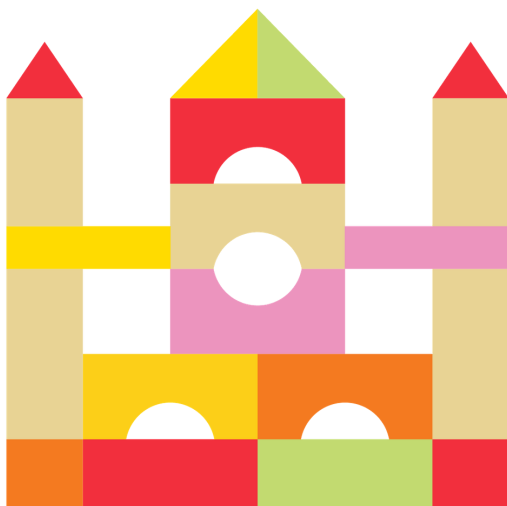


PARENT HANDBOOK



BUILDING BLOCKS
CO-OPERATIVE NURSERY SCHOOL
- SINCE 1976 -



Welcome to the BBNS Parent Handbook,

In the following pages, we will outline for you our basic nursery school philosophy or program statement, including our view of children, play, and the roles of parents. We will also outline our goals and approaches as required by the Early Child Care Act.

There are two primary purposes of the school:

1. To help each child develop physically, cognitively, emotionally and socially through play and interaction.
2. To help parents learn more about child development and child guidance techniques through parent meetings, parent education and participation in the program under a qualified teacher.

Building Blocks Co-operative Nursery School is a non-profit sectarian organization, operated and administered by parents for their children. The success of a co-operative school is determined by the quality of staff and by the hard work, enthusiasm and co-operation of all parents.

The teachers have the overall responsibility for the program, the teaching practises and the health and safety measures. The Board of Directors manages the business operation of the school, sets of fees, and oversees its administration according to the by-laws and the Ministry of Education. But the school belongs to you, the parents. You are expected to assume your share of the responsibility for its smooth operation. General meetings are held three times a year and attendance by all parents is expected. Your active participation will contribute greatly to the success of the school.

We hope that you and your children will share in the enjoyment of this wonderful experience, and that the happy, nurturing environment at Building Blocks will help each child realize their potential as an independent, mature and productive individual.

Thank you for choosing Building Blocks Co-operative Nursery School!

Sincerely,

The Board of Directors, BBNS

PROGRAM STATEMENT

We view all children as special. Although they are unique in genetic makeup, rate of development and cultural background, they are all naturally curious, capable of learning, eager to master new skills and rich in potential.

The first few years of a child's life set the stage for future development. This places considerable responsibility on those working with preschool children to meet the needs of each individual child and to assist him/her in developing his/her fullest potential. The program at Building Blocks emphasizes "learning through play". For the young child, play is not a frivolous pastime—it is an absolute essential to total physical, cognitive, language, emotional and social development. Play capitalizes on the child's natural curiosity and exuberance.

These learning experiences happen throughout the child's daily routine which encompasses a balance of indoor and outdoor play activities, chosen by the individual child, as well as Circle Time and snack. This daily routine will prepare the child for formal schooling as well as gives the child a sense of security and well-being.

During most mornings, the children move about the playrooms and choose from a number of activity centres: creative (including painting and play dough), books and puzzles, water play, sand play, the housekeeping centre, large blocks, carpentry area and shelf toys. This philosophy of self-selection promotes self motivation and independence, as well as a positive attitude towards learning.

The freedom to be creative helps develop the child's individuality and helps the child think for him/herself. The finished product may reveal very little of the richness of the experience the child has gained in the process. Usually the young child's work is an expression of his/her feelings, perceptions experiences and experimentation. The parent/teacher role, rather than directing, is to be observant and responsive to the child's needs , and above all, to be sincerely interested in him/her and his/her activities.

Play also teaches interaction with others and provides opportunities to develop friendships with other children. It helps them learn how to get along with others and to handle conflict situations. With firm but gentle guidance, play teaches them how to self-regulate their own emotions and behaviours.

