



<b>ADMINISTRATIVE PROCEDURE</b>	
<i>Approval Date</i> <b>2019</b>	<i>Replacing</i> <b>All previous policies</b>
<i>Review Date</i> <b>2024</b>	<i>Page</i> <b>1 of 25</b>
<i>Contact Person/Department</i> <b>Superintendent of Special Education</b>	<i>Identification</i> <b>ES-5031</b>

## **STUDENT USE OF SERVICE ANIMALS IN SCHOOLS**

### **1.0 PURPOSE**

Trillium Lakelands District School Board is committed to providing appropriate accommodations for all students with demonstrable learning needs. Trillium Lakelands District School Board has a consistent and transparent process in place to approve the use of a service animal by a student in the school when such use is a necessary accommodation to ensure the student’s meaningful access to education.

### **2.0 REFERENCES/RELATED DOCUMENTS**

- 2.1 [Policy/Program Memorandum No. 163: School Board Policies on Service Animals](#)
- 2.2 [The Accessibility for Ontarians with Disabilities Act \(2005\)](#)
- 2.3 [Ontario Human Rights Code](#)
- 2.4 [Blind Persons’ Rights Act \(2008\)](#)
- 2.5 [Special Education In Ontario \(2017\)](#)
- 2.6 [TLDSB Medical and Health Management in Schools Policy \(OP-6602\)](#) and [Procedure \(OP-6603\)](#)
- 2.7 [TLDSB Transportation Policy \(BU-3025\)](#) and [Procedure \(BU-3026\)](#)

### **3.0 TERMS AND DEFINITIONS**

#### **3.1 SERVICE ANIMAL**

An animal that provides support relating to a student’s disability, assisting that student in meaningfully accessing education. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal; however, other species may also provide services to individuals with disabilities. For the purposes of this procedure, the term “service animal” includes guide dogs, hearing dogs, service dogs, autism service dogs and other animals providing services to individuals with disabilities.

#### **3.2 GUIDE DOGS**

Guide dogs are highly trained working animals that help provide mobility, safety and increased independence for people with vision loss.

#### **3.3 HEARING DOGS**

A hearing dog is a type of assistance dog specially selected and trained to assist people who are deaf or hearing impaired by alerting their handler to important sounds, such as doorbells, smoke alarms, ringing telephones, or alarm clocks.

### 3.4 SERVICE DOGS

A service dog is a type of assistance dog specially trained to help people who have disabilities other than visual or hearing impairment, or to assist with medical responses (for example, assist people with epilepsy).

### 3.5 AUTISM SERVICE DOGS

Autism service dogs are specially trained dogs trained by a certified training agency that increase safety levels and alleviate bolting behaviours common in children with autism by acting as an anchor when tethered to the child. An autism service dog is a certified service dog that is recognized as a working dog and strict guidelines apply for the access, handling and interaction with these dogs.

### 3.6 THERAPY/COMPANION ANIMALS

A therapy/companion animal visits people to bring companionship into their daily routine. These animals provide comfort and friendship to students who may have emotional, self-esteem or social problems or are used for therapeutic purposes. Therapy/companion animals are not considered to be an accommodation as they are generally not required to allow the student to access the Ontario Curriculum.

### 3.7 READING DOGS

A reading dog is trained by St. John's Ambulance to provide a settled companion for the child's uninterrupted, uncorrected reading practice. Reading dogs are not considered to be an accommodation as they are generally not required to allow the student to access the Ontario Curriculum.

### 3.8 CERTIFIED SERVICE ANIMAL

For the purposes of this procedure, a service animal is considered certified if it has graduated from a recognized training centre and has supporting documentation that defines its role. A certified service animal is a working animal and there are strict guidelines for access, handling and interaction with these animals. Dogs are the most prevalent type of certified service animal. Certified service dogs will wear a distinctive harness and leash and/or saddlebag and vest when working.

