



School Breakfast After the Bell

Equipping Students for Academic Success

Secondary School Principals
Share What Works

Food Research & Action Center and
National Association of Secondary School Principals

November 2015

About FRAC

The Food Research & Action Center (FRAC) is the leading national nonprofit organization working to improve public policies to eradicate hunger and undernutrition in the United States. For more information about FRAC or to sign up for FRAC's *Weekly News Digest* and monthly *Meals Matter: School Breakfast* newsletter, go to www.frac.org. For more information about the School Breakfast Program, go to <http://bit.ly/sbprogram>.

About NASSP

The National Association of Secondary School Principals (NASSP) is the leading organization of—and voice for—middle level and high school principals, assistant principals, and school leaders from across the United States and 35 countries around the world. NASSP's mission is to connect and engage school leaders through advocacy, research, education, and student programs. For more information about NASSP, please visit www.nassp.org.

Acknowledgments

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EXECUTIVE SUMMARY

Principals are tasked with leading and structuring the broader learning environment within a school, ensuring that students have the tools necessary to succeed academically. In this role, principals determine which school-level programs would be best suited for supporting student achievement. Increasingly, secondary school principals are adopting breakfast after the bell programs, which extend the reach of the School Breakfast Program and enable more students to have the nutrients necessary to perform their best in the classroom. The following report highlights the experiences of 105 secondary school principals from 67 districts that have integrated breakfast as a part of the school day by implementing a breakfast after the bell program. This FRAC original research provides insights into program benefits and best practices regarding how to launch a similar program.

“Breakfast in the Classroom ensures that all students are able to start their academic day with a nutritionally balanced meal.” Principal, District of Columbia Public Schools, Washington, DC

The traditional School Breakfast Program, serving breakfast before the start of the school day, is a good first step to addressing hunger and supporting student achievement, but it has limited reach. In the 2013–14 school year, for every 100 students who qualified for free or reduced-price meals and participated in the National School Lunch Program, only 53 of those students also ate school breakfast.¹ Offering breakfast before the start of the school day requires students to arrive at school at least 15 to 20 minutes prior to first period. Due to a number of barriers, such as hectic morning schedules, competing morning priorities, or stigma, many vulnerable students miss out on school breakfast, starting the school day hungry and, therefore, at an academic disadvantage. Breakfast after the bell programs increase access to a nutritious breakfast by maximizing convenience and overcoming barriers to participation. Through these programs, breakfasts are directly delivered to classrooms, distributed via centrally located kiosks, or served during an extended break typically offered between first and second periods. Making breakfast both convenient and available to all, by offering it free to every student regardless of income at a time when they are already in school, significantly increases participation in the School Breakfast Program.

Breakfast After the Bell Three Models

“Grab and go” Breakfast: Prepackaged breakfasts are distributed to students in high-traffic areas throughout the school.

Second Chance Breakfast: During an extended break (typically between first and second periods), students are able to get breakfast from a designated location.

Breakfast in the Classroom: Breakfasts are delivered directly to classrooms using temperature-controlled, portable bags or transporters.

Surveyed principals were so pleased with their breakfast after the bell programs that 87 percent believed other principals should explore launching a similar program. The program also was praised for its efficacy, with 82 percent of principals noting increases in school breakfast participation. Principals frequently shared that the program was embraced by a broad range of stakeholders, including teachers, parents, and students.

Principals also reported a host of program benefits that contributed to an enhanced learning environment and improved student academic achievement. Among the positive outcomes observed by principals were improved student attentiveness (46 percent), fewer visits to the school nurse (22 percent), fewer occurrences of absenteeism (21 percent), fewer disciplinary referrals (18 percent), improved reading (nine percent), and elevated math test scores (nine percent). These survey findings align with academic research, which indicates that students who have breakfast exhibit improved cognitive function and perform better on standardized tests.^{2,3}

“Grab and go’ breakfast is quick and easy. It does not take away any instructional time and [it] meet[s] the needs of the students.” Principal, Shelby County Schools, Tennessee

Most principals (61 percent) did not encounter logistical challenges with implementing the program. Principals who did encounter issues reported teacher resistance (nine percent), post-breakfast cleanup (seven percent), and instructional time interruptions (five percent) as top concerns. According to principals, key components of successfully launching a breakfast after the bell program and addressing these potential logistical challenges include engaging diverse stakeholders during the initial planning stages, and providing cleaning supplies and additional trashcans to classrooms.

