



Agenda

POLICY DEVELOPMENT COMMITTEE MEETING

Tuesday, March 21, 2017

6:30 – 8:30 P.M.

CATHOLIC EDUCATION CENTRE – BOARDROOM

Chairperson: Linda Ainsworth

Trustees who are unable to attend the meeting are asked to please notify Pam Smith.

A. Call to Order:

1. Opening Prayer, Mr. Zachary Smith.
2. Approval of Agenda.
3. Declarations of Conflicts of Interest.
4. Approval of the Minutes of the Policy Committee Meeting of Monday, March 6, 2017.
5. Business Arising from the Minutes.

B. Presentations/Recommended Actions:

1. RA: Draft AP Student Trustee (New # 105/Old 1110).
Mr. Michael Nasello, Director of Education. [Document PG 5](#)
2. R.A. Draft AP Exclusion from School (New 312). [Document PG 13](#)
Mrs. Anne Marie Duncan, Superintendent of Learning/Special Education Services.
3. R.A. Draft AP Pediculosis in Schools (New 812/Old 815). [Document PG 20](#)
Mrs. Anne Marie Duncan, Superintendent of Learning/Special Education Services.
4. R.A. Draft Peterborough Victoria Northumberland and Clarington Catholic District School Board By-Laws. [Hand out at Meeting](#)
Mr. Michael Nasello, Director of Education.

C. Information Items:

1. Review of the PVNCCDSB Policy Tracking Chart (will be shared at the meeting)

D. Next Meeting:

1. Monday, April 3, 2017 6:00 p.m. – 6:30 p.m.
2. Selection of Member for Opening Prayer.
3. Selection of Member for Closing Prayer.

E. Conclusion:

1. Closing Prayer, Mrs. Ruth Ciraulo.
2. Adjournment.



Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Monday, March 6, 2017 at 6:00 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough

PRESENT

Trustees: Mmes. Linda Ainsworth (Chairperson), Ruth Ciraulo, Michelle Griepsma.
Messrs. Dave Bernier, Zachary Smith (Student Trustee).

Administration: Mmes. Joan Carragher, Laurie Corrigan, Anne Marie Duncan, Isabel Grace, Dawn Michie.
Messrs. Michael Nasello, Timothy Moloney.

Regrets: Mme. Christine Dunn, Helen McCarthy.
Messr. Daniel Demers.

Recorder: Mrs. Pamela Smith.

1. **Call to Order:**

1. Opening Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, called the meeting to order at 6:05 p.m. and asked Mrs. Ruth Ciraulo to lead the Opening Prayer.

2. Approval of the Agenda.

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mr. Dave Bernier, that the Policy Committee Agenda dated Tuesday, February 21, 2017 be approved with the amendment that under item "A5" Business Arising from the Minutes that Draft Directional Policy #900 Safe and Accepting Schools be added.

Carried.

3. Declarations of Conflicts of Interest.

There were no declarations of conflicts of interest.

4. Approval of the Minutes of the Policy Development Committee Meeting of Tuesday, February 21, 2017.

MOTION: Moved by Mrs. Ruth Ciraulo, seconded by Mr. Dave Bernier,

that the minutes of the Tuesday, February 21, 2017 Policy Development Committee Meeting be approved as presented.

Carried.

5. Business Arising from the Minutes.

Trustees requested that the below revision be made to the Draft Safe and Accepting Schools Directional Policy (New #900)

Page One – Policy Section

Replace the word “**should**” with “**shall strive to**” to reflect the below:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board believes that all students need to feel safe and secure to benefit from the advantages of being part of a Catholic education community. To that end, every school ~~should~~ **shall strive to** be a welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environment, rooted in the Gospel values.

B. Presentations/Recommended Actions: No Items.**C. Information Items:**

Mr. Nasello, Director of Education, shared that the below Directional Policies and Administrative Procedures were previously approved with the new framework. These items were brought forward to be in alignment with the new numbering system and formatting.

1. Review of Directional Policy (Old # 825, New # 300) Student Achievement and Well-Being.
 - a. Review of Administrative Procedure (Old # 825-003, New # 301) Effective Instructional Practice.
 - b. Review of Administrative Procedure (Old # 825-007, New # 302) Assessment Evaluation and Reporting.
2. Review of Directional Policy (Old # 501, New 400) Recruitment, Talent Development, Leadership and Succession Planning.
 - a. Review of Administrative Procedure (Old # 501-001, New # 401) Recruitment and Promotion.
3. Review of Directional Policy (Old # 826, New # 700) Equity and Inclusive Education.

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mrs. Ruth Cirualo,

that the below Directional Policies and Administrative procedures be approved in the new format with new numbering.

