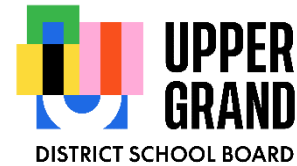


Service Animals for Students

Procedures 517-A



Category:	Students
First Adopted:	May 2018 (<i>Oct 2006 as Protocol for Service Dogs in Schools for Students with Special Needs</i>)
Revision History:	January 2020, September 2026
Next Review:	2030-31 School Year

1. General

Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (guide dog, hearing and signal dog, mobility assistance dog, seizure response dog).

These procedures outline the individualized process for the consideration of a service animal accommodation for students, and if approved, procedures for the admittance and integration of a trained service animal into the school environment.

2. Definitions

Adult student

An adult student is a student who is 18 years of age or older, or 16 or 17 years of age and has removed themselves from the care and control of their custodial parent.

Disability

The Ontario [Human Rights Code](#) and *Accessibility for Ontarians with Disabilities Act* (AODA) define "disability" as:

- a) "any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- b) a condition of mental impairment or a developmental disability;

- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- d) a mental disorder, or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the [Workplace Safety and Insurance Act, 1997](#) ("handicap")."

Guide dog

A guide dog is a dog that is trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the [Blind Persons' Rights Act](#).

Handler

The handler is the individual who is trained to manage the service animal's performance of support services. It is the expectation of the board that students for whom a service animal is providing services in the school will be the handler. It is recognized that there may be times when it is necessary for school staff to support the student in handling their service animal.

Service animal

In the context of these procedures, a service animal is one that provides support relating to a student's demonstrated disability-related learning need to assist that student in meaningfully accessing education.

Service dog

A service dog is one that has been certified after successfully completing a training program provided by an accredited training organization.

3. Consideration of a Service Animal Accommodation Request

Service animals are recognized as an accommodation strategy that may aid the student to access the curriculum or perform daily living activities. The service provided by the animal must be consistent with the goals identified in the student's Individual Education Plan (IEP) and cannot otherwise be met by alternative accommodation(s). The determination of whether the animal is appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need of a student is a decision of the board.

3.1 Service Animal Handler

While it is the expectation of the Upper Grand District School Board that students utilizing a service animal at school will be the animal's handler, the board recognizes that there may be times when it is necessary for school staff to support the student in handling their service animal. Only in exceptional circumstances, subject to the standards of undue hardship pursuant to the [Human Rights Code](#), will the board consider an application for a student who will not be acting as the primary handler of the service animal.

3.2 Service Animal Training

3.2.1 All service animals must be able to provide the student with accommodation services in an appropriate manner irrespective of the environment.

3.2.2 All service dogs used by students in the school must have been fully trained at an accredited training organization attesting that the dog and student handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting. Confirmation of certificates of training received within 6 months may be required.

3.2.2.1 An *accredited training organization* is a guide dog or service dog trainer that is accredited by one of the following:

- 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
- 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
- a guide dog or service dog trainer that attests to compliance with the [Mehgan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs](#) standard for training (MSAR).

3.2.2.2 Any service dog training other than that outlined above may be considered as appropriate.

3.3 Service Animal Application

Parents/guardians/adult students wanting to have a student attend school with their service animal must submit a request form (517-1; see Appendix A) and all supporting documents to the principal. The principal will review the package for completion and forward it on to the Superintendent of Student Achievement with responsibilities for student support services. The principal will be the primary contact for the application's status.

3.3.1 Review Committee

The Superintendent of Student Achievement with responsibilities for student support services shall review the package for completeness and assemble a review committee for the service animal application. The review committee is made up of the following staff:

- Superintendent of Student Achievement with responsibilities for student support services
- Human Rights, Equity and Accessibility Commissioner or designate
- School superintendent
- School principal
- People, Leadership and Culture Superintendent or designate
- Other staff as required.

3.3.2 Review Process

The review committee shall hold an initial meeting to:

- Discuss the unique student supports requested of the service animal;
- Outline the review structure;
- Set the consultation process/schedule with committee members. Considerations for consultation include:

- School team
 - Accommodation team for the student (e.g., classroom teacher, special education teacher, educational assistant, central board staff, etc.)
 - Students, staff, community
- Training organization
- Parents/guardians
- Student (with service animal)
- People, Leadership and Culture

3.3.3 Consultation

Consultation involving one or more of the following may be scheduled by the review committee.