Across the nation, more secondary school principals are leveraging breakfast after the bell programs as a means to meet the needs of their students and prepare them for the academic rigor of the school day. Principals are uniquely positioned to unite stakeholders around the importance of enabling more students to start their day with a nutritious school breakfast, which in turn empowers students to be more attentive. Experiences shared through this survey reveal that, under a principal’s leadership, schools can successfully and effectively implement breakfast after the bell programs that result in huge benefits for student achievement.

INTRODUCTION

The School Breakfast Program plays an important role in ensuring that students are healthy and well-prepared to succeed academically. Students who begin their day with a healthy morning meal exhibit improved cognitive function, are more attentive, and have better memory recall.² In fact, students who eat a nutritious breakfast—closer to test-taking time—perform better on standardized tests compared to their counterparts who skip breakfast or eat it at home.³ Furthermore, eating school breakfast has been associated with decreased tardiness, absenteeism, and fewer behavioral issues.^{4,5}

The benefits of starting the school day with breakfast extend beyond academics. Low-income students who eat school breakfast have improved overall diet quality compared to those who skip breakfast or eat it elsewhere.⁶ In addition, consuming a well-balanced diet earlier in life lays the foundation for healthy eating habits that can continue into adulthood.

“We are a high-poverty school (83% F/R Lunch), so many of our kids get only two meals a day, both here at school. We know that for a fact. We know those kids benefit academically as well as physically from being fed breakfast.” Principal, Metropolitan School District of Wayne Township, Indiana

Despite the central role that school breakfast plays in preparing students for the academic rigor of their day, the program is greatly underutilized. Among low-income students who would benefit most from the program, nearly half miss out. For every 100 students eligible for free or reduced-price meals who participate in the National School Lunch Program, only 53 eat school breakfast.¹ This gap in participation is due to a number of barriers, many of which stem from traditional school breakfast being served in the cafeteria before the start of the school day.

Due to hectic morning schedules, late buses, or the desire to maximize sleep, arriving at school 15 to 20 minutes prior to the first bell to get breakfast is difficult for many students. Even students who may be able to arrive in time for breakfast often prefer to use the time before first period to socialize with friends. In addition to timing, students can be deterred from taking part in school breakfast due to stigmatization. Among students, the School Breakfast Program can be perceived as a program for “poor kids,” and the severity of this stigma becomes more pronounced as children mature. Stigma in conjunction with competing morning priorities make it difficult for students to access school breakfast.

Did You Know?

At the start of puberty, adolescent sleep cycles shift up to two hours later!⁷ As a result, it is tougher for adolescents to fall asleep before 11 p.m. and get a full night’s rest.⁷ Due to this natural shift in sleep patterns, it is biologically more difficult for teenagers to wake up early and arrive at school before first period for the School Breakfast Program.

There are three proven strategies that address these barriers and increase the reach of the School Breakfast Program through breakfast after the bell models:

- “Grab and go” Breakfast: Breakfast is served in prepackaged bags that are distributed to students as they arrive at school.
- Second Chance Breakfast: Students are able to enjoy breakfast during an extended break, typically between first and second periods.
- Breakfast in the Classroom: Breakfasts are delivered directly to the classroom using insulated bags to maintain the temperature of food items.

“The ‘grab and go’ concept was remarkably easy to implement in our school and helped serve a number of students [who] would have otherwise skipped breakfast. At the middle school level, many students would skip breakfast in order to play outside or socialize with friends. This allowed students to do both.” Principal, Saranac Lake Central School District, New York

These models incorporate breakfast as a part of the school day and make it more convenient and easy for students to start their day with a nutritious morning meal. Their efficacy is maximized when schools offer breakfast at no charge to all students regardless of income level. In this way, eating breakfast becomes a part of the school culture and no one student or subset of students feels singled out for participating in the School Breakfast Program.

