

**Appendix D**  
**Protocol for Facilitation of Service Animal/Guide Dogs in Schools**  
**Principal Checklist**  
**FORM 192-4**

<b>Student Name:</b>	
<b>Date of Birth:</b>	
<b>School:</b>	
<b>Parents/Guardian Names:</b>	
<b>Phone Number:</b>	
<b>Home Address:</b>	

- A Service Animal (means a dog that has been certified after successfully completing a training program provided by an Accredited Training Organization)
- A Guide Dog (means a dog trained as a guide for a blind person and having qualifications prescribed by the regulations pursuant to the Blind Persons' Rights Act.)

Reason for the request.

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- The parent has provided a letter from a member of the College of Physicians and Surgeons or from a member of the College of Psychologists confirming a diagnosis of the recognised Special Needs, as well as a recommendation for the use of a Service Animal/Guide Dog.
- The parent has requested permission in writing (F192-1) which includes reasons, description of activity and duration of the intervention.
- A copy of the parent request, as well as the medical diagnosis is in the Documentation file in the student OSR..
- The parent has been informed that the provision of the certified Service Animal/Guide Dog is the financial responsibility of the parent.
- The owner of the Service Animal/Guide Dog has provided proof of liability insurance providing coverage in an amount specified by the District of \$3.5 million.
- The parent has been informed that the care of the Service Animal/Guide Dog, including once a day "bio-breaks" is the responsibility of the parent.
- The principal has met with the parent to discuss the impact of the request on a school community.

- A specific letter has been sent home to the students in any of the classes where the dog will be present to elicit information concerning allergies, extreme phobias from the students and / or parents/guardians.
- Specific issues of the school community have been addressed including appropriate accommodation for staff and students.
- The principal has contacted the RCJTC if transportation is required.
- A letter from the RCJTC has been sent home to the students who will be sharing transportation where the animal/dog will be present.
- Arrangements have been made and a timetable has been established for the training of the students' school team.
- Arrangements have been made to educate the student body and staff on the role of the Service Animal/Guide Dog, and to outline the rules of conduct concerning the dog.
- Demonstrations may be arranged for the school community, involving the accredited training organization, to explain the role of the Service Animal/Guide Dog in the school.
- A sign has been placed on each entry door of the school which informs visitors of the presence of a Service Animal/Guidance Dog.
- An appropriate evacuation plan is in place, and the fire department has been alerted to the existence of the Service Animal/Guidance Dog in the school.
- A transition plan has been created during a case conference arranged by the principal, which includes the student and the Service Animal/Guide Dog to help establish routines and clarify expectations. Adjustments to the IEP are made as appropriate.

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Procedure History**

Approved:	Feb 2022
Reviewed:	Feb 2022
Revised:	Feb 2022



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