Section: Educational Services
- Programs and Curriculum

Regulation: SERVICE ANIMALS IN SCHOOLS

Regulation Code: ES-3.8.4
Policy Code Reference: ES-3.8

This Administrative Regulation is written in accordance with the guiding principles in Board Policy ES-3.8 Special Education. This Administrative Regulation supersedes the KPRDSB Service Animal Protocol (2015).

1. PURPOSE OF REGULATION

1.1 This Administrative Regulation reflects the Kawartha Pine Ridge District School Board's (KPRDSB) commitment to identifying and addressing barriers for people with disabilities, pursuant to the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act (2005), the Blind Persons' Rights Act (2007), the Education Act, the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities (2018), and PPM 163 School Board Policies on Service Animals (2019).

1.2 It is the policy of the KPRDSB to provide individualized accommodation to students and employees with disabilities. This enables students to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence. It enables employees to have meaningful access to their work and workplaces in a manner which respects their dignity, independence and allows them to succeed in their work-related responsibilities.

a) The KPRDSB utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.
b) The School Board does not provide Guide Dogs, Service Dogs or Service Animals to students or employees.
c) The School Board encourages any person considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal or their supervisor before making a commitment.

1.3 This Administrative Regulation identifies the individualized process to be followed when a parent, adult student or employee of the School Board applies to have a Guide Dog, Service Dog or Service Animal accompany the student or employee while the student or employee is attending school or work respectively, or a school- or work-related event.

1.4 Pursuant to the Education Act and regulations, a school building (which includes all School Board offices/facilities) 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 KPRDSB requires each school building to have a process for visitors.

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

1.6 When an adult student or parent seeks to have their child attend school or school related events with a Guide Dog / Service Dog, both the Guide Dog / Service Dog ***and*** the Student Handler must be certified as having been successfully trained by an accredited training facility. Similarly, both the employee and the Guide Dog/Service Dog must be certified as having been successfully trained by an accredited training facility.

a) Only in exceptional circumstances subject to the standards of undue hardship pursuant the Human Rights Code, will the School Board consider an application for a student or employee who will not be acting as the primary trained Handler of the Guide Dog / Service Dog.

1.7 Only in exceptional circumstances subject to the standards of undue hardship pursuant the Human Rights Code, will the School Board consider Service Animals, other than dogs, as an accommodation for a student or employee and only if other reasonable methods of accommodation in the school or workplace setting have been unsuccessful in meeting the demonstrated disability-related needs of the student or employee.

2. BACKGROUND

2.1 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).

2.2 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the Handler with greater independence, dignity and opportunity for integration.

2.3 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 determination of whether the animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need is a decision of the School Board.
- 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.

2.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does ***not*** permit training of potential guide dogs and service dogs in the school setting or during school activities.

3. DEFINITIONS

3.1 For the purpose of this Administrative Regulation the following definitions apply:

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).

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;

Disability means,

(a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
(b) a condition of mental impairment or a developmental disability,
(c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
(d) a mental disorder, or
(e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997;

Guide Dog means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the Blind Persons' Rights Act;

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 or employee for whom the Guide Dog / Service Dog is provided;

Parent shall be defined to mean a custodial parent of the student or a guardian pursuant to the Education Act;

Service Dog means a dog which has been certified after successfully completing a training program provided by an accredited training organization;

Service Animal for the purpose of this Regulation includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

4. ROLES AND RESPONSIBILITIES

Principals/Supervisors

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

(a) A school principal has authority to exclude any animal, including Guide Dogs/Service Dogs and Service Animals, from entry onto school premises and school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.

4.2 School principals and supervisors, before admitting a Guide Dog/Service Dog/Service Animal into School Board buildings or on school related activities with the Student Handler, shall require a parent/adult student/employee to submit a completed application, included in Appendix A (students) or Appendix B (employees) of this Administrative Regulation.

