prepare you for <i>Breakfast in the Classroom</i> program?		
	% Response Spring 2014 N=486	% Response Fall 2013 N=181
Area Supervisor Meeting/Training	45.2%	68.0%
Paper instructions	12.2%	13.3%
No training	34.1%	18.8%

Other training formats included staff meetings, paper instructions, presentations by the kitchen staff or principal and in some cases training received at previous schools where the staff member had been employed.

Teachers responding to the 2014 spring survey were those who had been implementing the BIC program over a number of years. Some could not remember how they had been trained. For those, who could specify the training they had received, presentations were most commonly made by the Nutrition Services Area Supervisor. This was also true for teachers responding to the 2013 fall survey.

**Table 4: Individual Providing the *Breakfast in the Classroom* Training (N = 147)**

If you did receive training, what was the title of the person who provided this training?		
	% Response Fall 2013 N=433	% Response Fall 2013 N=147
Nutrition Services Area Supervisor	36.9%	74.8%
Kitchen Manager	18.5%	24.5%
Principal	10.9%	18.4%

A majority of the teachers responding to both the fall 2013 and the spring 2014 surveys report being either very prepared (38%-41%) or somewhat prepared (29%-37%) to implement the program. As one teacher put it, “(BIC is) a very simple program that requires little direction.” Some

teachers acknowledged that they needed to adjust to using the time available while students are eating. Other comments related to not having enough time for students to eat and in some cases not having enough food to serve to all students.

**Table 5: Perceived Degree of Preparation for the *Breakfast in the Classroom* Program**

<b>How prepared do you believe you have been to implement the <i>Breakfast in the Classroom</i> program?</b>		
	<b>% Response Spring 2014 N = 531</b>	<b>% Response Fall 2013 N=196</b>
Very Prepared	<b>37.5%</b>	<b>41.3%</b>
Somewhat Prepared	29.4%	37.2%
Neutral	20.2%	12.2%
Somewhat Unprepared	7.3%	6.6%
Very Unprepared	4.3%	2.6%

Open ended-comments related to this question point to areas where the program implementation could be improved. A full listing of all comments related to this question is provided in Appendix A.

- *I am provided all the required materials (spoons, food, drink, etc.), so I always feel very prepared.*
- *I see how well the children are doing - how far they have come with food groups, manners, vocabulary, social skills, independence, cleans up, coordination and cooperation!*
- *Families would like to know what will be served and we don't have information to provide them.*
- *Some days there are not enough food items for my class. I wasn't trained on what to do for that situation.*

### **Overall Impacts of the *Breakfast in the Classroom* Program**

Teachers responding to both the fall 2013 and the spring 2014 surveys have positive views towards the *Breakfast in the Classroom* program with two thirds of teachers (or 66%-69%) having a very positive (34%-34%) or somewhat positive (32%-35%) opinion about the program. Less than one in ten of the respondents (13%-15%) are neutral at this point in time, while one in five have a negative opinion regarding the program (17%-22%), being either somewhat negative (12%-15%) or very negative (5%-7%) in their program views.

**Table 6: Opinion Regarding the *Breakfast in the Classroom* Program**

<b>What is your opinion of the <i>Breakfast in the Classroom</i> program?</b>		
	<b>% Response Spring 2014 N=531</b>	<b>% Response Fall 2013 N=197</b>
Very Positive	34.3%	33.5%
Somewhat Positive	31.6%	34.5%
Neutral	12.8%	14.7%
Somewhat Negative	15.1%	12.7%
Very Negative	6.6%	4.6%

Teacher observations regarding the impacts of the *Breakfast of the Classroom* program are summarized in Table 7. The results demonstrate that in general teachers view the *Breakfast in the Classroom* program has having an overall beneficial contribution on students in the following areas:

- Two out of three teachers (or 65%-73%) report that the *Breakfast in the Classroom* program as providing a positive contribution on **student concentration**. Similarly, two out of three teachers (or 63%-68%) report a positive impact on **student attention**.
- The *Breakfast in the Classroom* program is seen as positively influencing the students' **willingness to actively participate in the classroom activities** by over half of (55%-63%) of all teachers.
- Over half of all teachers (or 55%-60%) also report that the *Breakfast in the Classroom* program is having a positive impact on **student academic outcomes**.
- More than half of teachers believe that the *Breakfast in the Classroom* program positively contributes to **students' interactions with teachers and peers** (52%-55%) and half see a positive impact on **student punctuality** (47%-54%).
- In terms of student health, two out of three teachers (or 60%-68%) report that the *Breakfast in the Classroom* program is teaching students about the **importance of breakfast**.
- Half of all teachers believe that the *Breakfast in the Classroom* program is making a positive contribution on the **mental health** of students (53%-63%) as well as their **physical health** of students (49%-54%).
- Half of all teachers (50%-62%) report that the *Breakfast in the Classroom* program has made a positive contribution in **improving relations between teachers and kitchen staff**.

- Finally, more than half of teachers believe that *Breakfast in the Classroom* program has helped to create a **healthy school environment** (50%-55%) and in **improving social relations between students and school staff** (50%-53%).

**Table 8: Perceived Impacts of the *Breakfast in the Classroom* Program**

To what extent do you think the <i>Breakfast in the Classroom</i> program impacts the following aspects of student learning and behavior?		
	Positive Contribution Spring 2014 N=531	Positive Contribution Fall 2013 N=177
<b>Classroom Benefits</b>		
Student concentration	64.8%	72.6%
Student attention	63.1%	68.2%
Willingness to actively participate in class activities	55.0%	63.3%
Student Academic Outcomes	54.8%	59.5%
Interaction with teachers and peers	52.2%	54.6%
Student Punctuality	47.1%	54.2%
Overall student behavior	42.3%	43.2%
<b>Student Health</b>		
Importance of breakfast	60.3%	68.6%
The mental health of students	53.3%	63.4%
The physical health of students	48.8%	53.6%
Awareness of healthy eating	33.5%	38.9%
A need for fewer nurse visits	30.7%	34.1%
<b>School/Classroom Benefits</b>		
Improving relations between teachers and kitchen staff	49.5%	61.7%
Promoting a healthy school environment	49.5%	55.2%
Social relations between students and school staff	49.2%	52.5%
Social relations between students and community members	24.5%	27.0%

- Teachers responding “strong contribution” or “some contribution.”

When asked if teachers had observed any additional impacts, the following groups of comments were offered. A full listing of all comments related to this question is available in Appendix A.

## Positive Impacts

- *Helps students to be in class on time*
- *Staying awake!*
- *In my classroom we talk to the students about the importance of breakfast*
- *Some students would not eat breakfast. These are two guaranteed meals for many of our students.*
- *Breakfast is a great way to start our day having conversation with one another at the table and learning conversational skills*

## Recommendations

- *Is there any sort of awareness program to inform students about nutrition?*
- *I don't know if the kids are aware that these are proportioned meals that are healthy for them. I'm not sure if that's something as the classroom teacher I'm supposed to teach to them but it was not brought up in any training. I think it would be a good idea to include more information to teachers about how the meals are prepared and balanced so we could share that information with our students!*
- *Maybe this would happen more if they were actually given time to eat and not just throw it away. Teachers are not allowed to make a decision on this.*

## Negative Impacts

- *We already had free breakfast in the morning before the bell and kids have had access to breakfast. I feel that we lose valuable instructional time that is not warranted.*
- *Although I think Breakfast does help concentration later in the day. During my first hour, it is a distraction to class.*
- *I have had issues with students making a mess of the room*
- *The breakfasts are very sugary and I notice that my students are often very hyper after eating them. They are small and I think the sugar seems to be affecting their attention/concentration*

## Implementation Practices

To understand more about how the *Breakfast in the Classroom* program is being implemented, teachers were asked about their experiences with specific program practices. Teachers reported that breakfast items are delivered prior to the beginning of class (84%-97%) and that an accounting process has been established (77%-92%). They also validated that an expectation had been established that students will eat breakfast (62%-76%). Finally, students have been given responsibility for certain aspects of the breakfast program (64%-72%).

Teachers from the spring and fall surveys varied in their responses as to whether a team approach had been created (59%-79%) and as to whether program logistics had been well defined (58%-77%).

More than half of teachers also report that students are able to eat breakfast without rushing (55%-61%) and also indicate that they are able to plan for meaningful topics during breakfast time (52%-57%). Finally, close to half of teachers indicated that a school-wide plan is in place to deal with incidentals such as food spillage (41%- 52%).

Implementation practices that are less common are modeling of breakfast by teachers (39%-41%) and having feedback mechanisms in place for program improvement (30%-40%).

**Table 9: Implementation Practices Associated with the *Breakfast in the Classroom* Program**

<b>The following practices have been shown to contribute to the effectiveness of <i>Breakfast in the Classroom</i> programs. Please indicate which of the following are present in your class?</b>		
	<b>% Answering Yes – Spring 2014 N=531</b>	<b>% Answering Yes – Fall 2013 N=181</b>
<b>Breakfast items are delivered to the classroom, prior to the beginning of class.</b>	84.4%	97.2%
<b>A simple system for meal participation accounting has been established.</b>	76.8%	91.7%
<b>A team-approach to <i>Breakfast in the Classroom</i> has been established involving all stakeholders, including teachers, kitchen staff, custodial staff, administration, etc.</b>	58.8%	79.0%
<b>Program logistics have been clearly defined and shared school-wide.</b>	58.4%	77.2%
<b>The school and the teacher set a general expectation that students will eat breakfast (whether at home or school).</b>	62.3%	75.6%
<b>Students are expected to be responsible for certain aspects of the breakfast program, e.g. delivery of breakfast items to classroom, distribution of non-food items to classmates, clean-up, return of items to kitchen.</b>	64.2%	72.2%
<b>Activities planned (concurrent with breakfast) allow for students to also focus on eating breakfast without rushing.</b>	54.6%	61.2%
<b>Meaningful and appropriate activities/topics are planned for breakfast time.</b>	51.6%	57.4%
<b>A school-wide plan is in place to efficiently deal with any "incidentals" that may occur, e.g. spilling of food or beverage.</b>	40.9%	52.0%
<b>The teacher models participation by eating breakfast with the students.</b>	38.8%	40.8%
<b>Feedback is gathered from faculty and staff to assist in improving the <i>Breakfast in the Classroom</i> program.</b>	30.1%	39.8%

## **Challenges**

Teachers were asked in an open-ended question format what challenges they had encountered with the *Breakfast in the Classroom* program. A full listing of all comments associated with program challenges are provided in Appendix A.

