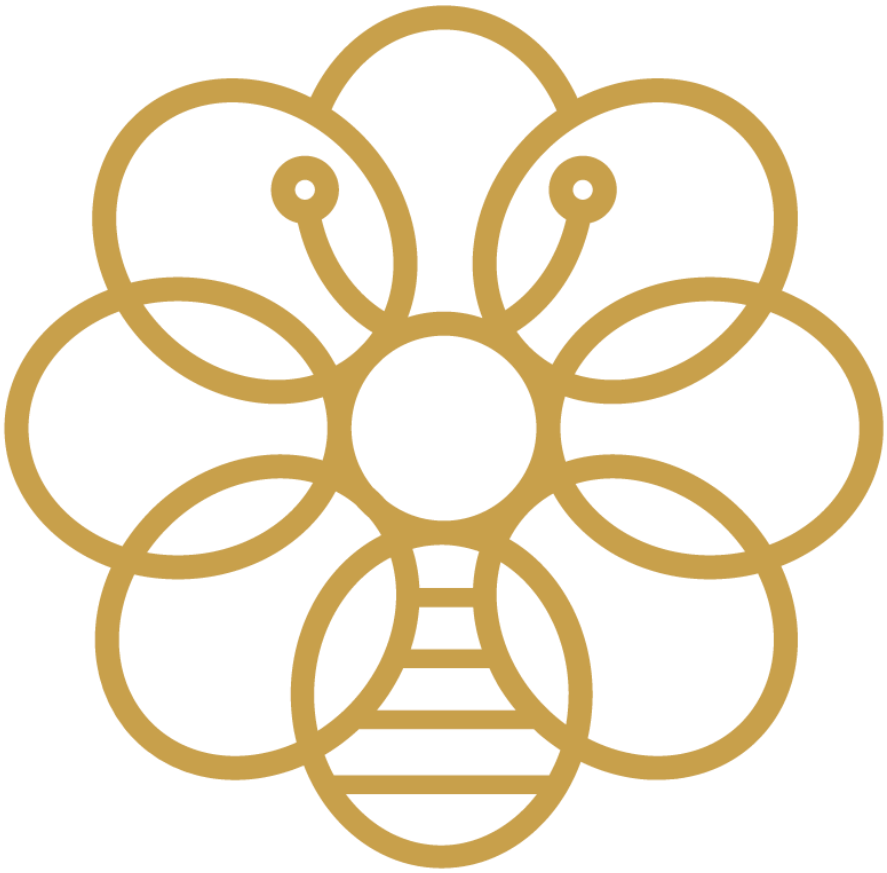

BLOOM

CENTRES FOR
EARLY LEARNING

Bloom Centres for Early Learning - ST TANS Parent Handbook

Updated July 23, 2026

TABLE OF CONTENTS

Page 2. Table of Contents.

Page 3. Table of contents continued

Page 4. Programs Statement, Program Goals & Approaches, Program Goal # 1

Page 5 - 9. Program Goal #2 - 10

Page 10. Administration, Overview of Program Options: Program Curriculum & Program Hours of Operation Chart

Page 11. Programs Offered, Infant, Toddler, & Preschool

Page 12. Programs Offered continued with Nursery School & Kinder/School Age

Page 13. Children with Special Needs, Registration & Waitlist Policy.

Page 14. Fee Policy and Refunds

Page 15. Program Withdrawal

Page 16. Part-time fees, Canada Wide Early Learning and Child Care Program

Page 17. Late Pickup Policy

Page 18. School Year Closures, Holidays & Inclement Weather Procedures

Page 19. Arrival and Departure, Attendance and Absence, School Communication,

Page 20. Sleeping Requirements for Children in Care

Page 21. Potty Training Policy

Page 22. Potty Training Policy Continued

Page 23. Potty Training Policy Preschool continues, Nutrition Policy

Page 24. Nutrition Policy Continued, Anaphylactic Allergies and Other Food Restrictions/ Dietary Restrictions

Page 25. Allergy Information, Health and Medication

Page 26. Medication

Page 27. Clothing and Belongings

Page 28. Field Trips

Page 29. , Fire Safety and Emergencies, Transportation and Parking, Donations, Fundraising, Licensing and Standards

Page 30. Licensing and Standards, Staff

Page 31. Supervision of Students and Volunteers Policy,

Page 32. Mandatory Police Check for Volunteers, Child Guidance and Prohibited Practices

Page 33. Preferred Behaviour Guidance Practices, Verbal Guidance and Redirection, Prevention

Page 34. Prohibited Behaviour Guidance Practices,

Page 35. Contravention of Behavior Guidance Practices, Review and Retention of Policies and Procedures, Concerns about Suspected Abuse and Neglect

Page 36. Reporting Chart

Page 37. Parent Issues and Concerns Policy and Procedures, Confidentiality

Page 38-40. Respectful Workplace (Harassment Prevention)

Page 41. Digital Communications Violation Procedure

Page 42. In Closing...

Page 43-45. Safe Arrival & Dismissal

Bloom Centres for Early Learning STTANS PROGRAM STATEMENT

Our mission statement: To offer families and children the greatest experience and the highest quality of care while in the care of our professional early childhood educators.

Our vision: We are devoted to the art of caring. Our focus at Bloom Centres for Early Learning centers on children learning through play and family's needs with socialization as a priority.

Our values: We will act with integrity and value and protect our relationships. Our efforts will be the best that we can offer.

PROGRAM GOALS & APPROACHES

Bloom Centres for Early Learning has set forth the following goals and approaches: to plan and create a positive learning environment and to support each individual child's needs. We are confident in our program's ability to develop your child's sense of belonging, well-being, engagement, and expression. We are certain your child will meet all four foundations identified in "How Does Learning Happen" as set out in Ontario's pedagogy for the Early Years.

For more information regarding "How Does Learning Happen?" please see this website: http://www.edu.gov.on.ca/childcare/pedagogy.html

PROGRAM GOALS:

1. **To promote the health, safety, and well-being of the children.**

- We establish safety inside and outside meeting the children's needs and emotions.
- We encourage the children to walk inside and enjoy running when they are outside; we set up our rooms daily for the children's success via their interests; we put out materials in a way that the children will not trip or fall.
- We cover all open plugs to keep safety a priority.
- We assure the children can be physically active outside within our play yard. We provide the children with age-appropriate playgrounds to establish their physical active time is met.
- We establish a foundation for healthy eating by offering the children their choice of snack and how much they would like to have at each sitting.
- We help the children to self-regulate and choose their activity. We strive to have children manage their own emotions.
- We create many stimulating, safe environments to choose from. We expand on the children's interests when noticing they are having questions about subjects. We assist when needed.

- Staff familiarize themselves with each child's file to sign any plan that is in place for allergies or restrictions. We also ask families for a picture of their child, providing new staff a way to recognize children.

2.We support positive and responsive interactions among the children, parents, and staff.

- We foster a sense of belonging and ownership in our childcare center. We do this by sending newsletters, emails, posting pictures and antidotes to elicit questions from families. We have many parent volunteers that help with fundraising ideas and a board of directors that oversees the programs.
- We have special get-togethers throughout the year for family inclusion.
- We endorse the connections between family and educators by ensuring we greet the children every morning, being attuned to the child's feelings and responding appropriately.
- We offer our assistance when warranted with children, ensuring we are available for play.
- We keep routines flexible so children will feel in charge of what is happening next.
- We develop policies and procedures for staff to adhere to within the child care modernization act.
- We integrate elements in our program to warrant children to feel valued by documenting their work on the walls etc. We display their artwork and quotes within our center.
- We take pictures of the children while participating in activities to encourage deeper connections.
- We offer options for play if the child is struggling to interact; we help facilitate an activity alongside or with another child.
- We have activities ready for the children to explore.
- Invitations to play are set up in each room.
- We give an authentic response about a child's activities throughout the day, promoting a conversation through child and family.
- We collect and display family photos of staff, children, and families. We add this to our daily play by displaying on walls, blocks, toys in rooms and hallways.
- We model and mentor children with other children and staff realizing they are co-learners.
- We use other ways of communication other than words; touch of the hand, eye-to-eye communication, pictures etc. Considerations we, as educators, use are family beliefs/cultures and holidays.

  (How can we ensure all families are being included in the center consistently?)
- Have we explored all that is available to our center's families?
- Did we have an emphasis on the positive?

- Did we offer open-ended questions to children, so they feel involved?
- Did we use reflective practice of “What did this offer today”, “Why did this not work?”
- What could we have done differently?”
- What outcome were we expecting and what happened?”
- What was the purpose?”
- Did we give attention to the positive and not the negative?”

3.Ways in which we encourage the children to interact and communicate in a positive way while supporting their ability to self-regulate:

- We provide opportunities to support the children in our center; we do this by providing children with many activities and materials to choose from; we recognize all children have different interests and respond differently in situations.
- Educators observe, inquire, and provide feedback to children and families.
- We observe and document what the children’s interests are while offering open-ended resources.
- We communicate directly with parents via email, online portal, phone and in person when this is available.
- We provide open ended questions to children so the children can make their own choices and decisions.
- We offer photos to invite to play (“pictures of real items not cartoon pictures”).
- We allow enough time and flexibility of time for children to regulate their beginning and ending of activities; we often extend snacks while children finish their activity or “save” their plans thus creating a sense of belonging.
- We prepare the environment for success; if we have challenges (running, throwing, not able to line up etc.) we problem solve to see what will work easier, ensuring a sense of success not failure with the children and groups.
- We step back to observe rather than "policing".
- We do not interrupt children’s play, we observe.
- We make a welcoming space for the children.
- We make outside time interactive; we offer the same experiences outside that we have inside; animals, cars, books, etc.
- We offer an electronic on-line service for parents and families so we can communicate what the children are doing throughout their time with us, often giving quotes of the children.
- We use a communication log, a general logbook.

- We make story boards throughout the center.
- We fundraise for items on the center's wish list.
- We invite parents to events.

4.Ways in which children foster their ability to explore play and inquiry:

- We offer a variety of activities! Children may choose what they would like to play while we provide new experiences.
- Children choose their playmates.
- Children choose how long they would like to play in various areas.
- Children are exposed to play in all areas.
- Staff encourage self-motivation and self-regulation by offering words to the children and by asking children questions etc.
- The educator follows the child's lead for experiences and expands on those, e.g.: If children are interested in Farm animals one day, we may ask the child about their experiences with seeing farm animals, then post pictures of the animals that they have seen. We may add a carpet for grass or add people, food, or other farm related items for children to expand their imagination and knowledge. Snacks could consist of items that are from farm animals.
- Children develop their senses via the many activities simultaneously in our areas of play: art, sand, water, gross motor, dramatic, music, puzzles, fine motor etc.
- Children explore their knowledge and vocabulary with other children their age while in our programs.
- Staff will expand the child's language by facilitating dialogues between the children.
- Children are always encouraged to mediate and solve dilemmas.
- Staff set up the room considering the children's interests while expanding the children's knowledge base. The staff take the position as the co-learner, knowing the children are competent and capable.

5.We provide a child-initiated and adult-supported experience every day for the children in our center.

- We do this by letting children choose the toys they explore with inside and outside, ensuring to change the toys as the children's interests change.
- We provide a variety of items that are accessible inside and out.
- We provide the children with children sized toilets and sinks to support positive experience while training.
- Snack time is also self-regulated by children by choosing what they would like to have for snack.

- We set the rooms up so the children can choose their activity. For example, we offer a variety of puzzles, books, crafts, sensory and gross motor activities every day. The children may choose which activity they would like to be in then choose when they would like to move to another activity. An educator remains with each activity for facilitating the play. The children may ask for help to complete a task, as the educator is always available to assist.

6.We plan for and create positive learning environments and experiences in which each child's learning and development will be supported.

- We do this by setting up activities to encourage independence.
- We introduce ideas and expand on the ideas creating knowledge-based learning.

7.We incorporate indoor and outdoor play as well as active play; rest and quiet time into the day and consider the individual needs of the children in our care.

