

ADMINISTRATIVE PROCEDURE 250

ANIMALS IN THE CLASSROOM

Background

HPSD believes that students require an understanding of animal life and life processes and recognizes the value of active learning processes in developing these concepts. The Division also recognizes the importance of students developing the concepts of dignity of life and respect for all living things and consequently requires that all animal life used in the classroom be treated in a humane and purposeful manner.

Procedures

LIVE ANIMALS IN THE CLASSROOM

1. The teacher shall provide a written proposal for the use and maintenance of live animals in the classroom that addresses:
 - a. the appropriateness to curriculum;
 - b. the effect of the animals upon the students from a health and psychological viewpoint. The teacher must be aware of potential health hazards, student allergies and phobias and make appropriate adjustments to the presence, use, housing, handling, and routines the animals will go through with the children;
 - c. the provision of proper animal husbandry as follows:
 - i. proper housing and space;
 - ii. proper lighting and temperature;
 - iii. adequate ventilation;
 - iv. adequate water and food with proper nutritional requirements;
 - v. provision for sanitation;
 - vi. provision for proper humane disposal of animals.
2. Approval by the Principal is required prior to the use of live animals in the classroom.
3. Handling of animals should be restricted to those individuals knowledgeable in proper handling technique.
4. The teacher must provide adequate supervision of students and animals to prevent harm to either.

5. The teacher shall ensure that no wild animals be brought into the classroom.
6. The teacher must monitor the animals' general health and behavior and provide needed medical services or humane disposal as needed.
7. The teacher shall ensure that the animal receives proper care and housing after its school use or administer proper euthanasia as outlined by Canadian Council on Animal Care.

LIVE ANIMALS IN EXPERIMENTATION

1. The teacher shall provide a written proposal for the use of live animals in experimentation that addresses:
 - a. the appropriateness to curriculum;
 - b. the effect of the animals upon the students from a health and psychological viewpoint. The teacher must be aware of potential health hazards, student allergies and phobias and make appropriate adjustments to the presence, use, housing, handling, and routines the animals will go through with the children;
 - c. the provision of proper animal husbandry.
1. Approval by the Principal is required prior to the use of live animals in experimentation.
2. Lower orders of organisms such as bacteria, fungi, protozoa and insects can reveal basic biological information, therefore, if experiments are to be conducted on living subjects only lower orders of life should be used.
3. Vertebrate animals are not to be used in any active experiments that may be deleterious to the health or physical integrity of the animal. This would only allow observation of living patterns and behavioral experiments with vertebrates.
4. Behavioral experiments must include only positive reinforcement.
5. Students shall not be allowed to take animals home to carry out investigations. Investigations must be carried out in the classroom and be monitored by the teacher.
6. Experiments shall not include the use of:
 - a. surgical procedures;
 - b. micro-organisms which can cause disease in man and animals;
 - c. ionizing radiation;
 - d. cancer producing agents;
 - e. drugs or chemicals at toxic levels;
 - f. alcohol in any form;
 - g. drugs that may produce pain;

- h. drugs or chemicals known to produce adverse reactions, side effects or capable of producing birth defects;
 - i. electric shock, exercise until exhaustion or other distressing stimuli;
 - j. use of anaesthetic agents by students;
 - k. long-term experiment.
8. Proper animal husbandry must be provided.
9. Live animal experimentation shall be a student option and will not be a requirement of any course.
10. The teacher shall insure that the animal receives proper care and housing after its school use or administer proper euthanasia as outlined by Canadian Council on Animal Care.

ANIMAL DISSECTION

1. Animal dissections are deemed to be an integral part of some courses in the science curriculum thus each student will be provided the opportunity to participate in animal dissection as the curriculum specifies.
2. Students with phobias, physical disabilities or a parental request for exclusion will not be required to participate in animal dissection and this will not be detrimental to their science evaluation.
3. Dissection specimens will only be those obtained from a science supply house.
4. The teacher shall ensure that the dissection process considers the development of proper dissection technique and meets appropriate health and sanitation requirements.
5. Following animal dissections, all remaining specimens material shall receive appropriate disposal (e.g., sealed in plastic bags and placed in separate waste containers designated for that purpose).

REFERENCES