- Many teachers recommended that healthier breakfast choices be offered. They also suggested that for some classrooms more food should be made available and that more varied food choices should be integrated into the program,
- Teachers report being challenged by the mess created by having breakfast in the classroom, particularly related to the amount of trash and dealing with spills.
- Teachers were concerned about food waste related to the use of paper bags. They also commented that there is a substantial amount of food that is thrown away when students do not consume the food that is offered.
- Finally, teachers expressed concern about the time available for breakfast. Some reported that students need more time to eat while others report that the breakfast time interferes with classroom teaching time. In some schools, the BIC program has resulted in more students coming in late.

## **Recommendations**

Teachers were asked if there was any additional support that the Denver Public Schools should provide to the *Breakfast in the Classroom* program. Half of all teachers requested information in the following areas:

- Information for parents about the importance of breakfast (41%-51%)
- Information for students about the importance of breakfast (36%-52%)
- Best practices for teachers (32%-41%).

**Table 10: Recommendations for Additional Support**

In the next few years, what support should Denver Public Schools provide to the <i>Breakfast in the Classroom</i> program? (Check all that apply.)		
	% Response Spring 2014 N=531	% Response Fall 2013 N=150
Continue the program as it is	33.9%	46.7%
Provide best practices information to teachers	31.6%	41.3%
Expand the program to more schools	31.6%	40.0%
Offer students more information about the importance of breakfast	36.3%	<b>52.0%</b>
Offer parents more information about the importance of breakfast	<b>40.5%</b>	50.7%

When asked for additional comments, most teachers suggested that additional healthy food choices be offered. Some teachers requested that additional time be provided for students while others believe that the program should be repositioned back in the cafeteria. About one in ten teachers believe the program should be terminated. (See Appendix A for all comments.)

**Positive Comments**

- *I like this program, especially in a school with a large majority of students in poverty or financial duress. I also think it helps the school climate to have a low-stress start to the day. I just think individual schools need to be more specific about breakfast expectations in accounting and procedure.*
- *Kids can't learn when they're hungry. I think this program makes a huge positive impact on student learning. I also think the program bonds school staff. Because of breakfast in the classroom, I've become acquainted with our amazing cafeteria staff.*
- *This program is FANTASTIC!! I would like to have more support/materials to make it more meaningful in my classroom. I would love to teach my students more about healthy eating and why those meals are balanced and healthy for them.*
- *It is amazing to me how much building relationships revolves around food and having the access to nutritious food. For many of our students this represents caring and one less thing they have to worry about. In the Manual neighborhood there are not many close grocery stores selling healthy food, if not for Breakfast in the Classroom, many students would just eat chips or other candy sold at the local corner store.*

**Recommendations**

Teachers offered a number of recommendations regarding BIC scheduling and time adjustments, dealing with clean-ups and mess, addressing wasted and most particularly, offering healthier food choices. In addition, they suggested ways in which additional program support could be provided.

- *Offer teachers ideas on meaningful activities to incorporate*
- *Provide best practices information to the people implementing the program.*
- *I think there should be a way for students to give feedback about the breakfast system. There are several students that have addressed concerns about the variety and the nutritional value of the breakfast served.*
- *It would be helpful to give families a menu as well as nutritional information or an explanation of why it is so important. I have parents who complain about the food, but I have tried to explain that some*

*children do not receive breakfast at home and that what we are providing is much healthier and better for them than no breakfast, although it is not organic.*

## **Negative Comments**

Independent of their relative support for the BIC program, over half of the teachers (54%) included comments recommending that the quality of the food be improved particularly related to its health content. In addition, roughly 12 % of teachers recommended that the breakfast program be moved back into the cafeteria.

- *Staff and parents voted to remove BIC from classrooms and return to lunchroom breakfast before school. Menu is much more healthy, instructional time is not compromised and students who need breakfast are getting it.*
- *I think that it is super successful in the classroom where it is taking place. However, it is super unfair to serve only part of the students' breakfast and not the others. When I have had to cover classes, it is very awkward to only allow certain students to eat. Why is this allowed to happen?*
- *It seems like the same students eat every day and there are a few who generally do not participate. They say they are not hungry but I worry about their nutrition. Also, some of the food is more popular than others and the students, despite my encouragement, still shy away from fruits*

## **Conclusion**

In the spring of 2014, a survey was sent to teachers in 52 DPS schools that currently operate *Breakfast in the Classroom* programs. This survey builds on results from an earlier survey distributed in the fall of 2013 to teachers in 13 DPS schools where the *Breakfast in the Classroom* program had been initiated in this current school year. The response rate for this teacher survey was 21.1 percent. Highlights of the survey results are detailed below:

- A majority of the teachers responding to both the fall 2013 and the spring 2014 surveys report being either very prepared (38%-41%) or somewhat prepared (29%-37%) to implement the program. As one teacher put it, "*(BIC is) a very simple program that requires little direction.*" Recommendations for additional supports are provided through the open-ended comments in Appendix A.
- Teachers responding to both the fall 2013 and the spring 2014 surveys have positive views towards the *Breakfast in the Classroom* program with two thirds of teachers (or 66%-69%) having a very positive (34%-34%) or somewhat positive (32%-35%) opinion about the program. Less than one in ten of the respondents (13%-15%) are neutral at this point in time, while one in five have a negative opinion regarding the program (17%-22%), being either somewhat negative (12%-15%) or very negative (5%-7%) in their program views.
- Teachers reported that breakfast items are delivered prior to the beginning of class (84%-97%) and that an accounting process has been established (77%-92%). They also

validated that an expectation had been established that students will eat breakfast (62%-76%). Finally, students have been given responsibility for certain aspects of the breakfast program (64%-72%).

- Teachers from the spring and fall surveys varied in their responses as to whether a team approach had been created (59%-79%) and as to whether program logistics had been well defined (58%-77%). More than half of teachers also report that students are able to eat breakfast without rushing (55%-61%) and also indicate that they are able to plan for meaningful topics during breakfast time (52%-57%). Finally, close to half of teachers indicated that a school-wide plan is in place to deal with incidentals such as food spillage (41%- 52%).
- Implementation practices that are less common are modeling of breakfast by teachers (39%-41%) and having feedback mechanisms in place for program improvement (30%-40%).
- Challenges relate to the mess created by having breakfast in the classroom, particularly related to spills. Teachers are also concerned about food waste when students do not consume the food that is offered. Time management is also a challenge. Some reported that students need more time to eat while others report that the breakfast time interferes with classroom teaching time.
- Relative to program improvements, teachers requested information in the following areas:
  - ✓ Information for parents about the importance of breakfast (41%-51%)
  - ✓ Information for students about the importance of breakfast (36%-52%)
  - ✓ Best practices for teachers (32%-41%).

While the overall perspective of teachers towards the *Breakfast in the Classroom* program is positive, Appendix A provides substantial commentary and recommendations as to particular program aspects that might be improved.

## APPENDIX A: OPEN-ENDED COMMENTS – Spring 2014

**How prepared do you believe you have been to implement the *Breakfast in the Classroom* program? (Representative comments with duplicate comments removed)**

