




## **Workshop 3 Handouts - 1**

### **Cover Sheet**

1. PowerPoint Slides Handout - 4 pages
2. Policy Planning Handout - 2 pages
3. Four-Part Response Activity & Handout - 7 pages
4. Nutrition Values Handout - 6 pages

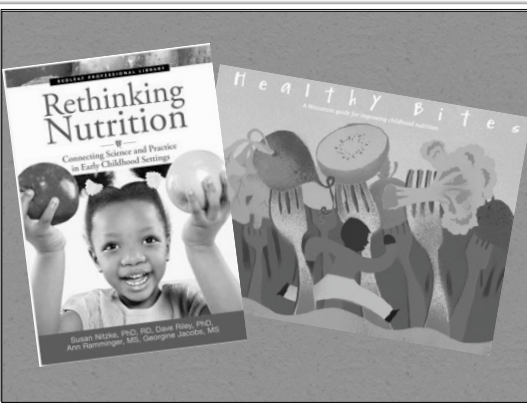
## Cupcakes for Lunch?

**Creating a Food & Nutrition Policy for your Early Care & Education Program**


## Rethinking Nutrition Workshop Series

- 1. Yummy Carrot Sticks: How Children Learn to Like Nutritious Foods**
  - Avoiding food power struggles, Role modeling healthy eating
- 2. What's for Snack? Nutrition to Support Healthy Growth**
  - Good nutrition, Lifelong food habits, Obesity
- 3. Cupcakes for Lunch? Creating a Food & Nutrition Policy for Your Early Care & Education Program**
  - Nutrition policy, Family food practices
- 4. Count, Read, Share: The Meal Table as a Learning Center**
  - Mealtime learning activities, Life skills, Social skills




## Shared Responsibilities

- More working mothers and two-income families
- Children spend large portion of their day in early care and education settings
  - 8 hours per day
  - 2 meals
  - 2 snacks
- Family and child care share responsibilities of caring for children.



## Why develop policies?

- Families
  - Alignment of values
  - Statement of program's intentions
  - Clear communication
- Staff
  - Guide staff training
  - Assist in meeting children's needs
  - Talking points with families
  - Avoid conflict when challenging beliefs



## What challenges or conflicts might families and early care & education providers face in sharing the responsibility of feeding children?

## Why Nutrition Policy?

- Children may get majority of nutrition from ECE center.
- Good nutrition promotes development.
- Adult interactions with children during meals and snacks.



## Cultural and Dietary Reasons for Nutrition Policy

- Food allergies (I.e., nut or gluten intolerances)
- Medical (I.e., diabetes)
- Developmental (I.e., cannot feed self)
- Ethnic or cultural (I.e., vegetarian)
- Religious (I.e., Kosher foods or fasting)



What do you think should be included in a nutrition policy for an early care & education setting?

## National & Local Examples

- National & local early childhood organizations have developed nutrition policy guidelines:
  - National Association for the Education of Young Children (NAEYC)
  - U.S. Department of Health and Human Services: Head Start
  - Healthy Bites (WI Departments of Public Instruction, Health Services, and Children & Families)
- Use as helpful frameworks for developing local policy.

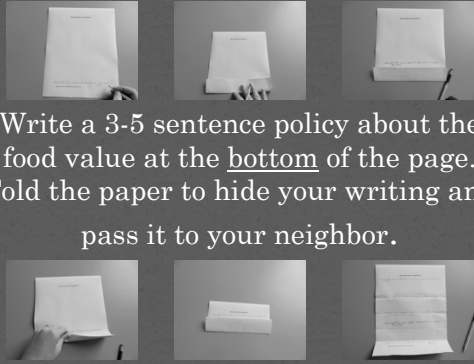
### Example Policies from National Guidelines

	NAEYC Accreditation Criteria	Head Start Performance Standards
<b>Family-Centered Practices</b>	<ul style="list-style-type: none"> <li>• Written menus are posted for families</li> <li>• Procedures are in place to support breastfeeding</li> <li>• Families are provided with documentation of food consumed by infants and children with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and families work together to identify each child's nutritional needs</li> <li>• Families and relevant community agencies are involved in planning, implementing, and evaluating nutritional services</li> <li>• Parent nutrition education opportunities are provided</li> </ul>
<b>Nutritional Programming</b>	<ul style="list-style-type: none"> <li>• Teaching staff sit and eat with children and engage in conversation</li> <li>• Snacks are served family style when possible</li> <li>• Teaching staff engage in reflective practice to improve their practices</li> </ul>	<ul style="list-style-type: none"> <li>• Food is not used as punishment or reward, and each child is encouraged, but not forced, to eat or taste the food</li> <li>• Adults eat family style, with all toddlers and preschool children sharing the same menu to the extent possible</li> <li>• A variety of foods are served, which broadens each child's food experiences</li> </ul>
<b>Food Safety</b>	<ul style="list-style-type: none"> <li>• Children under four years are not given foods that may cause choking, such as popcorn, whole grapes, and hard pretzels</li> <li>• Formula or human milk is warmed in 120 degree water for 5 minutes or less</li> <li>• Food is prepared in accordance with the USDA CACFP guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Children under one year old should not be fed honey</li> <li>• In programs that serve infants and toddlers there must be proper storage and handling of breast milk and formula</li> <li>• Evidence of compliance is posted, along with all applicable federal, state, tribal, and local food safety and sanitation laws</li> </ul>

## Before Writing Policies

1. Know state licensing regulations.
2. Gather family information.
3. Assemble an inclusive team.
4. Be general but specific.
5. Be comprehensive.






