



Policy: Service Animals in School Facilities

		Policy Number:	200.40
Adopted:	June 7, 2011	Former Policy Number:	n/a
Revised:	September 25, 2018 April 23, 2019	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	2

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that all persons are created in God’s image. Every individual has an inherent and immeasurable worth and dignity. Each human life is considered sacred. We are committed to providing students with full access to schools in a safe, caring, accepting, and healthy learning environment that enables each student to reach his or her fullest potential. The use of a Certified Service Dog is an intervention strategy that is recognized as an aid to students with special needs.

Policy Statement:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board that a student with a disability shall be accommodated in such a way as to enable success while preserving and enhancing the student’s personal dignity, self-respect and self-worth. These accommodations may include use of a Certified Service Dog.

Glossary of Key Policy Terms

Adult Student: A student who is 18 years or older, or 16 or 17 years of age who has removed themselves from the care and control of their parent/guardian.

Certified Service Dogs¹: This refers to three recognized categories of trained dogs used to accommodate the special needs of some students. These include:

- a) **Guide Dogs:** for persons who are visually impaired (blind/low vision)
- b) **Hearing Dogs: for persons who are hearing impaired (deaf/hard-of-hearing)**
- c) **Service Dogs:** for persons with disabilities (students using wheelchairs, students with Autism, students with Multiple Sclerosis, seizure disorder or Post-Traumatic Stress Disorder (PTSD))

A Certified Service Dog is a working dog and does not interact with employees or other students. The dog will generally have a black leather Special Skills Dog (SSD) harness and leash and saddlebag/or vest.

Handler: The dog handler for the purpose of the Board’s policy, regulation and administrative procedure is the student with the disability-related needs for whom the Certified Service Dog is performing services and who is managing and responsible for the Certified Service Dog’s performance of those services. It is the expectation of the Board that students utilizing a Certified Service Dog will be the dog’s Handler.

¹ For the purposes of the Board’s policy and administrative procedure, includes service dogs whose training schools are members and accredited with either the International Guide Dog Federation or Assistance Dogs International and who are handled by a student with a disability who receives the dog’s services to assist with daily living activities and/or access to the Ontario curriculum



Brant Haldimand Norfolk Catholic District School Board

References

Education Act

Accessibilities for Ontarians with Disabilities Act (2001)

Human Rights Code (Ontario)

Blind Person's Rights Act

Special Education in Ontario Schools Kindergarten to Grade 12: A Policy and Resource Guide 2017

Individual Education Plan: A Resource Guide 2004

Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32

Integrated Accessibility Standards – Customer Service Administrative Procedure 200.34

Admission of Students Policy and Administrative Procedure 200.14

Educational Field Trip and Excursions Policy and Administrative Procedure 500.01

Nutrition – Creating a Healthy Environment Policy and Administrative Procedure 200.01

Transportation of Students Policy and Administrative Procedure 400.19

Volunteers Policy and Administrative Procedure 300.12



Service Animals in School Facilities AP 200.40

Procedure for:	Principals/Vice-Principals	Adopted:	June 7, 2011
Submitted by:	Michelle Shypula, Superintendent of Education	Revised:	September 25, 2018
Category:	Students		April 23, 2019

Purpose

The Brant Haldimand Norfolk Catholic District School Board believes that as a Catholic learning community, we need to provide safe, nurturing and inclusive environments for learning, working and growing. The purpose of the Administrative Procedure is to provide direction to school administrators regarding the accommodation process for students desiring to use their Certified Service Dogs while attending school.¹

Responsibilities

Superintendent of Education: The Superintendent of Education will implement the policy and administrative procedure board wide.

Principal/Vice-Principal and/or Designate: Principals are to ensure that the procedures are followed and appropriate forms are completed and on file and that all staff, students and others are properly trained on how to interact with the student who is accompanied by the Certified Service Dog.

School Staff: School staff will implement the Service Animals in School Facilities administrative procedure in their schools.

Parents/Guardians: Parents/Guardians will follow the Service Animals in School Facilities administrative procedure.

