

Administrative Procedure 327 Appendix D

PRINCIPAL CHECKLIST

This guideline is to assist school administration in preparing for a service dog to accompany a student or staff member at school.

___ The parents/guardians or staff member requests in writing, permission to use a service dog.

___ Principal reviews all required elements by the parents/guardians:

- Alberta Service Dog Identification Card
- copy of medical certification that the service dog is required to assist the student to attend school.
- responsibility of care of the service dog
- training for the student's school team and bus driver(s)
- assigning of who will accompany and handle the service dog both inside and outside
- signed Letter of Parent/Guardian Understanding
- discusses the potential impact of the service dog on the school community.

___ The parents/guardians or staff member have been informed that the provision of the service dog is the financial responsibility of the parent/guardian.

___ Inform the Director of Student Services of the request.

___ Arrange a case conference with parents/guardians, teachers, educational assistant(s), Safety & Transportation Officer, Representative of the Service Dog organization, Student Services Personnel.

___ Submit copies for approval of the following to the Assistant Superintendent of Learning Services, before the dog is allowed to provide services at the school:

- medical documentation
- official Alberta Service Dog Certification
- letters home to families
- plan for responsibility and care of the service dog

___ Work with the Director of Student Services on the following:

- Inform school staff, school council representatives and parents of the arrival of a service dog to the school;
- Send a specific letter home to the parents of students who will be in any of the classes where the service dog will possibly be present in case of allergies, anxieties or other concerns;
- Hold an assembly for the student body involving representatives from the service dog organization, the parent (if a student) and possibly the handler to explain the role of the service dog;

- Exploration of other concerns including interference with delivery of an educational program, possible changes to in-class routines and procedures, increased demands on staff, other children and staff who are allergic to dogs, recognition of children with fear of dogs, cultural sensitivities to groups that will not share space with a dog.

___ At the end of each year a comprehensive transition plan will be communicated.