3.3.3.1 School Accommodation Review

- the student's demonstrated disability-related needs
- current accommodations for the student at school;
- the student's current use of a service animal
- how the service animal would support the student's disability-related needs at school;
- variance between current accommodations and the added accommodations of the service animal;
- alternative accommodations that are available that would otherwise meet the student's disability-related needs;
- the goals of the service animal and the student skill development;
- the current academic performance of the student;
- any additional considerations for entry.

3.3.3.2 School Assessment-Impact and Planning

- review of the student's current classroom for factors that would need to be considered when reviewing a service animal;
- review of the school community for factors that would need to be considered when reviewing a service animal;
- review of the educational and structural needs of the school community if/when the service animal were to enter the school/classroom.

3.3.3.3 Meeting with the Service Animal Trainer

- the specific training/certification of the service animal and handler;
- accommodation function of the service animal with the student;
- goals of the service animal and the student skill development;
- any additional considerations for entry.

3.3.3.4 Service Animal Handler

- Where the student is the handler;
 - What training has the student had to be the handler with this service animal;
 - What is the depth of skills the student has in being the handler;
 - What training is required for the student in the school to support their success as the handler;
 - What support would the student require to support the safety and well-being of the service animal;
 - Additional considerations that arise with this specific student and specific service animal.
- Request for board-hired handler

- The board will review the financial commitment and viability to hire a handler;
- The board may consider a trial to learn more about the supports provided by the service animal when compared to current accommodations;
- The board may consider hiring a handler with the goals being monitored each term based on the policy criteria.

3.3.3.5 Meeting with the Parents/Guardians

- current accommodations in place for the student;
- variance between current accommodations and the added accommodations of the service animal;
- the goals of the service animal and the student skill development;
- any additional considerations for entry.

3.3.3.6 Each application for a service animal will be unique. The Review Committee will review the application and determine if any additional consultation is required based on the application.

3.4 As the board is responsible for protecting the safety, health and emotional needs of all students and staff, allowing a student to attend school with their service animal will be considered in accordance with the duty to accommodate the demonstrated disability-related needs of the student to the point of undue hardship pursuant to the Ontario *Human Rights Code*. Where necessary in the decision-making process, the rights and needs of one person may have to be balanced against the rights and needs of another.

3.5 Review Committee Decision

The decision pertaining to the service animal application and rationale will be documented in writing using the Service Animal template (see Appendix B). The principal communicates the results of the review and a copy of the documentation with the parents/guardians. The principal leads the next steps with the parents/guardians/adult student.

- 3.5.1 If it is determined that alternative accommodations to meet the student's demonstrated disability-related needs are available, the principal will document in writing the rationale for the decision and communicate with the parent/guardian/adult student.
- 3.5.2 The review committee's decision and accompanying documentation are filed in the Special Needs Assessment folder of the student's Ontario Student Record (OSR).
- 3.5.3 The Superintendent of Student Achievement with responsibilities for student support services shall retain data regarding each service animal application including the species of service animal requested/approved, whether students are elementary or secondary, the types of needs being supported (e.g., medical, emotional, physical), the review committee's decision, and rationale.

3.6 **Role of Parent(s)/Guardian(s)/Adult Student**

Parents/guardians/adult students requesting accommodation for the student to attend school with a service animal are responsible for providing the following at the time of application, and if approved, annually:

- 3.6.1 a completed 517-1 form to the principal (see Appendix A)
- 3.6.2 any supporting letters of assessment from regulated health professionals confirming the disability-related supports provided by the service animal for the student that cannot otherwise be accommodated by the school
- 3.6.3 proof of any training certification for the service animal and/or student handler from a recognized training centre, if applicable
- 3.6.4 a commitment to maintain the service animal training over school break periods to foster successful re-integration into the school environment
- 3.6.5 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 animal 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

3.6.6 proof that the service animal owner carries general liability insurance (minimum coverage of \$1 million per occurrence) which includes coverage for the service animal in the event of an injury or death as a result of the service animal. The UGDSB does not carry liability and/or medical insurance for the service animal and is not responsible if the service animal is lost, stolen or injured. Proof of renewal of insurance is required when the insurance term expires, and the service animal remains in the school. Certificates of insurance are to be submitted for uploading in the board's insurance database.

