

GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

AGENDA December 2, 2019

Ida Li Preti, Chair
Trustee Ward 3

Michael Del Grande
Ex-Officio

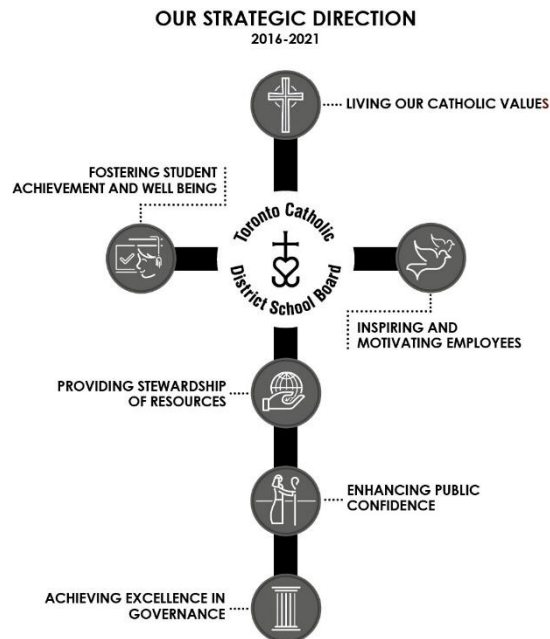
Angela Kennedy, Vice-Chair
Trustee Ward 11

Maria Rizzo
Ex-Officio

Nancy Crawford
Trustee Ward 12

Norman Di Pasquale
Trustee Ward 9

Teresa Lubinski
Trustee Ward 4



MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Maria Rizzo
Chair of the Board

TERMS OF REFERENCE FOR GOVERNANCE AND POLICY COMMITTEE

The Governance Framework Committee is responsible for:

- A. Ensuring that governance structures, policies, protocols, processes and performance metrics:
 - a. advance the vision of the TCDSB, rooted in Catholic values and teachings.
 - b. support the achievement of our Multi-Year Plan.
 - c. conform to best practices.
 - d. provide strategic cohesion and consistency.
 - e. comply with the Education Act and other pertinent legislation.

- B. Providing a meta policy framework to ensure all policy formation, monitoring and evaluation follow a standard process that reflects exemplary practices in policy development.

- C. Carrying out a continuous review of the roster of existing policy to ensure conformity and advancement of (A) above.

- D. Identifying the supports (e.g. capacity training) needed to implement the governance framework.

- E. Ensuring ongoing governance reviews of the Board.

- F. Ensuring that the TCDSB by-laws and the Trustee Code of Conduct reflect the vision and mission of the Board and adhere to good governance practices, the Education Act and other pertinent legislation.

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AGENDA

THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

PUBLIC SESSION

Ida Li Preti, Chair

Angela Kennedy, Vice Chair

Monday, December 2, 2019

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer
3. Roll Call & Apologies
4. Approval of the Agenda
5. Declarations of Interest
6. Approval & Signing of the Minutes of the Meeting held November 12, 2019 for Public Session 1 - 23
7. Delegations
8. Presentation
9. Notices of Motion
10. Consent and Review
11. Unfinished Business
12. Matters referred or deferred

13. Staff Reports

- | | | |
|------|--|-----------|
| 13.a | Policy on Guide Dogs/Service Dogs and Service Animals for Students | 24 - 102 |
| 13.b | Update to Admission and Placement of Elementary Pupils Policy S.A.01 | 103 - 115 |
| 13.c | Update to Effective Financial Management and Control of Operations F.M. 08 | 116 - 132 |

14. Listing of Communications

15. Inquiries and Miscellaneous

16. Updating of Pending List

- | | | |
|------|---------------------------------|-----------|
| 16.a | Monthly Pending List | 133 - 138 |
| 16.b | Annual Policy Priority Schedule | 139 - 140 |

17. Adjournment

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MINUTES OF THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE PUBLIC SESSION

HELD TUESDAY, NOVEMBER 12, 2019

PRESENT:

Trustees:

I. Li Preti, Chair
A. Kennedy, Vice-Chair
N. Crawford
M. Del Grande
N. Di Pasquale
T. Lubinski - via Teleconference
M. Rizzo

Staff:

R. McGuckin
L. Noronha
C. Fernandes
L. Maselli-Jackman
C. Caldwell
K. Elgharbawy

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

4. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Item 13c) Guide Dogs, Service Dog and Service Animals Policy S.12 be reordered prior to Item 13a) Update to Board Vehicles Policy B.G.04.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that the Agenda, as amended and to include the Addendum, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that the Minutes of the Meeting held October 8, 2019 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

Trustee Kennedy joined the table at 7:12 pm.

7. Delegations

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 7a) be adopted as follows:

- 7a) Emily Wright regarding Toronto Catholic District School Board's (TCDSB) Service Animal Policy** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that the Agenda be reopened to add Item 7c) Adelina Cotognini regarding TCDSB's Service Animal Policy.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Item 7b) be adopted as follows:

- 7b) Julia Da Silva, representative of Smith Haven Service, regarding TCDSB's Service Animal Policy** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Item 7c) be adopted as follows:

- 7c) **Adelina Cotognini, regarding TCDSB's Service Animal Policy** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

9. Notices of Motion

- 9a) **From Trustee Del Grande regarding Review of Trustee Code of Conduct** Trustee Del Grande withdrew his Notice of Motion as it had appeared on the October 17, 2019 Regular Board Agenda and will be considered at the November 21, 2019 Regular Board Meeting.

13. Staff Reports

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Item 13c) be adopted as follows:

Trustee Del Grande left the table at 8:42 pm and returned at 8:45 pm.

13c) Guide Dogs, Service Dog and Service Animals Policy S.12 that Staff consider the following amendments that:

1. The definition of an Accredited Training Organization be updated to include other service animal training organizations that will be considered on a case-by-case basis, Page 57, Definition 1;
2. *Service Dog's* definition be changed to match *Service Animal's* definition, Page 58, Definition 9;
3. *School Principal* be replaced with *a service dog training organization*, Page 61, Purpose 1.5(c);
4. *must* be replaced with *should*, Page 62, Purpose 1.8;
5. Specific examples of legislation be provided, Page 62, Purpose 1.10;
6. Background 2.2, Page 62, be removed or updated to reflect a dictionary definition;
7. Background 2.5, Page 62, be removed or updated to reflect a dictionary definition;
8. *must* be replaced with *should*, Page 64, Accreditation and Expectations...3.2;
9. The bullet point *have evidence of training* be removed, Page 64, Accreditation and Expectations... 3.2 (a);
10. *Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a physician or nurse confirming that the animal is needed because of a disability* be added, Page 64 – Accreditation and Expectations ... 3.2 (a);

Trustee Rizzo left the table at 8:36 pm and returned at 8:37 pm.

Trustee Del Grande left the table at 8:42 pm and returned at 8:45 pm.

11. *to not require multiple feedings during the day* be replaced with *to not require more than one feeding during the day*, Page 64, Accreditation and Expectations... 3.2 (e);
12. *food break* be added, Page 69, Implementing the Accommodation 5.7 (i):
13. Responsibilities 5 and 9 be removed, Page 73, Responsibilities of Adult Students...;
14. *who has received training by the Accredited Training Organization* and be deleted, Page 74, Responsibilities of the Handler..7.1; and
15. *and Service Dog Handlers* be removed, Page 75, Responsibilities of the Handler... 7.3(g).

Trustee Kennedy requested that the Question be split.

Results of the Vote taken on Part 1 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Rizzo

Kennedy

Part 1 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 2 of the AMENDMENT, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Del Grande	Crawford
Di Pasquale	Kennedy
Li Preti	
Rizzo	

Part 2 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 3 of the AMENDMENT, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Del Grande	Crawford
Di Pasquale	Kennedy
Li Preti	
Rizzo	

Part 3 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 4 of the AMENDMENT, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford Del Grande Di Pasquale Li Preti Rizzo	Kennedy

Part 4 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 5 of the AMENDMENT, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Del Grande Di Pasquale Li Preti Rizzo	Crawford Kennedy

Part 5 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 6 of the AMENDMENT, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford Del Grande Di Pasquale Li Preti Rizzo	Kennedy

Part 6 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on Part 7 of the AMENDMENT, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Del Grande Di Pasquale Rizzo	Crawford Kennedy Li Preti

Part 7 of the AMENDMENT was declared

LOST

Trustee Lubinski did not vote.

Results of the Vote taken on Part 8 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Del Grande
Di Pasquale
Li Preti
Rizzo

Crawford
Kennedy

Part 8 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

With the consent of the Committee, Trustee Di Pasquale withdrew Parts 9 and 10 of the AMENDMENT.

Results of the Vote taken on Part 11 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Del Grande	Crawford
Di Pasquale	Kennedy
Li Preti	
Rizzo	

Part 11 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

With the consent of the Committee, Trustee Di Pasquale withdrew Parts 12 and 13 of the AMENDMENT.

Results of the Vote taken on Part 14 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford	Kennedy
Del Grande	
Di Pasquale	
Li Preti	
Rizzo	

Part 14 of the AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

With the consent of the Committee, Trustee Di Pasquale withdrew Part 15 of the AMENDMENT.

Trustee Del Grande left the table at 9:26 pm.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that the title of the Policy be amended to include *for students*.

Results of the Vote taken on the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
Di Pasquale
Kennedy
Li Preti
Rizzo

The AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Crawford, that background information be provided as it relates to the Ontario Human Rights Code (OHRC), Miller Thomson's legal opinion, Accessibility for Ontarians with Disabilities Act (AODA), Toronto District School Board's Policy and Policy/Program Memorandum (PPM)163.

Results of the Vote taken on the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
Di Pasquale
Kennedy
Li Preti
Rizzo

The AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote.

Results of the Vote taken on the Motion, as amended, as follows:

In Favour

Opposed

Trustees Crawford
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion, as amended, was declared

CARRIED

Trustee Lubinski did not vote.

Trustee Del Grande returned to the table at 9:30 pm.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 13a) be adopted as follows:

13a) Update to Board Vehicles Policy B.G.04 received.

Trustee Kennedy left the table at 9:30 pm.

Trustee Lubinski disconnected via Teleconference at 9:32 pm.

Trustee Crawford left the table at 9:33 pm.

Trustee Kennedy returned to the table at 9:34 pm.

Trustee Crawford returned to the table at 9:35 pm.

Trustee Crawford left the table at 9:36 pm and returned at 9:37 pm.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that the revised Policy Board Vehicles B.G.04 provided in Appendix A of the report, and the accompanying Operation Procedures provided in Appendix B of the report, be adopted.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Rizzo, that staff consider putting stickers reflecting words to the effect, “How is my driving?” at the back of vehicles with a whistleblower contact number.

Results of the Vote taken on the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Rizzo, that *by-annually* be replaced with *bi-annually*, Page 34, Operational Procedure 4a) iv.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy, that *license* be replaced with *licence*, Page 34, Operational Procedure, and throughout the policy.

Results of the Vote taken on both AMENDMENTS, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

Li Preti
Rizzo

Both AMENDMENTS were declared

CARRIED

Results of the Vote taken on the AMENDMENT regarding the Staff Recommendations, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The AMENDMENT regarding the Staff Recommendations was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Kennedy
Li Preti
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 13b) be adopted as follows:

Trustee Li Preti relinquished the Chair to Trustee Crawford.

- 13b) Update to Food & Beverage Policy S.M.08** that the Governance and Policy Committee recommend to the Board of Trustees approval of the proposed revisions to the Food and Beverage for Sale in Schools Policy S.M.08 provided in Appendix A of the report.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Li Preti, that the suggested changes in the policy go to secondary schools, the Catholic School Parent Councils (CSPCs) and principals for consultation.

Results of the Vote taken on the AMENDMENT, as follows:

In Favour

Trustees Kennedy
Li Preti

Opposed

Crawford
Del Grande
Di Pasquale
Rizzo

The AMENDMENT was declared

LOST

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Li Preti, that *should* be replaced with *shall*, Page 47, Regulations 5.

Results of the Vote taken on the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The AMENDMENT was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

Li Preti
Rizzo

The Motion, as amended, was declared

CARRIED

Trustee Li Preti reassumed the Chair.

Trustee Li Preti relinquished the Chair to Trustee Del Grande.

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that Item 13d) be adopted as follows:

- 13d) Proposed Updates to the 2019-2020 Policy Priority Schedule** that the Bullying Prevention and Intervention Policy S.S.11 referred to the Catholic Education and Living Our Catholic Values Sub-Committee be referred back to the Governance and Policy Committee.

With the consent of the Committee, Trustee Li Preti withdrew her Motion.

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that the proposed schedule for outstanding policies be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

Trustee Li Preti reassumed the Chair.

16. Updating of Pending List

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that Item 16a) be adopted as follows:

16a) Monthly Pending List received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

17. Adjournment

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEPOLICY ON GUIDE DOGS/SERVICE DOGS AND
SERVICE ANIMALS FOR STUDENTS

“And God said, “Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky” (Gn 1:20)

Created, Draft	First Tabling	Review
November 12, 2019	December 2, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services

Peter Stachiw, Chief of Autism

Rachelina Macchia, Chief of IPRC and Assessments

RECOMMENDATION REPORT

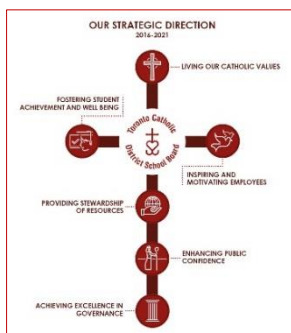
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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends the adoption of a new policy on Guide Dogs/Service Dogs and Service Animals to conform with the legal mandate that all Ontario school boards have a policy in effect by January 2020. Furthermore, it recommends the adoption of the accompanying Toronto Catholic District School Board (TCDSB) Operational Procedures – Guide Dogs/Service Dogs, and Service Animals for Students.

The cumulative staff time required to prepare this report was 50 hours.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends the adoption of a new policy and Operational Procedures.

C. BACKGROUND

1. The Toronto Catholic District School Board (TCDSB) Policy on Guide Dogs/Service Dogs and Service Animals for Students has been created in response to the legal mandate that all school boards institute a policy by January 2020.
2. This policy aligns with PPM 163: School Board Policies on Service Animals, 2019, the Ontario Human Rights Code, RSO 1990, the Accessibility for Ontarians with Disabilities Act, 2005, and the Miller-Thompson Lawyers policy template.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been created in consultation with Field Superintendents, Legal Services, Special Services, the Equity and Indigenous Education Department, and other TCDSB stakeholders among the various staff work groups, students, and parent delegations.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by the Director of Education and Superintendent of Special Services
2. Policy updates will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION

The policy as approved will be posted on the TCDSB policy register.

G. STAFF RECOMMENDATION

Staff recommends that the newly created Policy on Guide Dogs/Service Dogs and Service Animals, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B, be adopted.