Building Blocks is a centre of inclusion. We believe that every child deserves to be treated with dignity, respect and equality. We honour and respect all children's beliefs, culture, language and experiences acquired from their family and community. Any child with special needs will also be given the opportunity to excel and flourish -- our environment can be structured to accommodate his/her needs.

Parents know their own children best. They have valuable information to provide to the nursery school. They are also the most powerful influence in their child's life. They want to understand how to support their child's development and will benefit from open communication and engagement with knowledgeable educators, rich in experience.

Service coordination meetings with resource professionals in the community may be set up if needed to discuss the best interests of the child and family.

Goals of the Program & Approaches: *(guided by "How Does Learning Happen?")*

1. To promote the health, safety, nutrition and physical well-being of each child.

- Parents are asked to keep sick children at home.
- Hand washing is essential—as per hand washing policy.
- Gloves are used when in contact with bodily fluids.
- Snacks are nutritious, containing two food groups from Canada's Food Guide
- Simcoe Muskoka Health Unit guidelines are followed and policies for Children at Risk (Allergies) are followed.
- There are three adults at the school at all times.
- There is always one adult in a room where there is at least one child. Adult supervision is required at the carpentry centre. Outdoors, adults stand in positions where all areas of play may be observed.
- Toys and equipment are inspected regularly. Any damaged toys or furniture are immediately put out of use.
- If toys are put into a child's mouth, they are disinfected immediately. No utensils are shared.
- Children are not to run up and down stairs. All children wear shoes/slippers.
- Students and volunteers are not permitted to have direct unsupervised access to children.

2. To develop positive interactions which give each child a sense of belonging and emotional well-being.

- Each child is welcomed into the program upon arrival.
- Every child has his own name tag and cubby for his belongings (with his picture).
- Adults get down to the child's level during play and are attentive and responsive to what the child is saying and doing.
- Every child is recognized for his/her effort as well as his/her accomplishments.
- Every child's strengths and abilities are valued. Displays of his/her activities and accomplishments are created. Messages are added to art to indicate what child was thinking about.
- Positive approaches are used when guiding behaviour.
- Routine is maintained which gives the children a sense of security and well-being

- Children are encouraged to interact with other children and adults at the centre and to participate in Circle and other group events.
- Children are encouraged to share with one another (toys, experiences, etc.)
- Toys, pictures etc. which reflect children of different cultures, challenges and backgrounds are used. Everyone is treated equally with respect.
- Self-care is encouraged as much as possible (dressing self, putting away toys, assisting with serving food).
- Connections are cultivated with our community through field visits, guests, bringing in artifacts from the community, fundraising and through participation in community events (e.g. Autumnfest). Perhaps involve children in a "good cause" venture (e.g. Food Bank).
- Photos of children will be displayed on the wall.

3. To help each child become an active and engaged learner through planned, meaningful play.

- Children are observed to assess interests and strengths (using photography) and program is planned based on these observations.
- Learning experiences and circle times which engage individual children in exploration, inquiry and play (including sensory activities and a Science and Nature program) are planned. Science experiments have been added.
- Parents are asked to collect "beautiful junk" for a variety of play and craft materials. A shelf with lots of collage materials is available to children to choose own materials.
- A variety of toys and materials are already available for exploration, fine motor manipulation and creative play (sand, water table, paint easels, craft table, train track, blocks, carpentry area, etc.) Different types of painting (e.g. finger, marble, string art) are tried.
- Musical instruments are sometimes put out.
- Children are encouraged to choose play activities and regulate their own play from a variety of different centres. Centres are rotated when children lose interest.
- Experiences which develop reasoning, problem-solving and memory are offered in order to prepare for formal schooling.
- Outdoor equipment encourages large muscle co-ordination (trucks, scooters, tricycles, etc.). Plan some outdoor activities.
- Challenges are offered within the child's capability to master them.
- Children are encouraged to solve their own problems and come up with solutions.
- Children are encouraged to be creative, not follow an adult's model

4. To enable children to express themselves in many different ways.

- The feelings of the child must be accepted even if these are negative.
- Children are encouraged to use vocabulary to communicate thoughts to others in a positive way.