“Students seem to enjoy eating breakfast more now than when they had to go through the cafeteria line because they still have time in the morning to socialize [and] get breakfast, well before class begins. I feel that our climate has improved significantly because students are fed—all of them. There is no stigma about who eats breakfast since we all do and do it together.” Principal, Caroline County Public Schools, Maryland

Principals play an important role in shaping the learning environment of their students. As school leaders, they set the tone and are often the gatekeepers for the types of programming that can be implemented. Principals are a key stakeholder in ensuring the successful implementation of “grab and go” breakfast, second chance breakfast, and breakfast in the classroom. This report, based on a FRAC-administered survey, showcases the experiences of more than 100 secondary school principals who have launched a breakfast after the bell program, including their successes, challenges, and solutions to operating an effective program in middle and high schools.

SURVEY SAMPLE

From July 2014 through August 2015, 105 secondary school principals implementing alternative breakfast service models were surveyed about their experience and the effect that the programs are having on their schools and students.

The surveyed principals came from 67 school districts across 31 states. Of the secondary school principals surveyed, 62 percent were from a sixth through eighth grade or ninth through 12th grade building. For a full breakdown of the types of secondary schools represented in the survey, please see Appendix A. The five districts with the greatest number of respondents in descending order were Chicago Public School District, District of Columbia Public Schools, Dallas Independent School District, Knox County Schools, and Jackson-Madison County Schools. Please see Appendix B for a full list of surveyed school districts.

Among respondents, 55 percent of schools use the “grab and go” breakfast model, allowing students to pick up breakfast from a kiosk or cart outside of the classroom, while 39 percent of schools have breakfasts delivered directly to the classroom. For the remaining six percent of schools, students get breakfast during a morning break after first period through a second chance breakfast model. The selection of an alternative breakfast service model greatly depends on the layout and flow of student traffic within a school building. Most principals (74 percent) who implemented “grab and go” breakfast or second chance breakfast models permit students to finish eating breakfast in the classroom.

The majority of principals surveyed have several years of experience operating an alternative breakfast service model, with nearly 45 percent of principals having run the program for three years or more. Twenty-two percent of principals have implemented an alternative breakfast service model for two years, nearly 15 percent for one year, and 18 percent for less than one year.

Top Five School Districts with Most Respondents

- Chicago Public Schools, Illinois
- District of Columbia Public Schools, District of Columbia
- Dallas Independent School District, Texas
- Knox County Schools, Tennessee
- Jackson-Madison County Schools, Tennessee

