

Elmdale PS

Family Handbook

2019-2020



"A great school is in fact a rare and precious thing. It takes a strong, involved, supportive community – not only of teachers and students, but of parents, neighbours, businesses and alumni. This elusive recipe is present in Elmdale."

Located in an established residential neighbourhood, Elmdale has served families in the community since it was built in 1928.

Since September 2014, our school is now an Early French Immersion Centre for students in Kindergarten through Grade 6. For September, our enrolment is projected at approximately 525 students, served by a dedicated staff of teachers, early childhood educators, educational assistants and support staff.

Elmdale has a long tradition of active parent involvement. Parents enrich the learning environment by volunteering in classrooms, on School Council committees, in fundraising events and supporting extra curricular activities. Students enjoy the many sports, music and clubs that are offered throughout the school year. We are proud of our students' academic achievements and continue to strive to improve the quality of our instruction through our school improvement initiatives.

SAFETY PROCEDURES

Attendance Procedures

Please inform the school on any day when a child will be absent or late arriving.

Unless notified, we will attempt to contact parents of children who are absent.

Our 24-hour answering machine will record messages received outside of the school office hours and during busy periods.

Our attendance line number is (613) 728-4715.

You can also email us at elmdaleabsent@ocdsb.ca

Emergency Phone Numbers

Up-to-date information enables us to contact you in an emergency. Please inform the school office of any changes to your email, telephone numbers for work, caregivers and emergency contacts.

Medication and Epi-Pens

In order for school personnel to administer any medication (including aspirin, cough medicine, prescription), a Permission to Administer Medication form (available in the office and on the website) is to be completed. It is the responsibility of the parent to ensure that the medication is delivered to the school office in a safe manner in the original pharmacy container. Similarly, parents of children requiring Epi-Pens are asked to return the signed documents during the first week of school.

Recommended Guidelines for EXCLUSION OF ILL CHILDREN AND/OR STAFF:

Please notify the school if your child has a contagious condition.

FEVER MEANS NO SCHOOL - until fever-free for 24 hours

Children/Staff should be kept at home when they have:

- Symptoms of an enteric illness, including vomiting and/or diarrhea, until their symptoms have been resolved for at least 24 hours

- Symptoms of a respiratory illness, including fever, cough, sore throat, congestion, runny nose, or sneezing until they are fever-free for 24 hours and feeling better

- Other symptoms as described in the Guidelines for Communicable Diseases and Other Childhood Health Issues for Schools and Child Care Facilities (2011, or as current).

This guide can be obtained by calling OPH at 613-580-6744 or by visiting ottawa.ca/health



Staff should be vigilant about monitoring children for symptoms of illness.
Children returning to school after illness should be able to resume all regular activities.

Arrive On Time

Late arrivals are disruptive for your child and for their class. Students who are not walking in with their class at the 9:00 bell are considered late and need to report to the office for a late slip.

Students Leaving Early (Change in Routine)

Whenever you wish to alter your child's regular lunch routine or regular dismissal routine, please inform the homeroom teacher via the agenda/note. If the child is leaving early, parents are asked to pick up their child from the main office and sign him/her out.

Only in exceptional or emergency circumstances will we relay a message to students during instructional time.

Lunchtime Routines

Students at Elmdale follow a balanced day schedule with two nutrition breaks. Students are encouraged to eat approximately $\frac{1}{2}$ of their food at 11:00am, and the other half of their food at 1:45pm. When packing the lunch box, discuss with your child food choices for each lunch, or consider labelling items lunch 1 and 2 until your child is comfortable. Due to wasp allergies and yard cleanliness issues, no food or beverages can be consumed on the yard.

Litterless Lunch- Boomerang Lunch

In an effort to be environmentally friendly, Elmdale promotes 'litterless lunches or boomerang lunches'. Students are encouraged to use reusable containers and minimize packaging in their lunches. All lunch garbage generated is returned home in lunch boxes for home composting and recycling.