Trainers for guide dogs, hearing dogs, service dogs or autism service dogs in Ontario must be accredited by:

- a) The International Guide Dog Federation (IGDF): Members' purpose is to serve the visually impaired and blind people from around the world by training and providing guide dogs; or
- b) Assistance Dogs International, Inc. (ADI): ADI is a coalition of not-for-profit organizations that train and place assistance dogs; 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).

## 4.0 ADMINISTRATIVE PROCEDURE

### 4.1 CONTEXT

- 4.1.1 The Accessibility for Ontarians with Disabilities Act (2005) sets out a framework related to the use of service animals by individuals with a disability
- 4.1.2 The Blind Persons' Rights Act (2008) sets out a framework specifically for the use of guide dogs for individuals who are blind.
- 4.1.3 People with disabilities who use service animals to assist them with disability-related needs are protected under the grounds of "disability"; in the Ontario Human Rights Code. Under the Human Rights Code, school boards have a duty to accommodate the needs of students with disabilities to the point of undue hardship.
- 4.1.4 The parent/guardian/student (18 years or older) may apply to the school principal to have the student be accompanied by a certified service animal in school when such accompaniment is an appropriate accommodation to support the child's learning needs.
- 4.1.5 Information about the application process and supporting materials are available on the board's website or through the office of the Superintendent of Learning responsible for Special Education.

### 4.2 APPLICATION

- 4.2.1 The parent/guardian/student (18 years or older) will approach the Principal or Designate regarding the learning needs and the potential use of a service animal in school as an accommodation.
- 4.2.2 The parent/guardian/student (18 years or older) will receive a copy of the information form (Appendix 5.1) outlining the use of service animals in TLDSB schools and is required to make an application in writing to the school (Appendix 5.2 or 5.3).

### 4.3 ASSESSMENT OF APPLICATION

- 4.3.1 On receipt of an application for use of a service animal in the school (Appendix 5.2 or 5.3), the Principal or designate will review the application for completeness.
- 4.3.2 The Principal or designate will review and consider the following information regarding the student's disability and learning needs:
  - a) An 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 service animal will provide accommodation in the school setting;
  - b) strengths/needs and programming outlined in the IEP;
  - c) accommodations already available to support the student's learning and whether one or more alternative accommodations can meet the needs of the student;
  - d) observation data of the implementation of accommodations already in place in the classroom.

- 4.3.3 The Principal or designate will review and consider the following information regarding the service animal, its training and proposed use in school:
- a) For service animals that are dogs:
    - Municipal licence;
    - Veterinarian certificate;
    - Certificate of training;
    - Information about needs, training, handling and liability insurance, etc.
  - b) For service animals that are not dogs:
    - Veterinarian certificate;
    - Information regarding the animal;
    - Information regarding how the student handles and uses the animal;
    - Information about needs, training, handling and liability insurance, etc.
- 4.3.4 The Principal or designate will review and consider the following information regarding the impact of the introduction of a service animal in the school:
- a) Whether the student's attendance with a service animal might require an increase in the level of staff support provided to the student;
  - b) The impact on the learning environment for the student and other students including health, safety, disruption and distraction;
  - c) Any competing rights of students, staff and community members using the school pursuant to a permit.
- 4.3.5 The Principal or designate will determine whether the request is for a service animal or a therapy/companion animal. A request for a companion animal may be denied.
- 4.3.6 With the appropriate consent to exchange information in place, the Principal or designate may contact the accredited training centre for the animal to discuss placement in the classroom and training and support if necessary.
- 4.3.7 The application and information gathered is reviewed on an individual basis.
- 4.3.8 All circumstances of a particular case, including the individual needs of the student being assisted by the animal, and the needs of other students, staff and stakeholders will be considered. Where necessary, accommodation plans may need to be developed to reconcile competing rights.
- a) The Principal or designate will inform staff, the school community, parents/guardians, school council, bus riders and their families, and permit holders that the school is in the process of planning for a service animal to attend school with a student in order to accommodate the student's needs (Appendices 5.4 and 5.5).
  - b) The Principal or designate will check student database and other records regarding student anaphylactic allergies to animals and consult the TLDSB Medical and Health Management in Schools Policy and Procedure if an allergy exists.