POLICY SECTION: SCHOOLS

SUB-SECTION: Special Education

POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students

POLICY NO: S.12

Date Approved:**Date of Next
Review: 2024****Dates of Amendments:****Cross References:**

Bill 48, Safe and Supportive Classrooms Act, 2019
 PPM 163: School Board Policies on Service Animals, 2019
 OHRC Policy on Accessible Education for Students with Disabilities, 2018
 Special Education in Ontario K-12 Policy and Resource Guide, 2017
 Learning for All, 2013
 PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013
 Accessibility for Ontarians with Disabilities Act (AODA), 2005
 Blind Persons' Rights Act, R.S.O. 1990
 Dog Owners' Liability Act, R.S.O. 1990
 Education Act, R.S.O. 1990, c.E2, s.170(1), s.265(1); O.Reg. 298, s.11
 Food Safety and Quality Act 2001, S.O. 2001
 Health Protection and Promotion Act, R.S.O.1990
 Ontario Human Rights Code, R.S.O. 1990

TCDSB Policies:

A.35 Accessibility Standards
 H.M. 24 Catholic Equity and Inclusion Policy
 H.M. 40 Fair Practices in Hiring and Promotion
 F.M. 08 Fire Emergency Procedures
 S.P. 01 Special Education Programs and Services
 S.T. 01 Transportation – English Language Schools

Appendix:

Toronto Catholic District School Board Operational Procedures - Guide
 Dogs/Service Dogs, and Service Animals

**POLICY SECTION: SCHOOLS****SUB-SECTION: Special Education****POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students****POLICY NO: S.12****Purpose:**

Students with disabilities may use service animals to assist them with their disability-related needs. Under the Ontario Human Rights Code, school boards have a duty to accommodate the needs of students up to the point of undue hardship.

This policy and the appended operational procedures on Guide Dogs/Service Dogs, and Service Animals have been developed in accordance with Policy/Program Memorandum (PPM) 163: School Board Policies on Service Animals, 2019, and the Council of Directors of Ontario (CODE) policy template provided by Miller Thompson.

Scope and Responsibility:

This policy applies to all TCDSB elementary and secondary schools, facilities, and programs including extended-day programs operated by the TCDSB. However, it does not apply to community partners such as licensed child-care providers operating on TCDSB premises or permit holders. The Director of Education and the Superintendent of Special Services are responsible for the oversight and implementation of this policy.

Alignment with MYSP:

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Policy:

The TCDSB is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. It is the policy of the TCDSB, in accordance with the Ontario Human Rights Code, to provide individualized accommodations to students with disabilities to enable them to have meaningful access to education services. In some cases, this includes requests to have service animals attend school or school-related activities with students.



POLICY SECTION: SCHOOLS

SUB-SECTION: Special Education

POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students

POLICY NO: S.12

Regulations:

1. All accommodation requests pertaining to the student use of Guide Dogs/Service Dogs or Service Animals on TCDSB premises shall be directed to the Principal of the school where the student attends.
2. The operational procedures will outline consistent and transparent processes for the consideration of Guide Dog/Service Dog and Service Animal requests, the communication of the presence of a service animal to affected parties, the implementation of the service animal accommodation, the roles and responsibilities of the involved parties, and health and safety-related concerns.
3. In circumstances where a parent or adult student requests to have the student's Guide Dog/Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the TCDSB considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
4. Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.
5. The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog/Service Dog or Service Animal on the learning environment; and the health and safety of individuals who are or might be in the school, on school grounds or at a school-related event.
6. A copy of this policy shall be available on the TCDSB's website and may be requested by a parent or adult student in a different language through the school attended by the student.
7. The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in the operational procedures.



POLICY SECTION: SCHOOLS

SUB-SECTION: Special Education

POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students

POLICY NO: S.12

Definitions (relating to terms outlined in the appended operational procedures):

1. Accredited Training Organization:

A Guide Dog/Service Dog trainer that is accredited by:

- a) **International Guide Dog Federation (IGDF); or**
- b) **Assistance Dogs International (ADI); or**
- c) **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).**

2. Adult Student:

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.

3. Alternative Handler:

A TCDSB staff member who has successfully completed training by an Accredited Training Organization and who is managing the Service Dog.

4. Disability:

Refers to

- (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;



POLICY SECTION: SCHOOLS

SUB-SECTION: Special Education

POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students

POLICY NO: S.12

- (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*.

5. Guide Dog:

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, 1990*.

6. Handler:

The individual trained by an Accredited Training Organization who is managing the Guide Dog/Service Dog and in most cases will be the student for whom the Guide Dog/Service Dog is provided.

7. Parent(s):

A custodial parent of the student or a guardian pursuant to the Education Act.

8. Service Animal:

An animal that provides support to a person with a disability. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services. Service animals can allow individuals to achieve greater independence in daily tasks and promote safety, mental well-being, and learning.

9. Service Dog:

A dog that has been certified after successfully complete a training program provided by an Accredited Training Organization.



POLICY SECTION: SCHOOLS

SUB-SECTION: Special Education

POLICY NAME: Guide Dogs/Service Dogs and Service Animals for Students

POLICY NO: S.12

Evaluation and Metrics:

1. Data will be gathered annually regarding the number of requests for students to be accompanied by ~~Guide Dogs, Service Dogs, or Service Animals~~ **Guide Dogs/Service Dogs or Service Animals for students**; as well as approvals, and denials.
2. This policy shall be reviewed on a regular basis (as needed), but in any event no less than every five years.



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



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Procedures: Guide Dogs and and
Service Animals GAP F.docx~~

**TCDSB Operational Procedures –
Guide Dogs/Service Dogs and
Service Animals for Students**

TCDSB Special Services Department



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



1.0 Purpose

1.1 The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. It is the policy of the Toronto Catholic District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodations to students with disabilities to enable them to have meaningful access to education services.

1.2 Guide Dogs/Service Dogs or Service Animals are trained to provide assistance to children and adults with disabilities. Guide Dogs/Service Dogs or Service Animals can allow an individual to attain greater independence in his/her daily tasks and assist with safety, mental well-being, and learning.

1.3 This operational procedure identifies the individualized process to be followed when a parent (on behalf of a student) or an adult student applies to the TCDSB to have a Guide Dog/ Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.

1.4 These procedures and the attendant policy - Policy S.12: Guide Dogs/Service Dogs and Service Animals - will be posted on the TCDSB website in order to inform the school community about how parents or adult students can apply to have a service animal in the school and how the TCDSB will inform the school community of the presence of any service animals at the school.

1.5 The following are important considerations for the adult student or parent who may apply to the TCDSB to have a Guide Dog/ Service Dog or Service Animal accompany the student:

- (a) The TCDSB 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 TCDSB does not provide Guide Dogs/Service Dogs or Service Animals to students; and
- (c) The TCDSB encourages any family considering the purchase of a Guide Dog/ Service Dog or Service Animal to meet with the school principal **and an Accredited Training Organization** before making a commitment.



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



1.6 Pursuant to the *Education Act* and regulations, a school building 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 TCDSB requires each school to have a process for visitors.

1.7 Any determination of whether a Guide Dog/ Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the TCDSB. A regulated health professional cannot unilaterally prescribe that a Guide Dog/ Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.

1.8 When an adult student or a parent (on behalf of a student) seeks to have a Guide Dog/Service Dog attend school and school-related events, both the Guide Dog/Service Dog **and** the Handler must be certified as having been successfully trained by an accredited training facility.

1.9 Only in exceptional circumstances subject to the standard of undue hardship pursuant to the *Human Rights Code*, will the TCDSB consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog/ Service Dog.

1.10 Only in exceptional circumstances subject to the standard of undue hardship pursuant the *Human Rights Code*, will the TCDSB consider service animals, other than dogs, as an accommodation for a student **and only** if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. ~~In all cases, however, the TCDSB will comply with applicable legislation.~~

1.11 Notwithstanding any provision in the Policy and these Operational Procedures, the Board will consider each application for a Guide Dog, Service Dog or Service Animal on a case-by-case basis and will comply with its duty to accommodate under the *Human Rights Code*.

2.0 Background

2.1 Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living.

Operational Procedures – Guide Dogs/Service Dogs and Service Animals

2.2 As outlined in Policy S.12, a Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

2.3 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with greater independence, dignity, and opportunity for integration. As outlined in Policy S. 12, a Guide Dog has the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*.

2.4 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—in public spaces.

However, A a school is not a public space and is not generally accessible to the public. Therefore, the AODA does *not* apply to a student's use of a Service Dog or Service Animal when accessing education services in school buildings.

- a) The determination of whether an animal, other than a dog, is an appropriate accommodation in the school setting, to accommodate a demonstrated disability-related learning need, is a decision of the TCDSB.
 - i) 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.

2.5 Due to risks to safety, and risks of disruption and distraction in the learning environment, the TCDSB does ***not*** permit training of potential Guide Dogs/Service Dogs in the school setting or during school activities.

2.6 A Service Dog or Service Animal may be excluded if it is of a breed that is prohibited by law.

3.0 Accreditation and Expectations of Guide Dogs/Service Dogs

3.1 An Accredited Training Organization is a Guide Dog/Service Dog trainer that is accredited by:

- a) *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
- b) *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
- c) **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).**

3.2 All Guide Dog/Service Dogs must:

- a) be highly trained and certified by an Accredited Training Organization;
 - have evidence of training or re-certification confirming compliance with training requirements **as needed but in any case** within the last 6 months **2 years**;
- b) be groomed and clean;
- c) at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- d) **not** engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
 - any such behaviour may be grounds to prohibit the Guide Dog/Service Dog's attendance on school property and in the school building,
- e) have control of its biological functions so as not to soil the inside of buildings, or ~~require feeding~~ **require more than one feeding** during the school day;

- f) demonstrate continuous appropriate behaviour with its Handler/Alternative Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

4.0 How to Make a Request for a Student to be Accompanied by a Guide Dog/Service Dog or Service Animal

4.1 A person who wishes to make an accommodation request for a student to be accompanied by a Guide Dog/Service, must complete an application as outlined in **Appendix A** (for a Guide Dog/Service Dog) or **Appendix B** (for a Service Animal) of these Operational Procedures.

4.2 The primary point of contact for the person making the accommodation request is the principal at the school where the student attends.

5.0 Roles and Responsibilities of Principals

5.1 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 a Guide Dog/Service Dog or Service Animal from entry onto school premises, as an accommodation for a student, provided that the student is offered an appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
- b) Before admitting a Guide Dog/Service Dog or Service Animal into the school or into school-related activities, with the Student Handler or Alternative Handler, the school principal shall require the parent/adult student to submit a completed application as outlined in Appendix A (for a Guide Dog/Service Dog) or Appendix B (for a Service Animal) of these Operational Procedures. This is the formal accommodation request.

Receiving an Application for a Guide Dog/Service Dog or Service Animal

5.2 On receipt of an application for a Guide Dog/Service Dog or Service Animal, the school principal shall proceed with the following steps:

Operational Procedures – Guide Dogs/Service Dogs and Service Animals

- a) Review the application for completeness and request any additional information or clarification that is necessary to assess the request for accommodation.
- b) Inform and consult with the Superintendent of Schools and Superintendent of Special Services about the application.
- c) Organize a review of the application by the SBSLT. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. A meeting with the SBSLT can include the parent/adult student and student (as appropriate), the health practitioner recommending the Guide Dog/Service Dog or Service Animal for the student, the trainer of the Guide Dog/ Service Dog, the trainer of the Handler, and any other individuals who may contribute to the accommodation process.
- d) Consider the application on an individual basis giving consideration to all relevant factors (see sections 4.3 and 4.4 **5.3 and 5.4** below)
- e) Communicate the Board's determination with respect to the application for a Guide Dog/Service Dog or Service Animal to the parent/adult student in writing in accordance with either **Appendix D** or **Appendix E**.

5.3 Each application for a Guide Dog/Service Dog or Service Animal will be addressed on an individual basis giving consideration to all relevant factors, including but not limited to:

- a) 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);
- b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments, or other relevant supporting documents;
- c) 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;



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- d) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs;
- e) the training and certification of the Guide Dog/Service Dog
- f) the training and certification of the student as Handler and/or the Alternative Handler;
- g) the impact of the accommodation on the student's dignity, integration, and independence;
- h) other accommodations available and whether one or more alternative accommodations can meet the needs of the student;
- i) 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;
- j) whether training will be required for staff and/or the student;
- k) the effect of the Guide Dog/Service Dog or Service Animal on the learning environment, including the impact on staff, other students and the impact on the student for whom the animal is provided, including matters such as health and safety, disruption, and distraction;
- l) with respect to an application for the admission of a Service Animal (other than a dog), the TCDSB will consider the features of the animal, such as its ~~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;
- m) any competing human rights of students, staff, and community members using the school pursuant to a permit;

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- n) possible solutions for accommodation plans to reconcile competing rights; and
- o) any factors which could lead to undue hardship.

5.4 The process of accommodation, including making inquiries about competing rights and providing notice to the school community, shall respect the student's right to privacy. The TCDSB will not provide information about a student's disability, diagnosis, or specific learning needs and/or needs of daily living unless appropriate consent is obtained.

5.5 The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.

5.6 Where a student supported by a Guide Dog/Service Dog or Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog/Service Dog or 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 or Service Animal and parent as the Handler.

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

Implementing the Accommodation

5.7 Where the application is granted, the school principal, in consultation with the SBSLT, will do the following:

- a) refer to the Principal's Checklist (**Appendix C**);
- b) ensure that all staff are informed about the presence of a Guide Dog/Service Dog or Service Animal in the school;
- c) consider any necessary change in routine and procedures, as well as any programming changes that might be required;
- d) forward the following letters as appropriate:

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- Entry of A Guide Dog/Service Dog/Service Animal into the School (**Appendix F**);
 - Guide Dog/Service Dog/Service Animal in Classes (**Appendix G**);
 - Guide Dog/Service Dog/Service Animal for School Employees and Permit Holders (**Appendix H**);
 - Guide Dog/Service Dog/Service Animal on School Bus (**Appendix I**);
- e) make changes to the student's IEP goals ~~and/or student's medical plan of care~~ to document the type of support the animal will provide to the student;
- the accommodation may be provided 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.
- f) organize an orientation session for school staff, students, and the Handler;
- g) create a timeline for the introduction of the Guide Dog/Service Dog or Service Animal to the school and to the class;
- h) create a timetable for reviewing the Guide Dog/Service Dog or Service Animal's updated records when required;
- i) develop a timetable identifying a bio-break, water break, **food break**, location/process to be followed during instructional and non-instructional times;
- 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, 1990*, or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.