- At times, two smaller circles are used (perhaps according to needs of individual children) for language development rather than one large circle when they all talk at once.
- Staff model appropriate social skills and use language to extend the vocabulary of children.
- Kindness and caring behaviours are acknowledged.
- Children are encouraged to contribute ideas and ask questions.
- Children learn new songs and hear stories at Circle time.
- Children are asked to tell stories based on pictures.
- Pretend centres are set up for dramatic play (dress-ups, house centre, pretend bus). A full-length mirror could be added so children can see their expressions, appearance etc.)
- Craft and paint areas allow self-expression.
- Signs throughout the centre encourage literacy skills.

5. To foster ongoing communication with and among parents.

- Parents are encouraged to participate as parent volunteers and assist qualified teachers within the programme.
- Teachers and parents discuss the “whys” of troublesome behaviour and problem-solve solutions.
- Parents learn more about child development and child guidance techniques through sharing at parent education meetings.
- Informal discussion between the teacher and the parent at drop-off and pickup times inform the nursery school about the child’s strengths, interests and talents.
- Parents will also be encouraged to send photos and/or comments about the activities and interests of their child via texting to the school.
- A picture journal is kept for each child to inform the parent of the child’s activities and progress.
- Program plans and snacks provided are posted for parents on the bulletin board.
- Parents and teachers are asked to complete an evaluation semi-annually of how the program impacts children and their families using Survey Monkey or at a general meeting.
- Parents communicate with each other using social media (e-mail, See-Saw and Facebook) and bulletin board postings.

6. To provide continuous professional learning for teachers and volunteers who work with the children.

- Seminars are budgeted for all staff (as financially feasible) and time off will be provided to attend.
- Teachers are encouraged to talk to other nursery school teachers to share practices through Simcoe County Childcare Services professional development.

- Teachers are encouraged to reflect on their own strengths and needs and to make a professional development plan for themselves.
- All staff and Board members are encouraged to use Ministry online resources, especially those dealing with How Does Learning Happen?, Think, Feel, Act, and Early Learning for Every Child Today (ELECT).
- Community resources are used such as Simcoe County Early Intervention Services and Child Care Manual, Resource Teachers.

ORIENTATION OF THE CHILD TO THE SCHOOL

Starting at nursery school is an exciting experience for young children, but it can also be a difficult one. Some children adjust quickly and easily to the program. Others need time, and the help and understanding of sympathetic parents and teachers before feeling comfortable in the group setting. One of the functions of the nursery school is to provide a supportive environment for the child during the adjustment process. When you bring your child to the school, plan to stay until she/he feels secure enough to cope without your presence. Remain on the sidelines and allow your child to move out from you when she/he feels ready to do so. Some children need time to observe and assess the situation with a parent nearby before feeling ready to join the group activity. The teacher will encourage the child to participate, but the child will not be forced to do so. The time that a parent needs to remain at the school will vary greatly with the age and needs of each child. This can be worked out between the teacher and the parent.

PARTICIPATING DUTY PARENTS

The maximum number of children in the nursery school at one time is 16. Since the legislated ratio of teachers to children is 1:8, we have two teachers: a Supervisor and an Assistant. Therefore, most parents or co-op students who wish to participate in the program are considered volunteers and are not counted in the ratio. All volunteers must have an up-to-date criminal reference check. Each day, one or two volunteers interact with the children, and assist with serving snack, help the children with dressing for outdoors and tidy and clean the toys, floors, etc.. They are a key component of our co-operative nursery school program. The legislation does allow for two "duty parents" to take the place of one teacher. Since we sometimes need a replacement for a teacher who is ill, we will designate several volunteer parents as "duty" parents who might be called on if needed. These duty parents will be required to have a valid first aid certificate including child CPR and up-to-date immunizations.

