



PROCEDURE

SO-033

ANIMALS IN SCHOOLS, INCLUDING STUDENT USE OF GUIDE DOGS, SERVICE DOGS, AND SERVICE ANIMALS

Superintendent Responsible: Superintendent of Education, Specialized Services	Initial Effective Date: 2020/02/24
Last Updated: 2025/10/02	Next Review Date: 2029/10/02

Purpose

To Provide guidelines about animals in schools for educational purposes and to identify the individualized process to be followed when a parent(s)/caregiver(s) or adult student applies to have a guide dog, service dog or service animal accompany the student while the student is attending school or a school-related event.

Guiding Principles

Grand Erie 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.

1.0 Background

- 1.1 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).
- 1.2 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.
- 1.3 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 made by the school.
 - 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.
- 1.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, Grand Erie does not permit training of potential guide dogs and service dogs in the school setting or during school activities.

2.0 Roles and Responsibilities

2.1 Principals

- (a) School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
- (b) 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.
- (c) 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, included in Appendix A of the manual.
- (d) 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 manual.
- (e) 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.
- (f) 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.
- (g) 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. The parent will follow procedures outlined in Procedure SO126 – Volunteers.
- (h) Inquiries may need to be made regarding competing rights and transportation arrangements.

2.2 Parents/Caregivers/Caregivers/Adult Students

- (a) Parents/Caregivers 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 accompany the student at school and/or on school-related activities. The parent or adult student shall be responsible for:
 - (i) submission of Appendix A
 - (ii) all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care
 - (iii) obtaining training and maintaining the Guide Dog/Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning
 - (iv) providing confirmation of municipal license for the dog (to be updated annually),
 - (v) 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
 - (vi) diagnosis from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist with a recommendation for the use of a Guide Dog/Service Dog
 - (vii) 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
 - (viii) 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)
- (ix) 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)

2.3 Students

- (a) Students will be expected to act as the Guide Dog/Service Dog's primary Handler. The student Handler must:
 - (i) demonstrate the ability to control the Guide Dog/Service Dog in accordance with the training received
 - (ii) ensure that the Guide Dog/Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
 - (iii) 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
 - (iv) ensure that the Guide Dog/Service Dog's biological needs are addressed
 - (v) transition and maintain at all times the Guide Dog/Service Dog on a leash, harness, mat and/or crate
 - (vi) comply with an accommodation plan that addresses the competing rights of others

2.4 Guide Dogs/Service Dogs

- (a) The Guide Dog/Service Dog:
 - (i) shall be a highly trained and certified by Accredited Training Organization
 - (ii) will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required
 - (iii) must be groomed and clean
 - (iv) must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation
 - (v) 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
 - (vi) such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating
 - (vii) any such behaviour is grounds to prohibit the Guide Dog/Service Dog's attendance on school property and in the school building
 - (viii) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day
 - (ix) 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

3.0 Assessment of the Accommodation Request

- 3.1 Once the application and all necessary documentation is received by the school principal, a review will take place by the school 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.
- 3.2 A meeting with the school team supporting the student, the parent/adult student and student (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.
- 3.3 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 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, a Grand Erie staff member 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/Caregivers must complete an application for a Service Animal included in Appendix B of the manual.
- (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 Appendix D.
- 4.0 Implementing the Accommodation
- 4.1 Where approval is granted, the school principal in consultation with the school 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 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 Grand Erie's Manager of Health and Safety issues applicable to different areas/activities in the school
- (d) align existing emergency procedures, to include a fire exit plan, lockdown/hold and secure/shelter in place plan, evacuation plan that includes planning for the Guide Dog/ Service Dog or Service Animal
- (e) provide notice to the community via a letter to Parents/Caregivers; posting on the school's website/social media; presentation by the trainer or a member of the association related to the Service Animal that can speak to the training requirements of the Guide Dog/Service Dog during a school council meeting; signage on the school's front door, gymnasium and library doors included in Appendix E; 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) student assembly 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

5.0 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, but not less than once per school year.
- 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/Caregiver 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) there is a determination that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

6.0 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.
- 6.2 A copy of the confirmation of approval will be forwarded to the Superintendent of Education, Special Education.
- 6.3 The Grand Erie 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.
- 6.4 Grand Erie 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.

7.0 FOOD AREAS

- 7.1 Regulation 493/17, of Ontario's Health Protection and Promotion Act, allows Guide Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.
- 7.2 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.