<b>PROGRAM IS SIMPLE AND STRAIGHTFORWARD TO IMPLEMENT</b>
<i>A very simple program, requires little direction</i>
<i>Families would like to know what will be served and we don't have information to provide them.</i>
<i>I am provided all the required materials (spoons, food, drink, etc.), so I always feel very prepared.</i>
<i>I did not receive any training, but I feel that I understand the basics of breakfast in the classroom</i>
<i>I know how important breakfast is to learning and to our population. The work involved was not a problem for me. I felt better knowing the children had eaten.</i>
<i>I knew what was happening, I made a lesson plan for the activity on a template provided. An extra teacher was provided to help breakfast implementation for the first week.</i>
<i>Teachers make a big deal about breakfast when in reality it is not. We go over our homework and take attendance, while students grab their breakfast and begin eating. I was very nervous about having breakfast in the classroom, but it is easy and quick when students know the expectation</i>
<i>Not sure how much preparation there needs to be. I have students in charge of setting it out, I ensure everyone that eats checks their name, and then students clean up. Pretty simple.</i>
<i>The idea and process were sound; it just took some practice getting used to it.</i>
<i>Our Cafeteria Manager did a fabulous job setting up; problem solving with staff, etc.</i>
<i>It was an adjustment to the daily class schedule for both staff and students.</i>
<b>PROGRAM HAS BEEN BENEFICIAL</b>
<i>I see how well the children are doing. How far they have come with food groups, manners, vocabulary, social skills, independence, cleans up, coordination and cooperation!</i>
<b>MORE INFORMATION ABOUT PROGRAM RULES AND PRACTICES COULD BE PROVIDED</b>
<i>Initially, my thoughts where "how hard is it to allow my kiddos time to eat?" which had me feeling very prepared. Then just recently, I learned there were all these rules I was unaware of, which in retrospect means I was very unprepared. Now I say somewhat prepared because I know at least some of the rules and hopefully enough that if I am still missing a few of those rules, breakfast doesn't get taken away. Many of our kiddos would miss breakfast altogether, everyday if they didn't get to have it in the classroom.</i>
<i>I didn't know students couldn't take part of a breakfast. I don't know all the rules that need to be followed to ensure we continue to receive BIC</i>
<i>Impacted my 90 minutes of instruction/teaching until I developed a system. STILL makes a terrific mess on tables/floor for following classes-especially cereal days. Milk is everywhere &amp; NO cleaning supplies to mop it up.</i>
<i>I was prepared according to the training but there were some issues with not enough food, missing milk, and rotten fruit.</i>
<i>Juice and food get all over my tables and the kitchen has not provided a way to clean tables, floors and kill germs.</i>
<i>I didn't know what to expect from students as far as how quickly they would get back on task and messes, etc.</i>
<b>RECOMMENDATIONS FOR PROGRAM CHANGES</b>
<i>I don't have enough food daily to feed all of my students. It is difficult to get more food as well.</i>
<i>I feel the pressure from administration to limit breakfast for kindergarten to 10 minutes is unreasonable. During that 10 minute time period, students are expected to also stand and state the pledge of the school and the pledge of allegiance. I think it's unreasonable for any grade level to ask them to eat in 10 minutes but especially students who are five years old and require a significant amount assistance when they are eating. That being said, I don't think that BIC is being implemented to its full potential as a result of systemic reasons at a school level. I hope that one day there is a legal time frame set for which BIC has to be implemented.</i>
<i>Parents should of been informed about rules and expectations</i>
<i>PD around topic</i>
<i>Some days there are not enough food items for my class. I wasn't trained on what to do for that situation.</i>
<i>Students don't want to follow the rules. Do you fight with them to get them to or deny them food because they won't take it all?</i>
<i>Training session before school started</i>

**To what extent do you think the Breakfast in the Classroom program impacts the following aspects of school culture at your school?**

<b>IMPACT ON LEARNING</b>
<b>Positive Comments</b>
<i>Helps students to be in class on time</i>
<i>Staying awake!</i>
<b>Neutral/Mixed Comments</b>
<i>Our class is SPED, 6,7,8</i>
<i>I have seen nothing different compared to last year. I'm happy that the students are eating.</i>
<i>I'm not seeing a difference as not all students eat.</i>
<i>Results of above "jury is still out." Too early to see results on academic performance or concentration. Kids eat EVERYTHING &amp; ask for more, so attention is OK AFTER eating, not during. They don't eat quickly, want to socialize during eating, &amp; resist participation until they're done eating.</i>
<i>There are so many factors. Obviously a "healthy" breakfast is part of that.</i>
<i>This question doesn't really make sense. And there is not place to put a negative impact on these aspects.</i>
<b>Negative Comments</b>
<i>We already had free breakfast in the morning before the bell and kids have had access to breakfast. I feel that we lose valuable instructional time that is not warranted.</i>
<i>While eating breakfast each morning is needed for concentration, attention, &amp; academic outcomes, the breakfast in the classroom program is a huge time stealer during my Resource Lang. Arts class where students perform well below grade level. We have so much catching up to do and the breakfast interferes with focus, and it creates messes that need to be cleaned up - which is more of an instructional time stealer.</i>
<i>It is impossible to tell since so many kids were eating at home and at school. Also, the extremely poor quality of the food Served, in my opinion, potentially had a very negative impact on student learning.</i>
<i>Although I think Breakfast does help concentration later in the day. During my first hour, it is a distraction to class.</i>
<i>The breakfasts are very sugary and I notice that my students are often very hyper after eating them. They are small and I think the sugar seems to be affecting their attention/concentration</i>
<i>It has made them hyper and extremely hard to reign back in to get work done. It is an effect all day long.</i>
<b>IMPACT ON BEHAVIOR</b>
<b>Positive Comments</b>
<i>They arrive on time to eat; it's gone if they're late.</i>
<b>Negative Comments</b>
<i>Students seem to think they can wander in because it's breakfast so many tardies.</i>
<i>Some students come in late and expect breakfast waiting for them even if they are more than an hour late.</i>
<i>We still try to maintain our morning meeting and homework protocol in the morning, but kids are more distracted, unproductive, and moving around the room unnecessarily during breakfast. i do not think it supports our day beginning productively. Kids are playing with food and wasting it. The amount of trash is ridiculous, especially considering the wasted bags and cafeteria staff's time bagging each breakfast and delivering to rooms.</i>
<i>I have had issues with students making a mess of the room</i>
<i>High carb food = poor behavior</i>
<i>The interaction between teachers and peers is null due to the fact the students are expected to work during their breakfast time. The problem is we eliminate an important social time for them. They need to have time to converse with each other in order to develop and maintain important social skills. I still have several students coming in tardy.</i>

<b>IMPACT ON STUDENT BEHAVIOR</b>
<b>Positive Comments</b>
<i>In my classroom we talk to the students about the importance of breakfast</i>
<b>Neutral/Mixed Comments</b>
<i>I like the program, however the food served is very unhealthy</i>
<i>is there any sort of awareness program to inform students about nutrition?</i>
<i>Again, there is no place to put a negative impact.</i>
<i>I don't know if the kids are aware that these are proportioned meals that are healthy for them. I'm not sure if that's something as the classroom teacher I'm supposed to teach to them but it was not brought up in any training. I think it would be a good idea to include more information to teachers about how the meals are prepared and balanced so we could share that information with our students!</i>
<i>Maybe this would happen more if they were actually given time to eat and not just throw it away. Teachers are not allowed to make a decision on this.</i>
<i>It is good to have breakfast. Parents complain that it is a lot of sweet things. They would prefer fresh fruit, etc.</i>
<b>Negative Comments</b>
<i>We get lots of bread; French toast, apple Frudels, apple cakes and cereals. NOT much variety. Some kids don't like bread so today I had about 5 students drink juice and nothing else.</i>
<i>They miss picking out their own food/hot breakfast with fruit.</i>
<i>There is no time to educate the students on healthy eating-we don't go over their breakfast each day to let them know just how healthy it can be for them. There's simply zero time.</i>
<i>Not all of the breakfast choices are what I would consider healthy, particularly the Frudel, waffles, and pancakes.</i>
<b>IMPACT ON HEALTH</b>
<b>Positive Comments</b>
<i>Some students would not eat breakfast. These are two guaranteed meals for many of our students.</i>
<b>Neutral/Mixed Comments</b>
<i>I don't have a way to measure or compare mental/ physical health of students.</i>
<i>Nurse visits still high. Unknown health/mental impact.</i>
<i>If they are, in fact, not eating breakfast at home then the services provided are invaluable. But let's be honest, the meals are not well balances, nor are they nutritious by any stretch of the imagination. An apple does not a healthy meal make.</i>
<b>Negative Comments</b>
<i>Grains and sugar cause/contribute to many negative health problems. I had more kids with upset stomachs and vomiting during the time we had B.I.C than ever before.</i>
<i>I am a firm believer that erasing their social time while eating is a huge mistake in their personal development.</i>
<i>Healthier food would have bigger impact. Some students opt out because food is "not healthy enough"</i>
<i>Like mentioned, the breakfasts are actually not healthy, so aside from getting something into their stomachs, it does little to contribute to the overall health of the students</i>
<b>IMPACT ON SCHOOL CULTURE</b>
<b>Positive Comments</b>
<i>Breakfast is a great way to start our day having conversation with one another at the table and learning conversational skills</i>
<b>Neutral/Mixed Comments</b>
<i>Unclear about community members</i>
<i>I would like to know more information how breakfast in the classroom can increase interactions with students (and teachers) with the community!</i>

<b>Negative Comments</b>
<i>There is very little interaction with kitchen staff. Social relations are not different with students and staff. The students eat in their classrooms-when are community members supposed to attend the breakfast? This program makes sure that kids eat rather than skip breakfast so they can run outside and socialize. That's the best thing this program offers. If this were a community building period, we would not be forced to push school work on the students while they are trying to eat.</i>
<i>Ha! The cafeteria is working extra to package and deliver what before was provided from one location. It is a waste of time and resources to deliver food to rooms, especially bagged in paper that will immediately be recycled. Offering free food to community should be an optional support; not forced upon children in a way that necessarily compromises the time learning in a classroom.</i>
<i>We now have rodents as a result of food in our classrooms. That's not healthy!!</i>
<i>It was extremely stressful as students were forced to eat very quickly while working so we wouldn't lose too much learning time. This is the opposite habit that most experts recommend which is to sit down and eat slowly WITHOUT trying to multi-task! Also, I never ate with my students since I do not eat sugar, grains, processed foods or low-fat pasteurized homogenized "milk" all of which give me intense G.I. distress, eczema, and worsen the affects of PCOS and metabolic syndrome. Why on earth would I model eating things that make people sick?! It's disgusting that DPS thinks it's okay to do this to low-income students</i>
<i>Some parents complain (in front of the children) that the breakfasts are not healthy and this is causing some tension.</i>

**Beyond the changes previously addressed, are there any additional changes you have observed in your classroom since the *Breakfast in the Classroom* program has been offered?**