Leaving at Lunch

This is only pertinent when we return to Elmdale site. While we are at Century, students will not be permitted to leave school property unless they are accompanied by a parent.

We provide supervision during the 2 lunch/recess breaks. Students who regularly stay for lunch are expected to remain on school property. Parents can provide written permission to the homeroom teacher and office staff to allow a student to sign out in the office. Students are expected back on time to sign back in and line-up with their class at the end-of-recess bell. Students going to the store at lunch are not permitted to bring back candy and treats to share with other students.

Yard Supervision

Our school hours are 9:00 a.m. to 3:30 p.m. Office hours are from 8:15 am to 4:00pm. Supervision on the schoolyard begins at 8:45 a.m. No supervision is provided after school except in the bus loading area. For safety reasons, it is important that students not arrive at school prior to 8:45 a.m. and leave promptly at 3:30 p.m. unless under the supervision of a parent or caregiver.

Emergency Evacuation

Should there be an EMERGENCY occurring during the day that requires EVACUATION, we will walk the children to an alternate location until transportation can be arranged and parents notified. Robo calls and emails will be sent to all parents with evacuation details and updates if appropriate.

Fire Drills and Lockdown Practices

All schools must have six fire drills per year. Generally, we do three in the fall, and three in the spring. Throughout the year, we also schedule emergency response practices. Lockdown (quietly hide on location), Secure School (stay in your classrooms and continue working quietly), and Shelter in Place (stay in the main building and continue working quietly). When it is a practice, we indicate so on the front door of the school. If you see the sign on the door, or hear alarms, do not enter the building. While we certainly hope that this situation is never required, we do have a procedure in place, and practice it to ensure students and staff understand what to do.

Visitors

Parents and volunteers are required to sign in at the office and to request a visitor or volunteer badge. Staff and students are then able to recognize you as an authorized visitor. Teachers are often engaged in preparation or in meetings before and after school therefore, if you wish to speak with a teacher, it is recommended you leave a message at the office, on their email, or arrange for an appointment.

Play Structures

At Century, the structure is to be used by students older than 5 years old. When the ground is frozen, the structures are no longer considered safe to use, and we close them by posting a sign. Please respect the signage and do not use the structures when they are closed.

Appropriate Footwear – Outdoors and Indoors

The yards can get muddy, and we are asking students to wear appropriate footwear to play outside. Boots are at times useful. Plan to send footwear that allows active free play, running around, skipping, recess sports or outdoor Physical Education classes and Daily Physical Activity (DPA) periods.

It is essential that each child keep in class a pair of indoor sports shoes to be worn in the classroom and during Physical Education classes in the gym. Students will be asked to change their footwear before and after each recess.

USEFUL SCHOOL INFORMATION

Home and School Communication

- Meet the Staff in September at our meet the teacher event. You will be invited to visit the classroom and meet your child's teacher.
- Report Cards: We send home a Progress Report in November with an invitation to attend a parent-teacher interview. The first report card is sent home early February and the second report card at the end of June.
- School Memos and Website: The principal posts information on the Elmdale Website. The website includes a live calendar, useful forms, and so much more.
- News from the Classroom: Most teachers send home a classroom newsletter or regular news from the classroom. Many teachers use email to communicate with parents, and several teachers maintain a regular classroom website.
- Permission Forms: Permission forms are sent home in September for all new students at Elmdale. They include Media Release form and Use of Technology. Additional permission forms are sent home for all class field trip or school event not held on school property.
- Meetings with Teachers: Parents are encouraged to request a meeting with the teacher at any time throughout the school year. We appreciate opportunities to work together for the benefit of your child.
- Phone Calls: Our telephone number is 613-728-4653. Please feel free to telephone the school with your questions or concerns. The answering service is on outside school hours, so leave your message at your convenience and we will get back to you as soon as possible.
- Discussion with the Principal: The principal is the advocate for each child in the school and always makes time to meet with students or parents as her priority. If you have a concern within the classroom setting, please ensure that you have discussed this with the teacher before bringing the matter to the principal so that you are aware of the child's and the teacher's perspective. Your meeting with the principal may be more effective if you phone ahead of time and book an appointment. This will provide you with the time and attention you deserve.