PROHIBITED PRACTICES

Policy: All employees, volunteers and students who work directly with the children at Building Blocks Nursery school are aware of what practises are prohibited with regards to discipline, pursuant to the regulations of Ontario 137/ss-6.7 of the Child Care and Early Years Act 2014, Section 48. Corporal punishment and other harmful disciplinary practises will adversely affect the emotional and physical well-being of the child.

Procedures:

1. Building Blocks Nursery School will *never* permit:
 - A) corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
 - B) physical restraint of the children, including but not limited to confining in a high chair, car seat etc. for the discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others, and only until risk of harm/injury is no longer imminent);
 - C) locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;
 - D) use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine their self-respect, dignity or self-worth;
 - E) depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
 - F) inflicting any bodily harm on children including making children eat or drink against their will
2. The Supervisor will discuss their expectations regarding the role of staff and volunteers in maintaining and promoting positive practices for adult-child and child-child interactions at the centre. Young children benefit more from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behaviour.
3. Each employee, volunteer or student is required to review this policy with the Supervisor upon commencing duties and annually thereafter. Each person is required to

sign an agreement indicating he/she has read and understands these prohibited practices and agrees to comply with them. The Supervisor must confirm that these practices are not allowed and do not occur in the program. The Board of Directors must ensure that these agreements are retained for three years after the entry is made.

4. If this policy is contravened by a teacher, volunteer or student, it should be brought to the attention of the Board of Directors/Supervisor and appropriate action taken in accordance with the Building Blocks Discipline Policy for employees, volunteers or students.

SUPERVISION OF VOLUNTEERS AND STUDENTS

Policy: Volunteers play an important role in supporting staff in the daily operation of the child care centre; however, a staff person must always be present with children to meet ratio requirements and respond in case of an emergency.

Procedures:

1. Parent helpers will generally be classified as volunteers, and will not be counted in staff-child ratios. Every volunteer and student must be supervised by an employee at all times.
2. A few parents may be designated as duty parents who will be able to take the place of an employee. As such they will be required to have all of the prerequisites as other employees (i.e. first aid certificate with child CPR, immunizations, etc.) In case of staff sickness, two duty parents may be asked to assume the role of one teacher.
3. Volunteers and students are not permitted to be alone with a child at any time, unless the child is their own.
4. It is the Supervisor's ultimate responsibility to supervise volunteers and students; however, the Assistant teacher may be assigned to orient or mentor the volunteer or student and provide support and assistance as needed.
5. All volunteers and students will receive an orientation to the physical layout of the centre, to policies and procedures and to their roles and responsibilities by an employee or Board member.
6. The parent volunteer or student will play with the children, serve snack, assist with dressing for the outdoors and all aspects of tidying and cleaning up.

7. This policy will be reviewed with all staff, volunteers and students prior to starting at the centre and will be monitored for compliance and contraventions as per the Monitoring of Policies.

CRIMINAL REFERENCE CHECKS

Policy: Every employee, volunteer or student shall obtain a vulnerable sector check conducted by a police force before they begin interacting with children at Building Blocks Nursery School in order to ensure the safety and well-being of the children.

Procedures:

Who requires Criminal Reference Checks?

1. Current Criminal Reference Checks are necessary for:
 - full-time and part-time staff
 - participating parents, volunteers and co-op students, 19 years of age and older
 - board members
 - any individual who comes into the program on a recurring basis and interacts with children (e.g. individuals who teach music or other activities at the centre)
2. A Vulnerable Sector Check is required of all persons who will be in contact with the children. A new police check is not necessary for returning persons who have had a VSC police check within the past five years. New employees must submit a new Vulnerable Sector Check unless their last check was completed within the preceding six (6) months from the date it was submitted to the school. This previous check may be submitted to the Registrar and will be kept on file.
3. If an employee or volunteer has terminated their relationship with Building Blocks for more than 6 months, a new criminal reference check is required.
4. Members of the Board of Directors are required to provide evidence of a clear criminal record check following the Annual General Meeting in which they were elected to the Board. However, the police check does not need to include records of voluntary or involuntary apprehensions, transfers to a mental facility, incident reports, charges, having been a victim, suspect or witness to an occurrence.

