



The Limestone District School Board is committed to ensuring the provision of plans, programs and/or services that will facilitate and enable students with exceptionalities, health or medical needs to attend and participate fully in school. To this end, the Board will ensure that all supports and services are administered in a manner that respects, to the degree reasonable in the circumstances, the student's right to privacy, dignity and cultural sensitivity.

Purpose:

It is the purpose of the Limestone District School Board in accordance with its obligations pursuant to the Ontario Human Rights Code to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.

- a) The School Board utilizes a variety of placements, differentiated programming and evidence-based interventions and strategies to provide meaningful access to education for students who have disability related needs that impact their learning.
- b) The School Board does not provide Guide Dogs, Service Dogs or Service Animals to students, nor does it provide or permit training in the school setting.
- c) The School Board encourages any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal before making a commitment.

This administrative procedure identifies the individualized process to be followed when a parent or an adult student applies to the School Board to have a Guide Dog, Service Dog or

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.



Service animal accompany the student while the student is attending school or a school related event.

Background:

The use of a Guide Dog/Service Dog/Service Animal is a strategy employed by some individuals with disabilities to assist in managing their environment. The use of a Guide Dog/Service Dog/Service Animal is implemented in a school after extensive consultation and clearly outlined responsibilities for all parties with respect to the animal's handling and communication of the animal's presence to the school community. Any determination of whether a Guide Dog/Service Dog/Service Animal is an appropriate accommodation for a student in the school setting to accommodate a demonstrated disability related learning need is a decision of the school board. A regulated health professional cannot unilaterally prescribe that a Guide Dog/Service Dog/Service Animal be a specific accommodation while the student is receiving services at school.

Only in exceptional circumstances subject to the standards of undue hardship pursuant to the Human Rights Code, will the School Board consider Service Animals, other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. The determination of whether the animal is an appropriate accommodation in the school setting will consider that animals, other than some dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of student and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment. Any determination of whether the animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability related learning need is a decision of the school board.

When an adult student or parent seeks to have their child attend school or school related events with a Guide Dog / Service Dog, both the Guide Dog / Service Dog and the Student Handler must be certified as having been successfully trained by an accredited training facility. Only in exceptional circumstance subject to the standards of undue hardship pursuant the Human Rights Code, will the School Board consider an application for a



student who will not be acting as the primary trained Handler of the Guide Dog/Service Dog.

The term Service Animal is used in the Accessibility Standards for Customer Service made under the Accessibility for Ontarians with Disabilities Act (AODA), to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. A school is not a public space and is not generally accessible to the public. The AODA does not apply to a student's use of a Service Dog / Service Animal when accessing education services in school buildings.

Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does not permit training of potential guide dogs and service dogs in the school setting or during school activities.

1. Definitions:

For the purpose of this Procedure the following definitions apply:

Accredited training organization is a guide dog or service dog trainer that is accredited by:

- International Guide Dog Federation ("IGDF"): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or
- Assistance Dogs International ("ADI"): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations;

or

- A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).



Adult student shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent.

Disability means,

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b) a condition of mental impairment or a developmental disability,
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d) a mental disorder, or;
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997;

Guide Dog means a dog trained as a guide for a person who is blind or has low vision and having the qualifications prescribed by the regulations pursuant to the Blind Persons' Rights Act;

Handler refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog /Service Dog and in most cases will be the student for whom the Guide Dog / Service Dog is provided;

Parent shall be defined to mean a custodial parent of the student or a guardian pursuant to



the Education Act;

Service Animal for the purpose of this procedure includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained by an Accredited Training Organization to perform particular tasks to assist with a student's disability-related needs, but provides emotional support for a student.

Service Dog means a dog that provides support relating to a student's disability to assist that student in meaningfully accessing education. Service Dogs must be registered in Canada and have been certified after successfully completing a training program provided by an Accredited Training Organization.