Gifted Screening

Following the November Progress Reports, we gather requests from staff and parents about students to be considered for our gifted screening process. Please discuss your child's situation during the progress report teacher interviews in November.

If you wish to nominate your child for the screening, or have questions, contact the school principal. Send your request directly to the principal, in the form of an email. Due date for nominations is the last day of November. You can read a lot more information on the board website [http://www.ocdsb.ca/programs/se/sepr/Pages/GiftedProgram\(Gifted\).aspx](http://www.ocdsb.ca/programs/se/sepr/Pages/GiftedProgram(Gifted).aspx)

Library

Students are scheduled to visit the library regularly with their class. Borrowing privileges are extended for two weeks. After such time, the student receives a verbal reminder of outstanding books and

privileges are suspended until books are returned. In the case of lost or damaged books, students/parents are responsible for the replacement or repair cost.

Inclement Weather



Unless the weather is severe, students will go outdoors for recess and are expected to be dressed for the weather. Please check weather forecast and plan for boots, raincoats, umbrellas, extra mitts or socks when appropriate.



Passes

Students must request permission from the yard supervisor to visit the office or washroom during recess.

Lost and Found

Please label all clothing and possessions with first and last names. Unclaimed items will be deposited in the Lost and Found Area. Several times a year, students and parents are reminded to check the display. Unclaimed items are donated to local charitable organizations.

Valuables

The school cannot be responsible for the loss of personal property. We discourage students from bringing electronic devices and games to school without permission or proper documentation (BYOD). For safety reasons, cameras, laser pointers and aerosol cans are never permitted.

Cell Phones

Cell phones are expected to be turned off and not used on school property. Photos and video recordings are not allowed unless requested by the teacher for a specific project. Students may use the office phone to communicate an essential change in plans, however, they are required to arrange all social after school activities prior to coming to school.

Trading cards (Pokemon and all others):

We are allowing students to have cards at school, with a strict "no trading or giving cards away" rule. Students need to return home with the cards they came to school with.

Before allowing your child to bring cards to school, discuss this important rule, and discuss the risk of having their cards lost, damaged or stolen.

Annual Awards:

- Marie-Andree Hurd Award: The Marie-Andree Hurd Award was established in the spring of 1987 in memory of an outstanding elementary French Immersion teacher, librarian and consultant. The recipient, a French Immersion student, selected by the principal and staff of Elmdale School, has displayed distinguished performance in all aspects of school life.
- Sally Corrigan Award: In June 1997 the Sally Corrigan Award was established in memory of an outstanding, creative, caring teacher. The recipient of the award has displayed exemplary caring, cooperation and responsibility as a student at Elmdale School.

- The Principal's Award for Student Leadership: The Award for student Leadership is an award established by the Ontario Principals' Council. It is presented by the principal to a student or students who have contributed positively to the school community and demonstrated strong leadership skills.
- The Brodie Harrington Memorial Award: This award is awarded annually to the student, teacher or parent volunteer that has made an outstanding contribution to enhancing the Elmdale School community. For the Brodie Harrington Award, nominators are invited to identify the student, teacher or parent who best exemplifies the spirit of making outstanding contributions to the school community. Nominators are asked to please provide a brief outline of the nominee's contributions. Call for nominations will be posted on the school website each spring.

Two-Year Bilingual Kindergarten Program

All our classes are combined JK/SK classes, now called Year 1 and Year 2 groups.

At Elmdale, children stay in their own classroom, with their Early Childhood Educator (ECE), every day. The French and English teachers will come to your child's class.