5. Building Blocks is required to verify that persons who are employed by or contracted with outside organizations (e.g., special needs resource consultants, speech and language pathologists, a psychiatrist contracted with a parent) have completed background screening prior to interacting with children in the program. This may include an offence declaration or attestation from the person's employer that they have retained and reviewed a vulnerable sector check from that person, AND the vulnerable sector check was performed within the last five years; AND the vulnerable sector check did not list any convictions or any offences under the Criminal Code.

GUIDELINES FOR PARTICIPATING DUTY PARENTS (PARENT VOLUNTEERS)

1. Your presence on your assigned duty days is essential to the functioning of the programme. If you are unable to attend on your duty day, please arrange for someone to exchange days with you.
2. Please be at the school by 9:00 a.m.
3. Please do not bring children who are not enrolled in the programme with you on your duty days.
4. Be attentive to the needs of the children. This is not a time for a friendly chat with teachers, or other parents.
5. Do not be concerned, or upset, if your child follows you around on your duty days and seems particularly demanding. This is normal behaviour. It is difficult for your child to share his/her parent with so many other children.
6. Your attitude is catching. Please attempt to maintain a relaxed, warm, friendly manner with the children.
7. Please read "Prohibited Practices". If this policy is contravened by a teacher or parent helper, it should be brought to the attention of the Board of Directors, and appropriate action taken. In a severe incident, the teacher would be dismissed or the parents asked to leave the school.
8. The children are not to run, but walk when playing inside the school. Children should be encouraged to use the handrail on the stairs. Running up or down the stairs is prohibited.
9. All children must wear shoes or slippers.

10. When the carpentry equipment is in use, an adult must be supervising.
11. The children are responsible for tidying and putting away their own play materials (if needed, with the assistance or guidance of an adult).
12. Outdoors, adults should stand in position where all areas of play may be observed.
13. Children are encouraged to put their own outdoor toys away in the toy shed before their departure. Adult assistance may be required to ensure safety.
14. **Fire Drill Procedure:** Participating duty parents will assist the teachers in directing children to the nearest exit (playground or parking lot). Check washroom, storage room and behind doors to ensure no children are left in the building. Close doors and turn off lights. Phone the fire department 911. Join teachers and children outside.
15. **Emergency Phone Numbers:** (fire, hospital, ambulance, police) are posted by the telephone and emergency Contact Box.
16. **Sanitary Practices:**
 - a) **Disinfecting** - All washable toys, shelves and furnishings are disinfected monthly (see Cleanup Procedures). Any toys in the "To be Disinfected" bin should be disinfected daily.
 - b) **Use of Washroom** - Children should be instructed and reminded to wash hands with soap and water after using the toilet. Use paper towels for drying. Do not share towels.
 - c) **Food Preparation** - Food for snacks should be kept covered before serving. Food that needs refrigeration (e.g. milk, cream spreads, etc.) should be kept in the refrigerator. Utensils used in food preparation should not be placed in anyone's mouth. Gloves should be used if handling food directly.
 - d) **Snack** - Each child should have his/her own clean cup and serviette, and should dispose of it after use. No utensils should ever be used in common.
 - e) **Hand Washing** - Adults should wash hands with soap and water for a minimum of 15 seconds before preparing food, giving out medication, before and after providing first aid, after using the washroom, taking a child to the toilet, after

changing diapers, after handling blood or bodily fluids (any soiled items,) after coughing, sneezing or blowing nose, after using a disinfectant or chemical solution, after removing children's winter boots, or if hands are visibly dirty. Children should wash hands after using the toilet or diaper change, before or after eating, after handling sensory materials, and after handling animals.

17. **Daily Cleanup:** Duty parents may clean up during Circle Time. However, help is needed when children are getting dressed to play outside. Cleaning may continue once all children are outside unless help is needed with an individual child (e.g. toileting). When cleaning is completed, please go outside to help supervise the children playing.

