

## MEETING NOTES POSTED BEFORE APPROVAL

October 19, 2010 Herod PTO Meeting

6:15 pm – 7:25 Mr. Brian Giles from HISD Food Services spoke. The handouts from his presentation are included in these PTO minutes.

7:25 pm

Magnet Evaluation – Presented by Ms. Nixon

HISD is evaluating the current magnet programs. They want to determine which programs are working and which are not working. The results of this evaluation will probably affect Herod's funding and the funding of all HISD schools. Money may be reallocated based on quality of programs and the number of magnet students at each school.

Herod is an HISD Vanguard Magnet. The Dual Language program is not considered a district magnet program, it is just a program offered by Herod.

Magnet Schools of America will visit each HISD campus to ask questions and get to know the school. Evaluations will be made based on this information.

The fairness of the lottery systems for each magnet will be looked at. Any changes that will be made to the magnet program will be made quickly. Changes need to be decided before the magnet acceptance / rejection letters go out in Spring 2011.

As a result of this evaluation, some school programs will probably go away and other programs that are working may be duplicated in other schools.

Ms. Nixon discussed the magnet survey and requested that Herod parents go online and take this survey. The more positive feedback that the district gets for our school, the better. She also asked that parents attend one of the parent community meetings. Here are 2 of the meeting times: (1) October 28<sup>th</sup> @ Bellaire HS @ 7:00 pm and (2) Saturday October 30<sup>th</sup> @ the Hattie May White building @ 9:00 am.

Car pool – Presented by Ms. Nixon

Changes to car pool have already taken effect. It was decided to go ahead and make changes before the new school was ready, as the new system will remain after we move into the new building.

The new car pool line is taking less time, especially for the 4<sup>th</sup> and 5<sup>th</sup> graders. Parents need to be on time for pick up. Even though things are moving faster, parents still need to be patient and use good driving behavior.

If you have any feedback on the car pool system, please let Ms. Nixon know.

New school – Presented by Ms. Nixon

We are on track and on budget. The new school should be ready for tours after December 10<sup>th</sup>. All personal belongings will be moved during the Martin Luther King holiday weekend (January 15<sup>th</sup>) and the teachers will have a teacher work day on January 17<sup>th</sup> (holiday) to get their rooms ready. There will be a transition time from Jan 3 – Jan 15<sup>th</sup> for teachers to prepare their space and for the kids to visit the new building. All of the furniture in the building will be new.

Other items – Presented by Kristin Reeves (PTO co-president)

Due to the long length of the meeting already, the PTO budget will be presented at the next PTO meeting.

In November there is a huge need for volunteers. Please see the handout with the list of needed volunteers (attached) and sign up to help. Some of the activities going on in November that need volunteers are Book Fair, Book Fair Dinner, Magnet Tours, Donuts with Dad, the school store, Tea for Teachers, and Gift wrap delivery.

8:10 – Meeting called to an end.



**Herod Elementary School  
PTO Meeting  
October 2010**

**Welcome**

**Kristin Reeves/Danna Garcia**

**Treasurer Report**

**Lisa Murray**

**Principal Report**

**Jerri Nixon- Magnet Program Review Information**

***\*\*please see back side for meeting times and locations\*\*\****

Here is the link to the survey that is referenced in the email below. They give examples of potential responses to the survey questions.

English Link: <http://www.surveymonkey.com/s/MagnetEnglish>

Spanish Link: <http://www.surveymonkey.com/s/magnetespanol>

**Announcements**

**Kristin Reeves**

**Important Dates to Remember:**

**Fri, 10/22**

**Tues, 10/26**

**Wed, 10/27**

**Wed, 11/3- Thur, 11/4**

**Thurs, 11/4- Fri, 11/5**

**Mon, 11/8- Fri, 11/12**

**Mon, 11/8- Fri, 11/12**

**Thur, 11/11**

**Tues, 11/16 (7:00 in media center)**

**Thur, 11/18**

**Wed, 11/24**

**Wed, 11/24- Fri, 11/26**

**Wed, 12/1- Thur, 12/2**

**Thur, 12/9**

**Tues, 12/14 (7:00 in media center)**

**Wed, 12/22**

**Early dismissal, Student Led Open House (RSVP)**

**Middle School Options**

**Chick-Fil-A Night- Principal and Teachers are serving!!**

**Gugliani's Nights**

**Book Fair Preview**

**Book Fair**

**Magnet Awareness Week**

**Book Fair Dinner**

**(tickets must be pre-purchased)**

**PTO meeting (child care provided)**

**Cici's Pizza Night**

**Chick-Fil-A Night**

**Thanksgiving Holidays**

**Gugliani's Nights**

**Cici's Pizza Night**

**PTO meeting (child care provided)**

**Chick-Fil-A Night**

**SAVE THE DATES:**

**Jan 24, 2011**

**Feb 19, 2011**

**Feb 22, 2011**

**Mar 14-18**

**Frozen Cookie Dough Sales start**

**Herod Auction- Into the Future at Gatherings in Bellaire**

**Math/Science Night**

**Spring Break**

**Please contact your PTO Board Members for any questions or Volunteer Opportunities**

**Kristin Reeves**

[alvis3@earthlink.net](mailto:alvis3@earthlink.net), Co-President

**Danna Garcia**

[athdanna@gmail.com](mailto:athdanna@gmail.com), Co-President

**Lisa Murray**

[lisabmurray@gmail.com](mailto:lisabmurray@gmail.com), Treasurer

**Shannon Groenewold**

[shannon\\_groenewold@yahoo.com](mailto:shannon_groenewold@yahoo.com), Secretary



There is a huge need for parents to help out during the month of November. Please look at the list below of volunteer opportunities and sign up tonight. Thank you for all of your participation.

## Book Fair

Jenny Skjonsby  
skjonsby@sbcglobal.net

Wednesday, Nov 3rd @ 3:30 (set-up)

Volunteer 1  
Volunteer 2  
Volunteer 3  
Volunteer 4  
Volunteer 5

Thursday, Nov 4th (preview day)

Volunteer 1 @ 8:30 - 10:30  
Volunteer 2 @ 10:00 - 12:00  
Volunteer 3 @ 11:30 - 1:30  
Volunteer 4 @ 1:00 - 2:30

Friday, Nov 5th (preview day)

Volunteer 1 @ 8:30 - 10:30  
Volunteer 2 @ 10:00 - 12:00  
Volunteer 3 @ 11:30 - 1:30

Volunteer 4 @ 1:00 - 2:30

Monday, Nov 8th (actual book fair)

Volunteer 1 @ 7:30 - 9:30  
Volunteer 2 @ 7:30 - 9:30  
Volunteer 3 @ 9:00 - 11:00  
Volunteer 4 @ 9:00 - 11:00  
Volunteer 5 @ 1:00 - 3:00  
Volunteer 6 @ 1:00 - 3:00

Volunteer 7 @ 2:30 - 4:30  
Volunteer 8 @ 2:30 - 4:30  
Volunteer 9 @ 2:30 - 4:30  
Volunteer 10 @ 2:30 - 4:30  
Volunteer 11 @ 4:00 - 5:30  
Volunteer 12 @ 4:00 - 5:30  
Volunteer 13 @ 4:00 - 5:30  
Volunteer 14 @ 4:00 - 5:30

Tuesday, Nov 9th (actual book fair)

Volunteer 1 @ 7:30 - 9:30  
Volunteer 2 @ 7:30 - 9:30  
Volunteer 3 @ 9:00 - 11:00  
Volunteer 4 @ 9:00 - 11:00  
Volunteer 5 @ 1:00 - 3:00  
Volunteer 6 @ 1:00 - 3:00

Volunteer 7 @ 2:30 - 4:30  
Volunteer 8 @ 2:30 - 4:30  
Volunteer 9 @ 2:30 - 4:30  
Volunteer 10 @ 2:30 - 4:30  
Volunteer 11 @ 4:00 - 5:30  
Volunteer 12 @ 4:00 - 5:30  
Volunteer 13 @ 4:00 - 5:30  
Volunteer 14 @ 4:00 - 5:30

Wednesday, Nov 10th (actual book fair)

Volunteer 1 @ 7:30 - 9:30  
Volunteer 2 @ 7:30 - 9:30  
Volunteer 3 @ 9:00 - 11:00  
Volunteer 4 @ 9:00 - 11:00  
Volunteer 5 @ 1:00 - 3:00