1. Directional Policy Student Achievement and Well-Being #300
2. Administrative Procedure Effective Instructional Practice #301
3. Administrative Procedure Assessment and Evaluation #302
4. Directional Policy Recruitment, Talent Development, Leadership and Succession Planning # 400
5. Administrative Procedure Recruitment and Promotion #401
6. Directional Policy Equity and Inclusive Education #700

Carried.

D. Next Meeting:

1. Tuesday, March 21, 2017 6:30-8:30 p.m.
2. Selection of Member for Opening Prayer – Mr. Zachary Smith
2. Selection of Member for Closing Prayer – Mrs. Ruth Cirualo

E. Conclusion:

1. Closing Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, asked Mr. Dave Bernier to lead the Closing Prayer.

The Policy Committee Meeting was not adjourned and moved into the Governance Committee Meeting at 6:30 p.m.

Following the Governance Meeting the Policy Committee reconvened at 7:25 p.m. and Mrs. Andrea Bradley recorded the minutes.

Draft Administrative Procedure Instruction Out of School and Appendices (New 307/Old 824) were shared with the Policy Committee. Mrs. Anne Marie Duncan, Superintendent of Learning/Special Education Services, answered questions and made revisions to the Draft Administrative Procedure.

MOTION: Moved by Mrs. Ruth Ciraulo, seconded by Mr. Dave Bernier,

that the current Policy and Administrative procedure, *P-824 and AP-824 – Instruction Out of School and Appendixes* be deleted and the relevant information be captured and incorporated into the new format as Administrative Procedure – 307 Instruction Out of School and Appendixes and will be under Directional Policy-Student Achievement and Well-Being.

Carried

2. Adjournment.

MOTION: Moved by Mr. Dave Bernier, seconded by Mrs. Michelle Griepsma,

that the meeting adjourn 8:15 p.m.

Carried.

Linda Ainsworth
Committee Chairperson
pls

Michael Nasello
Director of Education



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE STUDENT TRUSTEES	ADMINISTRATIVE PROCEDURE NUMBER 1101 (OLD) 105 (NEW)
Directional Policy 100 Governance, Vision and Strategic Priorities	

DRAFT as of 2017-03-17

TITLE OF ADMINISTRATIVE PROCEDURE:

Student Trustees

DATE APPROVED:

PROJECTED REVIEW DATE:

March, 2022

DIRECTIONAL POLICY ALIGNMENT: 100 Governance, Vision and Strategic Priorities:

The exercise of good governance includes the intentional creation of opportunities for student voice to be exercised and heard. To that end, the board is committed to maintaining the position of student trustee whereby the student voice may be heard at the board table.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Governance, Vision and Strategic Priorities Policy supports our Vision for Achieving Excellence in Catholic Education through Learning, Leadership and Service. This Vision calls the Board to these Strategic Priorities:

- Ensure our structures, processes, relationships, and actions reflect our Gospel and Catholic Social Teachings.
- Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations.
- Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students.
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments.
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision.

AP- STUDENT TRUSTEES

ACTION REQUIRED:

The board and senior administration recognize the importance of student trustees and their role in bringing forward the student voice of the system. Two positions for student trustees: a junior student trustee who is in Gr. 11 and a senior student trustee who is in Gr. 12. The term of office of each trustee will be one year. In the spring of each year, a new junior student trustee from Gr. 10 and a new senior student trustee from Gr. 11 will be elected for the following one year.

A student trustee's term of office shall run from August 1 of the year in which he or she is elected and shall end July 31.

The student trustee does not have a vote on any matter and shall not affect quorum. The student trustee shall otherwise participate as a regular trustee to examine and debate issues leading up to a vote, with their position on the matter being recorded in the minutes.

The Vice-chairperson shall be designated as mentor to the student trustee. The Director of Education shall designate a member of the Board administration for ongoing support and contact.

1. SELECTION

- a) The election of a student trustee **candidate** from each school shall be by a direct or indirect peer election process. The Secondary Administration team at each secondary school will determine which process they will follow. The student trustee candidates, as a group, shall be known as the **Student Council Liaison Committee**. The existing and future Student Council Liaison Committees shall elect from among the group a member to recommend to the Board as student trustee by April 30 each year.
- b) Secondary school principals will ensure that a direct or indirect election process is in place prior to the end of March to allow eligible and interested individuals to be nominated as student trustee candidates.
- c) The Director of Education or his or her designate will meet with the student trustee candidates elected by each school, as well as members of the current Student Council Liaison Committee, to review the student trustee role and expectations, and assist with the election of a candidate to the Board as student trustee.
- d) The nominees from each secondary school will present their information packages and, following the presentations, all those in attendance will elect the individual to serve as student trustee.
- e) The information packages will consist of a résumé and cover letter including:
 - (i) reasons for seeking the position;
 - (ii) educational background;
 - (iii) achievements and interests;

- (iv) other pertinent information; and
- (v) references from parish priest/pastoral care worker; secondary school principal/vice-principal; guidance counsellor/student council staff advisor.