SUGGESTIONS FOR WORKING WITH CHILDREN

1. **Giving Directions:** Make sure you have the child's attention first. Directions should be concise, but specific, to avoid confusing the child.
2. **Guiding Behaviour:** Use a positive approach and a calm, quiet tone of voice. Commend desirable behaviour and disregard minor unacceptable behaviour. Make positive statements rather than always saying "don't", (e.g. "Chairs are for sitting on" or "The play dough belongs on the table"). Be alert to the activities of the children so that you can forestall problem situations (e.g, redirect a child who is obviously going to knock down the blocks of another).
3. **Encouraging Independence:** Encourage the child to do as much as possible for him/herself. However, don't insist on complete self-help if the child is tired at the end of the morning, or is becoming frustrated with his/her attempts.

Choice should be given to the child only when the adult intends to leave that choice up to the child.

4. **Encouraging Creativity:** Help the child create in his/her own way, rather than conforming to adult standards. If she/he asks you to draw something, you might say, "If I show you my way, it will be my horse, not yours", or "You can think of so many things I can't". Ask questions to help clarify his/her ideas—"What are the most important parts of a horse?", or "What colour do you want to make it?" etc.

If a child asks you what to make, direct his/her thinking in a general, rather than a specific way. For example, avoid "Paint a tree with apples", and try, "Did you

see anything pretty today?" or "Let's see how many different things the brush can do."

5. **Stimulating Curiosity and Inquiry:** When possible, ask leading questions to help the child discover answers for him/herself (e.g. "What will happen if..."). Help the child become more aware of the world around him by drawing attention to things. Encourage the child to observe, to touch, to smell and to listen.
6. **Accepting Each Child as an Individual:** Accept each child for what he/she is and what she/he can do rather than what you think she should be able to do. Avoid making comparisons between one child and another. Help each child to feel that he has something to contribute to others. Take the time to get to know and understand each child. Show genuine interest in what he/she does.

A child should be directed towards areas that are interesting to him/her, but should never be forced to participate in an activity that has little or no interest.

7. **Encouraging Co-operative Play:** As children get older, encourage those who have similar interests and who are playing with the same toys to interact with each other. Encourage "taking turns" if more than one child wants to play with the same toy.

PARENT NOTIFICATION OF SERIOUS OCCURRENCES

The safety and well-being of our children in licensed childcare programs is the highest priority. We work diligently to provide a safe, creative and nurturing environment for each child. In spite of all the best precautions, serious occurrences can sometimes take place.

The Ontario Government has introduced a policy that requires licensed child care centres to post information about serious occurrences that happen at the centre. To support increased transparency and access to information, a "Serious Occurrence Notification Form" must be posted at the centre in a visible area for 10 days.

A serious occurrence could include:

- serious injury to a child
- a missing child
- abuse of a child while at the centre
- a disaster such as a fire, flood, gas leak or long-term power outage
- a complaint about the service provided being non-standard

This posting will give parents information about the incident and outline follow-up action taken and the outcomes, while respecting the privacy of the individuals involved. Longer term actions taken will also be included to help prevent similar incidents in the future.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that the school is not complying with licensing requirements or that children are at risk in the program.

This policy supports the government's efforts to increase access to information for parents already within a program or for prospective parents. This includes child care licensing inspection findings on the Licensed Child Care Website which is available at <http://www.ontario.ca/ONT/portal61/licensedchildcare>.

We encourage you to speak to us for more information about serious occurrences and the Serious Occurrence Notification posting policy.

PARENTS' ISSUES AND CONCERNS

Policy: Parents' issues and concerns regarding management of the school or conduct of staff, duty parents or volunteers that puts a child's health, safety and well-being at risk will always be taken seriously and will be addressed promptly and with respect.