4.3 On receipt of an application for a Guide Dog/Service Dog/Service Animal, the school principal or supervisor of an employee shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.

4.4 The school principal will forward the student's application to the Superintendent of Education with responsibility for Special Education for approval.

4.5 The supervisor will forward the employee's application to Employee Health Services in Human Resources for approval. If approved, the employee, supervisor and Employee Health Services will develop an Emergency Safety Plan for the employee and service animal as per Section 27 of the Integrated Accessibility Standards Regulation (IASR) made under the AODA. (See the Emergency Safety Plan form available internally on *myKPR*.)

4.6 The school principal/supervisor shall be responsible for communication with the parent/adult student/employee and education community, as appropriate, with respect to the accommodation process, and where approved, the implementation and management of the accommodation.

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

(a) Inquiries may need to be made regarding competing rights and transportation arrangements.

Parents/Adult Students/Employees

4.8 Parents/Adult Students/Employees are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog/Service Dog/Service Animal accompany the student/employee at school/work and/or on school-related activities. The parent/adult student/employee shall be responsible for:

(a) submission of application and all accompanying requested documentation (Appendix A (student) or B (employee)):

- all costs related to the animal, such as food, grooming, harness, crate and/or mat and veterinary care;
- transportation to and from school/workplace; if animal is accompanying student on the school bus, then getting animal on and off the bus;
- obtaining training and maintaining the Guide Dog/Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning or the workplace;
- providing confirmation of municipal license for the animal (to be updated annually),
- providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student/employee 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 building setting;
- providing descriptions of known instances when it was required that the service animal be removed from a public space (e.g. aggression, unclean, etc.);
- diagnosis 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/Service Animal;

(b) a description of the services provided by the Guide Dog/Service Dog/Service Animal to the student/employee, and how those services will accommodate the person's disability-related needs, and assist the student in achieving their learning goals and/or goals of daily living while at school;
(c) working cooperatively with the School Board to assist the principal or supervisor with communicating information to the school/workplace community;
(d) informing the principal/supervisor in a timely manner of all relevant information that may affect students and/or employees;
(e) 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/employee (to be updated annually);
(f) general liability insurance providing coverage in an amount specified by the Board[1] in the event of an injury or death as a result of the Guide Dog/Service Dog/Service Animal's attendance on School Board property or on a school-related activity (to be updated annually)[2].

Student or Employee Handlers

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

(a) demonstrate the ability to control the Guide Dog/Service Dog in accordance with the training received;
(b) demonstrate the ability to control the Service Animal at all times;

- ensure that the Guide Dog/Service Dog is always wearing a vest and leash or harness when the dog is not in its crate;
- ensure the Guide Dog/Service Dog/Service Animal does not disrupt the learning/work of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- ensure that the Guide Dog/Service Dog/Service Animal's biological needs are addressed;
- transition and maintain at all times the Guide Dog/Service Dog on a leash, harness, mat and/or crate;
- comply with an accommodation plan that addresses the competing rights of others;

[1] Note usually 2 million in general liability insurance coverage is requested. This requirement might need to be waived on the basis of equity in the event that it causes financial hardship for a family.
[2] Note insurance should not pose a barrier to the provision of accommodation as a result of socio-economic factors

- transport the animal to/from school/work site or facilitate the use of the bus/loading onto the school bus, getting off the school bus;
- provide the required equipment and animal care items;
- work co-operatively with school/work site staff to make the accommodation a success and assist the principal/supervisor with communicating information to the school/workplace community;
- provide the principal/supervisor with required documentation/information in a timely fashion;
- inform the principal/supervisor of all relevant information that may affect the students and/or employees; and
- respect and care for the service animal appropriately. If the student or employee begins to exhibit behaviours which jeopardize the safety and wellbeing of the service animal, then a meeting will be held with the supervisor to review the accommodation.