Volunteer 6 @ 1:00 - 3:00  
Volunteer 7 @ 2:30 - 4:30  
Volunteer 8 @ 2:30 - 4:30  
Volunteer 9 @ 2:30 - 4:30  
Volunteer 10 @ 2:30 - 4:30  
Volunteer 11 @ 4:00 - 5:30  
Volunteer 12 @ 4:00 - 5:30  
Volunteer 13 @ 4:00 - 5:30  
Volunteer 14 @ 4:00 - 5:30

Thursday, Nov 11th (actual book fair)

Volunteer 1 @ 7:30 - 9:30  
Volunteer 2 @ 7:30 - 9:30  
Volunteer 3 @ 9:00 - 11:00  
Volunteer 4 @ 9:00 - 11:00  
Volunteer 5 @ 1:00 - 3:30  
Volunteer 6 @ 1:00 - 3:30  
Volunteer 7 @ 5:30 - 7:00  
Volunteer 8 @ 5:30 - 7:00  
Volunteer 9 @ 6:30 - 8:00  
Volunteer 10 @ 6:30 - 8:00

Friday, Nov 12th (actual book fair)

Volunteer 1 @ 7:30 - 9:30  
Volunteer 2 @ 7:30 - 9:30  
Volunteer 3 @ 9:00 - 11:00  
Volunteer 4 @ 9:00 - 11:00  
Volunteer 5 @ 1:00 - 3:00  
Volunteer 6 @ 1:00 - 3:00  
Volunteer 7 @ 2:30 - 4:30

Volunteer 8 @ 2:30 - 4:30  
Volunteer 9 @ 2:30 - 4:30  
Volunteer 10 @ 2:30 - 4:30  
Volunteer 11 @ 4:00 - 5:30  
Volunteer 12 @ 4:00 - 5:30  
Volunteer 13 @ 4:00 - 5:30  
Volunteer 14 @ 4:00 - 5:30

## Magnet Tours

Shannon Groenewold  
shannon\_groenewold@yahoo.com

Monday, Nov 8th @ 1:00 - 3:00 pm

Volunteer 1  
Volunteer 2  
Volunteer 3

Tuesday, Nov 9th @ 1:00 - 3:00 pm

Volunteer 1  
Volunteer 2  
Volunteer 3

Wednesday, Nov 10th @ 1:00 - 3:00 pm

Volunteer 1  
Volunteer 2  
Volunteer 3

Thursday, Nov 11th @ 1:00 - 3:00 pm

Volunteer 1  
Volunteer 2  
Volunteer 3

Friday, Nov 12th @ 1:00 - 3:00 pm

Volunteer 1  
Volunteer 2  
Volunteer 3

## Donuts with Dad

Jenny Skjonsby  
skjonsby@sbcglobal.net

Thursday, November 11th @ 7:15 - 8:15

Volunteer 1  
Volunteer 2  
Volunteer 3  
Volunteer 4  
Volunteer 5

## Book Fair Dinner

Jeanette Byrd and Lisa Broadfoot  
libft@comcast.net  
jhbyrd@mac.com

Thursday, November 11th @ 5:30-7:30

Set up Volunteer 1  
Set up Volunteer 2  
Set up Volunteer 3

Serving Volunteer 1  
Serving Volunteer 2  
Serving Volunteer 3  
Serving Volunteer 4  
Serving Volunteer 5

Clean up Volunteer 1  
Clean up Volunteer 2

## Gift Wrap Delivery

Kristin Reeves  
alvis3@earthlink.net

Date TBD

Volunteer 1 @ 1:00 - 3:00 (unload Truck)  
Volunteer 2 @ 1:00 - 3:00 (unload Truck)  
Volunteer 3 @ 1:00 - 3:00 (unload Truck)  
Volunteer 4 @ 1:00 - 3:00 (unload Truck)

Volunteer 5 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 6 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 7 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 8 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 9 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 10 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 11 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 12 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 13 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 14 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 15 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 16 @ 2:30 - 3:30 (kid pick-up)  
Volunteer 17 @ 3:30 - 5:30 (ext day & enrichment kids)  
Volunteer 18 @ 3:30 - 5:30 (ext day & enrichment kids)

## Tea For Teachers

Jenny Skjonsby  
skjonsby@sbcglobal.net

Tuesday, Nov 9th @ 10:00 - 2:00

Volunteer 1  
Volunteer 2

## School Store

Danna Garcia  
athdanna@gmail.com

Monday, Oct 25 @ 7:15 - 7:40 am  
Wednesday, Oct 27 @ 7:15 - 7:40 am

Monday, Nov 1 @ 7:15 - 7:40 am  
Wednesday, Nov 3 @ 7:15 - 7:40 am  
Monday, Nov 8 @ 7:15 - 7:40 am  
Wednesday, Nov 10 @ 7:15 - 7:40 am  
Monday, Nov 15 @ 7:15 - 7:40 am  
Wednesday, Nov 17 @ 7:15 - 7:40 am  
Monday, Nov 22 @ 7:15 - 7:40 am  
Monday, Nov 29 @ 7:15 - 7:40 am  
Wednesday, Dec 1 @ 7:15 - 7:40 am  
Monday, Dec 6 @ 7:15 - 7:40 am  
Wednesday, Dec 8 @ 7:15 - 7:40 am  
Monday, Dec 13 @ 7:15 - 7:40 am  
Wednesday, Dec 15 @ 7:15 - 7:40 am





## MAGNET PROGRAMS

# Be Part of HISD's Magnet Program Review

*Parent-community meetings to gather input*

The Houston Independent School District is conducting a series of meetings to gather parents' and community members' input on HISD's magnet program.

The discussion topics will include:

- Vision
- Funding
- Practices
- Student selection criteria
- Quality
- Procedures
- Governance

Conducted by Magnet Schools of America, the external review of our magnet program will help us provide the rigorous instructional standards and supports called for in HISD's Strategic Direction. The goal is to make sure the specialized programs in the district's 113 magnet schools are effective, equitable, and efficient.

### Meeting Dates and Locations

#### Monday, October 11

- 7:00 p.m., Furr High School (520 Mercury)

#### Tuesday, October 12

- 9:30 a.m., Revere Middle School (10502 Briar Forest)
- 6:00 p.m., Reagan High School (413 East 13th)
- 7:00 p.m., Yates High School (3703 Sampson)

#### Wednesday, October 13

- 6:30 p.m., Chávez High School (8501 Howard)

#### Friday, October 15

- 10:00 a.m., Hattie Mae White Educational Support Center  
Rooms 1E01 & 1E02 (4400 W. 18th)

#### Tuesday, October 26

- 7:00 p.m., Madison High School (13719 White Heather Drive)

#### Wednesday, October 27

- 7:00 p.m., Key Middle School (4000 Kelley)

#### Thursday, October 28

- 7:00 p.m., Bellaire High School (100 Maple St.)







## MAGNET PROGRAMS

# Participe en la revisión de los programas Magnet

*Los padres y la comunidad brindarán sus comentarios*

El Distrito Escolar Independiente de Houston ha programado una serie de juntas para obtener los comentarios del público sobre sus programas Magnet.

Los temas incluirán:

- Visión
- Finanzas
- Prácticas
- Criterios de selección de estudiantes
- Calidad
- Procedimientos
- Administración

Esta evaluación externa de de nuestro programa Magnet será realizada por Magnet Schools of América y nos ayudará a brindar las estrictas normas de instrucción destacadas en la Dirección Estratégica de HISD. La meta es asegurar que los programas especializados en las 113 escuelas Magnet del distrito sean eficaces y equitativos.

### Fechas y lugares de las juntas

#### Martes, 12 de octubre

- 7:00 p.m., Furr High School (520 Mercury)

#### Martes, 12 de octubre

- 9:30 a.m., Revere Middle School (10502 Briar Forest)
- 6:00 p.m., Reagan High School (413 East 13th)
- 7:00 p.m., Yates High School (3703 Sampson)

#### Miércoles, 13 de octubre

- 6:30 p.m., Chávez High School (8501 Howard)

#### Viernes, 15 de octubre

- 10:00 a.m., Hattie Mae White Educational Support Center  
Rooms 1E01 & 1E02 (4400 W. 18th)

#### Martes, 26 de octubre

- 7:00 p.m., Madison High School (13719 White Heather Drive)

#### Miércoles, 27 de octubre

- 7:00 p.m., Key Middle School (4000 Kelley)

#### Jueves, 28 de octubre

- 7:00 p.m., Bellaire High School (100 Maple St.)







