

Appendix A Request for Guide Dog/Service Dog

Table 1

Student Name:	Date of Birth:
Address:	
Name of Parent(s)/Guardian(s) (for students only):	
Cell and/or Home Phone:	Work Telephone

I/We request that permission be granted for _____ to use a service animal in school and at school-related activities.

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

Disability-Related Needs to be Accommodated by Service Animal

Please attached a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, containing the student's medical information and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will address these needs in a school setting.

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.

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

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

Student NOT the Handler

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

Service Dog/Guide Dog and Handler

Length of time the person and service animal have worked together: _____

Duration of this requested intervention: _____
(Not to exceed one school year. Will be reassessed on an annual basis.)

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;

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. A minimum of two million dollars of coverage will be required; special considerations are available.

I/We understand that it may be our responsibility to:

- Transport or walk the animal to and from school, or work with the school to arrange busing if the person qualifies for transportation,
- Upon request, provide the principal with a letter from one of the following regulated health professionals confirming that the service animal is required because of the person's disability related needs (and provide any information about changes to these needs),
- Provide the required equipment and animal care items,
- Provide proof of up-to-date vaccinations for the service animal,
- Provide proof of up-to-date Municipal licensing for the service animal,
- 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, and
- Inform the principal of all relevant information that may affect the person, the students, and/or staff.

We acknowledge that the Durham District School Board is considering this request under the Ontario Human Rights Code and the terms of the Accessibility for Ontarians with Disabilities Act (AODA), and that schools are required to accommodate people with disabilities and their disability related needs, short of undue hardship, to ensure equal access.

Schools are responsible for protecting the rights, safety, health and emotional needs of the whole school community, and this procedure has been developed in order to support the accommodation process and, where the request for a service animal is approved, facilitate the entrance of a service animal into a school.

Where necessary, in the implementation and accommodation process, the rights and needs of one person may impact the rights and needs of another. The DDSB reserves the right to request additional information and/or documentation to address potential competing rights and to ensure the animal's presence in school does not present an increased risk of harm to the animal, the person, the student, and/or other members of the school community.

The following Help guide consideration and decision based on The District, in collaboration with the requester, will make decision based on considerations for how the service animal supports the student's learning needs and/or disability related needs, including documentation from the student's medical professionals, the disability related needs and learning needs of the student, other accommodations available, the rights of others and needs of the school community, any training or certification of the service animal, and any special considerations that may arise if the animal is a species other than a dog.

Signature of Requester

Date

For Durham District School Board use only:

Request approved:

Request not approved:

Reason request not approved:

Additional information on how the student's needs are being met in other ways, (accommodation options/alternatives explored, etc.)

Signature of Principal

Date

Copies: Parent or Guardian
 OSR
 Inclusive Student Services (Superintendent and System Lead)

Appendix B

Application Request for Service Animal



Table 2

Student Name:	Date of Birth:
Address:	
Name of Parent(s)/Guardian(s) (for students only):	
Home Telephone: Cell #:	Work Telephone

I/We request that permission be granted for _____ to use a service animal in school and at school-related activities.

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

Disability-Related Needs to be Accommodated by Service Animal

Please attached a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, containing the student's medical information 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

- 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.

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

Insurance

A parent/guardian 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; special considerations are available.

Signature of Requester

Date

For Durham District School Board use only:

Request approved:

Request not approved:

Reason request not approved:

Additional information on how the student's needs are being met in other ways,
(accommodation options/alternatives explored, etc.)

Signature of Principal

Date

Copies: Parent or Guardian / OSR / Inclusive Student Services (Superintendent and System Lead)

Appendix C

Administrator Checklist for Guide Dog/Service Animal into a School Environment

The Durham District School Board (DDSB) provides individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.

This Administrative Procedure identifies the individualized process to be followed when a parent/guardian or adult student applies to the DDSB to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event. This checklist is provided to guide Administrators in the considerations of accommodation related to request for Service Dog/Guide Dog/Service Animal and serves as a tool to document thorough process of consultation and considerations.