2. ELIGIBILITY

The student trustee will:

- (a) be Roman Catholic;
- (b) be a **full-time pupil** of the Board in the senior division as of August 1 after the election and remain so for the duration of his or her term of office;
- (c) shall meet the eligibility requirements within the Education Act and Municipal Elections Act related to Catholic School Board Trustees, excluding those related to age;
- (d) be maintaining a grade average of 70% or better at the time he or she becomes a candidate for the position, and must maintain that average throughout his or her term of office;
- (e) receive written approval of his or her parent/guardian, if under 18 years old;
- (f) receive the written recommendations of the principal or vice-principal, parish priest or school pastoral care worker, and his or her guidance counsellor or student council staff advisor of the Catholic secondary school he or she attends;
- (g) have displayed proven leadership experience, parish and community involvement, and an acceptable academic achievement;
- (h) for the position of senior student trustee, have previously served as a junior student trustee for the board (with the exception of the election for the 2017/2018 school year).

3. RESPONSIBILITIES

The student trustees will:

- (a) attend public sessions of regular meetings of the Board and its standing committees; normally, the student trustees will not attend the in-camera portion of a board meeting;
- (b) uphold and promote the Board's Mission and Vision in the performance of his or her duties;
- (c) demonstrate confidentiality and discretion, where required, and act in accordance with Board Policies, By-laws, and Rules of Order;

AP- STUDENT TRUSTEES

- (d) participate fully with other trustees in discussions, giving voice to the interests of all students and reporting regularly to the Board, and to act on behalf of the well-being of the student population within the Board;
- (e) take the lead, as Co-Chair of the Student Council Liaison Committee, in planning the annual leadership event for secondary student council members;
- (f) liaise with the student population through local school student councils by means of the Student Council Liaison Committee, and communicate with them on Board matters;
- (g) follow the normal process of dealing with complaints, questions, or suggestions regarding a school or service by advising the appropriate Board personnel;
- (h) represent the Board at various functions when specifically designated to do so by the Chairperson of the Board or the Director of Education;
- (i) maintain a 70% average and conduct himself or herself with proper demeanor at all times in accordance with the Catholic School Graduate Expectations for students of Catholic secondary schools;
- (j) be required to wear his or her school dress code, or casual business attire when in attendance at Board or Board committee meetings;
- (k) complete the Student Trustee Profile Form and return to the Communication Services for media purposes;
- (l) have a photograph taken for use in publications and media documents produced by the Communication Services.

4. ATTENDANCE

The student trustees are expected to attend public sessions of regular meetings of the Board and its standing committees. A member of the Student Council Liaison Committee may be designated to attend a meeting when a student trustee is unable to attend. Absence from three consecutive Board meetings, regardless of replacement, will result in disqualification of the student trustee in accordance with the Education Act.

5. VACANCY

The Student Trustee Liaison Committee will be called upon to elect from among its members a new student trustee upon the resignation or disqualification of a student trustee.

6. EXPENSES

Student trustees will be afforded expenses according to Board policy.

AP- STUDENT TRUSTEES

7. ADMINISTRATIVE SUPPORT

Student trustees will receive orientation and in-service by the Board Chairperson, or designate, and Board administration, prior to the beginning of his or her term of office. Orientation will include an introduction to the Board Mission and Vision, as well as issues of confidentiality and conflict of interest. Student trustees will be provided with normal support services afforded to trustees. The Board will make arrangements to provide the student trustee access to computer, phone, fax, voice mail, and photocopy services in order to support their role.

8. MATERIALS

Appropriate agendas and supporting materials pertaining to Board and committee meetings will be provided to the student trustee. Business cards will be provided by Communication Services.

9. COMMISSIONING SERVICE

A commissioning service will be organized in September of each year to welcome the new student trustee into his or her position. Such a service will be celebrated at a Board meeting and will include the family and guests of the student trustee.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- ensuring there is a process in place for the encouragement, election and support of student trustees;
- ensuring that the student trustees are welcome and that they are given opportunities to voice their opinions and views on matters being discussed, and to give a student trustee report at each board meeting;
- assigning the Vice Chair to mentor the student trustees.

The Director of Education is responsible for:

- facilitating the election of student trustees each year;
- along with the Vice Chair, orienting and mentoring the student trustees in their role;
- facilitating the leadership of the student trustees at the student liaison committee.

Superintendents are responsible for:

- supporting secondary principal in preparing for the election of their student trustee candidates;
- working with the director of education in facilitating and supporting the work of student trustees;

AP- STUDENT TRUSTEES

Secondary Principals are responsible for:

- ensuring that candidates for student trustee are recruited and brought forward, properly screened, and given appropriate support for their candidacy in the student trustee election;
- establishing an election process within their schools for the election of their school candidate.

