



# Policy Review Committee Minutes

Tuesday, October, 2011 – 11:30 a.m.  
Conference Room, Administration Office

Present: K. Sumner (Chairperson), P. Bartlette, G. Kruck, Dr. D. Michaels,  
G. Barnes.

Guest: G. Malazdrewicz, Associate Superintendent.

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## 1. CALL TO ORDER:

The Policy Review Committee Meeting was called to order at 11:30 a.m. by Trustee Bartlette.

## 2. ELECTION/REGULAR MEETINGS/COMMITTEE RESPONSIBILITIES

It was agreed Kevan Sumner would serve as Committee Chairperson for 2011-2012. It was further agreed that the Policy Review Committee meetings would be held on the first Tuesday of each month from 11:30 a.m. to 1:00 p.m. as follows:

Tuesday, November 1, 2011	11:30 a.m.
Tuesday, December 6, 2011	11:30 a.m.
Tuesday, January 3, 2012	11:30 a.m.
Tuesday, February 7, 2012	11:30 a.m.
Tuesday, March 6, 2012	11:30 a.m.
Tuesday, April 3, 2012	11:30 a.m.
Tuesday, May 1, 2012	11:30 a.m.
Tuesday, June 5, 2012	11:30 a.m.

The Committee reviewed their responsibilities as noted on the agenda.

## 3. APPROVAL OF AGENDA

The Committee agreed to move discussions regarding Policy 4048 – “Use of Certified Service Dogs” to the first item in the agenda. Trustee Kruck requested confirmation as to when the Off-Site Policy would be returning to the Committee for review. Superintendent, Dr. Michaels, noted the amended policy had been presented to school principals for feedback. It was currently being reviewed by the Division solicitor and would be placed on the agenda for November 1, 2011. The Committee agreed that review of the Off-Site policy would be the only item on the November 1, 2011 Committee agenda.

## 4. REVIEW OF COMMITTEE MINUTES

The Committee reviewed the Minutes of September 6, 2011.

## 5. COMMITTEE GOVERNANCE GOAL ITEMS

- a) **Continuation of Review of Board Policies using the Six Principles of Policy 1001.1 – “Equity”.**

Lengthy discussions were held regarding how best to continue the review of policies with respect to equity. It was noted due to the complexity of the issue it would likely take the Board all four years of their term to complete. It was further noted that the Committee should have the revisions to Policy 4001 – “Off-Site Activities” in place before continuing the review of Part 4 of the Division’s policies. The Committee agreed to hold a separate meeting on Tuesday, November 22, 2011 at the home of Trustee Bartlette to continue to review policies listed under Part 4 using the six principles of Policy 1001.1 – “Equity”.

## **6. OTHER COMMITTEE GOVERNANCE MATTERS**

### **a) Policy and Procedures 4047 – “Nutrition Policy”**

The Committee reviewed policy and procedures 4047 – “Nutrition Policy” taking into consideration the feedback which had been received by the Board of Trustees at their regular meeting held September 12, 2011. Discussions were held regarding monitoring and enforcement of the policy; alternate fundraising options which do not involve the sale of chocolate bars; the proposed agreement with the City of Brandon regarding the establishment of school playgrounds and the division of costs; and the current positive relationship between the Board of Trustees and Parent Councils. It was agreed that the policy would be amended to encourage schools to use food related fundraisers that are nutritious and healthy. It was further agreed that references to secular holidays would be removed and replaced with the words “cultural festivities”. (Appendix “A”)

#### **Recommendation:**

That Procedures 4047 – “Nutrition Policy” be amended as follows:

- The words “(to be implemented by September 1, 2008)” be removed in procedures numbers 5, 6 and 7.
- Procedures number 6 be removed and replaced with the following:  
“The principal will work with the Parent Councils, staff and students to encourage food related fundraisers to be directed at nutritious, healthy choices”.
- The words “in the fryer” at the end of procedures number 8 be removed.
- The words “Halloween, Valentine’s Day, Easter and Christmas functions” be removed in procedures number 9 and replaced with the words “cultural festivities”.

