

Title: **STUDENT USE OF SERVICE ANIMALS IN SCHOOLS**

Adopted: January 2020

Reviewed:

Revised: January 2021,October 2023

Related: Policy 3003: Student Use of Service Animals in Schools

**PURPOSE**

The purpose of this procedure is to identify the individualized process to be followed when a parent applies to the KidsAbility 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.

**DEFINITIONS**

1. **Accredited training organization** is a guide dog or service dog trainer or service 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).
1. **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*](https://www.canlii.org/en/on/laws/stat/so-1997-c-16-sch-a/latest/so-1997-c-16-sch-a.html);

1. A **Guide Dog** is 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*;
2. The term **Handler** (animal handler) for the purpose of this procedure is the student with disability related needs for whom the Certified Service Animal is performing services and who is managing and is responsible for the Certified Service Animal’s performance of those services. In most cases, it is the expectation of the Autority that the student utilizing a Certified Service Animal will be the animal’s Handler.
3. **Parent**shall be defined to mean a custodial parent of the student or a guardian pursuant to the *Education Act;*
4. A **Service Dog** is a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.
5. A **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.

**PROCEDURES**

1. 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.
2. 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.
3. Only in exceptional circumstances subject to the standards of undue hardship pursuant to the Human Rights Code will the School Authority consider service animals, other than dogs, as an accommodation for a student and only if the other methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

**Parent Responsibilities**

1. 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:
2. submission of an application to the school Principal requesting permission for a Certified Service Animal and outlining the purpose and benefits of having a Certified Service Animal attend school with their child, including details of the way the Certified Service Animal will accommodate the student’s demonstrated disability related needs. (e.g. providing guidance in hallways) and assist the student in achieving their learning goals and/or goals of daily living while at school (see **Appendix A**).
3. obtaining training and maintaining the Guide Dog / Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
4. providing confirmation of municipal license for the dog (to be updated annually),
5. 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;
6. providing a letter from a member of the College of Physicians and Surgeons, a member of the College of Psychologists, or nurse qualified in a discipline relevant to the person’s disability confirming the recognized disability and related special needs, including a recommendation for the use of a Certified Service Animal.
7. 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;
8. 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);
9. A commitment to pay for any financial implications regarding the use and care of the Certified Service Animal, which may include training for staff, training from time to time for the Certified Service Animal and Handler and all costs related to the animal, food, grooming, harness, crate and/or mat and veterinary care.
10. Arrangements for the personal care and physical needs of the Certified Service Animal, including a once a day bio-break procedure, if necessary.
11. general liability insurance providing coverage in an amount specified by the Authority 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).