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- assessment may be required by the TCDSB's Health and Safety Officer regarding health and safety issues applicable to different areas/activities in the school;
- j) Consider and discuss the personal care of the animal, which may include:
- An indication of the person (Handler) responsible for the animal;
 - Identification of the Alternative Handler if the student for whom the Guide Dog/Service Dog or Service Animal is provided is not the Handler;
 - The backup procedure if the Alternative Handler is not available;
 - The safest and most environmentally-sound place for the animal to relieve itself;
 - If the student is able to maintain the personal care of the Guide Dog/Service Dog or Service Animal, the individual who will accompany the student outside, if needed;
 - A suitable disposal container that the Handler can reach;
 - The manner of “clean up” after the animal by the Handler;
 - Considerations for winter conditions and inclement weather;
 - Placement and filling of the animal's water bowl;
- k) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- l) revise Student School Emergency Evacuation Response Plan to include the Guide Dog/Service Dog or Service Animal (**Appendix K**);
- m) organize a presentation by the Trainer of the Guide Dog/Service Dog during a Catholic School Parent Council (CSPC) meeting or association supporting the use of the Service Animal; signage on the school's front door, gymnasium and library doors; communication to potential



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occasional staff accepting a position where the Guide Dog/Service Dog or Service Animal may be providing service to the student;

- n) schedule a student assembly for introduction and orientation regarding the Guide Dog/ Service Dog or Service Animal;
- o) make arrangements for transportation of the Guide Dog/Service Dog or Service Animal to and from school, if necessary:
 - a. If the Guide Dog/Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, and the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located; the vehicle shall have a sticker/sign identifying the presence of a Guide Dog/Service Dog or Service Animal;
 - b. Review the Protocol for the Transportation of Service Animals on Bus Routes; (Refer to **Appendix J**);
 - c. If the bus carrier is transporting students from other boards on the same bus while the animal is present, then the other board must be notified so that they can in turn notify the Parent(s) of that child/those children riding on that bus;
 - d. 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/Service Dog's or Service Animal's presence; and
 - e. Specialized transportation shall **not** be provided solely for the purpose enabling the Guide Dog/ Service Dog or Service Animal to travel to and from school with the student.

5.8 TCDSB will make best efforts to implement the accommodation within a reasonable timeframe.

Continuous Assessment

5.9 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.

5.10 Approval may be revoked at any time by the principal if:

- a) there are any concerns for the health and safety of students, staff or the Guide Dog/Service Dog or 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 or Service Animal from the classroom immediately and the student's parent will be called to pick up the Guide Dog/Service Dog or 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; and
- d) the TCDSB in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

5.11 In all cases, however, the TCDSB will comply with its duty to accommodate and the *Human Rights Code*.

6.0 Responsibilities of Adult Students or Parents of Students with Guide Dogs/Service Dogs or Service Animals

6.1 Parents or adult students 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 accompany the student at school and/or on school-related activities.



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6.2 The parent or adult student shall be responsible for:

1. submission of **Appendix A/Appendix B**;
2. all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
3. obtaining training and maintaining the Guide Dog/Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
4. providing confirmation of municipal license for the dog (to be updated annually);
5. providing confirmation of certificates of training **as needed but in any case** not older than **2 years**, from an Accredited Training Organization attesting that the dog and Student 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 setting; and that appropriate training has been provided to the staff person who might serve as Alternative Handler;
6. a diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional) with a recommendation for the use of a Guide Dog/Service Dog;
7. a description of the services provided by the Guide Dog/Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
8. a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario identifying the age and breed of the dog and attesting that the dog:
 - a. is an adult,

Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- b. does not have a disease or illness that might pose a risk to humans,
 - c. has received all required vaccinations, and
 - d. that the dog is in good health to assist the student; and
 - e. is updated annually;
9. general liability insurance providing coverage in an amount specified by the Board in the event of an injury or death as a result of the Guide Dog/Service Dog's attendance on school property or on a school-related activity (to be updated annually).

7.0 Responsibilities of the Handler/Alternative Handler

7.1 The Handler is the individual who has received training by the Accredited Training Organization and who is managing the Guide Dog/Service Dog. The Handler guides, instructs, and looks after the animal. In most cases, the Handler will be the student for whom the Guide Dog/Service Dog is provided. In the situation where the student is unable to manage the animal due to physical and/or cognitive challenges, a second individual is required and that person is deemed to be the Alternative Handler.

7.2 Where the student is not the primary Handler, TCDSB staff must be trained as the Alternative Handler(s) and accompany the student and animal 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 but not limited to consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs, and the impact on staff and other students.

7.3 The Student Handler or Alternative Handler of the Guide Dog/Service Dog or Service Animal must adhere to the following:

- a. demonstrate the ability to control the Guide Dog/Service Dog or Service Animal in accordance with the training received;

Operational Procedures – Guide Dogs/Service Dogs and Service Animals

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

Note: Guide Dog and Service Dog Handlers are responsible for caring for their dogs. Guide Dog Handlers are responsible for having the dog with them at all times for navigational purposes. Most Guide Dog schools have a minimum age requirement of 16 or 18 years of age, therefore it would be rare for a student to have a Guide Dog at school.

8.0 Records

- 8.1 A copy of the application and the decision approving or denying the accommodation request, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record (OSR).
- 8.2 The TCDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use, and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The TCDSB is required pursuant to PPM 163: School Board Policies on Service Animals to collect certain information regarding the implementation



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



of the policy and procedure regarding Guide Dogs/Service Dogs and Service Animals. The TCDSB will be collecting data on:

- a. Total number of requests for students to be accompanied by Guide Dogs/Service Dogs or Service Animals;
 - i. Whether requests are for elementary or secondary school students;
 - ii. The student's grade; and
 - 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, or physical.

9.0 Food Areas

9.1 Regulation 493/17 of Ontario's *Health Protection and Promotion Act*, 1990 allows Guide Dogs/Service Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs/Service Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

9.2 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.

10.0 Health, Safety and Other Concerns

If a student, parent of a student, or staff member has a concern around a Guide Dog/Service Dog or Service Animal they may come in contact with, including health and safety concerns such as allergies or fear or anxiety associated with the animal, this person should identify themselves and outline their concern in writing to the principal of the school where the animal attends.



Operational Procedures – Guide Dogs/Service Dogs and Service Animals



11.0 Cross References:

Bill 48, Safe and Supportive Classrooms Act, 2019
PPM 163: School Board Policies on Service Animals, 2019
OHRC Policy on Accessible Education for Students with Disabilities, 2018
J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)
Special Education in Ontario K-12 Policy and Resource Guide, 2017
Learning for All, 2013
PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013
Accessibility for Ontarians with Disabilities Act (AODA), 2005
Blind Persons' Rights Act, R.S.O. 1990
Dog Owners' Liability Act R.S.O. 1990
Education Act R.S.O. 1990
Health Protection and Promotion Act, R.S.O. 1990
Food Safety and Quality Act 2001, S.O. 2001
Ontario Human Rights Code, R.S.O. 1990

12.0 Attachments:

- Appendix A:** Application for Guide Dog/Service Dog
- Appendix B:** Application for Service Animal
- Appendix C:** Principal's Checklist for Guide Dog/Service Dog
- Appendix D:** Sample Decision Letter Approving Guide Dog/Service Dog/Service Animal
- Appendix E:** Sample Decision Letter Declining Guide Dog/Service Dog or Service Animal
- Appendix F:** Sample Letter to the School Community
- Appendix G:** Sample Letter to the Parent of Students in Class(es)
- Appendix H:** Sample Letter to Employees and School Permit Holders
- Appendix I:** Sample Letter to the Parent(s) of Students on School Bus



**Operational Procedures – Guide Dogs/Service Dogs and
Service Animals**



Appendix J: Protocol: Transportation of Service Animals

Appendix K: Student School Emergency Evacuation Response Plan



Application for a Guide Dog/Service Dog



Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

I/We request that permission be granted for _____ to use a Guide Dog/Service Dog in school and at school-related activities.
Length of time the student and Guide Dog/Service Dog have worked together:
Additional information is required to assist the Principal: (Yes ___/No___). If yes, please indicate in an attached document.

Disability-Related Needs to be Accommodated by Guide Dog / Service Dog

- Please attach a copy of the assessment report from a regulated health professional containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/Service Dog will provide accommodation in a school setting.

Municipal License

- Please attach a copy of the municipal license, not more than 12 months old; confirmation to be updated annually.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (not greater than 3 months old and confirmation to be updated annually) attesting to:
 - the breed of dog, age of dog and that the dog is an adult;
 - the dog does not have a disease or illness that might pose a risk to humans;
 - the dog has received all required vaccinations;
 - the dog is in good health to assist the student.

Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance



Application for a Guide Dog/Service Dog



with the MSAR standard for training, as defined in the TCDSB Operational Procedures (3.0)

- A letter confirming that the trainer will attend a Catholic School Parent Council (CSPC) meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the TCDSB Operational Procedure (6.0).

Student NOT the Handler

Where the student is not the Handler, please describe (separate attachment) what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member.

Insurance

Pursuant to *Dog Owners' Liability Act*, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attach a certificate of home or contents insurance. Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

Schools are responsible for protecting the safety, health and emotional needs of the entire school community, and this protocol has been developed in order to facilitate the entry of a Guide Dog/Service Dog into a school.

Where necessary, in the implementation and accommodation process, competing rights will be considered. The TCDSB reserves the right to request additional information and/or documentation to ensure that the animal's presence in school does not present an increased risk of harm to the animal, the student, and/or other members of the school community.

Signature of Parent/Guardian:	Date:
Signature of Principal:	Date:

cc: OSR
Superintendent of Schools
Superintendent of Special Services



Application for Service Animal



Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

I/We request that permission be granted for _____ to use a Service Animal in school and at school-related activities.
Length of time the student and Service Animal have worked together:
Additional information is required to assist the Principal: (Yes ___/No___). If yes, please indicate in an attached document.

Disability-Related Needs to be Accommodated by Service Animal

- Please attach a copy of the assessment report from a regulated health professional containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (not greater than 3 months old and confirmation to be updated annually) attesting to:
 - the species of animal, age and confirmation that the animal is an adult;
 - the animal does not have a disease or illness that might pose a risk to humans or dogs; and
 - the animal has received all required vaccinations.

Information Regarding Animal

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate; and
- Describe the biological needs of the animal.



Application for Service Animal



Student

- Can the student independently manage the animal?
- In an attached document please describe in detail:
 - where, when, and how the student currently utilizes the animal's services in public spaces for accommodation purposes;
 - what, if any, responsibilities the student is capable of performing independently; and
 - the responsibilities you wish to have assumed by a school staff member.

Insurance

A parent must provide an insurance certificate identifying that they are an insured in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Schools are responsible for protecting the safety, health and emotional needs of the entire school community, and this protocol has been developed in order to facilitate the entry of a Service Animal into a school.

Where necessary, in the implementation and accommodation process, competing rights will be considered. The TCDSB reserves the right to request additional information and/or documentation to ensure that the animal's presence in school does not present an increased risk of harm to the animal, the student, and/or other members of the school community.

Signature of Parent/Guardian:	Date:
Signature of Principal:	Date:

cc: OSR
 Superintendent of Schools
 Superintendent of Special Services



Principal's Checklist for Guide Dog/Service Dog



Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

Application Requirements for Guide Dog / Service Dog

- ☐ Receive Application for Guide Dog/Service Dog or Service Animal
- ☐ Assessment report with diagnosis and accommodation to be provided
- ☐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- ☐ Copy of municipal license [within 12 months]
- ☐ Veterinary certificate [within 3 months]
- ☐ Certificate of training or attestation for Guide Dog / Service Dog [within 6 months]
- ☐ Certificate of training or attestation for student Handler [within 6 months]
- ☐ Letter of confirmation that the trainer will present to the Catholic School Parent Council (CSPC)
- ☐ Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog
- ☐ Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- ☐ Assessment by health and safety officer
- ☐ Consult with Superintendent of Schools

Implementation Requirements

- ☐ Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom, etc.)
- ☐ Timetable identifying bio breaks, when accompanying student
- ☐ Emergency procedures (fire exit plan, lockdown plan, evacuation plan)



Principal's Checklist for Guide Dog/Service Dog



- ☐ Letter to parents that Guide Dog/Service Dog will be accompanying student
- ☐ Information session during to CSPC meeting
- ☐ Signage for front door, gymnasium door and library door advising of Guide Dog/Service Dog
- ☐ Transportation plan (if required)
- ☐ Orientation for school staff and students
- ☐ Training for staff member acting as Handler (if required)
- ☐ Convene SBSLT meeting
- ☐ Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP and updated annually in accordance with IEP regulations)
- ☐ Create management plan for care of the Service Animal

Additional Comments:

Signature of Principal:	Date:
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Sample Decision Letter Approving Guide Dog/Service Dog or Service Animal



(Date)

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child / you attend school with a Guide Dog/Service Dog/Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your / your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Dog / Service Animal in meeting your / your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog / Service Dog / Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Dog/ Service Animal into the school community and your / your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Dog engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Services



Sample Decision Letter Declining Guide Dog/Service Dog or Service Animal



(Date)

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child/you attend school with a Guide Dog / Service Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to communicate that your request is being denied.

As we have discussed, your child/you is/are not able to perform the responsibilities of a Handler [and/or the Service Animal is not trained and may be disruptive or a distraction in the school environment], and reasonable alternative accommodations that respect your child's/your dignity, encourage independence and facilitate integration are available to support your child's/your learning needs and access to meaningful educational services.

This decision is not subject to appeal. However, if you wish to discuss the alternative accommodation measures available to support your child/you while at school, please contact me to arrange a meeting.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Services



Sample Letter to the School Community



(Date)

Dear Parent(s)/Guardian(s)

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

An information session has been scheduled to take place following the Catholic School Parent Council (CSPC) meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs / Service Dogs.

An orientation session will be provided for all students, to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Services



Sample Letter to the Parents of Students in Class(es)



(Date)

Dear Parent(s)/Guardian(s)

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in your child's class(es) / [insert course(s)] in order to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or me.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR
 Superintendent of Schools
 Superintendent of Special Services



Sample Letter to Employees and Permit Holders



(Date)

To Employees and Permit Holders

This letter is to advise that the school is in the process of planning for a Guide Dog / Service Dog to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

A specific timetable will be created, which identifies where and when the Guide Dog / Service Dog will be at different periods of the school day, and will be shared with you.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

cc: OSR
Superintendent of Schools
Superintendent of Special Services



Sample Letter to Parent(s) of Students on School Bus



(Date)

Dear Parent(s)/Guardian(s)

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be riding with a student to and from school to accommodate the student's needs pursuant to the *Human Rights Code* beginning [insert date].

The Guide Dog / Service Dog and student will be assigned a specific seating area on the bus, and the Guide Dog / Service Dog is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog on your child's bus.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR
Superintendent of Schools
Superintendent of Special Services



Protocol Name: Transportation of Service Animals

In the event a service animal is required to be transported with a student the following protocol is to be enacted.

Service Animals: other than dogs:

1. All service animals will have documentation from a governing body that is responsible for the training and development of the animal.
2. Specific directions in regards to the care and transport of these animals must be communicated to the Transportation consortium as part of the students 'Independent Transportation Plan'
3. When transporting animals all families and drivers must be notified ahead of service starting indicating what type of animal is being transported.
4. Documentation must be provided to all families and drivers outlining the service animal's responsibilities to the student and a fact sheet detailing information about dealing with service animals.
5. The bus company will post this information in their dispatch office and identify routes with service animals and only assign drivers that are aware of and trained to deal with service animals.
6. In the event an animal is required (and is not a registered service animal) as approved by the Special Education Department as a means to placate or calm a student as part of their transportation routine then the School Board will be responsible for providing the documentation and fact sheet in a similar fashion to those for service animals.