Student: Students will follow the Service Animals in School Facilities administrative procedure.

Information

The Human Rights Code, the Blind Persons' Rights Act and the Accessibility for Ontarians with Disabilities Act (2001) provide authority for Certified Service Dogs to accompany their handlers in all public places and spaces accessible to third parties. **School buildings are NOT public spaces pursuant to the Education Act.** Nevertheless Certified Service Dogs can be recognized as an accommodation strategy² that aids the Handler (student with special needs) to access the Ontario Curriculum or perform daily living activities. Certified Service Dogs and their Handlers receive specialized training to work together and consequently they are trained to present minimal risk and impact on other people and their environment. As a result, access by the Certified Service Dog to the school attended by the Handler may be facilitated pursuant to this procedure.

The access of Certified Service Dogs, for the benefit of a student, will be considered by the Brant Haldimand Norfolk Catholic District School Board in accordance with the duty to accommodate the disability-related needs of that student to the point of undue hardship in accordance with the Human Rights Code. When a Certified Service Dog is being considered by a family as an accommodation for their child, the parent/guardian may wish to consider meeting with the school principal, Student Achievement Lead: Special Education and the Superintendent of Education, Special Education prior to making a commitment to receive a dog.

Companion Dogs and Service Animals, for the purpose of the Board's policy, regulation and administrative procedure, include animals that provide comfort and friendship to students who may have emotional, self-esteem or social problems. However, their assistance is generally not required to enable a student to access the Ontario curriculum. While these

¹ If an individual with a Certified Service Dog wishes to visit a school, he/she must provide ample notice of this visit so the principal can ensure the Certified Service Dog's presence will cause no undue hardship to others. Visitors on board property who require the use of a Certified Service Dog must ensure the dog wears the distinctive harness/saddlebag or vest. The Certified Service Dog must also be on a leash at all times and accompanied by the handler. For further information, please refer to the Board's customer service policy and procedure pursuant to the Accessibility for Ontarians with Disabilities Act (2001).

² Accommodations refer to special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning (Special Education in Ontario Schools Kindergarten to Grade 12: A Policy and Resource Guide, 2017 p.G1)



animals may have training, the student they serve may not be the Handler and the student and the animal do not have the same training that a Certified Service Dog and its handler receive. As a result, requests for the use of Companion Dogs and Service Animals will only be considered as a last resort to accommodate the student's demonstrated disability related needs.

Therapy Dogs do not provide services to students while they are attending school.

Training and Registration

Both the Certified Service Dog and the Handler must receive training to ensure that the dog provides the Handler with accommodation services in an appropriate manner irrespective of the environment.

A Certified Service Dog and the dog's Handler must be trained and the dog must be registered in Canada. Training schools for Certified Service Dogs in Ontario must be members and accredited by either:

- a) The International Guide Dog Federation, whose purpose is to serve the visually impaired and blind people from around the world by training and providing Guide Dogs or;
- b) Assistance Dogs International Inc. which is a coalition of not-for-profit organizations that train and place Assistance Dogs.

Certified Service Dogs are given to students with disabilities including: Physical, Blind or Low Vision, Deaf/Hearing Impaired, Autism Spectrum Disorder, Post-traumatic Stress Disorder or a seizure disorder.

Initiating Admittance and Integration of a Certified Service Dog

The parent(s)/guardian(s) must initiate the process by providing a letter to the school requesting permission to have a Certified Service Dog assist their child in school.

The entry of the Certified Service Dog is decided after extensive consultation and is not automatically approved. Decisions regarding the admittance and integration of Certified Service Dogs into the school environment for the benefit of a student are made on a case-by-case basis.

When parent(s)/guardian(s) request that their child use a dog in school, it must be determined if the request is for a Certified Service Dog and the principal must review the request with the Superintendent of Education: Special Education. All circumstances of a particular case, including the individual needs of the student being assisted by the dog and the needs of other students will be considered. Where necessary in the decision-making process, rights and needs of one person may need to be balanced against the rights and needs of another.

