

Legal References:	<p>Human Rights Code, RSO 1990, c.H.19          Ontario Human Rights Code December 2014          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 Health Protection and Promotion Act, RSO 1990, c.H7 (CanLII)          Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11          Blind Persons’ Rights Act, RSO 1990, c.B7,          Ontario Blind Persons Rights Act (2007)          Dog Owners’ Liability Act, RSO 1990, c.D16          Food Safety and Quality Act 2001, SO 2001, c.20          Accessibility Standards for Customer Service, Ontario Regulation 427/07.          Integrated Accessibility Standards, Ontario Regulation 191/11          Individual Education Plan, A Resource Guide (2004)</p>
Related References:	<p>3001 - Accessibility          5001 – Health and Safety          7001 – Safe Schools          7002 – Anaphylaxis Management          7010 – Ryan’s Law</p>
Effective Date:	January 1, 2020
Revisions: Reviewed	January 2021

**ADMINISTRATIVE PROCEDURE**

**1. PURPOSE**

1.1 It is the policy of the KidsAbility School Authority 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 Authority utilizes 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 Authority does not provide Guide Dogs, Service Dogs or Service Animals to students.
  - (c) The School Authority encourages any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal or School Authority Chair before making a commitment.
- 1.2 This Administrative Procedure identifies the individualized process to be followed when a parent applies to the School Authority to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the KidsAbility School Authority Board requires each school to have a process for visitors.
- 1.4 Any determination of whether a Guide Dog, Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the School Authority. A regulated health professional cannot unilaterally prescribe that a Guide Dog, Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.
- 1.5 When 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.
- (a) Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Authority consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog / Service Dog.
- 1.6 Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Authority 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.

## 2. **BACKGROUND**

- 2.1 Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).

- 2.2 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with greater independence, dignity and opportunity for integration.
- 2.3 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.**
- (a) Pursuant to the *Code* it is possible that a Service Animal might include different species that provide a therapeutic function (horses), emotional support, sensory function, companionship and/or comfort.
- (b) The 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 Authority.
- (i) Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.
- 2.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Authority does *not* permit training of potential guide dogs and service dogs in the school setting or during school activities.

### 3. DEFINITIONS

- 3.1 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).

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 blind person 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 / Service Animal;

**Parent** shall be defined to mean a custodial parent of the student or a guardian pursuant to the *Education Act*;

**Service Dog** means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

**Service Animal** for the purpose of this Procedure includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

#### 4. **ROLES AND RESPONSIBILITIES**

##### **Principals**

- 4.1 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 to submit a completed application, included in **Appendix A** of the Procedure.

- (c) Before admitting a Service Animal, the school principal shall require the parent/adult student to submit a completed application, included in **Appendix B** of the Procedure.
- 4.2 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.
- 4.3 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.
- 4.4 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.

### **Parents**

- 4.5 Parents 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 accompany the student at school and/or on school-related activities. The parent shall be responsible for:
  - (a) submission of **Appendix A**;
  - (b) all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
  - (c) obtaining training and maintaining the Guide Dog / Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
  - (d) providing confirmation of municipal license for the dog (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;

- (a) diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Authority) with a recommendation for the use of a Guide Dog / Service Dog;
- (b) a description of the services provided by the Guide Dog / Service Dog to the student, 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;
- (c) 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 dog 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);
- (d) general liability insurance providing coverage in an amount specified by the Board in the event of an injury or death as a result of the Guide Dog / Service Dog's attendance on school property or on a school-related activity (to be updated annually).

### **Animal Handler**

4.6 The Guide/Service Animal's Handler must:

- (a) demonstrate the ability to control the Guide Dog / Service Dog in accordance with the training received;
- (b) ensure that the Guide Dog / Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
- (c) ensure the Guide Dog / Service Dog 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's biological needs are addressed;
- (e) transition and maintain at all times the Guide Dog / Service Dog on a leash, harness, mat and/or crate;
- (f) comply with an accommodation plan that addresses the competing rights of others;

### **Guide Animal / Service Animal**

4.7 The Guide / Service Animal:

- (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;
  - (i) such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
  - (ii) any such behaviour is grounds to prohibit the Guide / Service Animal's attendance on school property and in the school building,
- (e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
- (f) 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.

## 5. ASSESSMENT OF THE ACCOMMODATION REQUEST

- 5.1 Once the application and all necessary documentation is received by the school principal, a review will take place by the School Authority team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.
- 5.2 A meeting with the School Authority team supporting the student, the parent (as appropriate), the health practitioner recommending the Guide Dog / Service Dog or Service Animal for the student, the trainer of the Guide Dog / Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 5.3 Each request for a Guide / 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 / 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 / Service Animal;
  - (d) the training and certification of the Guide / Service Animal's 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 / 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.
- 5.4 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.
- 5.5 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.
- 5.6 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 must complete an application for a Service Animal included in **Appendix B** of the Procedure.