**Principal Responsibilities**

1. The Principals is responsible for the management of the school premises, the staff, providing educational programs and the safety of all students.
2. The Principal has the 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 need.
3. The School principal has the following responsibilities:
	1. before admitting a Guide Dog / Service Dog into the school or on school related activities with the student Handler, requiring a parent to submit a completed application, included in **Appendix A** of this procedure.
	2. before admitting a Service Animal, the school principal, requiring the parent/adult student to submit a completed application, included in **Appendix B** of this procedure.
	3. on receipt of an application for a Guide Dog / Service Dog or Service Animal, reviewing the application for completeness and requesting any additional information or clarification necessary to assess the request for accommodation.
	4. communicating with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.
	5. ensuring that the animal is a Certified Service Animal and that use by the student who is the Handler is consistent with the needs or recommendations of the IPRC and/or IEP process.
	6. consulting with the appropriate school staff and school council prior to setting a meeting to discuss use of a Certified Service Animal.
	7. advising the appropriate centre management staff that an application has been made for the use of a service animal by a student.
	8. making appropriate inquiries regarding any potential severe allergies, anxieties or religious objections with respect to animals and possible accommodation plans to meet competing rights.
	9. arranging a meeting with parent(s)/guardian(s), classroom teacher(s), a representative of the Certified Service Animal provider, the student (if appropriate), and other staff determined necessary.
	10. 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, making efforts to facilitate the student’s participation with the Guide Dog / Service Dog / Service Animal and parent as the Handler.
4. In the course of making a case-by-case determination the Principal must take into account the following factors:
	1. the individual learning strengths and needs of the student, the student’s IEP goals, safety plan, behaviour plan and/or the student’s medical care (if any),
	2. any documentation on how the service animal supports the student’s learning needs and/or disability-related needs, including documentation from the student’s medical professionals;
	3. 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
	4. the impact of the accommodation on the student’s dignity, integration and independence;
	5. whether one or more alternative accommodations can meet the needs of the student;
	6. whether the student’s attendance with a Certified Service Animal might require an increase in the level of staff support provided to the student;
	7. whether training will be required for staff and/or the student;
	8. the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;
	9. any competing human rights of students, staff, and community members using the school pursuant to a permit and recommendations for accommodation plans to reconcile competing rights;
	10. recommendations for accommodation plans to reconcile competing rights;
	11. any training or certification of the service animal;
	12. any special considerations that may arise;
	13. The privacy rights of a student seeking to bring a service animal to school.
5. The Principal must also collaborate with all concerned to develop a plan which must include:
6. the purpose and function of the Certified Service Animal;
7. training provided for the Handler (student) and the Certified Service Animal;
8. personal care and physical needs of the Certified Service Animal, such as;
* the safest and most environmentally sound place for the Certified Service Animal to relieve itself;
* removal and disposal of animal waste;
* provision of a suitable container for waste that the Handler can access, and
* considerations for seasonal changes and inclement weather.
1. classroom considerations such as seating arrangements;
2. any necessary changes in routine and procedures, and program changes;
3. arrangements for the Certified Service Animal to visit the school without students present in order to familiarize it with the school site;
4. a transition plan for the Certified Service Animal and the student, staff or volunteer;
5. a timetable for the introduction of the Certified Service Animal to the school and class;
6. a timetable for the training of the student’s school team (i.e., Principal; teacher(s); education assistants);
7. rules of conduct around the Certified Service Animal for students, staff and the public;
8. methods for disseminating and regulating such rules;
9. how the animal will be readily identifiable (e.g., coat, bib);
10. timeline for implementation.
11. If and when approval is granted, the Principal, in consultation with the student’s educational team, will do the following:
12. make changes to the student’s IEP goals and/or student’s medical plan of care. (This may include making changes to 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);

1. organize an orientation session for school staff, students and the student Handler;
2. inform all staff and the school council regarding the presence of the Certified Service Animal;
3. liaise with appropriate staff to resolve any specific concerns or issues raised regarding the presence of a Certified Service Animal;
4. develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times:
	* + - * 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
				* assessment may be required by the Authority’s health and safety officer regarding any health and safety issues applicable to different areas/activities in the school;
5. arrange classroom visits for introduction and orientation regarding the Guide Dog / Service Dog or Service Animal;

1. arrange for demonstrations by the Certified Service Animal provider for the student body, staff, and/or the community as deemed necessary to provide education and awareness of the Certified Service Animal in the school;
2. if applicable, ensure that the Manager of Student Transportation is contacted regarding any transportation requirements;
3. revise emergency procedures as required to include the Certified Service Animal (e.g., notification to the Fire Department regarding the existence of the Certified Service Animal, evacuation plan, lockdown plan);
4. post signs on each entry door of the school to advise visitors of the presence of a working Certified Service Animal;
5. provide 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;
6. Arrangements for transportation of the Guide Dog / Service Dog or Service Animal to and from school, if necessary;

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;

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

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.

1. If the animal is not a Certified Service Animal or the student is not a Handler and the decision is made that alternative accommodations to meet the student’s demonstrated disability related needs are available, the Principal will identify in writing the rationale for the decision.

**Student Handler Responsibilities**

1. The guide/service animal’s student handler must:
	* 1. demonstrate the ability to control the Guide Dog / Service Dog in accordance with the training received;
		2. ensure that the Guide Dog / Service Dog is always wearing a vest and leash or harness when the dog is not in its crate;
		3. 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;
		4. ensure that the Guide Dog / Service Dog’s biological needs are addressed;
		5. transition and maintain at all times the Guide Dog / Service Dog on a leash, harness, mat and/or crate;
		6. comply with an accommodation plan that addresses the competing rights of others;

**The Certified Service Animal**

1. The guide/service animal

shall be a highly trained and certified by Accredited Training Organization and will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;

 must be groomed and clean;

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

such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;

such behaviour is grounds to prohibit the Guide / Service Animal’s attendance on school property and in the school building

must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;

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.

**Implementing the Accommodation**

1. 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 E.**
2. Letters will be distributed as follows to inform:
	* The school community of the arrival of the Certified Service Animal, its purpose, and rules regarding conduct around the Certified Service Animal
	* The families of the students in any of the classes where the Certified Service Animal will be present to elicit information concerning allergies, anxiety, or religious considerations from the students’ families.
	* The families of any students who will be sharing transportation where the Certified Service Animal will be present, where applicable.
3. All information regarding the Certified Service Animal will be recorded as part of the student’s IEP and retained in the student’s OSR.