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- 4.3.9 The Principal or designate will schedule a case conference with the parent/guardian/student (age 18 or older), the classroom teacher(s), the SERT and educational assistant(s) who work with the student. The purpose of the case conference is to review the IEP description of the student's needs, any IPRC recommendations and the required accommodations including type of service that the animal would provide if approved. The service provided by the animal must be consistent with the needs or recommendations of the IEP and/or IPRC process.

#### 4.4 ADMITTANCE DECISION

- 4.4.1 Decisions regarding the approval of student use of a service animal in the school will be made after extensive consultation. The Principal must consult with the Superintendent of the School and Superintendent responsible for Special Education.
- 4.4.2 Decisions will be communicated in writing to the parent/guardian/student (18 years or older). (Appendix 5.6 or 5.7)

#### 4.5 PROCEDURE FOR PLANNING THE IMPLEMENTATION

- 4.5.1 A Management Plan for the Care of the Service Animal, which outlines responsibilities and routines (Appendix 5.8), will be developed.
- 4.5.2 If, in the opinion of the Principal, the dog appears to be in ill health and unable to perform the required duties, the Principal may request that the service animal be removed from school and may require verification of good health prior to the animal's return.
- 4.5.3 Other information such as safety (allergies, staff or students with asthma, fear of animals, etc.), cultural sensitivity, the potential impact of the service animal on the school community, handling routines and responsibilities, guidelines for staff and students, other student issues, transportation to school etc. will be considered.
- 4.5.4 Per the Board's Transportation Policy and Procedure, approved service animals are allowed access to transportation services; however the Principal must consult with TLDSB Transportation Services regarding riders with allergies or fears. A letter will be sent to all riders informing them there will be a service animal on the bus (Appendix 5.11). The principal will work with Transportation Services to develop a clear plan outlining:
- a) where the service animal will be seated;
  - b) how students on the bus will be trained regarding appropriate interaction with the service animal; and
  - c) how occasional/replacement drivers will be notified.

Copies of documentation will be submitted to the Superintendent responsible for Transportation or designate.

- 4.5.5 A transition plan for introducing the service animal to the school environment will be made. Consistent routines must be established and student and community notification plans put in place. Rules and protocols (such as handling and touching the animal, etc.) must be clearly communicated to students via an assembly or other in-school training.

- 4.5.6 Information will go home to the school community, staff, parents/guardians, school council, permit holders regarding the arrival of the service animal in the school once a firm plan is developed (Appendices 5.9, 5.10, 5.12).
- 4.5.7 A copy of all application and planning documentation will be retained in the documentation section of the OSR.
- 4.5.8 Signs must be placed on the entrance doors of the school to inform visitors of the animal's presence. Accredited training centres will often provide these signs.
- 4.5.9 An appropriate fire and emergency exit plan must be developed for the student and service animal.
- 4.5.10 The Administrative Checklist for the implementation of the service animal into the school environment must be completed. (Appendix 5.13)
- 4.5.11 As part of the student's IEP, the transition plan will be updated to include the necessary actions required to support the student's use of the service animal in school.

#### **4.6 TRAINING AND RESPONSIBILITIES**

- 4.6.1 It is the responsibility of the animal's trainer/handler and/or the parent/guardian/student to:
  - a) Walk the animal to/from school or facilitate the use of the bus/loading onto the bus;
  - b) Provide the required equipment and animal care items;
  - c) Assume financial responsibility for the animal's training, veterinary care, and other related costs;
  - d) Work cooperatively with school staff to make this accommodation a success;
  - e) Provide the Principal with required documentation in a timely fashion;
  - f) Inform the Principal of all relevant information that may affect the students and staff.
- 4.6.2 In the case where a service animal is placed with a person who is unable, due to age, ability or other factors, to act as the primary caregiver or handler, the animal will be trained to work with adult(s) for the child. An Educational Assistant may take responsibility as a handler or person with primary responsibility for the dog during school hours. Training will be provided by the service organization.

