

AP Appendix 1503 A: Animal in Schools for Curricular Purposes - Prohibited Animals

1. Live animals prohibited from classrooms and schools include:
 - 1.1. All animals prohibited by the Municipality, Regional District, provincial and/or federal legislation.
 - 1.2. Venomous animals, where the venom is known to be harmful to humans and deliverable to humans via contact with, or the natural behavior of, the animal, unless it is part of a curricular beekeeping program approved by the principal.
 - 1.3. Constricting animals.
 - 1.4. Innately dangerous or aggressive animals.
 - 1.5. Wild animals (animals indigenous to Canada and captured from the wild).
 - 1.6. Exotic animals which are privately owned (animals indigenous to other countries and either captured in the wild or bred from wild animals and sold internationally.)
 - 1.7. Nocturnal animals and any diurnal animals which would be unduly stressed by classroom noise and stimulation.
 - 1.8. Domestic cats and dogs. (With the exceptions outlined in Administrative Procedure 1504 - Assistance Dogs).
 - 1.9. Domestic farm animals and livestock.
 - 1.10. Birds; including chicken, duck, and other bird hatchings.
 - 1.11. Animals known to commonly vector-borne communicable diseases transmissible to humans. Examples include, but are not limited to: salmonella, rabies, West Nile virus, avian infectious diseases, etc. Example of animals which can be vectors for transmissible diseases include, but are not limited to: some reptiles, amphibians, bats, birds, racoons; etc.
 - 1.12. Animals being kept as a classroom, team, program, or school “mascot”.
2. Life-cycle demonstrations are supported by the District on a limited basis, such as:
 - 2.1. When the lifespan of the animal(s) is approximately the duration of the of the curricular exercise.
 - 2.2. When provided in collaboration with a third-party acting in compliance with applicable

laws, bylaws, and other sections this Administrative Procedure. An example includes salmonids in partnership with BC Fisheries.

- 2.3. Replace, reduce, and refine strategies also apply to projects using animal life-cycle demonstrations. When planning such activities school staff must prepare for the humane treatment of the animals after the educational project is complete. Some life-cycle demonstrations are not supported by the district, such as chicken, duck, or other bird hatchings in classroom incubators or breeding animals.