FINDINGS

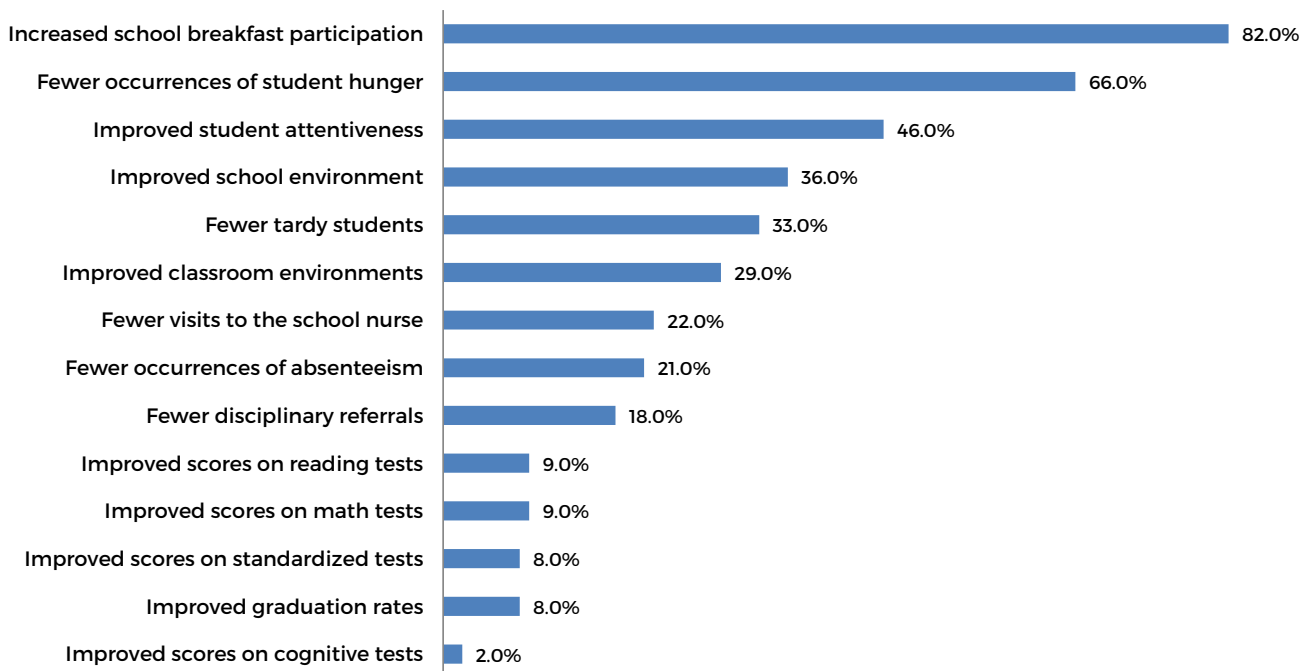
Breakfast After the Bell Enhances the Learning Environment

“We went from 125 students eating breakfast to 700 students eating breakfast. Students are more settled, more attentive, and there have been fewer nurse visits in the morning.”
Principal, Hastings Public Schools, Nebraska

The majority of secondary school principals reported positive outcomes resulting from the implementation of an alternative breakfast service program in their school. (See Figure 1.)

Program benefits included increased school breakfast participation (82 percent), fewer occurrences of student hunger (66 percent), improved student attentiveness (46 percent), improved school environment (36 percent), fewer tardy students (33 percent), and improved classroom environments (29 percent). Twenty-two percent of principals reported fewer visits to the school nurse and 21 percent noted fewer occurrences of absenteeism. Principals also had fewer disciplinary referrals (18 percent) and noted improvements in reading (nine percent), math (nine percent), and standardized test scores (eight percent). Additionally, principals observed improved graduation rates (eight percent) and cognitive test scores (two percent).

Figure 1: Positive Outcomes of Breakfast After the Bell



Source: FRAC / NASSP Survey, 2015

Principals reported on average at least four positive outcomes associated with the implementation of an alternative breakfast service model. FRAC survey results support academic research findings that indicate school breakfast mitigates behavioral issues and decreases instances of tardiness, absenteeism, and visits to the school nurse.^{4,5,8} Furthermore, secondary school principals overwhelmingly agree that “grab and go” breakfast, second chance breakfast, and breakfast in the classroom are effective strategies that increase the reach of the School Breakfast Program.

“Anecdotally, I used to spend at least \$20/week buying fruit and granola bars for students to grab between classes. I didn’t mind doing it, but recently the fruit has gone soft because the students are getting 2nd Chance Breakfast with their friends. ... They walk away with a bounce in their step[s], ready to learn.” Principal, Camas Public Schools, Washington

Increasing the number of students that start the day with a healthy morning meal ensures that more students have the necessary nutrients to focus and perform their best in the classroom. Staff members no longer have to use personal resources to feed students since the School Breakfast Program accomplishes its intended goal and serves as a resource for vulnerable students who are unable to have a well-balanced breakfast before arriving at school.

Numerous principals praised breakfast after the bell’s ability to transform the school environment and remove the stigma associated with eating breakfast at school. Additionally, principals frequently cited that the convenience of breakfast provided by the program made breakfast much more attractive to students and significantly boosted school breakfast participation.