#### **4.7 MONITORING**

- 4.7.1 Monitor and review the implementation on an annual or as needed basis. Review will include:
  - a) receive updated certifications and health check for the service animal;
  - b) consultation with trainer/training centre;
  - c) update training for school handlers;
  - d) review student's IEP and IPRC, safety plans;
  - e) update Management Plan for the Care of the Service Animal.

## 5.0 APPENDICES

- 5.1 Information for Parents/Guardians Requesting a Service Animal in the School
- 5.2 Application for Guide Dog/Service Dog Involvement with a Student
- 5.3 Application for Service Animal Involvement with a Student
- 5.4 Sample Notification of Process Letter to Employees & School Permit Holders
- 5.5 Sample Notification of Process Letter to Parents/Guardians and School Council
- 5.6 Sample Decision Letter Approving Guide Dog/Service Dog/Service Animal
- 5.7 Sample Decision Letter Declining Guide Dog/Service Dog/Service Animal
- 5.8 Management Plan for the Care of the Service Animal
- 5.9 Sample Notification of Admission Letter to the School Community (Parents/Guardians and School Council)
- 5.10 Sample Notification of Admission Letter to Employees and School Permit Holders
- 5.11 Sample Notification of Admission Letter to the Parents of Students on School Bus
- 5.12 Sample Notification of Admission Letter to the Parents of Students
- 5.13 Student Use of Service Animal in Schools Administrative Checklist

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

1. The success of the implementation of a service animal into a school setting depends on clear communication, a well-informed school community and careful planning. The information you provide will assist the Principal to make the best possible decisions for your child and other students as well as for the staff, volunteers and visitors in the school. The information 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. The use of a companion animal is generally not considered to be an accommodation under the Ontario Curriculum. If your child already has an Individual Education Plan, it will be reviewed at a case conference, or one will be developed in consultation with you. The Principal will invite you, your child's teacher, the Special Education Resource Teacher (SERT) in the school, and any other relevant school staff to a 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 assess the application. It is important that you provide information that addresses the safety of all students and staff. For example, the Principal needs to know that the service animal has no history of nipping, biting or growling at children or adults, nor exhibits aggressive protective behaviours.
4. After all the information is gathered, you will be informed of the decision to admit the service animal, in writing.
5. Once approved, a series of planning steps will take place to ensure a smooth transition for the entry of the service animal.
6. The well-being of the service 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 assemblies/concerts, recess, and informing the staff and students about interacting with the service animal will need to be included in the planning to be as consistent and fair to the animal as possible.
7. Your responsibilities include:
  - transporting or walking the animal to and from school, or facilitating the use of bus transportation;
  - providing the required equipment and animal care items;
  - assuming responsibility for grooming, health care and annual certification of health by a qualified vet;
  - assuming financial responsibility for the animal'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 if requested;
  - 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. If, in the opinion of the Principal, the service animal appears to be in ill health and unable to perform the required duties, the Principal may request that the animal be removed from school and may require verification of good health prior to the animal's return.

## APPLICATION FOR GUIDE DOG/SERVICE DOG INVOLVEMENT WITH A STUDENT

This form is to be submitted to the School Principal.

Name of student: \_\_\_\_\_ D.O.B. \_\_\_\_\_

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

Name(s) of parent(s)/guardians(s): \_\_\_\_\_

Telephone number(s): \_\_\_\_\_

I/We request that \_\_\_\_\_ be allowed to use a service animal at school and at school-related activities.

### a) 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 service animal will provide accommodation in a school setting.

### b) Municipal License

- Please attach a copy of the municipal licence, not more than 12 months old; confirmation to be updated annually.