Guide Dog/Service Dog

4.10 (a) shall be a highly trained and certified by an accredited training organization;
- will have evidence of training, or re-certification confirming compliance with training requirements, within the last 6 months;

(b) must be groomed and clean;
- must at all times while on School Board property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- 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/work environment;
  - such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
  - any such behaviour is grounds to prohibit the Guide Dog / Service Dog's attendance on School Board property and in the building;
- must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school/workday;
- must demonstrate continuous appropriate behaviour with its Handler and others in the school/work environment to remain eligible for entry in School Board buildings or school-related events.

Service Animal

4.11 (a) must at all times while on School Board property demonstrate that it can perform the necessary tasks or accommodation;

(b) 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/work environment;
(c) must not soil the inside of buildings;
(d) must demonstrate continuous appropriate behaviour with its Handler and others in the school/work environment to remain eligible for entry in School Board buildings or school-related events.

5. ASSESSMENT OF THE ACCOMMODATION REQUEST

Students

5.1 Once the application for a Guide Dog/Service Dog/Service Animal and all necessary documentation is received by the school principal, the principal will forward the information to the System Principal of Special Education. The System Principal will schedule a multi-disciplinary team meeting, consisting of those who support the student in the school and centrally, to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. The Superintendent of Education with responsibility for Special Education will ultimately approve or deny the request, with a rationale.

5.2 Each request for a Guide Dog/Service Dog/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, and, if applicable, the safety plan, behaviour plan and/or student's medical plan of care;
- also supporting documents such as psychological assessments, speech and language assessments, occupational or physical therapy assessments, functional behaviour assessments, etc.;
- evidence of how the Guide Dog/Service Dog/Service Animal's attendance at school could provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
- 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/Service Animal;
- the training and certification of the Guide Dog/Service Dog and student as Handler;
- the impact of the accommodation on the student's dignity, integration and independence;

- whether one or more alternative accommodations can meet the needs of the student;
- whether the student's attendance with a Guide Dog/Service Dog/Service Animal might require an increase in the level of staff support provided to the student;
- whether training will be required for staff and/or the student;
- the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;
- any competing human rights of students, staff, and community members using the school pursuant to a permit;
- recommendations for accommodation plans to reconcile competing rights.

5.3 If the application is successful, a case conference meeting with the school principal, the System Principal of Special Education, the Special Education Resource Teacher (SERT), the classroom teacher(s), the educational assistant (if applicable), the parent/adult student and student (as appropriate), the trainer of the Guide Dog/Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process, will be scheduled to review the request for accommodation. The purpose of the case conference is to:

(a) review and update the student's IEP description of their needs and the required accommodations including type of service that the animal will provide. The service provided by the animal should be consistent with the needs or recommendations of the IEP and the student's IEP goals, as well as any safety plan, behaviour plan, and/or medical plan of care, if applicable;

(b) review responsibilities outlined in sections 4.7-4.9 inclusive of this Service Animals in Schools Administrative Regulation;

(c) advise the parent(s)/guardian(s)/student that provision of a certified service animal, any object/care it requires, and all costs related to the provision of the service animal are the financial responsibility of the parent(s)/guardian(s)/student;

(d) discuss other information such as safety (e.g. staff or students with allergies, asthma, fear of animals etc.), cultural sensitivity, the potential impact of the animal on the school community, handling routines and responsibilities, guidelines for employees and students, other student or employee issues, transportation to and from school, etc.;

(e) develop a plan for the care of the animal in the school (Appendix C). Personal care of the animal must be established (who is the handler, who accompanies the handler outside, who picks up after the animal, etc.);

(f) discuss a transition plan for introducing the animal to the school. Consistent routines must be discussed and established, and student, employee, and community notification plans developed; and

(g) examine and discuss the seating arrangements and/or layout of the classroom for students and employees with service animals in a school environment.

5.4 The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and/or needs of daily living.

5.5 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, including consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs and the impact on the staff and other students.

5.6 Service Animals shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

(a) The accommodation process following a request by a parent/adult student for a Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation.