- We do this by providing a well- rounded day with the children that has the flexibility to ensure that the individual needs of the children are met.
- We provide opportunities to go outside and offer play materials outside an hour in the morning and the same in the afternoon.
- We also provide active areas in the rooms with the appropriate equipment for the children to choose from.
- We ensure we have quiet areas in all the rooms for the children to choose if they need to.
- We also provide "down time" after lunch where the children may choose a variety of fine motor activities or group activities to relax.

8.At Bloom Centres for Early Learning, we foster the engagement of the ongoing communication with parents about the program and their children.

- We do this by documentation with pictures with activities and writing what is happening in the picture, ensuring to post for parents to ask questions or comment on with their child.
- We write quotes of what the children say throughout the day.
- We post documentation in the hallways for parents to view during pick up, drop off or anytime throughout the year.
- We plan and facilitate gatherings throughout the year for families to join with children and staff, offering conversation starters about the program and what we are doing with the children.
- We plan an annual family run and year end BBQ.
- We offer many resources to parents to sign up and receive ongoing communication from our program and staff.
- We offer monthly calendars and newsletters via email.
- We also communicate ongoing with parents during drop off and pickup, giving some positive feedback regarding their child's success within our program!

9.Bloom Centres for Early Learning involves local community partners and allow these partners to support the children, the families, and staff.

- We are inclusive by asking parents/community member volunteers to bring their ideas to our center via our Board of Directors or by invitations to help create an atmosphere of community.
- We have had painting parties in our playground, planting flowers and vegetables, leaf raking, volunteering with the children, speaking to the children about their jobs and careers; we even had a parent share her pregnancy with our preschool group!

10.We support staff or others who interact with children in our care.

- We have supported professional learning for all staff but also share professional learning with families via email, via information boards in our center, Google drive and print outs!
- Our budget allows for staff paid leave and pays for workshops.
- We encourage all staff to continue reflective practice of their days, their strategies, and challenges.

11.We document and review the impact of strategies on children and families by sharing stories, pictures and quotes via our electronic on-line service portal and we ask for feedback anonymously and on our website.

- We have parent feedback forms along with parent surveys.
- We have parent reps on our Board of Directors, encouraging all families to be part of our open meetings.
- We keep minutes of our meetings and review for the following meeting month and year.
- We also do plans via feedback from surveys for the year.

Our program statement is a living document that changes as the program evolves along with children, staff, families, and the community.

ADMINISTRATION

Volunteer members of St. Thomas the Apostle Church started the Nursery School in 1968. Since that time, in response to the demand for childcare in the Alta Vista area, it has grown into a nondenominational and community based licensed child care center. The program and daily operation of the school are the responsibility of the Executive Director.

Celebrating our 50th year in 2018, we began the process of expanding our programs from nursery school only to full day preschool options as well as kinder/school age options! In 2021 we opened our full day infant program. Currently (2025) , we have spaces for 10 infants, 14 toddlers, 24 preschool children, 44 kinder/school age children and 30-part day Nursery School children. We have grown since our opening in 1968!

OVERVIEW OF PROGRAM OPTIONS

Program Curriculum

The curriculum for each program is explored daily through “How Does Learning Happen” pedagogy. Parents are invited to sign up to our “electronic on-line portal” account and view pictures of their children with documentation. Flexibility, however, is a key component to the programming and any new learning opportunities that arise are readily incorporated into the curriculum. These activities are developmentally appropriate for each of the different age groups and incorporate child-directed activities and educator-directed activities. Children choose from activities in the gross motor area, the arts and crafts area, the dramatic play area, the science area, and the fine motor area. During the structured circle time, the teachers incorporate letter and number recognition, singing, instruments, finger plays, stories, and games. Our Educators focus on ensuring we treat each child as capable and competent individuals. We firmly believe in children’s choices and ensure to help them through self-regulation.

Program Hours of Operation

	Nursery School Program **(part time preschool)** (Ages 2.5-3.8 years)	Kinder/School age	Full day Infant, toddler, & Preschool
DROP-OFF	9:30- 9:45 a.m.	7:30-8:15 am	7:30-5:30 pm
PICK- UP	by 12:00 pm.	3:30-5:30 p.m.	

PROGRAMS OFFERED AT Bloom Centres for Early Learning - STTANS

Infant Program

Our infant program is in one large open room with a washroom, so our infants' educators do not have to leave the program. The educator/child ratio is 1:3 and there is a maximum of 10 children per group. The educators have lots of innovative activities planned with the children throughout their day with us. We have a separated nap area with cribs, sleep sacks and a calming sound machine. Our educators take the infants for walks or enjoy our soft surfacing playground made especially for our infant program. All Infant families are required to pack their labeled milk/formula and enough bottles for the day to be kept in the classroom fridge daily. Our infant group is able to participate in the catered food on site as long as they meet the following requirements; over 12 months of age, are fully eating a solid food diet for all meals, have been introduced multiple times (the child has consumed all common allergens at least 6 times and has exhibited no allergic/ intolerance reaction) to all common allergens (ie. cow's milk, soy, egg, mustard, tree nuts, peanuts, wheat, fish, sesame, etc.). Bloom's 'Infant Catering Acknowledgment' form is required to be signed and filled out before an infant can begin catered food at Bloom. Bloom will reach out to infant families 1 month ahead of their 1 year birthday to review the requirements and assess catering eligibility. If the child does not meet the catering eligibility requirements at this time, it is the responsibility of the family to communicate with Bloom about the child's progress. A minimum of 1 month's notice is required to begin catering. Infants who have not met these requirements will be required to bring their children's morning snack, lunch and afternoon snack in a labeled lunch box with clearly labeled containers and with the child's name and written instructions for feeding daily. When registering in our infant program, your child may become of age to "graduate" to toddler; however your child will move to the toddler group as soon as our programs allow. Our center follows a process that is mandated through the city of Ottawa and keeping with good business practices. The fees charged in the infant room do not change with the age of your child, the fees charged are proportionate to the staff to child ratio needed to meet our Ministry of Education regulations.

Toddler Program

The Toddler Program is held in a spacious and comfortable area with 3 large windows and a toddler sized washroom with two child size toilets and two child size sinks. The educator/child ratio is 1:5 and there is a maximum of 14 children per group. The educators have activities planned to help the children develop their skills for everyday life. Each child is required to pack diapers, wipes, indoor shoes, water bottle and a change of clothes in his/her backpack. The educators support the parents in their efforts to toilet train and will take a child to the washroom at least once throughout the morning or as needed. When registering in our toddler program, your child may become of age to "graduate" to preschool however your child will move to the preschool group as soon as our programs allow. Our center follows a process that is mandated through the city of Ottawa and keeping with good business practices. The fees charged in the toddler room do not change with the age of your child, the fees charged are proportionate to the staff to child ratio

needed to meet our Ministry of Education regulations. Healthy and exciting snacks and meals are delivered daily for the children *food from home requirements may be required depending on your child's intolerances/ allergies/ personal preferences. *See ANAPHYLACTIC ALLERGIES AND OTHER FOOD RESTRICTIONS/DIETARY RESTRICTIONS for more information. You can follow your child's activities by logging onto our digital platform that allows you access to their day.

Preschool Program

The Preschool Program is held in our beautiful space with 4 very large windows to bring in sunlight and warmth. The children have a large washroom with 3 toilets and 3 sinks. The educator/child ratio is 1:8 and there is a maximum of 24 children per classroom. Children arrive between 7:30 -9:30, our educators have plans that will stimulate your child to be healthy, inquisitive, and confident. Preschool children may nap or if transitioning out of nap, we have an accordion door in the middle of the room that allows for more planned, French activities on the "non nap" side. Healthy and exciting snacks and meals are delivered daily for the children *food from home requirements may be required depending on your child's intolerances/ allergies/ personal preferences. *See ANAPHYLACTIC ALLERGIES AND OTHER FOOD RESTRICTIONS/DIETARY RESTRICTIONS for more information. You can follow your child's activities by logging onto our digital platform that allows you access to their day. You would need to supply diapers/wipes if needed, indoor shoes, a water bottle to leave for us to clean daily, a change of clothes and spray sunscreen.

Nursery School Program

The Nursery School Program is held on the stage. There is a maximum number of 14 children on the stage at a time with 2 educators. Children in the Nursery School Program attend in the morning only from 9:30am to 12:00pm. The Nursery School program also offers parents the flexibility of attending all 5 mornings per week, or attending Monday/Wednesday/Friday, or Tuesday/Thursday. Our educators implement a variety of captivating indoor and outdoor activities with the children to help make their condensed day at Bloom Centres for Early Learning as full of positive and engaging experiences as possible. This program runs from September to June of each year and does not operate in the summer (July & August). Our on-site chef prepares healthy and exciting morning snack for the children *unless your child has intolerances/ allergies/ personal preferences. *See ANAPHYLACTIC ALLERGIES AND OTHER FOOD RESTRICTIONS/DIETARY RESTRICTIONS for more information. You can follow your child's activities by logging onto our digital platform that allows you access to their day. You would need to supply diapers/wipes if needed,

indoor shoes, a water bottle to leave for us to clean daily, a change of clothes and spray sunscreen.

Kinder/School Age Program

The Kinder/school age Program is held on the stage and in the hall of the center. Our Educators will focus on homework, socialization, and games and activities planned with the groups. We will offer choices to the children encouraging group work and leadership. The educator to kinder ratio is 1:13 and the educator to school age ratio is 1:15.

Registration is for 12 months of the year; we provide care on PD days as well as March break and summer. If you give up your space with us, you will then be put on the priority waitlist to enroll with us when a new space becomes available. Registration for PD days will be sent out via our online portal. The extra fee for the opt-in day will be added to your monthly invoice. Refunds for PD 'opt-in' day after the noted registration deadline are not available.

CHILDREN WITH SPECIAL NEEDS

Bloom Centres for Early Learning will make every effort to accept and accommodate children with special needs into the program. Bloom Centres for Early Learning works in collaboration with Children's Integration Support Services (upon approval of funding) to create a positive and supportive environment that meets the child's specific needs. Inclusion is very important to our program and educators.

REGISTRATION and WAITLIST POLICY

Space permitting, registration for the upcoming school year is ongoing. Pre-registration is available to current children, Bloom Centres for Early Learning employees and siblings of currently enrolled children in the program. Parents are required to register their children on the City of Ottawa Child Care Registry and Waitlist. After that, registration is ongoing throughout the year when spaces are available, we use the waitlist as a tool to offer spaces to children as they appear and need our service making special note to priority spaces when needed. All information on the waitlist is and remains confidential. Our director of the program ensures to offer spaces in the program as per the priorities on the waitlist from #1 onward. All programs run year long, with the exception of Nursery School. When registering your children with us, parents are responsible for completing a series of administrative forms. Admission offers will be sent to families via our online parent portal. These offers will be sent yearly. Registration is not confirmed until payment information, online registration and admission information has been completed and approved by Bloom Centres for Early Learning. Should a family choose to opt-out of a program selection,their registration end date will be altered to reflect this selection. If you discharge your child at any point in the year, your child will go back onto the waitlist for the next available space if you choose to join us once again.

The Regional Health Department requires that all children enrolled in the program must have proof of up-to-date immunization. The Board of Directors reserves the right to cancel any program due to the insufficient enrollment. In addition, changes to admission to any of Bloom Centres for Early Learning programs are at the discretion of the Board.

