

Procedure: Use of Service Animals in Schools

Adopted under PPM 163 and the Human Rights, Anti-Discrimination and Anti-Racism Policy

1.0 Objective

- 1.1 This procedure identifies the individualized and collaborative process to be followed when a parent/guardian or adult student requests a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event to accommodate the student's learning needs and/or disability related needs.
- 1.2 This procedure shall be read together with the Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy") and the Human Rights, Inclusive Design and Accommodation Procedure (the "Accommodation Procedure").
- 1.3 In circumstances where a parent/guardian or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the District, in accordance with the duty to accommodate to the point of undue hardship.
- 1.4 The accommodation process is a shared responsibility, and the District will cooperatively engage with the student/parent/guardian to explore accommodation options and solutions that consider the student's dignity, integration, independence and disability-related learning needs to enable meaningful access to education.

Pursuant to the Education Act and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the Education Act and Ontario Regulation 474/00 Access to School Premises, the Durham District School Board requires each school to have a process for visitors.

Any determination of whether a Guide Dog, Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the DDSB. A regulated health professional cannot unilaterally prescribe that a Guide Dog, Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.

When an adult student or parent/guardian 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. Where the student will not be acting as the primary trained handler, the DDSB will consider the request, to the point of undue hardship.

Only in exceptional circumstances, subject to the duty to accommodate to the point of undue hardship, will the DDSB consider Service Animals, other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

- 1.5 This procedure is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, the Human Rights Policy, the Safe and Respectful Workplace and Harassment Prevention Policy, and related procedures. This applies to decisions made in reviewing requests for service animals, throughout the accommodation process, consultations and decision making, and in the implementation, communications and reviews of the use of a service animal in schools.

2.0 Background

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

In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the use of a Guide Dog will respect the student's dignity, provide the student with greater independence, and maximize opportunities for participation and integration.

The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the Accessibility for Ontarians with Disabilities Act (AODA), to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. A school is not a public space and is not generally accessible to the public. The AODA does not apply to a student's use of a Service Dog / Service Animal when accessing education services in school buildings.

- a) Pursuant to the Code it is possible that a Service Animal might include different species that provide a therapeutic function (horses), emotional support, sensory function, companionship and/or comfort.
- b) The 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.
 - (i) Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.

The DDSB does not generally permit training of potential guide dogs and service dogs in the school setting or during school activities.

3.0 Definitions

In this procedure,

- 3.1 Key human rights and equity terms used in this procedure (for example, disability and duty to accommodate) are defined in Appendix A (Glossary of Terms) of the Human Rights Policy.
- 3.2 **Accredited training organization** is a guide dog or service dog trainer that is accredited by:
- International Guide Dog Federation (“IGDF”): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or
 - Assistance Dogs International (“ADI”): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations;
- or
- A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).
- 3.3 **Adult student** shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent/guardian
- 3.4 **Guide Dog** means a dog trained as a guide for a blind individual and having the qualifications prescribed by the regulations pursuant to the Blind Persons' Rights Act;
- 3.5 **Handler** refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog/Service Dog and in most cases will be the student for whom the Guide Dog / Service Dog is provided;
- 3.6 **Parent/Guardian** shall be defined to mean a custodial parent of the student or a guardian pursuant to the Education Act;
- 3.8 **Service Dog** means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

4.0 Procedure

ROLES AND RESPONSIBILITIES

4.1 Principals

School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.

- a) School principals, before admitting a Guide Dog / Service Dog into the school or on school related activities with the student Handler, shall require a parent/guardian/adult student to submit a completed accommodation request form, included in Appendix A of the Procedure.
- b) Before admitting a Service Animal, the school principal shall require the parent/guardian/adult student to submit a completed accommodation request form, included in Appendix B of the Procedure.
- c) On receipt of an application for a Guide Dog / Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.
- d) The school principal will ensure an accommodation plan that addresses the competing rights of others;

The school principal shall be responsible for communication with the parent/guardian/adult student with respect to the accommodation process, any additional information required, the decision, and where approved the implementation and management of the accommodation.