### c) Veterinary Certificate

- 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

### d) 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
- Please attached 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 attached 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.

### e) If Student is 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:

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f) 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 charity, please provide a letter from the registered charity confirming their ownership of the dog.

g) I/We understand that it is our responsibility to:

- transport or walk the animal to and from school, or facilitate the use of bus transportation;
- provide the required equipment and animal care items;
- assume financial responsibility for the animal'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 our child, the other students, and/or staff; and
- assume responsibility for grooming, health care and annual certification of health by a qualified vet.

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

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

\_\_\_\_\_  
Date

**For office use only:**

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date



**APPLICATION FOR SERVICE ANIMAL INVOLVEMENT WITH A STUDENT**

This form is to be submitted to the School Principal.

Name of student: \_\_\_\_\_ D.O.B. \_\_\_\_\_

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

Name(s) of parent(s)/guardians(s): \_\_\_\_\_

Telephone number(s): \_\_\_\_\_

I/We request that \_\_\_\_\_ be allowed to use a service animal at school and at school-related activities.

a) Disability-Related Needs to be Accommodated by Service Animal

Please attach a copy of the assessment report from a registered pediatrician, psychologist, or psychiatrist 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.

b) Veterinary Certificate

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

c) 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  
 in a crate

Describe the biological needs of the animal.

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d) Student

Can the student independently manage the animal?

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Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes.

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Please describe below what, if any, responsibilities the student is capable of performing independently.

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Please describe below the responsibilities you wish to have assumed by a school staff member.

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e) Insurance

- Please attach an insurance certificate identifying the “Trillium Lakelands District School Board” as the *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.



**SAMPLE NOTIFICATION OF PROCESS LETTER TO EMPLOYEES & SCHOOL PERMIT HOLDERS**

(SCHOOL LETTERHEAD)

Date

To Employees and Permit Holders:

This letter is to advise that the school is in the process of planning for a service animal to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Rights Code*. Successful transition and entry of the service animal into the school environment will be planned in accordance with TLDSB Student Use of Service Animals in Schools Policy (ES-5030) and Procedure (ES-5031).

The service animal 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.

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 service animal in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

cc: Superintendent

**SAMPLE NOTIFICATION OF PROCESS LETTER TO PARENTS/GUARDIANS AND SCHOOL  
COUNCIL**

(SCHOOL LETTERHEAD)

Date

To Parents/Guardians and School Council:

This letter is to advise that the school is in the process of planning for a service animal to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Rights Code*. Successful transition and entry of the service animal into the school environment will be planned in accordance with TLDSB Student Use of Service Animals in Schools Policy (ES-5030) and Procedure (ES-5031).

The service animal 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.

We respect the needs of all students in providing a safe and inclusive environment. Please let us know if you have any specific concerns regarding the presence of a service animal in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

cc: Superintendent

**SAMPLE DECISION LETTER APPROVING GUIDE DOG / SERVICE DOG / SERVICE ANIMAL**

(SCHOOL LETTERHEAD)

Date

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 / Service Animal 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.

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 / 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 School  
Superintendent Responsible for Special Education

**SAMPLE DECISION LETTER DECLINING GUIDE DOG / SERVICE DOG / SERVICE ANIMAL**

(SCHOOL LETTERHEAD)

Date

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 / 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/you is/are 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 / your dignity, encourage independence and facilitate integration are available to support your child's / your 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 / you while at school, please contact me to arrange for a meeting.

Sincerely,

Principal

cc: Superintendent of School  
Superintendent Responsible for Special Education

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

Name of student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

O.E.N.: \_\_\_\_\_ School year: \_\_\_\_\_

Name of animal: \_\_\_\_\_

School: \_\_\_\_\_

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 \_\_\_\_\_

**SAMPLE NOTIFICATION OF ADMISSION LETTER TO THE SCHOOL COMMUNITY  
(PARENTS/GUARDIANS AND SCHOOL COUNCIL)**

(SCHOOL LETTERHEAD)

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 order to accommodate the student's needs pursuant to the *Human Rights Code*.

