Greater Essex County District School Board

Policy: Certified Service Animals for Students

Reference No: P-AD-31

The Greater Essex County District School Board is committed to meeting the accessibility needs of persons with disabilities in accordance with the Accessibility for Ontarians with Disabilities Act and its regulations, as amended from time to time, and the Ontario Human Rights Code. This policy and the associated Regulation apply to the use of Certified Service Animals by students. The accessibility needs of staff and others accessing Board property are addressed in Policy P- AD- 33 and Regulation(s) R- AD- 33.

The Greater Essex County District School Board recognizes that some students with disability related needs require the use of a Certified Service Animal. The Certified Service Animal is considered an accommodation when it enables a student to access the Ontario Curriculum Accommodations refer to specialized supports that enable a student to learn and to demonstrate learning (Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide, 2017).

Greater Essex County District School Board

Regulation: Certified Service Animals for Students

Reference: R-AD-31

1. This Regulation sets out the procedure for evaluating requests from parents/guardians that students with disabilities be accompanied by Certified Service Animals on school property during the school day as an accommodation to enable the student to access the Ontario Curriculum. Accommodations are specialized supports that enable a student to learn and to demonstrate learning (Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide, 2017)

2. For the purpose of the Board's policy and regulation trained service animals will be referred to as "Certified Service Animals".

3. When parent(s)/guardian(s) request the use of an animal in school, the Board will follow the process set out herein to determine whether to grant the request in the circumstances.

4. When parent(s)/guardian(s) will be required to:

a) Review "Information for Parent(s)/Guardian(s) Requesting a Certified Service Animal";
b) Complete and submit a Request for a Certified Service Animal to the principal;
c) Provide documentation from a regulated health professional[1], confirming that the student requires Certified Service Animal for reasons related to the disability.
d) Provide formal documentation acceptable to the Board, including a written certificate of training that meets the requirements of the Assistance Dog Public Access Certification Test or an equivalent test and/or any other Canadian or Ontario service dog standard in effect from time to time. The certificate of training will confirm that the service dog/animal and its handler (the student) have been trained by a professional service dog trainer or a recognized service animal training centre with service dog training experience for the kind of disability to be accommodated.
e) Provide formal documentation confirming that the Certified Service Animal has had annual vaccines, is in good health to attend a school and its city/county license;

f) Provide formal documentation confirming that all financial costs associated with the Certified Service Animal, its documentation, certificates, and care are the responsibility of the parent/guardian, including any requirement for documentation to be provided on an annual basis.

1 A regulated health professional is defined in the Integrated Accessibility Standards, O. Reg. 11/11, s. 80.45(4)(b) as "(i) A member of the College of Audiologists and Speech-Language Pathologists of Ontario. (ii) A member of the College of Chiropractors of Ontario. (iii) A member of the College of Nurses of Ontario. (iv) A member of the College of Occupational Therapists of Ontario. (v) A member of the College of Optometrists of Ontario. (vi) A member of the College of Physicians and Surgeons of Ontario. (vii) A member of the College of Physiotherapists
of Ontario. (viii) A member of the College of Psychologists of Ontario. (ix) A member of the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario."

g) The Board may request additional information at its discretion.
h) Additional information provided by the parent/guardian may also be considered. All forms are available at the School upon request to the Principal.

5. The Board and the principal shall preserve the confidentiality of the medical and other information received from the parent(s)/guardian(s) and shall not use or disclose the medical or other information except in accordance with the Municipal Freedom of Information and Protection of Privacy Act, the Personal Health Information Privacy Act, the Education Act or as otherwise required by law. The parent(s)/guardian(s) will consent to the use and disclosure of the information by the principal to such other Board personnel and/or third parties as may be required for the performance of their duties, for example, providers of student transportation services.

6. Upon receipt of all necessary documentation, the principal will hold a pre-meeting with the parent/guardian and appropriate school staff to discuss the application.

7. The request will be reviewed by the Principal of the School, the School Superintendent, the Superintendent of Special Education Programs and Services and/or the Supervising Principal of Special Education Programs and Services, and other Board personnel as deemed appropriate. All circumstances of a particular case will be considered and assessed, including the disability-related needs of the student requesting the assistance of the Certified Service Animal, the supports and strategies already in place to accommodate the student, and other potential supports and strategies that could be in place for the student to access a meaningful education.