**Continuous Assessment**

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.
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 Certified 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 Certified Service Animal from the classroom immediately and the student’s parent/guardian will be called to pick up the Certified 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.

**Records**

1. The Authority is 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.
2. The school will keep records of:
* the total number of requests for students to be accompanied by a service animal
* whether the student is the Handler (or another person)
* the number of requests approved and denied
* if denied, the rationale for the denial and a description of other supports available
* species of animals requested and approved
* types of needs being supported (medical, physical, emotional

**General Notes**

1. 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.
2. Service animals (i.e., other than a dog) 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 this procedure.

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.

1. Under Ontario Regulation 562, of Ontario’s Health Promotion and Protection Act, only Certified Service Animals are allowed to be in areas where food is served, sold, and offered for sale. Other Service Animals are not permited in school cafeterias. No animals, including Certified Service Animal, are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

**RELATED FORMS AND LETTERS**

Refer to the following 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 Letters

##### **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).

1. 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.

1. 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.
2. 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.

1. 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.

1. After all the discussion and planning is in place, the goal will be to implement the plan as soon as possible.
2. 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.
1. 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.

1. 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:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. Additional information that will assist the Principal:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **For KidsAbility School Use Only**  |
| Request Approved ❑ Request Not Approved ❑ |
| 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.  |  |
| Inform KASA staff & trustees of the request  |  |
| Ensure that parent/guardian submits copies of the following documentation: ⦁copy of animal’s registration with a recognized training centre; ⦁copy of current, official vaccination certificate for the animal; ⦁proof the animal is registered in Canada; ⦁documentation from member(s) of the Ontario College of Physicians and Surgeons; ⦁copy of training certification of parent(s)/guardian(s); ⦁proof of municipal animal license, if applicable.  |  |
| Consider /research implications related to staff, & students in the school AND on busses regarding:⦁ Allergies Fear of animal⦁ Cultural sensitivities and other issues ⦁ Plan for required accommodations  |  |
| Convene a case conference with the following in attendance:⦁ Parents/Guardians ⦁ classroom teachers(s) ⦁ Principal• other relevant Board personnel⦁representative from the animal training centre ⦁Educational Assistant(s) who work with the student.  |  |

|  |  |
| --- | --- |
|  | 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

SAMPLE LETTER TO THE SCHOOL COMMUNITY

Date

Dear Parent/Guardian:

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

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

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

Already, the Certified Service Animal has been a benefit to the student, and we look forward to a lot of growth and learning together. 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 understanding and support.

Sincerely

Principal
C.C. OSR

SAMPLE LETTER TO THE FAMILIES OF CHILDREN IN THE CLASS(ES)

Date

Dear Parent/Guardian:

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

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

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

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

Thank you for your understanding and support.

Sincerely

Principal
C.C. Classroom Teacher(s); OSR

SAMPLE LETTER TO THOSE SHARING TRANSPORTATION

Dear Parent/Guardian:

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

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

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

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

Thank you for your understanding and support. Sincerely

Principal
C.C. Classroom Teacher(s); OSR

SAMPLE LETTER TO EMPLOYEES

To All Staff

This letter is to advise that the school is in the process of planning for a Certified Service Animal to attend KidsAbility School with a student in order to accommodate the student’s needs pursuant to the Human Right Code.

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

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment.

If you have any specific concerns regarding the presence of the Certified Service Animal, please contact me at the school.

Thank you for your understanding and support.

Sincerely

Principal
C.C. Classroom Teacher(s); OSR

SAMPLE LETTER OF APPROVAL

Dear Parent/Guardian:

I am writing to communicate that your request that your child/you attend school with a Certified Service Animal to provide accommodation for disability-related learning needs/acts of daily living has been approved.

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 Certified 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 Certified 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 Certified Service 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 Certified 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 Certified Service Animal from the classroom immediately and you will be required to arrange for the Certified Service Animal to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Thank you for your understanding.

Sincerely

Principal
C.C. Classroom Teacher(s); OSR

SAMPLE LETTER OF DENIAL

Dear Parent/Guardian

I am writing to communicate that your request that your child/you attend school with a Certified Service Animal to provide accommodation for disability-related learning needs and acts of daily living has been 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.

Thank you for your understanding.

Sincerely

Principal
C.C. Classroom Teacher(s); OSR