Teachers and Staff are responsible for:

- supporting and encouraging appropriate candidates for the role of student trustee.

Parents are responsible for:

- ensuring that their students who have chosen to run for election have their written consent;
- support their decision and will ensure transportation to and from meetings and other special events that require the participation of the student trustee.

Students are responsible for:

- voting for appropriate student trustee candidates in their schools;
- supporting their student trustees elected by their student liaison committee;
- communicating with their student trustees or student liaison committee their ideas, concerns, and vision to be help form part of the student trustees monthly reports.

PROGRESS INDICATORS:

- Student trustees will be in place for the commencement of each school year, and are ready to participate in the first and subsequent board meetings of the year.
- The transition from one to two student trustees has effectively taken place.
- The student liaison committee gives positive feedback to the Director as to the process for election and that their voices are being effectively represented at the board table.

DEFINITIONS:

STUDENT TRUSTEE: Student trustee is a contributing, non-voting student member on the Board of Trustees who represents the voice of the students served by the Board, and play a key role in Board issues through active participation in the decision-making process at the Board level.

STUDENT COUNCIL LIAISON COMMITTEE: Student Council Liaison Committee members include the student trustee candidates from each secondary school.

AP- STUDENT TRUSTEES

IN-CAMERA: In-camera is a meeting of a committee of the Board, including a committee of the whole Board, and may be closed to the public when the subject under consideration involves:

- (a) the security of the property of the Board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the Board; or
- (e) litigation affecting the Board.

Education Act, Section 207

VOTING: Student trustees are not Board members and are, therefore, not entitled to a binding vote - that is, their vote doesn't "count". However, a student trustee does have the right to have his or her vote recorded in the Board minutes if they request it. In addition, a student trustee may request that a matter before a Board or any of its committees be put to a vote, in which case there must be two votes:

- (a) a non-binding vote that includes the student trustee's vote, and
- (b) a recorded binding vote that does not include the student trustee's vote.

A student trustee is not entitled to move a motion, but is entitled to **suggest** a motion on any matter at a meeting of the Board or of one of its committees on which the student trustee sits. If no member of the Board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

DIRECT ELECTION PROCESS: Once eligibility is established, student trustee candidates will be given the opportunity to present themselves to the **student body** and a school-wide election will be held. The student elected will become that school's representative on the Student Council Liaison Committee.

INDIRECT ELECTION PROCESS: Once eligibility is established, student trustee candidates will be given the opportunity to present themselves to the **sitting Student Council**. An election by members of the Student Council will be held. The student elected will become that school's representative on the Student Council Liaison Committee.

REFERENCES:

Municipal Elections Act, 1996, Section 17 (2) and 29.1
Education Act, Section 1 (1)
Education Act, Section 55
Education Act, Section 58.9 (3)
Education Act, Section 67
Education Act, Section 207 (2)
Education Act, Section 219.1
Peterborough Victoria Northumberland and Clarington Catholic District School
Board By-Laws
Peterborough Victoria Northumberland and Clarington Catholic District School
Board Policies and Administrative Procedures Manual



BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE EXCLUSION FROM SCHOOL	ADMINISTRATIVE PROCEDURE NUMBER 312 (NEW)
Directional Policy Student Achievement and Well-Being - 300	

DRAFT @ March 17, 2017

TITLE OF ADMINISTRATIVE PROCEDURE:

Exclusion from School

DATE APPROVED:

PROJECTED REVIEW DATE:

2022

DIRECTIONAL POLICY ALIGNMENT: Student Achievement and Well-Being - 300

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Exclusion from School Administrative Procedures support our Vision for achieving excellence in Catholic Education through learning, leadership and service. This Vision calls the Board to these Strategic Priorities:

- Ensure our structures, processes, relationships, and actions reflect our Gospel Values and Catholic Social Teachings;
- Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations;
- Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students;
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments; and
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision.

ACTION REQUIRED/GUIDELINES:

The Peterborough, Victoria, Northumberland and Clarington Catholic District School Board believes that effective learning environments must be safe for students, staff, parents, clergy, volunteers and visitors. In some cases the principal may need to prevent individuals from accessing the school or classes to ensure a safe environment and to allow for development of appropriate programming and supports for a student.

Section 265(1)(m) of the Education Act R.S.O. 1990 indicates that one of the duties of the Principal is: “subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils”.

Program and Policy Memorandum 145 stipulates that Section 265 (1) (m) of the Act is not to be used as a disciplinary measure but is a short term measure to ensure the safety of students, staff and parents in the school.

Exclusion under Section 265(1) (m) is subject to appeal to the Board.