Write a 3-5 sentence policy about the food value at the bottom of the page. Fold the paper to hide your writing and pass it to your neighbor.


“Policies alone will not be effective unless they are thoroughly and consistently shared with families and implemented by staff.”

- Rethinking Nutrition, p. 103



### How to Put Policies into Practice


- Implement policies.
- Train staff.
- Educate families and children.
- Frequently review policies for relevance, effectiveness, and practical implementation.



Have you encountered an emotionally charged issue involving food? If so, how did you handle it? What might you have done differently?

### Four Steps to Clearing Misunderstandings

1. Start by stating the other person’s viewpoint.
2. State the program policy and the reason (rationale) for the policy.
3. State a conclusion.
  - Re-assert the rule.
  - Compromise.
  - Change the policy.
  - No decision yet.
4. Follow through.



“When they are thoughtfully developed and shared with families and other key stakeholders, policies provide concrete examples of programs values while minimizing misunderstandings and conflicts that might otherwise disrupt the program’s work and the children’s learning environment.”

- Rethinking Nutrition, p. 101

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**W3 Policy Planning Handout**

*What to say? Planning a nutrition policy.*

*Brainstorm ideas for what should be included in an early care & education nutrition policy.*

<p><b>Family-Centered Practices</b> (How do we communicate with families about nutrition practices? How do we want families to participate?)</p>	
<p><b>Nutritional Goals</b> (What foods do we wish to promote or restrict, for both meals and snacks?)</p>	
<p><b>Mealtime Practices</b> (How do we serve foods? What behaviors do we want?)</p>	
<p><b>Food Safety</b> (How do we prepare food?)</p>	

### W3 Policy Planning Handout

## *Early Care & Education Nutrition Policy Guidelines* *a.k.a. Places to get excellent policy ideas.*

### **The National Association for the Education of Young Children's (NAEYC)**

- *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Settings*. Third Edition, 2011, Chapter 4.
- <http://nrckids.org/CFOC3/PDFVersion/list.html>

### **The Department of Health and Human Services**

- Head Start Performance Standards and Other Regulations, 45 CFR 1304, 1304.23 Child Nutrition
- <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements/1304/1304.23%20Child%20nutrition..htm>

### **Healthy Bites**

- A Wisconsin guide for improving childhood nutrition.
- <http://dpi.wi.gov/fns/cacfpwellness.html>

### **Rethinking Nutrition: Connecting Science and Practice in Early Childhood Settings by Susan Nitzke, Dave Riley, Ann Ramminger, and Georgine Jacobs (Chapter 5: Why We Implement Food and Nutrition Policies)**

- This book can be purchased through RedLeaf Press.
- <http://www.redleafpress.org/Rethinking-Nutrition-P389.aspx>

### **Further topics to consider in writing nutrition policy:**

- Meal content and menus
- Special feeding and dietary needs
- Special policies for infants and toddlers

As a group, respond to the scenario below using the four-part response listed on this page.

***Scenario***

***You notice that every day Henry, a child in your classroom, has candy packed in his lunch.***

1. Start by stating the other person's viewpoint.
2. State the program policy and the reason (rationale) for the policy.
3. State a conclusion.
4. Follow through.



As a group, respond to the scenario below using the four-part response listed on this page.

***Scenario***

***Aisha's parents, citing religious beliefs, ask that the program not serve any pork products to any children in the classroom.***

1. Start by stating the other person's viewpoint.
2. State the program policy and the reason (rationale) for the policy.
3. State a conclusion.
4. Follow through.

As a group, respond to the scenario below using the four-part response listed on this page.

***Scenario***

***Thomas has a peanut allergy and his parents ask that a new policy be added that no child in the room may bring any food or snack that has nuts in it.***

1. Start by stating the other person's viewpoint.
2. State the program policy and the reason (rationale) for the policy.
3. State a conclusion.
4. Follow through.

As a group, respond to the scenario below using the four-part response listed on this page.

***Scenario***

***Sara's parents asked Sara's teachers to follow the same rule they use at home: Children must eat all the food on their plate.***

1. Start by stating the other person's viewpoint.
2. State the program policy and the reason (rationale) for the policy.
3. State a conclusion.
4. Follow through.



As a group, respond to the scenario below using the four-part response listed on this page.

***Scenario***

***Andrea's parents have asked that a non-meat protein be served with every meal since they are a vegetarian family.***

1. Start by stating the other person's viewpoint.
2. State the program policy and the reason (rationale) for the policy.
3. State a conclusion.
4. Follow through.

As a group, respond to the scenario below using the four-part response listed on this page.

***Scenario***

***Jenny, a mother of one of the children in your classroom, has asked that the classroom menu be shared a month in advance.***

1. Start by stating the other person's viewpoint.
2. State the program policy and the reason (rationale) for the policy.
3. State a conclusion.
4. Follow through.

**Kids should eat vegetables.**

**It is important to let kids celebrate birthdays with treats.**



**Kids should have good manners.**

**Kids need to learn to wash their hands.**

**People should talk at the meal table.**

**Kids shouldn't play with food.**