<i>Task</i>	<i>Date Completed</i>
Application Requirements	
Advise the person making the request that the Durham District School Board has a procedure to follow and that it must engage in the procedure to determine how it can accommodate the service animal in the school.	
Provide the person with the Durham District School Board service animal information and application package	
Inform the Superintendent of Inclusive Student Services, the Family of Schools Superintendent, and the Inclusive Student Services System Lead of the request. (email)	
Receive completed request package (Appendix A or Appendix B): ☐ Assessment report with medical information and accommodation to be provided ☐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments) ☐ Copy of municipal license [within 12 months] ☐ Veterinary certificate [within 3 months] ☐ Certificate of training or attestation for Guide Dog / Service Dog [within 6 months] ☐ Certificate of training or attestation for student Handler [within 6 months] ☐ Letter of confirmation that the trainer will present to School Council	

☐ Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog	
☐ Letter of inquiry with school staff and community (Appendix E: Sample Letters – Sample Letter to Parents/Guardians in the School Community Regarding Admittance of a Service Dog/Service Animal)	
Convene a care conference/accommodation consultation with any or all of the following in attendance: • Person making the service animal request • Classroom teacher(s) • SERT • Inclusive Student Services Instructional Facilitator • Educational Assistant(s) who will work with the animal Representative from the animal training centre, if any • Note: Inclusive Student Services System Lead may also be invited	
Review the request with respect to its consistency with the IEP and /or recommendations from the IPRC.	
Consultation Phase	
Inform Inclusive Student Services System Lead, Superintendent of Education Inclusive Student Services and System Lead with c: Family of Schools Superintendent.	
Contact DDSB Health and Safety Manager for assessment	
If applicable, inform appropriate bus Durham Student Transportation Services contact that a request has been made and receive their input, where the person requires bus transportation.	
Distribute letters to: School Community, classroom, peers with shared transportation with Guide Dog/Service Animal (Appendix E: Sample Letters – Sample Letter to Parents/Guardians/Staff and Community Partners Operating Inside the School Regarding the Admittance of a Guide Dog/Service Dog into the School Community)	
Decision Making	
Following thorough consultation, decision is made re: approval or denying request at this time. Inform requester in writing (Appendix E)	
If approved, please continue to “Implementation Requirements” If denied: <i>Where it is determined that the school cannot accommodate the service animal at this time, document reasons/options explored, advise the person making the request and seek to provide other resources or supports to enable the person with disabilities to access the school and the school’s services (where applicable).</i>	

Implementation Requirements	
Meet with the person making the service animal request to inform them of the information you have received, and to review the implementation and accommodation plan, including the fire and emergency exit plans.	
Update fire and emergency exit plans (including notification to local Fire Prevention Officer per Procedure: Emergency Evacuation Procedures for Individuals Requiring Specialized Assistance	
Request DDSB standardized Guide Dog/Service Animal signage through Inclusive Student Services Superintendent's office.	
Provide update to the Superintendent of Education Inclusive Student Services, Inclusive Student Services System Lead, the Family of Schools Superintendent of Inclusive Student Services and the Inclusive Student Services System Lead of your actions.	
Develop a communication strategy to inform students, staff, community and relevant employee representatives using the template letters provided. (Appendix E: Sample Letters)	
Orientation for school staff and students: Provide training (staff, students and SCC) on how to interact with a service animal and with a person with a service animal.	
Post DDSB standardized signage on the entrance doors and at any other places to advise visitors of the service animal's presence.	
File relevant documentation and correspondence in the documentation file of the student's OSR.	
Annual Requirements	
Review the Request for a Service Animal Involvement (see Appendix A) annually and in the first 30 days of each new school year.	
The use of the service animal will be reviewed annually (within the first 30 school days of each school year) or as deemed necessary by the school administration or the student's parent/guardian or the person with the service animal.	

Appendix D Care Conference Guide

Name of Student: _____ Date of Conference: _____

Grade: _____ School: _____ Principal: _____

Student's Exceptionality: _____ I.E.P.: Yes No

Animal's Name: _____ Animal's Handler: (if not the student) _____

Care Conference Participants and Data:

Information supporting the request for a service animal in school:

Consider also: including 1) other accommodation options considered/explored and why those options may not be appropriate or may not meet the student's needs and 2) interim or next best accommodation options in the event of potential implementation delays or challenges

Management Plan: (for the care of the service animal)

1. Food and Water needs: (provision of a water bowl, procedures for cleaning)

2. Bladder/bowel needs: (frequency, location, clean up)

3. Other considerations:

Role of the parent/caregiver and communication:

Resources available to the school:

Next steps:

c: Parent/Guardian
 Inclusive Student Services
 System Lead Classroom
 Teacher & SERT
 Inclusive Student Services Facilitator
 EA(s)
 OSR

INFORMATION FOR THE CARE OF THE SERVICE ANIMAL

(Can be created during the Care Conference for Reference of School Staff)

Names of Person or Student: _____

Name of Animal: _____ Type of Animal: _____

School: _____ School Year: _____

Name of Handler at School: _____

Note: The person that is accompanied by a service animal is responsible for maintaining care and control of the animal at all times. Where a student or person that is accompanied by a service animal is not capable of handling a service animal and requires the presence of the animal at school, the responsibility for the care/custody/command of the service animal will be discussed with the appropriate stakeholders.