5.7 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 F (approved) or G (denied).

Employees

5.8 Once the application and all necessary documentation is received by the supervisor, it should be forwarded to Employee Health Services.

5.9 Upon receipt of the documentation, Employee Health Services will arrange for a case conference. The purpose of a case conference for an employee is to:

(a) review their needs and the required accommodation, including type of service that the animal will provide;
(b) review responsibilities outlined in sections 4.7-4.9 inclusive of the Service Animals in Schools Administrative Regulation;
(c) advise the employee that provision of a service animal, any object/care it requires, and all costs related to the provision of the service animal are the financial responsibility of the employee;
(d) discuss other information such as safety (e.g. staff or students with allergies, asthma, fear of animals etc.), cultural sensitivity, the potential impact of the animal on the school/workplace community, handling routines and responsibilities, guidelines for employees and students, other student or employee issues, etc.;
(e) develop a plan for the care of the animal (Appendix C). Personal care of the animal must be established (who is the handler, who accompanies the handler outside, who picks up after the animal, etc.);
(f) discuss a transition plan for introducing the animal to the school/work site. Consistent routines must be discussed and established, and student, employee and community notification plans developed; and
(g) examine and discuss the seating arrangements and/or layout of the classroom/work area for employees with service animals in a school environment. For a non-school site, examine and discuss seating and workspace configurations to ensure the best accommodation for the employee and service animal.

5.10 The determination with respect to the application for a Guide Dog / Service Dog / Service Animal shall be communicated to the employee in writing in accordance with Appendix F-2 (approved) or G-2 (denied).

6. IMPLEMENTING THE ACCOMMODATION
Students

6.1 Where approval is granted, the school principal in consultation with the student's educational team, will do the following (see Appendix D for further details):

(a) make changes to the student's IEP goals and/or student's medical plan of care, safety plan, behaviour plan;
- the school 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;

(b) organize an orientation session for school staff, students and the student Handler;

(c) develop a timetable identifying bio-break, water break, locations/processes to be followed during instructional and non-instructional times, to be outlined in the Plan of Care for the Service Animal (Appendix C);
  (i) access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the Health Protection and Promotion Act or the Food Safety and Quality Act 2001, which prohibit Service Animals from being in places where food is prepared, processed or handled;
  (ii) assessment may be required by the School Board's Health and Safety Officer of health and safety issues applicable to different areas/activities in the school;

(d) develop emergency procedures, to include emergency evacuation plan, lockdown, shelter-in-place and hold and secure plans;

(e) provide notice to the community via a letter to parents; posting on the school's website / social media; presentation by the trainer of the Guide Dog/Service Dog during a school council meeting; 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/Service Animal may be providing service to the student;

(f) hold a student assembly for introduction and orientation regarding the Guide Dog/Service Dog/Service Animal;

(g) facilitate arrangements for transportation of the Guide Dog/Service Dog/Service Animal to and from school, if necessary;
  (i) if the Guide Dog/Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing human rights;
  (ii) the transportation plan must specify where the Guide Dog/Service Dog/Service Animal and student will be located in the vehicle;
  (iii) the vehicle shall have a sticker / sign identifying that a Guide Dog/Service Dog or Service Animal is on board;
  (iv) 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's/Service Dog's/Service Animal's presence;
  (v) specialized transportation shall ***not*** be provided solely for the purpose of enabling the Guide Dog/Service Dog/Service Animal to travel to and from school with the student.

