

Admin Procedure - Assistance Dogs in Schools Appendices

ASSISTANCE DOGS IN SCHOOLS – Appendix A – INFORMATION HANDOUT

INFORMATION FOR PARENT(S)/GUARDIAN(S) REQUESTING AN ASSISTANCE DOG IN SCHOOLS

Section A - Guiding Information

1. The Central Okanagan Public Schools District (COPS) believes that the successful implementation of an Assistance Dog into the school setting is supported by clear communication, a well-informed school community and careful planning. The information that you provide to the school will assist the Principal to make the best possible decisions for your child and other students, as well as for the staff, volunteers, and visitors in the school. The information you provide will be stored in your child's Permanent Student Record.
2. The use of a Service Dog or Guide Dog is considered to be an accommodation to help your child learn and to develop the necessary skills to achieve greater success at school. The use of a companion animal is generally not considered to be an accommodation. If your child already has an Individual Education Plan, it will be reviewed in consultation with you, the student, the Principal, the Case Manager, the classroom teacher(s), and any other relevant school or district staff. The team will collaboratively discuss your child's needs, the accommodations that are already in place for your child, as well as the additional support that a certified and recognized Assistance Dog could provide.
3. A detailed list of specific documentation (accredited certification, medical documentation, licencing, etc.) will be required, prior to the planning and admittance of any Assistance Dog in schools or on school property, as per the criteria outlined below (See Section C).
4. The information you provide will help the Principal to assess the application. It is imperative that you provide information that addresses the safety of all students and staff, including any history of nipping, biting, or disrupting other children or adults.
5. The parent(s)/guardian(s) of the student requesting the support of an Assistance Dog will have many additional responsibilities and may incur additional expenses related to the use of the Assistance Dog in school. Parent(s)/guardian(s) must agree to these additional responsibilities, as outlined in the Request for a Certified Assistance Dog in School Application form prior to a decision to admit the Assistance Dog.
6. After all the required information and documentation has been received by the Principal, parent(s)/guardian(s) will be informed of the decision in writing, whether the Assistance Dog will be permitted.
7. If approved, a series of planning steps will take place to ensure a smooth transition for the entry of the Assistance Dog into the school, prior to the Assistance Dog's regular attendance with the student.
8. The well-being of the Assistance Dog is also very important. Its care, handling, and training needs will be addressed, and your input as a trained handler is valuable. The Principal also needs to know what other resources are available to facilitate the transition to school and the implementation of the plan. Strategies for becoming familiar with the building and school grounds, introduction to school, assemblies/concerts, recess, and informing the greater school community about interacting with the Assistance Dog will need to be included in the planning to be as consistent and fair to the animal as possible. The school district reserves the right to consult with outside agencies specializing and supporting in these transitions.

Admin Procedure - Assistance Dogs in Schools Appendices

Section B - Definition of Terms

As used in the Central Okanagan Public Schools Administrative Procedure, an “**Assistance Dog**” means a working dog specifically trained to mitigate an individual’s disabilities/diversabilities or to assist a person with a specific and diagnosed medical condition. Assistance Dogs must have the qualifications prescribed by either or both the International Guide Dog Federation (IGDF) or Assistance Dogs International (ADI), or be certified by the Justice Institute of British Columbia, as per BC Ministry criteria. An Assistance Dog is a working dog, not a pet; and there are strict guidelines for access, handling and interaction with these dogs. In the context of the COPS, Assistance Dogs include:

1. “Autism Support Dogs” - Dogs trained and certified as assistants for individuals diagnosed with Autism Spectrum Disorder.
2. “Guide Dogs” - Dogs trained as a guide for a blind or visually impaired person (as defined in the BC Guide Dog and Service Dog Act).
3. “Hearing Dogs” - Dogs trained and certified to alert individuals who are deaf or hard of hearing to specific sounds.
4. “Seizure Response Dogs” - Dogs trained and certified to provide emergency response for individuals with a Seizure Disorder.
5. “Service Dogs” - Dogs trained to assist individuals who utilize a wheelchair (as defined in the BC Guide Dog and Service Dog Act).

Note: “Wellness and/or Therapy Dogs” for individual purposes are not permitted by COPS at this time and are therefore not included in the COPS Administrative Procedure. Wellness and/or Therapy Dogs may be permitted in group settings or for specific post-incident response in partnership with approved external service providers and when accompanied by a certified adult trainer.