Kindergarten is a two year program with a single program. The curriculum is a continuum which provides learning opportunities for a range of developmental abilities as our young learners begin school. A multi-age kindergarten class is not a new idea; there are many blended kindergarten classes within the OCDSB that have proven to be a successful structure for our youngest learners.



A blended Kindergarten classroom comprised of year 1 and year 2 students (formerly Junior and Senior Kindergarten) builds on student strengths and differences. A kindergarten child's age is not the sole indicator of ability or readiness for learning. Students enter kindergarten with a wide range of experiences, knowledge and abilities and a blended class allows for all children to feel that they contribute and belong. Regardless of the range of students' ages, experiences and abilities, the goal of the educator team is to meet the needs of all learners.

At the beginning of each new school year only a portion of the students will be new members of the class - the year 2 students develop interpersonal skills through welcoming and mentoring the year 1 students as they take on a peer leadership role. Year 1 students benefit by having peer role models with whom they can participate in more complex play.

Current research supports children of different ages learning together. Research shows that blended classes can provide students with increased opportunities for social and emotional growth. Students develop more positive peer interactions; have greater development of social skills; do more collaborative learning; display greater feelings of comfort and security; have more opportunities for

student leadership within a community of learners. (Combined Grades, Ministry of Education, Ontario -2007)

Combined Classes

The Ottawa-Carleton District School Board follows the philosophy of the Ministry of Education in recognizing the unique and special characteristics of every student. Our programs are designed to meet individual needs of students in a variety of organizational structures within schools. As outlined in the Ministry of Education's resource document, *Combined Grades: Strategies to Reach a Range of Learners in Kindergarten to Grade 6 (2007)*, a class of combined grades is composed of students from two or more adjacent grades who are grouped with one teacher for instruction.

Combined classes are often created when the number of students does not allow for the establishment of appropriately sized, single-grade classes. In other circumstances combined classes are created to most effectively meet the learning needs, stages of development, and/or learning styles of students. Within a class of combined grades each student works towards the achievement of their grade-specific curriculum expectations. When there are common concepts and/or skills across grades, students in the class often work together. When there are differences between the grades, students work on the concepts and/or skills specific to their grade. Assessment, evaluation, and reporting are grade specific. Current research indicates that multi-grade classes foster social growth and independence, practice in cooperation, respect for others, and increased motivation to learn. Older children act as models and guides for the younger children which gives the older children an increased sense of self-esteem and responsibility. Younger children adjust to school and routines more quickly by observing and imitating the older children. Both groups can learn from each other.

Each year, many of our students are assigned to a combined class. We do not group students in split classes based on their strengths or academic concerns. For example, if your Grade 2 child is in a Grade 2/3 class, it is not because he is more advanced and will follow the concepts presented in Grade 3. If your Grade 3 child is in a Grade 2/3 class, it is not because we have academic concerns and he needs to review the concepts being taught in Grade 2. To the best of our ability, we create well balanced classes for all of our students. If your child is placed in a combined grade class this fall, please know that the teacher is trained, competent and able to offer each child the support and learning experiences for their particular grade level.

The information above can be found on the OCDSB Website:

<http://www.ocdsb.ca/med/pub/Publications%20%20Updated/combined%20Grades.pdf>

Additional information on Combined Grades can be found on Ontario Ministry of Education Website:

<http://www.edu.gov.on.ca/eng/parents/combinedClassrooms/combinedClassrooms.pdf>

Volunteers

Parent Volunteers:

Elmdale staff members appreciate the assistance we receive from parent volunteers and co-op students from the local high school. There are so many ways to volunteer, from school and Council events to helping in the classroom, the gym or even from the comfort of your home.

Elmdale has a Volunteer Coordinator position through the School Council. A survey is sent to all parents each fall. Results are shared between the school administration and School Council.

Other Volunteers:

Non-parents wishing to volunteer on school field trips require a valid Police Record Check.