As part of the approval process, the principal will schedule a school conference meeting and a school council meeting. The parent(s)/guardian(s) are expected to attend and provide input to ensure a safe and smooth transition for all.

When the use of a Certified Service Dog in school has been approved, the animal may be excluded from access to the school or part of the school when:

- There is risk to the health of students/staff or the physical or mental well-being of students as a result of the presence of the Certified Service Dog;
- Exclusion is required by another statute. Examples include the Health and Protection and Promotion Act and Food Safety and Quality Act. The former Act prohibits service animals in places where food is prepared, processed or handled (e.g. kitchen of school cafeteria or culinary arts classroom) although Certified Service Dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom);
- The Certified Service Dog is a breed that is not prohibited by law. An example would be the Ontario Dog Owner's Liability Act, which places restrictions on pit bull terriers;
- There has been a material change in the circumstances that led to the original approval of the use of the Certified Service Dog in the school;
- Law otherwise requires exclusion; and
- Consideration should be given to options available prior to exclusion of the Certified Service Dog.



Certified Service Dogs for Students Who are not the Handler

When the student is not able to ‘handle’ the dog, the dog will not be considered a Certified Service Dog for the purposes of this procedure but the student may still receive a benefit from utilizing a service dog as an accommodation. Where the student is not the handler, an adult must be trained and must provide supervision and handling of the service dog. As a result, requests to permit the service dog to attend and be integrated into the school environment will be considered individually in accordance with the duty to accommodate to the point of undue hardship pursuant to the Human Rights Code. Factors to be considered include but are not limited to:

- The student’s demonstrated disability related needs;
- The accommodation(s) that may be provided by the service dog to meet the student’s disability related needs;
- Alternative accommodations available that meet the student’s demonstrated disability related needs; and
- The impact on the classroom and school.

Procedures

1.0 Parent/Guardian

The parent/guardian shall:

- 1.1 Provide a letter to the school requesting permission for a Certified Service Dog to the school and outlining the purpose and benefits of having a Certified Service Dog attend the school with their child, including details of the way the Certified Service Dog will accommodate the student’s demonstrated disability related to needs, for example providing guidance in hallways;
- 1.2 Provide a letter from a member of the College of Physicians and Surgeons, a member of the College of Psychologists or nurse qualified in a discipline relevant to the person’s disability confirming the recognized disability and related special needs, including a recommendation for the use of a Certified Service Dog;
- 1.3 Provide a Certificate of Training for the Certified Service Dog and the Handler from the accredited National Service Dog Training Centre or from another certified training centre;
- 1.4 Pay for any financial implications regarding the use and care of the Certified Service Dog, which may include additional training from time to time for the Certified Service Dog and the Handler;
- 1.5 Provide and annually update the school with proof of up-to-date vaccinations, a municipal Certified Service Dog license and confirmation that the Certified Service Dog is in good health;
- 1.6 Arrange for the personal care and physical needs of the Certified Service Dog including once a day bio-break procedure as necessary;
- 1.7 Provide proof of a general liability insurance coverage in the amount of \$2 000 000.00 in the event of injury and/or damages resulting from the dog attending school with the Handler; and
- 1.8 The owner of the Certified Service Dog may also consider insurance coverage in the unfortunate situation if the dog were to be stolen or injured at no fault of the board.

2.0 Certified Service Dog Handler

The certified service dog handler shall:

- 2.1 Ensure quiet, steady behaviour from the Certified Service Dog while maintaining focus on the Handler (e.g. no aggression, inappropriate barking/crying, jumping on or sniffing of strangers, begging for human food);
- 2.2 Ensure that when the Handler is at rest, the Certified Service Dog lay quietly under a table or beside the Handler without getting up or moving around excessively;
- 2.3 Ensure that the Certified Service Dog responds quickly and readily to the Handler’s commands, cues and/or directions; and
- 2.4 Ensure that the Certified Service Dog demonstrates appropriate behaviour around other dogs and animals.