8. The needs or interests of the other students and staff and other members of the school community will be considered. In some circumstances, it may be necessary to balance the rights of the student with the rights of others, in accordance with the Ontario Human Rights Code. Measures to provide reasonable accommodations for affected individuals will be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc. the decision of the board is final.

9. The Board will determine whether the use of a Certified Service Animal at school during the school day to assess the curriculum is consistent with the strengths, needs and/or accommodations identified in the student's Individual Education Plan.

10. If the request is approved, the principal will schedule a school case conference meeting with the parent/guardian and the student, where appropriate, and school and Board personnel. The parent(s)/guardian(s) are expected to attend the meeting and will be consulted in the creation of the Certified Service Animal Accommodation Plan and Certified Service Animal Safety Plan.

a) The Certified Service Animal Accommodation Plan and Safety Plan will address such matters as toileting and hygiene, feeding and watering the animal, grooming, emergency procedures and integration of the Certified Service Animal in the school with staff and students. The Certified Service Animal Accommodation Plan and Safety Plan will be reviewed on an annual basis, at a minimum. Each year, a reassessment will occur, to determine whether the Certified Service Animal continues to be a required accommodation.

b) The Principal shall amend the student's Individual Education Plan to reflect the accommodation of the Certified Service Animal attending the school with the student.

11. If the Board approves the request for the Certified Service Animal to be in the school during the instructional school day, the Certified Service Animal will wear a distinctive harness/saddlebag or vest and will always be on a leash or otherwise contained at all times.

12. The parent/guardian and student shall undertake to disclose to the principal any incident of aggressive behaviour displayed by the Certified Service Animal, whether the incident occurs on or off school property. The parent/guardian will confirm that they understand that an act of aggression or other behavior that results in a safety risk that is displayed by the Certified Service Animal will result in the exclusion of the Certified Service Animal pending appropriate revision to the Certified Service Animal Accommodation Plan and/or Safety Plan and/or further training, if necessary. If no such steps are appropriate, the Certified Service Animal may be permanently excluded from the school.

13. The Parent/guardian shall recognize that the Certified Service Animal Accommodation Plan and/or Safety Plan may be subject to amendment to address issues that may arise when the Certified Service Animal is in the school, such as excessive or distracting vocalizations or other behaviours.

14. It is recommended that parent(s)/guardian(s) refer to their home or tenant insurance policy to determine whether it covers any liability in the event of a claim pertaining to the Certified Service Animal. If not, such coverage exists, consideration should be given to amending the policy.

15. The parent/guardian shall agree to provide on an annual basis, formal documentation confirming that the Certified Service Animal has had it annual vaccines, is in good health to attend a school, and has its city/county license, at the parent/guardian's cost.

16. A Certified Animal may be excluded from access to the premises or parts of the premises where:

- Exclusion is required by another statute, such as the Health Protection and Promotion Act and/or the Food Safety and Quality Act. The former Act prohibits service animals in places where food is prepared, processed or handled (e.g. kitchen of school cafeteria or culinary arts classroom) although service animals are permitted where food is served and sold (e.g. school cafeteria or lunchroom);
- The Certified Service Animal is of a breed that is prohibited by law. An example would be the Ontario Dog Owner's Liability Act, which places restrictions on pit bull terriers;
- Where there is a risk to the health and safety of another person as a result of the presence of the Certified Service Animal that cannot be addressed by providing reasonable accommodations to the point of undue hardship;

- There has been a material change in the circumstances that led to the original approval of the use of the Certified Service Animal in school; or
- Exclusion is otherwise required by law.

17. When a request for a Certified Service Animal to accompany a student to school is not approved, the Board will continue to provide reasonable and appropriate accommodations to the student in accordance with the student's Individual Education Plan.