8.0 ANIMALS IN SCHOOLS

- 8.1 Animals in schools refer to general animals brought into the school on an individualized basis to support or enhance educational programming. The study of specific animals and their habitats may take place in classrooms or in whole school presentations.
- 8.2 It is essential that all animals be properly cared for and their habitats well maintained during school days. In the majority of cases, animals will not be left at the school on weekends. Animals will not be left at school over breaks and holidays.
- 8.3 Teachers must obtain approval from the Principal and create a plan to ensure the safety of students, staff and the animal while it is at school.
- 8.4 The following checklist must be reviewed before bringing an animal into a school or classroom:
- Do students or staff have any allergies to certain types of animals?
 - Are there any students or staff fearful of a certain type of animal?
 - Are there religious beliefs that may impact on the presence of a living thing in a classroom or school?
 - Are there appropriate habitats for the animals?

- Is all electrical equipment in good condition, proper working order, Canadian Standards Association (CSA) approved and used in a method that does not create a trip, electrical or fire hazard?
- Has all electrical equipment been approved by facility services?
- Are classroom teachers aware of the responsibility to clean and maintain animal enclosures?

If any one of the above cannot be positively resolved before the animal is brought into the school/classroom, it will not be permitted.

8.5 General Precautions

- Avoid keeping turtles, birds or fowl, as they are prone to parasite infections.
- A limited number of animals should be kept in the school at any time.
- All cages/habitats must be located in a well-ventilated area and should not be exposed to extreme weather conditions.
- Do not let animals roam freely in classrooms.
-
- Animals must be well fed and must have a constant supply of fresh drinking water.
- All animal waste and soiled bedding material must be removed by the responsible staff member at least daily and replaced with fresh bedding. Waste material must be placed in a sealed plastic bag for disposal, following local animal control regulations for animal waste disposal.
- Caretakers or Custodians are not responsible for the care or clean-up of animals in schools.
- If an animal scratches or bite breaks the surface of the skin, immediately clean the affected area and report the incident to the Principal. An OSBIE report must be completed.
- ALWAYS wash hands thoroughly after handling animals.
- Cats, dogs (with the exception of service dogs), snakes and other reptiles are not to be kept in schools but may be welcomed as occasional supervised visitors only after approval of the Principal.
- The exhibition of exotic animals, including poisonous amphibians, requires approval of the Family of Schools Superintendent.

Definitions:

For the purposes of this Procedure, the following definitions apply:

- 1.0 Accredited training organization is a Guide Dog or Service Dog trainer that is accredited by:
 - (a) 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
 - (b) 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
 - (c) 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)
- 2.0 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 themselves from the care and control of their custodial parent
- 3.0 Disability

- (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
- 4.0 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
- 5.0 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
- 6.0 Parent shall be defined to mean a custodial parent of the student or a Caregiver pursuant to the Education Act
- 7.0 Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.
- 8.0 Service Animal for the purpose of this manual 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.

Reference:

- Animals in Schools, Including Student Use of Guide Dogs, Service Dogs and Service Animals Policy (SO-33)
- Accessibility Policy (SO-31)
- Accessibility Procedure (SO-031)
- [Accessibility for Ontarians with Disabilities Act 2005 \(AODA\)](#)
- *Accessibility Standards for Customer Service, Ontario Regulation 429/07*
- [Education Act, R.S.O. 1990, c. E.2](#)
- Equity and Inclusive Education Policy (SO-14)
- Grand Erie's Multi-Year Accessibility Plan, 2022-27
- *Integrated Accessibility Standard Regulation (IASR), Ontario Regulation 191/11*
- Integrated Accessibility Awareness Resource Package
- Management of Potentially Life-Threatening Health Conditions Including Administration of Medication, in Schools Policy (SO-30)
- Management of Potentially Life-Threatening Health Conditions, Including Administration of Medication, in Schools Procedure (SO-030)
- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M.56](#)
- *Ontario Human Rights Code*
- *Ontario Regulation 474/00 Access to School Premises*
- [Provincial Animal Welfare Services Act, 2019, S.O. 2019, c. 13](#)

- Volunteers Procedure (SO-126)

Appendix A: Application for Guide Dog/Service Dog

This Form and all accompanying documents are to be completed by the Parent/Caregiver and submitted to the School Principal

School			
Grade			
Student			
Name:			
Address:			
Telephone	:	Home:	Cell:
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, optometrist or audiologist containing the student's diagnosis 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 municipal license, not more than 12 months old; confirmation to be updated annually.
- ☐ Veterinary Certificate (submitted after approval and before the dog can be allowed on school property)
 - Please attach a certificate 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;
 - 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 and Service Animal's Policy SO33.
 - A letter confirming that the trainer, or a member of the association related to the Service Animal that can speak to the training requirements, will attend a School Council Meeting to provide a presentation and respond to questions from the school community.

