

COMMUNITY ACTION TEAM, INC.
CHILD & FAMILY DEVELOPMENT PROGRAMS
Child Nutrition Policy/Procedure

Policy

Child & Family Development Programs, Head Start will follow Head Start Performance Standards, USDA Child and Adult Care Food Program (CACFP) and Oregon Child Care Regulations to ensure the program is meeting the individual nutritional needs and accommodation of each child. Nutrition services will be culturally and developmentally appropriate. Family style meal service will be implemented where applicable. Responsibility for planning, implementation and evaluation of the nutrition program shall be shared by the Policy Council and Health Mental Health Services Advisory Committee (HMHSAC).

Procedure**Meal Planning**

1. Center Manager will monitor meal production planning to ensure required minimum amounts, taking into consideration days of increased parent attendance and unusual events, is readily available for every meal in the area the meals are served.
2. Meals will be planned for the year using a 6-week cycle menu. Food service, education, and administration staff along with parents and HMHSAC will have input.
3. Meals will be prepared following the provided approved CACFP recipes, and as outlined in the instructions. Meals are prepared to meet the needs of children, and are not provided as staff meals or lunch time. Classroom staff will observe and provide feedback to Center Managers if children are not eating a specific item over repeated offerings during two full menu cycles. After this time, if an item is not being eaten and can be offered in a deconstructed format, this may be an option. For example, the yogurt parfait is served already assembled, but if not eaten in that manner, may be offered deconstructed.
4. Menu items are only changed if the items are unavailable.
5. The 6-week cycle menu follows the school calendar. For example, if on week 4 prior to winter break, upon return the program will be on week 5. All centers will be on the same week cycle to support monitoring and ordering.
6. When nutritional problems are made known, any adjustments for individuals will be made accordingly at the center level. Particular attention will be paid to the diets of children with special needs.
7. In planning meals, an attempt will be made to assess nutritional problems of the community at large and incorporate these findings into the plan.
8. All menus will meet the whole grain requirement per day. Food service staff must serve at least one whole grain rich (WGR) item per day at lunch as all classrooms operating serve lunch. The product must contain at least 50% whole grain with any

- remaining grains being enriched, bran and germ.
9. The program serves breakfast, lunch, and snack for duration classrooms and breakfast and lunch or lunch and snack for part day classrooms.
 10. Breakfast, lunch, and snack will conform to the Head Start and USDA CACFP guidelines.

Breakfast: Three meal pattern components required

1. 1% Milk
2. Grains/Breads
3. Vegetable/Fruit or both
 - a. A meat/meat alternate may be included as an extra component.

Lunch: Five meal pattern components are required

1. 1% Milk
2. Grains/Breads
3. Vegetable
4. Fruits
5. Meat/Meat Alternate

Snack: Two meal pattern components are required

At least two components are listed on the 6-week rotation menu for snack.

11. The quantities of food served at each meal will conform to the Head Start and USDA CACFP recommended amounts and will provide at least 1/3 to 1/2 of the daily nutritional needs of children in a classroom operation less than 6 hours. For classrooms operating 6 or more hours, 1/2 to 2/3 of the daily nutritional needs of children will be provided.
12. Allow at least 2 ½ hours between start times of meals.
13. Serving sizes will be appropriate to the age of the children and presented to allow for seconds.
14. Breakfast, lunch and snack menus and serving times will be posted.
15. Things to be taken into consideration when planning meals;
 - a. Attempt to minimize use of sugar, honey and other sweeteners to promote better dental health.
 - b. Minimize use of food containing salt, preservatives and artificial flavor and color.
 - c. Emphasize food in its original form as opposed to processed food.
 - d. Make use of foods familiar to the children, considering cultural backgrounds and diets, introducing new foods
 - e. Use fresh fruit and vegetables. Frozen and canned fruits and vegetables used only when fresh fruits and vegetables are not available.
 - f. Incorporate available bulk foods into menus.
 - g. All Cooking and baking will be cooked and served at the center unless vending or transporting to off-site classrooms.