School Community Stakeholders Support the Program

Principals shared that the breakfast after the bell program garnered widespread support from stakeholders both inside and outside of the school building. To be successful, “grab and go” breakfast, breakfast in the classroom, and second chance breakfast depend on the cooperation and collaboration of multiple stakeholders. Surveyed principals were asked if students, teachers and parents supported their schools’ breakfast after the bell programs. Ninety percent of principals reported that students were in favor of the program. Eighty-nine percent of principals reported that programs garnered support from teachers while 87 percent of principals noted that parents were on board with program.

KEY INGREDIENTS FOR A SUCCESSFUL BREAKFAST AFTER THE BELL PROGRAM

“The logistics have not been hard, even with 1,200 kids, once we developed an efficient distribution and cleanup system.” Principal, Metropolitan School District of Wayne Township, Indiana

To develop an effective and sustainable breakfast after the bell program, careful planning and stakeholder engagement is required from the outset. As with most programs that have broad reach within a school building, schools may encounter minor challenges during the initial launch phase; however, problems often are easily overcome with timely issue identification and small program modifications.

More than half of the principals (61 percent) did not encounter challenges while launching an alternative breakfast service model. Of the 39 percent of principals who faced obstacles, the following were reported as challenges: approximately nine percent recorded resistance from teachers; seven percent cited an issue with post-breakfast cleanup; nearly five percent identified interruptions in instructional time; approximately four percent had limited janitorial staff; and almost four percent had concerns with limited cafeteria staff for meal preparation, counting, reimbursement claiming, or distribution.

Other less frequently cited challenges included implementing the program in schools with multiple floors (three percent), student dissatisfaction with menu items (nearly three percent), difficulty serving menu items (almost two percent), resistance from parents (one percent), and resistance from students (less than one percent).

Principals, however, overcame these concerns with simple workarounds that improved the program’s operations and encouraged stakeholder engagement.

Cultivating Strong Stakeholder Support

Principals worked closely with teachers to identify and directly address concerns with program implementation. Principals cited that working with a diverse group of stakeholders during the early planning stages of the program helped to garner support and ensure a successful launch. Offering training sessions led by food service personnel was critical to preparing teachers and staff for program rollout. Also, student feedback was gathered to identify and incorporate popular breakfast items into the meal service. By sending home letters, principals educated parents about the importance of making breakfast available during the school day and its role in fostering student academic success.

Maintaining a Clean School Building

With more students starting their days with a healthy morning meal, schools increased the number of garbage cans in hallways and classrooms so students could responsibly dispose of their trash. Principals shared that developing a waste removal plan tailored to the program is important for maintaining a clean school building. Prompt removal of trash and the provision of cleaning supplies were common strategies for addressing post-breakfast cleanup issues.

Managing Program Logistics

Janitorial and cafeteria staffing hours were modified as necessary to streamline program operations. Increasing or shifting hours enabled staff to prepare for breakfast distribution and manage waste removal. Based on challenges encountered, principals and planning teams re-evaluated and altered breakfast delivery models in order to minimize any potential interruptions to instructional time.

Principals Encourage Colleagues to Implement Breakfast After the Bell

“I would encourage any administrator to try this [breakfast after the bell] program for their school.” Principal, Richmond Public Schools, Virginia

Survey results show 87 percent of principals believed that more administrators should explore alternative ways of implementing the School Breakfast Program. Secondary school principals found that the breakfast after the bell program produced a host of benefits that cultivated an improved learning environment and ultimately supported school efforts to educate and better position students for academic success.

IN FOCUS: NORTHWEST MIDDLE SCHOOL, KNOXVILLE, TENNESSEE LAUNCHING A SUCCESSFUL BREAKFAST AFTER THE BELL PROGRAM

Northwest Middle School Highlights

Grades: 6–8 | Setting: Urban | Student Enrollment: 850 | Model: “Grab and go”

In Knoxville, TN, Northwest Middle School is entering its third year of a successful breakfast after the bell program. Operating a “grab and go” breakfast model, Northwest’s average daily breakfast participation is approximately 65 percent, up from 40 percent prior to the program’s launch. Principal Karen Loy suggests that the key to a successful program is a collaborative team of teachers and staff united around what is most important: the well-being of the students.