# EVALUATION REPORT

BUREAU OF PROGRAM EVALUATION

Volume 3, Issue 2, July 2010

## *HISD First Class Breakfast Program: Preliminary Findings on Quality, Service, and Student Performance, Spring 2010.*

By Venita Holmes, Dr.P.H. and Kendall McCarley, Ph.D.

In 2010, the HISD Board of Education mandated the First Class Breakfast (FCB) program to provide students with a nutritious meal every day in the classroom during the first segment of the first class (HISD, 2010). The Food Research and Action Center (FRAC) reports that "students who eat school breakfast increase their math and reading scores as well as improve their speed and memory in cognitive tests" (FRAC, 2010; Vaisman, Voet, Akivis, Vakil, 1996). FRAC also cites research that "children who eat breakfast at school - closer to class and test-taking time - perform better on standardized tests than those who skip breakfast or eat breakfast at home." The long-term impact of the FCB program in HISD could include improved academic achievement for students participating in the program.

### Data and Methods

Qualitative and quantitative methods were used to assess quality, service, and student performance at 105 elementary schools, including two K-8 schools, participating in the FCB program from February 2010 to May 2010. The study incorporated an electronically-mailed survey distributed by the HISD Food Services Department in May 2010 to principals of the 105 schools. The response rate for participation in the survey was 54.3 percent (57 school principals).

Parametric statistics were conducted to measure the influence of the length of time schools participated in the FCB program on reading and mathematics achievement, based on cohort assignment. Statistical significance was determined at the  $p < .05$  level. Table 1 depicts the criteria used to assign schools to cohorts and the number of school in each cohort. It should be noted that eight schools were not assigned a cohort since they initiated the program in May, the final month of the study period.

Table 1: Cohort Assignment, February-April 2010

Cohort	Time in Program (calendar days)	Number of Schools
I	90+ days	25
II	60-89 days	35
III	30-59 days	37

### FCB School Profile

A student profile of schools participating in the FCB program is presented in Table 2. There was a slightly higher percentage of males than females in FCB schools. Hispanic students represented 73.0 percent of the study population.

Table 2: Student Profile of FCB Elementary Schools, Spring 2010

FCB N = 65,342	FCB N	FCB %	HISD %
<b>Gender</b>			
Male	33,660	51.5	51.1
Female	31,682	48.5	48.9
<b>Ethnicity</b>			
African Am	15,087	23.1	26.5
Am. Indian	116	0.2	.3
Asian	1,017	1.6	2.9
Hispanic	47,707	73.0	61.7
Pacific Islander	54	0.1	.2
White	1,179	1.8	7.8
Two or More	182	0.3	.6
<b>Econ. Disadv.</b>			
Yes	61,207	93.7	79.3
No	4,135	6.3	20.7
<b>At Risk</b>			
Yes	46,872	71.7	63.2
No	18,470	28.3	36.8

Note: 105 FCB schools were included in the profile.



Table 3: First Class Breakfast Principals' Level of Satisfaction with the Quality and Service of FCB, Spring 2010

(N = 57)	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	*Total Satisfaction
Quality and Service	%	%	%	%	%	%
Variety of entrees offered to your students (i.e., kolaches, muffins, biscuit & eggs, etc.)	20.0	49.1	12.7	12.7	5.5	69.1
Overall taste of the menu items	14.5	58.2	16.4	9.1	1.8	72.7
Overall presentation of the menu items	16.4	61.8	18.2	1.8	1.8	78.2
Breakfast products served at appropriate temperatures (i.e. hot foods served hot and cold foods served cold)	29.1	61.8	7.3	-	1.8	90.9
Timely delivery of breakfast (within 5 minutes of first bell)	36.4	41.8	12.7	7.3	1.8	78.2
Collection of trash	27.3	54.5	5.5	9.1	3.6	81.8
<b>Overall Quality</b>	<b>23.9</b>	<b>54.5</b>	<b>12.1</b>	<b>6.7</b>	<b>2.7</b>	<b>78.4</b>

\*Total Satisfaction is the sum of very satisfied and satisfied.

Students at FCB schools were more likely to be economically disadvantaged and at risk (93.7 percent and 71.7 percent, respectively) than HISD students in general (79.3 percent and 63.2 percent, respectively). A closer analysis revealed that approximately two thirds of the FCB schools' enrollment was at least 67 percent at-risk students.

**What were the perceptions of principal respondents regarding the quality, services, and student performance since the implementation of the FCB program at their schools, 2009–2010?**

Table 3 presents the extent to which principals were satisfied with the quality and service of the FCB program. Fifty-seven principals responded to the item. In general, 78.4 percent of the respondents indicated overall satisfaction with the quality and service of the program. Principals reported the highest level of satisfaction with breakfast products being served at appropriate temperatures (90.9 percent), followed by the collection of trash (81.8 percent). At the same time, respondents were most dissatisfied with the variety of entrees offered to their students (18.2 percent).

Table 4 provides principals' perceptions on the performance of students in targeted FCB schools. Again, 57 principals responded to the items. Overall, the findings revealed that 45.2 percent of respondents reported positive influence on student performance/behaviors. The majority of respondents indicated that students demonstrated increased concentration levels (56.4 percent), more students were arriving to school early or on time (54.5 percent), and that students showed improved attitudes (54.6 percent). In contrast, the highest percentage of disagreement was also indicated for students arriving to school early or on time (18.2 percent). In addition, 18.2 percent of respondents noted disagreement that the program increased students' attendance rates. Three of the items had the largest percentage of respondents indicating a neutral opinion.

Principals of schools that participated in FCB were also asked their perceptions regarding the extent that students, teachers, parents, and the campus administrator were satisfied with the program (Table 5).



Table 4: FCB Principals' Agreement with Impact of FCB on Student Behavior at their Schools, 2009–2010

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	*Total Agreement
Behavioral Impact	%	%	%	%	%	%
Students have improved academic performance	7.3	40.0	47.3	5.5	-	47.3
Students have increased concentration levels	7.3	49.1	41.8	1.8	-	56.4
More students are arriving to school early or on time	20.0	34.5	27.3	16.4	1.8	54.5
Students' attendance rates have increased	10.9	23.6	47.3	16.4	1.8	34.5
Students show improved attitudes	16.4	38.2	41.8	3.6	-	54.6
Students are having fewer disciplinary problems	5.5	30.9	52.7	9.1	1.8	36.4
Students are taking less trips to nurse's office	12.7	20.0	54.5	12.7	-	32.7
<b>Overall Behavioral Impact</b>	<b>11.4</b>	<b>33.8</b>	<b>44.7</b>	<b>9.4</b>	<b>0.8</b>	<b>45.2</b>

\*Total Agreement is the sum of strongly agree and agree.

Fifty-seven principals responded to the items. The data show that campus administrators were more likely to be perceived as satisfied with the program, while teachers were more likely to be perceived as dissatisfied with the program (85.5 percent vs. 14.5 percent). Responses of neither satisfied nor dissatisfied concerning the program was most evident relative to parents of student (23.6 percent).

Figure 1 depicts the average amount of time that principal respondents felt it took to complete the FCB program. The highest percentage of respondents indicated 5-10 minutes (56.3 percent). At the same time, the majority of respondents (92.7 percent) indicated they would recommend the program to other schools (Figure 2).

Table 5: Extent that Principals Think Campus Participants are Satisfied with FCB, 2009-2010

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	*Total Satisfaction
Campus Satisfaction	%	%	%	%	%	%
Students on your campus	34.5	45.5	14.5	3.6	1.8	80.0
Teachers on your campus	14.5	50.9	20.0	10.9	3.6	65.4
Parents of your students	16.4	56.4	23.6	1.8	1.8	72.8
Administrators on your campus	29.1	56.4	9.1	3.6	1.8	85.5
<b>Overall Campus Satisfaction</b>	<b>23.6</b>	<b>52.3</b>	<b>16.8</b>	<b>5.0</b>	<b>2.3</b>	<b>75.9</b>

\*Total Satisfaction is the sum of very satisfied and satisfied.