Where a student supported by a Guide Dog / Service Dog / Service Animal, whose parent/guardian is the Handler, seeks only to attend a school excursion with the Guide Dog / Service Dog / Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog / Service Dog / Service Animal and parent as the Handler.

Inquiries may need to be made regarding potential competing human rights and transportation arrangements.

4.2 Parents/Guardians/Adult Students

Parents/Guardians or Adult Students will provide all necessary documentation to support the accommodation process. The parent/guardian or adult student shall be responsible for:

- a) submission of Appendix A (Guide Dog/Service Dog) or Appendix B (Service Animal);
- b) all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
- c) obtaining, training and maintaining the Guide Dog / Service Dog training to provide the accommodation in a safe manner;
- d) providing confirmation of municipal license for the dog (to be updated annually),

- e) providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety within a school setting;
- f) medical information from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Board) with a recommendation for the use of a Guide Dog / Service Dog to meet the student's disability related needs;
- g) a description of the services provided by the Guide Dog / Service Dog to the student, and how those services will support the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
- h) 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);
- i) general liability insurance providing coverage in an amount specified by the Board¹ in the event of an injury or death as a result of the Guide Dog / Service Dog's attendance on school property or on a school-related activity (to be updated annually)².

4.3 Students

Students will be expected to act as the Guide Dog / Service Dog's primary Handler. The student Handler must:

- a) demonstrate the ability to control the Guide Dog / Service Dog in accordance with the training received;
- b) ensure that the Guide Dog / Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
- c) ensure that the Guide Dog / Service Dog's biological needs are addressed;
- d) transition and maintain at all times the Guide Dog / Service Dog on a leash, harness, mat and/or crate;

¹ Note usually \$2 million in general liability insurance coverage is requested. This requirement might need to be waived to prevent potential financial barriers for a family.

² Note lack of requested insurance coverage because of financial barriers should not impede the provision of accommodation.

4.4 Guide Dog / Service Dog

The Guide Dog / Service Dog:

- a) shall be a highly trained and certified by Accredited Training Organization;
 - (i) will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;
- b) must be groomed and clean;
- c) must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- d) must not engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - (i) such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
 - (ii) any such behaviour, or similar, may require a review of the accommodation and the potential need to look at alternative options that meet the student's needs
- e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;

5.0 CONSIDERATIONS INCLUDING EMPLOYEE ACCOMMODATION

5.1 The District has a legal duty to accommodate an employee's disability related needs to the point of undue hardship.

5.2 As part of the planning process for the introduction of a service animal to the school for an employee, the principal will, as soon as possible, inform the Manager of Abilities Management & Well-Being. The Manager of Abilities Management & Well-Being will consult with Superintendent of People & Culture and the Superintendent of Inclusive Student Services that a request for a service animal by an employee has been made. This notice will serve to initiate a consultation process through Human Resource Services to explore accommodation options, and to consider the impact on the rights of other individuals. Potential competing rights will be addressed in accordance with the Human Rights, Anti-Discrimination and Anti-Racism Policy and the Human Rights Inclusive Design and Accommodation Procedure.

6.0 PROCEDURES FOR REQUESTING ACCOMMODATION FOR A SERVICE ANIMAL

6.1 When a service animal request is received, the school will assess each request on a case-by-case basis to determine the appropriate admittance and implementation method for service animals, and whether the service animal can be accommodated to the point of undue hardship. All circumstances of each particular request, including the individual needs of the individual being assisted by the service animal and the needs of other students and staff, will be considered. Where necessary, in the implementation and accommodation process, where the rights and needs of one individual may conflict with another individual's rights, we will consider and reconcile potential competing rights.