Other adults (non-parents) wishing to volunteer at Elmdale are asked to contact the Ottawa Network for Volunteers in Education. Their website is rich in training and resources.

<http://www.onfe-rope.ca/en>



Elmdale's DRESS CODE

(Revised and approved by School Council spring 2019)

- Dress of students must be clean, neat and within the limits of good taste.
- Tops must cover the midriff and underwear must not be visible.
- Shorts should be an appropriate length
- Dress or school bags with inappropriate wording or graphics are prohibited. This would include racist, sexist or drug or alcohol related messages.
- Students will be directed to change if they arrive at school wearing inappropriate clothing.
- Hats, hoods and bandanas must not be worn in the school.
- Proper footwear must be worn at all times. Bare feet or stocking feet are not acceptable at any time.

Elmdale's CODE OF CONDUCT

The Ontario Code of Conduct sets out standards of behaviour for all students, parents/guardians, teachers, volunteers and staff in publicly funded schools. The code applies whether on school property, on school buses, at school-authorized events or activities that happen outside of school but might have an impact on the school (eg. cyberbullying).

Everyone has a right to be safe, and feel safe, in their school community. With this right comes the responsibility for everyone to be accountable for their actions and contribute to a positive school climate.

At Elmdale these responsibilities include:

- Be respectful of people and properties
- Behave in a way that allows others in the classroom to learn free of interference;
- Be on time, prepared to learn, with the required materials and completed homework;
- Dress appropriately;
- Encourage peers to follow the code of conduct
- Settle conflicts peacefully using problems-solving strategies, or ask for help from adults
- Refrain from bringing unsafe objects or 'pretend' weapons to school or using an object to injure or threaten another person

Everyone makes mistakes, and the staff members at Elmdale are here to help you learn from them and make 'good choices'. We will help you understand that you have to take responsibility for yourself and that there are consequences for your actions.

Each student shall be given the opportunity to understand and discuss the school's code of conduct in their class. It is not our practice to consult with parents each and every time some unacceptable behaviour occurs. We hope that parents will give their support to staff when disciplinary situations arise.

As caring educators, we recognize that punishment alone seldom produces positive changes in behaviour. Responsible behaviour is encouraged when children are given opportunities to take corrective action and/or experience consequences. In keeping with the principles of progressive discipline, staff will utilize a continuum of interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. Most misbehaviour will be addressed by the homeroom teacher or supervising staff member. In many cases a reminder or warning will suffice. Further intervention may include:

- Redirection (practice correct behaviour)
- Verbal reprimand and review of expectation
- Writing a letter of apology and/or reflective writing
- Completing a learning package or making restitution
- Contract or tracking sheet
- Community service (work relating to improving the school property or climate)
- Withdrawal of privileges, recess, special or extra-curricular activities
- Detention or in-school sanction (withdrawal from class)
- Suspension or Expulsion

Duty and Authority to Suspend

Safe Schools legislation states the principal must consider suspension if students have engaged in:

- (i) uttering a threat to inflict serious bodily harm on another person;
- (ii) possessing alcohol or illegal drugs;
- (iii) being under the influence of alcohol;
- (iv) swearing at a teacher or another person in a position of authority;
- (v) committing an act of vandalism that causes extensive damage to school property or to property located on the premises of the student's school;
- (vi) bullying;
- (vii) any other activity that is an activity for which a principal may suspend a student under a policy of the Board which includes:

-
- (A) committing an act of vandalism that causes damage to Board property or to property located on the premises of the Board;
 - (B) persistent opposition to authority;
 - (C) habitual neglect of duty as a student;
 - (D) willful destruction of school property or property located on school premises;
 - (E) profane or improper language
 - (F) conduct injurious to the moral tone of the school;
 - (G) conduct injurious to the physical or mental well-being of others in the school;
 - (H) inappropriate use of information technology, as defined in Board policies and procedures;

- (I) smoking on school/Board premises;
- (J) sale of illegal or unauthorized tobacco products, prescription drugs and alcohol;
- (K) being under the influence of illegal drugs;
- (L) violation of the Board dress code; or
- (M) any act considered by the principal to be contrary to the Board or school code of conduct.

