



**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**ADMINISTRATIVE REGULATIONS APPENDIX D**

**Section:** Educational Services  
 • Programs and Curriculum  
**Regulation:** SERVICE ANIMALS IN SCHOOLS

**Regulation Code:** ES-3.8.4D  
**Policy Code Reference:** ES-3.8  
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<b>CHECKLIST FOR IMPLEMENTATION OF GUIDE DOG / SERVICE DOG / SERVICE ANIMAL INTO A SCHOOL OR BOARD WORKPLACE</b>	<b>Date of Completion &amp; Notes</b>
Advise parent(s)/guardian(s), student 18 years and older, or the employee making the request of the KPRDSB administrative regulation to follow.	
Provide parent(s)/guardian(s)/student or employee with the form <b>Student Application for Service Animal in School</b> (Appendix A) or <b>Employee Application for Service Animal at Work</b> (Appendix B)	
<p><b>For Student Application:</b></p> <p>Consult with the System Principal of Special Education. Final approval is granted by the Superintendent of Education with responsibility for Special Education, Mental Health and Well-being.</p> <p><b>For Employee Application:</b></p> <p>In partnership with the employee making the request, consult with Employee Health Services. Inform the workplace or departmental Superintendent of the request.</p>	
Ensure parent(s)/guardian(s) or the employee provides all documentation as part of the application (see application form), and that the application is complete.	
Await approval from the Superintendent of Education with responsibility for Special Education (for student) or Employee Health Services (employee).	
<b>If application is approved:</b>	
Provide parent/guardian/ or adult student with the letter confirming approval of the student application (Appendix F), or provide the employee with the letter confirming approval of their application (Appendix F-2).	
Consider/research implications related to students and staff in the school or Board workplace, and on transportation, if applicable, even considering students from other schools, regarding:	

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<ul style="list-style-type: none"><li>• allergies;</li><li>• fear of the animal;</li><li>• cultural sensitivities; and</li><li>• plan for required accommodations.</li></ul>	
<p>Inform all school/board workplace employees early in the process of the request to have a guide dog/service dog/service animal in the school/workplace. Receive their input as part of the implementation process.</p>	
<p>Schedule a case conference to discuss a plan for entry.</p> <p>The case conference should include the following individuals:</p> <ul style="list-style-type: none"><li>• the parent(s)/guardian(s), adult student or employee making the request,</li><li>• the principal/supervisor,</li><li>• the System Principal of Special Education (<i>for student</i>),</li><li>• Employee Health Services (<i>for employee</i>),</li><li>• the accredited animal trainer,</li><li>• the classroom teachers (<i>for student</i>),</li><li>• the SERT (<i>for student</i>),</li><li>• the educational assistant (<i>if applicable, for student</i>),</li><li>• other participants, as appropriate.</li></ul> <p>The purpose of the case conference will be to:</p> <ul style="list-style-type: none"><li>• review and revise 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 must be consistent with the needs or recommendations outlined in the IEP;</li><li>• for an employee, develop an Emergency Safety Plan for the employee and service animal, to review their needs and the required accommodations including type of service that the animal will provide;</li><li>• review responsibilities outlined in sections 4.7-4.9 inclusive of the Service Animals in Schools Administrative Regulation;</li><li>• discuss other information such as safety (allergies, staff or students with 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</li></ul>	

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<p>students, other student or employee issues, transportation to school (<i>for students</i>), etc.;</p> <ul style="list-style-type: none"><li>• develop a Plan of Care for the Service 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, where does the animal relieve itself away from populated areas, etc.);</li><li>• 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 (see Appendices E, E-2); and</li><li>• examine and discuss the seating arrangements and/or layout of the classroom for students and employees with service animals in a school environment. Discuss areas where the animal may and may not attend. For a non-school site, examine and discuss seating and desk configurations to ensure the best accommodation for the employee and service animal.</li></ul>	
<p>Following the case conference, the following should occur:</p> <ul style="list-style-type: none"><li>• if in a school, an information and input session must be held for members of the school community and school council to attend. Information regarding the use of animals in the school will be shared and council and others will be invited to provide feedback or relevant information. Personal information need not be shared;</li><li>• information should go out to the school/workplace community regarding the arrival of the service animal in the school/workplace (for example, via newsletter, a letter to parent(s)/guardian(s), a staff e-mail or meeting) once a firm plan is developed (Appendix E and E-2);</li><li>• development of school or work site rules and protocols (such as handling and touching the animal, etc.) must be clearly communicated to employees and students via an assembly or other in-school/on-site training;</li><li>• information regarding the guide dog/service animal in the school/work site should be provided to all new school and board workplace employees and volunteers as well as be part of the</li></ul>	

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<p>registration package to inform new students and their parent(s)/guardian(s);</p> <ul style="list-style-type: none"> <li>• signs must be placed on the front entrance doors to the school or workplace, gymnasium and library doors advising visitors of guide dogs/service dogs/service animals in the building. Some certified training agencies will often provide these signs;</li> <li>• appropriate lockdown, shelter-in-place, hold and secure and emergency evacuation plans must be developed for the student/employee and service animal (for employees, this may be done as part of the employee’s Emergency Safety Plan available internally in <i>myKPR</i>). Notification must be made by the school/workplace to the local Fire Department regarding the existence of the service animal in the school/workplace; and</li> <li>• file relevant documentation and correspondence in the documentation file of the student’s OSR or the employee’s personnel file.</li> </ul>	
<p>Monitor and review the implementation plan for a student with the IEP review, or more frequently, if deemed necessary by the principal/supervisor, as per the Administrative Regulation.</p>	
<p><b>If application is not approved:</b></p>	
<p>Provide parent/guardian/ or adult student with the letter denying the student application (Appendix G), or provide the employee with the letter denying their application (Appendix G-2).</p>	