Procedures:

1. Parents are encouraged to regularly discuss what their children are experiencing with our program. We support positive interactions with the parents and they are encouraged to discuss the progress of their child with the teacher at any time. Parent-teacher interviews can be arranged if requested.
2. Parents are encouraged to bring any concerns or issues which affect the children's health, safety or well-being to the attention of a teacher or a Board member. If the Assistant Teacher is aware of any parent concerns, she will forward these to the Supervisor.
3. Issues/concerns may be brought forward verbally or in writing.
4. The parent must always be treated with respect. Staff will not belittle the concern. Harassment and discrimination will not be tolerated by any party. If at any point, a parent or staff member feels uncomfortable or threatened, they may immediately end the conversation and report the situation to the Board.
5. The Supervisor, meeting with the parent, will attempt to determine the cause(s) of the problem and may be able to deal with the concern to the satisfaction of the parent without progressing any further.
6. If the issue affects more than one child or the parent is not satisfied with the resolution, the parent will be asked by the Supervisor to put the concern in writing. Alternatively, the teacher may put the concern in writing and explain how she attempted to resolve the issue.
7. The teacher or the parent will bring this concern to the attention of the Board. Although the Board meets monthly, it may be necessary for Board members to communicate through social media. They will attempt to understand every aspect of the problem and may need to meet with the parent and/or staff or any others involved. It is the Board's responsibility to come to a resolution. The procedures for handling the issue should be communicated to the parent in writing and/or verbally within 3 business days or as soon as reasonably possible thereafter. Any reasons for delay must be documented in writing.

8. The investigation of the issues and concerns will be fair, impartial, and respectful to all parties involved. Every effort will be made to respect the privacy of parents, children, staff and volunteers except when information must be disclosed for legal reasons (e.g. to the College of Early Childhood Educators, law enforcement or a Children's Aid society).
9. If a parent expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society directly. Staff who become aware of such concerns are also responsible for reporting this information to CAS. See Child Abuse policy.
10. The issue and its resolution should be documented by the Supervisor or the Board including the date and time the concern was raised, the name of the person reporting the concern, the name of the person who received the concern, the details of the issue and any steps taken to resolve the issue (including next steps or referral of the concern).
11. If parents are not satisfied with the response or outcome of an issue or concern, they may respond to the Board in writing. Issues related to compliance with requirements set out in the Child Care and Early Years Act should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing branch. Issues/concerns may also be reported to other relevant bodies (e.g local public health department, police, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, etc.) where appropriate.
12. If similar issues repeat, the Board must discuss how these concerns can be prevented in future. It may be necessary to examine personnel, policies, or physical arrangements of the nursery school. Such Board discussion and decisions will be recorded in the minutes of the Board meeting and will be kept confidential.
13. This policy regarding parents' issues and concerns will be communicated to parents in the Parent Handbook and on the website.

SNACK

Snack time should be a time to provide nourishment for active, hungry youngsters. However, it can be much more than that—it can provide a new taste experience; it can be a time to promote good table manners, it can be an opportunity to learn self-help skills; it can be a time to chat with friends. Make it full of fun and variety by trying some of the following:

FRUITS & VEGETABLES	PROTEINS, GRAINS & FATS
Bananas	Real cheese
Oranges	Yogurt (low sugar, no aspartame)
Apple slices	Hummus with pita bread
Unsweetened applesauce	Kashi crackers
Watermelon	Whole wheat tortilla and cream cheese rollups
Melon	Healthy cereal (cheerios)
Dried apricots	Whole wheat english muffin with cream cheese
Dried fruit to go strips	Bagel with cream cheese
Strawberries	Spinach dip
Carrots	Tahini dip
Cucumber	“Wow butter” (soy butter)
Celery sticks	Pretzels or pretzel chips
Sugar snap peas or edamame	Bean/lentil salad (prepared at store)
Red or green pepper (with dip)	Pasta salad (prepared at store)
Beet chips	Tuna on crackers
Avocado/guacamole	
	Note: whole wheat muffins/cookies may be provided some Mondays and Thursdays

What not to serve:

Raisins, dried fruit (high concentration of sugar and stick to the teeth), potato chips, rich cookies, candies, cakes, soft drinks, chocolates, popcorn, marshmallows, seeds, snacks with toothpicks or skewers. Sweet foods spoil the appetite for the next meal, promote tooth decay and provide very little nourishment.