- 6.2 The school will engage in its procedural duty to accommodate. The individual's service animal request will be reviewed by the principal in consultation with the individual making the request, the Superintendent of Education for Inclusive Student Services, and the Special Education System Lead and may also involve the Human Rights and Equity Advisor and General Counsel.
- 6.3 Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.
- 6.4 Whenever possible, a individual with a service animal will inform the principal of the relevant school prior to entering the school that the individual or the student and their service animal wishes to be accommodated by the school, and usually, that the individual or the student and their service animal are trained to work together from a recognized training center/program and have been certified as a low risk to injure the individual or others. The individual will initiate the process by making a request in writing to the school using Appendix A: Application Request for Guide Dog/Service Dog. The applicant, or Principal on their behalf, can consult appropriate system staff (Inclusive Student Services) to obtain further information on the accommodation process.
- 6.5 Each request for a Guide Dog / Service Dog or Service Animal will be addressed on an individual basis giving consideration to:
- a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
 - b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
 - c) evidence of how the Guide Dog / Service Dog or Service Animal's attendance at school might support demonstrated disability-related learning needs and/or acts of daily living necessary while at school;
 - d) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog / Service Dog or Service Animal inclusive of how the accommodation will support or enhance the student's learning and disability related needs in a school environment
 - e) the training and certification of the Guide Dog / Service Dog and student as Handler;
 - f) whether one or more alternative accommodations can meet the needs of the student;
 - g) whether the student's attendance with a Guide Dog / Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
 - h) whether training will be required for staff and/or the student;
 - i) the impact of the accommodation on the rights and needs of other students and staff in the learning environment
 - j) any potential competing human rights of students, staff, and community members using the school pursuant to a permit;
 - k) recommendations for accommodation plans to reconcile competing rights.

- 6.6 The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy and protect confidentiality regarding their disability and specific learning needs and/or needs of daily living. **Appendix C: Checklist for Principals – Consideration & Implementation of a Service Animal** and **Appendix D: Case Conference Guide** are provided to support schools' teams in navigating applications and implementation.
- 6.7 Where the student is not the primary Handler, Board staff must be trained as the Handler(s) and accompany the student and dog at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship and the factors outlined in PPM 163 and in the DDSB Human Rights Policy and the Human Rights Inclusive Design and Accommodation Procedure..
- 6.8 For requests for a service animal other than a dog, the parent/guardian must complete the Request for Service Animal form included in **Appendix B** of this procedure. These requests will be individually considered, in accordance with the process noted above, the duty to accommodate short of undue hardship and the factors outlined in PPM 163 and in the "Human Rights and Accommodation" section.
- 6.9 The determination with respect to the application for a Guide Dog / Service Dog / Service Animal shall be communicated to the parent/adult student in writing in accordance with Appendix E: Sample Letters – see either Approving the Guide Dog/Service Dog/Service Animal or Denying Request for the Guide Dog/Service Dog/Service Animal.
- 6.10 As part of the accommodation process, the DDSB may request additional information and/or documentation to ensure the animal's presence in school does not present an increased risk of harm to the animal, the individual, the student, and/or other members of the school community.
- 6.11 Requests for a service animal in the school will be considered on a case-by-case basis. In some instances, requests for additional information and/or documentation may include details such as the cleanliness and size of the support animal, established routines for handling the animal in the event that the animal is separated from its handler, and/or evidence of training to mitigate the risk of harm to the animal, the individual who handles the animal, or others while the animal is at school. Please see Appendix C for expectations regarding the responsibilities of the individual who requires the use of the support animal to command of the animal at school.
- 6.12 The principal will inform and consult with the Superintendent of Inclusive Student Services and the System Lead - Special Education as part of the accommodation process, to discuss information that may be required to support the accommodation request, accommodation options and implementation considerations.
- 6.13 A meeting with the school (and Board which may include the Instructional Facilitator and/or Special Education Officer) team supporting the student, the parent/guardian/adult student and student (as appropriate), the health practitioner recommending the Guide Dog / Service Dog or Service Animal for the student, the trainer of the Guide Dog / Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.

At the meeting, the principal will advise the individual making the service animal request that all costs related to the provision of the service animal are the financial responsibility of the individual.

- 6.14 The case conference/accommodation consultation (**Appendix D: Case Conference Guide**) will include a discussion of other information to help determine accommodation options and implementation considerations, identify and address any potential risks, support successful implementation and document decision making. This includes considering potential Human Rights Code related rights and needs of other staff and students and health and safety issues (e.g., severe allergies, staff or students with asthma, fear of animals, cultural or religious needs, etc.), the potential impact of the use of a service animal on the school community, the handling routines and responsibilities, guidelines for staff and students, other student issues, transportation issues, the role of the parent/guardian when the service animal relates to a student, and communication with the parent/guardian on an ongoing basis, the cost of accommodating the service animal, and the resources available to the school.