### **b) Policy and Procedures 4048 – “Use of Certified Dogs In Brandon School Division”**

Policy and Procedures 4048 were dealt with as the first item on the agenda. Mr. Greg Malazdrewicz, Associate Superintendent, joined the Committee meeting to answer any questions the Trustees had with respect to the proposed changes to Policy and Procedures 4048 – “Use of Certified Dogs in Brandon School Division”. The Committee reviewed the proposed changes made to the policy as requested by the Committee at their meeting held September 6, 2011. Further changes were requested and discussed by the Committee. Superintendent, Dr. Michaels, noted that she had contacted the Division solicitor who was advising the Manitoba Human Rights Commission that approval of the policy had been delayed but would be brought for to the Board of Trustees for final approval in the near future. The Committee agreed that the proposed changes be made to the policy and procedures and that the amended policy and procedures be taken directly to the Board of Trustees for approval. (Appendix “B”). Mr. Malazdrewicz exited the meeting at 12:05 p.m.

#### **Recommendation:**

That Policy and Procedures 4048 – “Use of Certified Service Dogs in Brandon School Division” be rescinded and replaced with Policy and Procedures 4048 – “Use of Certified Service Dogs”.

### **c) Policy and Procedures 9038 – Public Advertising on School Property**

Due to lack of time, this item was deferred to the next Committee meeting.

### **d) Policy Regarding Private Sponsorship**

Due to lack of time, this item was deferred to the next Committee meeting.

## **7. OPERATIONS INFORMATION**

NIL

8. **NEXT MEETING: 7:00 p.m. - Tuesday, November 1, 2011, Board Room**

The meeting adjourned at 1:10 p.m.

Respectfully submitted,

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K Sumner, Chair

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P. Bartlette

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G. Kruck



## BRANDON SCHOOL DIVISION POLICY

### Appendix "A"

#### PROCEDURES 4047

#### NUTRITION POLICY

##### Purpose:

For the school division to:

1. encourage nutritious foods first for classrooms, vending machines, milk programs, cafeteria/canteen, staff room, fundraisers, school community functions (field trips, recreation activities and/or school performances);
2. encourage consistent nutritional messages in the school;
3. apply *Manitoba School Nutrition Handbook* guidelines and acknowledge the importance that food choices have on long term health; and
4. clarify that this policy does not apply to lunches and snacks that students or staff bring from home for their own consumption.

##### Procedures:

1. The yearly school plan shall include a school nutrition plan.
2. Schools choosing to offer food and beverage, including food served during special events and school activities (fundraisers), will incorporate the principles outlined in *Manitoba School Nutrition Handbook* guidelines.
3. The principal will work with the Parent Councils, staff and students to have the annual school plan developed to address canteen/cafeteria operations, sale of snack foods, and sales from vending machines, selecting foods from the "most often" and "sometimes" lists.
4. Foods from the "rarely" category may be selected for sale up to twice a month.
5. Beverage vending machines will only offer milk and milk products (e.g. low fat yogurt drink), nutritionally equivalent milk alternatives, 100% juice and water.
6. The principal will work with Parent Councils, staff and students to encourage food related fundraisers to be directed at nutritious, healthy choices.
7. Schools using deep fryers to prepare foods will only use a high stability oil for deep fat frying that is non-hydrogenated (i.e. Sysco Oil or Bung Neutra-Clear Oil).
8. Schools should encourage water consumption by allowing water in classrooms.
9. Food and candy shall not be used as rewards to students. Candy will only be allowed for distribution in classrooms during cultural festivities.



## BRANDON SCHOOL DIVISION POLICY

### PROCEDURES 4047

### NUTRITION POLICY

*Adopted: Motion 188/2007; December 10, 2007*

*Reaffirmed: Motion 78/2011; June 13, 2011*

#### **Purpose:**

For the school division to:

1. encourage nutritious foods first for classrooms, vending machines, milk programs, cafeteria/canteen, staff room, fundraisers, school community functions (field trips, recreation activities and/or school performances);
2. encourage consistent nutritional messages in the school;
3. apply *Manitoba School Nutrition Handbook* guidelines and acknowledge the importance that food choices have on long term health; and
4. clarify that this policy does not apply to lunches and snacks that students or staff bring from home for their own consumption.