FEE POLICY AND REFUNDS (Our fees follow the CWELCC rebate schedule)

1. **Non-refundable $90.00 yearly program registration fee (CWELCC Non-base fee) -** for full fee-paying families is required to confirm your child's registration.
2. Childcare fees are set by the City of Ottawa.
3. Childcare fees are paid monthly by: Cheque, email transfer (interac e-transfer sent to fees@bloomcentres.ca), Mastercard or Visa and will be pre-arranged by the office at the time of enrollment. Full monthly fees are to be paid prior to the 10th of each month. Families can request a statement of their balance at any time. Families will be provided with a yearly tax receipt in February of the following year upon request. **Note**: There will be a **fee for NSF cheques of $40.00**, payable within a week's notice.
4. Families are charged for all days regardless of whether your child is in attendance or not. There are no reductions of fees for vacations, statutory holidays, illnesses, or part-time days missed.
5. No refunds will be given if the Bloom Centres for Early Learning is closed due to unforeseen circumstances such as a utility failure, pandemic, severe weather conditions or natural disasters, power outages, phone disruptions.
6. Transitions of children from one age group to the next are dependent upon the availability of space in the older age group. If there is no space available for a child in the next age group, the child will remain in their current age group until a space becomes available for the family to move up. All programs run year long. We will do our best to accommodate all families.
7. One month's notice of withdrawal is required. In lieu of notice, one month's fees will be charged**.**
8. All childcare fees are non-refundable
9. Failure to pay your fees may result in withdrawal of your child. If you are having difficulty meeting fee obligations, please speak to the Director immediately.
10. If you have not paid your fees by the 10th of each month, a **$40 late payment** will be charged to your child's monthly fees.
11. If you have had 3+ late payments, pre-dated cheques may be requested in order to continue enrollment in the program.

12. Payments received over one week (7 calendar days) late are subject to **an additional $40/ week late fee** payment that will be charged to your child's monthly fees.
13. Any overpayment for monthly fees will carry over to be applied to the next month's fees. Refunds for overpayment will only be provided if it is the last and final month of your admissions with Bloom).
14. Any refunds will be given in the form of a cheque (ie. subsidy back payment, overpayment at the end of your admissions with Bloom)

Infant Full-Time	$22/day	**Kinder AM only**	$12.00/day
Toddler Full-Time	$22/day	**Kinder PM Only**	$12.00/day
Preschool Full-Time	$22/day	**Kinder Both AM & PM**	$12.13/day
Nursery School (9:30 am - 12:00)	$22.00/day	**School Age AM Only**	$22.85/day *Not eligible for CWELCC
Non Based Fees	$90.00 Yearly Program Registration Fee $50.00 NSF Cheque $40.00 Late Payment Fee $10.00 Late Pick Up Fee for the first 5 minutes/$1.00 per minute after	**School Age PM Only**	$22.85/day *Not eligible for CWELCC
FULL DAY PA Days & Summer	**Kinder** $22/day **School Age** $52.41/day *Not eligible for CWELCC	**School Age Both AM & PM**	$26.92/day *Not eligible for CWELCC

PROGRAM WITHDRAWAL

Should a parent choose to withdraw their child/children from a program, the Registrar must receive from the parent, a **one month in advance written notice along with payment for one full calendar month**, prior to the end of the program they wish to leave. Notice is given any time after the 1st of the month full payment for the proceeding month is required. (For example April 8 - full payment for May would be required and the child's last day would be the end of May. Mid month withdrawals cannot be accommodated. Ie. Notice is given April 14 with the request to end May 14 - this cannot be accommodated.)

Full-day Infant, Toddler, Preschool & Kinder/ School Age Program: All withdrawal notices are to be placed by June 1st with a program end date of the last day of June. Withdrawals within July & August are subject to full payment until the last business day in August. The

program is not able to accept new students into the program for the last 2 months of the school program year and therefore, your fees will cover that tuition whether your child/ children are in attendance or not.

Nursery school part-time Preschool Program: All withdrawal notices are to be placed by April 1st with a program end date of the last day of April. Withdrawals within May & June are subject to full payment until the last business day in June. The program is not able to accept new students into the program for the last 2 months of the school program year and therefore, your fees will cover that tuition whether your child/ children are in attendance or not.

The Board of Directors upon recommendation of the Executive Director, reserves the right to request the withdrawal of a family from a program due to conflicts that may arise. This includes conflict with the educators, conflict with other families, conflict with the executive or if the families are not following our policies. Our policies are in place to protect your children, our staff, and our center and for everyone to follow.

A parent has the right to appeal this decision and must request, in writing, a meeting with the Board of Directors and the Teaching Staff.

If you withdraw from our program at any point in the year, your child/ren's placement will be submitted as 'ended' on the centralized waiting list. It is then the responsibility of the family to reapply to any future programs they wish to attend at Bloom Centres for Early Learning on the centralized waiting list. All programs, including our kindergarten and school age programs, run year long and are based on a fee structure that is blended for 12 months of the year.

PART-TIME FEES

If families request a change from part-time to full time status, a written request must be submitted to the center Director one month in advance. This request can only be granted if / when there is availability in the specific age group.

If you request a change from full time to part-time status, a written request must be submitted to the center Director one month in advance. Part time will only be accommodated if the center is able to provide a partner to share the remainder of the full-time space. Families have the option of purchasing additional days if enrollment allows, and additional fees will be charged.

CANADA WIDE EARLY LEARNING AND CHILD CARE PROGRAM

Bloom Centres for Early Learning is proud to announce that as of October 31st, 2022, we have signed our contract and are enrolled in the Canada Wide Early Learning Child Care Program (CWELCC).

The CWELCC Program is designed to:

- give families access to more affordable and high quality child care options

- help lower child care fees for parents of children under the age of six
- increase child care spaces
- support the child care workforce
- support inclusive child care

Upon entering into the CWELCC program, and signing our contract with the City of Ottawa, Bloom Centres for Early Learning agreed to charge families the approved City of Ottawa Daily rates.
Base fees as of January 1, 2025 are detailed in the above "Fee Policy and Refund" Section of the Parent Handbook, there are also non-base fees that apply at Bloom Centres for Early Learning as well.

These non base fees include:

- $90/child, non-refundable yearly program registration fee
- $40 NSF cheque fee
- $40/child/month late payment fee + additional excess late fees
- Late Pickup Fee (detailed in the following section)

LATE PICKUP POLICY

Depending on the program your child is enrolled in; parents/guardians are asked to plan sufficient time to dress their child, collect the child's clothes, artwork, speak to a staff member (if necessary) and leave the Center by program end time.

If the parent/guardian is aware that they are going to be late, they should call/message the Center through our digital platform to advise staff of this, and of their plan to pick up their child/ren.

Due to the operational and staffing costs incurred when a parent/guardian is late, a **late pickup fee** will be charged.

Late Pickup Fees Schedule is as follows:

- From program end time the fee for being late is: **$10.00 for the first 5 minutes then $1.00 per minute until an hour has passed.**
- If late three times in any eight-week period, the family faces removal from the Center. If this happens you will be asked to come to a board of directors meeting for a decision of suspension or dismissal from our program.
- The classroom tablet will be used to determine the late payment. A parent/guardian's watch or phone time will not be considered.
- Late fees are to be paid immediately , they will be posted to your child's online payment portal account.

- If an hour has passed and we have not heard from you or we have not been able to reach you or your emergency contacts, we will call Children's Aid Society for clarification of next steps.

Staff on duty will complete a late fee payment form, which is to be signed by the parent/guardian. By signing the form, the parent/guardian acknowledges that they are late and agrees to the amount due. If a parent fails to sign and comply with this policy upon pick up, there will be a meeting set with a supervisor and/or director prior to their child's next day of attendance to Bloom Centres for Early Learning.

This policy will be reviewed with all staff annually and the staff will sign to demonstrate they have read and understood the policy.

SCHOOL YEAR CLOSURES, HOLIDAYS & INCLEMENT WEATHER PROCEDURES

The school will be closed on the following days:

- New Year's Day - January
- Family Day - February
- Good Friday - March/April
- Easter Monday - March/ April
- Victoria Day - May
- Professional Development / Summer Prep - Last business day in June
- Canada Day - July
- Civic Holiday - August
- Professional Development/ September Prep - Last week of August
- Labour Day - September
- Truth & Reconciliation Day - September (taken during winter holiday, in lieu of)
- Thanksgiving - October
- Remembrance Day - November (taken during winter holiday, in lieu of)
- Church Bazaar (in our lease) - Second Friday in November
- Christmas - December 25
- Boxing Day - December 26
- Winter Holiday Break - between Christmas and New Years & following New Years
  *Follow the public school board winter holiday closure schedule

September school year typically begins following the Labor Day long weekend.

Closures vary year to year due to the winter holiday break. Families will not be invoiced for over 20 days of scheduled closures (including the days stated above).

Inclement weather: Our school may be closed due to severe weather conditions/ power outages. Our staff will call and or email families. Our staff will also make the necessary

arrangements to post school closures when applicable on our doors and as well as any or all sources of electronic media utilized by our school. *No refunds will be given for unforeseen closures.

Infectious Disease Closure: Our school may be closed due to infectious diseases; this is to keep our center's ability to ensure the safety of the children, educators, and families. COVID is only one of the possible pandemics that may affect our ability to be open. *No refunds will be given for unforeseen closures.

ARRIVAL AND DEPARTURE / ATTENDANCE AND ABSENCE

The door for our preschool and toddler wing has a security code and door bell. Parents are instructed to ring the doorbell upon arrival, wait for an educator to ring you in, proceed to your child's classroom door, wait for an educator to greet you and complete hand off at the classroom door.

The Infant room also has a security code to their room. Parents are instructed to knock on the door upon arrival, wait for an educator to answer the door and complete hand off at the door.

All children are to be handed off directly to your child's educator(s) at the door of their program or the program's outside yard gate.

Children cannot be left in the hallway, building or outside unsupervised to find their way to their designated classroom/ play yard.

If a child is having a hard time at drop off, educators may ask the guardian to take a moment with the child outside the classroom/ building to assist in the self-regulation process before reattempting to drop off. Children need to be calmed and ready to participate before entering the classroom.

Please notify the school before 9 a.m. if your child will not be attending school that day. A brief message can be sent via our online portal to your child's classroom.

Parents are responsible for their own children until they leave them in the care of an educator. The child is the responsibility of the parent immediately after he/she is picked up from school.

Furthermore, parents are always responsible for any child who accompanies them into the school and is not currently enrolled with Bloom Centres for Early Learning.

Please pick up your child on time. A child waiting after the other children have gone may cause your child to become upset. The staff also has additional duties to perform before they return to their own families. The teachers cannot release your child to a stranger. If someone unknown to the teachers is picking up your child, the school must be notified in writing and the person must provide a picture I.D.

Kinder/ School Age Summer Drop off Children cannot be dropped off mid day, or off site at any time. If your child is attending another camp during the summer, parents will need to make arrangements for the full day of care for those days. Children cannot attend a separate camp in the morning and then be dropped off at Bloom after it is complete. Unfortunately the educators need to be attending to the children in attendance and cannot guarantee where the group will be at a given time for a mid day drop off, nor can the educators monitor the phones and chat to coordinate mid day drop offs.

SCHOOL COMMUNICATION

Bloom Centres for Early Learning distributes monthly newsletters and calendars. The newsletter informs the parents about the program and upcoming events. This information is emailed at the end of each month to save on the use of paper.

Daily information that needs to be relayed to the teachers can be sent via our on-line portal. We have ongoing communication with parents via email, face to face as well as designated electronic on-line platforms.

SLEEPING REQUIREMENTS FOR CHILDREN IN CARE

Parents must be advised of the following policy.

With regards to children who regularly sleep on the premises:

- Parents will be consulted respecting a child's sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's request. Parent requests will be on the sleep chart. Parents check their sleep chart daily.
- Children must be assigned to individual cribs (infant) and individual cots (toddler and preschool). All cribs or cots must meet Canadian Safety Standards.
- A staff must be in the room during sleep or rest periods.
- Children must receive visual checks by Educators/EAs every 30 minutes.
- Visual checks require the Staff to be physically present beside the child while the child is sleeping.
- During visual checks the Staff must look for indicators of distress or unusual behaviors.
- There must be sufficient light to conduct the visual check.
- Observances of any significant changes in a child's sleeping patterns or behaviors during sleep must be communicated to parents and the Executive Director/Program Supervisor.
- Noted changes will/may result in adjustments to the way the child is supervised during sleep.