Appendices

Appendix A – Application for Guide Dog
Appendix B - Application for Service Animal
Appendix C – Certified Service Animal at the School Questions and Answers
Appendix D – Principals Checklist for Guide Dog
Appendix E – Sample Letter Approving Guide Dog
Appendix F - Sample Letter Declining Guide Dog
Appendix G – Sample Letter to Parents of Student in Classes
Appendix H – Sample Letter to Parents and Students on the School Bus
Appendix I – Sample Letter to Employees and School Permit Holders
Appendix J – Sample Letter to the School Community
Appendix K – Guide Dog/Service Dog Accommodation Plan
Appendix L – Annual Review for Guide Dog Service or Service Animal

Greater Essex County District School Board

Appendix A
Application for Guide Dog / Service Dog

***This Form is to be submitted to the School Principal**

School _____

Grade _____

Student Name _____

Address & Home / Cell Telephone Number _____

Disability-Related Needs to be Accommodated by Guide Dog / Service Dog

- Please attach a copy of the assessment report from a registered pediatrician, psychologist, psychiatrist, optometrist or, other regulated health professional as determined by the School Board, containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/ Service Dog will provide accommodation in a school setting.

Municipal License

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

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
  - the breed of dog, age of dog and that the dog is an adult;
  - the dog does not have a disease or illness that might pose a risk to humans;
  - the dog has received all required vaccinations;
  - the dog is in good health to assist the student

Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's 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.

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 to have assumed by a school staff member.

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 parent must provide an insurance certificate identifying that Board as an insured in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Note: Personal information of the student and parent/guardian is being collected by the Greater Essex County 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.

Greater Essex County District School Board

Appendix B
Application for Service Animals

***This Form is to be submitted to the School Principal**

School:

Grade:

Student Name:

Home / Cell Telephone Number:

Address:

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 diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
  - the species of animal, age and confirmation that the animal is an adult;
  - the animal does not have a disease or illness that might pose a risk to humans or dogs;
  - the animal has received all required vaccinations; and
  - the animal is in good health to assist the student.

Information regarding Animal

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate;
- Describe the biological needs of the animal;

Student

- Can the student independently manage the animal?
- Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes.
- Please describe below what, if any, responsibilities the student is capable of performing independently.
- Please describe below the responsibilities you wish to have assumed by a school staff member.

Insurance

A parent must provide an insurance certificate identifying that Board as an insured in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Note: Personal information of the student and parent/guardian is being collected by the Greater Essex County 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.

The rights and needs of students with disabilities and the safety of the certified service animal and of other animals that are part of educational programs or visiting schools must be considered.

What if a school member is fearful of animals or allergic?

Common allergic reactions and fear of animals are not grounds for prohibiting certified service animals from the premises. If staff or students are afraid or allergic to the animal, accommodations for all parties should be considered such as keeping the student or others as far apart from the animal as reasonably possible. Accommodations should be made in a timely manner.

What if there are competing Rights under the Ontario Human Rights Code?

Situations may arise where one individual's rights under the Code (e.g. a certified service animal for a person with a disability) may clash with another individual's rights under the Code.

For example, there may be circumstances in which another member of the school community (staff or student) has a severe allergy to a certified service animal causing respiratory distress or anaphylaxis, it is the Board's expectation that the situation be fully analyzed and all options discussed to try to find a satisfactory resolution for both parties, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, suggesting that one party return at another time if possible, etc. Handlers are expected to keep their service animal regularly bathed and groomed to help reduce allergies.

Another example may be a situation where an individual states that the presence of a service dog interferes with the practice/tenets of his/her religion (creed). In such cases, it is important to remember that rights under the Code are not absolute and no one right is more important than another. Consequently, each situation should be addressed on its own merits and the parties concerned should undergo a case-by-case basis analysis to search for solutions to reconcile such competing rights if possible. Resolution may result in making reasonable efforts to maintain distance between the service dog and the other party, making reasonable adjustments to schedules, or other forms of accommodation.

Moreover, members of the Special Education Support Services department and the Human Resources Support Services department are available to support schools as partners in the collaborative problem-solving process.

What happens if there is an incident with the Service Animal?

In the case of injurious or threatening behaviour caused by the service animal staff will:

- Immediately notify the principal or their designate
- Complete an accident report
- Notify the parents/guardians of the student with the service animal
- Remove the certified service animal from the school until a meeting is held. Attendees should include: The parents/guardians of the student with the certified service animal, Principal or Vice-Principal, Teacher, Service Animal organization (where applicable)
- Notify Supervising Principal of Special Education

What if there are other animals at the school?

Certified Service Animals should be kept a safe distance away from other animals. Some animals may become agitated by the presence of other animals which may result in harm to staff, students or animals. If a concern exists, certified service animals and other animals may be kept at a safe distance, in opposite areas of a classroom, in separate areas considered reasonable under the circumstances, or another reasonable form of accommodation.