3.6.6.1 Parent(s)/guardian(s)/adult students for which the insurance requirement may cause financial hardship are to contact the school principal.

3.7 **Role of the Principal**

3.7.1 Principals who receive an application to accommodate a student wishing to attend school with their service animal shall review the application submission for completeness and may request additional supporting information to aid in the assessment. The principal will notify the Superintendent of Student Achievement with responsibilities for student support services of the service animal application by forwarding the 517-1 form and any supporting documentation provided.

3.7.2 The principal shall participate as a member of the review committee for a service animal request, as referenced in 3.3.1.

4. **Approval and Implementation of Service Animal Accommodation**

4.1 **Role of the Principal**

The principal shall be responsible for communication with the parent/guardian/adult student about the decision pertaining to the service animal application and where approved, the accommodation process. A complete checklist of principal responsibilities with respect to a service animal accommodation request can be found in Appendix C.

- 4.1.1 As part of the consultation process within the review of the service animal application, the principal will receive input from students, staff, school council, and the community regarding the possible arrival of the service animal, while considering the privacy rights of the student seeking to bring a service animal to school (see sample letters in Appendix E). Letters will be distributed to the school community and sent directly to any families of students who will be in the same classroom or on the same bus as the service animal. These letters will outline the purpose of the service animal. Any input received could affect the service animal accommodation and/or help facilitate the implementation process.
- 4.1.2 If the service animal request is approved, the principal shall:
 - 4.1.2.1 file all relevant documentation and correspondence in the Special Needs Assessment folder of the student's OSR
 - 4.1.2.2 inform Service de transport de Wellington-Dufferin Student Transportation Services (STWDSTS) if the student with the service animal is transported to school by bus (see Section 5).
 - 4.1.2.3 meet with the student's teacher(s) to discuss and plan for the inclusion of the service animal in all school activities (e.g., assemblies, field trips)
 - 4.1.2.4 arrange any information sessions as necessary for students, staff and the community to learn more about the service animal's presence in the school and expected behaviour
 - 4.1.2.5 develop a strategy for introducing the service animal to the school environment to help with the transition. This may include scheduling some school visits for the student and service animal to familiarize the animal with the school
 - 4.1.2.6 review the Management Plan for the Care of the Service Animal (see Appendix D)
 - 4.1.2.7 review the fire and emergency exit plans as they relate to the presence of the service animal

- 4.1.2.8 post signs on the school's entry doors to advise visitors of the service animal's presence (see Appendix F)
- 4.1.2.9 monitor and review the implementation of the service animal on a regular basis
- 4.1.2.10 on an annual basis, review whether the use of the service animal continues to meet the student's disability-related needs. This review shall occur at minimum annually during the Identification Placement and Review Committee (IPRC) process and/or within the first 30 days of each school year, or as deemed necessary by the student, parent(s)/guardian(s) or school administration. This review will include all documentation submitted by the parent(s)/guardian(s)/adult student.

4.2 Role of the Parent(s)/Guardian(s)/Adult Student

Upon approval of a service animal accommodation request, the parent(s)/guardian(s)/adult student will be responsible for:

- 4.2.1 providing any further documentation requested by the principal that supports the use of the service animal by the student
- 4.2.2 submitting a Management Plan for the Care of the Service Animal to the principal (see Appendix D)
- 4.2.3 assisting the principal to communicate relevant information to the school community, if necessary
- 4.2.4 helping to facilitate the transition of the student with their service animal to school
- 4.2.5 ensuring the service animal is always wearing a vest and leash or harness when not in a contained crate, if appropriate
- 4.2.6 ensuring the biological needs of the service animal are tended to during the school day. If an elimination accident should occur, the custodian will be consulted on the proper cleaning materials for the handler or designate to use.
- 4.2.7 all financial costs related to the provision of the service animal, which may include training for school staff.