<b>POSITIVE CHANGES</b>
<i>I also think it allows the students to "wake up" and begin their day in a positive, family type atmosphere.</i>
<i>Breakfast in the classroom is an integral part of our day. It starts the day out on a positive foot as they can ease their way into the day.</i>
<i>Students look forward to breakfast in the classroom.</i>
<i>I know what students are eating breakfast, and those that are not. I can clearly see the correlation of eating breakfast and not.</i>
<i>My peace of mind, as the educator has improved...knowing that each student is ready to start each day with nutritious food in their belly!</i>
<i>Working in an extremely low-income school, I have appreciated this program for my students to no end! This is such an important and wonderful thing for our students. Thank you SO much and please never take it away! :)</i>
<i>For me, I just want to reiterate the huge difference with trying to teach a child who is hungry and a child who is free to think of something other than the fact he/she is hungry.</i>
<i>When kids don't have BIC (not enough delivered they can get upset. Many depend on it.</i>
<i>Fewer fights, fewer tardies</i>
<i>I feel that it is an amazing program that has helped to provide food to so many students that may otherwise not consistently have breakfast. I do feel that the foods are loaded with sugar and do not always promote healthy choices.</i>
<i>I like the time we have to transition from home to school. This gives me a chance to check in with students, and gives students additional opportunities to help and gain independence.</i>
<i>Better social skills, more parent interaction with kids and other adults</i>
<i>There was a nice camaraderie as we shared a meal and relaxed before schoolwork.</i>
<i>Yes, students are not starving by 10:00am</i>
<i>Some students that come in late and do not have breakfast at home are able to have breakfast in the classroom.</i>
<i>The leftover breakfast that students leave behind is used as a mid-morning snack for students on some occasions.</i>
<i>Students are more social during this time. I allow students to talk with table groups while eating, much like a family would talk over a meal at home. This helps them to bond and interact positively.</i>
<i>It's been an opportunity to teach values around recycling and not wasting food.</i>
<i>I think students' table manners and sharing have really improved. They are kind to their friends and understand the benefit of a share table as well as help their friends opening packets, etc. It hasn't directly transferred to the rest of the day, but I hope it will.</i>

<i>New foods have been introduced (although few and I have only seen them rarely) following questions about how healthy the breakfast choices are.</i>
<i>Students eat 2 meals a day at school. In a way, it makes school feel a little more like home. At the same time, since many of the students eat extremely different foods at home for breakfast and lunch, it also makes school feel a little less like home.</i>
<i>We have a great relationship with the kitchen staff - good communication.</i>
<i>Parents are also more involved in the classroom, with each other and with other students which is really nice</i>
<i>I was an excellent way to build community, I feel my students got along better, the morning was less hectic with attendance, lunch count, notes. I could deal with these while children enjoyed breakfast.</i>
<b>RECOMMENDATIONS</b>
<i>At our school breakfasts are separated by individual bags for each student - it is more effective, efficient, and less wasteful to have all the breakfast items together in the box, especially for the younger kiddos.</i>
<i>Students didn't want to eat it all at once and wanted another time to eat it</i>
<i>More napkins in case there is a spill.</i>
<i>There isn't enough food delivered and it is hard to get more breakfast. I have 28 students in class and typically only receive enough food for 15-20 students. I then have to chose who will and won't eat that day. This isn't fair.</i>
<i>I have noticed much increased participation in eating the breakfast since the menu changes compared to last year. Really taking into account that student feedback helped.</i>
<i>We were told a breakfast "set" would be served in a paper bag and that did not ever happen.</i>
<i>Food being served is not in the paper bag as we were told, now it is a hassle. Also some of the food -example pancakes without syrup- is not desirable.</i>
<b>TIME</b>
<i>It takes away another 20 minutes of me planning/grading time. The breakfasts are wasteful in putting them in individual sacks everyday AND they are so full of HFC it's pitiful.</i>
<i>It is one more thing us teachers have to manage. It takes away precious minutes of instruction. It creates an exorbitant amount of waste.</i>
<i>BIC is a major distractor to deal with during first period. I would not have it if I weren't held at gunpoint, so to speak.</i>
<i>BIC took too much time away from instruction. Students were taking a breakfast sack and not eating, only drinking juice.</i>
<i>They are more off-task at the beginning of class.</i>
<b>FOOD CHOICES</b>
<i>Last year my kids were a lot more excited to eat breakfast when we had hot meals such as the biscuit and egg sandwiches or burritos. Now that it is mostly granola bars, cereal and cinnamon rolls - they are not as excited or willing to eat it.</i>
<i>At this point in the year, the students who eat breakfast daily are increasingly interested in warm foods, and they have little interest in a breakfast of apples, crackers and milk.</i>
<i>During T-cap children needed protein for breakfast, not sugar cereal, sugar pastries etc. There is too much sugar these kids are eating. Why is there not yogurt, fruit and some protein at every breakfast. Cereal doesn't do it. Milk should be provided every day for every child.</i>
<i>Students in our high poverty demographic are advocating for less waste and more fresh produce to help optimize the spending of tax funds used for their breakfast and lunch.</i>
<i>Food choices are detrimental to student well- being as they negatively impact both behavior and health. The lack of protein and fat in conjunction with the ridiculously high amounts of sugar contribute to student misbehavior. Many of our students are also intolerant to lactose and therefore we have many students with upset stomachs, gas, etc.(see studies on rates of lactose- intolerance in minority populations). Given this, there have been many "strong contributions" however, they are all negative.</i>

<i>There are fewer hot meals and a lot of processed options provided, I notice more students expect breakfast and some parents state that they do not need to provide breakfast to their child at home because they have this option. I hate the fact that food has to be tossed out if students do not eat their part of the breakfast I do not agree with the waste. When we had breakfast in the cafeteria there was less waste and more hot meal options.</i>
<i>Students almost never have a hot breakfast. I find that when students have breakfast with more protein (like egg, for example), students eat more. In previous years, students were offered more hot breakfasts.</i>
<i>Breakfast in the classrooms is just more work for teachers. The food that they are eating is processed, microwaved in plastic bags and unhealthy! We have a cafeteria why not use it? milk is spilled on a daily basis. Some days the classrooms smell of spoiled milk.</i>
<i>Students want more food. Teachers want less cereal with spilled milk. Need cleaning materials; have none &amp; don't want custodial staff constantly called.</i>
<i>I know that kids come to school without breakfast. We start early and not all families understand the significance or can afford to healthy. If you want to improve the program than you should serve healthier cereal and yogurt options. Cinnamon toast crunch is tasty, but not what kids need. Better than nothing? Maybe, but that's a fairly dubious argument. I wonder if General Mills isn't the one being best served. Anyway, the kids need to eat to focus and learn which means that for the time being BIC is a program worth keeping.</i>
<b>MESS/WASTE</b>
<i>The classroom is dirty more often, smelling of food waste for days, bringing fruit flies to the trashcans. Many students don't participate in eating the breakfast, I don't find it nutritious to eat pre-packaged processed Frudels, French toast, pancakes, etc. there used to be homemade breakfast sandwiches that students really liked, but we don't get those anymore.</i>
<i>I have more mice and insects in my room. which causes me to spend my plan time picking up and sweeping my room.</i>
<i>I end up cleaning my classroom more often to prevent insects and rodents due to food being introduced.</i>
<i>The students do not value what they are given. They often throw the food away uneaten.</i>
<i>Cleaning up can be challenging and tends to drag breakfast beyond the fifteen minute time period.</i>
<i>Trash bags leaking, big issue for custodial staff! Need better bags!</i>
<i>I have milk, yogurt, and juice stains on my carpet now.</i>
<i>Sacks given to each student every day is a poor choice. We should be setting an example for our students to not be wasting so much.</i>
<b>OTHER</b>
<i>I have more students complaining of stomachaches and more need for bathroom breaks.</i>
<i>Students arriving late to school. Using the Breakfast in the Classroom program as a way to show up late. Using the excuse they do not want to eat breakfast at school.</i>
<i>Parents stay in the classroom and students are exposed to conversations not appropriate for them.</i>
<i>Earlier start times - students now bringing breakfast from home/sometimes not healthy. Students who are 30 min late. to school still have not had breakfast and class starts</i>
<i>The students miss the social time in the lunchroom and the miss the joy of having hot meals. I don't like the fact that they get timed by most teachers. The students are more a less rushed to eat versus enjoying their breakfast and socializing with friends.</i>
<i>Not everyone eats a breakfast; some refuse because of the items with which they are presented. Some kids ask for more food than what they've been given. The milk sometimes puts some students to sleep.</i>
<b>NO OPINION</b>
<i>No real change in my classes.</i>
<i>I have always had breakfast in the classroom so have no prior data to compare.</i>
<i>I am not sure because this program was set up when I arrived.</i>
<i>I did not mind having BIC, but we decided as a staff to put it back in the cafeteria.</i>