If arrangements have been made for other animals to be on school premises, the principal or their designate should discuss the matter with students who require certified services animals, their parents/guardians and the organization or individual bringing animals to the school.

Advance notice should be given to all parties to inform them that other animals may be present in the school or part of educational programs. Advanced notice should be sufficient to permit all parties time to determine if a concern for the health and safety of any person or animal exists and to make alternative arrangements if necessary.

Notice should include the:

- Type of animal
- Date of its arrival
- Duration of its stay and
- School programs/class involved

Greater Essex County District School Board

Appendix D
Principal's Checklist for Guide Dog / Service Dog

School: _____

Grade: _____

Student Name: _____

Application Requirements for Guide Dog / Service Dog

- ☐ Assessment report with diagnosis and accommodation to be provided
- ☐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- ☐ Copy of municipal license [within 12 months]
- ☐ Veterinary certificate [within 3 months]
- ☐ Certificate of training or attestation for Guide Dog / Service Dog [within 6 months]
- ☐ Certificate of training or attestation for student Handler [within 6 months]
- ☐ Letter of confirmation that the trainer will present to School Council
- ☐ Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog
- ☐ Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- ☐ Assessment by health and safety officer

Implementation Requirements

- ☐ Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom etc.)
- ☐ Timetable identifying bio breaks, when accompanying student, when in crate
- ☐ Emergency procedures (fire exit plan, lockdown plan, evacuation plan)
- ☐ Letter to parents that Guide Dog/Service Dog will be accompanying student
- ☐ Information session during to school council meeting

- [ ] Posting on school website or Facebook that Guide Dog/Service Dog will be accompanying student
- [ ] Signage for front door, gymnasium door and library door advising of Guide Dog / Service Dog
- [ ] Transportation plan (if required)
- [ ] Orientation for school staff and students
- [ ] Training for staff member acting as Handler (if required)
- [ ] Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP)

[Insert School Letterhead]

Date

Dear Parent / Guardian /Adult Student

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

I wish to confirm approval of your request.

As we have discussed, your / your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Dog / Service Animal in meeting your / your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog / Service Dog / Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Dog into the school community and your / your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Dog engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

SAMPLE

[Print on letterhead]

Date

Dear Parent /Guardian / Adult Student

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

I wish to communicate that your request is being denied.

As we have discussed, your child is not able to perform the responsibilities of a Handler [and/or the Service Animal is not trained and may be disruptive or a distraction in the school environment], and reasonable alternative accommodations that respect your child's dignity, encourage independence and facilitate integration are available to support your child's learning needs and access to meaningful educational services.

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

Sincerely,

Principal

SAMPLE

[Insert School Letterhead]

Date

Dear Parents/Guardians

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 pursuant to the *Human Right 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

SAMPLE

[Print on letterhead]

Date

Dear Parents/Guardians

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 riding on your child's bus with a student, to and from school, to accommodate the student's needs pursuant to 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 a safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog on your child's bus.

Thank you for your on-going support.

Sincerely,

Principal

SAMPLE

[Print on School Letterhead]

Date

To Employees and Permit Holders

This letter is to advise that the school is in the process of planning for a Guide Dog / Service Dog to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

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

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

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

SAMPLE

[Print on School Letterhead]

Date

Dear Parents/Guardians

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 pursuant to the *Human Right Code*.

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

An information session has been scheduled to take place following the school council meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs / Service Dogs.

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

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

Thank you for your on-going support.

Sincerely,

Principal

SAMPLE

Greater Essex County District School Board

Appendix K
Guide Dog/Service Dog Accommodation Plan

The Guide Dog/Service Dog/Service Animal Accommodation Plan is completed after Appendix A or B of the Certified Service Animal Administrative Procedure: AD-AP-29 has been approved by the Superintendent of Special Education and appropriate documentation from parents have been submitted.

Student Name: _____ Meeting Date: _____

Completed By: _____

DOB: _____ Grade: _____ OEN: _____ Aspen: _____

Parent/Guardian: _____ Phone Number: _____

Address: _____

School: _____ Type of Animal: _____

Agenda Items

1. **Confirmation of Previous Steps**
   - Assurance that guide dog/service dog/service animal is suitable for educational setting and will not pose a risk to health and safety has been provided.
   - Approval for guide dog/service dog/service animal has been granted.
   - Review of Regulation and Appendix A.
   - Parent Responsibilities, all required documentation has been provided, e.g. health information, license, training certificate.
   - Discuss timelines for entry of guide dog/service dog/service animal.