### *How to Improve the Process or Service*

Surveyed principals were asked to make suggestions pertaining to what might improve the FCB process or service at their campus. Thirty one of 57 respondents (54.4 percent) submitted a comment. There were three recurrent themes. The themes were (1) nutritional content of food on the menu, (2) the amount of time that it takes for students to receive and eat breakfast in the classroom, and (3) portability of the breakfast.

The theme of nutritional content of the food generated responses such as providing “healthier food,” “improve the food – more fruits, cereal, breakfast tacos,” and “less carbohydrates and sugar.” One respondent suggested that students should be surveyed at “every” school for foods they like and eat. Another respondent replied that “they would like to see more food items that are fresh at the HISD facility so that the ingredients could be more wholesome.”

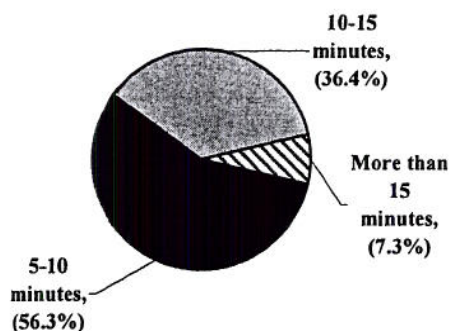
Regarding the amount of time it takes for students to receive and eat breakfast in the classroom, one respondent recommended shortening the process and replied “we are losing too much instructional time in the morning”. Yet another respondent indicated that “service to the students need to be faster. There are too many classes assigned to one server.” An additional recommendation was that “students’ day starts earlier so that breakfast does not cut into key instructional time.” Having more help from the cafeteria staff was a recommendation.

Concerning the portability of the breakfast, one respondent indicated that “small disposable trays for primary students” would speed up the serving time. Another respondent suggested that “All students should receive trays to carry food. All of them have trouble holding four items.”

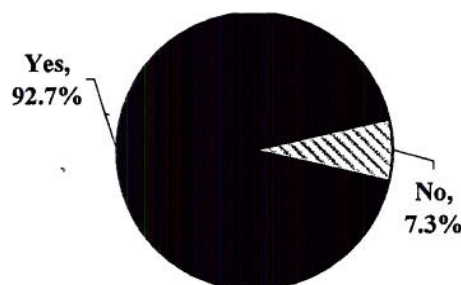
Recommendations for improvements to the process or services also generated responses that schools “develop their own plans to assist in the delivery of the breakfast in the classroom.” These plans may ensure that the breakfast is delivered and the process of students eating and cleanup is done in a timely manner.

### *Menu Item Suggestions*

FCB principals were asked to list additional items that they would like to see on the menu. Twenty nine of the 57 FCB principals (50.9 percent) responded. In general, respondents suggested a variety of menu items, including more fruit, breakfast bars (no sweetened frosting), hot/warm foods, such as cereal (oatmeal, grits, cream of wheat), more whole grains, and breakfast tacos. One respondent suggested items



**Figure 1: Average amount of time it took to complete the classroom breakfast.**



**Figure 2: Would you recommend this program to other schools.**

that “students could eat with their hands” to help them “finish quickly with less mess”. Yet another respondent wrote “whatever appeals to the students.”

### *Additional Comments and/or Suggestions*

FCB school principals were asked to provide additional comments and/or suggestions about the FCB program. In general, the majority of respondents expressed the importance of breakfast to students’ success. However, there were contrasting comments/suggestions about the program. For example, several positive comments were “I really like the breakfast in the classroom for my campus. I have fewer discipline issues in the [m]orning with the younger children and many more children are eating breakfast.” Another respondent indicated that FCB “has better prepared our students for a rigorous day of learning by giving them the energy to stay on task



and be fueled for the instructional day.” In contrast, a respondent wrote that “the amount of tardies remained the same,” and while they observed a decrease in disciplinary incidents, they did not think that the change was due to the FCB program.

### Student Performance

#### *Survey Report of Nurse Visits*

FCB principals were asked to report the monthly average of student visits to the nurse one month before and one month after implementation of the FCB program. Twenty-four of 57 principals posted valid responses, yielding a response rate of 42.1 percent. The majority of principals reported counts reflecting decreases in visits to the nurse over the time period (58.3 percent), while comparable percentages of principals reported counts indicating visits to the nurse either remained the same or increased over the time period (20.8 percent).

#### *Survey Report of Tardiness*

Principals were asked to indicate the number of days that students were tardy one month before and one month after implementing the FCB program. Thirty-one principals (54.4 percent) responded. Sixty-one percent of respondents indicated tardiness had decreased, compared to 12.9 percent that replied that tardiness increased. Nearly 26 percent of respondents indicated ‘no change’ in tardiness at their school.

#### *Attendance, Disciplinary Actions, and Tardiness (Chancery)*

Attendance, disciplinary actions, and tardiness rates were retrieved from the Chancery Student Management System (SMS), as of June 30, 2010. Comparative analysis was conducted with elementary schools that participated in the FCB program and elementary schools that did not participate in the program. A total of 105 FCB schools and 77 non-FCB schools were included in the analysis. Decisions on whether the rates increased, decreased, or reflected no change were calculated based on the difference in the January 2010 rates and the April 2010 rates. January 2010 was considered the pre-implementation month and April 2010 was considered the post implementation month. May data were not used due to persistent outliers in the data. It should be noted that the district implemented an incentive for schools to increase their attendance rates at the end of February 2010. This, however, should have impacted all campuses alike. The findings are reflected in Table 6.

As shown in Table 6, the majority of FCB schools experienced an increase in their attendance rate over the four-month period. There was a higher percentage of FCB schools with attendance rate increases than non-FCB schools (75.2 percent vs. 59.7 percent). Similarly to non-FCB schools, a higher percentage of FCB schools had no change in their tardiness rate (39.0 percent for non-FCB schools vs. 44.8 percent for FCB schools), and a smaller percentage of FCB schools had a decrease in tardiness rates, although not significantly different (20.0 percent vs. 28.6 percent). The disciplinary actions rate increased, rather than decreased in 60.0 percent of the FCB schools compared to 49.4 percent of non-FCB schools.

An analysis of mean attendance, disciplinary actions, and tardiness rates by cohort for FCB schools can be found in Table 7. A cohort analysis could not be conducted for non-FCB schools since they did not participate in the breakfast program. Cohort I schools had 90+ days in the program. Cohorts II and III schools had 60–89 and 35–59 days in the program, respectively. Table 7 depicts fairly comparable mean attendance rates for each cohort, between 96.2 and 96.4 percent, implying that length of time in the program did not have a significant impact on the school’s attendance rate. Moreover, the mean tardiness rate was highest for Cohort I schools, with the most time in the program. The benefit of length of time in the program was also not evident in the mean disciplinary action rates, as Cohort I and III had similar school rates of 1.3 actions.

Table 6: Differences in January and April 2010 attendance, tardiness, and disciplinary action rates for FCB schools compared to Non-FCB schools

Rates	Decreased Rates		No Change		Increased Rates	
	N	%	N	%	N	%
<b>FCB Schools (N = 105)</b>						
Attendance	19	18.1	7	6.7	79	75.2
Tardiness	21	20.0	47	44.8	37	35.2
Disciplinary Actions	25	23.8	17	16.2	63	60.0
<b>Non FCB Schools (N = 77)</b>						
Attendance	23	29.9	8	10.4	46	59.7
Tardiness	22	28.6	30	39.0	25	32.5
Disciplinary Actions	18	23.4	21	27.3	38	49.4

Table 7: Descriptive Statistics of FCB Student Performance Measures by Cohort, January through April, 2010

	Cohort I		Cohort II		Cohort III	
	M	SD	M	SD	M	SD
Attendance	96.2	1.0	96.3	1.0	96.4	1.0
Tardiness	2.9	6.2	4.4	7.3	2.4	6.4
Disciplinary Action	1.3	1.5	2.0	1.9	1.3	1.3



**Table 8: Descriptive Statistics and ANCOVA Results on Reading and Mathematics TAKS, Spring 2010**

TAKS Subtest	Cohort I		Cohort II		Cohort III		F	p
	Mean	Std.	Mean	Std.	Mean	Std.		
Reading	80.1	9.1	80.0	8.7	83.1	7.9	.04	.96
Mathematics	84.4	7.6	85.2	8.0	84.9	8.5	1.47	.23

**Table 9: Descriptive Statistics and T-test Results on Reading and Mathematics TAKS of FCB Schools Compared to Non-FCB Schools, Spring 2010**

TAKS Subtest	FCB Schools		Control Schools		t	df	p
	Mean	SD	Mean	SD			
Reading	81.3	8.5	84.7	9.8	2.41	162	.02
Mathematics	84.7	7.9	85.1	10.5	.23	120.82	.82

*Analysis of CoVariance (ANCOVA)*

Descriptive statistics can be found in **Table 8**. The TAKS passing rate used in the analysis was the combined passing rate for all grades, based on the spring 2010 TAKS administration. It is evident in **Table 8** that Cohort III had a higher mean TAKS reading passing rate than Cohorts I and II (83.1 percent vs. about 80 percent). Cohort II had a higher mathematics passing rate than Cohorts I and III (85.2 percent vs. 84.4 percent and 84.9 percent, respectively). However, the differences were not statistically significant.