2. Roles and Responsibilities

2.1. Principals

School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.

- a) A school principal has authority to exclude any animal, including Guide Dogs / Service Dogs and Service Animals, from entry onto school premises and school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability- related learning needs.
- b) School principals, before admitting a Guide Dog / Service Dog into the school or on school related activities with the student Handler, shall require a parent/adult student to submit a completed application, Form A (Application for Guide Dog/Service Dog) with all requested documentation.
- c) Before admitting a Service Animal, the school principal shall require the parent/adult student to submit a completed application, Form B (Application for Service Animal) with all requested documentation.



- 2.2. On receipt of an application for a Guide Dog / Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation. The principal will inform and consult with the Superintendent of Education responsible for special education as well as the school group Superintendent and submit all documentation to the Superintendent of Education responsible for special education.
- 2.3. The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.
- 2.4. Where a student supported by a Guide Dog / Service Dog / Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog / Service Dog / Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog / Service Dog / Service Animal and parent as the Handler.
- a) Inquiries may need to be made regarding competing rights and transportation arrangements.

2.5. Parents/Adult Students

Parents or Adult Students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog / Service Dog/Service Animal accompany the student at school and/or on school-related activities.

The parent or adult student shall be responsible for:

- a) Submission of Form A (Application for Guide Dog/Service Dog) or Form B (Application for Service Animal) with all requested documentation including Form E (Acceptance of Responsibility for Guide Dog/Service Dog/Service Animal);



- b) All costs related to the Guide Dog/Service Dog/Service Animal, food, grooming, harness, crate and/or mat and veterinary care;
- c) Obtaining training and maintaining the Guide Dog /Service Dog/Service Animal training to provide the accommodation in a safe manner that does not disrupt student learning;
- d) Providing confirmation of municipal license for the Guide Dog/Service Dog, not more than twelve months old (to be updated annually),
- e) Providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;
- f) Diagnosis from a registered pediatrician, psychologist, psychiatrist with a recommendation for the use of a Guide Dog / Service Dog/Service Animal and a description of the services provided by the Guide Dog / Service Dog/Service Animal to the student by a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Board), and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
- g) A certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the Guide Dog/Service Dog/Service Animal is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually
- h) General liability insurance providing coverage in the amount of 2 million



dollars in the event of an injury or death as a result of the Guide Dog / Service Dog/Service Animal's attendance on school property or on a school-related activity (to be updated annually).

2.6. Students

Students will be expected to act as the Guide Dog / Service Dog/Service Animal's primary Handler. The student Handler must:

- a) Demonstrate the ability to control the Guide Dog / Service Dog/Service Animal in accordance with the training received;
- b) Ensure that the Guide Dog / Service Dog/Service Animal is always wearing a vest and leash or harness when the Guide Dog/Service Dog/Service Animal is not in its crate;
- c) Ensure the Guide Dog / Service Dog/Service Animal does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- d) Ensure that the Guide Dog / Service Dog/ Service Animal's biological needs are addressed;
- e) Transition and maintain at all times the Guide Dog / Service Dog/Service Animal on a leash, harness, mat and/or crate;
- f) Comply with an accommodation plan that addresses the competing rights of others;

2.7. Guide Dog / Service Dog

The Guide Dog / Service Dog:

- a) Shall be a highly trained and certified by Accredited Training Organization;



- (i) will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;
- b) Must be groomed and clean;
- c) Must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- d) Must not engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - (ii) such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
 - (iii) any such behaviour is grounds to prohibit the Guide Dog / Service Dog's attendance on school property and in the school building
 - (iv) must have control of its biological functions such that it will only relieve itself in a designated area apart from the school yard
- e) Must demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school- related events.

3. Assessment of the Accommodation Request

If an administrator receives an inquiry from a parent/guardian or adult student about a Guide Dog/Service Dog/Service Animal as an accommodation for a student at school the administrator shall provide the parent/guardian or adult student with a copy of this procedure and required forms.