In considering the appropriateness of a suspension, principals will consider factors such as the student's age; disciplinary history; whether the student can control his/her behaviour; whether the student can understand the possible consequences of his/her behaviour, whether the student's presence in the school creates an unacceptable risk to anyone else; whether the behaviour is related to harassment because of the student's race, ethnic origin, religion, disability, gender, sexual orientation and how the discipline will affect the student's ongoing education.

Principals may suspend up to 20 days. Expulsions do not have a time limit. Engaging in the following activities will result in a suspension and possibly an expulsion- possessing a weapon, using a weapon to cause or threaten bodily harm, committing physical assault that causes bodily harm requiring treatment by a medical practitioner, committing sexual assault, trafficking in weapons or illegal drugs, committing robbery, giving alcohol to a minor.

Elmdale's SAFE SCHOOL PROGRAM

The Ministry of Education definition of bullying: ***a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation.*** Bullying occurs in a context where there is a real or perceived power imbalance. Cyberbullying can generally be defined as sending or posting harmful or malicious messages or images through e-mail, instant messages, cell phones and websites.

Our Safe School Team is constantly updating our plan to address bullying and peer victimization at Elmdale. The team meets regularly to review our goals and consider next steps. We revise our Safe School Plan yearly and post it on the school website.

We have chosen to join a program offered by the school board: WITS program. The WITS programs bring together schools, families and communities to create responsive environments that help elementary school children deal with bullying and peer victimization. - See more at: <http://www.witsprogram.ca>

What is WITS?

The WITS programs bring together schools, families and communities to create responsive environments that help elementary school children deal with bullying and peer victimization.

WITS has two parts:



Elmdale staff members will be integrating the WITS program in their lessons throughout the year and at special assemblies.

You will also hear your child use the French expression DIRE.

As part of the Health curriculum, we also discuss types of bullying and strategies to deal with challenging situations.

A Community of Character

Communication is essential in dealing with issues of bullying. Parents are encouraged to discuss their concerns with a teacher or the principal. A safe and caring learning community is one that takes a holistic approach to learning and academic achievement through the infusion of character education and opportunities for character development, respect for diversity, parent and community partnerships, and citizenship development.

The fundamental building blocks to a safe and caring school community are the relationships and partnerships between administrators, staff, parents, students and the community. It is through these relationships and partnerships that all individuals in the school community have the opportunity to practice and model to one another the character attributes that are at the foundation of our board operations.

The Ottawa-Carleton District School Board has selected these ten character attributes through several consultations with stakeholders. These attributes are what will bind us together and permeate all that we do. We believe they are the foundation for excellence and equity in education and are the cornerstone of our vision for our school communities.

In conjunction with our mission statement, "**Educating for Success – Inspiring Learning and Building Citizenship,**" our OCDSB character attributes are the stepping stones to building our community of character.



HOMEWORK PLANS AT ELMDALE

What is homework?

Homework may include:

1. Completion of the assignments that were started in class. The purpose of this type of homework is to help students stay on track with the classroom program. Parents are not expected to teach lessons to their children, the students would have had an opportunity to begin the assignment in class and ask their teacher for clarification.
2. Practice of new skills taught in class. For example, practicing numeration skills, editing written work or reading for fluency. To be effective, this type of homework requires the student to independently perform the task. Parents of French immersion students are not expected to assist with this type of homework; however it is helpful if they can be an audience for students practising their reading skills.
3. Preparation for tests or upcoming lessons. Studying for tests or quizzes, collecting information or materials for a project, and organizing binders are examples of preparation work that may be required to be done at home. Parent assistance may be required for some tasks (e.g. going to the library, using the internet, finding items).