3.0 Principal/Vice-Principal/Designate

The principal/vice-principal/designate shall:

- 3.1 Ensure that the dog is a Certified Service Dog and use by the student who is the Handler is consistent with the needs or recommendations of the IPRC and/or IEP process. If the dog is not a Certified Service Dog or the student is not the Handler and the decision is made that alternative accommodations to meet the student's demonstrated disability related to needs are available, the Superintendent will identify in writing the rationale for the decision.
- 3.2 Consult with the appropriate Superintendent prior to setting a meeting to discuss the use of a Certified Service Dog.
- 3.3 Inquire regarding any potential severe allergies and/or anxieties with respect to the Certified Service Dog and consider possible accommodation plans to meet competing rights.
- 3.4 Arrange a meeting with parent(s)/guardian(s)/adult student, classroom teacher(s), Superintendent of Special Education, a representative of the Certified Service Dog Training Provider, the student, as appropriate, and other staff/resource personal deemed necessary to discuss and develop a plan to determine:
 - 3.4.1 The purpose and function of the Certified Service Dog;
 - 3.4.2 Training provided for the Handler (student) of the Certified Service Dog;
 - 3.4.3 Personal care and physical needs of the Certified Service Dog such as:
 - 3.4.3.1 The safest and most environmentally sound place for the Certified Service Dog to relieve itself;
 - 3.4.3.2 Removal and disposal of animal waste;
 - 3.4.3.3 Provision of a suitable container for waste that the Handler can access; and
 - 3.4.3.4 Considerations for seasonal changes and inclement weather.
 - 3.4.4 Classroom considerations such as seating arrangements;
 - 3.4.5 Any necessary changes in routines, procedures and/or program;
 - 3.4.6 Arrangements for the Certified Service Dog to visit the school without students present in order to familiarize it with the school site;
 - 3.4.7 A transition plan for the Certified Service Dog and the student;
 - 3.4.8 A timetable for the introduction of the Certified Service Dog to the school and class;
 - 3.4.9 A timetable for the training of the student's school team (i.e. principal, teacher(s), educational assistant(s) etc.);
 - 3.4.10 Rules of conduct around the Certified Service Dog for students, staff and the public; and
 - 3.4.11 Methods for disseminating and regulating such rules.
- 3.5 Inform all staff and the school council regarding the presence of a Certified Service Dog;
- 3.6 Liaise with the appropriate Superintendent, Student Achievement Lead: Special Education to resolve any specific concerns or issues raised regarding the presence of a Certified Service Dog;
- 3.7 Arrange for demonstrations by the Certified Service Dog provider for the student body, staff, and/or the community as deemed necessary to provide education and awareness of the Certified Service Dog in the school;
- 3.8 If applicable, ensure that the Brant Haldimand Norfolk Student Transportation Services is contacted regarding any transportation requirements;



-
- 3.9 Revise emergency procedures as required to include the Certified Service Dog (e.g. notification to the Fire Department regarding the existence of the Certified Service Dog);
 - 3.10 Post signs on each entry door of the school advising visitors of the presence of a working Certified Service Dog; and
 - 3.11 Inform the school's Superintendent that a Certified Service Dog is in place at the school and when/if the Certified Service Dog is no longer going to be at the school.

4.0 Communication

Letters will be distributed as follows to inform:

- 4.1 The school community of the arrival of the Certified Service Dog, its purpose and rules regarding conduct around the Certified Service Dog (Appendix E);
- 4.2 The families of the students in any of the classes where the Certified Service Dog will be present to elicit information concerning allergies or anxiety from student's families (Appendix F);
- 4.3 The families of any students who will be sharing transportation where the Certified Service Dog will be present, where applicable (Appendix G); and
- 4.4 All information regarding the Certified Service Dog will be retained in the student's OSR.

Appendices

Appendix A - Information for Parents/Guardians Requesting a Certified Service Dog in the School
Appendix B - Request for Certified Service Dog Involvement with a Student
Appendix C - Administrative Checklist for Implementation of a Certified Service Dog into a School Environment
Appendix D - Management Plan for the Care of the Certified Service Dog
Appendix E - Sample Letter to the School Community
Appendix F - Sample Letter to the Families of Children in the Class (es)
Appendix G - Sample Letter to those Sharing Transportation

Definitions

Adult Student: A student who is 18 years or older, or 16 or 17 years of age who has removed themselves from the care and control of their parent/guardian.