- h. Take into consideration fat and cholesterol content with the intent of minimizing cholesterol intake and maximizing the use of polyunsaturated fats in meeting the recommended dietary allowance (RDA) for fat intake.
- 16. Food Service staff keep records of food expenditures, menus, numbers and types of meals served, prior inspection reports, recipes, and related information.
- 17. Center Managers will ensure food allergies of individual children will be posted and substitutions for allergies will be made and documented on the Menu Substitution Log Form 3-53 in compliance with all CACFP regulations.
- 18. Teacher are responsible daily to document the substitution on the Menu Substitution Log form 3-53 daily.
- 19. Teachers will submit the Menu Substitution Log to the Center Manger by the 3rd of the following month.
- 20. In sites where there are food allergies, food service staff will read labels of each type of food purchased on the date of purchase and each subsequent time it is purchased. Documentation of this is noted on the label for each type of food, initialed, dated and the food with the newest documented date is used last. When new foods are brought into the center and each time a category is purchased, labels are read again. Ingredients will be checked against all food allergies in the site.
- 21. Food handler cards are required of all program staff and regular volunteers.

Family Style Meal Service

Prior to sitting down for the meal, the children will be aware of cleanliness and hygiene and guided in handwashing procedures **before and after each meal**. Reference Handwashing procedure 3-26.

- 1. Classroom staff, volunteers, parents and children sit and eat the same foods together. Staff are required to model sitting at the table, serving themselves and eating the food served at that meal.
- 2. Teachers will develop a system to utilize parents to supervise a table for each meal and create a plan for training. Use this activity as a parent engagement opportunity, and complete required documentation. Ask parents to participate and schedule parents on a regular rotation. It may take multiple invite requests before a parent says yes, so continue to ask.
- 3. Adults will be aware of portion sizes to support meeting children's nutritional needs. Classroom staff will ensure all components in required portions are readily available where the meal is served.
- 4. Point of Service will be taken when all participating children are seated and all components have been placed on the table and then document the point of service in Child Plus. Children that come to the table at this time are counted, regardless if they put anything on their plate.

5. Children will not be forced to come to the table. They will be invited or encouraged, i.e. take a book with them, to join. If they do not come to the table at any point, they are not counted. An appropriate alternate activity will be planned.
6. If a child doesn't participate in a meal, the reason for not participating will be documented in the notes section in Child Plus, attendance module.
7. Classroom staff will ensure that meal time routines are developmentally appropriate, relaxed and unpressured with proper flow and wait time is limited; such as children are not waiting for adults to be seated or waiting for peers to dish up before being allowed to eat.
8. Teaching teams will implement transitions in an efficient manner that limits the amount of idle time children spend before, during and after meals.
9. Teachers will plan in advance, the environment and activities to support the children's learning and engagement before, during and after meals. Activities must be developmentally appropriate and reduce wait times so children are engaged in meaningful ways.
10. Adults assist in passing foods from bowls and platters around the table until everyone has been able to serve themselves each food. Children are not required to put a set amount of items on their plate, and may choose to take any or none of the items offered. Children will be encouraged but not forced to try all foods served.
11. Food will be offered a second time and adults will encourage children to receive a full portion of each food item.
12. Food will be served in a form, and in serving containers, which are easy for young children to manage. Children will serve themselves all components of the meal they choose.
13. All components will be available at the same time on all tables that are set for serving. Adequate amounts will be readily available to provide each participant a full portion of each item. This does not mean that a full portion for each participant has to be on the table but does have to be in close proximity.
14. The mealtime environment should be relaxed and unpressured. At least thirty minutes will be allowed for meal times. Tables will only be cleared if children have been served, and offered food a second time, and state they are finished. Children will not be forced to remain at the table for the full thirty minutes.
15. Children will not be forced to remain at the table until everyone at their table is finished. When possible, seat children strategically so children who dine quickly are not at the same table with children who take the full meal time allotment to finish.
16. Staff will ensure there is a system for children arriving late (within thirty minutes of the end of the meal) to be provided a relaxed and unpressured meal service that meets regular meal requirements. If the child arrives more than thirty minutes after the end of the meal, they may be offered a snack. In both cases, this child is not included in the meal count.