Section C - Criteria

A student may be eligible to receive the support of an Assistance Dog if the following criteria have been met:

1. The student has a Low Incidence BC Ministry of Education Designation (e.g. Physically Dependent, Physical Chronic Health Condition, Visual/Hearing Impairment, Autism Spectrum Disorder).
2. The student has an Individual Education Plan that clearly outlines the support needed by an Assistance Dog.
3. As per BC Ministry criteria, the Assistance Dog must be trained and certified by a training school accredited by either or both the International Guide Dog Federation (IGDF) or Assistance Dogs International (ADI), or certified by the Justice Institute of

Admin Procedure - Assistance Dogs in Schools Appendices

British Columbia. In any and all cases the dog/team should be able to present the British Columbia Guide Dog and Assistance Dog Provincial ID Card.

4. The introduction of the Assistance Dog to the school community must not create barriers to other students' learning.

Section D - Limiting, Removing or Excluding Assistance Dogs from School:

COPS may remove or exclude from school facilities or property any Assistance Dog for reasons it deems appropriate.

1. The Assistance Dog poses a direct threat to the health or safety of an employee, or student or others at school, causes a significant disruption of school activities, or otherwise jeopardizes the safe operation of the school or a school event. Examples of such include, but are not limited to:

The Assistance Dog:

- a) urinates or defecates in non-designated areas;
- b) vocalizes unnecessarily (e.g., barking, growling or whining);
- c) shows aggression towards people or other animals;
- d) solicits or steals food or other items from the student body or school personnel;
- e) is unable to perform reliably the service for which it has been approved;
- f) is not under the full control of the student or the designated Handler;
- g) is a public health threat as a result of being infested with parasites or having a communicable disease of the skin, mouth or eyes;
- h) is unclean and unsanitary;
- i) presence impairs the learning of students;
- j) solicits attention, visits or annoys any member of the student body or school personnel;
- k) fundamentally alters the nature of any school program;

The student or parent(s)/guardian(s):

- a) fail to provide or maintain current documentation or other materials required by these regulations; and/or
- b) fail to abide by any additional conditions of the terms of an Individual Education Plan regarding their Assistance Dog.

Admin Procedure - Assistance Dogs in Schools Appendices

ASSISTANCE DOGS IN SCHOOLS – Appendix B – APPLICATION FORM (4.1.1)

REQUEST FOR A CERTIFIED ASSISTANCE DOG IN SCHOOL

Name of Student: _____ D.O.B. _____

School: _____ Grade: _____

Name(s) of Parent(s)/Guardian(s): _____

Phone Number: _____ E-mail: _____

A) Student's Medical Diagnosis and Ministry of Education Designation:

B) Reason for request of a Certified Assistance Dog to attend school with the student:

C) Length of time the student and Assistance Dog have worked together:

D) Describe in detail where, when and how the student currently utilizes the Assistance Dog's services in public spaces for accommodation purposes:

Admin Procedure - Assistance Dogs in Schools Appendices

E) Can the student independently manage the Assistance Dog?

F) If the student is NOT the Handler, please describe below which, if any, responsibilities regarding the Assistance Dog the student can perform independently:

G) If the student is NOT the Handler, please describe below which responsibilities you wish to have assumed by a school staff member:

H) Identify the oral commands or visual signs to which the Assistance Dog responds:

I) I/We understand that it is our responsibility to provide the following documentation to the school district in order to move forward with the request for an Assistance Dog in school, as outlined in the Central Okanagan Public Schools (COPS) Administrative Procedures:

- A letter of recommendation from an appropriate medical professional (Medical Doctor, Registered Psychologist, Psychiatrist, etc.) confirming our child's diagnosis. The letter must also include a recommendation for the use of an Assistance Dog for the child and outline how the Assistance Dog will help to improve the student's access to learning;

Admin Procedure - Assistance Dogs in Schools Appendices

- A Certificate of Training for the Assistance Dog from an organization accredited by either the International Guide Dog Federation or Assistance Dogs International, or by the Justice Institute of British Columbia, including proof of annual recertification;
- An annual certification of up-to-date vaccinations provided by a Doctor of Veterinary Medicine;
- A letter provided by a Doctor of Veterinary Medicine confirming that the Assistance Dog is in good health; and
- An annual copy of a municipal dog license.