**Are there any challenges that you've encountered with the Breakfast in the Classroom program?**

<b>POSITIVE COMMENTS</b>
<i>Kids love it.</i>
<i>No, it is another task, but a minor task and an IMPORTANT service</i>
<i>The Breakfast in the Classroom did a great job of forging a stronger community with the students who were already strong or neutral contributors to the school community. Students who were already working against the school community were required to attend but did not come to Breakfast in the Classroom. So the people who needed most to integrate better (and perhaps needed the nutrition) actively chose not to participate.</i>
<i>I can't speak for other teachers, as many complain of the inconveniences, but I have experienced teaching hungry children and the challenges are worth overcoming, in my opinion. If we can ever get away from making everything about the 'red tape' I certainly wouldn't argue with making the whole process easier.</i>
<i>No challenges, I think it's great.</i>
<i>Not at all; I think it's an excellent program. You could probably save money and trees by not bagging all of the breakfasts individually...</i>
<i>I have not had any, but know that other teachers have wanted to have breakfast go back to lunchroom, which it has recently. since then, I have noticed students do eat more consistently at home, which they didn't do as much before.</i>
<b>HEALTHY CHOICES</b>
<i>When the breakfast first started at our school I enjoyed the food but now the quality of the food is ALL processed/packaged food I believe that the students are not receiving the nutritional message I believe the program is trying to send but rather learning that eating pre-packed food is what is best for breakfast. I think it work better when the kitchen was making the breakfast fresh in the lunch room.</i>
<i>Parents complain that the breakfast is not healthy enough and a lot of them prefer to feed them at home. Also they say it is not healthy that things have too much sugar.</i>
<i>Many students don't like the food served. I don't agree with the saying "Beggars can't be choosers." These students deserve delicious options. Not just graham crackers. I think providing a warm, cooked breakfast would be amazing. It would also be nice to provide various authentic cultural foods, rather than the dominant culture's foods all the time.</i>
<i>Last year, I felt like breakfast was so much more well balanced with options, especially protein filled options. Last year, there were breakfast items such as egg burritos, sandwiches, quesadillas, yogurt, granola, etc. This year has been a huge disappointment, with most days involving sugary cereals (cinnamon toast crunch) or carb loaded, sugary frudels. Many teachers have had similar complaints. We want the protein filled options we had last year back!</i>
<i>There used to be more variety in choices, especially hot food choices, like egg sandwiches, sausage sandwiches and burritos which helped aid in more participation among students. Can we have these and/or other hot choices back on the menu? It has become very wasteful now that each breakfast is served in an individual bag, can we go back to how it used to be? Our kitchen staff rarely gets breakfast to our room on time and our kitchen manager has had very unclear directions and expectations of how to account for participants and volunteers; very poor communication.</i>
<i>The greatest challenges are that the food is "fast food" and not very healthy. This results in the teacher (myself) not eating with the students. Also, we work hard in the classroom to be environmentally friendly and the amount of waste produce is significant. We fill up our recycling bin each day with the paper bags but have no plan / system in place to empty it each day. I would like to see a better plan for reducing the waste associated with breakfast.</i>
<i>I think that it is great that students are eating breakfast, but as mentioned before, it is not very healthy. The meals I see are cinnamon toast crunch, granola bar type things, pancakes, and streudels. The milk is great and the occasional apples, but the rest provides a challenge when I do not want to encourage students to eat something that I think is not great for them. Also, many students show up super late which makes it hard to make time for them to eat without really disrupting the whole day.</i>
<b>MORE FOOD/ DIFFERENT CHOICES</b>
<i>Students want more food and want unhealthy choices.</i>
<i>The students' meals are very small and not nutritious. My students are often hungry by 1030. When they used to eat breakfast in the cafeteria this is not as big of a problem because the meal selections were more varied and large. Often times my students do not get both a hot item and a juice and a dairy product, only 2/3</i>

<i>The food is not as diverse the students are getting tired of the same thing all the time.</i>
<i>On occasion there has not been enough food or bags contain missing items. Also we secretly marked milk that was not used and it was never taken out of the black cooler and returned everyday for a week!</i>
<i>The accounting system is confusing - what do we do if students only want part of the food? This happens a lot with the older students - they all want juice, but not necessarily food or milk. The kitchen staff communicate that this messes up their accounting, but I don't want to throw away uneaten food just to get accounting correct - that sends a wasteful message to students. I also question the healthiness of foods like Fruidels and Cinnamon Toast Crunch.</i>
<i>This year, I have had several occasions were my class did not receive enough food and I had to call the cafeteria for more. This greatly impacts one of our core values - Students First. It delays our breakfast, so students feel rushed to eat and may not eat as much as they should and the start of our academic day.</i>
<i>Some students only want to drink the juice and not eat the rest of the breakfast, others only want to eat the sugary garbage (pancakes, waffles, pastries, etc). All of this food is probably genetically modified (GMO) and is therefore not real food. They are not learning about healthy eating. There is rarely fruit included (FRESH fruit, not pre-cut apples with preservatives on them or juice--which if you do your research you will find that juice is not healthy unless you are juicing it yourself). The kids rarely drink the milk, and there are complaints that the milk tastes weird (probably loaded with hormones), and no options for students lactose intolerant (almond milk?). I think that the breakfast in the classroom is a good idea, but we need to make them healthier.</i>
<i>Sometimes there aren't enough meals for all students; often students complain about the breakfast items they are given, and the eating of breakfast becomes a distraction during the students' Do Now activity, which steals time from hardcore instruction time. Also, we now have rodents in our bldg. because of all the food crumbs. Desks are also often left messy with food residue &amp; it costs me \$\$ to provide Lysol wipes on a daily basis.</i>
<i>In ECE classes, sometimes the breakfasts are too big for smaller stomachs (i.e. bagels). We have been able to give the students half of a bagel instead of a full bagel, but we worry about the waste of food.</i>
<i>At least every kid gets breakfast, but some say it's just not enough to fill them up.</i>
<b>DEALING WITH MESS</b>
<i>A place to put the extra cereal. It clogs the sink, and leaks from the trash can.</i>
<i>The classroom is dirty more often, smelling of food waste for days, bringing fruit flies to the trashcans. Many students don't participate in eating the breakfast, I don't find it nutritious to eat pre-packaged processed Fruidels, French toast, pancakes, etc.</i>
<i>Some of the items served are messy in the classroom which takes away from instructional time because students spill the items on the carpet unintentionally. I would suggest not serving cereal instead instant oatmeal with milk could be served. Most of the food items, the students really enjoy.</i>
<i>Taking time to clean up messes. Students bringing breakfast from home. Not enough choices for students to choose breakfast...example...only cereal Fruit is not always served with breakfast. Breakfast items are sometimes short...we have to call to have more delivered. Students throw away ALOT of food/milk</i>
<i>Yogurts always squirt/spill. Certain students always spill and find a way to step on cereal so that it's impossible to clean up. Students have a hard time transitioning into Do-Now at "start" of class at 8:00 because they've already been "hanging out eating" for 15 mins</i>
<i>Attendance issues are created. Messiness. Trash everywhere. Extra food taken for rest of day, making enforcement of no food in classrooms difficult.</i>
<i>Students generally do not take responsibility for all of their garbage, finding some left behind. It adds another preparation task to teachers' mornings.</i>
<i>PLEASE consider not having milk. It creates huge spills, stinks, the school does not have an effective way of cleaning it. Also, many students are lactose intolerant, especially African American children. Also, schools with the BIC program need to have classrooms vacuumed nightly. I think it is really unsanitary that my room is only vacuumed every other night. We are in an old building with mice and insects. Other than that, the program is great!</i>
<i>Could we have Lysol wipes for the desks</i>
<i>Having cereal in kindergarten is often very messy. Students have a hard time opening the cereal, spilling the cereal and over filling the cereal with milk.</i>
<i>The black garbage bags leak. Every day I have drops of milk on our floor. We were told all liquids go in bags, not sink</i>

<b>WASTE</b>
<i>Making sure that everybody eats (some are picky and as soon as they what we have for breakfast, they say that they already eat at home)....and handling the amount of TRASH. It's just too much using those paper bags. Totally non-sense when we also try to teach reduce, re-use and recycle.</i>
<i>We throw away gallons of milk every day. I think there should be a way to request only a certain number of milks depending on how much your students drink. If only a few kids drink milk each day, then it is a sad, horrifying waste.</i>
<i>The students and I do not like how the kitchen staff has now put breakfast sacks together. We feel it is wasteful because the students don't necessarily want everything that's in the sack. They would prefer to pick what they want in the breakfast selection (ie: cereal and milk, but not pre-cut apples).</i>
<i>The forcing of the students to eat items they do not want has led to a lot of waste. I liked it better when the food was sent to us in groups and not individual bags. Students choose what they are going to eat anyway.</i>
<i>The reason I took the time to do this survey is to tell you that the white paper bags are totally disruptive and wasteful. If you observed breakfast for one week in a classroom I can guarantee you would get rid of them. They are SO noisy and kids immediately throw them away or recycle them. I actually go through the bins and dump the food and I know I am not the only teacher that does because the bags are so noisy .</i>
<i>Understanding if untouched food is to go in the trash or can be eaten by other students. How wasteful is this - do uneaten meals get thrown out if all meals are not taken in the classroom?</i>
<i>Yes, they are using paper bags for the meals, when they are not needed, and it is a HUGE waste!! They asked our opinion about this, and then did the opposite of what we asked. They should just deliver food, and let the students take what they prefer, some don't want the entire breakfast!</i>
<i>Just learning expectations and how to run it at the beginning of the year. Children can't pick and choose. They have to take the whole breakfast, which then causes a lot of waste.</i>
<b>TIME ADJUSTMENTS</b>
<i>Takes away too much instructional time, parents feel that it is ok for students to be late to school since its just breakfast that they are missing anyway</i>
<i>I think that in many classrooms, breakfast is not being used as a time for teachers and students to socialize and strengthen their relationships with others, but instead it is being used to go along side an academic activity that does not allow students to focus on eating without rushing.</i>
<i>Custodial staff is not supportive of the program and often makes it difficult for staff to facilitate breakfast in a positive manner. Students are often rushed and food is wasted because all breakfast must be thrown away and collected by a certain time.</i>
<i>It can be difficult to transition from breakfast social time to class work time. Juice straw wrappers get everywhere. Not enough raw fruit, but juice instead. Students love the juice, but unprocessed fruit is better. Sometimes trash bags are not in the containers, but we get "yelled" at if we use classroom trash containers. No wipes are provided to help clean up any incidentals, or to clean desks prior to eating.</i>
<i>It is hard with students that do not arrive on time. Parents get very upset if the students are late and do not receive a breakfast. I also feel the food is in no way healthy. They always have pancakes, beagles and waffles. This is not a healthy breakfast. I do love the program because I feel many of my students would not get a breakfast otherwise, but I wish there was a way to make them healthier.</i>
<i>Timing of food arrival. Sometimes we have to wait for breakfast, but this is rare. Also, I am not certain that all of the foods offered are the healthiest choices. For example, we get "Fruitdel" on occasion and all this is is a strudel. Why couldn't we replace this with a warm breakfast sandwich?</i>
<i>Some parents are not getting their children to school on time to eat breakfast, or they show up late and expect us the give their child breakfast at anytime they arrive. The other challenge I would state is promoting healthy foods while serving breakfast items that are consisted of processed foods or sugar based (the majority of the foods are not included in this group).</i>
<i>It is time consuming to implement and fairly messy. We have lost instructional time and because the kids are so young, I am responsible for much of the implementation of the program. I think it is important that kids get breakfast at school, but I would prefer to see a more healthful menu.</i>