17. Food will not be used as a punishment or reward.
18. Whenever possible, children will be involved in the planning, preparation and service of food, including setting the tables.
19. Both furnishings and utensils will be appropriate to the size and developmental level of the children, extras serving utensils will be available in the classroom
20. Teaching teams will establish individualized strategies for children to be successful, including mealtime routines and using visuals to support independence, cooperation, and self-regulation. Any special needs of children with disabilities will be met.
21. Food from a variety of cultural and ethnic groups will be incorporated into the menu; other aspects of these cultures may be discussed at the time these foods are served.
22. Meal times will be a positive experience for children.

Food Safety and Handling

The food service program will comply with applicable sanitation laws and regulations concerning the storage, preparation and service of food, health of food handlers and posting of inspections.

All vendors supplying food will meet similar standards. Uneaten served food will not be stored for future use and will be disposed of on site.

Meal service areas will be prepared following Procedure 3-52 Cleaning, Sanitizing and Disinfecting Procedure. To maintain clean and sanitary food services, items will not be attached to tables using materials such as contact paper, packing tape, etc.

Food or food scraps will not be removed from the site for use in feeding animals or any other use. For mildly ill children, provision will be made to prevent the spread of illness. Safe drinking water will be made available for children throughout the day.

Menu Documentation

1. The food service staff are responsible for:
 - a. Daily for Menu Documentation to ensure all breakfast, lunches and snacks show Head Start is meeting all program requirements including date and meals served.
 - b. Supporting documents (Nutrition Facts/ingredients Labels/Packaging) for whole grain rich items by using Child Nutrition Labels. Product Formulation Statements or by verifying the "Riles of 3" for ingredients lists.
 - c. Changes made to the menu will be documented on the menu by food service staff.
 - d. Dirty menus will be kept at the center and emailed biweekly to the Data and Office Support Technician along with the Health and Family Services Specialist after the Center Manager has reviewed. The documentation must be received by the 5th of the following month at the latest to support timely submission of

the CACFP claim and check for accuracy and ensure all components are met.

2. The program must maintain menu records. All program records, including menu records dirty menus and supporting documentation, must be kept according to CACFP time frame. Menu records must be made available to meals claimed for reimbursement and must be made available to reviewers during Administrative Reviews.
3. The program uses the Child Plus System to track child food substitutions and other health related issues in the Health Module. Food substitutions are documented on the Medical Statement for Meals/Accommodations Form. Staff track all health events, referrals, treatments, and additional health information, including critical health notes, allergies, and insurance details in Child Plus. Family Advocates or another designated staff enter the information into Child Plus. They share relevant information with Center Managers, Teachers, and food service staff.

Medical Statements (Food/Milk Substitutions) and Meal preference request form

1. Family Advocates and Center Managers will document in Child Plus under the Health Module when a family informs them of a change in a meal pattern that needs to occur for a child.
2. Family Advocates and Center Managers will continue to work with families to get the needed Medical Statement for Meals/Accommodations form or the Meal Preference Request Form. They will document each conversation with families as they work together to get the needed documentation.
3. Once the required documentation is submitted, Family Advocates and Center Managers will ensure that the valid statement forms (Medical or Preference) are on file to support all meals claimed for reimbursement when there was exception to the meal pattern with components and portion size. These statements are uploaded in Child Plus in the Health Module, and is documented that we received the needed information. Family Advocates or Center Managers will inform teaching staff and food service staff that these documents are on file.
4. Food service staff will provide milk substitutes that are equivalent to milk. A Meal Preference Request form will be completed and placed in Child Plus in the Health Module. If a milk substitute is not equivalent to milk, a Medical Statement for Meals/Accommodations form will be completed and placed in Child Plus in the Health Module. This meets the requirement that supports an exception to the meal pattern requirement.
5. All food/milk substitutions will be posted in the kitchen and classroom using Child Plus reports.

Development and Learning (Children)

1. Development and learning will occur during meals. Children will be encouraged to discuss names of foods, where food comes from, how it is prepared, color, tastes,

- texture, etc.
2. Meal times will be structured and used as learning opportunities to support teaching staff-child interactions while fostering communication and conversations that contribute to a child's learning, development, and socialization.
 3. Nutrition education will be integrated into all aspects of the children's educational experience (science, language development, etc.). Activities will be included which stimulate selection and enjoyment of a wide variety of foods.