A one-way between-groups analysis of covariance was conducted to compare the effectiveness of the FCB program in the three cohorts on improving TAKS reading and mathematics passing rates. TAKS was administered in April 2010, thus Cohort I had more than three months of FCB implementation, Cohort II had two to three months, while Cohort III had one to two months in the program. Calculations were based on TAKS results of the 97 cohort schools.

The independent variable was the level of participation in the FCB program and the dependent variable was the spring 2010 total TAKS passing rate in reading and mathematics. Two independent tests were conducted, one for reading and the other for mathematics. FCB schools' total passing rate on the TAKS reading and mathematics subtests were used as the covariate in this analysis. In addition, the school's percentage at risk was also used as a covariate.

Preliminary checks were conducted to ensure that there were no violations of the assumptions of normality, linearity, homogeneity of variance, homogeneity of regression slopes, and reliable measurement of the covariate. After adjusting for pre-test reading scores and percent at risk, there was no significant difference between the three

cohorts on post-test TAKS reading score,  $F(2, 90) = .04$ ,  $p = .96$ , partial eta squared = .001. There was a moderate relationship between the pre- and post-test reading scores, as indicated by a partial eta squared value of .529. In addition, there was no statistically significant difference between the three cohorts on post-test TAKS mathematics scores,  $F(2, 90) = 1.47$ ,  $p = .23$ , partial eta squared = .032 (about 3 percent of the variability in reading scores can be explained by time in the program). Again, there was a moderate relationship between the pre- and post-test mathematics scores based on a partial eta squared value of .521 (52.1 percent of the variability in mathematics scores can be explained by time in the program). These results should be used as baseline for future evaluation of the FCB program. A comparison of previous year TAKS and current year TAKS will be included in a follow-up evaluation of the program.

**Table 9** provides the results of an independent t-test comparing FCB schools with non-FCB schools. The analysis was based on the combined passing rates for all grades using the 2010 spring administration of TAKS reading and mathematics subtests. The 2010 spring TAKS results were used in the analysis since the test was administered near the end of the program. **Table 9** shows that control schools had a higher mean passing rate on the reading test (84.7 percent vs. 81.3 percent) and mathematics test (85.1 percent vs. 84.7 percent) than FCB schools. For reading, the results were statistically significant ( $p < .05$ ). The reading results effect size was .182 (18 percent of the variation in the reading scores can be explained by group assignment). The mathematics results effect size was .022 (2 percent of the variation in mathematics scores can be explained by group assignment). Again, these results should be used as baseline for future



evaluation of the FCB program. A comparison of previous year TAKS and current year TAKS will be included in a follow-up evaluation of the program.

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### Discussion

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The HISD Board of Education mandated the First Class Breakfast (FCB) program to provide students with a nutritious meal every day in the classroom in order to help them learn to their full potential. The HISD Food Services Department launched the program. Elementary schools were initially targeted, with 105 schools implementing the program beginning in February 2010. In order to gather information about the implementation process and services, the HISD Food Services department distributed a survey to principals of participating schools.

In general, most principals perceived benefits in serving breakfast to students in the classroom. In addition, the majority of respondents indicated they would recommend the program to other schools. Several survey respondents made suggestions to provide nutritious food, such as fresh fruit and less sugar. Although 56 percent of respondents said the program took 5-10 minutes to implement, several respondents indicated that the program took time away from instruction. Improvements in the process and services relative to portability and additional help in servicing and cleanup might enhance this feature of the program for schools where it is taking longer.

Based on the 2010 TAKS results, there was no evidence that length of time in the program had a positive impact on reading and mathematics performance of students tested at FCB schools. In addition, there was no noticeable difference in attendance, disciplinary actions, or tardiness rates at FCB schools based on length of participation in the program. However, participating schools

showed improvements in attendance rates. FCB principals reported decreases in tardiness and nurses visits one month before and after implementation of the program, although data did not support the tardiness claim. The results of the analysis, preliminarily, show no significant effect on student achievement, although a longer length of time students participate in the program might show different results.

This program began in the spring of the 2009–2010 school year. Implementation for the complete year may produce more pronounced, positive results. Identification and longitudinal tracking of FCB students might reveal patterns in performance over time and allow comparative analysis of participating schools with students who did not participate in the program.

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- Food Research and Action Center. Child Nutrition Fact Sheet. Breakfast for Learning. Retrieved July 15, 2010, from <http://www.frac.org/pdf/breakfastforlearning.PDF>.
- Vaisman N, Voet H, Akivis A, Vakil E. "Effects of Breakfast Timing on the Cognitive Functions of Elementary School Students." *Archives of Pediatric and Adolescent Medicine* 1996 150:1089-1092.
- Houston Independent School District. (2010). Food Services [On-line]. First Class Breakfast Brochure. Available <http://www.houstonisd.org/portal/site/FoodServices>

For additional information contact the HISD Department of Research and Accountability at 713-556-6700 or e-mail [Research@Houstonisd.org](mailto:Research@Houstonisd.org).



# HISD Food Services

serving up a healthier you!



## Back-to-School Meals 2010-2011!

### Here's what you need to know...

- The 2010-2011 prices for school meals have changed and are as follows:

All Student Breakfast	Free
Student Paid Lunch	\$1.85
Student Reduced Lunch	\$ .40

- Free and Reduced Price Meal Applications are conveniently available online at <http://www.mealapps.houstonisd.org>. Online application are processed faster which means your child's benefits will start sooner. Paper applications will still be available at your child's school. Please note that families must apply EVERY year to re-new free or reduced-price meal status.
- You can manage your child's school meal account online at [www.parentonline.net](http://www.parentonline.net). From this website you can prepay for your child's meals, track your child's spending history, and restrict the sale of individual ala carte food items.
- HISD Food Services has added lots of healthy new items to the breakfast and lunch menus. These menu items feature delicious new recipes made with a variety of fruits, vegetables, and whole grains. Our new elementary menu meets the Gold Standard for school meals as defined by the U.S. Department of Agriculture's *HealthierUS Schools Challenge*, a component of Michelle Obama's Let's Move! initiative. More menu items are also being produced in the new Food Services Support Facility which allows for healthier school meal preparation with optimum nutrient levels.
- All elementary and middle schools will be serving breakfast in the classroom through our First Class Breakfast program. Your school will have more information regarding your school's start date. Visit our website at [www.houstonisd.org/FirstClassBreakfast](http://www.houstonisd.org/FirstClassBreakfast) to learn more.

Find everything you need to manage your child's school meals at  
[www.houstonisd.org/hisdfoodservices!](http://www.houstonisd.org/hisdfoodservices!)