- 3.1. Once the application and all necessary documentation is received by the school principal, a meeting will be scheduled with the school team and a Board



representative to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. The team may choose to consult with parents, the student (as appropriate), the health practitioner recommending the Guide Dog/Service Dog/Service Animal, the trainer of the Guide Dog / Service Dog and of the Handler, and any other individuals who may contribute information to help the team review the request for accommodation.

3.2. Each request for a Guide Dog / Service Dog or Service Animal will be addressed on an individual basis giving consideration to:

- a) The individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
 - (i) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
- b) Evidence of how the Guide Dog / Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
- c) Assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog / Service Dog or Service Animal;
- d) The training and certification of the Guide Dog / Service Dog/Service Animal and student as Handler;
- e) The impact of the accommodation on the student's dignity, integration and independence;
- f) Whether one or more alternative accommodations can meet the needs of the student;



- g) Whether the student's attendance with a Guide Dog / Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
- h) Whether training will be required for staff and/or the student;
 - (i) The impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;
- j) Any competing human rights of students, staff, and community members using the school pursuant to a permit;
 - (i) recommendations for accommodation plans to reconcile competing rights.

3.4. The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and/or needs of daily living.

3.5. Where the student is not the primary Handler, Board staff must be trained as the Handler(s) and accompany the student and dog at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs and the impact on the staff and other students.

3.6. Service Animals shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. Parents or adult students must complete an application for a Service Animal (Form B-Application for Service Animal).

- a) The accommodation process following a request by a parent/adult student for a Service Animal shall be consistent with the process noted above, but



shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation.

- 3.7. The determination with respect to the application for a Guide Dog / Service Dog / Service Animal shall be communicated to the parent/adult student in writing in accordance with Form D5 (Sample Letter Approving the Guide Dog/Service Dog/Service Animal) or Form D6 (Sample Letter Denying the Guide Dog/Service Dog/Service Animal).

4. Implementing the Accommodation

- 4.1. Where approval is granted, the school principal in consultation with the student's educational team, will plan for entry using FORM C (Principal's Checklist for Guide Dog/Service Dog/Service Animal), to include the following:

- a) Make changes to the student's IEP goals and/or student's medical plan of care;
 - (i) may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- b) Organize an orientation session for school staff (i.e., staff meeting), students and the student Handler;
- c) Develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
 - (i) access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the Health Protection and Promotion Act or the Food Safety and



Quality Act 2001, which prohibit Service Animals from being in places where food is prepared, processed or handled.

(ii) assessment may be required by the School Board's health and safety officer regarding health and safety issues applicable to different areas/activities in the school;

- d) Develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- e) Provide communication to inform staff, students, families and the larger community including notice to the community via a letter to parents; posting on the school's website / social media; presentation by the trainer of the Guide Dog / Service Dog during a school council meeting or association supporting the use of the Service Animal; signage on the school's front door, gymnasium and library doors; communication to potential occasional staff accepting a position where the Guide Dog / Service Dog or Service Animal may be providing service to the student (Form D1-Sample Letter to Employees and School Permit Holders, Form D2-Sample Letter to the School Community, Form D4-Sample Letter to the Parents/Guardians of Students in Class(es) ;
- f) Arrangements for transportation of the Guide Dog / Service Dog or Service Animal to and from school, and on school related trips if necessary;
 - (i) If the Guide Dog / Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights (Form D3-Sample Letter to the Parents/Guardians of Students on the Bus), the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog/ Service Dog or Service Animal is on board;



(ii) Documentation about the Guide Dog / Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog / Service Dog's or Service Animal's presence.

(iii) If the bus carrier transports students from other Boards, on the same bus while the dog is present, then the other Board must be notified so that the parents/guardians of the other students may be notified.

(iv) Specialized transportation shall not be provided solely for the purpose enabling the Guide Dog / Service Dog or Service Animal to travel to and from school with the student.