Nutrition Education (Parents)

1. Nutrition education will be included in parent education to support low health literacy. Parents will have the opportunity to learn about the principle of nutrition, food selection and preparation, guidance in home and money management and related topics.
2. Education will take place through home visits, parent meetings, materials sent home and informal discussions.
3. Parents will receive information on nutritional snack choices when they request the opportunity to send in food items for any celebration. Parent permission is required for a child to participate in special occasions where food is served (see OAR 414-305-1110 and 414-305-0230, Parental Permissions) and the snack will consist of store purchased fruits and vegetables (uncut) or prepackaged foods in the original manufacturer containers.
 - a. Items will contain reduced sugar and will be commercially packaged and individually wrapped.
 - b. No items prepared in the home will be accepted.
 - c. All staff will be provided with in-service education in the principles of nutrition and their application to child development and family health.
 - d. Parents will be informed of the benefits of the food assistance programs and the appropriate agencies will be enlisted to help eligible families receive these benefits.
 - e. Staff will support families with any nutritional needs identified with the parent on home visits.
 - f. The program partners with WIC and encourages families to participate.
 - g. Menus will be sent home to parents at least once a month and parents will be encouraged to provide in-put into nutritional services and activities.
 - i. Monthly menus will be created by the Office Specialist at the Administration Office and sent to centers to send home monthly with families that are English/Spanish front to back.
 - h. The program will provide information to families about the importance of eating whole foods and minimizing ultra-processed foods and avoiding added sugars such as those in soda and other sugar-sweetened beverages.

Submitting CACFP Claims

The program must verify the accuracy of the claim for reimbursement by ensuring all meals claimed have supporting documentation. Prior to submitting the monthly reimbursement, the program must review supporting CACFP documentation for accuracy, completeness and to ensure federal and state regulations are met. When submitting a monthly reimbursement, the program is certifying that the monthly claim is true and complete. The program serves and claims breakfast, lunch, and snack.

1. The dirty menu and the menu substitution logs (form 3-53) to support the claim will be sent to the Data and Office Support Technician and the Health and Family Services Specialist by the 5th of the month.
 - a. The Data and Office Support Technician will review point of service meal counts and attendance in Child Plus using report 2310 and dirty menus, the back-up reviewer is the Quality Assurance Specialist.
 - i. If errors are found during the review, the reviewer will notify the Quality Assurance Specialist who will notify the Center Manager to correct.
 - b. Education staff are responsible for taking point of service meal counts and attendance in Child Plus daily and monitoring for accuracy daily. Child Plus report 2310 is used for monitoring.
 - c. Center Managers are responsible for weekly monitoring of attendance and point of service meal counts. Child Plus report 2310 is used for monitoring.
2. The Data and Office Support Technician will complete the claim for the previous month's documentation by the 15th of the month for the Director's review.
3. On the 20th of the month, the Data and Office Support Technician will submit the claim using Child Plus report 2371.
4. Menu must reflect the meals actually served to participants.
5. Menus must have the complete date to match the claim month and center name.
6. Recipes that are used must have crediting information.
7. Required documentation for items served are on file (e.g. CN Labels, MPFS, Standard of Identity, Ingredient Labels).
 - a. If errors are found during the review, the reviewer will notify the Quality Assurance Specialist who will notify the Center Manager to correct.
8. Child Enrollment forms (CEF) can be completed with the electronic version with parents signing and uploaded to Child Plus. The data and office support technician will verify that all enrolled children have a child enrollment form in Child Plus. Back up position will be the Quality Assurance Specialist. Link to CEF: [Child Enrollment Form](#) click on Child Care Center Sponsors and choose the form in the language needed.
9. To maintain the integrity of the document, the program will:
 - a. Only pre-populate the Sponsor/Site Name section and the Infant Formula section.
 - b. Remove any Meal Types or Days of Week not offered by the location.
 - c. If a parent/guardian would like to electronically sign the CEF, the following forms

of electronic signature will be accepted:

- i. Signature through Adobe Acrobat or another software that allows for electronic signature.
 - ii. Parent/Guardian may type their name into the form with the following attestation statement in the body of the email:
 1. "I attest that the typed name on this enrollment form represents my signature and that the information provided in this form is accurate and complete."
10. Records for CACFP claims are filed at the Admin office, in Child Plus, and the fiscal office.