All visual checks must be documented. The documentation charts include:

1.Visual checks must be done physically beside the child every 30 minutes.

2.Time child went to sleep.

3.Time child woke up.

4.Staff must look for indicators of distress/unusual behavior and note it on a chart.

Legend: S – Sleeping, R – Restless, A – Awake

POTTY TRAINING POLICY

When you feel your child is ready for Potty training, it is important to have a discussion with your child's educator and create a plan before your child begins their Potty training at childcare. Potty training is something that you will begin teaching at home. We will follow through and encourage your child while they are in our care. Daily communication between parents and BLOOM educators is very important. Depending on the age of your child, and the classroom that your child is currently attending (Toddler Or Preschool), our Potty-training expectations will vary. Please note we do not begin potty training in the infant program.

Regardless of age or group

- Your child must be kept in a diaper, pull-ups, or vinyl training pants until they have been successful at BLOOM for two consecutive weeks.
- Your child must be showing signs of readiness and be able to recognize the feeling of needing to urinate and/or have bowel movements.
- Staff will never have a child sit on the potty unless the child is willing.
- Staff cannot wash out soiled clothing per regulations set by the Ottawa Public Health and Occupational Health & Safety. They are required to put soiled clothing in a plastic bag for you to take home daily.
- Parents are required to supply the diapers/pull-ups or vinyl training pants and extra clothing ,including socks please :) Children will need to be developmentally able to pull down and pull up their clothing to use the washroom on their own.
- We will put a pull-up or diaper on your child during naptime and outside playtime until your child is fully trained, an educator would bring in an appropriate number of children to allow for ratios to be met when children need to use the washroom, or the educator would contact the office staff (if available) to come as staffing support when a child needs to go indoors to use the washroom.
- Plan, work together with your child's educator, parents should communicate with your child's educator throughout the potty-training process, this is the best way to ensure success.
- If your child regresses, which can be normal, we can meet and revise the plan if needed.
- Due to Health and Safety, especially for sanitary reasons, we cannot continue to support training in underwear if accidents persist daily. Training needs to be progressive.
- We cannot support the use of "treats" throughout the training process inside the classroom.

Potty Training in Toddler

- When your child starts to show signs of being ready to Potty train (telling you they are wet, asking to sit on the potty, being dry for extended periods of time, let us know!)
- Please keep in mind that the high activity level here at the Center may distract your child from responding to the urge to use the potty more so than at home.
- Staff in the Toddler room will start by encouraging your child to sit on the potty every time they do a diapering routine.
- Staff will assist your child with pulling up and down pants and pull ups, if needed, children who are potty training should wear clothing that is easy for them to pull down and up themselves.
- Staff will encourage Toddler aged children to wipe themselves, but will also assist to ensure proper cleanliness and hygiene.
- Staff will wear gloves when assisting a child to wipe, and will wash their hands after assisting each child. They will also ensure that the children practice proper hand hygiene by supervising their hand washing routine, ensuring they use soap and wash thoroughly.
- Children will not be put in underwear full time until they have demonstrated the ability to control their bladder both in the classroom during play, and outside in the yard for a full two-week period accident free.
- The reason that the Toddler educators cannot support children wearing underwear full-time and having multiple accidents throughout the day are because of sanitary reasons, and maintaining our educator to child ratios: if accidents must be cleaned up, children will need to be cleaned and redressed while the other children in the group are still in need of learning through play, each action needs an educator.

Potty Training in Preschool

- Preschoolers who are ready to Potty train have the ability to perceive events that are going to happen before they happen.
- At home, parents can allow their Preschoolers constant access to the bathroom. At BLOOM, we are prohibited by licensing regulations to allow a child to go to the washroom unaccompanied, and also must maintain our ratios at all times. As a result of this, Preschoolers need to learn that they must tell the educator when they have to use the washroom before they go.
- It is imperative that a discussion be had, and a plan be put in place with the Preschool Educators before a potty-training process begins at BLOOM with your preschool child.
- When your child shows signs of being ready to start potty training, the Preschool staff will begin by encouraging your child to use the potty every 30-45 minutes.

- Please send your child to childcare in a pull-up, with loose fitting clothing that they can manage independently. Try to avoid tight clothing, pants with snaps or buttons, overalls, and tight leggings.
- While in the beginning stages of potty training, staff will encourage your child to pull up and down their own pants and pull-ups, and to wipe themselves, assisting if necessary.
- Children and staff will also practice proper hand hygiene during the potty routine. Staff will wear gloves when assisting a child to wipe and will wash their hands after assisting each child. They will also ensure that the children practice proper hand hygiene by supervising their hand washing routine, ensuring they use soap and wash thoroughly.
- We cannot support the use of "treats" throughout the training process inside the classroom.
- The reason that the Preschool educators cannot support children wearing underwear full-time and having multiple accidents throughout the day is because of sanitary reasons, as well as maintaining us educator to child ratios; For example: if accidents must be cleaned up (1 educator will need to do this/with no children), children would need to help to be cleaned up and redressed (1 educator will need to do this/with 1 child) while the other children in the group are still in need of learning through play (1 educator left with 23 children).

All Ages and Groups:

A fully Potty-trained child is a child who is able to:

1) tell adults they have to go potty before they have to go.

2) pull down their underwear and pants and get them back up without assistance.

3) wipe themselves after using the potty.

4) get on and off the potty by themselves.

5) wash and for two full weeks, and are able to meet the requirements, they are ready to say good-bye to the diapers and pull-ups!

We are on the same team!
Let's do this together

NUTRITION POLICY

BLOOM has a legislated obligation to develop a policy on children's nutrition that is consistent with the Ministry of Education's guidelines.

BLOOM provides a variety of fruits, vegetables, cheese, crackers, and baked goods for snack time twice per day for our Full-day Infant*, Toddler and Preschool programs and for our Kinder/School age program on PA days/ through the summer months. A morning snack is provided for the Nursery School program, and an afternoon snack is provided for the Kinder/School age children on school days.

Parents are invited to provide a special snack at any time during the year to help celebrate their child's birthday or other special events. Please speak to your child's educator first. However, all food brought to BLOOM must be store bought, in the original packaging and be completely peanut and tree-nut free and contain no may contain or trace warnings.

Parents are encouraged to bring in uncut fruits and vegetables and unopened, nut free crackers to donate to the program to assist in the cost reduction of weekly food purchases.

Lunch is delivered daily from our catering company for our full-day Infant*,Toddler and Preschool programs.

The menu is posted in advance on the Parent's Bulletin Board and our online forum. The Ministry of Education, the agency responsible for licensing programs, and Ottawa-Carleton Regional Health Unit, oversee the menus. Snack and lunch items are chosen with the following chart in mind:

Food Groups (Attendance of 6 hours per day)	Amount offered
Milk and Milk Products	250-375 mls
Proteins	60-90 mls
Whole Grains	450 mls or 2.5 slices
Fruit and Vegetables	300 mls or 2.5 whole fruits

*All Infant families are required to pack their labeled milk/formula and enough bottles for the day to be kept in the classroom fridge daily. Our infant group is able to participate in the catered food on site as long as they meet the following requirements; over 12 months of age, are fully eating a solid food diet for all meals, have been introduced multiple times (the child has consumed all common allergens at least 6 times and has exhibited no allergic/ intolerance reaction) to all common allergens (ie. cow's milk, soy, egg, mustard, tree nuts, peanuts, wheat, fish, sesame, etc.). Infants who have not met these requirements will be required to bring their children's morning snack, lunch and afternoon snack in a labeled lunch box with clearly labeled containers and with the child's name and written instructions for feeding daily. The combination of infant snacks and noon-time meals should be equivalent to the guidelines set out in the chart above and be completely peanut and tree-nut free and contain no may contain or trace warnings.

Kinder/School age children must provide a nut free lunch on PA days and through the summer months. The combination of the snacks provided by BLOOM on these days and the noon-time meals provided from home should be equivalent to the guidelines set out in the chart above.

Staff will be vigilant regarding the content of bagged lunches/ snacks and advise parents when staff have concerns regarding the nutritional adequacy of the lunches. Please also pack lunches according to the policy of the center and individual classrooms' allergies. (I.e.:

All classrooms require lunches to be peanut and tree nut free, certain classrooms have additional anaphylactic allergies that will be communicated to parents on an as needed basis.)

All children's lunch kits, the containers in the lunch kit, snacks, bottles, water bottles and cups must be clearly labeled (tops & bottoms) with the child's name. Toddler, Preschool and Kinder/School age children will not have access to a refrigerator, therefore, please include an ice pack and thermos as needed in your child's lunch.

ANAPHYLACTIC ALLERGIES AND OTHER FOOD RESTRICTIONS/DIETARY RESTRICTIONS

While Boom Centres for Early Learning are a peanut and tree nut free environment, we do share our food preparation space with St Thomas the Apostle Church, who do not have the same policy.

Nursery School, Kinder, School Age: If your child has a life-threatening allergy, we ask that you provide all food for your child. This includes lunch and both morning and afternoon snacks. Our BLOOM on-site chef has a limited amount of time to prepare snacks and lunches for the children and therefore, will not be able to cater to individual children's dietary requests.

Full day Infant*, Toddler & Preschool: Our catering company may not be able to accommodate and guarantee all allergen exclusions. *Sept 2026: Our current catering company is a peanut and tree nut free facility therefore children with these allergies may partake in the Bloom menu. This company is Halal therefore all children with this requirement may partake in the Bloom menu.

If your child has specific food restrictions which are not included in our catering options such as Lactose Intolerance, Gluten Free or consumes a special diet (i.e.: Vegan, Pescatarian, no Pork, etc.) parents need to provide all food for your child including snacks. If the snack or lunch that is being offered that day aligns with your child's diet, they can be encouraged to try it if you would like, however, since menu changes are spontaneous in nature, it is imperative your child bring their lunch and snacks every day. Once again, snacks and lunches should follow the center and individual classrooms' allergies. (I.e.: All classrooms require lunches to be peanut and tree nut free, certain classrooms have additional anaphylactic allergies that will be communicated to parents on an as needed basis.)

BLOOM's hired catering company has limitations on the type of allergens/intolerances/preferences they are able to serve therefore BLOOM will not be able to cater to all individual children's dietary requests. Please consult the Bloom team to inquire if the catering company is able to provide a special allergy/dietary meal *additional fees from the catering company may apply for a special individual order.

*All Infant families are required to pack their labeled milk/formula and enough bottles for the day to be kept in the classroom fridge daily. Our infant group is able to participate in the catered food on site as long as they meet the following requirements; over 12 months of age, are fully eating a solid food diet for all meals, have been introduced multiple times (the

child has consumed all common allergens at least 6 times and has exhibited no allergic/ intolerance reaction) to all common allergens (ie. cow's milk, soy, egg, mustard, tree nuts, peanuts, wheat, fish, sesame, etc.). Infants who have not met these requirements will be required to bring their children's morning snack, lunch and afternoon snack in a labeled lunch box with clearly labeled containers and with the child's name and written instructions for feeding daily. The combination of infant snacks and noon-time meals should be equivalent to the guidelines set out in the chart above and be completely peanut and tree-nut free and contain no may contain or trace warnings.

ALLERGY INFORMATION

Perfumes and scented products are common allergens. Some of the children and staff members are sensitive or allergic to these products. Parents should refrain from using colognes or perfumes before entering the school. Children should not wear scents in school.

Bloom Centres for Early Learning enforces a nut-free policy. **Do not provide snacks that may contain nuts or nut products.** If your child has an allergy or intolerance, please be sure to speak to the director for the appropriate important forms and information to be filled out and shared. *Please note: no fee reductions are given in these circumstances

HEALTH AND MEDICATION

Health regulations state that a child with fever, vomiting, and/or diarrhea may only attend school after being **symptom and medication free for 24 hours (1 full day) (after fever over 38 breaks and symptoms are improving) or 48 hours (2 full days) (after last and final episode of vomiting and/or diarrhea and symptoms are improving). *Please note these exclusion periods are subject to change based on OPH guidelines. Symptoms of any illness should be improving prior to attending care. Ie. A child's appetite has returned and they are now fully eating meals, actively engaging in their day and daily activities etc.** Please think of your child's sickness as this, if your child is not well enough to participate fully in the program (outside etc.), your child is not well enough to be at school.