Service Animals: Dogs

1. The same protocols as above will be enacted for service dogs. Specific directions are highlighted below:

- The service animal should NEVER ride on the wheelchair lift to prevent injuries.
- Driver should always wait for or ask for instruction from the service dog owner.
- Drivers should avoid petting and talking to the service dog.
- If the student needs assistance loading into a vehicle, he/she may tell the dog to board the vehicle and wait inside, the driver should make sure all other doors are closed behind the dog, except for the one that the student will be using to board the vehicle. Same thing for unloading.
- The student may ask the driver to hold on to the dog's leash and lead the dog into the vehicle and wait there (for example, on a TTC bus), and then the student board the bus by wheeling up the ramp on their own. The driver should do so and should NOT let go of the dog's leash for the dog's safety.
- When securing the wheelchair in the vehicle and the service dog is in the way, the driver should ask the student to reposition his dog.
- Drivers should not give commands to the service dog, ALWAYS ask the service dog owners to deal with the dog.
- If the student is to exit the vehicle by wheeling down the ramp on their own, again the driver may be asked to hold on to the service dog and hand the leash over ONLY when the student has safely arrived on the sidewalk.
- If Driver is asked to hold on to the service dog's leash, they should make sure their shoulders are square and back is straight to establish leadership. Also avoid direct eye contact with the dog, so the dog's focus is still on his owner.

In case a student is incapacitated:

If a student is incapacitated and he has a service dog with him at that time, and you think that the dog will be bothered by you touching their partner then try to pet the dog with confident hands. Crouch down with your shoulders back and turn the side of your body toward the dog. Try to lead him to a separate room and shut the door. Drivers should carry dog treats with them to make friends and use to help lure the dog to a desired position.

Paramedics need to deal with the injured and will not be able to take the service dog in an ambulance. C.O.P.E. dogs carry emergency cards in their back packs or capes. If they are not found there, or the dog is not wearing his pack then the emergency card should be on the person. The card states emergency phone numbers for people who could take care of the dog. Please remember to call COPE (705-734-COPE (2673)) if you cannot find any emergency contacts.

If the service dog belongs to a different organization, then please contact the respective organization.

If someone is willing to care for the dog until the emergency contact arrives but they need to transport the dog to a different location, then the dog can be transported on the floor of a vehicle.

All C.O.P.E. Service Dogs are trained not to act aggressively in any situation. However, in times of extreme stress it is possible that a dog may rely on his instincts rather than his training. IF this does happen, it is important for drivers to not act aggressively toward the dog (i.e. raising their arms over their head and yelling) and try to talk to the dog in a

confident, friendly and calm voice. Something like "Hi puppy. You're a good dog. We are taking your friend to the hospital now." If you keep your shoulders back and explain things so that your voice appears confident and "as a matter of fact" to the dog then this will decrease stress and therefore the instinct to be aggressive.

The most important point is to appear confident and friendly.

In the case of an emergency evacuation of the vehicle:

- If the student and their service dog are both conscious and not injured, then ask for instruction from the student as to whether they need assistance with the dog.
- If the student is incapacitated but the dog is conscious, not injured but appears fearful, then you should approach dog in a confident manner. That is, shoulders back, turn the side of your body toward the dog and talk to the dog in a confident, friendly and calm voice, then lead the dog to safety. Call OSPCA or Humane Society for help if the dog appears fearful aggressive.
- If the dog is conscious and INJURED, you should approach in a confident and calm manner. Muzzle the dog with a muzzle or using a shoe lace or dog leash (make sure it is tied at the back of the dog's neck as well as around the snout). Transport the dog to safety with care and call a vet immediately.
- If the dog is unconscious and injured, muzzle the dog with a muzzle or using a shoe lace or dog leash (make sure it is tied at the back of the dog's neck as well as around the snout). Transport the dog to safety with care and call a vet immediately.



STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE PLAN

1. Student INFORMATION

Name:	EA Name(s) (if applicable):
Grade:	CYW Name(s) (if applicable):

Daily Schedule and Classroom Locations (attachment if necessary):

2. EMERGENCY EVACUATION ASSESSMENT

Does the student experience any of the following that could impede the ability to quickly evacuate the workplace?

a. Mobility limitations; interference with walking, using stairs, joint pain, use of mobility device (i.e. wheelchair, scooter, cane, crutches, walker, etc.) ☐ Yes ☐ No

b. Vision impairment/loss ☐ Yes ☐ No

c. Hearing impairment/loss ☐ Yes ☐ No

d. Other (please specify): ☐ Yes ☐ No

3. COMMUNICATION NEEDS & ACCOMMODATIONS

Indicate the student's preferred method of communication in an emergency situation. List any assistive communication devices and/or accommodations required. *Example: student with hearing impairment may require assistive device to receive emergency evacuation information.*

4. CONDITIONS, SENSITIVITIES, DISABILITIES & ACCOMMODATIONS SUMMARY

Indicate any temporary or long-term conditions, sensitivities and/or disabilities that may affect the well-being and safety of the student during emergency response.

Emergency Assistance Required:**5. STUDENT PERSONAL EMERGENCY PREPAREDNESS KIT**

Student Personal Emergency Preparedness Kit required? ☐ Yes ☐ No

List Contents (i.e. emergency supply of medication, food for specific dietary needs, personal assistive equipment and batteries, emergency health & contact information, etc.):

Location of Student's Personal Emergency Preparedness Kit:

6. EMERGENCY EVACUATION ROUTES

Indicate primary accessible evacuation route from workplace, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

Indicate alternative evacuation route from classroom, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

7. EMERGENCY ASSISTANCE NETWORK

Establish staff to assist the student with a disability during emergencies. Staff should:

- be physically and mentally capable of performing the task and not require assistance themselves
- share the same hours in the same area as the student they will be assisting

The student requiring a School Emergency Evacuation Response Plan should be aware of those who will be notified to assist them during an emergency. **A minimum of 2 people is recommended for the Emergency Assistance Network.**

Network Leader Name:	Name:
Classroom/Department:	Classroom/Department:
Contact Info:	Contact Info:
Name:	Name:
Classroom/Department:	Classroom/Department:
Contact Info:	Contact Info:

8. ACKNOWLEDGEMENT & RELEASE

Reason for review: ☐ new admission ☐ change in classroom location ☐ change in student's condition

Principal's Signature _____ Date _____

I acknowledge that the information contained on this form is accurate and hereby authorize Toronto Catholic District School Board to release applicable personal information contained within the Student School Emergency Response Plan to designated individuals within my son's or daughter's Emergency Assistance Network and emergency/first responders, in the event of a school emergency evacuation situation.

Parent's Signature _____ Date _____

PLEASE ENSURE THAT THE ORIGINAL COMPLETED STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE FORM (WITH ATTACHMENTS) IS ACCESSIBLE TO ALL STAFF IN THE EVENT OF AN EMERGENCY AND A COPY FILED IN THE SCHOOL OFFICE.

All personal information collected on this form and any attachments herein will be used for Student School Emergency Evacuation Response purposes only and will remain confidential as per MFIPPA unless written consent is obtained from the student's parent(s) or guardians (completion of Section 8).



Ministry of Education

Policy/Program Memorandum No. 163

Date of Issue: September 9, 2019

Effective: Until revoked or modified

Subject: **School Board Policies on Service Animals**

Application: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Executive Director, Provincial and Demonstration Schools
Principals of Elementary Schools
Principals of Secondary Schools

Purpose

All school boards¹ in Ontario are required to develop, implement, and maintain a policy on student use of service animals in schools.² The purpose of this memorandum is to provide direction to school boards on the development and implementation of their policy. The ministry's expectations regarding the components of a board's policy are identified in this memorandum as well as the implementation and reporting requirements.

School boards are expected to:

- allow a student to be accompanied by a service animal in school when doing so would be an appropriate accommodation to support the student's learning needs and would meet the school board's duty to accommodate students with disabilities under the Ontario Human Rights Code;
- make determinations on whether to approve requests for a service animal on a case-by-case basis, based on the individual needs of each student;
- put in place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities. This memorandum also applies to Provincial and Demonstration Schools.

2. This policy is established under the authority of paragraph 29.5 of subsection 8(1) of the Education Act and school boards are required to develop their policies on service animals in schools in accordance with this policy.

This memorandum applies to all publicly funded elementary and secondary schools, including extended-day programs operated by school boards. However, this memorandum does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

Context

The Ministry of Education is committed to supporting school boards in providing appropriate accommodations to all students with demonstrable learning needs, including special education programs and services in Ontario's schools.

The term “service animal” refers to any animal that provides support to a person with a disability. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal; however, other species may also provide services to individuals with disabilities. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services.

In Ontario, the Accessibility for Ontarians with Disabilities Act, 2005 (the “AODA”) sets out a framework related to the use of service animals by individuals with a disability. The Blind Persons' Rights Act sets out a framework specifically for the use of guide dogs for individuals who are blind.

People with disabilities who use service animals to assist them with disability-related needs are protected under the ground of “disability” in the Ontario Human Rights Code. Under the Human Rights Code, school boards have a duty to accommodate the needs of students with disabilities up to the point of undue hardship. The Ontario Human Rights Commission's *Policy on Accessible Education for Students with Disabilities* (2018) states that: “Depending on a student's individual needs and the nature of the education service being provided, accommodations may include . . . modifying ‘no pets’ policies to allow guide dogs and other service animals.”³

Nothing in this memorandum detracts from other legal obligations of school boards under applicable law, including the Ontario Human Rights Code.

3. *Policy on Accessible Education for Students with Disabilities* (Ontario: Ontario Human Rights Commission, 2018), pp. 59–60.

Definition of “Service Animal”

In the context of this memorandum, “service animal” means an animal that provides support relating to a student’s disability to assist that student in meaningfully accessing education. Due consideration should be given to any documentation on how the service animal assists with the student’s learning needs, and disability-related needs (e.g., documentation from the student’s medical professionals).

School boards must make a determination, on a case-by-case basis, as to whether a service animal may accompany a student taking into account all the circumstances, including the needs of the student and the school community and a school board’s obligation to provide meaningful access to education.

School boards may also consider including service animals in training in their service animal policies.

Components of School Board Policies on Service Animals

When developing their policy on student use of service animals, school boards must respect their obligations under the Ontario Human Rights Code, the AODA, the Blind Persons’ Rights Act, and collective agreements as well as other applicable laws and government policies. When developing their policies on student use of service animals, school boards are encouraged to consult with local partners, as appropriate.

Each school board policy on student use of service animals must contain, at a minimum, the following components:

Communication Plan. The school board policy should say how the school board will inform the school community about the process by which parents⁴ can apply to have their child’s service animal in the school. It should also say how it will inform the school community of the presence of any service animals at the school.

Process. The school board policy should lay out how requests for students to be accompanied by service animals in schools can be made and the steps in the school board decision-making process. School board processes must be timely, equitable, and readily available, and decisions must be based on a student’s individual strengths and needs.

4. In this memorandum, *parent(s)* refers to parent(s) and guardian(s).

Policies should include the following:

- a clearly articulated process for a parent to follow when making a request for a student to be accompanied by a service animal in school, including:
 - a primary point of contact;
 - supporting materials for initiating requests (e.g., templates);
- information around the process through which a determination is made about whether or not a service animal is an appropriate accommodation. This could include:
 - a meeting or meetings for all appropriate parties (e.g., parents, school staff) to discuss the request for a service animal;
 - a list of documentation that a parent must provide;
 - a list identifying who must be consulted in making the determination;
- information about the factors the board will consider when making a case-by-case determination, including:
 - any documentation on how the service animal supports the student's learning needs and/or disability-related needs, including documentation from the student's medical professionals;
 - the disability-related needs and learning needs of the student;
 - other accommodations available;
 - the rights of other students and the needs of the school community;
 - any training or certification of the service animal;
 - any special considerations that may arise if the animal is a species other than a dog;
- consideration of privacy rights of the student seeking to bring a service animal to school;
- information about how the school board will document its decision regarding a request. For example, if a school board approves a request, that information could be recorded in the student's Individual Education Plan (IEP), if one exists;
- *if the school board approves a request for a service animal*: a process for developing a plan that addresses:
 - the ongoing documentation required for the animal (e.g., annual vaccination records);
 - the type of support the service animal will provide to the student;
 - who will be the handler of the service animal while at the school;

- a plan for how the care of the animal will be provided (including supporting the safety and biological needs of the animal);
- how the animal will be readily identifiable;
- transportation of the animal to and from school;
- timeline for implementation;
- *if the school board approves a request for a service animal:* strategies for sharing information with members of the broader school community who may be impacted by the decision (e.g., other students, parents, educators, school staff, volunteers, Special Education Advisory Committees) and organizations that use the school facilities (e.g., licensed child-care providers operating in schools of the board), while identifying how the student's privacy will be considered;
- *if the school board denies a request for a service animal:* a statement that the school board will provide a written response to the family that made the request in a timely manner.

Health, Safety, and Other Concerns. The school board policy should include a protocol for the board to hear and address concerns from other students and staff who may come in contact with a service animal, and from parents of other students, including health and safety concerns such as allergies and fear or anxiety associated with the animal. Wherever possible, school boards should take steps to minimize conflict through cooperative problem-solving, and/or other supports which may include training for staff and students.

Roles and Responsibilities. The school board policy should clearly outline the roles and responsibilities of students, parents, and school staff regarding service animals at school, taking into account local circumstances.

Training. The school board policy should consider strategies for providing training related to service animals, as appropriate, for school staff who have direct contact with service animals in schools.

Review of School Board Service Animal Policies and Data Collection. The school board policy should be reviewed by the board on a regular basis.

School boards are expected to develop a process for data collection and to collect data regularly, including, but not limited to:

- total number of requests for students to be accompanied by service animals;
- whether requests are for elementary or secondary school students;
- the number of requests approved and denied;

- 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 education;
- species of service animals requested and approved;
- types of needs being supported (e.g., medical, physical, emotional).

School boards should use this data to inform their cyclical policy reviews.

Implementation

School boards must implement and make publicly available on their websites their newly developed or updated policies and procedures on student use of service animals by January 1, 2020.

School Board Reporting

School boards are required to report to the Ministry of Education, upon request, regarding their activities to achieve the expectations outlined in this memorandum. This could include specific data collected.

Student Use of Guide Dogs and Service Animals

1

POLICY

- 1.1 The ● District School Board is committed to the learning of all students and provides a range of differentiated placements, programs and interventions to support student success. It is the policy of the ● District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.
- 1.2 In circumstances where a parent or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the ● DSB considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.
- 1.4 The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.
- 1.5 A copy of this policy shall be available in accessible formats on the ● DSB's website and may be requested by a parent or adult student in a different language through the school attended by the student.
- 1.6 The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in its Administrative Procedure.
- 1.7 This policy shall be reviewed on [insert date].