<p>Our students are only being given 10 minutes to eat breakfast and most of the food is being thrown away. Start of school day was changed earlier by 5 minutes without teachers vote and now the school day is longer. (As a teacher I do not feel the purpose of the program is being met &amp; did not agree to the Breakfast program changing the school days allotted time) There is not a variety of food, a lot of the same stuff and sometimes not warmed.</p>
<p>Yes, second graders have frequent spills and take longer than 5 minutes to eat breakfast. It definitely impacts the amount of instructional time I have in the morning. I am still struggling to allow students enough time to eat so that they don't feel rushed, while not allowing it to take over morning teaching time.</p>
<p>My only problem is that I wish the students could eat their breakfast in a dedicated homeroom period, say 10 minutes or so, rather than an instructional period because it can be difficult to get them engaged in content when they are finishing breakfast, but I cannot lose 20 minutes of time from my class while students lag on eating their meal. There needs to be some kind of balance, and I believe a dedicated homeroom would be much more efficient and set clear boundaries and timelines for eating in the classroom.</p>
<p>Slow eaters &amp; meal times for students at home are apparently highly social, so that aspect of meal time carries over into expectations that class meals are also social time. It's been a battle to avoid socialization into silent reading. Writing &amp; direct teaching does not work with food.</p>
<p>Not enough time to eat, students are very rushed; Sometimes the breakfasts aren't very healthy. This morning, for example, we had cinnamon rolls. In the past, we have had packaged strudels and banana bread that tasted more like cake.</p>
<p>Hard to get the students to transfer from breakfast time to classroom work time. It is hard for them to differentiate between "social" time to "academic" time since it all happens in the same environment.</p>
<p><b>OTHER</b></p>
<p>Not enough food for teacher to sit and eat with students. There is a problem when they breakfast program only offers a cookie and milk. Is that breakfast?</p>
<p>In Jefferson County, teachers are encouraged to eat with students, and breakfast is served to them. In Denver, teachers are not. If it is a goal that teachers should eat with their students, shouldn't breakfast be provided for teachers, and time allowed for this? It is difficult enough to get our cooks to add a new student to our count, much less teachers or paras.</p>
<p>It seems like the same students eat every day and there are a few who generally do not participate. They say they are not hungry but I worry about their nutrition. Also, some of the food is more popular than others and the students, despite my encouragement, still shy away from fruits</p>
<p>I think that it is super successful in the classroom where it is taking place. However, it is super unfair to serve only part of the students' breakfast and not the others. When I have had to cover classes, it is very awkward to only allow certain students to eat. Why is this allowed to happen?</p>
<p>The students are demanding and complain about breakfast items frequently, and do not follow the rules for the quantity they take. This causes an issue of sneaking and lying about how much some students take for specific items.</p>
<p>Working with young children, I have encountered much too much parent "participation". They want to help their children get their breakfast, open their breakfast items, and don't believe their children will eat it if they are not there. The difficulties we had at the beginning of the year have smoothed themselves out now. One thing that I don't like about the program, though, is that when we say we are promoting Healthy eating, we give them sugary food like pancakes and "Frudel" without a protein, other than milk. I like that they have fresh fruit rather than juice often. My students ate the breakfast sandwiches last year, and miss them this year! Seems like cereal and milk are the norm, but sugary cereal...!</p>
<p>Parents are not allowing students to be responsible and independent. Students are fed by parents and choices made by parents too.</p>
<p>From the last list, I'm curious if there are designated activities that have been planned for students to do while they eat their breakfast. Should it be surrounding the idea of healthy eating? Is it ok to have activities that don't teach about healthy eating at that time? Also, I would love to participate more often and eat with my class however, I would say at least 50% of the time there is not a dairy-free option. I'm not sure who chooses the meals but, it would be nice if there was an option in addition to cereal and milk or yogurt on the days that is being served.</p>
<p>See above...staff and parents voted to remove BIC from classrooms and return to lunchroom breakfast before school. Menu is much more healthy, instructional time is not compromised and students who need breakfast are getting it.</p>

**In the next few years, what support should Denver Public Schools provide to the *Breakfast in the Classroom* program? (Check all that apply.)**

<b>CHANGE FOOD OPTIONS</b>
<i>Improve the quality and nutritional value of the offering</i>
<i>More choices of food and healthier options</i>
<i>Provide better a breakfast with more protein and better carbs</i>
<b>HEALTHIER food</b>
<i>Healthier breakfast options with fresh ingredients and more fruit</i>
<i>Encourage the students to eat less sugar for breakfast.</i>
<i>Provide more nutritional breakfast options and less sugar</i>
<i>Create truly healthy options and then provide information on the nutritional content.</i>
<i>Better quality food and decent portions.</i>
<i>Survey food preferences and adapt program</i>
<i>Warm breakfast, various authentic cultural foods.</i>
<i>Continue with changes to the menu to remove so much packaged food and provide fresh fruit</i>
<i>Nutritious Food delivered at the right temperature</i>
<i>More filling foods</i>
<i>Offer more breakfast choices for the students.</i>
<b>MOST IMPORTANTLY SERVE MORE FRESH FRIUT AND JUICES WITH LESS SUGAR</b>
<i>Include more fruits and healthier alternatives--maybe breakfast sandwiches on occasion?</i>
<i>Provide more nutritious breakfasts and on some days...MORE breakfast. My students are hungry when all they get are yogurt and crackers.</i>
<i>Improve the nutritional value. Establish Food Banks to nutritionally support students throughout the day</i>
<i>Redesign the menu to include ONLY whole, natural, unprocessed REAL FOOD with grain- and sugar-free options like hard-boiled organic (preferably pasture-raised) eggs, fresh fruit in moderation, and organic whole milk cheese or organic whole milk or whole milk yogurt with only fruit as a sweetener that has not been ultra-pastuerized. NO additives, preservatives, artificial anything! Celery sticks with Sunbutter, nuts and seeds, etc,</i>
<b>CHANGE SCHEDULING</b>
<i>Provide breakfast BEFORE school starts!</i>
<i>The kitchen staff should distribute the breakfast to the students before they enter the classroom. This would alleviate waste and hoarding of items.</i>
<i>Help schools build dedicated time into schedules</i>
<i>I have at least 5 kids a day who are late to school.</i>
<i>More time for breakfast, better enforcement by admin</i>
<i>Allow younger students longer time to eat. 10 minutes for kinders is not enough.</i>
<i>Establish a designated about of time and insure that the time frame established is adhered to.</i>
<i>Make the breakfasts more healthy. Extend the school day by 15 minutes so there is time for breakfast without working during breakfast.</i>
<i>Allow students time to just eat in first period. They can't and won't work at the same time.</i>
<b>EXPAND THE PROGRAM</b>
<i>Check on those classrooms because some are not taking advantage of the program.</i>
<i>Expand it to all students in a school!</i>
<i>Breakfast should be offered to ALL students in our school not just one floor</i>
<i>Could the program also include younger siblings?</i>

<b>PROVIDE MORE SUPPORT</b>
<i>If we can't eliminate "red tape" the information really should be given to teachers. I shouldn't find out years later that I should be or shouldn't be teaching during breakfast, or that a certain amount of items is expected to be taken and eaten...</i>
<i>Offer more information and guidance as to imp. of protein in diet</i>
<i>Offer teachers ideas on meaningful activities to incorporate</i>
<i>Provide best practices information to the people implementing the program.</i>
<i>Offer nutritious breakfasts at school; Offer a monthly breakfast menu to parents</i>
<i>Make school-wide policies - and consequences- for things like making a mess etc</i>
<i>I don't know how many schools with high percentages of free lunch this program is offered to.</i>
<i>Make sure there is a need in a school before adopting.</i>
<b>ADDRESS WASTE</b>
<i>Start donating unused food items.</i>
<i>Provide bigger trash cans</i>
<i>Try to find a way where there is less food being wasted - more specialized menu items that kids enjoy, or a system where milk is not wasted.</i>
<i>Figure out waste</i>
<i>Reduce waste. Improve quality of food that is offered.</i>
<b>CHANGE LOCATION</b>
<i>Return breakfast to the cafeteria, keep food out of classrooms.</i>
<i>I would change it to be a hot bkfst in the cafeteria: eggs, fruit, turkey bacon/sausage, oatmeal, etc.</i>
<i>Implement and provide breakfast, but do it in the cafeteria.</i>
<i>Move it back to the cafeteria, my students get to my class at 7:30 or later</i>
<i>Offer free breakfast before school in the cafeteria, get the job out of the hands of teachers</i>
<i>Have breakfast in the cafeteria where warm eggs and protein can be prepared.</i>
<i>Offer free breakfast in the school cafeteria to all students at all schools. Make the breakfasts fresh and always offer fresh fruit each and every morning. Get much more feedback from students on their dietary preferences and allergy issues.</i>
<i>Not provide it in classes where students are not taking the food</i>
<i>The only difference between eating in the classroom and the cafeteria is the elimination of a duty.</i>
<i>Take breakfast back to the cafeteria before school begins, and have a plan for those students who arrive late. Instruction time is so limited and many of our students get less of it because of the breakfast eating time in class.</i>
<i>Put it back in the cafeteria.</i>
<i>Go back to breakfast in the cafeteria with fruit smoothies and homemade meals with options</i>
<b>END THE PROGRAM</b>
<i>None. This program should not continue.</i>
<i>Discontinue unless drastic changes are made in food choices</i>
<i>If all DPS doesn't support it as a routine then none should.</i>
<i>Dispense with the program and put responsibility and expectation back on the parents where it belongs.</i>
<i>Eliminate the program in most schools</i>