The Guide Dog / Service Dog / Service Animal 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 is scheduled to take place at 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

cc: Superintendent

**SAMPLE NOTIFICATION OF ADMISSION LETTER TO EMPLOYEES AND SCHOOL PERMIT  
HOLDERS**

(SCHOOL LETTERHEAD)

Date

Dear Employees and Permit Holders:

On [date] the school forwarded a letter to all employees and school permit holders 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 order to accommodate the student's needs pursuant to the *Human Rights Code*.

The Guide Dog / Service Dog / Service Animal 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 is scheduled to take place at a 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 Animals 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

cc: Superintendent

**SAMPLE NOTIFICATION OF ADMISSION LETTER TO THE PARENTS OF STUDENTS ON SCHOOL BUS**

(SCHOOL LETTERHEAD)

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 Rights Code* beginning [insert date].

The Guide Dog / Service Dog / Service Animal and student will be assigned a specific seating area on the bus, and the Guide Dog / Service Dog / Service Animal 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 / 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 service 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

cc: Superintendent

**SAMPLE NOTIFICATION OF ADMISSION LETTER TO THE PARENTS OF STUDENTS**

(SCHOOL LETTERHEAD)

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 Rights Code* beginning [insert date].

The Guide Dog / Service Dog / Service Animal 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 / 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.