Please also refer to the ● DSB's policies and procedures regarding:

Student Use of Guide Dogs and Service Animals

2

ADMINISTRATIVE PROCEDURE

1. PURPOSE

- 1.1 It is the policy of the ● District School Board in accordance with its obligations pursuant to the Ontario *Human Rights Code* to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.
- (a) The School Board 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.
 - (c) The School Board encourages any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal or superintendent before making a commitment.
- 1.2 This Administrative Procedure identifies the individualized process to be followed when a parent or adult student applies to the School Board to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.
- 1.3 Pursuant to the *Education Act* and regulations, a school building 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 ● District School Board requires each school to have a process for visitors.
- 1.4 Any determination of whether a Guide Dog, Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services 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 student is receiving education services at school.
- 1.5 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.
- (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 who will not be acting as the primary trained Handler of the Guide Dog / Service Dog.
- 1.6 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 and only if other reasonable methods of accommodation in the

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school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

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 student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student 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.
 - (i) 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 Procedure the following definitions apply:

Accredited training organization is a guide dog or service dog trainer that is accredited by:

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- 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 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*;

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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 Procedure 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

- 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.
 - (b) School principals, before admitting a Guide Dog / Service Dog into the school or on school related activities with the student Handler, shall require a parent/adult student to submit a completed application, included in **Appendix A** of the Procedure.
 - (c) Before admitting a Service Animal, the school principal shall require the parent/adult student to submit a completed application, included in **Appendix B** of the Procedure.
- 4.2 On receipt of an application for a Guide Dog / Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.
- 4.3 The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.
- 4.4 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.

Student Use of Guide Dogs and Service Animals

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Parents/Adult Students

- 4.5 Parents or Adult Students 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 accompany the student at school and/or on school-related activities. The parent or adult student shall be responsible for:
- (a) submission of **Appendix A**;
 - (b) all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
 - (c) obtaining training and maintaining the Guide Dog / Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
 - (d) providing confirmation of municipal license for the dog (to be updated annually),
 - (e) providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student 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 setting;
 - (a) 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;
 - (b) a description of the services provided by the Guide Dog / Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
 - (c) 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 dog 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 (to be updated annually);
 - (d) general liability insurance providing coverage in an amount specified by the Board¹ in the event of an injury or death as a result of the Guide Dog / Service Dog's attendance on school property or on a school-related activity (to be updated annually)².

Students

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

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

- (a) demonstrate the ability to control the Guide Dog / Service Dog in accordance with the training received;
- (b) ensure that the Guide Dog / Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
- (c) ensure the Guide Dog / Service Dog does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- (d) ensure that the Guide Dog / Service Dog's biological needs are addressed;
- (e) transition and maintain at all times the Guide Dog / Service Dog on a leash, harness, mat and/or crate;
- (f) comply with an accommodation plan that addresses the competing rights of others;

Guide Dog / Service Dog

4.7 The Guide Dog / Service Dog:

- (a) shall be a highly trained and certified by Accredited Training Organization;
 - (i) will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;
- (b) must be groomed and clean;
- (c) must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- (d) 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 environment;
 - (i) such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
 - (ii) any such behaviour is grounds to prohibit the Guide Dog / Service Dog's attendance on school property and in the school building,
- (e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;

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- (f) must demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

5. ASSESSMENT OF THE ACCOMMODATION REQUEST

- 5.1 Once the application and all necessary documentation is received by the school principal, a review will take place by the Board team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.
- 5.2 A meeting with the Board team supporting the student, the parent/adult student and student (as appropriate), the health practitioner recommending the Guide Dog / Service Dog or Service Animal for the student, the trainer of the Guide Dog / Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 5.3 Each request for a Guide Dog / Service Dog or 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, safety plan, behaviour plan and/or student's medical plan of care (if any);
 - (i) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
 - (b) 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;
 - (c) 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;
 - (d) the training and certification of the Guide Dog / Service Dog and student as Handler;
 - (e) the impact of the accommodation on the student's dignity, integration and independence;
 - (f) whether one or more alternative accommodations can meet the needs of the student;
 - (g) 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;
 - (h) whether training will be required for staff and/or the student;

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- (i) the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;
 - (j) any competing human rights of students, staff, and community members using the school pursuant to a permit;
 - (i) recommendations for accommodation plans to reconcile competing rights.
- 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. Parents must complete an application for a Service Animal included in **Appendix B** of the Procedure.
 - (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 D**.

6. IMPLEMENTING THE ACCOMMODATION

- 6.1 Where approval is granted, the school principal in consultation with the student's educational team, will do the following:
 - (a) make changes to the student's IEP goals and/or student's medical plan of care;
 - (i) 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;

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- (c) develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
 - (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 health and safety issues applicable to different areas/activities in the school;
- (d) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- (e) 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 or association supporting the use of the Service Animal; 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 or Service Animal may be providing service to the student;
- (f) student assembly for introduction and orientation regarding the Guide Dog / Service Dog or Service Animal;
- (g) arrangements for transportation of the Guide Dog / Service Dog or 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 rights, the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog / Service Dog or Service Animal is on board;
 - (ii) 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 / Service Dog's or Service Animal's presence.
 - (iii) Specialized transportation shall **not** be provided solely for the purpose enabling the Guide Dog / Service Dog or Service Animal to travel to and from school with the student;

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7. CONTINUOUS ASSESSMENT

- 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 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.

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.
- 8.2 The School Board shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/adult student. 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 Dog / 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;

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- (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. FOOD AREAS

Under Ontario Regulation 562, of *Ontario's Health Promotion and Protection Act*, only Guide Dogs / Service Dogs are allowed to be in areas where food is served, sold, and offered for sale. Other Service Animals are not permitted in school cafeterias. No animals, including Guide Dogs / Service Dogs, are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

10. SOURCES

Human Rights Code, RSO 1990, c.H.19
Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11
PPM 163 School Board Policies on Service Animals
J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)
Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11
Blind Persons' Rights Act, RSO 1990, c.B7,
Dog Owners' Liability Act, RSO 1990, c.D16
Health Protection and Promotion Act, RSO 1990, c.H7
Food Safety and Quality Act 2001, SO 2001, c.20

11. RELATED FORMS & LETTERS

Forms

Appendix A Application Request for Guide Dog / Service Dog
 Appendix B Application Request for Service Animal
 Appendix C Checklist for principals

Letters

Appendix D
 Sample Letter to Employees & School Permit Holders
 Sample Letter to the School Community
 Sample Letter to the Parents of Students on the School Bus
 Sample Letter to the Parents of Students in the Class(es)
 Sample Letter Approving the Guide Dog / Service Dog / Service Animal
 Sample Letter Denying the Guide Dog / Service Dog / Service Animal

Student Use of Guide Dogs and Service Animals

Appendix A Application for Guide Dog / Service Dog

This Form is to be submitted to the School Principal

School

Grade

Student Name

Address & Home / Cell Telephone Number

Disability-Related Needs to be Accommodated by Guide Dog / Service Dog

- Please attach a copy of the assessment report from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/ Service Dog will provide accommodation in a school setting.

Municipal License

- Please attached a copy of the municipal license, not more than 12 months old; confirmation to be updated annually.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the breed of dog, age of dog and that the dog is an adult;
 - the dog does not have a disease or illness that might pose a risk to humans;
 - the dog has received all required vaccinations;
 - the dog is in good health to assist the student

Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Procedure [#].
- A letter confirming that the trainer will attend a School Council Meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate, not more than 6 months old, confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Procedure [#].

Student NOT the Handler

Where the student is not the Handler, please describe below what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member.

Insurance

Pursuant to *Dog Owners' Liability Act*, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attach a certificate of home or contents insurance. Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

Personal information of the student and parent/guardian is being collected by the ● District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.

Student Use of Guide Dogs and Service Animals

Appendix B Application for Service Animal

This Form is to be submitted to the School Principal

School

Grade

Student Name

Address & Home / Cell Telephone Number

Disability-Related Needs to be Accommodated by Service Animal

- Please attached a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the species of animal, age and confirmation that the animal is an adult;
 - the animal does not have a disease or illness that might pose a risk to humans or dogs;
 - the animal has received all required vaccinations; and
 - the animal is in good health to assist the student.

Information regarding Animal

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate;
- Describe the biological needs of the animal;

Student

- Can the student independently manage the animal?
- Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes.
- Please describe below what, if any, responsibilities the student is capable of performing independently.
- Please describe below the responsibilities you wish to have assumed by a school staff member.

Insurance

A parent must provide an insurance certificate identifying that Board as an insured in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Personal information of the student and parent/guardian is being collected by the ● District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.

Student Use of Guide Dogs and Service Animals

Appendix C

Principal's Checklist for Guide Dog / Service Dog

School

Grade

Student Name

Application Requirements for Guide Dog / Service Dog

- ☐ Assessment report with diagnosis and accommodation to be provided
- ☐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- ☐ Copy of municipal license [within 12 months]
- ☐ Veterinary certificate [within 3 months]
- ☐ Certificate of training or attestation for Guide Dog / Service Dog [within 6 months]
- ☐ Certificate of training or attestation for student Handler [within 6 months]
- ☐ Letter of confirmation that the trainer will present to School Council
- ☐ Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog
- ☐ Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- ☐ Assessment by health and safety officer

Implementation Requirements

- ☐ Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom etc.)
- ☐ Timetable identifying bio breaks, when accompanying student, when in crate
- ☐ Emergency procedures (fire exit plan, lockdown plan, evacuation plan)
- ☐ Letter to parents that Guide Dog/Service Dog will be accompanying student
- ☐ Information session during to school council meeting
- ☐ Posting on school website or Facebook that Guide Dog/Service Dog will be accompanying student
- ☐ Signage for front door, gymnasium door and library door advising of Guide Dog / Service Dog
- ☐ Transportation plan (if required)
- ☐ Orientation for school staff and students
- ☐ Training for staff member acting as Handler (if required)
- ☐ Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP)

Personal information of the student and parent/guardian is being collected by the ● District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.

Student Use of Guide Dogs and Service Animals**Appendix D****Sample Letter to Employees & School Permit Holders**

Date

To Employees and Permit Holders

This letter is to advise that the school is in the process of planning for a Guide Dog / Service Dog to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

A specific timetable will be created, which identifies where and when the Guide Dog / Service Dog will be at different periods of the school day, and will be shared with you.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

Student Use of Guide Dogs and Service Animals

Appendix D
Sample Letter to the School Community

Date

Dear Parents/Guardians

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

An information session has been scheduled to take place following the school council meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs / Service Dogs.

An orientation session will be provided for all students, to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going support.

Sincerely,

Principal

Personal information of the student and parent/guardian is being collected by the ● District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.

Student Use of Guide Dogs and Service Animals**Appendix D****Sample Letter to the Parents of Students on School Bus**

Date

Dear Parents/Guardians

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will riding a student to and from school to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog and student will be assigned a specific seating area on the bus, and the Guide Dog / Service Dog is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog on your child's bus.

Thank you for your on-going support.

Sincerely,

Principal

Student Use of Guide Dogs and Service Animals**Appendix D****Sample Letter to the Parents of Students in Class(es)**

Date

Dear Parents/Guardians

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in your child's class / [insert course] in order to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child has participated in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or me.

Thank you for your on-going support.

Sincerely,

Principal

Student Use of Guide Dogs and Service Animals**Appendix D****Sample Letter Decision Letter Approving Guide Dog / Service Dog / Service Animal**

Date

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child / you attend school with a Guide Dog / Service Dog to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your / your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Dog / Service Animal in meeting your / your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog / Service Dog / Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Dog into the school community and your / your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Dog engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

Student Use of Guide Dogs and Service Animals**Appendix D****Sample Letter Decision Letter Declining Guide Dog / Service Dog / Service Animal**

Date

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child attend school with a Guide Dog / Service Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to communicate that your request is being denied.

As we have discussed, your child is not able to perform the responsibilities of a Handler [and/or the Service Animal is not trained and may be disruptive or a distraction in the school environment], and reasonable alternative accommodations that respect your child's dignity, encourage independence and facilitate integration are available to support your child's learning needs and access to meaningful educational services.

This decision is not subject to appeal; however, if you wish to discuss the alternative accommodation measures available to support your child while at school, please contact me to arrange for a meeting.

Sincerely,

Principal

May 2, 2019

Hon. Lisa Thompson
Minister of Education
5th Flr, 438 University Ave
Toronto, ON M7A 2A5

Dear Minister Thompson,

I trust this letter finds you well. I am writing today about the Ministry of Education's consultation on service animals in schools to provide input from the Ontario Human Rights Commission (OHRC).

The OHRC generally supports the overall intent of the Ministry's draft Policy/Program Memorandum (PPM) for school board policies on service animals in schools. The draft PPM appropriately recognizes that under Ontario's *Human Rights Code* (*Code*), school boards have a duty to accommodate the needs of students with disabilities, including the use of service animals, up to the point of undue hardship. The OHRC also supports the requirement for school board policies to have components on communication with parties, accommodation process, protocol for health and safety concerns, roles and responsibilities, training, policy review and data collection.

At the same time, we recommend strengthening the draft PPM by revising it to recognize that the duty to accommodate disability also includes individual needs not related to learning needs. Also, the PPM should make clear that service animal policies must not automatically limit animal species and disability-related functions or animal training and certification. Any requirements related to service animal handling, care and training must be legitimate and defensible under the *Code*. Finally, we recommend that service animal policies acknowledge students with disabilities can take part in the accommodation process and that they have a right to privacy.

RECOMMENDATIONS

Duty to accommodate disability in services may include needs not related to learning needs

1. Change the first Ministry expectation under the draft PPM to also allow a student to use a service animal in school to accommodate disability needs not related to learning needs.
The draft PPM expects school boards to, "allow students to be accompanied by service animals in school when doing so would be an appropriate accommodation to support students' learning needs." We believe that limiting disability accommodation to only "learning needs" is not a proper interpretation of the *Code*.
Even when not related to the service provided, an educational institution or other organization must permit personal forms of disability accommodation, such as use of an emotional support service animal, a wheelchair, medical cannabis, etc., unless the organization can show a *bona fide* reasonable requirement defensible under the *Code* in the circumstances.
An educational institution might have a further obligation to help facilitate a personal accommodation not related to learning needs, depending on the circumstance, particularly in a situation like elementary education where responsibilities towards students are broad and include a child's overall wellbeing.

http://www.ohrc.on.ca/en/news_centre/letter-minister-thompson-re-policyprogram-memorandum-ppm-%E2%80%93-school-board-policies-service-animals

No Code limit on service animal species or function

2. School board service animal policies must not automatically limit the species of animal or disability-related function that could be accommodated.