**Please share with us any additional thoughts you might have about the *Breakfast in the Classroom* program.**

<b>POSITIVE COMMENTS</b>
<i>Expand it to all students in a school!</i>
<i>Breakfast should be offered to ALL students in our school not just one floor</i>
<i>Could the program also include younger siblings?</i>
<i>It has only been piloted with the 1st floor of our school. To be equitable, the entire school should receive this benefit but there should also be more school-wide promotion of healthy eating and junk foods should be forbidden.</i>
<i>I think this is a great program for all our students here at Ellis they seem to be more focus. Thank you</i>
<i>I believe that this program is important. It saddens me that not every student in our school are offered this opportunity. Why can't all our students receive breakfast? Why just one floor of students?</i>
<i>Our kitchen and custodial staff at Ellis Elementary are doing a fantastic job with all facets of our BIC Program.</i>
<i>I like this program, especially in a school with a large majority of students in poverty or financial duress. I also think it helps the school climate to have a low-stress start to the day. I just think individual schools need to be more specific about breakfast expectations in accounting and procedure.</i>
<i>I find it a positive experience.</i>
<i>I appreciate that the kids get breakfast at school, since it is a very important meal that I am not sure all of my students would get if it were not provided and it provides time for me to connect with my students on something other than academics. However, it would be nice to see healthier options (fruit, yogurt, granola) instead of all sugary carbohydrates and fruit. I think this would further emphasize healthy eating. I think the kids eat enough junk food throughout the day without having it be the only type of food offered in their breakfast.</i>
<i>It is great, a lot of kids need it.</i>
<i>Students seem to be able to pay more attention after having eaten the breakfast provided.</i>
<i>Kids can't learn when they're hungry. I think this program makes a huge positive impact on student learning. I also think the program bonds school staff. Because of breakfast in the classroom, I've become acquainted with our amazing cafeteria staff.</i>
<i>I think highly of the breakfast program because students cannot learn on an empty stomach.</i>
<i>This program is FANTASTIC!! I would like to have more support/materials to make it more meaningful in my classroom. I would love to teach my students more about healthy eating and why those meals are balanced and healthy for them.</i>
<i>It is amazing to me how much building relationships revolves around food and having the access to nutritious food. For many of our students this represents caring and one less thing they have to worry about. In the Manual neighborhood there are not many close grocery stores selling healthy food, if not for Breakfast in the Classroom, many students would just eat chips or other candy sold at the local corner store.</i>
<i>I am very sad that the program was discontinued at my school, a majority of teachers wanted it returned to the lunchroom. I found it a very important program.</i>
<i>It is a great idea.</i>
<i>I think it's a great way to increase academic achievement. That being said—I don't think it's being utilized as efficiently as it could.</i>
<i>Concept is good, the logistics are a problem.</i>
<i>The students have more courage to eat when breakfast is in the classroom</i>
<b>ADDRESS MESS</b>
<i>Provide bigger trash cans</i>
<i>I would like some type of cleaning wipes provided to wipe down tables. There are usually day spills and it would be nice to have cleaning materials provided. Also, plates for items that need to be set down on the tables, like when they need to spread cream cheese on bagels, which usually ends up on table.</i>
<i>My concern is a health issue of food and spills on the carpet. There already is a problem with mice and mold especially in the older schools. The younger children spill milk on a daily basis..</i>
<i>I do like the program, along with providing students and staff with healthy food, it would be wonderful if each classroom was provided with a Dustbuster, or some type of small wet/dry vac or cleaning supplies to handle spills in the classroom.</i>

<i>Always thought that the reason this wasn't always done this way within DPS is due to the traces of food left in classrooms that can bring certain pests. Also seems that it would make more intense work for cleaning crews to deal with.</i>
<i>Juice every day. More non-perishable items. The kids are not eating the yogurt and it's becoming a play thing. Some kids are throwing it at each other in the halls.</i>
<i>Provide each classroom with a set of paper towels &amp; spray bottle of cleaning solution for clean up.</i>
<i>Please help with trash liners &amp; better trash bags for breakfast pick up!</i>
<i>Having breakfast items that are easy for ECE and kindergarten students to handle and eat would be a big help when it comes to cleaning up. There may not be as many spills and over flow of milk in the cereal containers.</i>
<b>ADDRESS WASTE</b>
<i>Start donating unused food items.</i>
<i>Make it optional!! Parents should sign in for the program, instead of everybody receiving breakfast just to toss it. What a waste!!</i>
<i>I love it! But I want to stop wasting food because of it.</i>
<i>I think we need to drastically reduce the amount of food wasted, or find a way to preserve unused food for the next day. I imagine the cost of providing a small refrigerator for every teacher in the program (to save food for the next day) would cost less than the thousands upon thousands of unused milks that get thrown away each day. But I'm probably dreaming...</i>
<i>I am really concerned about the amount of waste generated by having each meal put into a paper bag. If each student needs to take each thing, we can ensure that without the absurd amount of money and time spent on pre-packing the bags.</i>
<i>1. Cold drinks are placed in bags with hot entrees. Why can they not be placed in bag containing cold milk. 2. Why is it necessary to use paper bags to hand out breakfast. Students and teachers are capable of distribution of entrees without bags. 3. Paper bags are a waste of resources and cause extra work for kitchen staff. Please eliminate this part of the program.</i>
<i>Why must we throw such a small amount of trash into such huge bags? It is making a terrible impact on our environment. Why have the meals deteriorated so drastically this year?</i>
<i>I think that using the paper bags is wasteful, in money, time and resources. I believe they are unnecessary, and we can still provide students with a balanced breakfast.</i>
<i>Not all students eat the breakfast, and I'm afraid that we're wasting food. I just want to be sure that perfectly good breakfast food is not being tossed in the trash. I'm not sure if there is a collaboration with a food pantry but it would be a great idea if there isn't.</i>
<i>Portions are too big. Students are not used to eat some of the items provided. Too many options and students start complaining too early in the day because we ran out of an item. Parents start knocking on door too early.</i>
<i>It creates a lot of waste. Putting all the food in individual bags is completely ineffective in getting students to eat from all the food groups. They simply pick out what they want and leave the rest in the bag.</i>
<i>The paper bags used for each individual students' breakfast is a HUGE waste. This is not necessary. Please stop. I have participated in this program at another school and paper bags were not used then and breakfast was just as easy as it is with paper bags.</i>
<i>Portions too small for some students. Paper bags wasteful.</i>
<b>CHANGE SCHEDULE</b>
<i>Provide breakfast BEFORE school starts!</i>
<i>The kitchen staff should distribute the breakfast to the students before they enter the classroom. This would alleviate waste and hoarding of items.</i>
<i>Help schools build dedicated time into schedules</i>
<i>I have at least 5 kids a day who are late to school.</i>
<i>More time for breakfast, better enforcement by admin</i>
<i>Allow younger students longer time to eat. 10 minutes for kinders is not enough.</i>
<i>Establish a designated amount of time and insure that the time frame established is adhered to.</i>
<i>Allow students time to just eat in first period. They can't and won't work at the same time.</i>