5. Continuous Assessment

5.1. A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.

5.2. Approval may be revoked at any time by the principal if:

- a) there are any concerns for the health and safety of students, staff or the Guide Dog / Service Dog / Service Animal;
- b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog / Service Dog / Service Animal from the classroom immediately and the student's parent/guardian will be called to pick up the Guide Dog / Service Dog / Service Animal from the school. Alternative options for accommodation will be discussed.
- c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of



students/staff such that there is a new competing right;

- d) the Board in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

6. Records

6.1. A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation shall be retained in the student's Ontario Student Record as well as forwarded to the Superintendent of Education with responsibility for special education.

6.2. The School Board shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.

6.3. The Board is required pursuant to PPM 163 School Board Policies on Service

Animals to collect information regarding the implementation of the policy and procedure regarding Guide Dogs, Service Dogs and Service Animals, including:

- a) Total number of requests for students to be accompanied by Guide Dog / Service Dogs / Service Animals;
 - (i) Whether requests are for elementary or secondary school students;
 - (ii) The student's grade;
 - (iii) Whether the student is the Handler;
- b) The number of requests approved and denied;



- (i) If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
- (ii) Species of Service Animals requested and approved; and
- (iii) Types of needs being supported: emotional, social, psychological, physical.

7. Food Areas

Regulation 493/17, of Ontario's Health Protection and Promotion Act, allows Guide Dogs, Service Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs, Service Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.



Sources

Human Rights Code, RSO 1990, c.H.19

Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11

PPM 163 School Board Policies on Service Animals

J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII) Accessibility for Ontarions with Disabilities Act, 2005, SO 2005, c.11

Blind Persons' Rights Act, RSO 1990, c.B7, Dog Owners' Liability Act, RSO 1990, c.D16

Health Protection and Promotion Act, RSO 1990, c.H7

Related Forms & Letters Forms

Form A: Application for Guide Dog / Service Dog

Form B: Application for Service Animal Form C: Principal's Checklist for Guide Dog/Service Dog/Service Animal

Form D:

D1: Sample Letter to Employees & School Permit Holders D2: Sample Letter to the School Community

D3: Sample Letter to the Parents/Guardians of Students on the School Bus

D4: Sample Letter to the Parents/Guardians of Students in the Class(es)

D5: Sample Letter Approving the Guide Dog / Service Dog / Service Animal

D6: Sample Letter Denying the Guide Dog / Service Dog / Service Animal

Form E: Acceptance of Responsibility for Guide Dog/Service Dog/Service Animal



Form A

Application for Guide Dog / Service Dog This Form is to be submitted to the School Principal

School Grade

Student Name

Address & Home / Cell Telephone Number

Disability-Related Needs to be Accommodated by Guide Dog / Service Dog

- Please attach a copy of the assessment report from a registered pediatrician, psychologist, psychiatrist, (or other regulated health professional as determined by the School Board) containing the student's diagnosis, recommendation for support and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/ Service Dog will provide accommodation in a school setting.

Municipal License

- Please attached a copy of the dog's municipal license, not more than 12 months old; confirmation to be updated annually.

Veterinary Certificate

- Please attach a certificate (not greater than three months old) from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the breed of dog, age of dog and that the dog is an adult;
 - the dog does not have a disease or illness that might pose a risk to humans;

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Student Use of Guide Dogs, Service Dogs and Service Animals



- the dog has received all required vaccinations;
- the dog is in good health to assist the student

Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs, Service Dogs and Service Animal's Procedure 302.
- A letter confirming that the trainer will attend a School Council Meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate, not more than 6 months old, confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs, Service Dogs and Service Animal's Procedure 302.

Student NOT the Handler

Where the student is not the Handler, please describe below what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member.