- ✓ School Menus in English and Spanish
- ✓ First Class Breakfast Video
- ✓ Production Facility Facts
- ✓ Nutritional Analysis of Menus
- ✓ Nutrition Education/Awareness Programs
- ✓ Family Nutrition Resources
- ✓ Special Diet Forms and Information
- ✓ Latest Food Services News and Information



# HISD Food Services

## serving up a healthier you!

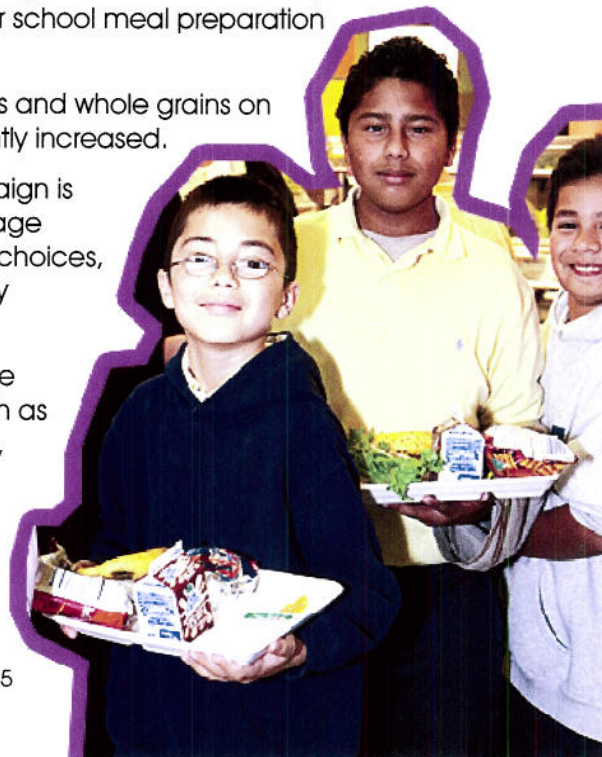


### Food Services Support Facility by the Numbers

- ⇒ Largest centralized food production facility servicing K-12 in the country
- ⇒ 80,000 square-foot storage and distribution center with a central receiving area, cooler and dry storage, and over 25 delivery trucks
- ⇒ 95,000 square feet for food production with bakery, cook/chill and cold preparation capabilities
- ⇒ 45,000 square feet for administrative, maintenance and supply chain personnel, as well as dedicated training space.
- ⇒ 117,000 breakfast meals served a day
- ⇒ 147,000 lunch meals served a day
- ⇒ 39 million meals served a year
- ⇒ 284 schools in 101 zip codes serviced daily
- ⇒ 2400 employees

### Here's What We're Doing...

- Chefs and dietitians have been collaborating with a planning team, with input from students and parents, to create healthy new breakfast and lunch menu items.
- A parent advisory committee has been established to help create menus and programs that support healthy eating practices and emphasize positive nutrition messages in school.
- This year's elementary menu meets the Gold Standard for school meals as defined by the U.S. Department of Agriculture's *HealthierUS Schools Challenge*, a component of Michelle Obama's Let's Move! initiative.
- FREE breakfast is offered to ALL students.
- First Class Breakfast is being implemented in all elementary and middle schools making it one of the largest classroom serving models in the country.
- Most of the menu items are being produced in the new production facility which allows for healthier school meal preparation with optimum nutrient levels.
- The number of fruits, vegetables and whole grains on the menu have been significantly increased.
- The "Treat Yourself Right" campaign is being implemented to encourage students to make healthy food choices, this campaign includes monthly samplings of new menu items.
- Lots of healthy new options have been added to the menus such as Creole chicken over brown rice, acorn squash and bok choy.



Contact HISD Food Services at 713.491.5835 for more information



## Your Brainstorm Suggestions – Our Progress

Prepared for HISD Food Services' PAC Meeting of August 12, 2010

Your Suggestions - Accomplished	Food Services Action Delivered
More variety of fruits and vegetables, fun foods (dippers)	<ul style="list-style-type: none"> <li>- Dark green/orange vegetables were added to the lunch menu eg. Steamed Bok Choy, Acorn Squash, Spinach. We are already serving and will continue to menu steamed zucchini and yellow squash along with our variety of regularly menued fresh and frozen vegetables</li> <li>- Grapes, broccoli florets, carrot sticks and an Italian vegetable bake have been added to the lunch menu.</li> <li>- Other locally grown items will be added as seasonally appropriate. Fresh veggie medley being considered for later in the year.</li> <li>- In addition, more fresh fruit will be added to the breakfast menu in coming months as equipment and labor is in place to accommodate.</li> </ul>
Serve better meats by reducing how often meat is menued.	<p>Whole breast chicken meat has been added to the menu.</p> <ul style="list-style-type: none"> <li>- Pulled, processed BBQ chicken sandwich has been replaced with baked BBQ chicken;</li> <li>- chicken nuggets are only served twice per month vs. four times per month in previous years;</li> <li>- four new chicken entrees contain whole chicken breast...chicken pasta, Creole chicken, chicken noodle soup, chicken and brown rice soup;</li> <li>- breakfast chicken biscuit is whole muscle chicken breast.</li> <li>- added whole muscle turkey breast (prepared sous vide) to monthly menu cycle</li> </ul>
Increase <u>good</u> whole grains, not just sandwich bread	<p>We have menued in addition to hamburger buns and hot dog buns,</p> <ul style="list-style-type: none"> <li>- WG pasta (Rotini, Spaghetti),</li> <li>- Brown Rice, and</li> <li>- WG tortillas</li> </ul>



Eliminate animal crackers for breakfast	Removed at grades K- 6. Breakfast menu has been revamped with more protein entrees. Administration has requested a 5-day menu cycle to be considered for October. New menu contains lower sodium entrees.
Reduce and eliminate processed foods	<p>Reduction is on-going:</p> <ul style="list-style-type: none"> <li>- No Uncrustable cheese sandwich on breakfast menu;</li> <li>- reduced times offering chicken nuggets by one half,</li> <li>- increased salad offerings to once per week,</li> <li>- added four new homemade chicken entrees (whole muscle or raw cut chicken pieces);</li> <li>- introduced potato encrusted Pollock fillet (no scraps or fillers)</li> <li>- reduced amount of par-fried entrees to 9 out of 38 (par-fried by manufacturer, then prepared in our ovens) We do not use any fryers for student food preparation.</li> </ul>
Post nutritional information for all menus	Done. Website contains chart for both breakfast and lunch. Coming soon, better format to show nutritional information on each calendar day.
Reduce or eliminate Sodium	<ul style="list-style-type: none"> <li>- Working with vendors during bidding process</li> <li>- Revamped all recipes, especially hot veggies and entrees by reduced margarine and increased non-salt seasonings</li> <li>- Working to set realistic HISD standard for total daily intake vs. by meal category, using comparisons to other school districts, SNA</li> </ul>
Utilize facility more for homemade and healthier items	<p>All new items are indicated on menu as previously mentioned.</p> <ul style="list-style-type: none"> <li>- All ground beef recipes now contain 50% ground turkey and 50% ground beef to reduce fat total</li> </ul>



	<ul style="list-style-type: none"> <li>- All ground meat products are rinsed in water after cooking and fat is siphoned away from product</li> <li>- Board approved facility optimization plan is in place. Strategic staffing and equipment planning and implementation is on target.</li> </ul>
Add lettuce //tomato to burgers and tacos	Done. Menued for 2010-2011 school year.
Add more pasta based dishes	Added a chicken and whole grain pasta, pasta primavera, chicken noodle soup, chili mac – most pastas are whole grain
Remove Pork in all “straight serve” menus	<p>Pork has been removed from the breakfast menu and pre-k menu where students must take all items offered.</p> <ul style="list-style-type: none"> <li>- All sausage products are turkey, beef, or chicken based.</li> <li>- Pork is still menued on the regular menus but only when non-pork entrees are also offered.</li> </ul>

Your Suggestions – In Progress	What We Are Working On
Eliminate HFCS (high fructose corn syrup)	<p>We have reduced and will continue to reduce HFCS items as we work with vendors to identify alternate products that are affordable.</p> <ul style="list-style-type: none"> <li>- Most items are 30-40% more costly if available i.e. ketchup.</li> <li>- We will look at large volume items and continue to push the industry by working with groups such as FOCUS, the SNA, and manufacturers.</li> <li>- Currently 16 of 224 items/ingredients contain HFCS (or less than 8%)</li> </ul>
Increase offering of rice and beans	Chefs are testing for 2011-12 menu stir-fry, red beans and rice, and various rice bowls.
Offer wraps and cold lunch sandwich options	<p>Currently testing and procuring ingredients to menu.</p> <ul style="list-style-type: none"> <li>- Wraps are labor intensive and can be costly, but may make good ala carte items.</li> </ul>