Site Monitoring

The Health and Family Services Specialist will provide CACFP site monitoring 3 times per year at each site using the Site Monitoring Report for CACFP. Two of the three site monitoring visits will be unannounced. Once the site monitoring visits are completed, they will be given to the Quality Assurance Specialist to check for accuracy and ensure plans and corrective actions are followed up and completed. The completed report will be given to the Data and Office Support Technician to file. The following are the components of each site visit.

1. The Site Monitor physically visits the centers to observe operations in the following areas.
 - a. Licensing
 - b. Meal Observation
 - c. Food Safety and Sanitation
 - d. Building for the Future
 - e. Civil Rights
 - f. Recordkeeping
 - g. Staff Training
 - h. Comments
 - i. Follow-up From Last Visit
 - j. 5-Day Reconciliation
4. The Site Monitor verifies that the site is following all USDA/CACFP program requirements regarding meal components, food safety, meal counts, and documentation.
5. The Site Monitor gathers information through observation, interviews with staff, and reviewing relevant documents.
6. Site Monitors may provide feedback and training to site staff on areas where improvements can be made.
7. The Site Monitor documents their findings in reports that are used to assess the program's overall compliance and identify areas needing corrective actions.
8. The Site Monitor will review the report with the Center Manager and the Center Manager will sign the report before leaving the center. If the Center Manager is not

- present, the Site Monitor will email a copy for the Center Manager to sign and return.
9. All corrective actions will have a plan for compliance. The Site Monitor will follow-up to ensure compliance according to the plan either on the next visit or sooner.
 10. Within two days of completing a CACFP site monitoring visit, the Site Monitor will complete the 5-day reconciliation using Child Plus report 2310 and documenting on the Site Monitoring Report for CACFP.
 11. Once all components of the site monitoring is complete, the report and supporting documentation is given to the Quality Assurance Specialist to check for accuracy and ensure plans and corrective actions are followed up on and completed.
 12. The Quality Assurance Specialist will give the completed report to the Data and Office Support Technician to file.

Suggestions – Ideas that may support the above standards for best practice:

- Embed learning songs, chants, rhymes, Mighty Minutes, Brain Builders, etc. into the hygiene transition for children who are waiting before and after meals.
- Rethink meal time routines to reduce the time it takes for children to begin eating once they arrive at the table.
- When space allows, plan the classroom or meal room environment so that children may independently transition to something productive and engaging once they have finished eating while the supervising adult remains at the table with children continuing to eat. Provide consistent visuals or verbal directions that allow children to self-monitor time.
- Plan the after-meal environment with learning materials that are easy for children to access and put away when finished. Or, teachers can plan and bring a book for each table to read to the children when they are finished eating. Provide a variety of options following children’s interests and needs.
- When space does not allow for transitioning children to an area where they can be independently engaged, plan for and bring learning materials in a pocket, basket, tray or tub that children can select and work on at their table when finished. Provide a variety of options following children’s interests and needs.
- Facilitate and sustain conversations – think HELLO – H=have conversations, E=Extend, L=Listen and ask questions, L=Listen and expand, and O=offer new words.
- Create in advance conversation starter statements for the topic of study, the current interest of the children, a favorite story, Picturing America posters, Question of the Day, or PBIS reflections for friendship skills, problem-solving skills, and rules and expectations.
- Intentionally plan to use new vocabulary words of the day/week in meal time conversation. Consider posting vocabulary words in the meal area.
- Plan intentional after-the-meal activities that support the individual goals of children.

- Provide supervising adults with any plans and materials they will need to engage children.
- Consider CLASS domain and dimension opportunities during meal time.
- Include a visual chart of the mealtime routine, following the PBIS philosophy of supporting routines, within routines, within routines.

USDA Nondiscrimination Statement

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