Insurance

Proof of general liability insurance in the amount of 2 million dollars providing coverage in the event of an injury or death as a result of the Guide Dog/Service Dog's attendance on

Administrative Procedure 302

Student Use of Guide Dogs, Service Dogs and Service Animals



school property or on a school-related activity (to be updated annually). Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

Personal information of the student and parent/guardian is being collected by the Limestone District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.



Form B

Application for Service Animal This Form is to be submitted to the School Principal

School Grade

Student Name

Address & Home / Cell Telephone Number

Disability-Related Needs to be Accommodated by Service Animal

- Please attached a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, (or other regulated health professional as determined by the Board) containing the student's diagnosis, recommendation for support and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

Municipal License

Please attached a copy of the dog's municipal license, not more than 12 months old; confirmation to be updated annually.

Veterinary Certificate

- Please attach a certificate (not greater than three months old) from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
- the species of animal, age and confirmation that the animal is an adult;
- the animal does not have a disease or illness that might pose a risk to humans or dogs;
- the animal has received all required vaccinations; and



- the animal is in good health to assist the student.

Information regarding Animal

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate;
- Describe the biological needs of the animal;

Student

- Can the student independently manage the animal?
- Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes.
- Please describe below what, if any, responsibilities the student is capable of performing independently.

Insurance

Proof of general liability insurance in the amount of 2 million dollars providing coverage in the event of an injury or death as a result of the Service Animal's attendance on school property or on a school-related activity (to be updated annually).

Personal information of the student and parent/guardian is being collected by the Limestone District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.



Form C

Principal's Checklist for Guide Dog / Service Dog/Service Animal

School

Grade

Student Name

Application Requirements for Guide Dog/Service Dog/Service Animal

- Assessment report with diagnosis and accommodation to be provided
- Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- Copy of municipal license [within 12 months]
- Veterinary certificate [within 3 months]
- Certificate of training or attestation for Guide Dog / Service Dog [within 6 months]
- Certificate of training or attestation for student Handler [within 6 months]
- Letter of confirmation that the trainer will present to School Council
- Certificate of insurance [within 3 months] or letter from the registered charity which owns the dog
- Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- Assessment by health and safety officer
- Consult with and forward all relevant documentation to the



Superintendent of Education with responsibilities for special education.

- Parent has completed all applicable forms including Form E: Acceptance of Responsibility for Guide Dog/Service Dog/Service Animal

Implementation Requirements

- Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom etc.)
- Timetable identifying bio breaks, when accompanying student, when in crate
- Emergency procedures (fire exit plan, lockdown plan, evacuation plan)
- Letter to parents that Guide Dog/Service Dog/Service Animal will be accompanying student
- Information session at school council meeting
- Posting on school website and/or other social media accounts that Guide Dog/Service Dog/Service Animal will be accompanying student, maintaining student privacy
- Signage for front door, gymnasium door and library door advising of Guide Dog / Service Dog/Service Animal
- Transportation plan (if required)
- Orientation for school staff and students
- Training for staff member acting as Handler (if required)
- Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP)



Form D1

Sample Letter to Employees & School Permit Holders

Date

To Employees and Permit Holders

This letter is to advise that the school is in the process of planning for a Guide Dog / Service Dog/ Service Animal to attend [school] with a student in order to accommodate the student's needs pursuant to the Human Right Code.

(The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness).

A specific timetable will be created, which identifies where and when the Guide Dog / Service Dog/Service Animal will be at different periods of the school day, and will be shared with you.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog/Service Animal in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal



Form D2

Sample Letter to the School Community

Date

Dear Parents/Guardians

This letter is to advise that a Guide Dog / Service Dog/Service Animal will be attending [school] with a student in order to accommodate the student's needs pursuant to the Human Right Code.

(The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness).

An information session has been scheduled to take place following the school council meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs / Service Dogs/Service Animals.

An orientation session will be provided for all students, to explain the role of Guide Dogs / Service Dogs/Service Animals as working animals, not pets, and to identify how the Guide Dog / Service Dog/Service Animal will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog/Service Animal in our school.