The OHRC's Policy on accessible education for students with disabilities and the related case law confirm that the duty to accommodate service animals under the *Code* is not limited to dogs and could include other types of animals. Service animals might also perform different functions to accommodate needs related to various types of disabilities such as autism, hearing, vision or mental health conditions. A person might need to show how the type and function of their service animal assists with their disability-related needs.

No Code requirement for professional service animal training

3. School board service animal policies must not automatically exclude animals that lack designated professional training or certification.

The OHRC's Policy and the related case law confirm that service animals do not necessarily have to be trained or certified by a recognized disability-related organization.

However, where it is not immediately obvious that the animal is performing a disability-related service, a person must be able to show evidence (such as a letter from a doctor or other qualified medical professional) that they have a disability and that the animal assists with their disability-related needs. Service providers and others who receive such documentation should not use their own assumptions and observations to second-guess this verification.

Bona fide reasonable requirements might be defensible under the Code

The *Code* might permit *bona fide* and reasonable requirements or factors related to a disability accommodation, such as the service animal handling, care and training, if an organization can show such factors are defensible under section 11 of the *Code* and the related case law. Even if a requirement is legitimate and defensible, an exception still might be warranted in individual circumstances, unless undue hardship (significant health and safety risks or excessive costs) would result.

Also, the OHRC's Policy recognizes that there may be some situations where the use of a service animal in school could potentially conflict with the rights of other people, such as disability-related allergies, fear or anxiety. The OHRC's Policy on competing human rights provides a framework for analyzing competing rights situations. Steps should be taken to minimize conflict, wherever possible, through cooperative problem-solving, proper training of staff and students, and raising public awareness of the education provider's legal obligations relating to the use of service animals.

Students with disabilities can take part in the accommodation process and have a right to privacy

4. Acknowledge in the PPM that school board policies must allow a student with a disability to take part in the process for determining an appropriate accommodation for their service animal, and that the process should maximize the student's right to privacy.

The OHRC's Policy on accessible education says that education providers "must take all necessary steps to... put students with disabilities at the centre of all decision-making processes." Students

http://www.ohrc.on.ca/en/news_centre/letter-minister-thompson-re-policyprogram-memorandum-ppm-%E2%80%93-school-board-policies-service-animals

with disabilities should have the opportunity to take part in the accommodation process based on their abilities, maturity and age.

The OHRC's Policy also identifies the responsibility of education providers to maximize a student's right to privacy and confidentiality, including only sharing information about the student's disability with those directly involved in the accommodation process.

The OHRC appreciates the opportunity to comment on the Ministry's draft PPM. We would be pleased to discuss this submission further with you or your staff.

Sincerely,

Renu Mandhane, B.A., J.D., LL.M.
Chief Commissioner

cc: Hon. Caroline Mulroney, Attorney General
Hon. Raymond Cho, Minister for Seniors and Accessibility
OHRC Commissioners



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Toronto, ON M4G 3E8
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Toronto Catholic District School Board
Catholic Education Centre
80 Sheppard Ave E
Toronto Ontario
M2N6E8

September 26, 2019

Dear Toronto Catholic District School Board,

Recently, the Ontario Ministry of Education announced PPM (Policy/Program Memorandum) 163, which aims to improve access to service animals in schools.

While we applaud the government's efforts to open access to service animals within schools and provide clarity to school boards, the CNIB Foundation has some specific recommendations pertaining to guide dogs.

The Ontario Blind Persons' Rights Act (BPRA) was enacted in 1990. This Act "applies despite any other act or regulation by law or rule made thereunder R.S.O. 1990, c. B.7, s.1(2)." This Act states that no person shall deny accommodations, services, or facilities available in any place to which the public is customarily admitted, for the reason that the person is blind and accompanied by a guide dog.

The CNIB Foundation recommends that school board policies differentiate between guide dogs and service dogs for the following reasons:

1. Under the BPRA, students, parents, volunteers and staff cannot be denied accommodations, services or access to facilities because they are blind and accompanied by a guide dog. For this reason, there's no need to discuss whether a person with a guide dog is permitted in a school, provided the guide dog was trained at an internationally accredited school, as outlined in the regulations of the BPRA.

2. Unlike service dogs, there is no need to discuss who will care for the guide dog, since guide dog handlers (i.e. users) are responsible for caring for their dogs, and the dogs are with them at all times for navigational purposes.

3. Most guide dog schools have a minimum age requirement of 16 or 18 years old, so it would be rare for a student to have a guide dog at school. However, there will be situations where parents, volunteers or staff may need to bring a guide dog into the school. Therefore, school boards and principals should be familiar with the BPRA.

To read the CNIB Foundation's recommendations regarding PPM (Policy/Program Memorandum) 163, please visit <https://cnib.ca/en/news/cnib-response-draft-policy-school-board-policies-service-animals>. We would welcome an opportunity to work with you as your school board develops/reviews its service animal policies.

If you would like more information about guide dogs, including school presentations and educational resources, please let me know.

Sincerely,

Victoria Nolan

Head, Stakeholder Relations and Community Engagement

CNIB Guide Dogs

Victoria.Nolan@cnib.ca

C: 416-357-1571

cnibguidedogs.ca



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEUPDATE TO ADMISSION AND PLACEMENT OF
ELEMENTARY PUPILS POLICY S.A.01

“He judges the world with righteousness; he judges the peoples with equity.”, Psalm 9:8

Created, Draft	First Tabling	Review
November 26, 2019	December 2, 2019	Click here to enter a date.

B. Leporati, Sr. Coordinator, Planning Services
M. Loberto, Superintendent, Planning and Development

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends an update to the current *Admission and Placement of Elementary Pupils Policy (S.A.01)* in response to a Motion approved at the November 14, 2019 meeting of the Board's Corporate Services Committee.

The cumulative staff time required to prepare this report was 6 hours

B. PURPOSE

This recommendation is on the Order Paper of the Governance Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The *Admission and Placement of Elementary Pupils Policy (S.A.01)* was approved October 23, 2014 and was last updated January 6, 2015. A review of the policy in May 2019 resulted in no approved changes to the policy.
2. On November 14, 2019, the motion below was approved by the Board's Corporate Services Committee

BE IT RESOLVED THAT: *that Regulation 2. iv. of Policy S.A.01 – Admission and Placement of Elementary Pupils be amended to read, “Proof of residency as evidenced by a Canadian Revenue Agency notice of assessment and corresponding government issued photo identification.”*

3. The policy amendments proposed herein reflect changes requested through a Motion received at the November 14, 2019 meeting of the Corporate Services Committee and procedural changes adopted by Toronto Public Health.
4. Public consultation on this policy was not offered on this amendment due to timelines of reporting.

D. EVIDENCE/RESEARCH/ANALYSIS

1. *Regulation 2 (iv). Includes an additional proof of residency.* In response to the Motion above, the policy has been amended to include the requirement for

an additional piece of documentation as proof of residency/current address. Although the Motion requested a change to the current practice, the existing documentation is required in accordance with Ministry of Education enrolment audit requirements as detailed in the Enrolment Register Instructions. An additional requirement for one piece of documentation from a list of documents in *Appendix 'A'* to the policy has been added to satisfy the intent of the Motion.

2. ***Regulation 2 (v). Added notation concerning procedural change by Toronto Public Health.*** Toronto school boards were informed in December 2018 that Toronto Public Health (TPH) would no longer require school boards to collect ***Immunization Records***. Ontario's Immunization of School Pupils Act (ISPA) has been amended and requires parents of children attending elementary and secondary school to provide their local health unit (TPH in Toronto) with proof of their child's immunization. Failure to update TPH with immunization documentation can result in the child's suspension from school.

E. STAFF RECOMMENDATION

That the Board approve the amendments to the *Admission and Placement of Elementary Pupils Policy (S.A.01)* including the addition of an Appendix 'A' to the policy.



POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

Date Approved: Oct 23 rd , 2014	Date of Next Review: May 2024	Dates of Amendment: January 6 th , 2015, Reviewed May, 2019
<p>Cross Reference:</p> <ul style="list-style-type: none"> • Education Act Sections, 32, 33(3), 36(3), 49(7), 49.1, 49(6) • F.M. 03 Assessment Policy • S.A. 03 Elementary School Attendance Boundary Policy • S.P. 01 Special Education Programs • S.S. 05 Expulsions • S.S. 12 Fresh Start • S.T. 01 Transportation Policy • Archdiocese of Toronto – Eastern Rite Churches in Communion with Rome <p>(http://www.archtoronto.org/discipleship/RCIA/File%205%20Part%20IV%20Appendices.pdf)</p>		

Purpose:

This Policy provides the conditions by which children may be admitted to the Toronto Catholic District School Board and placed in an elementary school operated by the Board consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1867, and as recognized in section 19 of the Ontario Human Rights Code.

Scope and Responsibility:

The policy extends to all elementary schools of the TCDSB, except where provided for otherwise. The Director of Education is responsible for this Policy.

The placement of a pupil under this Policy in a particular program or school does not constitute a commitment of the Board to provide transportation; entitlement thereto is governed by the Transportation Policy then in force.

Alignment with MYSP:

Living Our Catholic Values
Fostering Student Achievement and Well Being
Strengthening Public Confidence



POLICY SECTION:	STUDENTS
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Financial Impact:

May have a financial impact based on enrolment.

Legal Impact:

Under the Education Act, a resident pupil has the right to attend an English-language, publicly funded Roman Catholic district school board.

Policy:

By embracing the opportunities and challenges of providing an equitable learning environment, the Toronto Catholic District School Board will admit a student to a TCDSB school provided that the student meets specific criteria as per the Ministry of Education statutes and regulations, and TCDSB policies. The TCDSB is committed to fostering the spiritual growth of all students, allowing them to become citizens of the world who live their lives in accordance with our Gospel values.

Regulations:

1. The TCDSB will admit a student to an elementary school:
 - i. who is a Resident Pupil with the right to attend school as per Sections 32 and 33(3) of the Education Act;
 - ii. who is Catholic or a member of an Eastern Rite church in communion with the See of Rome;
 - iii. who is not Catholic, but whose parent/guardian is Catholic and resides in the City of Toronto;
 - iv. whose residential address falls within the Full Day Kindergarten (FDK) program defined boundary, established and implemented between 2010 and 2014, which is now the fixed attendance boundary of a particular school (refer also to Regulation 7);
 - v. whose parent/guardian, being a resident in the City of Toronto, is able to direct support to Catholic Schools as per Section 33(3) of the Education Act;
 - vi. whose parent/guardian is attending the Rite of Christian Initiation of Adults (R.C.I.A.), or the student is over the age of 7 and attends the Rite of Christian Initiation of Children (R.C.I.C.) Program. Catechumens who do not successfully complete the R.C.I.A.



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/R.C.I.C. program, as established by the parish, and are not brought into the Catholic faith, shall not be re-admitted to any TCDSB elementary school the following September.

2. The following original documents are required for registration and admission to an elementary school:
 - i. Proof of Catholicity as evidenced by: Baptismal Certificate; First Communion Certificate; Confirmation Certificate; letter from Catholic Parish Priest attesting to Parent/s Catholicity; letter from Catholic Parish Priest confirming registration in R.C.I.A./R.C.I.C. program and the date they will be brought into the Catholic Faith.
 - ii. Proof of Age as evidenced by any of a Birth Certificate; Passport; Statement of Live Birth.
 - iii. Status in Canada as evidenced by proof of Canadian Citizenship; Permanent Resident Status; or any other valid status as per the Education Act, Sections 49(7) and 49.1, excluding those on valid Visitor Permits. In accordance with Section 49.1 of the Education Act, students with 'no status' shall not be denied admission to a TCDSB elementary school (refer to Regulation 11).
 - iv. Proof of residency as evidenced by **one (1) of the following** Ownership/Tenant Lease Agreement; Utility Bill; Bank Statement; **or** Phone Bill- **and any one (1) document from Appendix 'A'.**
 - v. Immunization Record **(parents are required to submit information directly to Toronto Public Health as of December 2018)**
 - vi. An Application for Direction of School Support documentation, which must be signed by the owner/tenant at the time the elementary student is registered.
3. Provided that all admission requirements have been met, the student will be placed in his/her home school in accordance with normal registration protocol. An application for registration is not complete until all required documents are submitted, as per Regulation #2. The order of applicants will be determined by date and time of completion of initial application for registration. In cases where all required documentation is not received by the school, parents/guardians may request additional time to submit the documents. The time frame within which to submit the documentation shall be determined by the school principal or designate.
4. a) Pupils, who have siblings already enrolled in the requested school who are returning for the next school year, shall be considered as the first priority for registration, followed as a second priority by in-boundary students, subject to date and time requirements as per normal application for registration protocol. The Board recognizes the importance of the family unit



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and will undertake its best efforts, within the context of this Policy, to place siblings at the same school.

- b) Resident pupils living outside the fixed attendance boundary of a school which offers regional or specialized programs, who have siblings already enrolled in these programs at the requested school and who are returning for the next school year, shall not be considered for automatic admission to the school unless it is for enrolment in a specialty program. Where space and program availability permit, the school principal in consultation with the school superintendent and Planning staff, may admit an out-of-boundary sibling to the regular track program. Students currently in a specialized program with a sibling enrolled in the 2014-2015 school year shall be grandfathered until graduation.
5. Students requesting placement at a school other than their home school can make an application at the requested school but are not guaranteed placement.
 6. Elementary students whose primary residence is outside the City of Toronto shall be admitted to a TCDSB school if all of the following criteria are met:
 - i. the student is Catholic;
 - ii. space is available in the TCDSB school requested; and
 - iii. the non-resident parent/guardian is an English-separate school supporter in the jurisdiction in which they reside.
 7. In schools with a utilization rate of 80% or less of the Ministry rated capacity (determined by October 31st by the school principal in consultation with Planning staff), the school principal will accept out of boundary students in advance of the wait list date of the last business day of April.
 8. Should a request exceed available space at the requested school, the student will be placed on a wait list and will be considered for placement according to the priorities identified below. In December, the school principal shall inquire with parents/guardians whether it is anticipated that siblings of returning students will be seeking admission for the following school year.
 - i. Priority 1 – Siblings of students already attending school, who will be returning for the following school year.
 - ii. Priority 2 – Students whose primary residence is situated within the fixed attendance boundary of the requested school.
 - iii. Priority 3 - Students attending licensed childcare, including licensed home childcare, within the fixed attendance boundary of the requested school.