Upon arrival, children are checked for colds or other signs of illness. If they appear ill or become ill during school hours, a staff member will call the parent to pick up the child immediately.

Please report to the school if your child has a communicable disease such as chicken pox, head lice, conjunctivitis, and impetigo or has experienced vomiting or diarrhea.

Children are not permitted to attend care if they are taking any non prescription medication for any reason (Ie. Including but not limited to; Tylenol, Advil, Benadryl, Laxatives etc.). Please think of your child's sickness as this, if your child is not well enough to participate fully in the program (outside etc.), your child is not well enough to be at school. Children may return to care after 24 hours (1 day) with no medication and symptoms are improving.

In most cases, the decision to call a parent of a sick child is made when the child exhibits:

- An elevated temperature
- An upset stomach or vomiting
- An intestinal disturbance with diarrhea
- Any unexplained fatigue, irritability, or loss of appetite
- Any odd discharge or drainage from the eye, nose, ears or open sores
- Signs of newly developed cold or indications that a cold is getting worse
- Severe coughing
- After receiving a general anesthetic
- Contraction of a contagious condition such as head lice, pink eye, diarrhea, etc.
- An inability to participate in the program because of illness

MEDICATION

We are required by law to obtain written permission to administer prescription medication. If your child requires medication, forms must be completed with the parent's signature.

All medication must be in an original container as supplied by a pharmacist. The container must be clearly labeled with the child's name, name of the medication, the dosage of the medication, date of purchase, an expiration date of medication and clear instruction for the administration and storage of the medication. All medication must include the possible side effects and treatment.

We store all medication in a locked, metal container in the fridge or cupboard, except for EpiPen, inhalers and medications for epilepsy and diabetes.

Infant, Toddler, Preschool, Nursery School EpiPens and inhalers:

- Epipens location while inside: #1 inside classroom backpack, #2 inside child's corresponding cubby out of reach
- Epipens location while outside: #1 inside classroom backpack, #2 inside epipen bag carried on an educators body who is with the corresponding child
- Inhaler location while inside: inside classroom backpack
- Inhaler location while outside: Inside classroom backpack
- Medications for epilepsy and diabetes while inside: inside classroom backpack
- Medications for epilepsy and diabetes while outside: inside classroom backpack

Kinder and School Age EpiPens and inhalers:

- Epipens location while inside: #1 inside classroom backpack, #2 inside child's corresponding cubby out of reach
- Epipens location while outside: #1 inside classroom backpack, #2 inside epipen bag carried on the corresponding child
- Inhaler location while inside: inside classroom backpack
- Inhaler location while outside: Inside classroom backpack
- Medications for epilepsy and diabetes while inside: inside classroom backpack
- Medications for epilepsy and diabetes while outside: inside classroom backpack

Note: The responsibility for the administration of medication involves certain elements of risk. Unexpected consequences including, but not limited to illness, adverse reactions or other complications may occur because of the administration (or non-administration) of any medication. The physical reactions result from the medication and can occur without fault on either part of the student of BLOOMor its employees or Board of Directors. By requesting and consenting to the administration of medication by BLOOM to your child, you are assuming the right of an expected reaction occurring. It is understood that the chances of such a reaction may be reduced by carefully following the instructions always provided by you and/or the pharmacy (as per physician's prescription). If you consent to the administration of the medication to your child by BLOOM, you must understand that you, and not BLOOM, bear sole responsibility for any physical reaction that might occur.

Inhaler & Puffer Administration

To ensure the safety and well-being of children requiring inhaler (puffer) medication, Bloom Centres for Early Learning strictly administers puffers according to explicit written instructions from a licensed doctor/healthcare provider. Bloom staff will not alter, estimate, or administer puffers without formal medical direction.

- **Medical Action Plan:** A signed Asthma Action Plan (MEO form) must be on file prior to administering any puffer.
- **Exact Instructions:**
    - Child's full legal name and date of birth (included on the prescription sticker attached to the puffer)
    - Exact name of the medication puffer
    - Prescribed dose (number of puffs) and required use of a chamber/spacer.
    - Specific timing for administration (e.g., *"2 puffs Every 4 hours (8:00 am, 12:00 and 4:00 pm during July & August"*)
    - Notes should be included when the parent is administering the puffer before and after care at Bloom. (e.g. "Parent administered one dose in the morning at home, Bloom to provide one dose at noon, parent administered one dose in the evening at home. - daily from XXX date until XXX date")
- Annual Renewal: Doctor instructions must be updated annually or immediately whenever a prescription or dosage changes.
- Medication Log: Every administration is logged immediately in the child's record, noting Date and time given & Number of puffs administered.

Staff certified in medication administration will follow the doctor's orders without deviation. Bloom staff do not make clinical diagnoses or alter doses. If a doctor prescribes 2 puffs,

staff will administer exactly 2 puffs. Staff will never double a dose or give a puffer earlier than the doctor's specified time interval.

Spacer Usage: Puffers will always be administered using a spacer/chamber.

If a child does not show improvement after the doctor's prescribed dose, or if the child displays severe respiratory distress:

1. Staff will follow the emergency escalation steps (Section 2 of MEO form) listed on the doctor's Asthma Action Plan (e.g., administering a repeat dose *only* if explicitly instructed by the plan).
2. Staff will call 911 immediately if the child:
    - Is struggling to breathe, gasping, or grunting.
    - Has chest/ribs pulling in deeply when breathing (retractions).
    - Has blue or gray lips/fingernails.
    - Is unable to speak or cry due to breathlessness.
3. Parents/guardians will be contacted immediately following the 911 call.

Lice/Nits Policy

Our staff will do routine checks for lices/nits if outbreaks occur. We will call families for immediate pickup if your child is found with lice/nits to prevent further spreading. The child must be treated immediately for nits/lice and the process must be repeated within 7-10 days. The child may return to BLOOM when they are lice and nit free.

CLOTHING AND BELONGINGS

Clothing for school should be simple, comfortable, washable, and suitable for energetic and active play. Despite our art and water play aprons; the children may come home with occasional paint marks. We do purchase washable supplies however we have found that dyes and clothing have reacted differently throughout the years, preparing for your child enjoying a messy environment.

The children should always have indoor and outdoor shoes at school. The floors and equipment can be slippery, so rubber-soled footwear is recommended. Slip-on shoes or Velcro-strap shoes are easier for the children to manage and encourage independence however we are happy to help when children are developmentally ready to learn to tie their shoes!

All children in all groups have outside play each day, weather permitting. Please make certain that your child is appropriately dressed in splash pants and/or snow pants, boots, mittens (no gloves), winter hat and a sunhat in the warmer weather. For safety reasons,

please ensure that children do not wear scarves, mittens with strings or clothing that has dangling strings.

Label all clothing that comes to school with your child's name on them. Some children do not recognize their own clothing so please check that the clothes they are wearing are in fact their own. We discourage children from bringing their own toys and possessions to BLOOM unless specifically requested. Children often find it difficult to share their favorite toy from home and toys could get misplaced or damaged.

We encourage and teach the children to dress themselves. Please make sure your child's clothing and footwear is easy for them to put on and take off independently.

FIELD TRIPS/ OFF SITE VISITS

Field trips/ off site trips are an important part of the program planning in an Early Learning Program. They are designed to meet the children's developmental needs and to enhance the projects/activities which the children enjoy in their daily program.

The Child Care and Early Years Act requires programs to inform parents of all field trips in advance, to allow parents sufficient time to sign a consent form to permit their child/children to participate in each individual trip. The Child Care and Early Years Act is also very specific in its requirements of Child/Educator ratios, which thus dictates full participation in those field trips planned for the entire enrolment.

Should circumstances (i.e., health, etc.) prevent a child's participation in a field trip, it is the parent's responsibility to arrange alternate care. For field trips in which the entire group of children is to participate, it is impossible for the program to provide alternate care and still meet the Child Care and Early Years Act regulations. According to City of Ottawa guidelines, parents are charged fees on an enrolment basis, thus fees cannot be reimbursed for such days.

For field trips, transportation (if required) will be by walking, public transit or chartered bus. Special permission for children to participate will be required on such occasions. **Children cannot be dropped off or picked up during the field trip/ off site visit.**

Off site visits include group walks to a local park, the local wading pool, or sports field. Children cannot be dropped off or picked up during an off site visit.

FIRE SAFETY AND EMERGENCIES

As per fire department regulations, fire drills are conducted with the children monthly.

In case of an emergency to your child, your child will be taken to the Children's Hospital of Eastern Ontario, on Smyth Road. Your signature (including digital signature) on the Registration forms indicates your acceptance of this arrangement.

If it is necessary to vacate the building due to fire or other emergency, the children will be taken to Ellwood House, 2270 Braeside Ave.613-521-5151. Parents will be notified via phone or email as soon as possible. BLOOM has Emergency Management Policies and Procedures reviewed yearly by all staff and volunteers.

TRANSPORTATION AND PARKING

Transportation to and from the school is the responsibility of the parents. Some parents may be interested in arranging carpools. Consult your insurance agent regarding adequate coverage when transporting children other than your own.

Parking for parents is permitted at the front and side of the church **only**. The parking lot on the East side of the building is private and is for the residents of Ellwood House. Stopping or parking **IS NOT PERMITTED** in this area.

Parking is also forbidden in areas expressly designated for the disabled except by permit.

DONATIONS

BLOOM welcomes donations from parents throughout the school year. Napkins, Crackers, Fresh Fruit, Fresh Vegetables, Cheese, Kleenex, Baby Wipes, Diapers etc. are appreciated.

All food donations should be completely peanut and tree-nut free and contain no may contain or trace warnings.

FUNDRAISING

Each year we actively fundraise to purchase items, which would benefit the children and are not covered by our regular budget. Understanding that parents have limited time, these fundraising events are kept to a minimum and are simple, fun, and practical. If you have a fundraising idea or would like to coordinate an event, please don't hesitate to contact the Director with your ideas. Fundraising activities could always need a parent to coordinate them, and we would appreciate your help in whatever capacity you are able.

LICENSING AND STANDARDS

The Ministry of Education licenses Bloom Centres for Early Learning. The Child Care and Early Years Act 2014 set the standards for health and safety, fire protection and qualified staff and equipment.

The license permits enrollment of:

- Infant Program - 10 children ages 0-18 months
- Toddler Program – 14 children ages 18-30 months
- Nursery School Program-14 children ages 2.5-5 years (can be 20% of younger group)
- Preschool Program - 24 children ages 2.5-5 years
- Kinder/School – 13 children ages 3.8-6 years
- School age - 30 children ages 6 - 12 years

A Program Supervisor makes annual inspections from the Ministry of Education as well as a Fire Inspector and a Health Inspector from the Regional Health Unit. As of September 30, 1999 - licensed day nurseries are required to meet the standards outlined in the new CSA Standard, CSA Z614-98. Programs are required to develop a comprehensive playground policy that outlines the procedures that will maintain a safe outdoor play area. BLOOM'S playground policy adheres to the required standards that ensure the outdoor play area is always clean and safe.

STAFF

The Executive Director of Bloom Centres for Early Learning is a registered Early Childhood Educator, and all staff are either Registered Early Childhood Educators or have related training and experience. All staff are certified in CPR/First Aid and have their vulnerable sector check. Our Staff are encouraged to continue their education through courses, workshops, and conferences.

Registered Early Childhood Educators are members of the College of Early Childhood Educators, as members of this association; a Code of Ethics binds them. Bloom Centres for Early Learning offers learning opportunities for college students in the Early Childhood Education programs as well as high school students in the co-op programs. These students come to our program to gain experience in working with young children. Please see our policy for supervision of Volunteers and Students below.

