This study examined empirical research on the effects of high correlated color temperature light-emitting diodes (LED) and fluorescent lighting on students in the classroom. LED are becoming the most recent lighting option for optimal energy efficiency over fluorescent technology. A review of the literature indicates correlated color temperature (CCT) of lighting has non-visual effects on students, with higher CCT positively impacting attitudes and behavior. The review also revealed current studies regarding dynamic or tunable lighting that adjusts CCT based on desired activity and mood. Data from an original survey analyzed teacher insights and perceptions regarding student attitudes and behaviors associated with existing classroom lighting and the impact of higher color temperature LED. Participants were qualified teachers of levels pre-K through high school from three schools and personal contacts of the principal investigator. Seventy-five teachers responded to the online questionnaire. The survey data suggests teachers perceive higher color temperature lighting positively impacts student alertness, attitude, and energy level; and adjusting light levels throughout a school day positively impacts student engagement. Results were mixed regarding the impact of higher color temperature and on-task behaviors, with no significance suggested that fluorescent lighting impacts off-task behaviors.