#### **Procedures:**

1. The yearly school plan shall include a school nutrition plan.
2. Schools choosing to offer food and beverage, including food served during special events and school activities (fundraisers), will incorporate the principles outlined in *Manitoba School Nutrition Handbook* guidelines.
3. The principal will work with the Parent Councils, staff and students to have the annual school plan developed to address canteen/cafeteria operations, sale of snack foods, and sales from vending machines, selecting foods from the "most often" and "sometimes" lists.
4. Foods from the "rarely" category may be selected for sale up to twice a month.
5. Beverage vending machines will only offer milk and milk products (e.g. low fat yogurt drink), nutritionally equivalent milk alternatives, 100% juice and water. (To be implemented by September 1, 2008.)
6. No school is to use chocolate bars, chocolate covered products, or candy in its fundraising activities. Principals should encourage food related fundraisers to be directed at nutritious, healthy choices. (To be implemented by September 1, 2008.)
7. Schools using deep fryers to prepare foods will only use a high stability oil for deep fat frying that is non-hydrogenated (i.e. Sysco Oil or Bung Neutra-Clear Oil) in the fryer. (To be implemented by September 1, 2009.)
8. Schools should encourage water consumption by allowing water in classrooms.
9. Food and Candy shall not be used as rewards to students. Candy will only be allowed for distribution in classrooms during Halloween, Valentine's Day, Easter and Christmas functions.

# Appendix B



## BRANDON SCHOOL DIVISION POLICY

### **POLICY 4048**

#### **USE OF CERTIFIED SERVICE DOGS IN BRANDON SCHOOL DIVISION**

*Adopted:*

The Brandon School Division supports and recognizes that in certain cases, appropriate educational programming may include the services of a certified service dog.

A certified service dog means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, specific to that disability.

Incorporating the use of a certified service dog in the programming for a student is outlined in the procedural protocol of this policy.

A letter will be sent home to the students in any of the classes where the dog will be present in case of students' allergies or extreme phobias.

No individual student's rights and needs take precedence over any other individual student's rights and needs. In providing for Appropriate Educational Programming for students who require certified service dogs, other students' legal rights to an education are taken into consideration.



## **BRANDON SCHOOL DIVISION POLICY**

### **PROCEDURES 4048**

### **USE OF CERTIFIED SERVICE DOGS IN BRANDON SCHOOL DIVISION**

*Adopted:*

#### **PROTOCOL/CHECKLIST FOR CERTIFIED SERVICE DOGS**

##### **Purpose:**

Brandon School Division recognizes that the use of certified service dogs is increasing in a number of different treatment program areas in schools in North America. The presence of a service dog requires appropriate planning and preparation before implementing the program.

##### **Procedures:**

Once the school principal has been notified of the anticipated integration of the animal to the school, the following protocol is to be implemented by Brandon School Division prior to the admittance of a service dog to the school.

These procedures will be fast-tracked should a child who uses a certified service dog come to a school during the school year.

##### **Parent/Guardian Responsibility:**

It is expected that parents will advise the Division as soon as possible that a service dog is required.

1. Upon becoming aware of the child's need for a service dog the parents/guardians shall provide a letter to the school principal from their medical doctor recommending the use of a certified service dog prior to the commencement of the process of Appropriate Educational Programming.
2. Parents/guardians shall provide a letter to the school principal outlining what they see as being the benefits of having the service dog attend school with their child.
3. A certificate of training for the dog from the service dog organization must be provided. All financial costs to obtain this certificate are the sole responsibility of the family. Service dogs certified by an organization inside or outside of Canada must have the certification standards verified by the Office of the Fire

Commissioner.

The student handler's ability to control the animal in a school setting must be verified by the Office of the Fire Commissioner.

4. It is the responsibility of the parent/guardian to provide the school with proof that the dog has its yearly vaccinations, required licenses, and is in good health.