VOLUNTEERS

We welcome volunteers. All volunteers are legally required to obtain a vulnerable sector check if volunteering in the program with the children. If you would like to volunteer with us but will not be in contact with the children (i.e.: BOD) you will need a letter from the director, then you will require a criminal records and judicial matters check. These can be done at your local police department for a minimum charge or online at www.ottawapolice.ca. You will need photo identification that has your name, date of birth and address. Parents are encouraged to do this before the school year begins as the process could take a long time depending on how busy the department is.

After you have received your first VSC or your first CRJM, every year after, if you are still volunteering with us, you are required to fill out an attestation that we will provide to you. On the fifth year of your volunteer time with us, we will require a new VSC or new CRJM.

Parents are welcome to visit the school at any time. We encourage active participation in the program by parents and invite them to share customs or traditions. Parents may also assist in any of the school's planned activities, to demonstrate skills related to their hobbies or work, or to help with the various fundraising activities.

SUPERVISION OF VOLUNTEERS & STUDENTS POLICY

Intent:

- To help support the safety and well-being of children in licensed child care centers.
- To provide direction to childcare centers regarding the supervision of volunteers and Placement students.
- To require childcare centers to develop and implement a policy for the supervision of volunteers and placement students in their centers.

Requirements:

- Prohibited Practice policies and procedures- to be reviewed with volunteers and students before they begin providing care, and annually thereafter. Signatures are required and kept for 2 years.
- A written procedure for monitoring Prohibited Practice practices is in place.
- Individual plans for children with anaphylaxis and the emergency procedures are reviewed prior to commencement of care, and annually thereafter.
- Criminal reference checks are required for all volunteers.
- The center has an “open-door” policy, so parents are considered guests/visitors when in the center or when attending field trips.
- Students are required to have criminal reference checks through community colleges and universities prior to commencing placement in childcare centers. The vulnerable sector check needs to be performed within the last 5 years and offense declarations or attestations are documented every year after, no later than 15 days after the anniversary date of the more recent offense declaration or attestation if the person continues to provide such childcare services.
- Our center director is required to verify that personnel who are employed by or contracted with outside organizations (e.g.: special needs resource consultant, bus drivers, etc.) or individuals (a psychiatrist contracted with a parent) - have completed background screening prior to interacting with children in the program.
- A new criminal reference check is required before every fifth anniversary after the date of the most recent vulnerable reference check.
- Any person from whom volunteers or works with our center is required to obtain a vulnerable sector check is required to provide the center with an offense declaration, as soon as reasonably possible, any time he or she is convicted of an offense under the Criminal Code (Canada).

Policy Statements:

- No child will be supervised by a person less than 18 years of age.
- Only employees will have direct unsupervised access to children.
- Volunteers and students will not be counted in the staffing ratios.
- All volunteers and students will be required to read program policies and procedures and to sign an acknowledgement form.
- The expectations of volunteers and students are provided in detail in the personnel manual.
- The roles and responsibilities of the supervising staff are provided in detail in the personnel manual.
- The operator is required to review the policy annually.
- The operator shall ensure that the policy is reviewed with employees before they begin their employment and at least annually thereafter, and with volunteers or students who will be providing care or guidance at the center before they begin providing that care or guidance and at least annually thereafter.

MANDATORY- POLICE CHECK FOR VOLUNTEERS

***Volunteers** – Any individual who is engaged in the childcare program and interacts with children in care, but is not paid by the licensee, is considered a volunteer. In this instance, a volunteer would require a vulnerable sector check.

Examples of Volunteers who require a Level 2 criminal Records and Judicial Matters check.: Parents assisting on an occasional or recurring basis with items such as the board of directors or items not involving interacting with the children.

CHILD GUIDANCE and PROHIBITED PRACTICES

Educators work together to help the child develop his/her sense of self-discipline. The Educators recognize the importance of stressing the positive with children, redirecting them as much as possible. Limits are expressed clearly to the children with reasons and consequences.

Neither physical nor verbal punishments, withdrawal of love or affection are used to discipline the children. We ask you to respect these guidelines while in the program. The method of adult intervention used allows for decision-making and self-discipline on the part of the child resulting in a positive, rather than a negative, experience.

The goal of behavior guidance strategies is to assist the children in developing self-control, self- confidence, and respect in their interactions with others and the environment.

PREFERRED BEHAVIOR GUIDANCE PRACTICES

Plan the Environment

The environment includes elements of space, time, and materials.

When space is carefully planned children can work and play more comfortably and harmoniously. Space, which is aesthetically pleasing, ordered, and organized, contributes to good mental health, and diminishes potential problems.

Schedules and routines serve as a framework from which children gain trust, security, and order. To meet children's needs we must plan an appropriate balance between active and restful periods, individual and group activities, educator initiated and child-initiated activities.

Materials

Ensure toys and materials are in good supply, are well organized and are age appropriate. This will help children to develop autonomy, to resolve problems with peers and to become involved in productive learning experiences.

VERBAL GUIDANCE AND REDIRECTION

Focus on the behavior, rather than the child. Use positive messages in a consistent manner.

Set appropriate expectations for the developmental levels of the children. Channel the child's energy to another area.

Ignore inappropriate behavior that is not dangerous. Provide frequent positive verbal reminders. Provide positive reinforcement of desired behaviors. Redirect a child who is not managing to a closely supervised activity. Discuss and explain all consequences of inappropriate behaviors.

PREVENTION

Staff need to be aware of potential problems and work towards preventing difficulties before they arise. Establish close physical proximity when it appears that a child or group of children may be losing control. Position staff throughout the room or play yard so that all areas of the room or yard are visible.

Arrange furniture, toys, and equipment so that lines of vision are left open. Personal chatter and business are not permitted while supervising children. Use the Buddy system for children leaving the rooms (Kinder/School Age). No more than two children are permitted to leave the room at one time. Personal safety will be discussed with the children on an ongoing basis.

MONITORING

1. Compliance and contravention are monitored closely, and staff must sign off quarterly stating that they are adhering to policies and procedures.

2. All staff must read, date, and sign all policies of the Center as a condition of employment, and annually thereafter. Regular classroom, playground and field trip observations of staff, students and volunteers interacting with the children will be conducted by the Executive Director/Program Supervisor of the Center. Observations are done on a daily/casual basis, with their awareness of the process. Meetings with individual staff are held to assist and support staff in developing critical reflection skills. The Executive Director/Program Supervisor will provide support to guide staff where necessary.

3. Staff evaluations take place within the first three to six months for every new employee and are conducted annually thereafter. All reviews are documented.

4. Collaborative inquiry practices are discussed at regularly scheduled staff and team meetings, and strategies developed together. This is a means to question theory and practice, discuss ideas, test theories, and share ideas. A written record is kept of all meetings.

5. All records related to the signing and reviews of policies will be retained at the Center for a minimum of two years.

PROHIBITED PRACTICES: BEHAVIOR GUIDANCE

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care.
The following forms of behavior guidance shall not be permitted by anyone including staff, students, and parents during the operation of the program:

1) Corporal punishment (spanking, hitting, shaking, dragging, etc.)

2) Physical restraint of the child, such as confining the child to a highchair, car seat, stroller, or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself/herself or someone else and is used only as a last resort and only until the risk of injury is no longer imminent.

3) in an area or room without adult supervision unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.

4) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine his/her self-respect, dignity, or self-worth.

5) Deprivation of a child's basic needs such as food, drink, shelter, sleep, toilet use, clothing, or bedding.

6) Inflicting any bodily harm on children including making children eat or drink against their will.

7) corporal punishment of the child;

8) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint

is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

9) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

10) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth

11) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;

12) inflicting any bodily harm on children including making children eat or drink against their will; or

13) sexual abuse, sexual misconduct or engaging in a prescribed sexual act, as those terms are defined in the *Early Childhood Educators Act, 2007.* O. Reg. 137/15, s. 48; O. Reg. 126/16, s. 34; O. Reg. 197/26, s. 15.

No employee or volunteer of Bloom, or student who is on an educational placement with Bloom, shall engage in any of the prohibited practices set out in subsection (1) with respect to a child receiving child care. O. Reg. 51/18, s. 19.

CONTRAVENTION OF BEHAVIOR GUIDANCE PRACTICES

All adults, while at the childcare center, are **required** to comply with the program's policies regarding Prohibited Practice and the requirements set out in the Child Care Early Years Act. Failure to comply with the Prohibited Practice policy may result in:

For Staff, Students and Volunteers: A verbal warning, a written warning, termination of placement for students and volunteers and termination of employment for staff.

For others, including parents: Verbal warning, other action deemed necessary by the childcare center Board including, but not limited to the person not being allowed on the premises.

The Director and Board of the childcare center in determining which action is necessary may consider the following information:

1) The seriousness of the offense.
2) The risk, or harm, to the child.
3) The frequency of the occurrence.
4) Previous disciplinary action taken.

Where action is necessary it will be taken immediately by the Director of the center in the case of staff, students and volunteers, parents, and others, and by the Board in the case of the Director.

Early Pick Up Guidelines

Our primary responsibility is to provide a safe, healthy, and nurturing environment for all children and educators. While emotional regulation and physical safety are learned skills that we actively support, there are times when a child's behavior compromises safety.

This policy outlines the conditions and protocols for requesting when a child will need to be picked up early.

Scope & Applicability

This guideline applies when a child engages in behaviors that result in, or present an immediate, unmanageable risk of:

- **Harm to Self:** Serious self-injurious behaviors (e.g., severe head-banging, biting self, running away into unsafe areas).
- **Harm to Other Children:** Direct physical aggression causing bodily injury or distress (e.g., severe biting that breaks skin, hard hitting/kicking causing visible injury, choking, throwing dangerous heavy objects at others).
- **Harm to Educators:** Physical aggression directed at staff members (e.g., kicking, scratching, throwing furniture) that prevents them from safely supervising the group or causes injury.
- **Severe Environmental Disruption:** Sustained destruction of property or unsafe behavior that prevents normal supervision and compromises the safety of the entire classroom group.

De-escalation & First Measures

Sending a child home is **a last resort**, not a punishment. Before requesting an early pickup, educators and staff will:

1. **Implement De-escalation:** Use calm-down spaces, quiet redirection, co-regulation, moving other children out of harm's way.
2. **Extra Room Support:** IF available, provide one-on-one attention from a director, supervisor, or designated staff member.

3. **Assess Safety:** Determine if the child has regained emotional control or if the risk of harm remains active and unmanageable.

Criteria for Early Pick-Up

A parent or authorized guardian will be called to pick up the child immediately if:

1. **Active Physical Danger:** The behavior poses an immediate, ongoing physical threat to the child, peers, or staff that cannot be safely managed with available classroom resources.
2. **Inability to Re-regulate:** The child remains severely dysregulated or distressed despite de-escalation efforts, making safe inclusion in group care impossible.
3. **Severe Injury Occurred:** The child has caused bodily harm requiring medical attention or specialized first aid to another person or themselves.

Protocol & Timelines

- **Step 1: Parent Notification:** The parent/guardian will receive a phone call to explain the situation clearly, calmly, and objectively.
- **Step 2: Pickup Window:** Parents or designated emergency contacts are expected to pick up the child within **30 - 45 minutes** of being notified.
- **Step 3: Safe Transition:** Until the parent arrives, the child will remain supervised in a safe, quiet space (e.g., the director's office or quiet corner) IF available.
- **Step 4: Documentation:** Staff will complete an Incident/Behavior Report detailing the antecedents, exact behavior, actions taken, and pickup details.

Re-entry & Next Steps

Sending a child home addresses immediate safety; it does not resolve underlying challenges. To support the child long-term:

- **Cool-off Period:** In most cases, the child may return the following business day unless a temporary exclusion period is explicitly communicated.
- **Parent-Educator Meeting:** If early pickups occur **2 times within a month**, a formal meeting will be scheduled with parents, educators, and leadership to develop an **Individual Behavior Support Plan (BSP)**.
- **External Referrals:** We will partner with families to recommend occupational therapy, behavioral health specialists, or early intervention resources when needed

REVIEW AND RETENTION OF POLICIES AND PROCEDURES

An orientation takes place for each new staff member, volunteers, and students. All program policies are discussed and signed at this time. All policies are reviewed annually.