7.0 IMPLEMENTING THE ACCOMMODATION

- 7.1 Where the request is approved, the school principal in consultation with the student's educational team, in consultation with the Inclusive Student Services team, will complete action items including the following planning prior to the initialization of the support within a student's program (see Administrators checklist):

- make changes to the student's IEP goals and/or student's medical plan of care;
- may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins;
- organize an orientation session for school staff, students and the student Handler;
- develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
- assessment may be required by the School Board's Health and Safety team regarding potential health and safety issues applicable to different areas/activities in the school;
- develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- Protecting confidentiality and respecting privacy, 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;
- student assembly for introduction and orientation regarding the Guide Dog / Service Dog or Service Animal;

- 7.2 Arrangements for transportation of the Guide Dog / Service Dog or Service Animal to and from school, if necessary (See Section 8.0 Procedures for the Transportation of Service Animals on DSTS Bus Routes)

- (i) If the Guide Dog / Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding potential competing rights, the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog / Service Dog or Service Animal is on board;

- (ii) Documentation about the Guide Dog / Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog / Service Dog's or Service Animal's presence.
- (iii) Specialized transportation shall not be provided solely for the purpose enabling the Guide Dog / Service Dog or Service Animal to travel to and from school with the student;

- 7.3 As the School Community Council (the "SCC") advises the principal on matters pertaining to the school community, the principal will provide information to the council and other interested community members. The principal will invite the individual making the service animal request to the SCC meeting. Notification will also be made to the school community.
- 7.4 All school staff members, both teaching and non-teaching, will be informed early in the process of the request to have a service animal in the school. Their input will help inform potential accommodation and implementation considerations. Arrangements will be made by the principal to notify all relevant employee services that a service animal will be in the school.
- 7.5 Standardized DDSB signs, obtained through the Operations Department must be placed on the entrance doors of the school to inform visitors of the service animal's presence.
- 7.6 When an accommodation request for the service animal is approved, careful consideration of all of the relevant factors will assist in the transition of the animal into the school environment. Attention to consistency, routines, confidentiality and privacy within communications, staff in-service, school assemblies, and community notification are required.

An appropriate fire and emergency exit plan must be developed. Personnel from the local fire/police departments may be consulted when developing these plans.

- 7.7 In the event that the request for a service animal is not approved, or if a service animal is excluded from the premises, the school will explore alternative options to support accommodation needs in another way.
- 7.8 The DDSB will provide training to staff on how to interact with individuals with accommodation needs who use a guide dog or other service animal.
- 8.0 **PROCEDURES FOR THE TRANSPORTATION OF SERVICE ANIMALS ON DSTS BUS ROUTES**
- 8.1 Under the AODA and the Human Rights Code, service animals are permitted to ride the bus with their handler, subject to the school's duty to accommodate to the point of undue hardship.
- 8.2 Once a principal has determined that a service animal will be working with an individual in the school and transportation is required, the principal will contact Durham Student Transportation Services.
- 8.3 The bus operator will ensure that there is documentation about the service animal with the relevant route information.
- 8.4 Basic training for the driver and other students on the bus will be provided by the DDSB. This training may include one or more training runs.

- 8.5 The service animal should not sit or lie in the aisle of the bus. Wherever possible the service animal should be in the seat compartment and/or floor, away from the aisle, to prevent the animal from becoming a safety hazard for other bus passengers.
- 8.6 The Durham Student Transportation Services will ensure that any students from other schools or school boards travelling with the service animal are advised of the presence of the service animal. (see Appendix E for a sample letter)
- 8.7 Regulation 493/17, of Ontario's Health Protection and Promotion Act, allows Guide Dogs and Service Animals in areas where food is served, sold and offered for sale. Steps should be taken to ensure that Guide Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.
- 8.8 No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom. Where students are engaged in learning in these spaces, alternative arrangements for the Guide Dog or Service Animal are required and alternative accommodation for the individual may be required.