Thank you for your on-going support.

Sincerely,

Principal



Form D3

Sample Letter to the Parents/Guardians of Students on School Bus

Date

Dear Parents/Guardians

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog/Service Animal would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog/Service Animal will be riding with a student to and from school to accommodate the student's needs pursuant to the Human Right Code beginning [insert date].

The Guide Dog / Service Dog/Service Animal and student will be assigned a specific seating area on the bus. (The Guide Dog / Service Dog is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.)

Your child will be participating in an information session to explain the role of Guide Dogs / Service Dogs/Service Animal as working animals, not pets, and to identify how the Guide Dog / Service Dog/Service Animal will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog/Service Animal on your child's bus.

Thank you for your on-going support.

Sincerely,

Principal



FORM D4

Sample Letter to the Parents/Guardians of Students in Class(es)

Date

Dear Parents/Guardians

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog/Service Animal would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog/ Service Animal will be attending [school] with a student in your child's class / [insert course] in order to accommodate the student's needs pursuant to the Human Right Code beginning [insert date].

(The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness).

Your child will be participating in an information session to explain the role of Guide Dogs / Service Dogs/Service Animal as working animals, not pets, and to identify how the Guide Dog / Service Dog/Service Animal will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or me. Thank you for your on-going support.

Sincerely,

Principal



Form D5

Sample Letter Decision Letter Approving Guide Dog / Service Dog / Service Animal

Date

Dear Parent / Guardian/Adult Student

I am writing to communicate the decision regarding your request that your child / you attend school with a Guide Dog / Service Dog/Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request. Our next step in planning for this accommodation is to meet as a team to determine responsibilities and a management plan for this accommodation. This team meeting will occur on _____.

You will be responsible for ensuring that the Guide Dog / Service Dog / Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Dog/ Service Animal into the school community and your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Dog/ Service Animal engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog/Service Animal from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog/Service Animal to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,
Principal

Cc: Superintendent of Education-School Group, Superintendent of Education-Special Education, OSR, Classroom Teacher School, Principal



Form D6

Sample Letter Decision Letter Declining Guide Dog / Service Dog / Service Animal

Date

Dear Parent /Guardian/ Adult Student

I am writing to communicate the decision regarding your request that your child attend school with a Guide Dog / Service Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to communicate that your request is being denied.

As we have discussed, PRINCIPAL TO IDENTIFY REASON, (i.e., your child is not able to perform the responsibilities of a Handler and/or the Service Animal is not trained and may be disruptive or a distraction in the school environment or other reasons as discussed). Reasonable alternative accommodations that respect your child's dignity, encourage independence and facilitate integration are available to support your child's learning needs and access to meaningful educational services.

This decision is not subject to appeal; however, if you wish to discuss the alternative accommodation measures available to support your child while at school, please contact me to arrange for a meeting.

Sincerely,

Principal

Cc: Superintendent of Education-School Group, Superintendent of Education-Special Education, OSR, Classroom Teacher School, Principal



Form E

Acceptance of Responsibility for Guide Dog/Service Dog/Service Animal

School

Grade

Student Name

Date of Birth

As Parents/Guardians/Adult Student:

I/we accept all financial responsibility for the Guide Dog/Service Dog/Service Animal including ongoing training, care, and handling costs.

I/we also accept any liability which may arise from the animal's behaviour.

I/we accept that the care of the animal is not the responsibility of Board staff, nor is it acceptable for Board staff to assume this on a volunteer basis during their scheduled work period.

The name of the trained handler who is responsible for the animal's care needs at school is _____.

Parent/Guardian/Adult Student Name
Date

Parent/Guardian/Adult Student Signature

Principal Name
Date

Principal Signature

cc. Superintendent of Education-School Group, Superintendent of Education-Special Education, Ontario Student Record (OSR), School Principal