Even though the signs of hunger were not obvious, Principal Loy understood that Northwest Middle School students would benefit greatly from starting their day with a nutritious morning meal. “We know [the] demographics of our kids,” she explained. “We know where they live, we know the struggles that they face as families, we know our kids that are homeless.” With this in mind, Loy recognized the importance of rallying staff around the common goal of having students start the day with a healthy school breakfast. Loy assuaged staff concerns around altering an already effective morning routine by reframing the conversation around improving students’ lives. Loy reflects, *“The reason most people [become] teachers [is] to help kids and it goes back to those motivations for adults. And sometimes we just have to be reminded, this is better for kids.”*

During the nascent stages of the program, Loy assembled a voluntary committee of teachers to craft the program structure and address any potential issues. The committee developed a plan for a new morning routine and guided staff in its implementation. “I think because it was teacher-directed, teacher-driven, and then presented by the teachers, the other [teachers] just said, ‘Oh yeah, we can do this,’” said Loy. Custodians, too, were on board, further motivated by staff perks designed to incentivize support for the breakfast initiative.

Loy underscores the importance of having a thoughtful plan to execute an effective alternative breakfast service model. Prior to the program’s start, students were prepared for the new procedures. Participation was boosted by increasing convenience—“grab and go” breakfast stations were placed strategically in high-traffic areas where many students walk in order to get to class. Once students finished eating, trash was removed from the classroom. To help with in-classroom logistics, students were delegated responsibilities. “At the middle school level, they still love jobs,” Loy explains. “They still like being in charge of something.”

According to Principal Loy, it is vital that a school cultivates leadership and staff who recognize the importance of exercising flexibility to prioritize the needs of their students. *“The approach that I used—and it’s always been the way we make decisions in our building—is we focus on what are the needs of the kids first,” she said. “It really takes a strong collaborative effort.”*

At Northwest Middle School, it took a commitment to children, a candid partnership between Principal Loy and staff, as well as student engagement to create a breakfast program that successfully feeds hundreds of students each day.

IN FOCUS:

BALLARD HIGH SCHOOL, SEATTLE, WASHINGTON

BUILDING A SUSTAINABLE, INNOVATIVE SCHOOL BREAKFAST PROGRAM

Ballard High School Highlights

Grades: 9-12 | Setting: Urban | Student Enrollment: 1,600 | Model: Second chance breakfast

At Ballard High School, in Seattle, WA, the second chance breakfast program has been an integrated part of the school day for more than 25 years. Keven Wynkoop, Ballard High School's current principal and one of its graduates, identifies maintaining the program as an important part of Ballard's academic programming.

The popularity of Ballard High School's second chance breakfast far exceeds that of the traditional School Breakfast Program served before the start of the school day. Competing morning priorities make it difficult for students to arrive at school in time for breakfast. "It's a ghost town," says Principal Wynkoop of the cafeteria before 7:50 a.m., when first period begins. *"The idea of getting [to school] an extra 20 minutes early to get breakfast ... it just doesn't happen."* During an extended break between first and second periods, students at Ballard who have not yet eaten, have a "second chance" to grab breakfast, seek tutoring resources, or attend extracurricular meetings. The number of students served during second chance breakfast is more than double the number of students served before school starts.

The longstanding success of Ballard High School's second chance breakfast program is attributed to clear and consistent communication with teachers, staff, and students. At Ballard High School, new teachers and staff are educated about the increased reach of Ballard's second chance breakfast and the instrumental role that healthy meals play in facilitating academic success. Wynkoop emphasizes to staff that by feeding more students, instructional time is maximized because students have the energy necessary to be focused, attentive pupils. According to Wynkoop, the interplay between academics and a child's physical well-being is inextricable, stating, *"You would hate to waste all the other innovations, and hard work, and creative approaches in the classroom just because students aren't ready to perform well."*

The school's strong commitment to ensuring students are ready to learn has led the Ballard High School community to view minor challenges that arose with second chance breakfast as opportunities for creative, collaborative problem solving. For example, keeping the school's grounds clean was important for maintaining the support of teachers and custodians over the years. Student engagement to appropriately dispose of trash was viewed by Wynkoop as an important part of the "effort [to grow students] as citizens and prepar[e] them for life after high school." Wynkoop and staff seized these opportunities to teach students how to be responsible adults who care for—and value—their community.