9.0 VISITORS/VOLUNTEERS WHO USE SERVICE ANIMALS IN SCHOOLS

- 9.1 When an individual who uses a service animal wishes to visit or volunteer in a classroom/school, school personnel will follow the Board's policy on volunteers and the DDSB Accessibility Guidelines. Parent(s)/guardian(s) of the students and staff will be notified beforehand and provided with information relating to service animal etiquette. Should a principal be notified about issues related to Human Rights Code related needs of staff or students (e.g., allergies, cultural/religious needs, fear, etc.), the DDSB will take steps to address potential competing rights and needs.

10.0 VISITING SUPPORT ANIMALS

- 10.1 If a principal or supervisor agrees that a student / group of students or employee would benefit from time spent with a visiting service animal during occasional pre-arranged visits with its Handler, then the principal / supervisor may approve these visits as long as:
- (i) there is written consent from the students' parents;
 - (ii) the animal's handler is always in control of the animal, and is completely responsible and liable for the animal at all times;
 - (iii) the school / workplace community has been notified in advance and been given opportunity to provide input on Human Rights Code related needs (e.g., allergies, fears and religious/cultural needs, etc.);
 - (iv) there is a plan of care for the animal;
 - (v) there is a municipal license (if applicable), veterinary certificate, and proof of owner's liability insurance for the animal.

11.0 CONTINUOUS ASSESSMENT

- 11.1 A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken in accordance with the Human Rights Inclusive Design and Accommodation Procedure and 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.

11.2 Approval may be reconsidered at any time by the principal if:

- a) there are any related concerns for the health and safety of students, staff or the Guide Dog / Service Dog / Service Animal that can't be mitigated;
- b) there is behaviour that is disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog / Service Dog / Service Animal from the classroom immediately and the student's parent/guardian will be called to pick up the Guide Dog / Service Dog / Service Animal from the school. Alternative options for accommodation will be discussed.
- c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students/staff such that there is a new potential competing right;
- d) the team supporting the student may recommend that another accommodation or support/resource may better meet the needs of the student and should discuss with the Principal for further consultation with student/family.

12.0 RECORDS

- 12.1 A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation shall be retained in the student's Ontario Student Record.
- 12.2 The DDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/guardian/adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 12.3 The DDSB is required pursuant to PPM 163 School Board Policies on Service Animals to collect information regarding the implementation of the policy and procedure regarding Guide Dogs and Service Animals, including.
 - a) Total number of requests for students to be accompanied by Guide Dog / Service Dogs / Service Animals;
 - (i) Whether requests are for elementary or secondary school students;
 - (ii) The student's grade;
 - (iii) Whether the student is the Handler;
 - b) The number of requests approved and denied;
 - (i) If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
 - (ii) Species of Service Animals requested and approved; and
 - (iii) Types of needs being supported: emotional, social, psychological, physical.

13.0 SOURCES

Human Rights Code, RSO 1990, c.H.19

Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11

PPM 163 School Board Policies on Service Animals

J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII) Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11 Blind Persons' Rights Act, RSO 1990, c.B7,

Dog Owners' Liability Act, RSO 1990, c.D16

Health Protection and Promotion Act, RSO 1990, c.H7ext

14.0 Reference Documents

14.1 Policies

Human Rights, Anti-Discrimination and Anti-Racism Policy

14.2 Procedures

Human Rights Inclusive Design and Accommodation Procedure

Appendix:

Appendix A: Application Request for Guide Dog/Service Dog

Appendix B: Application Request for Service Animal

Appendix C: Checklist for Principals – Consideration & Implementation of a Service Animal

Appendix D: Case Conference Guide

Appendix E: Sample Letters

Sample Letter to Parents/Guardians in the School Community Regarding Admittance of a Service Animal

Sample Letter to Parents/Guardians of Students in the Class(es)

Sample Letter to Parents/Guardians of Students on the School Bus/Sharing Transportation

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

Sample Letter Denying the Guide Dog/Service Dog/Service Animal

Appendix F: Tips for Administrators

Appendix G: Sample Agencies Approved by the Ontario Government to Provide Guide and Service Animal Training

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