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

cc: Superintendent

Student Use of Service Animal in Schools Administrative Checklist	Date of Completion /Notes
<b>Application</b>	
Principal or designate will advise parent/guardian/student (18 years and older) making the request that TLDSB has a procedure to follow before a decision is made.	
Principal or designate will provide parent/guardian/student with application materials: <ul style="list-style-type: none"> <li><input type="checkbox"/> Information for Parents / Guardians Requesting a Service Dog in the School (Appendix 1)</li> <li><input type="checkbox"/> Application for Service Animal Involvement With a Student or Application for Guide Dog/Service Dog Involvement with a Student</li> </ul>	
Principal will inform the following stakeholders of the request and receive input: <ul style="list-style-type: none"> <li><input type="checkbox"/> School Superintendent</li> <li><input type="checkbox"/> Superintendent responsible for Special Education</li> <li><input type="checkbox"/> School staff / Permit Holders (Appendix 5.4)</li> <li><input type="checkbox"/> Transportation Services</li> <li><input type="checkbox"/> School Community (Appendix 5.5)</li> </ul>	
<b>Assessment of Application</b>	
Principal or designate will gather and review the following information regarding the student's disability and learning needs: <ul style="list-style-type: none"> <li><input type="checkbox"/> An 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 service animal will provide accommodation in the school setting;</li> <li><input type="checkbox"/> strengths/needs and programming outlined in the IEP;</li> <li><input type="checkbox"/> accommodations already available to support the student's learning and whether one or more alternative accommodations can meet the needs of the student;</li> <li><input type="checkbox"/> observation data of the implementation of accommodations already in place in the classroom.</li> </ul>	
Principal or designate will receive and review the following documentation regarding the service animal: <ul style="list-style-type: none"> <li><input type="checkbox"/> For service animals that are dogs: <ul style="list-style-type: none"> <li><input type="checkbox"/> Municipal licence;</li> <li><input type="checkbox"/> Veterinarian certificate;</li> <li><input type="checkbox"/> Certificate of training;</li> <li><input type="checkbox"/> Information about needs, training, handling and liability insurance, etc.</li> </ul> </li> <li><input type="checkbox"/> For service animals that are not dogs: <ul style="list-style-type: none"> <li><input type="checkbox"/> Veterinarian certificate;</li> <li><input type="checkbox"/> Information regarding the animal;</li> <li><input type="checkbox"/> Information regarding how the student handles and uses the animal;</li> <li><input type="checkbox"/> Information about needs, training, handling and liability insurance, etc.</li> </ul> </li> </ul>	
Principal or designate will convene a case conference to discuss the application and clarify information with the following in attendance: <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent/guardian/student (18 and older);</li> <li><input type="checkbox"/> Classroom teacher(s);</li> </ul>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Special Education Resource Teacher/Department Head of Special Education; Special Education Consultant;</li> <li><input type="checkbox"/> Educational assistant(s) who work with the student, if applicable;</li> <li><input type="checkbox"/> Representative from the accredited training centre (optional);</li> <li><input type="checkbox"/> School Superintendent (optional).</li> </ul>	
<p><b>Admittance Decision</b></p>	
<p>Principal, in collaboration with the School Superintendent and the Superintendent responsible for Special Education, will review all information and consider the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is this a service animal per the TLDSB definition?</li> <li><input type="checkbox"/> Is the service animal trained and certified through an accredited training centre?</li> <li><input type="checkbox"/> Will the service animal provide an appropriate accommodation to support the student's learning needs in a way that is consistent with the IEP and/or recommendations of the IPRC?</li> <li><input type="checkbox"/> Will presence of the service animal increase the student's independence and improve access to the Ontario Curriculum?</li> </ul>	
<p>Principal or designate will research and consider implications related to admitting the service dog in the school environment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allergies of other students and staff;</li> <li><input type="checkbox"/> Fears of other students and staff;</li> <li><input type="checkbox"/> Cultural sensitivities and other issues;</li> <li><input type="checkbox"/> Logistics of transportation services, considering allergies, fears and sensitivities of students from other schools.</li> </ul>	
<p>Parent/guardian/student (18 or older) will be informed of the decision (approval or denial of request) in writing (Appendix 5.6 or Appendix 5.7)</p>	
<p><b>Planning and Implementation</b></p>	
<p>Principal or designate will develop a plan for a successful introduction of the service animal to the school environment. Factors to include in the transition plan will include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> details of the plan for introducing the service animal to the school environment through preliminary visit(s) with the support of the training centre;</li> <li><input type="checkbox"/> a review of the Management Plan for the Care of the Service Animal to ensure the plan is thorough and complete (Appendix 5.8);</li> <li><input type="checkbox"/> details of the plan to train the school team regarding the service animal's care and handling;</li> <li><input type="checkbox"/> establishment of consistent routines, rules and protocols relating to the service animal's presence in school;</li> <li><input type="checkbox"/> details of the transition plan to ensure everyone in the school community is informed of the introduction of the service animal in the school environment: <ul style="list-style-type: none"> <li><input type="checkbox"/> School staff and permit holders (Appendix 5.10)</li> <li><input type="checkbox"/> Students and parents/guardians (Appendix 5.9 and Appendix 5.12);</li> <li><input type="checkbox"/> Transportation Services;</li> <li><input type="checkbox"/> In cases where busing is shared between schools, the host school Principal will work with other Principals to ensure draft letter is shared (Appendix 5.11).</li> </ul> </li> <li><input type="checkbox"/> emergency plans such as fire and emergency exit plans;</li> <li><input type="checkbox"/> privacy considerations.</li> </ul>	

Post signs on the entrance doors, and at any other appropriate places to advise visitors of the animal's presence.	
<b>Monitoring</b>	
<p>Monitor and review the implementation on an annual or as needed basis. Review will include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> receive updated certifications and health check for the service animal;</li> <li><input type="checkbox"/> consultation with trainer / training centre;</li> <li><input type="checkbox"/> update training for school handlers;</li> <li><input type="checkbox"/> review student's IEP and IPRC, safety plans;</li> <li><input type="checkbox"/> update Management Plan for the Care of the Service Animal.</li> </ul>	
File relevant documentation and correspondence in the documentation file of student's OSR with copies provided to Office of Superintendent responsible for Special Education.	