Once implementation of the service animal commences, the following are responsibilities of the parent(s)/guardian(s)/adult student:

- 4.2.8 work co-operatively with school staff to make this accommodation a success
- 4.2.9 review the use of the service animal annually with the principal, or as deemed necessary by the student, parent(s) or school administration
- 4.2.10 transport or walk the service animal to and from school, or facilitate the use of transportation
- 4.2.11 all costs related to the care of the dog (e.g., food, grooming, harness, crate, veterinary care).

4.3 **Exclusion of a Service Animal**

Where the use of a service animal in school has been approved, the animal may be excluded from access to the school or part of the school when:

- 4.3.1 there is a risk to the health of students/staff, or the physical or mental well-being of students as a result of the service animal's presence
- 4.3.2 the service animal's behaviour is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. If this behaviour occurs, the handler will be required to remove the service animal from the classroom immediately and the student's parent/guardian will be asked to pick up the service animal from the school. Alternative options for accommodation will be discussed.
- 4.3.3 there has been a change in the student's circumstances or disability-related needs which had supported the original approval or a change to the needs of students/staff such that there is a new competing right
- 4.3.4 exclusion is required by another law. Examples include the [Health Protection and Promotion Act](#) and 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 a school cafeteria or culinary arts classroom), although service dogs are

permitted where food is served and sold (e.g., school cafeteria or lunchroom). An additional example is the restriction on certain breeds (e.g., pit bull terriers) that are prohibited under the [Ontario Dog Owners' Liability Act](#).

5. Transportation of Students with a Service Animal

- 5.1 Under the AODA and the Ontario *Human Rights Code*, service dogs are permitted to ride the bus with their student handler, subject to the school's duty to accommodate to the point of undue hardship.
- 5.2 Once a principal has determined that a service animal will be working with a student in the school who is transported to the school by STWDSTS, the principal will contact the Manager of STWDSTS, the Superintendent of Student Achievement responsible for student support services, the school's superintendent, and the Special Education Resource Teacher.
 - 5.2.1 The principal will provide any pertinent documentation about the service animal, including any training certification.
- 5.3 STWDSTS will ensure that there is documentation about the service dog with the relevant route information for all drivers involved.
- 5.4 Basic training for the driver and other students on the bus will be provided by the parent, if necessary, to ensure there is an understanding of what is allowed. This training may include one or more training runs.
- 5.5 The service animal should not sit or lie in the aisle of the bus. Wherever possible, the animal should be in the seat compartment and/or floor, away from the aisle, to prevent the animal from becoming a safety hazard.
- 5.6 STWDSTS must ensure that any students from other schools or school boards travelling with the service animal are advised of the animal's presence (see Appendix E for a sample letter).
- 5.7 Specialized transportation shall not be provided solely for the purpose of enabling the service animal to travel to and from school with the student.
- 5.8 STWDSTS will follow the procedures outlined in their [Policy 040 Transporting Students with Service Dogs](#).

REQUEST FOR SERVICE ANIMAL USE BY A STUDENT

517-A Appendix A (517-1)

Student name: _____ Date (yy/mm/dd): _____

Address: _____ Telephone number(s): _____

Name(s) of parent(s)/guardians(s): _____

School name: _____ Grade: _____

a. I/We request that _____ be permitted to have a service animal at school and at school-related activities. Animal species: _____

The service animal will be: ☐ on a leash/harness ☐ in a cage/crate

b. Service provided by the animal/how student's needs are supported that cannot otherwise be supported by other accommodations provided by the school (*Please attach any assessment reports from medical professionals*):

c. Length of time the student and animal have worked together _____

d. Does the student need occasional support in handling the service animal? If yes, please explain. _____

e. Additional information about the student and/or service animal that may assist the principal (e.g., safety, behaviour, temperament)

f. Documentation submitted with this request:

- documentation related to the disability and recommendation for service animal use from a regulated health professional (as outlined in b. above)
- a copy of the animal's training certificate, if applicable, not more than 6 months old
- a copy of up-to-date, official vaccination certificate and municipal licensing for the service animal, if applicable
- confirmation of liability insurance coverage for the service animal (certificate of home or contents insurance)