- (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.

5.7 The determination with respect to the application for a Guide / Service Animal shall be communicated to the parent/adult student in writing in accordance with **Appendix D**.

## 6. IMPLEMENTING THE ACCOMMODATION

6.1 Where approval is granted, the school principal in consultation with the student's educational team, will do 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, students and the 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 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) 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;
- (f) classroom visits for introduction and orientation regarding the Guide Dog / Service Dog or Service Animal;
- (g) arrangements for transportation of the Guide Dog / Service Dog or Service Animal to and from school, 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, 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) 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;

## 7. CONTINUOUS ASSESSMENT

- 7.1 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.
- 7.2 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.

## 8. **RECORDS**

- 8.1 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.
- 8.2 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.
- 8.3 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 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.

9. **FOOD AREAS**

Under Ontario Regulation 562, of *Ontario's Health Promotion and Protection Act*, only Guide Dogs / Service Dogs are allowed to be in areas where food is consumed.

**Related Forms & Letters**

**KidsAbility Appendixes**

Appendix A Information For Parents Requesting a Service Animal in KidsAbility School

Appendix B Application for Service Animal

Appendix C Checklist for Implementation of Service Animal in KidsAbility School

Appendix D Management Plan for Care of Service Animal in KidsAbility School

Appendix E Sample Letter to the Parents

## APPENDIX A

### INFORMATION FOR PARENTS/GUARDIANS REQUESTING A SERVICE ANIMAL IN KIDSABILITY SCHOOL

1. The success of the implementation of a service animal into the KidsAbility 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 you provide will be filed in your child's Ontario Student Record (OSR).
2. The use of a service animal is considered to be an accommodation to help your child learn and to develop the necessary skills to achieve success at school. An Individual Education Plan will be developed in consultation with you. The Principal will invite you, your child's teacher, a representative from the training centre and any other relevant school staff 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 a service animal.
3. The information you provide will help the Principal to implement your request. It is important that you provide information that addresses the safety of the students and staff. For example, the Principal needs to know that the animal has no history of nipping, biting or growling at children or adults, nor exhibits aggressive protective behaviours.
4. The well-being of the animal is also 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 activities outside the classroom, and informing the staff and students about interacting with the animal will need to be included in the planning to be as consistent and fair to the animal as possible.
5. The School Council advises the Principal on matters pertaining to the school community. It is customary to provide an information session for the School Council and other interested parents. It is our experience that 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.
6. After all the discussion and planning is in place, the goal will be to implement the plan as soon as possible.
7. Your responsibilities include:
  - facilitating the use of bus transportation;
  - providing the required equipment and dog care items;
  - assuming financial responsibility for the dog's training, veterinary care, and other related costs;
  - working co-operatively with the school staff to make this accommodation a success;
  - assisting the Principal to communicate relevant information to the school community;

- providing the Principal with required documentation in a timely fashion;  
and
  - informing the Principal of all relevant information that may affect the students and staff.
8. Once the necessary information has been discussed, the Principal will consult with the appropriate School Authority staff prior to the admittance and implementation of the service animal into the school.
  9. A series of planning steps must take place to ensure a smooth transition for the entry of the service dog.

**APPENDIX B**

**KIDSABILITY SCHOOL  
APPLICATION FOR SERVICE ANIMAL**

Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Other Schools Attended: \_\_\_\_\_ Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Name of Parent(s)/Guardian(s): \_\_\_\_\_

Telephone: \_\_\_\_\_ Other: \_\_\_\_\_

1. I/We request that permission be granted for \_\_\_\_\_ to use a service dog in KidsAbility School and at school related activities.
2. Length of time the student and dog have worked together: \_\_\_\_\_
3. Duration of this requested intervention \_\_\_\_\_ (not to exceed one school year)
4. Support the service dog will provide the student:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Additional information that will assist the Principal:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I/We understand that it is our responsibility to:

- Work with the school to arrange transportation.
- Provide a certificate of training from a guide animal training
- Documentation from member(s) of the College of Physicians and Surgeons or from a member of the College of Psychologists confirming a diagnosis as well as a recommendation for the use of a service dog.
- Provide the required equipment and dog care items.
- Assume financial responsibility for the dog's training, veterinary care, and, other related costs.
- Work co-operatively with the school staff to make this accommodation a success.
- Assist the Principal to communicate relevant information to the school community.
- Provide the Principal with required documentation in a timely fashion.
- Inform the Principal of all relevant information that may affect the child, the other students and/or staff.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

<b>For KidsAbility School Use Only</b>
Request Approved <input type="checkbox"/> <input type="checkbox"/> Request Not Approved <input type="checkbox"/> <input type="checkbox"/>
Reason request not approved:

Signature of Principal

Date

cc: Parent  
OSR

**APPENDIX C**

**KIDSABILITY SCHOOL  
ADMINISTRATIVE CHECKLIST FOR IMPLEMENTATION OF SERVICE  
ANIMAL IN SCHOOL(S)**

	Date of Completion & Notes
Advise parent/guardian making the request that KASA has a procedure to follow before a decision is made.	
Provide parent(s)/guardian(s) with the form Request for Service Animal Involvement With a Student and Information for Parents / Guardians Requesting a Service Animal in the School.	
<b>Inform KASA staff &amp; trustees of the request</b>	
Ensure that parent/guardian submits copies of the following documentation: <ul style="list-style-type: none"> <li>• <input type="checkbox"/> <input type="checkbox"/> copy of animal’s registration with a recognized training centre;</li> <li>• <input type="checkbox"/> <input type="checkbox"/> copy of current, official vaccination certificate for the animal;</li> <li>• <input type="checkbox"/> <input type="checkbox"/> proof the animal is registered in Canada;</li> <li>• <input type="checkbox"/> <input type="checkbox"/> documentation from member(s) of the Ontario College of Physicians and Surgeons;</li> <li>• <input type="checkbox"/> <input type="checkbox"/> copy of training certification of parent(s)/guardian(s);</li> <li>• <input type="checkbox"/> <input type="checkbox"/> proof of municipal animal license, if applicable.</li> </ul>	
Consider /research implications related to staff, & students in the school AND on busses regarding: <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Allergies</li> </ul> Fear of animal <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Cultural sensitivities and other issues • <input type="checkbox"/> Plan for required accommodations</li> </ul>	
Convene a case conference with the following in attendance: <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Parents/Guardians • <input type="checkbox"/> <input type="checkbox"/> classroom teachers(s)</li> <li>• <input type="checkbox"/> <input type="checkbox"/> Principal</li> <li>• <input type="checkbox"/> other relevant Board personnel</li> <li>• <input type="checkbox"/> <input type="checkbox"/> representative from the animal training centre</li> <li>• <input type="checkbox"/> <input type="checkbox"/> Educational Assistant(s) who work with the student.</li> </ul>	

	Date of Completion & Notes
Review the request with respect to its consistency with the IEP	
Inform school staff that a request has been made and receive their input.	
Inform appropriate bus contact that a request has been made and receive input.	
Inform School Council and community at a School Council meeting and receive their input.	

Meet with the parent(s)/guardian(s) to inform them of the information you have received, and to review the implementation plan, including the fire and emergency exit plans, and Management Plan for the Care of the Service Animal.	
Develop a communication strategy to inform students, staff, community and relevant employee representatives. Include information in registration packages.	
Post signs on the entrance doors, and at any other appropriate places to advise visitors of the animal's presence.	
Monitor and review the implementation on a regular basis.	
File relevant documentation and correspondence in the documentation file of student's OSR.	

**APPENDIX D**

**KIDSABILITY SCHOOL  
MANAGEMENT PLAN FOR THE CARE OF THE SERVICE ANIMAL**

Name of student: D.O.B:

*O.E.N.:*

School year:

Kind & Name of animal:

Person(s) responsible in the school environment:

Note: Where possible and feasible, these responsibilities should be handled by the student in the same manner as at home. Care of the animal is also a skill to be taught.

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

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

Other considerations (e.g. rest periods away from work, hot and winter weather, etc.)

1. Rest periods away from work
2. Hot weather
3. Winter weather

Signature of Parent/Guardian

Date

Signature of Principal

Date

Notice of Collection: Personal information on this form is collected pursuant to the Authority of the Education Act R.S.O., 1990, c.E.2 and the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M56 and may be used as necessary for board operations, school programs, education services and student records. If you have any questions about the collection or use of this information please contact the Principal, KidsAbility School

## APPENDIX E

### KIDSABILITY SCHOOL

#### SAMPLE PARENT LETTER OR NEWSLETTER INSERT {SCHOOL LETTERHEAD}

*Dear Parent(s)/Guardian(s):*

*RE: Service Animal at KidsAbility School*

Beginning on (date) one of the students at our school will attend class with a (Guide, Hearing, Service) animal to support (his/her) special needs. Successful transition and entry of the dog into the school environment has been planned in accordance with the KidsAbility School Authority 'USE OF A SERVICEANIMAL BY A STUDENT' Procedure and with input and consultation from the school and broader community. The service animal has been specially trained and is a Certified Service Animal. This is a working animal and will be easily identified as one by the vest it wears. Students will be introduced to the animal at a school gathering or in in class training and rules for interaction will be reviewed. Working animals should not be petted or approached without the permission of the animal's handler. Should you wish further information or would like to speak further about the entry of a service dog into the school setting, please do not hesitate to contact the school directly.

Sincerely,

Principal  
KidsAbility School