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

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

Other considerations for the care of the animal:

1. Rest periods away from 'work'

2. Hot weather:

3. Winter weather:

Signature of Principal _____

Appendix E

SAMPLE LETTER TO PARENTS/CAREGIVERS IN THE COMMUNITY REGARDING THE ADMITTANCE OF A SERVICE ANIMAL INTO THE SCHOOL

Date

Dear Parents/Caregivers:

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

Service animals are included in many aspects of the handler's life. A person's right to have a service animal is protected under the Ontario Human Rights Code, and as such, it has the right to be with their handler wherever the handler goes (e.g., public buildings, transportation).

The School Community Council will be informed at the SCC meeting about the role of a service animal and to answer questions that you may have. You are cordially invited to attend the meeting.

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 or needs regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going support.

Sincerely,

Principal

c: *Superintendent of Education, Family of Schools*
Superintendent of Education - Inclusive Student Services
Inclusive Student Services System Lead
Classroom Teacher

Appendix E

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

Date

Dear Parents/Caregivers:

On [date] the school forwarded a letter home to all parents 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 [school] with a student in your child's class / [insert course] in order to accommodate the student's needs under the *Human Rights Code* beginning [insert date].

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

Your child 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

c: *Superintendent of Education, Family of Schools*
 Superintendent of Education - Inclusive Student Services
 Inclusive Student Services System Lead
 Classroom Teacher

Appendix E

SAMPLE LETTER TO THOSE SHARING TRANSPORTATION

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

Date

Dear Parents/Caregivers:,

On [date] the school forwarded a letter home to all parents 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 with a student to and from school to accommodate the student's needs under the *Human Right Code* beginning [insert date].

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 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,

Principal

C: *Superintendent of Education, Family of Schools*
Superintendent of Education - Inclusive Student Services
Inclusive Student Services System Lead
Classroom Teacher
Durham Student Transportation Services for sharing with Driver

Appendix E

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

[School Name]

[School Address]

[Phone Number]

Date]

Dear Parent/Guardian,

I am writing to inform you of the decision regarding your request for a Guide Dog/Service Animal to accompany **[Student First Name Last Name]** at school to provide the accommodation supports outlined in your application.

We are pleased to confirm the approval of your request for **[Animal Name/Breed]** to serve as a support animal for **[Student First Name]**.

As part of our commitment to inclusion and providing appropriate accommodations, planning for the support provided by the Guide Dog/Service Animal will be an ongoing, collaborative process. As discussed, **[Student First Name]**'s ability to perform the responsibilities of a handler and the effectiveness of the Guide Dog/Service Animal will be assessed regularly, based on established benchmarks.

Please note that updated documentation (proof of licensing, vaccination, and insurance) will be required annually to ensure continued compliance and to support the animal's role in the school setting.

Sincerely,

Principal

c: OSR
 Superintendent of Education-Family of Schools
 Superintendent of Education-Inclusive Student Services.

Appendix E

Sample Letter Decision Letter re: Alternative Accommodation Identified [Note: letter may have to be adjusted depending on the specific circumstances; for example, if the medical docs don't support the need for service animal]

Date

Dear Parent/Guardian / Adult Student (Personalize Salutation)

I am writing regarding your request dated *[insert date on request form]* that your child attend school with a Guide Dog / Service Dog/Service Animal to accommodate learning needs or disability-related needs.

As we have discussed through the accommodation process, we have identified an alternative accommodation that respects your child's dignity, encourages independence, participation and integration, supports your child's learning and disability related needs, and facilitates meaningful access to educational services.

If you wish to discuss alternative accommodation measures to support your child while at school, or if you have new medical or other information, please contact me to arrange for a meeting.

Sincerely,

Principal

c: OSR
 Superintendent of Education, Family of Schools
 Superintendent of Education - Inclusive Student Services

Appendix F

SERVICE ANIMAL REQUESTS - TIPS FOR ADMINISTRATORS

Accommodation

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

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.