	<ul style="list-style-type: none"> <li>- We are purchasing whole grain wraps now, spinach and other vegetable wraps increase in cost.</li> </ul>
More Ethnic Foods	<p>Increased Mexican/Latin offerings currently with new Cuban Pork &amp; Mexican Bake.</p> <ul style="list-style-type: none"> <li>- Also, Creole chicken and brown rice have been added to the menu.</li> <li>- Testing stir-frys, rice bowls, curry item, and Greek gyro for possible ala carte options.</li> </ul>
Add wholesome pureed ingredients to entrees	Currently purees are only used in desserts and yogurt parfait entrees (coming soon). Will continue to develop recipes utilizing purees as needed.
Perfect the whole wheat roll	New flour being utilized for 2010-2011 school year that is 100% whole grain with better flavor and texture.
Veggies for breakfast	Currently need calories at breakfast, which some starchy vegetables may provide. Menu team will consider. Menu does offer potatoes in the new breakfast burrito.
Shift Calories – too much at breakfast	Menu complies with current USDA minimum requirement.
Dry cereal to eat like cheerios or toppings/raisins	Considering for second semester as topping for yogurt parfaits and may be menued as breakfast entrée in classroom.
Don't serve juice with milk at breakfast	Moving towards slicing fresh fruit or purchasing more sliced fresh fruits. District is being considered for grant for equipment, additional labor and cost implications are being considered and planned for possible late 2010-2011 implementation.
<b>Your Suggestions – We'll keep Working</b>	<b>Things that we struggle with and why...</b>
Use canola oil instead of vegetable oil Hummus and chips Edamame Spring rolls Gazpacho	Cost is too high at this time. Market may change as demand increases. Will continue to poll students and list these types of items.
Offer soy or nut based drinks	Currently only offer for special diets where required. Not large enough demand at this time to bring into inventory. Will continue



Remove flavored milks	<p>to poll students and list this type of item.</p> <p>Students need the calcium source and milk study showed reduction in meals served when flavored milk was removed. Majority of science/medical based organizations feel the calcium sourcing outweighs the sugar issue. Will continue consideration.</p>
Salad Bars	<p>Health concern, waste concern due to high perishable items, cost concern of fresh ingredients, time concern for serving if monitoring amounts taken and labor increases needed... There may be grants available to help with these issues and these options will continue to be considered.</p>
Eliminate chips and all ala carte	<p>Ala carte revenues are important to the overall financial health of the program. Many students and parents enjoy having these options for their students. Nutritional standards have been set and will continue to be reviewed. The district is working on an improved policy for all organizations regarding meeting same nutritional requirements of Food Services for outside food sales.</p>



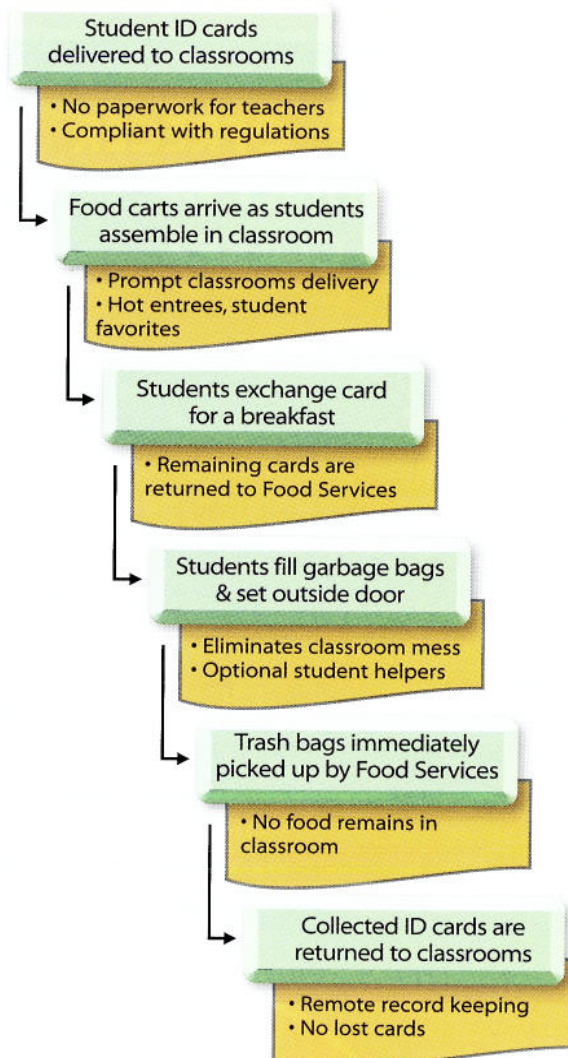


Eating breakfast every morning helps students start the day on the right foot. And with First Class Breakfast, our students receive the nutrients they need to reach new heights through proper nutrition.

To begin empowering your students and to improve their concentration, behavior, and overall academic performance, contact HISD Food Services at 713-491-5700.

## The GDM – Guaranteed Delivery Method

Daily Implementation – Here's How It Works!

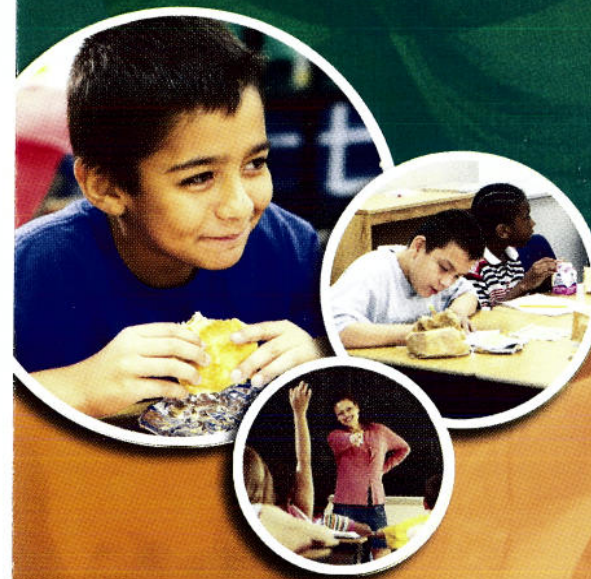


**Breakfast is FREE to all students.**

For more information, contact **HISD Food Services**  
 6801 Bennington Street • Houston, TX 77028  
 Ph: 713-491-5700  
 E-Mail: FSRESPONSELINE@houstonisd.org



# FIRST CLASS BREAKFAST



*A good breakfast every morning can help power learning all day long. Providing all students with a nutritious morning meal will help them with their lessons and produce higher test scores and better grades.*

**Terry B. Grier, Ed.D.**  
 Superintendent of Schools, Houston Independent School District





# FIRST CLASS

## WHY FIRST CLASS BREAKFAST?

Students who eat breakfast every day tend to have higher test scores, better grades, and an increased attention span throughout the morning hours.

A recent study by HISD's Business Services Department found that students who ate a nutritious school-based breakfast made significant gains in TAKS scores for both reading and math, across ALL grade levels.

The same study revealed that middle-school students who consumed a school-based breakfast performed 77 percent better on TAKS math than students who did not eat a nutritious school breakfast.



It's no secret. Breakfast is the most important meal of the day. But all too often, our students begin their day at a disadvantage—by NOT eating breakfast.

First Class Breakfast, ARAMARK's new and innovative breakfast program developed specifically for HISD, offers each student a chance to have a hot, nutritious school breakfast right at their desk.

**Evidence suggests that breakfast consumption may improve cognitive function related to memory, test grades, and school attendance.**

— Journal of the American Dietetic Association, 2006

# BREAKFAST

**Q: How do the meals get to the classroom?**

**A:** As soon as the first bell rings, a cafeteria staff member is ready to personally deliver individual breakfasts to each classroom door. Insulated service carts help ensure that hot food stays hot and cold food stays cold.

**Q: Does this program affect the morning routine/schedule?**

**A:** Since it only takes 15–20 minutes to provide students with a nutritious breakfast, little instructional time is lost and students often use this time constructively to perform small assignments or review homework.

**Q: Who monitors student participation in each class?**

**A:** To ensure and maintain the program's integrity, cafeteria staff members conduct all record-keeping for the program. Students line up at the classroom door, give their breakfast card to the cafeteria staff member and then receive breakfast.

**Q: How do students clean up after eating breakfast?**

**A:** A plastic trash bag is provided each morning at the same time breakfast is delivered. After eating their meals, students simply discard their trash in the plastic bag. The bag is then tied shut and placed outside the classroom door. Cafeteria staff members pick up the trash bags within a few minutes for disposal.