Employees

6.2 Where approval is granted, the employee's supervisor, with support from Employee Health Services, will do the following:

(a) organize an orientation session for workplace staff, (possibly) students and the employee;
(b) develop a timetable identifying bio-break, water break, locations/processes to be followed, to be outlined in the Plan of Care of the Service Animal (Appendix C);
  (i) access may be limited to certain activities, areas of the workplace, or certain times of the day, including but not limited to, where exclusion is required pursuant to the Health Protection and Promotion Act or the Food Safety and Quality Act 2001, which prohibit Service Animals from being in places where food is prepared, processed or handled;
  (ii) assessment may be required by the School Board's Health and Safety Officer of health and safety issues applicable to different areas/activities in the workplace;
(c) develop emergency procedures, to include emergency evacuation plan, lockdown, shelter-in-place and hold and secure plans;
(d) notice to the greater workplace community, possibly via letter, newsletter, email, social media (see Appendix E-2); a letter to parents if animal is in a school; posting on the school's website, if applicable; presentation by the trainer or association supporting use of service animal during a department/staff meeting or school council meeting; signage on the workplace's/school's front door, gymnasium and library doors; communication to potential occasional staff accepting a position where the service animal may be providing service to the employee;
(e) student assembly for introduction and orientation regarding the service animal if employee works in a school.

6.3 **Visitors/Volunteers Who Use Service Animals in Schools**

(a) When an individual who uses a service animal wishes to visit or volunteer in a classroom/school, school personnel will follow Board Policy B-7.2, Volunteers, and KPRDSB's 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 allergies, cultural sensitivities or fear, this is to be addressed by determining if there is a way to accommodate the needs of the visitor/volunteer and the staff member or student. In the end, the rights of the staff member or student will prevail.

6.4 **Visiting Service Animals**

(a) 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 allergies, fears and cultural sensitivities;
   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.

(b) Principals/supervisors should familiarize themselves with KPRDSB's Program Safety Guidelines for Animals in the School Environment, particularly pages 19-25.

6.5 **Food Areas**

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. 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.

7. CONTINUOUS ASSESSMENT

Students

7.1 A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.

7.2 Approval may be revoked at any time by the principal, in consultation with the Superintendent with responsibility for Special Education, if:

(a) there are any concerns for the health and safety of students, staff or the Guide Dog/Service Dog/Service Animal;

(b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the 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 competing right;
(d) the Board in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

Employees

7.3 A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the employee to fulfill the responsibilities of their role shall be undertaken annually, and as otherwise deemed necessary by the supervisor.

7.4 Approval may be revoked at any time by the supervisor, in consultation with Employee Health Services, if:

(a) there are any concerns for the health and safety of students, staff or the Guide Dog/Service Dog/Service Animal;
(b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog/Service Dog/Service Animal from the work area immediately. Alternative options for accommodation will be discussed.
(c) there has been a change to the employee'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;
(b) the Board in its discretion determines that the accommodation is not effective for the employee's demonstrated disability-related needs or acts of daily living.

8. RECORDS

8.1 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, or the employee's personnel file.

8.2 The School Board shall be required to collect, use and disclose the personal information of the student/employee in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/adult student/employee. Efforts should be made to limit the personal information to only that which is necessary.

8.3 The Board 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 Dogs/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.

9. SOURCES:

Education Act
Accessibility for Ontarians with Disabilities Act (AODA), 2005
Ontario Human Rights Code
Blind Persons Rights Act, 2007
Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities, 2018
Ontario Human Rights Commission's Policy on Competing Human Rights, 2012
Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017
KPRDSB Accessibility Guidelines: Customer Service and Integrated Standards, 2013
KPRDSB Program Safety Guidelines for Animals in the School Environment, 2011

Appendices included in this administrative regulation include:

Appendix A: Student Application for Service Animal in School
Appendix B: Employee Application for Service Animal at Work
Appendix C: Plan of Care for the Service Animal While at School/Workplace

Appendix D: Checklist for Implementation of Service Animal into a School/Board Workplace
Appendix E: Sample Parent Letter or Newsletter Insert
Appendix E-2: Sample Co-workers Letter or Newsletter Insert
Appendix F: Sample Letter Approving Service Animal for a Student
Appendix F-2: Sample Letter Approving Service Animal for an Employee
Appendix G: Sample Letter Declining Service Animal for a Student
Appendix G-2: Sample Letter Declining Service Animal for an Employee