Reasons for exclusion from school include medical conditions, physical conditions, mental health conditions or behavioural concerns

Medical Condition: In the case of exclusion due to a medical condition, the community partners are essential when making this determination. The local Public Health Unit may exclude a student from school and notify the school principal that such an action has already been decided, for example, in the case of communicable diseases.

Physical or Mental Health Condition: A physician may provide written notification that the student is unwell and should be excused from attending school while under his/her care. Some examples of a physical condition or a mental health condition could be chronic disease, such as cancer or anxiety disorders.

Behavioural: Extreme behavioural concerns sometimes stem from needs that require a student to be excluded until more information is collected (e.g., report from a physician or psychologist in order to plan an educational program that meets the student's needs).

Excluding students based on mental health conditions and/or behaviour concerns is not to be confused with the disciplinary provisions found in Part XIII of the Education Act. PPM145 (Progressive Discipline and Promoting Positive Student Behaviour) stresses the need to build on strategies to maintain student behaviours that are conducive to learning and that do not place anyone in the school at risk.

When considering exclusion, there must be conditions outlined in an exclusion letter to parents/guardians/adult students to facilitate the student's return to school or another appropriate placement. The conditions need to be reasonable, realistic and in the best interest of the student. In some cases, the conditions can be modified as more information, for example a report from a medical practitioner, is received. The school

team, in communication with parents, is encouraged to meet frequently to review the status of the conditions. In some cases, the exclusion may overlap the end of one school year and the beginning of another school year, or may begin prior to entering school.

While the student is excluded from school, the school is still responsible to provide an educational program for that student. Schools will consult with the Family of Schools Superintendent to explore options for alternative programming which could include out of school instruction or e-learning (secondary).

Appeals of exclusion must be made in writing to the Director of Education.

Appeals

- The adult-student or the student's parent/guardian/adult representative may appeal an exclusion. All exclusion appeals will be received by the Director of Education or designate.
- An appeal of an exclusion does not stay the exclusion.
- A person who intends to appeal an exclusion must give written notice of his/her intention to appeal the exclusion within ten (10) school days of the commencement of the exclusion.
- The Board, represented by a committee of trustees called the Appeal Committee, must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).
- The parties in an appeal to the Appeals Committee shall be the principal and the Family of Schools Superintendent (administration), and the adult student or the parent/guardian/adult representative (appellant).
- Exclusion appeals will be heard orally, in camera, by the Appeal Committee. An appellant may bring legal counsel, an advocate, or support person with them to the appeal.
 - The appellant will proceed first by making oral submissions regarding the reason for the appeal and the result desired.
 - The student will be asked to make a statement on his/her own behalf, if he/she chooses to do so.
 - The administration and/or legal counsel will make oral submissions on behalf of the Board, including a response to any issues raised in the appellant's submissions.
 - The appellant may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by

the appellant.

- The Appeals Committee may ask any party, or the student, where appropriate, questions of clarification.
- Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.
- The Appeal Committee will consider, based on the submissions of both parties, whether the decision to exclude was reasonable in the circumstances, and shall either:
 - Confirm the exclusion and its conditions; or
 - Confirm the exclusion and modify its conditions, as necessary; or
 - Quash the exclusion; or
 - Make such other appropriate order.
- The decision of the Appeals Committee is final. The decision shall be communicated to the appellant in writing.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- Ensuring the alignment of the Exclusion from School Administrative Procedure with the Safe and Inclusive Schools Directional Policy;
- Establishing an Appeals Committee of 3 trustees each year at the Inaugural Board Meeting;
- Ensuring trustees who are in direct conflict of interest, or who have had any personal involvement in the matter prior to the appeal, excuse themselves from the Appeal Committee.

The Director of Education is responsible for:

- Receiving exclusion appeals;
- Upon receipt of written notice of the intention to appeal the exclusion:
 - promptly advising the school principal of the appeal;
 - promptly advising the adult student or the parent/guardian that a review of the exclusion will take place, and invite the adult student or parent/guardian to contact the Director of Education or designate to discuss any matter respecting the incident and/or appeal of the exclusion;

- reviewing the exclusion (reason, duration, and any mitigating or other factors), in consultation with the principal and Family of Schools Superintendent;
- requesting a meeting with the adult-student or the parent/guardian and the principal to try to effect a settlement;
- where a settlement is not reached, providing notice of the review decision to the adult student or parent/guardian;
- arranging a date for the appeal before the Appeals Committee;
- co-ordinating the preparation of a written report for the Appeals Committee. This report will contain at least the following components:
 - A report of the rationale for exclusion and the program currently in place for the student, as prepared by the principal;
 - A copy of the original exclusion letter;
 - A copy of the letter requesting the exclusion appeal; and
 - A copy of the correspondence with respect to the decision of the Director of Education or designate regarding the exclusion review;
- informing the adult-student or the parent/guardian of the date of the exclusion appeal, providing a guide to the process for the appeal, a copy of the documentation that will go to the Appeals Committee and ensuring that the item is placed on the committee's agenda.