CONCLUSION

“It is a great program that provides quick and easy access to breakfast in the morning ... in a more untraditional method.” Principal, Anchorage School District, Alaska

The School Breakfast Program is an important educational and health support mechanism for millions of children, often providing students with the nutrients needed to excel in the classroom. Despite the program’s availability in more than 90 percent of schools that offer the National School Lunch Program, many students still find it difficult to access school breakfast because it is too often offered before the school day starts.¹ Barriers such as hectic morning schedules, or the stigma associated with eating breakfast in the cafeteria, limit participation in the traditional School Breakfast Program. Transforming the way the School Breakfast Program operates by integrating it into the school day overcomes these challenges and enables more students to eat this important morning meal.

“Many of my student[s] do not eat breakfast before coming to school due to lack of resources at home and transportation limitation. Students were eager and really appreciated having breakfast available daily.” Principal, Baltimore City Public Schools, Maryland

The survey results indicate that secondary school principals from across the nation have been able to implement successful and effective breakfast after the bell programs. Findings show that principals had overwhelmingly positive experiences that produced beneficial outcomes for their students and the greater school community. Improved student attentiveness, fewer tardy students, and decreases in absenteeism were just a few of the program benefits reported by principals. Additionally, principals shared that their breakfast after the bell programs have broad-based stakeholder support from teachers, parents, and students.

Principals are charged with developing a school environment that fosters learning. Breakfast after the bell programs support educational efforts by providing students with the nutrients needed to focus and position them for academic success. Principals can implement a breakfast after the bell program at any point during the school year. Opening up discussions with key stakeholders such as the superintendent, teachers, school nutrition staff, and paraprofessionals is the first step to forming a plan and implementing a program in the school building. For additional resources on how to launch “grab and go,” second chance breakfast, or breakfast in the classroom, please visit www.frac.org/breakfast.

TECHNICAL NOTES

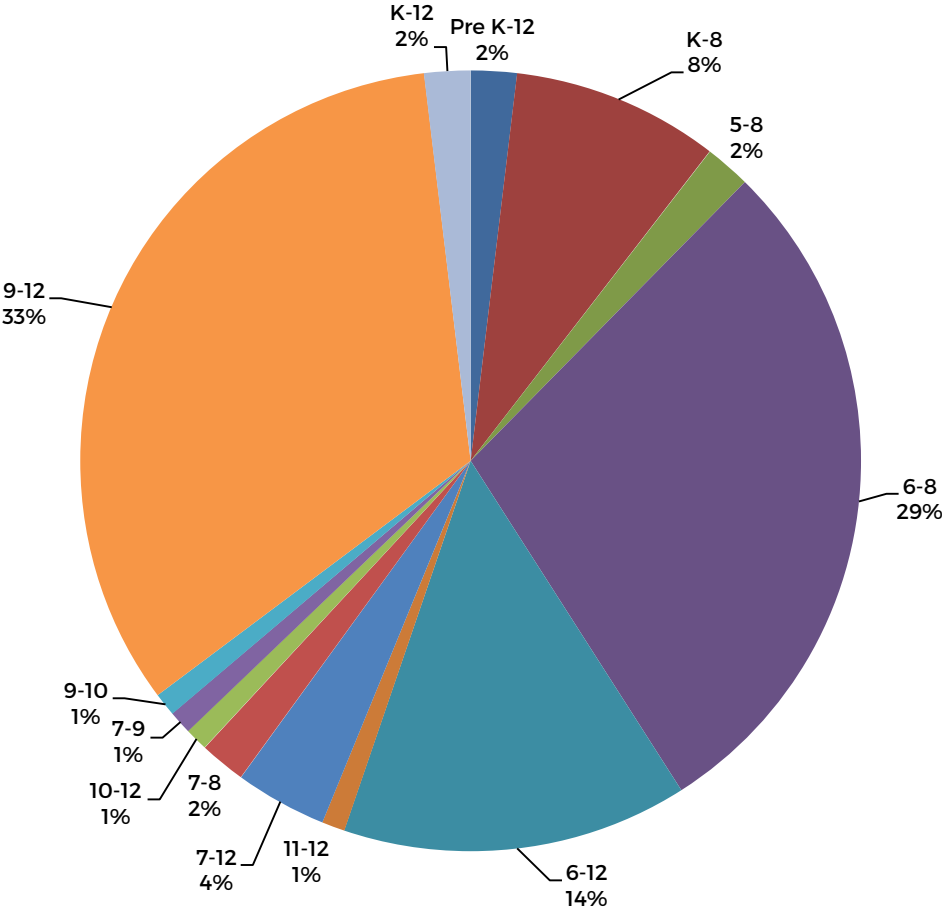
The survey used to capture secondary school principals' experiences with alternative breakfast service models was administered by FRAC from June 2014 through August 2015. The survey was developed using SurveyMonkey, an online survey tool and collected responses from 105 secondary school principals. Survey respondents were sourced with assistance from NASSP, school nutrition directors, and local and state anti-hunger advocates.