- g. I understand that the use of the service animal is to meet the student's disability-related needs. If approved, reviewing the identified need will be ongoing; at minimum annually at an Identification Placement and Review Committee (IPRC) meeting and/or at the beginning of each school year (within 30 days), or as deemed necessary by the student, parent(s)/guardian(s) or school administration.
- h. If the request is approved, I/we understand that it will be our responsibility to:
- transport or walk the service animal to and from school, or facilitate the use of bus transportation
 - provide the required equipment and animal care items
 - work co-operatively with the school staff to make this accommodation a success
 - assist the principal to communicate relevant information to the school community
 - inform the principal of all relevant information that may affect our child, the other students, and/or staff
 - assume financial responsibility for the service animal's training, veterinary care, and other related costs which may include training for school staff
 - assume responsibility for grooming, health care and annual certification of health by a qualified veterinarian
- i. I/We give permission for this information to be shared with school staff, and if approved, the school community, as necessary, and respecting the student's right to privacy regarding their disability specific learning needs and/or needs of daily living.

 Signature of Parent/Guardian/Adult student

 Date

 Signature of Principal

 Date

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Service Dog Review Committee Template

Team Chair _____

Team Members

_____	<u>(Name)</u>	_____	<u>(Title)</u>
_____	<u>(Name)</u>	_____	<u>(Title)</u>
_____	<u>(Name)</u>	_____	<u>(Title)</u>
_____	<u>(Name)</u>	_____	<u>(Title)</u>
_____	<u>(Name)</u>	_____	<u>(Title)</u>
_____	<u>(Name)</u>	_____	<u>(Title)</u>

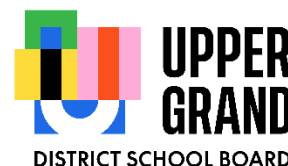
Category	Criteria	Notes	Met/ Not Met
Submission	- Completed Form 517-1 submitted - Supporting letters/reports from regulated health professionals - Proof of training and certification - Dog is trained specifically as a service dog (not therapy/emotional support animal) - Training completed at an accredited organization (ADI, IGDF, MSAR, or equivalent) - Proof of training provided (dog and student handler, if applicable) - Dog is an adult in good health (veterinarian certificate $\leq$ 3 months old) - Proof of general liability insurance (minimum \$1 million coverage)		
Handler Requirements	- Student is the primary trained handler - If not, exceptional circumstances apply and undue hardship standards are considered		

Category	Criteria	Notes	Met/ Not Met
Student Eligibility and Educational Context	• Student has demonstrated an ability-related need • Clear accommodation/function of the service dog • School staff have observed student–dog interaction • Service dog’s support aligns with IEP goals • Alternative accommodations have been considered and found insufficient • Current academic performance reviewed related to service dog • Goals of the service dog and student are aligned with improving access to education above and beyond the current accommodations in place		
School Community Review	• Service dog’s impact on other students and staff are reviewed (e.g., allergies, fears, sensitivities)		
Implementation Feasibility	• Dog can behave safely in a school setting (no disruption or safety risks) • Management Plan for Care of the Service Animal submitted and viable • Transportation logistics addressed (STWDSTS notified if applicable) • Fire and emergency plans reviewed and adjusted as needed		

Category	Criteria	Notes	Met/ Not Met
Grounds for Disqualification	• Dog is not being trained in school or during school activities • Change in student needs renders dog unnecessary • Dog shows disruptive, aggressive, or unsafe behavior • Competing rights or health/safety issues arise that cannot be accommodate • Dog's breed is prohibited under law (e.g., pit bull restrictions)		
Review Committee Final Decision/ Rationale			
If Approved, Review Dates <i>Plan for regular monitoring in place:</i> • <i>First 30 days</i> • <i>End/Beginning of each semester (formal IEP review)</i> • <i>If approved, service dog is entered as an accommodation on the student's IEP</i> • <i>All required records submitted are filed in student's OSR</i>			

Service Animals for Students

517-A Appendix C – Principal’s Checklist for Service Animal Accommodation Request