Certified Service Dogs: This refers to three recognized categories of trained dogs used to accommodate the special needs of some students. These include:

- a) **Guide Dogs:** for persons who are visually impaired (blind/low vision)
- b) **Hearing Dogs:** for persons who are hearing impaired (deaf/hard-of-hearing)
- c) **Service Dogs:** for persons with disabilities (students using wheelchairs, students with Autism, students with Multiple Sclerosis, seizure disorder or students with Post-Traumatic Stress Disorder (PTSD))

A Certified Service Dog is a working dog and does not interact with employees or other students. The dog will generally have a black leather Special Skills Dog (SSD) harness and leash and /saddlebag or vest.

Handler: The dog handler for the purpose of the Board's policy, regulation and administrative procedure is the student with the disability-related needs for whom the Certified Service Dog is performing services and who is managing and responsible for the Certified Service Dog's performance of those services. It is the expectation of the Board that students utilizing a Certified Service Dog will be the dog's Handler.



References

Education Act
Accessibilities for Ontarians with Disabilities Act (2001)
Human Rights Code (Ontario)
Blind Person's Rights Act
Special Education in Ontario Schools Kindergarten to Grade 12: A Policy and Resource Guide 2017
Individual Education Plan: A Resource Guide 2004
Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32
Integrated Accessibilities Standards – Customer Service Administrative Procedure 200.34
Admission of Students Policy and Administrative Procedure 200.14
Educational Field Trips and Excursions Policy and Administrative Procedure 500.01
Nutrition – Creating a Healthy Environment Policy and Administrative Procedure 200.01
Transportation of Students Policy and Administrative Procedure 400.19
Volunteers Policy and Administrative Procedure 300.12



Information for Parents/Guardians Requesting a Certified Service Dog in the School

1. The success of the implementation of a service dog into a school setting depends on clear communication, a well-informed school community and careful planning. The information you provide will assist the principal to make the best possible decisions for your child and other students, as well as for the staff, volunteers and visitors in the school. The information will be filed in your child's Student Record (OSR).
2. The use of a service dog is considered to be an accommodation to help your child learn and to develop the necessary skills to achieve success at school. The use of a companion dog is generally not considered to be an accommodation under the Ontario Curriculum. If your child already has an Individual Education Plan, it will be reviewed at a case conference or one will be developed in consultation with you. The principal will invite you, your child's teacher(s), a representative from the assistance dog training school, the Special Education Resource Teacher (SERT) in the school, the Special Education Coordinator and a member of Student Support Services team to the case conference to discuss your child's needs, the accommodations that are already in place for your child as well as the additional assistance provided by the dog.
3. The information you provide will help the principal to implement your request. It is important that you provide the information that addresses the safety of the students and staff. For example, the principal needs to know that the dog has no history of nipping, biting or growling at children or adults nor exhibits aggressive protective behaviours.
4. Provide proof of general liability insurance coverage in the amount of \$2,000,000.00 in the event of injury and/or damages resulting when the dog is attending with the student handler at school.
 - a. Service dogs are generally very expensive. We also recommend confirmation that the owner has coverage in the unfortunate situation if the dog were to be stolen or injured at no fault of the Board.
5. It is important that you reinforce information about the standards in place through the accredited assistance dog school that address the safety of the students and staff.
6. The principal will investigate if any student or member of staff has severe medical or psychological reactions to dogs that may impact the involvement of the service dog at school.
7. The well-being of the dog is very important. Its care, handling and training needs will be addressed and your input as a trained handler is valuable. The principal also needs to know what other resources are available to facilitate the transition to school and the implementation of the plan. Strategies for becoming familiar with the building and school grounds, introduction to assemblies/concerts, recess and informing the staff about interacting with the dog will need to be included in the planning.
8. The principal, with your assistance, will develop a communication plan to inform students, staff and community members as appropriate.
9. A school assembly presented by a designate of service or guide dog school is recommended to ensure practical understanding of an assistance dog in the school community. Important information shared in this way facilitates understanding and acceptance of new practices at the school. You will be asked to participate in the information session/assembly.
10. After all the discussion is in place, the goal will be to implement the plan as soon as possible.