# FIRST CLASS

## ¿POR QUÉ OFRECER EL DESAYUNO DE PRIMERA CLASE?

No es ningún secreto. El desayuno es la comida más importante del día. Sin embargo, demasiadas veces nuestros estudiantes comienzan su día escolar con una desventaja muy grande—NO haber comido el desayuno.

El Desayuno de Primera Clase es un nuevo e innovador programa que ARAMARK ha creado específicamente para HISD. Este ofrece a cada estudiante la oportunidad de comer un desayuno caliente y nutritivo en sus pupitres escolares.

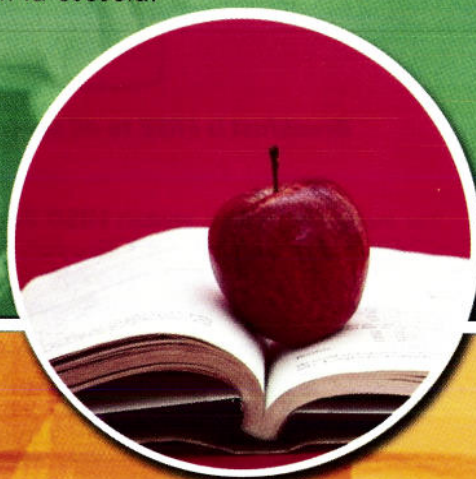
**Hay evidencia que sugiere que el desayuno puede mejorar las funciones cognitivas relacionadas a la memoria, las calificaciones en las pruebas y la asistencia escolar.**

— Revista de la Asociación Estadounidense de Nutrición de 2006

Los estudiantes que comen desayuno cada día tienen mejores resultados en las pruebas, mejores calificaciones en las clases y una mejor capacidad para prestar atención durante la mañana.

Un reciente estudio del Departamento de Servicios de Negocios de HISD demostró que los estudiantes que comen un desayuno escolar nutritivo obtuvieron mejores resultados en las calificaciones de Lectura y Matemáticas de las evaluaciones TAKS en todos los grados.

El mismo estudio reveló que los alumnos de escuela media que consumieron desayunos escolares, obtuvieron un rendimiento 77 por ciento mejor en la sección de Matemáticas de TAKS que los estudiantes que no comieron el desayuno en la escuela.



# BREAKFAST

**Q: ¿Cómo llegan las comidas a los salones de clases?**

**A:** Cuando suena el primer timbre de entrada a la escuela, el personal de la cafetería ya está listo para entregar personal mente cada desayuno en cada puerta de entrada a los salones de clases. Los carritos con aislamiento ayudan a mantener la temperatura apropiada para cada comida.

**Q: ¿Afecta este programa la rutina o el calendario escolar de la mañana?**

**A:** Debido a que se tarda solamente de 15 a 20 minutos brindarles a los alumnos un desayuno nutritivo, se pierde solamente muy poco tiempo de instrucción; además, los alumnos por lo general utilizan este tiempo para llevar a cabo tareas pequeñas o revisar sus trabajos.

**Q: ¿Quién controla a los estudiantes en cada clase?**

**A:** Para asegurarse y mantener la integridad del programa, el personal de la cafetería lleva a cabo un control de datos relacionados al Desayuno de Primera Clase. Los alumnos hacen fila en la entrada del salón de clases, entregan sus tarjetas de desayuno al personal de la cafetería y luego reciben el desayuno.

**Q: ¿Cómo limpian los estudiantes después de haber comido su desayuno?**

**A:** Se brinda cada mañana una bolsa de plástico al mismo tiempo que se entrega los desayunos. Después de haber comido, los alumnos simplemente tiran la basura en la bolsa de plástico. Esta es atada y dejada fuera de la puerta del salón de clases. El personal de la cafetería recoge la basura a los pocos minutos de haber sido dejada allí.



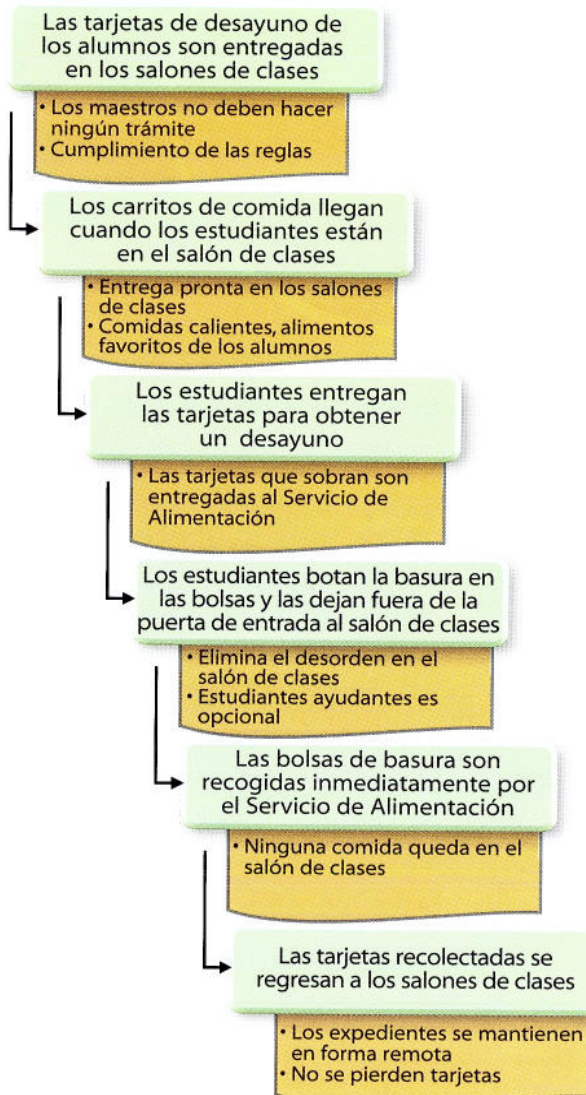


El comer el desayuno cada mañana ayuda a los estudiantes a comenzar el día de la manera correcta. Con el programa de Desayuno de Primera Clase, nuestros estudiantes reciben nutrientes que necesitan para alcanzar su mejor rendimiento.

Para motivar a nuestros estudiantes y para que mejoren su concentración, comportamiento y rendimiento académico general, contacte al Servicio de Alimentación de HISD al 713-491-5700.

## Método garantizado de entrega (Guaranteed Delivery Method o GDM)

Implementación Diaria – ¡Así es cómo funciona!



**El desayuno es GRATUITO para todos los estudiantes.**

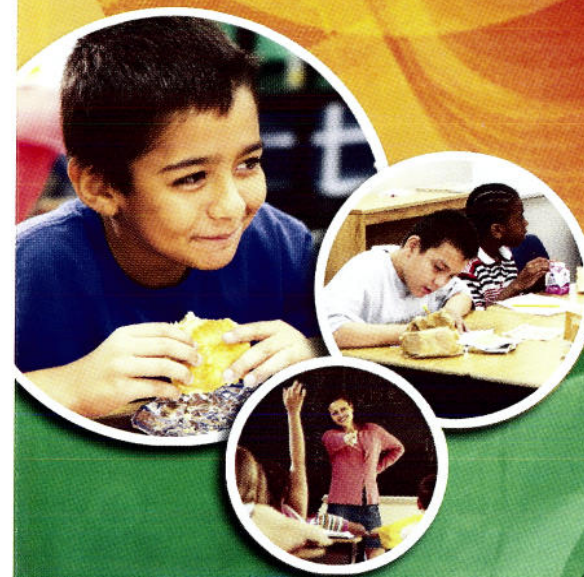
Si desean más información, contacten al  
**Servicio de Alimentación de HISD**  
 6801 Bennington Street • Houston, TX 77028  
 Ph: 713-491-5700  
 E-Mail: FSRESPONSELINE@houstonisd.org



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## DESAYUNO DE PRIMERA CLASE



*Un buen desayuno todas las mañanas puede ayudar a brindar la energía necesaria para aprender todo el día. Una buena nutrición en la mañana ayudará a sus niños a aprender sus lecciones y obtener mejores calificaciones en sus evaluaciones y resultados en las clases.*

**Terry B. Grier, Ed.D.**

Superintendente de Escuelas del Distrito Escolar Independiente de Houston



## October 19, 2010 Herod PTO Meeting

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## October 19, 2010 Herod PTO Meeting

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