**Principal Responsibility:**

1. The school principal is responsible to facilitate with the parents arrangements and communication of such together with the anticipated timeline for introduction of a service dog to the school.
2. The principal shall ensure that the students, school staff, the school community and the Superintendent of Schools/CEO are informed of the anticipated presence of the certified service dog in the school.
  - a.) A letter is to be sent home for all students and provided to all staff to inform the school community as to the arrival of a service dog to school (see attachment).
  - b.) A letter is to be sent home to the students in any of the classes where the dog will be present in case of students' allergies or extreme phobias.
  - c.) If transportation of the student requiring the services of the dog is required the principal shall inform the Transportation Supervisor of the presence of the dog on the bus and that the driver and Transportation Educational Assistant (if applicable) will receive appropriate training.
  - d.) A letter is to be sent to parents/guardians of all children who travel on the same bus.
  - e.) An assembly or class visits are to be arranged to explain the role of the service dog.
3. The principal shall ensure a sign is placed on the doors of the school alerting visitors/emergency service providers to the dog's presence.
4. The principal shall ensure that the service dog organization provides training to the student's school team (Principal, Teacher/s, Educational Assistants, Transportation personnel) prior to the dog commencing work in the school. Training will be provided at the Division's expense.
5. The principal, on behalf of the school and parents, shall submit a mutually agreed to implementation plan to the Superintendent of Schools/CEO as soon as possible prior to the introduction of the service dog to the school setting.



### **Resource Teacher Role and Responsibility:**

1. A case conference is set up involving the Parents/Guardians, Principal, Teacher(s), Educational Assistant(s), a representative from the service dog organization, the student when appropriate, the Associate Superintendent or Program Facilitator to discuss the following:
  - Ensure classroom staff are informed and involved
  - Discuss the purpose/function of the service dog
  - Advising school team of who is responsible for the care of the dog – (This rests 100% with the handler/family). An adult from the family (or designate) must be available to take the service dog for a “bio-break” one time per day, preferably “midday,” (or as agreed upon by the school team)
  - Establish where is the safest and most environmentally sound place for the dog to relieve itself
    - Discuss what considerations have been made for seasonal changes (i.e., winter, summer, etc.)
    - The dog should be offered water at mid-day, no water bowl should be left down at any time. Water should be offered, then the bowl removed (determine where the dog’s water bowl is to be kept and who will fill the water bowl)
  - Examine the physical arrangements in the classroom(s)
  - Examine transportation arrangements, i.e., all relevant bus procedures
  - Discuss other issues including: Interference with delivery of academic program, possible changes to in-class routines and procedures, increased demands on resource staff and teachers, provision of an assistant(s) to assist the student with the dog, other children who are allergic to dogs, recognition of children with a fear of dogs.
  - Review cultural sensitivity for groups who will not share space with an animal
  - Identify a date for a follow-up meeting to discuss dog handling issues/concerns
  - Identify a process to have questions answered as they arise.
2. The use of a service dog should be incorporated into the IEP process.
3. A copy of the parent letter and the medical diagnosis is placed in the Pupil File.
4. A transition-in plan is created which may involve the use of Social Stories, visits of the dog to the school/classroom, etc.
5. The performance of the service dog is to be reviewed frequently during the phase-in process and after four weeks of full integration into the student’s school.
6. An appropriate emergency exit plan must be put into place and the Fire Department alerted as to the existence of the dog in the school.

**Transportation Supervisor's Responsibility:**

1. The Transportation Supervisor shall:
  - a.) inform the driver and where applicable, the transportation EA of the presence of a certified service dog on the bus; and that appropriate training will be provided.
  - b.) as part of the training procedure, the protocol for handling the certified service dog on the bus will be developed and implemented in conjunction with the dog trainer/handler that will include:
    - i. location of dog during transport (should not be blocking aisles) i.e. under seat or in the seat compartment
    - ii. The other students should receive training from the driver and/or parent or service provider to ensure the understanding of the role and function of the certified service dog as well as the procedures for handling the dog in the bus.
    - iii. A bus evacuation plan for the dog is developed and practiced.
2. The Transportation Supervisor shall ensure that there is sufficient documentation and procedural instruction available on the bus for spare bus drivers.

Please refer to Appendix A for sample letters to Parents/Guardians.



## **BRANDON SCHOOL DIVISION POLICY**

### **POLICY 4048**

#### **USE OF CERTIFIED SERVICE DOGS IN BRANDON SCHOOL DIVISION**

*Adopted: January 8, 2007; Motion: 4/2007*

The Brandon School Division supports and recognizes that in certain cases, appropriate educational programming may include the services of a certified service dog.

Incorporating the use of a certified service dog in the programming for a student is outlined in the procedural protocol of this policy.