Your responsibilities include:

 - a. Transporting or walking the dog to and from school or facilitating the use of bus transportation,
 - b. Providing the required equipment and dog care items
 - c. Working cooperatively with the school staff to make this accommodation a success,
 - d. assisting the principal to communicate relevant information to the school community,
 - e. providing the principal with required documentation in a timely fashion, and
 - f. Informing the principal of all relevant information that may affect the students and staff.
11. Once the necessary information has been discussed, the principal will consult with the Superintendent of Education and the Special Education Lead prior to the admittance and the implementation of the service or guide dog into the school.



School:	
Name of Student:	D.O.B.
Address:	
Name(s) of parent(s)/guardian(s):	
Telephone(s) Home:	Cell

- a) Type of Service Dog: _____
- b) The service dog will provide the following assistance with: _____

- c) Name and contact information of the accredited service dog school that provided the dog, training and will provide follow up support for the school community? _____

I/we understand that it is our responsibility to:

- Provide the principal required documentation regarding training, certification, registration, municipal licensing, vaccinations and health of the dog in a timely fashion;
- Provide required documentation and information regarding disability related needs and accommodations to be provided by the dog in a timely fashion;
- Facilitate transportation of the dog to and from the school;
- Provide general liability insurance coverage in the event of injury and/or damages resulting from use of the dog in school;
- Assume financial responsibility of the dog's training, veterinary care, city/county license and all other related costs;
- Work cooperatively with the school staff and provide and communicate information relevant to the school and school community;
- Provide the required equipment and dog care items;
- Attend to the daily care needs of the dog; and
- Work cooperatively with the school staff to make this accommodation a success.

I/we give permission for this information to be shared with the school community.

Signature of student (if over 18) or parent(s)/guardian(s)

Date

Signature of student (if over 18) or parent(s)/guardian(s)

Date



Checklist for Implementation of a Certified Service Dog into a School	Date of Completion and Notes
Advise parent/guardian/adult student (18 years and older) making the request that the Board has a procedure to follow before a decision is made.	
Provide parent(s)/guardian(s)/adult student with the form Request for a Certified Service Dog Involvement with a Student and Information for Parents/Guardians Requesting a Service Dog in the School .	
Inform Superintendent Responsible for Special Education and Special Education Lead as well as the Superintendent responsible for the school request.	
<p>Ensure that the parent/guardian/adult student submits copies of the following documentation:</p> <ul style="list-style-type: none"> • A professional diagnosis of a disability which can be accommodated through the use of a service dog • A current letter from a member of the College of Physicians and Surgeons or the College of Psychologists confirming the diagnosis and recommended accommodations to be facilitated by the service dog support • Copy of certificate or letter from accredited training program for dog's and handler's training • Copy of current, official vaccinations certificate for the dog and letter of good health • Proof the dog is registered in Canada through an accredited dog training school • Proof of municipal dog license • Liability Insurance 	
<p>Inquiries made regarding any potential severe allergies, anxieties with respect to dogs and possible accommodation plans to meet competing rights of students in the school.</p> <p>AND on busses (considering students from other schools) regarding:</p> <ul style="list-style-type: none"> • Allergies • Phobia of Dogs • Cultural sensitivities and other issues • Plan for required accommodations 	
<p>Convene a case conference with the following in attendance:</p> <ul style="list-style-type: none"> • Parents/Guardians and/or student over the age of 18 • Classroom teacher(s), if available • Special Education Resource Teacher (SERT) • Student Achievement Lead for Special Education • System Special Education Teacher • Representative from the dog training centre • Educational Assistant(s) who work with the student • Superintendent of Education responsible for Special Education • Representative from Student Support Services, if required 	
<p>The case conference discusses and develops a plan for:</p> <ul style="list-style-type: none"> • The purpose and function of the Certified Service Dog • Training provided for the Handler (student) and the Certified Service Dog • Personal Care and physical needs of the Certified Service Dog • Classroom considerations such as seating arrangements 	



