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VANCOUVER CALGARY EDMONTON SASKATOON REGINA LONDON KITCHENER-WATERLOO GUELPH TORONTO VAUGHAN MARKHAM MONTRÉAL

Please find the PPT template attached.



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Guide Dogs & Service Animals

IMPLEMENTING PPM163

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Agenda

1. PPM 163 Overview
2. Policy & Procedure Overview
3. Reviewing Requests for Guide Dogs & Service Animals
4. Responding to a Request





PPM 163 Service Animals

- pursuant to the Ontario *Human Rights Code* required to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.
- Guide Dog, Service Dog or Service Animal request reviewed individually
- process of accommodation shall consider:
 - competing human rights of others;
 - impact on the learning environment;
 - health and safety of all
- policy shall be available in accessible formats on the ● DSB's website
- retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals.
- policy shall be reviewed regularly





Policy & Procedure

- pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted
 - The AODA does not provide a right to use service animals in schools
- differentiation between guide dogs, service dogs and service animals
- regulated health professional cannot unilaterally prescribe a specific accommodation for school
- both the Guide Dog / Service Dog **and** the Student Handler must be certified as having been successfully trained by an accredited training facility
- exceptional circumstances the School Board consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog / Service Dog
- service animals considered only if other reasonable methods of accommodation in the school setting have been unsuccessful





Reviewing the Request

- the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
 - supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
- evidence of how the Guide Dog / Service Dog or Service Animal's attendance at school might 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 or Service Animal;
- the impact of the accommodation on the student's dignity, integration and independence;



Reviewing the Request

- the training and certification of the Guide Dog / Service Dog and student as Handler;
- whether one or more alternative accommodations can meet the needs of the student;
- whether the student's attendance with a Guide Dog / Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
- 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.



IEP Goals & Assessment

- accommodation is to support goals identified in the IEP
- goals should foster integration, independence and dignity
- assessing the student's learning goals shall be undertaken as part of each review of the student's IEP



Responding to the Request

- template letters may not include all of the information that identify
- when denied, have a meeting to discuss accommodations being implemented
- service animal denial should contain specific details regarding the other accommodations that will support the student's needs
- parents / students may re-apply with a change of circumstances

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