

Protocol for Facilitation of Service/ Guide Dogs in School
Principal's Checklist

- The parent has requested permission in writing which includes reasons, description of activity and duration of the intervention (ALCDSB Procedure Appendix 1)
- 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 recognized Special Needs, as well as a recommendation for the use of a Service Dog (ALCDSB Procedure Appendix 1)
- A copy of the parent request, as well as the medical diagnosis is in the OSR.
- The parent has been informed that the provision of the certified Service Dog is the financial responsibility of the parent.
- The parent has been informed that the care of the Service 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 the school community.
- The principal has consulted with the appropriate Superintendent of School Effectiveness and the Superintendent of School Effectiveness responsible for Special Education prior to granting permission.
- The principal has arranged a case conference.
- The principal has communicated with the school community to ensure that it knows that a working Service Dog will be present.
- 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 Tri-Board Transportation Department if transportation is required.
- A letter from the Tri-Board Transportation Department has been sent home to the students who will be sharing transportation where the dog will be present.
- Arrangements have been made and a timetable has been established for the training of the student's school team.
- Arrangements have been made to educate the student body and staff on the role of the Service Dog, and to outline the rules of conduct concerning the dog.
- Demonstrations may be arranged for the school community, involving National Service Dogs, to explain the role of the Service 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 Dog.
- An appropriate evacuation plan is in place, and the fire department has been alerted to the existence of the Service Dog in the school.
- Arrangements have been made for the dog to visit the school without students present in order to familiarize it with the school site.

- A transition plan has been created during a case conference arranged by the principal, which includes the student and the Service Dog to help establish routines and clarify expectations. Adjustments to the IEP are made as appropriate.