The survey contained 18 questions, primarily multiple-choice, and concluded with an open-ended section that enabled respondents to submit additional comments. Participation in the survey was voluntary; respondents could remain anonymous and were permitted to skip questions. Two principals were contacted for an in-depth follow-up phone interview and their experiences were featured as case studies in this report.

ENDNOTES

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APPENDIX A: PRINCIPAL RESPONSES BY SCHOOL GRADE LEVEL



APPENDIX B: SURVEYED SCHOOL DISTRICTS

School District	State
Chicago Public Schools	IL
District of Columbia Public Schools	DC
Dallas Independent School District	TX
Knox County Schools	TN
Jackson-Madison County	TN
Denver Public Schools	CO
Shelby County Schools/Memphis City Schools	TN
Richmond Public Schools	VA
Anchorage School District	AK
San Diego Unified	CA
Los Angeles Unified	CA
Howard County Public Schools	MD
Guilford County Schools	NC
Mobile County Public Schools	AL
Piedmont City	AL
Vilonia School District	AR
Marion County Public Schools	FL
Atlanta Public Schools	GA
Cherokee County School District	GA
Fulton County Schools	GA
Monmouth-Roseville School District	IL
Metropolitan School District of Wayne Township	IN
Christel House Academy	IN
Kansas City Kansas Public Schools	KS
Salem Public Schools	MA
Washington County Public Schools	MD
Baltimore City Public Schools	MD
St. Mary's County Public Schools	MD
Anne Arundel County Public Schools	MD
Frederick County	MD
Montgomery County Public Schools	MD
Allegany County Public Schools	MD
Caroline County Public Schools	MD
Westbrook School Department	ME

School districts arranged from highest to lowest in terms of number of respondents.

APPENDIX B (CONTINUED)

School District	State
Detroit Public Schools	MI
Sibley East Schools	MN
Albany Area Schools	MN
City of St. Charles School District	MO
Trenton R-9	MO
Winston-Salem/Forsyth County Schools	NC
Weeping Water Public Schools	NE
Hastings Public Schools	NE
Woodbury City Public Schools	NJ
Cumberland Regional HS District	NJ
Albuquerque Public Schools	NM
Hinsdale Central School District	NY
Saranac Lake Central School District	NY
Potsdam Central School District	NY
Falconer Central	NY
Liberty Central School District	NY
Lake Shore (Evans Brant) Central School District	NY
Alfred-Almond Central School	NY
Fairport Central Schools	NY
Chateaugay Central School	NY
Brentwood School District	NY
Rush-Henrietta School District	NY
David Douglas School District	OR
Hampton Township School District	PA
Conneaut School District	PA
Park City School District	UT
Chesapeake Public Schools	VA
Colchester School District	VT
Northfield School District	VT
Dhewelah School District	WA
Seattle Public Schools	WA
Camas Public Schools	WA
Jackson County Schools	WV