PRINCIPAL’S CHECKLIST FOR SERVICE ANIMAL ACCOMMODATION REQUEST

Task <i>* May not apply if animal is not a service dog</i>	Date of Completion/Notes
1. Ensure that the use of a service animal is consistent with the needs or recommendations of the Identification Placement and Review Committee and/or the student’s IEP.	
2. Confirm receipt of the following documentation from the parent(s)/guardian(s): ☐ A completed 517-1 form ☐ A letter from a regulated health professional confirming that the student requires the service animal for reasons relating to the disability* ☐ A copy of the service animal’s training certification (required for a service dog, certification must not be older than 6 months)* (If student is transferring into UGDSB from another board where the service animal was approved and in use, the certification date may not need to be within 6 months) ☐ A copy of the up-to-date, official vaccination certificate and municipal licensing for the animal* ☐ A copy of the training certification of the student responsible for the service animal* ☐ Proof of the service animal owner’s general liability insurance that includes coverage for the service animal (minimum \$1 million). Certificate of insurance to be uploaded to the board’s ICT database.	
3. Notify the school’s superintendent and the Superintendent of Student Achievement with responsibilities for student support services of the submitted request to initiate the review process.	

Task <i>* May not apply if animal is not a service dog</i>	Date of Completion/Notes
4. Arrange a meeting to discuss the student's needs and consider the service animal accommodation request. Attendees may include: • parent(s)/guardian(s), and student if appropriate, or adult student • the student's teacher(s) • the Special Education Resource Teacher • a representative from the animal training organization* • relevant school/board staff • any other persons for advocacy and/or support	
5. Participate as an active member of the board review committee to collect relevant information to support the decision-making process of the application.	
6. Ensure the decision and rationale are documented in writing and filed in the Special Needs Assessment folder in the OSR.	
7. Communicate the decision to parent(s)/guardian(s)/adult student.	
If the accommodation request is approved in principle, the following checklist applies:	
8. Inform and receive input from students, staff, school council and the school community regarding the pending arrival of the service animal. A letter should be sent to the following: a) the school community regarding the arrival of the service animal, and information on the purpose, rules and regulations around its presence in the school, respecting the privacy of the student requiring the animal b) the students in any of the classes where the service animal will be present to elicit information concerning allergies, extreme phobias, or religious considerations from the students' parent(s)/guardian(s) c) the students who will be sharing transportation where the service animal will be present including students from another school or school board.	

Task <i>* May not apply if animal is not a service dog</i>	Date of Completion/Notes
9. Liaise with the Special Education Resource Teacher, administration, and any staff necessary to resolve any specific concerns or issues raised regarding the presence of a service animal.	
10. Update the IEP to include the accommodation and reason for the service animal.	
11. If applicable, contact SWDSTS regarding any transportation requirements to accommodate the student with their service animal. Provide proof of service animal certification.*	
12. Review the Management Plan for the Care of the Service Animal with the student, parent(s)/guardian(s) and teacher(s).	
13. Revise emergency procedures as required to include the service animal, such as evacuations, and notification to the fire department regarding the presence of the service animal, and communicate the procedures to the student, parent(s)/guardian(s) and staff.	
14. Develop a strategy for introducing the service animal to the school environment to help with the transition, if necessary. This may include scheduling some school visits for the student and service animal to familiarize the animal.	
15. Arrange for information session(s) as needed, which may include a demonstration from the service animal training organization, for all students, staff, and the school community to provide education and awareness of the service animal in school.	
16. Inform the school's superintendent and the Superintendent of Student Achievement with responsibilities for student support services when the service animal is going to be present at the school.	

Task <i>* May not apply if animal is not a service dog</i>	Date of Completion/Notes
17. Post signs on each entry door of the school to advise visitors of the presence of a working service animal.	
18. Meet with the student’s teacher(s) to discuss and plan for the inclusion of the service animal in all school activities (e.g., assemblies, field trips).	
19. Monitor and review the use of the service animal with the teacher(s), student, parent(s)/guardian(s) as needed. A review shall occur at minimum annually during the IPRC process and/or within the first 30 days of each school year.	
20. Retain and file all documentation regarding the use of the service animal in the student’s OSR for a period of one year, or until superseded.	

Name of Student: _____

Date: _____

School/Site location _____ Name of Service Dog: _____

These responsibilities should be carried out by the student/handler in the same manner as at home. Care of the animal is also a skill to be taught. Responsibility for care of the service animal rests 100% with the student listed above, not the Upper Grand District School Board.