Definition of “Service Animal”

PPM 163 includes the following definition of a service animal: “an animal that provides support relating to a student’s disability to assist that student in meaningfully accessing education.

The PPM further states that, “Due consideration should be given to any documentation on how the service animal assists with the student’s learning need, and disability-related needs (documentation from the student’s medical professionals”).

Service animals are distinct from two other categories of animals for whom permission is often sought to accompany student(s) at school:

Table 3

Service Animal incl. Guide Dog	Support Animal	Visiting Animal
Use of a service animal or guide dog requires that both the animal and the student handler must be certified as having been successfully trained by an accredited training facility.	Use of an animal for emotional support. Important to note that these are animals who are not trained to provide specific supports.	An animal from a service or community group providing support to a group of students, or individual students, to foster inclusion but not as accommodation requirement. e.g., St. John’s Ambulance Therapy Dogs

Consideration Process

It is important to note, for consideration of any animal (service, support or visiting) at school, due diligence and process related to considerations of benefit to student/s and risk to others as well as animal health (proof of vaccination, liability coverage and, potentially, related training) is required.

This may include consideration of what could be considered as competing human rights. Consultation is key. The following document is also a helpful resource in this regard:

Resource Link: OHRC “Policy on Competing Human Rights” [OHRC Competing Rights](#)

Remember to:

- ✓ Engage in the Service Animal Request Procedure (the “Procedure”)
- ✓ Notify the individual making the service animal request that you must engage in the Procedure and provide the relevant information/documentation to the person making the request.
- ✓ Consult with the individual making the request to ensure you obtain adequate information to develop an appropriate accommodation plan.
- ✓ Engage other school stakeholders (parents, staff, DDSB administration) in the search for appropriate accommodation, as set out in the Procedure
- ✓ Request that the individual submit a service animal request in writing using the form at Appendix A
- ✓ If necessary, request a medical certificate from a regulated health professional confirming that the service animal is required
- ✓ Request proof that the service animal is up-to-date on vaccinations and proof of municipal licensing
- ✓ Advise that the person making the service animal request will be responsible for the cost of the animal
- ✓ Make an accommodation decision on the basis of the information gathered from the Procedure, including required consultations and considerations, and document the decision and rationale; if the request is not approved, document alternative accommodation options offered that meet the student’s needs.
- ✓ Communicate the decision to the requester
- ✓ Upon approval, provide notification to the school of the service animal’s presence and place signs at the entrance notifying of the service animals presence; protect confidentiality and respect privacy
- ✓ Review the use of the service animal on an annual basis (within the first 30 school days of each school year)

Important to Not:

- ☐ Ignore the Service Animal Request Procedure (Appendix A)
- ☐ Immediately approve or deny a service animal request without engaging in the Procedure
- ☐ Request the specific diagnosis that requires the person to need/use a service animal
- ☐ Consider information not relevant to the school’s ability to accommodate the service animal
- ☐ Arrive at a decision without consulting all relevant stakeholders
- ☐ Require the person with the service animal to train DDSB employees on service animal interaction

Appendix G

SOME AGENCIES APPROVED BY THE ONTARIO GOVERNMENT TO PROVIDE GUIDE AND SERVICE ANIMAL TRAINING

1. Eye Dog Foundation for the Blind, Los Angeles, California.
2. The Seeing Eye, Inc., Morristown, New Jersey.
3. Guide Dogs for the Blind Inc., San Rafael, California.
4. International Guiding Eyes Inc., Hollywood, California.
5. Eye of the Pacific Guide Dogs Inc., Honolulu, Hawaii.
6. Leader Dogs for the Blind, Rochester, Michigan.
7. Guide Dog Foundation for the Blind Inc., Smithtown, New York.
8. Guiding Eyes for the Blind Inc., New York, New York.
9. Pilot Dogs Inc., Columbus, Ohio.
10. Guide Dogs for the Blind Association, Windsor, England.
11. Canadian Guide Dogs for the Blind, Ottawa, Ontario.
12. Lions Foundation of Canada Dog Guides, Oakville, Ontario.
13. National Service Dogs, Cambridge, Ontario.
14. Autism Dog Services, Cambridge, Ontario.
15. Any other animal training facility that the Attorney General or an officer of the Ministry designated by the Attorney General in writing or that corresponds with the expectations of a service animal set out under the terms of the Accessibilities for Ontarians with Disabilities Act (AODA).

Note: List up to date at time of most recent review of procedure; subject to change.