Family of Schools Superintendents are responsible for:

- assisting principals in the discernment process around the need to exclude;
- assuring that principals have followed the Exclusion Administrative Procedure;
- attending exclusion Appeal Committee with the school principal.

Principals are responsible for:

- considering the school based and community based resources available, prior to determining that an exclusion is necessary. While the decision is ultimately the principal's, the input of information from the school team is vital;
- consulting with their Family of Schools Superintendent;
- meeting with the parents/guardians to discuss the process including reasons, conditions of return, the plan, and possible return date;
- writing the exclusion letter and copying it to recipients as outlined in a letter;

- providing for instruction. Students who are being excluded due to physical conditions may require instruction out of school, such as in the home, in the library, in a hospital, or in another alternate location. Transportation, if necessary, is the parent/guardian's responsibility.
- regularly monitoring the status of the conditions as set out in the exclusion letter, keeping the lines of communication open with the parents/guardians, providing follow-up documentation to parents/guardians, if necessary;
- planning to have the student return to the school with an appropriate transition plan as determined in consultation with the members of the school team;
- when the conditions have been met, beginning the transition process back to school in consultation with the school team. The Superintendent is to be involved, especially when there is a transition from elementary to secondary school; and
- writing a re-entry letter and copying recipients as outlined in the letter.

Teachers and Support Staff are responsible for:

- providing timely and tiered intervention and program to support all PVNC students;
- ensuring that the school principal is aware of all interventions to support students in need, to allow for the most effective decisions to be made for the student and for the school community.

Parents/guardians are responsible for:

- fulfilling their responsibilities as outlined in the conditions for their child's re-entry to the school;
- keeping the school's administration apprised of any changes which would affect the student's re-entry plan to the school.

Students are responsible for:

- fulfilling their responsibilities as outlined in the conditions for re-entry to the school.

PROGRESS INDICATORS:

- All stakeholders are aware of their rights and responsibilities in the Exclusion Administrative Procedure.
- Use of the right to exclude in the Education Act is fair, consistent and transparent across all PVNC schools.

DEFINITIONS:

Adult Pupil means a pupil of the Board who is 18 years old or older or a pupil who is 16 or 17 and has removed him/herself from the care and control of his/her parent and/or guardian.

Appellant means an individual who has been refused admission to a school or classroom in a school pursuant to section 265(1)(m) of the Education Act and who has filed an appeal or that individual's parent/guardian or adult representative where the individual who has been refused admission is a pupil of the Board, but not an adult pupil.

In camera means not in public; private.

REFERENCES:

Education Act: Section 265(1) (m)

PPM 145 Progressive Discipline and Promoting Positive Student Behaviour

Regulation 472/07: Behaviour, Discipline and Safety of Pupils



BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

Pediculosis in Schools

ADMINISTRATIVE PROCEDURE
NUMBER

815 (OLD)

812 (NEW)

Directional Policy

800 Learning and Work Environments

DRAFT as of 2017-03-17

TITLE OF ADMINISTRATIVE PROCEDURE:

Pediculosis in Schools

DATE APPROVED:

PROJECTED REVIEW DATE:

March, 2022

DIRECTIONAL POLICY ALIGNMENT: 800 Learning and Work Environments.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Pediculosis in Schools Administrative Procedures support our Vision for Achieving Excellence in Catholic Education through Learning, Leadership and Service. This Vision calls the Board to these Strategic Priorities:

- Ensure our structures, processes, relationships, and actions reflect our Gospel and Catholic Social Teachings.
- Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations.
- Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students.
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments.
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision.

ACTION REQUIRED:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to a partnership with parents, students, staff, and the school community in understanding and managing pediculosis (head lice), with dignity and compassion for all.

According to the [Canadian Paediatric Society \(CPS\), \(2016\)](#),

- pediculosis infestations are not a primary health hazard or a vector for disease, but they are a societal problem with substantial costs;
- definitive diagnosis of head lice infestation requires the detection of a living louse;
- research indicates that head lice is frequently misdiagnosed and overdiagnosed, particularly when relying on nit detection only; without microscopy, the ability to distinguish viable from nonviable nits is difficult;
- when a live louse is detected in a student's head, a full course of treatment and avoiding close head-to-head activities are recommended.

According to the National Pediculosis Society, research indicates that non-removal of nits is one of the primary causes of treatment failure. With nit removal absent from treatment, students with hatching nits are readmitted to the group setting, as the pesticide treatments are not always 100% effective; some strains of head lice have developed resistance to the chemicals. Further, the repeated use of pesticides on the scalp is not ideal, so there should not be a reliance on toxic chemicals exclusively as a treatment option.