1. Ongoing discussion of policy takes place throughout the year.
2. Complaints regarding behavior guidance will be brought to the Director and investigated using the Contravention Procedure.
3. Serious Occurrence Procedures (M.Ed.) will be followed as necessary.
4. Records of behavior guidance practices and performance evaluations will be kept in employee/ personnel files, for at least two years.
5. Reviewed annually by the Board of Directors or the Executive Director as designated by the Board of Directors to ensure it remains appropriate and up to date.

CONCERNS ABOUT THE SUSPECTED ABUSE OR NEGLECT OF A CHILD

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the Child and Family Services Act.

<table>
<tr><th>Nature of Issue or Concern</th><th>Steps for Parent and/or Guardian to Report Issue/Concern</th><th>Steps for Staff and/or Licensee in responding to Issue/Concern</th></tr>
<tr><td>Program Room-Related

E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</td><td>Raise the issue/ concern to:

1. Classroom Staff directly
2. Executive Director/designate</td><td rowspan="2">Address the issue/concern at the time it is raised

Or

Arrange for a meeting with the parent/guardian within 3 business days or as soon as reasonably possible thereafter.

Document the issues/concerns in detail using the Parent/Guardian Issues/Concern form.

Provide contact information for the appropriate person if the</td></tr>
<tr><td>General, Center or Operations Related

E.g.: childcare fees, hours of operation, staffing, waiting lists, menus, etc.</td><td>Raise the issue/concern to:

1. The Executive Director/designate</td></tr>
</table>

Staff, Duty- parent, Supervisor, and/or Licensee Related	**Raise the issue/concern to:** The individual directly Or The Executive Director/designate All issues or concerns about the conduct of: Staff, duty-parents, etc., that places a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	person being notified is unable to address the matter. The investigation of the issue/concern will be initiated by the Executive Director within 3 business days or as soon as reasonably possible thereafter. Reasons for delays will be documented in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the Issue/concern.
Student / Volunteer-Related	**Raise the issue/concern to:** The staff responsible for the supervising the volunteer or student Or the Executive Director/designate All issues or concerns about the conduct of: Staff, duty-parents, etc., that places a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURES

Parents/guardians are encouraged to take an active role in our childcare center and regularly discuss what their child/children are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, childcare providers, and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff is available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Bloom Centres for Early Learning and will be addressed accordingly. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Where parents feel that policies are not being followed, the Executive Director is to be notified first either verbally or in writing as soon as parents/guardians become aware of the situation. The Executive Director will respond to the notification within 3 business days or as soon as reasonably possible thereafter. If the Executive Director is unavailable to respond within the 3 business days or as soon as reasonably possible thereafter, the designate will respond in lieu.

If the outcome of the response is unsatisfactory, the parent must then formally state their grievance in writing to the Executive Director. The Executive Director will then respond in writing within 3 business days or as soon as reasonably possible thereafter.

If the outcome of the response is still unsatisfactory the parent involved may approach the Board by providing the board with proof of the second notification to the Executive Director. A letter of explanation from the parent must be sent to the Board at least one week in advance of the meeting. The Board will then review the matter and as necessary, arrange for statements from the parties involved and will respond in writing within 2 weeks or as soon as reasonably possible thereafter.

If the grievance is not resolved in the two weeks or as soon as reasonably possible thereafter following the Board meeting, the parent has the right to request a special meeting of the Board. The Board will schedule a special meeting within a month or as soon as reasonably possible thereafter of receiving the request and all parties may also seek external professional advice.

At this meeting a decision will be made, and all parties concerned will be notified, in writing of the decision. Investigations of issues and concerns will be fair, impartial, and respectful to all parties involved.

CONFIDENTIALITY

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students, and volunteers, except when information must be disclosed for legal reasons (e.g., to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

CONDUCT

Our center maintains high standards for positive interaction, communication, and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

RESPECTFUL WORKPLACE (HARASSMENT PREVENTION)

At Bloom Centres for Early Learning, the health and safety of our employees is paramount. Priority is given to protecting our employees and our visitors from harassment and discrimination. Such conduct interferes with everyone's ability to perform their job and is not in keeping with the Centre's philosophy of trust and mutual respect.

By working together and giving the utmost attention to the safety and well-being of each other, we will meet our shared objective of a healthier and safer working environment for all.

Bloom Centres for Early Learning employees are entitled to be treated with dignity and respect and have a work environment free from harassment and discrimination as prescribed by The Human Rights Code in Ontario and the Occupational Health and Safety Act. This policy applies to all employees and agents / representatives of Bloom Centres for Early Learning while in the workplace, during work-related field trips or travel, or during any work-related and/or social functions.

Employees are expected to assist Bloom Centres for Early Learning in its attempts to prevent and eliminate harassment in the workplace. Bloom Centres for Early Learning will treat any form of harassment that occurs in the workplace seriously regardless of the alleged perpetrator's position.

Nothing in this policy limits an individual's right to file a complaint with the Human Rights Commission or the Ministry of Labour should they feel the situation warrants such action.

Definitions:

Bullying means aggressive and typically repeated behavior by an individual where the behavior is intended to cause harm, fear or distress to another individual, including physical, psychological, social harm, harm to the individual's reputation or harm to the individual's property, or to creating a negative environment for another individual. This behavior occurs in a context where there is a real or perceived power imbalance between the bully and the victimized individual based on factors such as size, strength, age, intelligence, peer group power, economic, social or employment status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or special needs. Bullying behavior includes the use of any physical, verbal, electronic, written, or other means.

Cyber-bullying means Bullying specifically by electronic means and may include, but is not limited to, sending, or posting harmful or malicious messages or images through email, instant messages, cell phones, websites, and other technology.

Disrespectful behavior means behavior that is or ought reasonably to be known to be disrespectful and/or unwelcome to an individual, or group, which diminishes the dignity of any person(s).

Respectful behavior means behavior that supports and creates a positive workplace.

Workplace means the site where the individuals are customarily employed and includes all other places which result from employment responsibilities or employment relationships,

including Bloom Centres for Early Learning or board meetings, locations at work-related social functions, work assignments outside the site, field trips, work-related conferences or training sessions, and work-related travel.

Workplace harassment means

a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or

b) workplace sexual harassment or workplace racial or ethnocultural harassment.

Workplace racial or ethnocultural harassment means engaging in a course of vexatious comment or conduct against a worker in a workplace because of the worker's ancestry, place of origin, ethnic or national origin, citizenship, religion or any expression thereof (e.g. attire), where the course of comment or conduct is known or ought reasonably to be known to be unwelcome.

Workplace sexual harassment means

a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or

b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Policy Statement

Bloom Centres for Early Learning and the Board of Directors recognizes the principle of basic human dignity. The Board is committed to providing a workplace in which all individuals are treated with respect and dignity, and where workplace harassment, bullying and other disrespectful behaviors are not tolerated, including by workers, students, parents, board members, suppliers and others with whom employees interact in the course of their employment.

Workplace harassment of any kind shall not be tolerated.

Workplace harassment may take the following forms:

a) verbal, including offensive words or jokes which demean persons on the basis of any form of discrimination, bullying, or intimidation.

b) environmental, including graffiti, defacement of private or public property including school lockers, pictures or cartoons that are demeaning of others based on any of the above forms of discrimination.

c) physical, including unwelcome physical contact or assault, offensive gestures, threatening physical behavior, physical bullying; and

d) psychological, including deliberate isolation or ostracism, condescending or patronizing behavior which undermines self-respect.

Disrespectful behavior shall not be tolerated from anyone. Forms of disrespectful behavior may include, but are not limited to:

a) written or verbal comments, actions, gestures, behaviors or 'jokes' which would reasonably be perceived as unwelcome, humiliating, offensive, hurtful, or belittling.
b) bullying or intimidating behavior.
c) abuse of authority.
d) yelling, shouting, screaming, or swearing.
e) deliberately excluding or isolating a person from relevant work activities or decision-making.
f) stereotyping or making inappropriate assumptions about an individual based on an individual's personal qualities, characteristics, or role; and
g) devaluing or trivializing a person's successes, contributions, or concerns.
Workplace harassment and disrespectful behavior does not include a reasonable action taken by Bloom Centres for Early Learning or supervisor relating to the management and direction of workers or the workplace, including but not limited to
a) training, direction, instruction, performance management, and discipline.

Respectful behavior includes:

a) being polite and courteous.
b) treating others equitably and fairly.
c) accepting responsibility for actions, reactions, and behaviors that impact others.
d) respecting the differences in people.
e) respecting the rights of others.
f) showing proper care and regard for District property and for the property of others; and
g) demonstrating honesty and integrity.

DIGITAL COMMUNICATION

Inappropriate digital communications are (but not limited to): sharp, glaring, and loud.

Regardless of the message, rude tones are unacceptable. All messaging should collaborate respectfully; carefully filtering and softening thoughts before sending words through digital communication must be a standard practice - Failure to do so is a direct violation of this policy and will be subject to immediate reprimand.

PROCEDURE

If a policy violation is reported Bloom Centres for Early Learning will complete the following steps in addressing the violation.

- All complaints will be investigated promptly
- All those directly involved, and witnesses will be spoken with.
- Notes/statements will be prepared during each interview, reviewed by the person(s) being interviewed and signed for accuracy.
- Records or other documents relevant to the incident being investigated (this may include work schedules, complaints and observation notes, incident and suspension forms and may involve taking pictures of the scene) will be reviewed.
- Relevant collective agreement or employment contract language or organizational policies/procedures will be reviewed.
- Depending on the scope of the investigation, employees may need to seek the assistance of the Child Care Director and Board of Directors.
- A final summary/report of the investigation will be prepared and presented to the Board of Directors for review and action
- Violations of the policy may be privy (but not limited) to the following reprimand.
    - Recant of communication and resubmission along with a formal apology
    - Verbal apology and confidence that future interaction will be respectful and in line with Bloom Centres for Early Learning - STTANS policies and procedures
    - Meeting in front of the Board of Directors
    - Discharge from Bloom Centres for Early Learning - STTANS

COMMUNICATIONS VIOLATION PROCEDURE:

- Violation #1 - The Executive Director and/or the BLOOM Board of Directors will ask to for the communications to be recanted and submitted with a gentler approach & asked to submit a formal apology to the person(s) affected

- Violation #2 - The Executive Director and/or the BLOOM Board of Directors will request a formal meeting to discuss the violation and next steps

- Violation #3 - Formal discharge notice will be given by the The Executive Director and the BLOOM Board of Directors on behalf of BLOOM due to continuous violation and disregard to BLOOM policies and procedures

IN CLOSING:

Bloom Staff strive to provide our families and children with the greatest experiences, and highest quality of care. Our work will be the best that we can offer. We accomplish this by acting with integrity and will value and protect our relationships. Open, respectful communications with families is imperative for ensuring that the children in our care have the best experiences that we can offer.

“Children learn as they play. Most importantly, in play children learn how to learn. ” ~ O. Fred Donaldson

Safe Arrival & Dismissal Policy

Effective January 1, 2024
Version 1.4 (2024-01-08)

1. Accepting a child into care
When accepting a child into care, program staff must:

- ✓ greet the parent/guardian and the child;
- ✓ if shared by (or discussed with) the parent/guardian, document any one-time change to pick-up procedure during the child's check-in process on DigibotGO;
- ✓ check-in the child on DigibotGO.