2. **Daily Planning Items**
   - Identify purpose/function of the guide dog/service dog/ service animal.
   - Seating arrangements in classroom.
   - Privacy – where will information be kept?
   - Delivery of academic programs: Any changes to in-class routines and procedures, responsibilities of resource staff, if any.
   - Accommodations for other students and staff that may be allergic.
   - Animal waste plan – bio break plan.
   - Any seasonal changes?
   - Feeding and water plan
   - Leash or other containment.
   - Mat/soft crate?

3. **Safety**
   - Safety Plan ☐ Y ☐ N ☐ required
   - Use of distinctive harness/saddlebag or vest.
   - Emergency plans and school drills for exiting building, bomb threat protocols, etc.

4. **Entry/Exit**
    - Scheduling
    - Busing Information
    - Nutrition breaks

5. **Medical**
    - Medical Plan ☐ Y ☐ N/A ☐ required
    - Medical and Safety consideration.

6. **Communication**
    - School Community Plan
    - Staff Plan
    - Social Stories for students?
    - Assembly? School Meeting?
    - Letters (Home)

7. **IEP**
    - Review
    - Addition of guide dog/service dog/service animal.

8. **Behaviour**
    - Notification of incident on or off school property.

9. **Programming**
    - Timeline for entry
    - Schedule
    - Review all areas guide dog/service dog/service animal will access.

10. **Transportation**
    - Spec ed/regular bus – seatbelt/vest.
    - Pick up Drop off location.

11. **Competing Rights**
    - Other students/staff who have allergies

12. **Other**

Action items from the agenda:

Signatures

TP Received by

Principal Signature

Parent/Guardian Signature

Original to OSR
Copy to: Parent/Guardian, Teacher, Principal, Superintendent of Special Education

This information is collected, used and disclosed pursuant to the Greater Essex County District School Board Privacy Policy and Regulation HR-14, the Education Act and its regulations, the Municipal Freedom of Information and Protection of Privacy Act, and the Personal Health Information Protection Act for education, transportation and safety purposes. This information will become part of the Ontario Student Record (OSR). Any questions with respect to this information should be directed to the Principal of the school.

GECDSB: Guide Dog/Service Dog/Service Animal Planning

Meeting Attendees

Name	Affiliation/Position	Contact Information

Greater Essex County District School Board

Appendix L
Annual Review for Guide Dog/Service Dog/Service Animal

Name of Student: _____ DOB: _____

Address: _____

Name(s) of Parent(s)/Guardians(s): _____

Telephone number(s): _____

School: _____ OEN: _____

I/we have:

a) Reviewed the existing documentation and practice from the past year with Guide Dog/Service Dog/Service Animal (accommodation plan, safety plan) and agree with the changes for the upcoming year (if any);
b) Verified all documentation is still current and applicable (recommendation from regulated health professional, Service Animal Training certification, vaccinations and other health information);
c) Understand that if the Guide Dog/Service Dog/Service Animal exhibits any unprovoked behaviours (ie. Growling, scratching, nipping, biting etc.) it will be removed until the plan is re-evaluated to ensure the safety of staff, students and visitors;
d) Give permission for this information to be shared with the school community as appropriate and agree to the delivery of letters to the community in accordance with Appendices G to J (attached).

   I/we understand that the principal shall preserve the confidentiality of all information received from me/us and shall not use or disclose the information except in accordance with the Municipal Freedom of Information and Protection of Privacy Act, the Personal Health Information Protection Act, and the Education Act or as otherwise required by law. I/we consent to the use and disclosure of the information by the principal to such other Board personnel and third parties as may be required for the performance of their duties.

e) I/we acknowledge having received and read a copy of the GECDSB's Regulation: R-AD-31Certified Service Animals and we understand our responsibilities and the student's responsibilities as set out therein and in the original Request for a Guide Dog/Service Dog/Service Animal.

_____ _____
Signature of Parent(s)/Guardian(s) Date

_____ _____
Signature of Principal Date