The treatment and eradication of pediculosis is ultimately the parents/guardians' responsibility; however, the school will provide information to guide them in their options.

According to the CPS, families of students in the same classroom as a student who has pediculosis must be alerted, and information on diagnosis and management should be shared with those parents as well. The dignity and privacy of all parties must be maintained at all times. Messaging that pediculosis is a common nuisance, not a disease risk or a sign of a lack of cleanliness, is important.

Ultimately, education for staff, students and parents around pediculosis detection and management is the key factor in reducing outbreaks in schools.

RESPONSIBILITIES

The Board of Trustees is responsible for:

- reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-being Directional Policy;

The Director of Education is responsible for:

- overseeing implementation of the Pediculosis in Schools Administrative Procedures;

The lead Superintendent is responsible for:

- supporting implementation of these Administrative Procedures;
- in collaboration with the local health unit, the preparation of educational materials, which will be distributed by schools at least annually at the beginning of each school year to parents/guardians and students, as well as immediately following any outbreak at a school, and which will reside on the school websites;

Principals are responsible for:

- creating a school action plan to respond to cases of head lice, which ensures that the dignity and well-being of students is prioritized, and which outlines school and classroom practices which control the spread of pediculosis, to include:
 - an annual regular procedure for informing parents about pediculosis, using information from Board administrative procedures and local health units (see Appendix A - *Pediculosis Fact Sheet*) for insertion on the school website, as well as in newsletters, the student agenda, etc.;
 - informing parents of potential screening for pediculosis;
 - a process for educating staff on pediculosis to avoid misdiagnoses;
 - a clear re-admission procedure, requiring that treatment has been administered and nits have been removed;
 - parent assurance that reporting head lice is encouraged and confidentiality will be maintained;
 - communication throughout the year reminding parents to check their children's hair regularly for head lice and nits.
- if desired, having trained teams of parent volunteers to assist in monitoring and checking students for head lice. These parent volunteers must ensure confidentiality. An outside professional may also be used for regular screening, at the school's expense;
- when a student is identified as having pediculosis or nits, attempting to contact the parent/guardian and requesting that the student be treated as soon as possible. The parent/guardian should pick up the student immediately and begin treatment. If this is not feasible, close contact with others must be avoided and the student is sent home as usual at the end of the day;
- providing a letter to the affected student's family, outlining the expectation that the student may return to class only when treatment has been administered (Appendix B), and a signed *Verification of Treatment for Pediculosis* (Appendix C) has been submitted to the school;

- giving written instructions for treatment, which are included in the *Pediculosis Fact Sheet* and in the *Verification of Treatment for Pediculosis* form, to the family of each identified student;
- requiring that students leaving with lice or nits not return to school until they are nit-free;
- ensuring that the student who returns to school after having lice/nits is indeed lice/nit-free;
- sending the *Letter of Attention* (Appendix D) home to all parents of students in the class where there is a live case. If multiple cases are found during a short time-frame (i.e. two-three week period), the principal will determine the number of times the letter is sent home;
- having the discretion to send the *Pediculosis Fact Sheet* and *Letter of Attention* home to all parents in classes where there are siblings of the student infected;
- referring students to a social worker in cases of chronic pediculosis infestations.

Teachers and Support Staff are responsible for:

- reporting immediately to the school principal if they suspect head lice/nits;
- distributing communication to homes, as per the principal's direction.

Parents are responsible for:

- checking their children regularly for lice and/or nits, but specifically when the school has notified parents that their children may have come into contact with pediculosis;
- ensuring that their children arrive at school nit-free;
- reviewing with their children strategies to avoid pediculosis, such as no sharing of hats, combs or brushes, and no head-to-head contact;
- reporting suspected cases of pediculosis to the principal;
- arranging for their children to be picked up from school as soon as possible, and commencing treatment, should they be contacted by the school to indicated that lice/nits have been found in their children's hair;
- treating their children in accordance with the *Verification of Treatment for Pediculosis* parameters;
- keeping their children at home until they are nit-free;
- completing the *Verification of Treatment for Pediculosis* form provided by the school (Appendix C), indicating the treatment which has occurred, and returning this form to the school when the children are ready to return.

PROGRESS INDICATORS:

The National Pediculosis Association states that the outcomes of effective pediculosis procedures are that they:

- Prevent continuing infestations caused by the surviving and hatching of nits.

- Maximize the opportunity to eliminate repeated chemical treatments aimed at killing head lice that hatch from remaining viable nits.
- Protect students from potential ridicule and rejection due to chronic lice infestation.
- Enhance uninterrupted class time for the majority of the students and prevent lost days at work that can be costly for parents.