Please note that homework completion is recorded and reported on in the Learning Skills and Work Habits section of the report card. Work completed outside of the class however is not used to determine grades. Only work completed in class is used to determine a student's level of achievement.

How much time should be spent on homework?

Students work at different speeds, so the amount of time spent on homework will vary. Students should be able to do their homework and have time to participate in other activities, including sports, free play, music lessons and family activities.



Homework should not exceed:

- 10 minutes/day in grade one
- 20 minutes/day in grade two
- 30 minutes/day in grade three
- 40-50 minutes/day in grades four to six.

If the time spent on homework exceeds these limits, please communicate with the classroom teacher.

What if your child is having difficulty with homework?

Let your child know that it is OK to ask for assistance and encourage your child to speak to the teacher if they need help. If your child is getting frustrated or upset, have them take a break and try again a bit later. If your child cannot complete the homework after trying their best, please send a note to the teacher with the incomplete homework, explaining why it wasn't finished. Homework may be modified to meet the individual learning needs of the students.

How can parents help?

Homework provides an opportunity for parents to become aware of their child's school life, their progress and their work habits. It is important that parents and teachers work together to ensure homework is supportive of student learning and each other's efforts are reinforced.

1. Help your child establish a homework routine and minimize interruptions during homework time.
2. Ensure your child has ready access to materials (pencil, ruler, possibly a dictionary or calculator).
3. While your children are doing their homework, you might wish to be close at hand. Offer help; however note that for the most part, children should be able to do their homework on their own. We encourage children to develop a sense of ownership and responsibility for their learning.
4. Read together with younger children daily and encourage older students to spend some time each day reading independently.
5. Monitor your child's homework and communicate with their teachers if the homework is taking a longer time than suggested, or if your child appears to be unclear regarding expectations.

Ministry of Education resources for parents helping their child at home:

<http://www.edu.gov.on.ca/eng/parents/howcanihelp.html>

Head Lice Information

Head lice crawl from person to person by direct head to head contact.

They do not spread disease. Anyone can get them. They are more common in children as their heads frequently touch when they play together. Itching is the main complaint.

Ottawa Public Health Fact Sheet

<http://app06.ottawa.ca/cs/groups/content/@webottawa/documents/pdf/mdaw/mdy5/~edisp/con062989.pdf>

The key things to keep in mind are...

- Detection (check your child's hair weekly using a flashlight, magnifying glass and comb– check more often if your child has close contact with someone who has head lice). Nits are brownish, the size of a pin-head, and stick to the hair shaft. Lice are brownish, around the size of a pin-head, and the adult ones can run fast away from light. They cannot jump or fly. Most common areas are above ears, the nape of the neck and the crown but they can be anywhere on the head.
- Treatment
- Treat with product every 4-5 days
- Immediately following treatment, comb out hair by dividing hair into sections and combing through with louse comb. Continue combing same area until comb comes out clean. Depending on hair and severity of infestation, the treatment comb-out can take between 30 minutes and 2 hours.
- Comb-out using effective louse trap comb (example at this link)
<http://www.licesquad.com/lice-products/lice-products/lice-squad-products/lobe-trap-comb/>



Note: treatment products ONLY kill live bugs, not nits. To remove nits and break the cycle, systematic comb-outs with an effective comb are necessary. If not, the eggs will hatch and re-infestation will occur.

- **Comb-outs:** Between treatments, comb hair out every 2nd day. Hair does not need to be divided into sections and entire comb-out should take 10-20 minutes.
- Once head is clear after 2 comb-outs in a row, treatments with product can be stopped and you can move to weekly comb-outs for 4 weeks in a row to ensure are lice and nits are gone. Comb-outs can also be used as a screening and prevention method.
- Household cleaning (using the dryer – high heat for 30-40 minutes, vacuuming items that cannot be dried or putting items away for more than 48 hours).