Water needs (e.g., provision of water bowl, procedures for use, cleaning etc.):
_____Bladder/bowel needs of animal (e.g., frequency, location, disposal etc.):

Other considerations (e.g., rest periods away from work, hot and winter weather, etc.)

1. Rest periods away from work _____
2. Hot weather _____
3. Winter weather _____

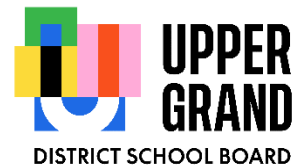
The service animal owner is required to carry general liability insurance which includes coverage for the service animal (minimum coverage - \$1 million). The undersigned parent/guardian acknowledges that the UGDSB does not carry liability and/or medical insurance for the service animal and is not responsible if the service animal is lost, stolen or injured.

Signature of Parent/Guardian_____
Date_____
Signature of Principal_____
Date

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Service Animals for Students

517-A Appendix E – Sample Letters for Service Animals in Schools



SAMPLE LETTER TO THE SCHOOL COMMUNITY FOR SERVICE ANIMAL IN SCHOOL (SCHOOL LETTERHEAD)

Date

Dear Parent/Guardian:

This letter is to inform you that there will be a service _____ (*type of animal*) in our school assisting one of our students.

This service animal is a trained companion for our student and is able to assist in activities which may pose some challenges for this student. This accommodation is pursuant to the [Ministry of Education's Policy/Program Memorandum 163: School Board Policies on Service Animals](https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-163) (<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-163>).

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

If you have any specific concerns regarding the presence of the service animal in the school, please contact me by (insert date before the service animal arrives).

Thank you for your understanding and support.

Sincerely,

Principal

cc: Superintendent, Classroom Teacher, Special Education Resource Teacher, OSR

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

(SCHOOL LETTERHEAD)

Date

Dear Parent/Guardian:

This letter is to inform you that there will be a service _____ (*type of animal*) in our school assisting one of our students, and this student and the service animal will be a part of your child's class.

This service animal is a trained companion for our student and is able to assist in activities which may pose some challenges for this student. This accommodation is pursuant to the [Ministry of Education's Policy/Program Memorandum 163: School Board Policies on Service Animals](https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policy-program-memorandum-163) (<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policy-program-memorandum-163>).

There will be information sessions at the school to integrate the service animal into our daily routines and all of our students will be instructed as to the proper procedure around the service animal. They will be informed that the service animal is a working animal and not a pet while at school.

If you have any specific concerns regarding the presence of the service animal in your child's class, please contact me by (insert date before the service animal arrives).

Thank you for your understanding and support.

Sincerely,

Principal

cc: Superintendent, Classroom Teacher, Special Education Resource Teacher, OSR

SAMPLE LETTER TO THOSE SHARING TRANSPORTATION

(SCHOOL LETTER HEAD)

Date

Dear Parent/Guardian:

This letter is to inform you that there will be a service _____ (*type of animal*) in our school assisting one of our students, and that the student and the service animal will be sharing transportation with your child daily, to and from school.

This service animal is a trained companion for our student and is able to assist in activities which may pose some challenges for this student. This accommodation is pursuant to the [Ministry of Education's Policy/Program Memorandum 163: School Board Policies on Service Animals](https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-163) (<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-163>).

There will be information sessions at the school to integrate the service animal into our daily routines and all our students will be instructed as to the proper procedure around the service animal. They will be told that the service animal is a working animal and not a pet while at school.

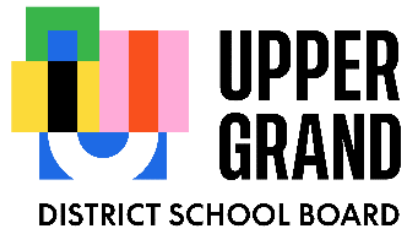
If you have any specific concerns regarding the presence of the service animal on your child's mode of transportation, please contact me by (insert date before the service animal arrives).

Thank you for your understanding and support.

Sincerely,

Principal

cc: Superintendent, Classroom Teacher, Special Education Resource Teacher, OSR



NOTICE:

There is a working SERVICE
DOG in this school. Please do
not touch or pet the dog.