DEFINITIONS:

PEDICULOSIS/HEAD LICE

Pediculosis/head lice are tiny bugs that live only on the scalp of human beings. They do not have wings so they cannot fly or jump, and they are not found on cats, dogs, or any other household pet. The bites from head lice can cause itching and scratching. Scratching may cause sores, which may get infected.

NITS

Nits are the eggs that head lice lay. Live eggs can range in colour from off-white to dark brown, and can also be the colour of the hair they are on. Nits are typically half the size of a pinhead but they can be smaller or larger. They stick to the hair and do not fall off if touched. After the eggs are hatched, the shells are white. These empty shells stay on the hair as the hair grows.

REFERENCES:

[Head Lice Infestations: A Clinical Update](#). Canadian Paediatric Society, 2016.

[The National Pediculosis Association website](#)

[Sick studentren's Hospital \(www.aboutkidshealth.ca/justforkids\)](http://www.aboutkidshealth.ca/justforkids)

RESOURCES:

- See attached Appendices for sample communication

APPENDIX A - Pediculosis Fact Sheet

This appendix will be the current fact sheets provided by the HKPR Public Health unit and the Durham Public Health unit.

APPENDIX B - Letter of Notification of Suspected Head Lice

(SCHOOL LETTERHEAD)

Date

Dear Parent/Guardian:

Head lice or nits (pediculosis) have been found in your child's hair. Head lice are no reflection on the state of cleanliness; they are a recurring problem which can affect anyone in direct contact. Students are more prone to getting pediculosis because they are more likely to be in head-to-head contact.

Head lice are not a medical concern, but they are a costly nuisance, and need to be treated to control the spread to others. An approved treatment must be used before your child may return to school; please see the enclosed *Verification of Treatment for Pediculosis* form, which outlines the parameters required for appropriate treatment. Confidentiality for your child will be respected. If the problem continues to occur, a Board social worker who works with your child's school may be contacted for assistance. Please call the school if you have any questions.

You are requested to:

- (1) read the enclosed *Pediculosis Fact Sheet*;
- (2) consult with a pharmacist or other appropriate professional about the best product to use to kill the lice;
- (3) remove all lice and nits (wet-combing with a very fine-toothed comb is effective);
- (3) complete and sign the attached *Verification of Treatment for Pediculosis* form;
- (4) return with your child to school when treatment has been successfully completed.

Your child must report to the office with the completed and signed *Verification of Treatment for Pediculosis* form before returning to class.

We thank you very much for your prompt attention in this matter and for your cooperation.

Sincerely,
Principal

APPENDIX C - Verification of Treatment for Pediculosis

(SCHOOL LETTERHEAD)

Verification of Treatment for Pediculosis

An approved treatment must be used before your child may return to school, as follows:

STEP ONE

I have read the information provided.

Yes ☐ No ☐

I have used an approved head lice treatment.

Yes ☐ No ☐

Type of treatment used: _____

I have removed all lice and/or nits (eggs).

Yes ☐ No ☐

I have checked all family members, including adults, and treated if necessary.

Yes ☐ No ☐

At successful completion of Step 1, your child may return to school. Continue with Step Two.

STEP TWO

I will be doing a daily head check for the next 10 days.

Yes ☐ No ☐

I have planned a repeat treatment after 7 days to kill any newly hatched lice.

Yes ☐ No ☐

I will be advising close contacts that my child has pediculosis.

Yes ☐ No ☐

Parent/Guardian Signature: Date:

APPENDIX D - Letter of Attention to Classes of Identified Students

(SCHOOL LETTERHEAD)

Date

Dear Parent/Guardian:

Your child **may have** come into contact with head lice (pediculosis). Please check your child's head for live lice and/or their nits (eggs). Head lice are no reflection on the state of cleanliness; they are a recurring problem which can affect anyone in direct contact. Students are more prone to getting pediculosis because they are more likely to be in head-to-head contact. Head lice are not a medical concern, but they are a costly nuisance, and need to be treated to control the spread to others.

If you find head lice or nits, please inform the principal immediately. You must administer a treatment to kill them before your child returns to school. Wet-combing with a fine-tooth comb is a technique that assists with the removal of nits and is to be employed in conjunction with a treatment to kill the lice. A student's readmission to school is contingent upon the Parent/Guardian submitting a completed and signed *Verification of Treatment for Pediculosis* form, communicating to the Principal that treatment for pediculosis (head lice) has been administered, and was successful. Please see the school website for detection and treatment details.

Those parents/guardians of the students found to have head lice will be contacted and advised to follow the treatment outlined in the *Verification of Treatment for Pediculosis* form. Students may return to school once treatment has been completed successfully.

If you have any questions that have not been answered in the information found in the website, please call me at the school.

Sincerely,
Principal