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- iv. Priority 4 – Students receiving childcare within the fixed attendance boundary of the requested school.
 - v. Priority 5 – Students residing in the City of Toronto.
 - vi. Priority 6 – Students residing outside the City of Toronto.
9. Excluded from the placement procedures are those students who will be placed by the following processes:
- i. Identification Placement Review Committee;
 - ii. Safe Schools;
 - iii. Early French Immersion;
 - iv. Extended French program; or
 - v. any other specialty programs.
10. Provided that all admission requirements are met and supporting documents are received, students new to Canada will be admitted to the TCDSB and placed in a school if they are:
- i. Canadian Citizens, Permanent Residents or Refugee Claimants;
 - ii. students who are here while their parent(s) is under: a Work Permit, Visiting Forces Act, Diplomatic status or as a full-time student at an accredited Toronto College or University;
 - iii. living with their parent(s) who reside in the City of Toronto while awaiting their Work Permit or determination of their claim to become Permanent Residents.
11. Students residing with their parents who are in Canada without valid immigration status will not be denied admission to a TCDSB elementary school, consistent with the provisions of Section 49.1 of the Education Act.
12. Where a child is presently registered in a TCDSB elementary school and, due to family circumstances, must be temporarily relocated in a youth shelter, the student will be placed in another TCDSB school, and the student's Ontario School Record will be transferred in accordance with TCDSB procedures.
13. A VISA student will be admitted to the TCDSB and placed in a school as per the requirements in Regulations #1 and #2.
14. In those circumstances where a VISA student does not have, or cannot produce, a valid Baptismal Certificate, the parent-appointed custodian and/or the homestay provider with whom the student is residing must be Catholic. Initial placement of the student will be coordinated by International Education Program staff of the Continuing Education Department.



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Definitions:

Application for Direction of School Support

An Application for Direction of School Support form allows Roman Catholics and members of the Eastern Catholic Churches to direct their school support designation to English Separate. Otherwise, school support designation defaults to English Public as per Section 16(4) of the Assessment Act.

Catechumen

A person who is taught according to the principles of Christianity.

Constitution Act, 1867, Section 93

The general Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.

Custodian

A custodian is a Canadian citizen or permanent resident designated by parents/guardians to provide care and be responsible for their minor child while he/she studies in Canada for a fixed period of time (temporary). All minor students participating in the TCDSB International Education Program must be assigned to a custodian, who will act in place of the parent.

Early Learning

Also known as Full Day Kindergarten.

Eastern Rite Church

An Eastern Rite Church is any Eastern Catholic church entrusted to the pastoral government of the Roman Pontiff, in primacy over the universal Church.

<http://www.archtoronto.org/discipleship/RCIA/File%205%20Part%20IV%20Appendices.pdf>

Full Day Kindergarten Program (FDK)

The FDK program is a two year school program for children ages 4 and 5 years old.

Guardian

A person who has lawful custody of a child, other than the parent of the child.



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Home School

School which is located within the Board approved Full Day Kindergarten boundary or fixed attendance boundary (JK-Grade 8) where applicable, and in which boundary is situated the student's residential address.

Homestay

A homestay placement typically occurs when an International Student lives with a local family. The homestay family is selected by the parents with the assistance of the custodian. The student would typically be provided with a private bedroom, shared bathroom facilities along with three meals a day. The family would eat with the student and provide guidance and support as required. In most cases the custodian would provide consent for the homestay mother and/or father to contact the school as required. The school should request this authorization when admitting the student.

Identification Placement Review Committee

Regulation 181/98 of the Education Act requires that all school boards establish an Identification Placement and Review Committee (IPRC) for the purpose of identifying whether a student is deemed 'exceptional' according to the categories and definitions of exceptionalities provided by the Ministry of Education; and further to assign such a student to one of five 'placements' ranging from the regular classroom to a fulltime special education class. The IPRC must be composed of at least 3 people, one of whom must be either a principal or supervisory officer of the board. The IPRC reviews the identification and placement of exceptional students each year.

Ontario Human Rights Code, Section 19

While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act.

Rite of Christian Initiation for Adults/Children (RCIA/RCIC)

This program is offered by the Roman Catholic Church through parishes of the diocese, to those adults seeking to enter the Roman Catholic Church. The Church welcomes the candidates and provides pastoral formation in preparation for Baptism, First Eucharist and Confirmation at the Easter Vigil. For children to be involved in the RCIC program, the catechetical age is seven (7).



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Section 32.(1) of the Education Act: Resident Pupil right to attend school

A person has the right, without payment of fee, to attend a school in a school section, separate school zone or secondary school district, as the case may be, in which the person is qualified to be a resident pupil.

Section 32.(2) of the Education Act: Admission without Fee

Despite the other provisions of this Part, but subject to Subsection 49(6), where it appears to a board that a person who resides in the area of jurisdiction of the board is denied the right to attend school without the payment of a fee, the board, at its discretion, may admit the person from year to year with the payment of a fee.

Section 33.(3) of the Education Act: Resident pupil qualification: elementary English-language separate district school boards and elementary Roman Catholic school authorities

Subject to Sections 44 and 46, a person who attains the age of six years in any year is, after September 1 in that year, qualified to be a resident pupil in respect of a separate school zone of an English-language separate district school board or a Roman Catholic school authority for elementary school purposes until the 1st school day in June in the year in which he or she attains the age of 21 years if:

- a) the person resides in the separate school zone; and
- b) the person's parent or guardian who is a separate school supporter and who is not a French-language separate district school board supporter resides in the separate school zone.

Sibling

A brother or sister currently enrolled in, and who will be returning for the next academic school year, to the same school that has been requested by the applicant.

Specialty Programs

For purposes of Regulation 4 b) and Regulation #9, specialty programs may include future 'specialty schools'.

Study Permit

International Students who wish to study in Canada for more than six months require a Study Permit from Citizenship and Immigration Canada (CIC). A study permit is not required if they are in a program lasting less than six months. A study permit alone does not allow access into a country and a Temporary Resident Visa is typically issued with the Study Permit. Study Permits must be renewed thirty days before they expire. Expired Study Permits cannot be extended from within Canada.



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Temporary Resident VISA Student

All International Students studying in a program that lasts more than six months must have a Temporary Resident Visa. High school students are typically only issued a Study Visa. Students wishing to exit and return to Canada must ensure that they request a multi-visit Entry Visa that expires subsequent to their anticipated return.

Utilization Rate

Based on the Ministry rated capacity of a school building and a school's enrolment, and taking into account contractual staffing obligations, this refers to the amount of space in a school used for school purposes expressed as percentage of enrolment over capacity.

Evaluation and Metrics:

1. An annual report of elementary student enrolment will be provided to the Board as per the Rolling Calendar of Annual Standard Reports.



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APPENDIX ‘A’ – Acceptable additional proof of residency where residency (current address) provided on the document (per Regulation 2 (iv) of the Policy)

- Most recent income tax Notice of Assessment
- Employer record (e.g. pay stub, letter from employer on company letterhead)
- School, college or university report card or transcript
- Child Tax Benefit statement
- Insurance policy (e.g. home, tenant, auto or life)
- Ontario motor vehicle permit (plate or vehicle portions)
- Property tax bill
- Statement of direct deposit for Ontario Works or for Ontario Disability Support Program (ODSP)
- Statement of Employment Insurance Benefits Paid (T4E)
- Statement of Old Age Security (T4A) or statement of Canada Pension Plan Benefits (T4A) (P)
- Any of the following statements from a bank, trust company or credit union:
 - Registered Retirement Savings Plan (RRSP)
 - Registered Retirement Income Fund (RRIF)
 - Registered Home Ownership Savings Plan (RHOSP)
- Workplace Safety and Insurance Board Statement of Benefits (T5007)
- Canada Pension Plan Statement of Contributions



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

UPDATE TO EFFECTIVE FINANCIAL MANAGEMENT AND CONTROL OF OPERATIONS F.M. 08

‘Whatsoever thy hand findeth to do, do it with all thy might.’

Ecclesiastes 9:10

Created, Draft	First Tabling	Review
November 26, 2019	December 2, 2019	
D. Bilenduke, Senior Coordinator, Finance M. Eldridge, Acting General Legal Counsel P. De Cock, Comptroller for Business Services & Finance		
RECOMMENDATION REPORT		

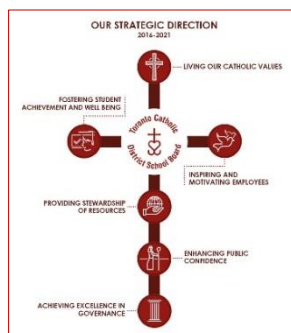
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

The *Effective Financial Management and Control of Operations Policy*, policy F.M. 08 and the corresponding *Operating Procedures* was updated at the October 8, 2019 meeting of the Governance and Policy Committee (GAP) meeting. At the Audit Committee meeting held on November 13th 2019, the Audit Committee recommended that Policy F.M.08 be revised for requesting work from the Board's auditor of record. A motion at the Corporate Services and Property Committee, further endorsed this recommendation on November 14th 2019.

The cumulative staff time required to prepare this report was 3 hours.

B. PURPOSE

1. This recommendation report is on the Order paper of the Governance & Policy Committee as it recommends a policy revision.

C. BACKGROUND

1. The Governance & Policy Committee revised Policy F.M.08 on October 8th 2019.
2. During the Audit Committee meeting held on November 13th 2019, it was recommended that policy be revised for requesting work from the Board's auditor of record.
3. A motion at the Corporate Services and Property Committee further endorsed this recommendation on November 14, 2019.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Corporate Services Committee approved the following motion:
 - a. That the Audit Committee approve any service provided by the Board's external auditor of record that exceeds \$5,000 and that the Board's Purchasing Policy and Effective Financial Management policies be updated to reflect this change;

- b. That the report and recommendation be forwarded to the December 11th 2019 Corporate Services Committee to be ratified by the Board; and
- c. That on an annual basis, Staff reports to the Audit Committee all fees paid or payable to the external auditor of record, categorized by:
 - i) Audit and audit-related services; and
 - ii) “Permitted” non-audit services” (as defined by the services listed under Section F, Item 1.b)

E. METRICS AND ACCOUNTABILITY

1. The Audit Committee was presented with a report written by Business Services on the pros and cons of using the Board’s external auditors for work that is outside of their audit contract.
2. The report was debated at length considering provincial best practices, association and industry recommendations and experience.
3. The conclusion was, while there are inherent risks in giving auditors non-audit work, there are many opportunities and should be analysed on a case-by-case basis.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. On the recommendation of the Audit Committee and the motion passed at Corporate Services the following language will be added to **Policy F.M.08 Effective Financial Management and Control of Operations:**

The Audit Committee is required to approve any service provided by the Board’s external auditor of record that exceeds \$5,000 before any work is awarded. This does not bypass or supersede any requirements identified in the Board’s Purchasing Policy.

2. On the recommendation of the Audit Committee and the motion passed at Corporate Services the following language will be added to **TCDSB Finance and Accounting Operating Procedures:**

A report will be prepared annually to the Audit Committee itemizing all fees paid or payable to the external auditor of record, categorized by:

i) Audit and audit-related services; and

ii) “Permitted” non-audit services” including but not limited to:

- Providing internal audit services.
- Performing enterprise risk management or business risk consulting.
- Consulting on information technology systems, installation and integration.
- Providing executive and employee search services.
- Providing tax compliance services.
- Providing corporate finance services such as developing strategies or assisting in analysing effects of proposed transactions.

3. The report on external audit services will be added to the Audit Committees pending list.

G. STAFF RECOMMENDATION

That the Governance and Policy Committee recommend to the Board of Trustees approval of the revised Effective Financial Management and Control of Operations Policy F.M. 08 (Appendix A) and the revised TCDSB Finance and Accounting Operating Procedures (Appendix B).



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
OPERATIONS

POLICY NO: F.M. 08

Date Approved: May 2013	Date of Next Review: November 2022	Dates of Amendments: November 13, 2013- Board May 2016- Board November 21, 2019 - Board
<p>Cross References:</p> <ul style="list-style-type: none"> (1) Education Act, Section 231 (2) Education Act, Section 232 (3) Education Act, Section 243 Ontario Regulation 41/10 <p><i>Consolidated policies:</i> FM05 Signature-Facsimile, FB01 Banks, FB02 Bank Line of Credit, FB03 Short Term Financing and FM06 Cheque Register</p>		

Purpose

To provide greater financial accountability and a higher standard for financial controls in alignment with the Education Act and Ontario Regulations. This policy requires the maintenance of a comprehensive set of operating procedures that will be sensitive to changes in generally accepted accounting principles, new legislation and best business practices.

Scope and Responsibility

The purpose of ensuring financial accountability and effective internal controls is the responsibility of administrators throughout the Toronto Catholic District School Board (TCDSB) organization. The Director of Education, supported by the Chief Financial Officer, is responsible for this policy.

Alignment with MYSP:

Providing Stewardship of Resources

Enhancing Public Confidence



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

**POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
OPERATIONS**

POLICY NO: F.M. 08

Policy

The Toronto Catholic District School Board (TCDSB) will achieve effective utilization and protection of its financial resources through sound application and management of financial systems and internal controls. These objectives will be achieved by adherence to International Financial Reporting Standards (IFRS) as determined by the Public Sector Accounting Board (PSAB), sound business practices and applicable Provincial and Federal Statutes and Regulations. Management will maintain comprehensive operational procedures to guide and safeguard both TCDSB staff and assets in its day-to-day operations.

Regulations

Financial Management:

1. The Chief Financial Officer (CFO) for the TCDSB will develop and maintain appropriate, and where required, confidential procedures pertaining to funds disbursement and financial control.
2. A funds disbursement register will be produced on a monthly basis and made available to Trustees of the Board for review.
3. The provision of banking services to the TCDSB will be reviewed as required by the Audit Committee and any change in provider will be made through TCDSB's public tendering process.
4. The Board of Trustees will set an upper limit for short term borrowing by way of a bylaw as required by Ontario Regulation 41/10 and Section 243 of the Education Act.



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

**POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
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5. Investment and borrowing strategies will conform to Ontario Regulation 41/10 of the Education Act and will be reviewed annually by the Audit Committee and Board of Trustees as part of the annual Treasurer's report.
6. The Treasurer to the Board will prepare an annual financial report to the Board of Trustees as required by Ontario Regulation 41/10.

Budget Management:

1. Under Section 232 of the Education Act the Board is required before the beginning of each fiscal year to prepare and adopt estimates of its revenues and expenses for the fiscal year.
2. Section 231 of the Education Act prohibits in-year deficits.
 - (1) A board shall not have an in-year deficit for a fiscal year unless,
 - (a) A regulation made under subsection (2) authorizes the board to have an in-year deficit; or
 - (b) The Minister approves the deficit in accordance with any regulations made under subsection (3).
3. Annual budgets will be monitored and reviewed for financial risks. In any given year when revenue shortfalls or



POLICY SECTION: FINANCE

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**POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
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unforeseen expenditures appear to be more than temporary, both the Capital and Operating Budgets will be reviewed by staff and reported to Trustees as appropriate. A number of strategic alternatives will be identified to minimize TCDSB's exposure including reallocating budgets and spending constraints.

4. As per the TCDSB Purchasing Policy (F.P.01), the Board of Trustees delegates to the Director of Education the authority to approve the award of all contracts and expenditures up to \$50,000. All other contracts and expenditures greater than \$50,000 must be approved by the Board of Trustees before any money is spent.
5. Monthly financial reports will be distributed to the respective department heads to enable them to manage their budgets and enable the monitoring and control of the budget as authorized by the Board.
6. Financial and budget status reports, will be presented quarterly to the Board by the Business Services Department. Such reports will be in a format that will enable the Board to understand the budget and the financial status of the TCDSB.