2. When a child has not arrived in care as expected
When a child does not arrive at the centre, and the parent/guardian has not reported the absence in advance via the parent portal, program staff will receive a notification on the DigibotGO staff app requesting confirmation that the child has not arrived. This notification will be triggered as follows:

- **For school-age programs in the morning:** at the time of transition to school (bell time)
- **For school-age programs in the afternoon:** 15 minutes after transition from school (bell time)
- **For infant, toddler and preschool programs:** 180 minutes (3 hours) after the centre opens

If program staff does not confirm the child's absence within 15 minutes and/or if their DigibotGO device is offline, the site supervisor will be required to confirm the child's absence.

- **If the child's absence has been confirmed by program staff within this time:** authorized parents/guardians will receive a notification asking them to confirm the child's presence or absence. If parents/guardians do not confirm the child's absence within 20 minutes of the notification being sent, the incident will be escalated to the site supervisor (or designate), who will personally attempt to contact each person listed on the child's emergency contact listing in the sequence identified in the child's file.

- **If the child's absence is not confirmed by program staff within this time:** the incident will be escalated to the site supervisor (or designate), who will personally attempt to contact each person listed on the child's emergency contact listing in the sequence identified in the child's file.

Politique en matière d'arrivée et de départ sécuritaire

En vigueur le 1 janvier 2024
Version 1.4 (2024-01-08)

1. Accepter un enfant dans le centre de garde
Lorsqu'ils acceptent un enfant dans le centre de garde au moment où on le dépose, les membres du personnel chargés du programme doivent:

- ✓ accueillir le parent/tuteur et l'enfant;
- ✓ si partagé par le parent/tuteur, documenter le changement de procédure de prise en charge pendant le processus d'enregistrement sur DigibotGO;
- ✓ inscrire l'enfant comme présent sur DigibotGO.

2. Lorsque l'enfant n'est pas arrivé au centre de garde comme prévu
Lorsqu'un enfant n'arrive pas au service de garde et que le parent/tuteur n'a pas signalé son absence à l'avance via le portail des parents, le personnel éducateur recevra une notification sur l'application DigibotGO demandant de confirmer que l'enfant n'est pas arrivé. Cette notification sera déclenchée comme suit:

- **Pour les programmes d'âge scolaire le matin:** à l'heure de transition vers l'école (cloche)
- **Pour les programmes d'âge scolaire en après-midi:** 15 minutes après la transition de l'école vers le service de garde (cloche)
- **Pour les programmes en garderie (poupons, bambins et préscolaires):** 180 minutes (3 heures) après l'ouverture du centre

Si le personnel éducateur ne confirme pas la présence de l'enfant dans le délai de 15 minutes et/ou si l'appareil DigibotGO est hors ligne, le superviseur du site (ou personne désignée) sera tenu de confirmer l'absence de l'enfant.

- **Si l'absence de l'enfant a été confirmée par le personnel du programme dans ce délai:** les parents/tuteurs autorisés recevront une notification leur demandant de confirmer la présence ou l'absence de l'enfant. Si les parents/tuteurs ne confirment pas l'absence de l'enfant dans les 20 minutes suivant l'envoi de la notification, l'incident sera escaladé au superviseur de site (ou personne désignée), qui tentera personnellement de contacter chaque personne figurant sur la liste des personnes à contacter en cas d'urgence, dans l'ordre indiqué dans le dossier de l'enfant.

Once the incident reaches the site supervisor (or designate), they will determine next steps based on situational factors. The site supervisor (or designate) will document all interactions in the Digibot-generated incident report – including phone calls, voicemails, emails, conversations with the school and any contact with third party agencies – as these occur.

The incident will be considered resolved if, at any point, the child's check-in or absence is properly recorded.

3. Releasing a child from care
Staff supervising the child at the time of pick-up must only release the child to a parent or authorized contact listed on the child's Digibot contact listing available in the DigibotGO staff app or on the child's printed emergency card. During the first three (3) interactions between a staff member and a parent/emergency contact, the DigibotGO staff app will require the staff to confirm the person's identity:

- by checking with another staff member, or;
- by checking the person's photo identification.

If the person is not listed as an authorized contact for pick-up, program staff must obtain authorization in person or verbally (by telephone, walkie-talkie, intercom, etc.) from the site supervisor or an SADP lead to release the child to this person. In this case, an automated email will be sent to parents/guardians to document the interaction and remind them to add the emergency contact via the portal.

4. When a child has not been picked up upon centre closing
If a child' pick-up has not been recorded by the centre's closing time, an incident will be generated and will be escalated to the site supervisor (or designate), who will personally attempt to contact each person listed on the child's emergency contact listing in the sequence identified in the child's file.

If no parent/guardian or emergency contact can be reached within 60 minutes, the site supervisor (or designate) will determine next steps based on situational factors. In some cases, these next steps can include contacting one or more external agencies for guidance.

The incident will be considered resolved if, at any point, the child's dismissal (check-out) is properly recorded.

- **Si l'absence de l'enfant n'est pas confirmée par le personnel du programme dans ce délai:** l'incident est escaladé au superviseur de site (ou personne désignée), qui tente personnellement de contacter chaque personne figurant sur la liste des personnes à contacter en cas d'urgence, dans l'ordre indiqué dans le dossier de l'enfant.

Une fois que l'incident est escaladé au superviseur de site (ou personne désignée), celui-ci déterminera les prochaines étapes en fonction de la situation et des particularités. Le superviseur de site (ou personne désignée) documentera toutes les interventions dans le rapport d'incident généré par Digibot – y compris les appels téléphoniques, les messages téléphoniques, les courriels, les conversations avec l'école et tout contact avec des agences tierces – et ce au fur et à mesure qu'elles sont effectuées.

L'incident sera considéré comme résolu si, à tout moment, l'arrivée ou l'absence de l'enfant est correctement enregistrée.

3. Départ de l'enfant du centre de garde
Le personnel qui supervise l'enfant au moment de la prise en charge ne doit remettre l'enfant qu'à un parent ou à un contact autorisé qui figure sur la liste des contacts Digibot de l'enfant, celle-ci figurant dans l'application DigibotGO ainsi que sur la fiche d'urgence imprimée de l'enfant. Lors des trois (3) premières interactions entre un membre du personnel et un parent/contact d'urgence à la prise en charge, l'application DigibotGO exigera à ce que le membre du personnel doive obligatoirement confirmer l'identité de la personne, soit:

- en vérifiant auprès d'un autre membre du personnel, ou;
- en consultant une pièce d'identité avec photo.

Si la personne qui arrive ne figure pas sur la liste des personnes autorisées à venir chercher l'enfant, le personnel éducateur doit obtenir l'autorisation en personne ou verbalement (par téléphone, walkie-talkie, intercom, etc.) du superviseur du site ou d'un responsable PADS pour remettre l'enfant à cette personne. Dans ce cas, un courriel automatisé sera envoyé aux parents pour documenter l'interaction et leur rappeler d'ajouter le contact via le portail si nécessaire.

4. Lorsque l'enfant n'a pas quitté le centre de garde à la fermeture
Si le départ de l'enfant n'a pas été enregistré avant l'heure de fermeture du centre, un incident sera généré et escaladé au superviseur de site (ou personne désignée), qui tentera personnellement de contacter chaque personne figurant sur la liste des personnes à contacter en cas d'urgence, dans l'ordre indiqué dans le dossier de l'enfant.

Si aucun parent/tuteur ou personne à contacter en cas d'urgence ne peut être joint dans les 60 minutes qui suivent, le superviseur de site (ou personne désignée) déterminera les prochaines étapes en fonction de la situation et ses particularités. Dans certains cas, ces prochaines étapes peuvent consister à contacter un ou plusieurs organismes externes pour obtenir des conseils.

L'incident sera considéré comme résolu si, à tout moment, le départ de l'enfant est est correctement enregistré.

5. SADP Incident Reports
Every time SADP steps are engaged, regardless of level, an SADP incident report will be generated. Incident reports will require an electronic signature from the site supervisor as well as a parent/guardian. At the centre's discretion, several high-level incidents may result in further warnings and/or termination of childcare services.

6. Dismissing a child from care without supervision
Staff will only release the child to a parent or authorized contact listed on the child's Digibot contact listing available in the DigibotGO staff app or on the child's printed emergency card. Under no circumstances will children be released from care without supervision.

7. Parent/Guardian Responsibilities
Parents/guardians agree to:

- ✓ report their child's absence in advance via the parent portal;
- ✓ maintain their child's updated emergency contact listing via the parent portal;
- ✓ notify program staff of any punctual changes to their child's daily drop-off or pick-up procedures.

8. Program Staff Responsibilities
Program staff agrees to:

- ✓ adequately and accurately complete the child's check-in and check-out process;
- ✓ complete SADP attendance validation when prompted;
- ✓ complete identity verification when prompted.

9. Disclaimer
The purpose of this policy is to implement procedures to ensure the safe arrival and departure of children. It relies on the participation and collaboration of parents/guardians, program staff and management staff to function optimally. In addition, the organization uses several Digibot technological tools and features to support the implementation of this policy. Some factors may affect the implementation of these procedures, the accuracy of the information dispatched and/or the triggering of these automated processes - including power outages and/or network failures, equipment malfunction and manual oversights or errors. The childcare centre and Digibot will not be held responsible in the event of such a situation. Furthermore, as this policy stems from brand new requirements of the *Child Care and Early Years Act, 2014* (Regulation 325/23 section 5, Regulation 137/15 section 50), the childcare centre and Digibot reserve the right to modify the policy at any time with reasonable notice.

5. Rapports d'incidents PADS
Chaque fois que la PADS automatisée est activée, quel que soit le niveau, un rapport d'incident PADS sera généré. Les rapports d'incidents exigeront une signature électronique du superviseur du site ainsi que d'un parent/tuteur. À la discrétion de l'organisme, plusieurs incidents de niveau supérieur peuvent donner lieu à d'autres avertissements et/ou à la cessation des services de garde de l'enfant.

6. Départ de l'enfant du centre de garde sans supervision
Le personnel autorisera le départ de l'enfant uniquement à un parent ou à un contact autorisé qui figure sur la liste des contacts Digibot de l'enfant, celle-ci figurant dans l'application DigibotGO ainsi que sur la fiche d'urgence imprimée. En aucun cas l'enfant ne pourra quitter le programme sans surveillance.

7. Responsabilités des parents et tuteurs(trices)
Les parents et tuteurs(trices) s'engagent à:

- ✓ signaler l'absence de leur enfant à l'avance via le portail des parents;
- ✓ maintenir le registre des personnes autorisées au dossier de leur enfant via le portail des parents;
- ✓ aviser le personnel éducateur de tout changement ponctuel face à l'arrivée ou au départ quotidien de leur enfant.

8. Responsabilités du personnel éducateur
Le personnel éducateur s'engage à:

- ✓ compléter le processus d'arrivée et de départ de l'enfant;
- ✓ compléter la validation de l'assiduité PADS selon les délais prescrits;
- ✓ effectuer les vérifications de l'identité des personnes venant chercher l'enfant si celles-ci sont exigées.

9. Décharge
Cette politique a pour but de mettre en œuvre des procédures visant à assurer l'arrivée et le départ sécuritaire des enfants. Celle-ci dépend de la participation et la collaboration des parents et tuteurs(trices), du personnel éducateur et du personnel de gestion pour fonctionner de façon optimale. De plus, l'organisme utilise plusieurs outils et mécanismes technologiques Digibot pour appuyer la mise en œuvre de cette politique. Certains facteurs peuvent affecter la mise en œuvre de ces procédures, l'exactitude des renseignements diffusés et/ou le déclenchement de ces processus automatisés - y compris des pannes électriques et/ou de réseau Internet, des défectuosités au niveau des équipements et des oublis manuels ou erreurs. Le service de garde et Digibot ne seront pas tenus responsables dans l'éventualité d'une telle situation. De plus, cette politique dérivant d'une toute nouvelle exigence à la Loi de 2014 sur la garde d'enfants et la petite enfance (Règlement 325/23 article 5, Règlement 137/15 article 50), le service de garde et Digibot se réservent le droit de modifier celle-ci à tout moment, et ce en fournissant un avis avec délai raisonnable.