Animals in Schools, Including Student Use of Guide Dogs, Service Dogs, and Service Animals Procedure (SO-033) **Page 10**

- 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 and Service Animal's Policy SO33.

☐ 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 that the student is unable to assume on their own

☐ Insurance

- Pursuant to Dog Owners' Liability Act, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attach a certificate of home or contents insurance. Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

Signature of Parent/Caregiver/Adult Student

Date:

Appendix B: Application for Service Animal

This Form and all accompanying documents are to be completed by the Parent/Caregiver and submitted to the School Principal

School			
Grade			
Student			
Name:			
Address:			
Telephone	:	Home:	Cell:
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, optometrist or audiologist containing the student's diagnosis 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.
- ☐ Veterinary Certificate (submitted after approval and before the dog can be allowed on school property)
- Please attach a certificate 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
- A parent must provide an insurance certificate identifying that Board as an insured in the event that the animal causes damage to the school or its contents or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Signature of Parent/Caregiver/Adult Student

Date:

School _____

Grade _____

Student _____

Name: _____

Student _____

OEN# _____

Application Requirements for Guide Dog/Service Dog

- ☐ 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, or a member of the association related to the Service Animal that can speak to the training requirements, 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 Manager of Health and Safety 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/Caregivers that Guide Dog/Service Dog will be accompanying student
- ☐ Information session during to school council meeting
- ☐ Posting on school website or social media that Guide Dog/Service Dog will be accompanying student
- ☐ Signage for front door, gymnasium door and library door advising of Guide Dog/Service Dog
- ☐ Transportation plan (if required)
- ☐ Orientation for school staff and students
- ☐ Training for person other than the student acting as Handler (if required)
- ☐ Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP)

Principal Signature

Date:

ON SCHOOL LETTERHEAD

Appendix D: Sample Letters

Sample Letter to Employees & School Permit Holders

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 to
atte [redacted] with a student in order to accommodate
nd [redacted] 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 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 in our school.

Thank you for your on-going cooperation and support. Sincerely,

Principal

ON SCHOOL LETTERHEAD

Dear Parents/Caregivers/Caregivers

This letter is to advise that a Guide Dog/Service Dog will be attending _____
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 _____

. A trainer from _____ will be present to answer
any _____

_____ questions that you might have about the training of Guide Dogs/Service Dogs.

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

Thank you for your on-going support. Sincerely,

Principal

ON SCHOOL LETTERHEAD

Dear Parents/Caregivers/Caregivers

C _____ the school forwarded a letter home to all
n _____ Parents/Caregivers advising that a
Guide Dog/Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog/Service Dog will riding a student to and from
school to
accommodate the student's needs pursuant to the *Human Right Code* beginning _____

The Guide Dog/Service Dog and student will be assigned a specific seating area on the bus,
and 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 orientation session to explain the role of Guide
Dogs/Service Dogs as working animals, not pets, and to identify how the Guide Dog/Service
Dog 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 on your child's bus.

Thank you for your on-going support. Sincerely,

STSBHN

ON SCHOOL LETTERHEAD

Dear Parents/Caregivers/Caregivers

C _____ the school forwarded a letter home to all
n _____ Parents/Caregivers advising that a
Guide Dog/Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog/Service Dog will be attending
with a student in your child's _____
class/ _____ in order to accommodate
the _____
student's needs pursuant to the *Human Right Code* beginning _____

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 has participated in an orientation session to explain the role of Guide Dogs/Service Dogs as working animals, not pets, and to identify how the Guide Dog/Service Dog 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

ON SCHOOL LETTERHEAD

Dear Parent/Adult Student

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

I wish to confirm approval of your request.

As we have discussed, your/your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog/Service Dog/Service Animal in meeting your/your child's accommodation needs will take place on a regular basis, not less than once per school year.

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 into the school community and your/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 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 from the classroom immediately and you will be required to arrange for the Guide Dog/Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

ON SCHOOL LETTERHEAD

Dear Parent/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, 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], and 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.

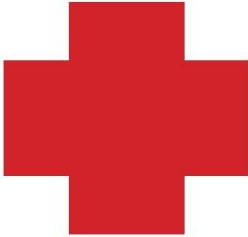
This decision is not subject to appeal; however, if you wish to discuss the alternative accommodation measures available to support your child while at school, please contact me to arrange for a meeting.

Sincerely,

Principal



SERVICE ANIMAL ON PREMISES



Please do not separate
animal from handler.

For more information please contact the school or
visit the Accessibility section at www.granderie.ca

SUCCESS for Every Student