<i>Many teachers continue to offer breakfast to students who arrive late even though the class has already cleaned up....this takes away from instructional time and takes away from parent responsibility of getting students to school on time</i>
<i>Build in time for BIC so instructional time is not lost</i>
<i>Overall, I love the program and it would be awful to see it go away!! However, I think it's awful that it's being served in paper bags.</i>
<i>Sometimes we are short items for all students. bagels take a long time to eat</i>
<b>CHANGE LOCATION</b>
<i>Offer free breakfast in the school cafeteria to all students at all schools. Make the breakfasts fresh and always offer fresh fruit each and every morning. Get much more feedback from students on their dietary preferences and allergy issues.</i>
<i>Why are there no options in the responses to decrease or redesign the BIC program? It should absolutely remain an optional, pre-morning bell based in the cafeteria. Students have the daily option and access to free (albeit low-quality) food so that they are not hungry during the day. For those VERY FEW students who do not have food at home AND fail to come before the bell for whatever reason in order to eat, teachers could be provided with LIGHT food options for those that would benefit from a breakfast and could do so discretely in a way that does not disrupt instruction. Teachers could much easier provide this accommodation for those few students than make it a waste-generating practice of an entire classroom.</i>
<i>Go back to breakfast in the cafeteria with fruit smoothies and homemade meals with options</i>
<i>I would change it to be a REAL breakfast that is hot, made in the cafeteria: eggs, fruit, turkey bacon/sausage, oatmeal, etc. It's a waste of time for the "snacks" they offer the kids &amp; it's not very green as every day they use a huge black trash bag that maybe holds a few milk cartons &amp; uneaten snacks. Plus at this school the student can use that extra time for their literacy &amp; they should use the time that kids are here before school anyways to eat a real meal in the cafeteria.</i>
<i>Breakfast in the Cafeteria...this would also help with the health and safety of the students. There has been a huge increase in mice sightings in our building since BIC was brought into the classroom.</i>
<i>I think that breakfast in the cafeteria and some free time afterwards is better than BIC. It's the only time students can mingle and talk with their whole grade or other grades. We have taken away all social time from Middle Schoolers which is important developmentally. Then we wonder why they want to talk and visit during class? Either that or give them some free time at lunch. Otherwise it contributes to behavior problems.</i>
<i>I highly value the practice of getting kids interested in eating breakfast, and understand the health and learning benefits of eating one each morning. Since not all students eat one, I would like to see the breakfast eating take place back in the cafeteria.</i>
<i>Breakfast should be eating in the cafeteria. More healthy choices are offered. When breakfast is offered in the classroom food is often micro-waved in plastic bags. Breakfast in the classroom also provides no choice of what the children eat for breakfast.</i>
<b>PROVIDE MORE PROGRAM SUPPORT</b>
<i>Survey food preferences and adapt program</i>
<i>If we can't eliminate "red tape" the information really should be given to teachers. I shouldn't find out years later that I should be or shouldn't be teaching during breakfast, or that a certain amount of items is expected to be taken and eaten...</i>
<i>Offer more information and guidance as to imp. of protein in diet</i>
<i>Offer teachers ideas on meaningful activities to incorporate</i>
<i>Offer nutritious breakfasts at school; Offer a monthly breakfast menu to parents</i>
<i>Provide best practices information to the people implementing the program.</i>
<i>When giving information to teachers and parents and students about the Breakfast in the Classroom program, it would be great to hear some acknowledgement of the Free Breakfast for Children Program that was started by the Black Panthers.</i>
<i>I have noticed some breakfasts are big and others are small. So sometimes students are still hungry and there is not enough food. It would be great if there were a couple options or alternatives if students need more food or do not like their option.</i>
<i>I feel there should be some education provided to the parents about the importance of this service. I am seeing children and parents that are unappreciative of the program and a generation of children that EXPECT breakfast and lunch to be provided as a part of "school". Their perception is that these services are the government's duty. I have had several students state that, "it is the government's job to feed us."</i>
<i>I think there should be a way for students to give feedback about the breakfast system. There are several students that have addressed concerns about the variety and the nutritional value of the breakfast served.</i>

<i>It would be helpful to give families a menu as well as nutritional information or an explanation of why it is so important. I have parents who complain about the food, but I have tried to explain that some children do not receive breakfast at home and that what we are providing is much healthier and better for them than no breakfast, although it is not organic.</i>
<b>ADD HEALTHIER FOOD</b>
<i>Healthier options. More Fruit and veggies. Less processed food</i>
<i>healthier breakfast options with fresh ingredients and more fruit</i>
<i>Encourage the students to eat less sugar for breakfast.</i>
<i>Create truly healthy options and then provide information on the nutritional content.</i>
<i>Try to find a way where there is less food being wasted - more specialized menu items that kids enjoy, or a system where milk is not wasted.</i>
<i>Warm breakfast, various authentic cultural foods.</i>
<b>MOST IMPORTANTLY SERVE MORE FRESH FRUIT AND JUICES WITH LESS SUGAR</b>
<i>Provide more nutritious breakfasts and on some days...MORE breakfast. My students are hungry when all they get are yogurt and crackers.</i>
<i>Make the breakfasts more healthy. Extend the school day by 15 minutes so there is time for breakfast without working during breakfast.</i>
<i>Provide better food choices and get rid of the paper sacks.</i>
<i>I have noticed that many of the items have a lot of sugar content. I'm a first grade teacher where behavior is a challenge and on days where the mini waffles or Fruitals are eaten behavior challenges seem to escalate.</i>
<i>Again, love the program, just not too certain why the selection is so high in carbohydrates and how this is to be addressed in the future</i>
<i>I believe that the program is a good idea in theory, but items are always carbs and before I feel the cafeteria staff provided an overall healthier morning breakfast where students were able to sit with parents, staff, and friends while eating.</i>
<i>Breakfast is so important and we love this program. However, healthy breakfast is really the most important. There must be a way to provide food that consists of whole grains, minimal sugar and more protein.</i>
<i>I love it but I would like the breakfast to be more healthy.</i>
<i>This is a great idea and great program. It is a consistent meal that ALL of my students need daily. However, a lot of my kids favor and dislike certain items, and it would be helpful for the Breakfast Classroom to know that, so they do not waste any food.</i>
<i>The kids do not always enjoy the breakfast, so they don't eat. There is often not enough milk or juice for the entire class, so they have to leave to go find some, which takes away from their class time. There are not always healthy choices (microwavable pancakes, cherry crunch bars, strudels, etc. are full on sugar and calories)! Bagels, breakfast/power bars, yogurt with granola, fresh fruit, toast, etc. would be better choices and not hard to prepare.</i>
<i>1. Food often doesn't seem nutritional. It would be better for the kids to eat more fresh fruits and less processed sweet pastry-like food. 2. We should be encouraging a more environmentally friendly approach, with less reliance on plastic (plastic spoons, plastic cereal bowls, plastic wrappers). 3. Recycling should be part of the program. The program directs teachers to throw out the milk cartons, for example, which can be recycled. The program also doesn't encourage the recycling of the cereal containers. To espouse the importance of breakfast while ignoring the negative environmental impacts seems contradictory, especially when it would not be very difficult.</i>
<i>I have seen an improvement in what is served. We seem to be heading in the healthier direction, but I think we can still do better in that area.</i>
<i>I think it's great to offer breakfast, but having fresh fruit instead of juice or old bananas and prepackaged apples would be a huge plus.</i>
<i>The quality of the food needs to be improved so students are actually eating breakfast in the classroom. Most of the food is wasted because the student's don't like the breakfast, or it is rotten. There is no reason to be throwing away whole bananas because they are all browned. No kid or adult wants to eat a browned banana.</i>
<i>I feel as though the students should get more hot breakfast items. At our school, we usually get cereal, a bagel, or the Pillsbury breakfast items. The previous year we got breakfast sandwiches, burritos, French toast and a wider variety of foods for students to taste and choose.</i>

<i>I love the breakfast in the classroom program. I wish some of the options were healthier and more sustaining (energy-wise). Simple carbs like cinnamon toast crunch don't seem to sustain kids energy levels or appetites.</i>
<i>More/different choices of food including both hot and cold items. There should also be more fruit offered with breakfast in the morning. Cereal and apple juice doesn't seem like much of a breakfast. Some of our kiddos want to eat 2-3 breakfasts because they are still hungry.</i>
<i>Healthier food choices such as juice with less sugar, food items with less sugar, fewer processed food items. It would be nice to have fruit more available year round. It's offered more at the beginning of the year and almost never at the end of the year. My opinion is that the kids would be better off being served one banana and milk everyday instead of the food that comes wrapped in plastic.</i>
<i>I think that it has great potential! I think that the foods that are served are very important for education purposes as well as developmental purposes which is why I personally would like to see more varied meals, less sugars, etc.</i>
<i>Students seem to prefer whole apples (or other fruits) to the cut-up apples coated in preservatives. Many students find the Frudel, pancakes, and waffles to be too sweet.</i>
<i>I really want to support this program. I serve Title I students, and I want them all to have access to healthy meals in an equitable way. But the breakfasts are too unhealthy and breakfast time is too rushed and stressful for me to feel positively about the program. There are no sure fire solutions. I think that providing a breakfast to all who need it is a noble cause. But intellectually honesty about the nutritional value of each meal must rule. A sugar high from eating Cinnamon Toast Crunch should not be mistaken for a sustained boost in cognitive abilities. Long lasting natural, whole foods should be the staples of a breakfast. I hope that over time the program can be extended and improved.</i>
<i>The kids would like healthy breakfast pizza Don't provide breakfast with past due dates don't give students breakfast that requires it to be heated up, since keeping it cold is dry and hard. Teach the kitchen staff how to count and give the classroom at least the amount of food for at least all students to have the option of eating breakfast.</i>
<i>I think the choices of breakfast are not always particularly healthy and rarely include a protein. They are much better than what our students would be eating (bags of Cheetos), but they aren't always very sustaining in terms of keeping up energy and getting fruits and veggies into our meals. I know that is really hard with pre-packaged food.</i>
<b>OTHER</b>
<i>Check on those classrooms because some are not taking advantage of the program.</i>
<i>Provide only one choice for all students</i>
<i>Let teachers cook in the classroom!</i>
<i>Make it easier. Have plans they don't do anything and never done with breakfast</i>
<i>I like the idea, but it causes more problems than not.</i>
<i>Parents - not teachers, should be next to their children during the breakfast (preferably, at home!). In the morning, teachers must get ready to teach instead of supervising breakfasts like babysitters. Also, classrooms should not smell like lunchrooms. Besides, we don't want mice and different pests in our classrooms. And the last thought: teachers like other working adults already participate in school breakfasts as taxpayers. I believe, it is enough of their involvement into this matter.</i>
<b>NEGATIVE COMMENTS</b>
<i>Dispense with the program and put responsibility and expectation back on the parents where it belongs.</i>
<i>Encourage kids to eat at home and supplement with BIC or provide seconds for some.</i>
<i>Cancel the program. It is a bad idea to have so much food in classrooms daily and would be better if confined to one space instead of the whole school. Too much of a distraction for students to try and eat and learn at the same time.</i>
<i>I personally do not like the program. I believe it wastes valuable instructional time and does not contribute to the overall school environment.</i>
<i>I'd love to do away with it because I hate seeing what it does to my students. The sugar builds them up and then they crash and become sluggish and tired. This program has done except create what the kids think is social hour. This maybe the only time the kids eat a meal and are allowed to talk!</i>