

Section Transportation	Number of pages 3
Title Transportation of service animals	Effective date December 12, 2013

Statement	The CTSE recognizes the importance of allowing students to be accompanied by a service animal to school when it is an appropriate accommodation that meets the student's learning needs and meets the School Board's obligation to accommodate students with disabilities under the Ontario Human Rights Code.
Definitions	<p>Service animal: A service animal is defined as an animal that is being used by a person for disability-related reasons, either obviously or with a letter from a doctor or other professional. There are a number of reasons why a person uses a service animal, including, but not limited to, vision loss, deafness, mental impairment, physical disability, autism or epilepsy.</p> <p>Individualized Education Plan (IEP): A written plan describing the program and/or special education services required by the student, based on an overall assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning. In some cases, the student's program will come from a program with totally or partially different expectations. This type of program includes, for example, social skills, communication and behaviour management, as described in the IEP.</p>
Procedure	<p>The CTSE :</p> <p>The CTSE is taking the necessary steps to provide appropriate accommodation for students with special learning needs. For example, in connection with NPP 163 School Boards' Service Animal Policy of the Ontario Ministry of Education, it:</p> <ul style="list-style-type: none"> a) adopts an operational regulation that determines how bus operators implement and apply NPP 163; b) clearly defines the process that parents will have to follow when they wish to apply for their child to be accompanied by a service animal in the school vehicle; c) develops a protocol to address the concerns of parents of other students and drivers who may come into contact with a service animal, as well as address health and safety concerns caused by the presence of the animal. <p>It should be noted that the CTSE will not hire any additional staff or assign any staff to ensure the needs of the service animal.</p> <p>The parent or guardian:</p> <ul style="list-style-type: none"> a) The parent or guardian of a student who requests permission for the presence of a service animal must submit a completed application to the school principal. b) Once the request package for a service animal is delivered, the school principal sends it to the person in charge of the School Board. c) The Student Services will review each application individually and

<p>Procedure (next)</p>	<p>consider a variety of factors, including, but not limited to:</p> <ul style="list-style-type: none"> i) all documentation on how the service animal responds to the student's learning and/or disability needs; ii) the student's disability and learning needs; iii) other accommodations available; iv) the rights of other students in the school vehicle; v) any training or certification of the service animal; vi) any other factor to consider if the animal is not a dog; <ul style="list-style-type: none"> d) The Student Services informs the school principal and the CTSE of the decision and confirms the approval or refusal to transportation for the service animal; e) The school principal then notifies the parent or guardian of the decision. <p>In the event of a refusal, the informed party may appeal the decision by submitting a written notice to the CTSE within 30 days of the decision.</p> <p>Access of the service animal to school vehicle transportation</p> <p>The student who is accompanied by a service animal will be welcomed in the school vehicle in the same way as the other students and will be able to keep his animal with him at all times. Access will be in accordance with normal security procedures.</p> <p>Access to service animals in certain areas is prohibited when the health and safety of another person is put at risk due to the presence of an animal, especially in the case of a severe allergy. However, in the rare cases where it may be necessary to exclude a service animal, the CTSE expects that all measures to eliminate the risk will be considered.</p>
<p>Responsibilities</p>	<p>Roles and responsibilities of the School Board:</p> <ul style="list-style-type: none"> a) receives relevant information and documentation from school principal; b) reviews and evaluates information and documents; c) ensures that the presence of a service animal does not affect the health and safety or well-being of all persons in the school vehicle. If this is the case, it will seek to provide means to provide appropriate accommodation; d) communicates the School Board's decision to the stakeholders involved; e) ensures safe and healthy practices; f) reviews the application annually. <p>At all times, the School Board reserves the right to review and revoke any decision made in accordance with this regulation.</p> <p>Roles and responsibilities of the school principal:</p> <ul style="list-style-type: none"> a) is familiar with the documents related to NPP 163 and is able to guide parents through their actions and request for support; b) ensures that the presence of the service animal does not affect the health and safety or well-being of all persons in the school vehicle. If this is the case, it will provide means to provide appropriate accommodation; c) establishes a communication plan to provide community members and students with information about the presence of a service animal in the school vehicle; <p>Roles and responsibilities of the student:</p> <ul style="list-style-type: none"> a) has successfully completed a course with an accredited organization for animal training and can demonstrate this by providing a certification document;

<p>Responsibilities (next)</p>	<p>b) must be in control of the animal at all times; c) is able to meet all the needs of the animal on an ongoing, clean, efficient and hygienic manner; d) is responsible for the animal at all times and must not leave it unattended or under the supervision of other students or a member of the bus operator's staff; e) is responsible for following the Service and Care Management Plan of the service animal.</p> <p>Roles and responsibilities of parents and guardians:</p> <p>a) are working with the school's principal to develop a Service and Care Management Plan for a service animal that focuses on the greeting and maintenance of the animal as well as the managing of its services; b) provide school principal with the support they need to deal with any problems or changes that may occur during the intervention period; c) provide the animal's equipment and care items that are required in a school vehicle; d) share with the school principal any relevant information that may relate to the other students or bus operator's staff; e) inform the school principal and others concerned of any changes in the needs of their child and/or the service animal; f) promptly provide school principal with the necessary support and documentation to address any problems or changes that may occur during the intervention period; g) work with members of the school community to ensure the success of this process.</p> <p>CTSE roles and responsibilities:</p> <p>a) ensures that the student and his or her service animal are provided with adequate transportation that meets the student's needs and is safe for all persons in the school vehicle used; b) provides information about the presence of a service animal in the school vehicle to the bus operator; c) ensures that all relevant documents provided by the school principal and the School Board are recorded in the student's transportation file; (d) informs in writing, the parents and guardians of all students who use this vehicle of the presence of a service animal on board the vehicle.</p>
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Review dates:
December 11, 2013
March 10, 2021