## **BRANDON SCHOOL DIVISION POLICY**

### **PROCEDURES 4048**

#### **USE OF CERTIFIED SERVICE DOGS IN BRANDON SCHOOL DIVISION**

*Adopted: January 8, 2007; Motion: 4/2007*

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##### **Purpose:**

Brandon School Division recognizes that the use of certified service dogs is increasing in a number of different treatment program areas in schools in North America. The presence of a service dog requires appropriate planning and preparation before implementing the program.

##### **Procedures:**

Once the school has been notified, the following protocol is to be implemented by Brandon School Division prior to the admittance of a service dog to the school.

##### **Parent Responsibility:**

1. Parents shall provide a letter to the school principal from their medical doctor recommending the use of a certified service dog.
2. Parents shall provide a letter to the school principal outlining what they see as being the benefits of having the service dog attend school with their child.
3. A certificate of training for the dog from the service dog organization must be provided. All financial costs to obtain this certificate are the sole responsibility of the family.
4. It is the responsibility of the family to provide the school with proof that the dog has its yearly vaccinations, required licenses, and is in good health.

##### **Principal Responsibility:**

1. The school principal is responsible to facilitate the arrangements for introduction of a service dog to the school.

2. The principal shall ensure that the students, school staff and the school community are informed of the presence of the certified service dog in the school.
  - a.) A letter is sent home for all students and provided to all staff to inform the school community as to the arrival of a service dog to school (see attachment).
  - b.) A letter is sent home to the students in any of the classes where the dog will be present in case of students allergies or extreme phobias.
  - c.) If transportation of the student requiring the services of the dog is required the principal shall inform the Transportation Supervisor of the presence of the dog on the bus and that the driver and Transportation Educational Assistant (if applicable) will receive appropriate training.
  - d.) A letter should be sent to parents of all children who travel on the same bus but not necessarily attending the same school (see attachment).
  - e.) An assembly or class visits should be arranged to explain the role of the service dog.
3. The principal shall ensure a sign is placed on the doors of the school alerting visitors/emergency service providers to the dog's presence.
4. The principal shall ensure that the service dog organization provides training to the student's school team (Principal, Teacher/s, Educational Assistants, Bus Driver, Transportation Personnel, etc.) prior to the dog commencing work in the school.

#### Resource Teacher Role and Responsibility:

1. A case conference is set up involving the Parents/Guardians, Principal, Teacher(s), Educational Assistant(s), a representative from the service dog organization, the student when appropriate, the Administrator of Student Support Services or Program Facilitator to discuss the following:
  - Ensure classroom staff are informed and involved
  - Discuss the purpose/function of the service dog
  - Advising school team of who is responsible for the care of the dog – (This rests 100% with the handler/family). An adult from the family (or designate) must be available to take the service dog for a "bio-break" one time per day, preferably "midday," (or as agreed upon by the school team)
  - Establish where is the safest and most environmentally sound place for the dog to relieve itself
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  - Discuss other issues including: Interference with delivery of academic program, possible changes to in-class routines and procedures, increased demands on resource staff and teachers, provision of an assistant(s) to assist the student with the dog, other children who are allergic to dogs, recognition of children with a fear of dogs.
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  - Identify a process to have questions answered as they arise.
2. The use of a service dog should be incorporated into the IEP process.
  3. A copy of the parent letter and the medical diagnosis is placed in the Pupil File.
  4. A transition-in plan is created which may involve the use of Social Stories, visits of the dog to the school/classroom, etc.
  5. An appropriate emergency exit plan must be put into place and the Fire Department alerted as to the existence of the dog in the school.

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  - b.) as part of the training procedure, the protocol for handling the certified service dog on the bus will be developed and implemented in conjunction with the dog trainer/handler that will include:
    - i. location of dog during transport (should not be blocking aisles) i.e. under seat or in the seat compartment
    - ii. The other students should receive training from the driver and/or parent or service provider to ensure the understanding of the role and function of the certified service dog as well as the procedures for handling the dog in the bus.
    - iii. A bus evacuation plan for the dog is developed and practiced.
2. The Transportation Supervisor shall ensure that there is sufficient documentation and procedural instruction available on the bus for spare bus drivers.

Please refer to Appendix A for sample letters to Parents/Guardians.