Avoid:

Food colouring and artificial flavours, nuts and nut-based products, foods which are a choking hazard (small, hard, round foods), foods with large amounts of refined sugar or salt

Children at risk:

Those children with food allergies, intolerances or special dietary concerns (e.g. diabetes) will be made known to all parents at a General Meeting and/or through email. The plan on how to keep them healthy and safe will be discussed. A factsheet about each child at risk and their health concerns will be posted at the snack preparation table and in the other playroom by the entrance door. To eliminate problems, only the snack parent or those children requiring specific foods will be allowed to bring food into the school. Food that is brought from home for a specific dietary need is NOT to be shared with the other children.

ANAPHYLACTIC FOOD ALLERGIES

There are children at Building Blocks Nursery School who have severe allergies which can cause an anaphylactic reaction. An anaphylactic reaction is an allergic reaction so severe it can cause death. Nuts and peanuts are a common trigger for anaphylaxis. As a result, Building Blocks Nursery school does not permit nuts, peanuts, or nut/peanut products to be brought into our centre.

If your child is entering the centre after recently eating peanut butter or other such products, please ensure that hands are thoroughly washed and teeth are brushed. A peanut/nut allergy can be so severe that even touching or inhaling a trace amount can trigger a life threatening reaction.

All parents take a turn (scheduled on the monthly calendar) providing snacks for the children attending our programs, but if for a health reason your child is bringing in any food for personal consumption, it must be nut/peanut free. Effective immediately, Building Blocks Nursery School must be informed in writing if it is necessary for you to supply snack for your child. Please inform your child that they are not permitted to share food.

In implementing an allergy/anaphylaxis policy, Building Blocks Nursery School does not permit parents to send in food for snack on special occasions (e.g. birthdays, seasonal holidays etc.) Staff will make appropriate arrangements, such as a birthday crown, and singing Happy Birthday.

Policy Statement:

Building Blocks Nursery School recognizes the potentially serious consequences of children with allergies. These allergies may include a condition known as anaphylaxis. Anaphylaxis is a severe potentially life-threatening allergic reaction brought about exposure to certain foods or other substances. Peanuts and peanut by-products, such as peanut oil and peanut butter, are the most common allergens to trigger an anaphylactic reaction. Other foods such as dairy, strawberries, fish, shellfish, wheat and soy, as well as non food items such as latex and bee stings can also bring about a life threatening reaction.

Building Blocks Nursery School does not purport to be, nor can be deemed to be free of foods and non-food items.

BEAUTIFUL JUNK

Junk at home is not beautiful, but in the hands of children, it becomes useful and “beautiful” for all kinds of creative activities and experimental play. Please see the following list for useful items to save:

ACTIVITY	MATERIALS
Collage	Sequins, confetti, seeds, flowers, macaroni, egg shells, buttons, egg boxes, beads, beans
Cloth	Velvet, prints, netting, lace, plastic, silk, satin, wool, ribbons, cotton
Fancy Papers	Tissue, crepe, shiny gift wrapping, metallic, fuzzy, chocolate papers, cupcake papers, corrugated tin foil, newspapers, cellophane
Gluing and Carpentry	Wood scraps, dowels, spools, floor tiles, wood shavings, sawdust, chair rungs, corks, paper plates, cups, Styrofoam, tooth and paint brushes, small cardboard boxes, wooden boxes, cardboard, eye droppers, small boxes, pine cones, plastic boxes, calendar rolls, toilet paper rolls, tin cans, ice cream spoons, golf tees, toothpicks, scrap jewelry, popsicle sticks, bread tabs, old nylons
Sandbox and Water Play	Tin cans, plastic cups, plastic bottles, detergent bottles, ice cream containers, toy cars, straws, pots, pans, sieves, funnels, large spoons, egg beaters, cookie cutters, pie plates, bottle tops, margarine containers, wooden spoons, basters
Nature Corner	Pine cones, acorns, chestnuts, seeds, shells, cocoons, fungus, moss, bird nests, berries, leaves, animal pictures, magnets, stones, bulbs for planting, potting soil and pots
Music	Any type of bell, rattle or drum; anything that makes sounds; any musical instrument that might be brought for the day; any person that plays an instrument and might come for the day; song books, silk scarves or filmy material for dancing