<ul style="list-style-type: none"> · Any necessary changes in routine and procedures and program changes · A transition plan for both the Certified Service Dog and the student · A timetable for introduction of the Certified Service Dog to the school and class(es) · A timetable for training of the student's school team · Rules of conduct around the Certified Service Dog for students, staff · Arrange a time for the Certified Service Dog to visit the school without students present in order to familiarize it with the school site 	
<p>Review the request with respect to its consistency with the IEP and/or recommendations from the IPRC.</p>	
<p>Inform school staff that a request has been made and receive their input.</p>	
<p>Inform appropriate bus contact that a request has been made and receive input. If transportation is being used through the consortium and the transportation is shared with another Board(s) then those Boards must be contacted so that they can also complete their assessments and communicate with school community members.</p>	
<p>Inform School Council and community at a School Council meeting and receive their input.</p>	
<p>Contact the Fire Marshall and with assistance, create a plan for fire and emergency exit. Plan must be included with school fire plan.</p>	
<p>Meet with the parent(s)/guardian(s)/adult student, to inform them of the information, you have received and if the service dog is approved, develop the implementation plan, including fire and emergency exit plans and Management Plan for the Care of the Dog.</p>	
<p>Advise the Superintendent and the Special Education Lead of your actions.</p>	
<p>IEP should be updated as needed along with any behaviour plans.</p>	
<p>Develop a communication strategy to inform students, staff, community and relevant employee representatives. Include information in registration packages.</p>	
<p>Post signs on the entrance doors and at any other appropriate places to advise visitors of the dog's presence.</p>	
<p>Monitor and review the implementation on a regular basis. Including updated medical information for the service dog and records of re-training and updating.</p>	
<p>File relevant documentation and correspondence in the documentation file of student's OSR.</p>	
<p>Update plan and documentation yearly as required (IEP, certification, vaccinations, Fire and Emergency plan, good health records, etc.)</p>	
<p>Inform the Superintendent that a Certified Dog is in place at the school and when/if the Certified Dog is no longer going to be at the school.</p>	



Management Plan for the Care of the Certified Service Dog

Student Name: _____ DOB: _____

Student Number: _____ School Year: _____

Name of Dog: _____

School: _____

Note: Where possible and feasible, these responsibilities should be handled by the student in the same manner as at home.

Dietary Needs: _____

Water Needs: (e.g. provision of water bowl, procedures for use, cleaning, etc.)

Bladder/Bowel Needs of Dog (e.g. frequency, location, disposal, etc.)

Other considerations:

1. Hot weather: _____

2. Winter weather: _____

3. Additional considerations: _____

Signature Student: _____

Date: _____

Signature Parent/Guardian: _____

Date: _____

Signature Principal: _____

Date: _____



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

We anticipate the Certified Service Dog being a benefit to the student's learning and we look forward to this new addition to our school community.

Thank you for your understanding and support.

Sincerely,

Full Name
Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*
Superintendent of Education: Family of Schools, Special Education
OSR

Attachment or Enclosure (if applicable)
XX:xx (AUTHOR INITIALS:your initials)



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students and this student and the Certified Service Dog will be a part of your child's class.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Certified Service Dog in your child's class, please contact me at the school.

Thank you for your understanding and support.

Sincerely,

Full Name

Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*
Superintendent of Education: Family of Schools, Special Education
Classroom Teacher (s)
OSR

Attachment or Enclosure (if applicable)

XX:xx (AUTHOR INITIALS:your initials)



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students and this student and the Certified Service Dog will be a part of your child's transportation.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Certified Service Dog on your child's mode of transportation, please contact me at the school.

Thank you for your understanding and support.

Sincerely,

Full Name

Title

- c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*
 - Superintendent of Education: Family of Schools, Special Education
 - Classroom Teacher (s)
 - OSR
 - Transportation

Attachment or Enclosure (if applicable)

XX:xx (AUTHOR INITIALS:your initials)