

PRINCIPAL CHECKLIST

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

Regarding: _____ Date (Month/Year): _____

- Parents/guardians or staff member requests, in writing, permission to use a service dog.
- Principal reviews all required elements provided:
 - Alberta Service Dog Identification Card / Assistance Dogs International (for service dogs);
 - certification from certifying agency ie. Community Therapy Dogs Society (for comfort dogs);
 - copy of medical certification that the service dog is required to assist the student to attend school (only for comfort dogs where a medical reason is claimed);
 - responsibility of care of the service/comfort dog;
 - training for the student's school team and bus driver(s);
 - assign who will accompany and handle the service/comfort dog (both inside and outside);
 - sign *Letter of Parent/Guardian Understanding* (Form 191-1); and
 - discuss the potential impact of the service/comfort 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 or approved staff member.
- Inform the Secretary-Treasurer of the request.
- Arrange a case conference with parents/guardians and and other relevant individuals (teachers, educational assistant(s), Safety Coordinator, Director of Transportation, Representative of the Service Dog organization, Director of Inclusion).
- Submit copies to the Assistant Superintendent-Human Resources for approval *before* the dog is allowed to provide services at the school:
 - medical documentation
 - official Alberta Service Dog Certification or Assistance Dogs International card (for service dogs) or comfort dog certification (for comfort dogs)
 - proposed letters home to families / staff / school community
 - plan for responsibility and care of the service dog
- Work with the Director of Inclusion on the following:
 - inform school staff, school council representatives and parents/guardians of the arrival of a service dog to the school;
 - send 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 / 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; and
 - explore 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.

School Administrator Name (Print): _____ Signature: _____