POLICY SECTION: FINANCE

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7. TCDSB will not as an ongoing practice depend on prior year's surplus to balance the current year's budget. The prior year's surplus will be transferred to an operating reserve. In the event of an in-year deficit, it will be funded through this reserve in accordance with Section 231 of the Education Act.
8. The tangible Capital assets of TCDSB are capitalized at historical costs and are amortized over the asset's useful life.
9. The TCDSB prepares its financial information in accordance with the local government accounting standards of the Public Sector Accounting Board of the Chartered Professional Accountants Canada (CPA).
10. Sources of financing and expenditures are reported on the accrual basis of accounting. The accrual basis of accounting recognizes revenues as they are earned, and expenditures are recognized as they are incurred as a result of goods or services received and the creation of a legal obligation to pay.
11. The TCDSB prepares budgets for the operating and capital funds. Budgets are prepared on the accrual basis of accounting. The basis of budgeting is the same as the basis of accounting, i.e. the accrual basis.



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

**POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
OPERATIONS**

POLICY NO: F.M. 08

Evaluation & Metrics

1. Audit Committee, the TCDSB internal and external Auditors, and the Regional Internal Audit Team (RIAT) will provide input on the this policy to the Board of Trustees as required; All audits conducted would be relevant to the budget services which will be measured against the effectiveness of this policy and other relevant Board policies;
2. The Report of the External Auditors on Internal Financial Controls will be provided annually to the Board of Trustees; and
3. An unqualified opinion from the external auditors will demonstrate effective financial management and control of operations.
4. **The Audit Committee is required to approve any service provided by the Board's external auditor of record that exceeds \$5,000 before any work is awarded. This does not bypass or supersede any requirements identified in the Board's Purchasing Policy.**

TCDSB Finance and Accounting Operating Procedures

Updated:

BANK LINE OF CREDIT & BORROWING

The Board of Trustees are required to pass a borrowing bylaw for each fiscal year of the Board. The bylaw may be in effect for more than one year but must not exceed the term of the Trustees.

1. The bylaw must set an upper limit for short term borrowing by the Board.
2. An original copy of the borrowing bylaw must be filed with our bank before any short term funds are extended.
3. The TCDSB Finance Department are responsible for maintaining a timely and accurate cash flow and will distinguish between Line of Credit and Bankers Acceptance financing. They will also be responsible for analyzing and recommending any new financing vehicles offered.
4. TCDSB may borrow funds from time to time to meet current expenditures until current revenues have been received in accordance with Ontario Regulation 41/10 of the Education Act.
5. Expenditures on approved capital projects are considered current expenditures until the project is eligible for EDU financing.
6. EDU funded cashflows for capital projects will be applied to any short-term borrowing required for the project funded.

SHORT TERM INVESTING

The TCDSB shall minimize investment risk and determine the limit of its investments in any one eligible investment by diversifying its portfolio.

1. Funds not required for the day to day operation of the Board will be invested in accordance with section 241 of the Education Act (“the Act”)

and Ontario Regulation 41/10- where the best rates are obtained using an eligible investment as defined in Part IV of the act. The Board may make investments in Schedule I and Schedule II banks on its own and will use an experienced investment broker for all other investments eligible under the Act.

2. Short term investments will be made in varying terms and amounts wherever possible in order to mitigate risk; the maximum term will be 90 days unless requested by the Chief Financial Officer (CFO).
3. Trust Funds will also be regulated by this procedure however; a longer term may be used when it is advantageous to do so.

AUDIT COMMITTEE REPORTING

1. A report will be prepared annually to the Audit Committee itemizing all fees paid or payable to the external auditor of record, categorized by:

i) Audit and audit-related services; and

ii) “Permitted” non-audit services” including but not limited to:

- Providing internal audit services.
- Performing enterprise risk management or business risk consulting.
- Consulting on information technology systems, installation and integration.
- Providing executive and employee search services.
- Providing tax compliance services.
- Providing corporate finance services such as developing strategies or assisting in analysing effects of proposed transactions.

SIGNATURES

An electronic cheque signature may be used to produce “Facsimile signatures” on TCDSB cheques, electronic transfers of funds, investment and borrowing activities.

A signature stamp may be used by a Director or Associate Director level signing officer only, provided a verbal authorization has been received prior to its use.

A. Automated Cheques

1. The cheque production and signing process is controlled in Financial Services by segregated and non-conflicting individuals.
2. A proposed cheque run will be produced prior to the cheques being run. The proposal will list all vendors, corresponding invoices and amounts selected for payment and will be approved by the Senior Coordinator, Finance or their designate. The signed document will be filed in the Finance department for audit purposes.
3. The Senior Coordinator of Finance will be responsible for ensuring the continuity of cheque numbers and accounting for any missing cheque numbers.
4. A cheque register will be maintained indicating:
 - Cheque number
 - Cheque date
 - Cheque amount
 - Vendor and vendor number
 - All void or destroyed cheques
5. All approvals for payment will be received prior to the invoice being entered for payment as per the Purchasing Policy.
6. Payroll and Gratuity cheques (non EFT) will be entered in the Payroll department and produced by the Finance Department using the above procedures.

B. Manual Cheques

1. The Board will keep a unique range of cheque numbers reserved for manual cheques.
2. A minimal number of manual cheques will be stored in the Finance Department in a safe and secure area.
3. Manual cheques will be issued on an emergency basis only as a last resort.
4. Manual cheques under \$5,000 will require the signature of at least one signing authority. Cheques greater than \$5,000 will require the signatures of two signing authorities. Copies of the cheque and original documentation must be sent to the Finance Department and entered into the automated system at the first opportunity.

5. All approvals for payment will be received prior to the manual cheque being issued as per the Purchasing Policy.

C. Electronic Funds Transfers (EFT's)

1. Electronic funds transfers will be batch processed once per week.
2. Only permanent approved vendors will be eligible for EFT.
3. The same procedures for automated cheques above will apply to EFT's. An EFT register will also be maintained.

D. Investing and Borrowing

1. The Finance department will seek the best rates of return on surplus cash within the investing guidelines legislated by the Education Act.
2. The recommended investment along with comparative alternatives will be presented to the Treasurer or their designate for approval. A designate must be a signing authority of the Board.
3. The approved document will be used to instruct the bank to wire the funds to the appropriate investment.
4. An investment register will be maintained indicating:
 - Investment amount
 - Investment date
 - Investment term
 - Investment holder
 - Matured investments
5. The Finance Department will utilize the bank line of credit for any short term cash shortfalls. As cash shortfalls become fixed over longer periods of time (but less than one year) the Finance Department will investigate lower cost fixed term borrowing instruments.
6. A borrowing proposal will be approved by the Treasurer and one other

signing officer of the Board before the request is made.

E. School Cheques

1. All school cheques must have two signatures for amounts over five thousand dollars. The Principal; or designate in his absence, must always be the first signature and the second signature would be a Vice Principal. In schools without Vice Principals the Area Superintendent would be responsible for the second signature.

2. Due to logistics it is not possible to have the superintendent's signature on file at all banks in his area nor is it reasonable to expect them to be physically present to sign the cheque.
3. In situations where only one signing officer is in a school it will suffice to have an email from the superintendent approving the release of the cheque on file or their signature on the original supporting document approving the payment.

F. Signature Stamps

1. A signature stamp may be used by a Director or Associate Director level signing officer of the Board and the signatory for charitable donation receipts.
2. No other employee of the Board; including signing officers for school cheques, will possess or use a signature stamp.
3. An authorized signature stamp will be stored in a safe and secure area accessible only by the signatory and their designate.
4. A signature stamp will only be used after receiving verbal approval from the signatory.
5. A copy of the signed document will be retained for the signatories review.

DISBURSEMENTS REGISTER

1. An alphabetical list of disbursements issued by the Board shall be made available on a monthly basis for information to the Board of Trustees. The list will include both cheques and electronic funds transfers (EFT's).
2. The list will be posted each month to the electronic Agenda's site under Financial Reports.

GOVERNANCE AND POLICY COMMITTEE

PENDING LIST TO DECEMBER 2, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2017 Governance and Policy	TBC	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy (Update to Chaplaincy Program Policy)	Superintendent Fernandes
2	June-2017 GAP	TBC	Governance and Policy	Staff to bring back after the Ministry of Education's Transportation report is considered (Update to Transportation Policies S.T.01, 03, 04 and 05)	Superintendent Fernandes
3	Sep-2017 Governance and Policy	TBC	Governance and Policy	Staff to look at options to improve efficiencies for Trustees, staff and the public to gain greater Order Paper, report and back-up materials (Inquiry from Trustee Crawford regarding Gaining greater Order Paper, Report, and Backup Materials Efficiencies with e-Scribe)	Director of Education
4	Jan-2018 Corporate Services	TBC	Governance and Policy	That the report and related policy be referred to the Governance and Policy Committee for consideration (Non-Qualifying Transportation Students by Trustee Ward (All Wards))	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
5	Jan-2018 Governance and Policy	TBC	Board	That staff look at various lobbying policies of the City of Toronto and other school Boards and draft a lobbying policy for the TCDSB (Policy Priority Update January 2018)	Superintendent Fernandes
6	Mar-2018 Regular Board	TBC	Governance and Policy	That the matter be referred to the Governance and Policy Committee (Photographing and Filming of Individuals at Board and Committee Meetings)	Superintendent Fernandes
7	May-2018 Governance and Policy	TBC	Governance and Policy	Staff was requested to add the policy to the Governance and Policy Committee work plan for the development of an Omnibus policy (Update to School Events Communications and Invitee Protocols Policy (S.02).)	Superintendent Fernandes
8	Jun-2018 Corporate Services	TBC	Governance and Policy	That the Pupil Accommodation Review Policy and Operating Procedures be referred to the Governance and Policy Committee to be updated to reflect changes to the Pupil Accommodation Review Guidelines with extensive community and Section E Implementation, Strategic Communications and Stakeholder Engagement Plan (Ministry Memo 2018: B10 – Final Pupil	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
9				Accommodation Review Guidelines and Updated on Integrated Planning and Supports for Urban Education)	
	Jan-2019 Governance and Policy	Jan-2020	Governance and Policy	Review the Director Performance Appraisal policy in one year, including the challenges during an election year and the “parked” items from the November 21, 2018 Special Board meeting, TRIPLE PRIVATE Session (Review of the Director Performance Appraisal)	Superintendent Fernandes
10	Jan-2019 Governance and Policy	TBC	Governance and Policy	That all existing and new policies be reviewed to reflect the Ontario Human Rights Commission (OHRC) Accessible Education for Students with Disabilities Policy Document and that once completed, that they be brought back to GAP Committee; and That staff develop a policy reflective of the OHRC Accessible Education for Students with Disabilities Policy Document (SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion)	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
11	Mar-2019 Special Board	TBC	Governance and Policy	<p>That the TCDSB establish a comprehensive policy regarding the refusal to admit special education students and those with special needs and disabilities to school; and</p> <p>That a refusal to admit policy should depend on the TCDSB ensuring that students excluded from attending school are provided an equivalent educational program; and</p> <p>That students should not be excused unless it can be demonstrated that the student presents an imminent risk to health or safety; and</p> <p>That the policy include:</p> <p>Circumstances when a refusal to admit is permitted, and when it is not permitted;</p> <p>Procedures that must be followed when refusing to admit a student;</p> <p>Timelines dictating the maximum number of consecutive days a student can be excused from school;</p>	

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
12				<p>An appeal process; and</p> <p>Data documentation and process for reporting to SEAC and Board.</p> <p>That the policy should include where the TCDSB refuses to accommodate students with special education disabilities in regular classrooms without needed supports or services, the principal be required to provide written notice and rationale of this to the family and that the Superintendent be copied; and</p> <p>That a refusal to admit policy be referred to the Governance and Policy Committee; and that staff prepare a comprehensive report on the implementation of a refusal to report policy.</p>	
	Apr-2019 Student Achievement	TBC	Governance and Policy	That staff create a policy regarding Forms of Acceleration for Gifted and Talented Students and that it be presented to the Governance and Policy Committee for consideration	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
13	May-2019 Governance and Policy	TBC	Governance and Policy	Report stating Staff's position on a policy on Catholic Curriculum (Recommendation from the March 26, 2019 Catholic Education and Living Our Catholic Values Sub-Committee Meeting)	Superintendent Fernandes
14	Sep-2019 Governance and Policy	Jan-2020	Governance and Policy	Trustee Code of Conduct Policy T.04	Superintendent Fernandes
15	Sep-2019 Governance and Policy	Jan-2020	Governance and Policy	Catholic School Parent Councils Policy S.10	Superintendent Fernandes

Proposed Policy Schedule November 2019 to March 2020

Upcoming 2019 and 2020 Policies	Policy Number	Policy Owner	Level of Consultation Required	Deferral or Returning	Anticipated Timelines	Status
Update to Board Vehicles Policy	B.G.04	M. Farrell		Deferred from October GAP	November 2019	Completed Nov 21, 2019
Update to Food and Beverage Policy	S.M.08	M. Farrell		Revise Oct. GAP version and bring back to Nov. GAP	November 2019	Completed Nov 21, 2019
Guide Dog, Service Dog, and Service Animal for Students Policy	NEW TBD	L. Maselli-Jackman	SEAC (October 2019)	Reviewed in Nov. GAP Adjust for Dec. GAP	November 2019	Returning Dec. 2019
Strategic Reserves Policy	New TBD	L. Noronha/ P. De Cock			December 2019	Move to February 2020
Update to Trustee Code of Conduct Policy	T.04	P. Matthews/ M. Eldridge/ C. Caldwell		Deferred from Sept. GAP	December 2019	Move to January 2020
Acceleration and Retention of Students Policy	NEW TBD	L. Maselli-Jackman	SEAC (November 2019)		December 2019	Move to February 2020
Delegation Policy	T.14	P. Matthews/ M. Eldridge/ C. Caldwell			January 2020	Move to January 2020
Catholic School Parent Council	S.10	J. Wujek	Consult in November with CPIC ;	Deferred from Sept GAP to December GAP; now	January 2020	On track

			Additional time needed to consult will result in delaying until January 2020	will be ready for January 2020		
Catholic Parent Involvement Committee	P.04	J. Wujek	Consult parent groups.		January 2020	On Track
Guidelines For Trustees, Parents and Staff in Addressing School Related Concerns	A.33	J. Wujek P. Matthews	Consultation required (potential town hall)		February 2020	On Track
Accessibility Standards for Services and Facilities	A. 36	F. Cifelli	Consultation with SEAC		March 2020	On Track
Workplace Accommodation for Employees with Disabilities	H.M.38	A. Della Mora	Consult simultaneous with Accessibility Standards for Services and Facilities A.36		March 2020	On Track
Pupil Accommodation Review	S.09	M. Loberto	-defer until ministry announcement is made		November 2020/New Ministry Information	