J) I/We understand that it is our responsibility to comply with the rules, conditions and standards for an Assistance Dog in general and specifically to:

- pay for any additional costs incurred by COPS related to the Assistance Dog (e.g., appropriate training for COPS staff members, Transportation, and/or classroom modifications);
- arrange for the personal care and physical needs of the Assistance Dog, including water bowl, at least one bio-break procedure per day, suitable container for waste, the removal and disposal of the waste;
- accept responsibility for the actions of the Assistance Dog by signing a Central Okanagan Public Schools Release of Liability and providing proof of General Liability Insurance for a minimum of \$2,000,000;
- assist the Principal with communicating relevant information to the school community, as appropriate and requested by the Principal;
- agree to assist with in-service training for staff, students and others, if appropriate and requested by the Principal;
- participate in the development of the Assistance Dog Management Plan;
- work cooperatively with school staff to ensure the implementation of the Assistance Dog Management Plan is successful;
- advise the Principal of any issues related to the dog's health, behaviour, etc. which may arise from time to time; and
- participate in and contribute to the annual review and revision (as appropriate) of the Assistance Dog Management Plan.

K) I/We understand that if approval is granted, the Assistance Dog, its Handler and we (the parents/guardians) must comply with all rules, standards and conditions outlined in Section D of

Admin Procedure - Assistance Dogs in Schools Appendices

the Parent(s)/Guardian(s) Information Handout and understand that failure to do so may result in the Assistance Dog's approval being revoked.

L) I/We give permission for information regarding the use of an Assistance Dog in school to be shared with the school community.

M) I/We understand that the Principal shall preserve the confidentiality of all information received and shall not disclose the information except as provided for; in the Freedom of Information and Protection of Privacy Act, the School Act or as otherwise required by law. The Principal shall use and disclose information with School Board personal as may be required for the performance of their duties.

Signature of Parent(s)/Guardian(s):

Date: _____

FOR OFFICE USE ONLY:

Request for Assistance Dog:

- Approved:
- Denied:

Signature of Principal: _____

Date: _____

Admin Procedure - Assistance Dogs in Schools Appendices

ASSISTANCE DOGS IN SCHOOLS – Appendix C – LETTER OF NOTIFICATION (5.3)

SAMPLE LETTER TO THE SCHOOL COMMUNITY

(School Letterhead)

Date:

Dear Parent(s)/Guardian(s),

This letter is to inform you that the school is in the process of planning for an Assistance Dog to attend our school to support one of our students. This Assistance Dog is a trained companion for the student and is able to assist him/her in many of his/her daily routines while learning at school.

This certified Assistance Dog is highly trained and recognized by an accredited training facility, as required by Central Okanagan Public Schools (COPS). Successful transition and entry of the Assistance Dog into the school environment will be planned in accordance with COPS Administrative Procedures. If approved, there will be an information assembly at the school to help students identify with the Assistance Dog and how it will fit into daily school routines. All students will be informed as to proper procedures around the Assistance Dog and its role as a certified working service animal, not a pet, while at school.

We respect the needs of all students in providing a safe and inclusive learning environment and anticipate the Assistance Dog to be a benefit to the student's learning. Should you have any specific questions or concerns regarding the presence of an Assistance Dog in our school, please contact the School Administration.

Thank you for your ongoing cooperation and support.

Sincerely,

Principal

Admin Procedure - Assistance Dogs in Schools Appendices

ASSISTANCE DOGS IN SCHOOLS – Appendix D – LETTER OF NOTIFICATION (5.3)

SAMPLE LETTER TO FAMILIES WITH CHILDREN IN SHARED CLASSROOMS

(School Letterhead)

Date:

Dear Parent(s)/Guardian(s),

On [date], the school forwarded a letter home to all parents advising that an Assistance Dog would be introduced to our school community. This letter is to inform you that the Assistance Dog will be attending our school with a student in your child's class in order to accommodate the student's needs.

As previously outlined, the Assistance Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable as a working animal by its vest or harness. Your child will participate in an orientation session to explain the role of Assistance Dogs as working animals, not pets, and to identify how the Assistance Dog will be integrated into your child's classroom.

If you have any questions or concerns, please do not hesitate to contact the School Administration.

Thank you again for your on-going support.

Sincerely,

Principal

Admin Procedure - Assistance Dogs in Schools Appendices

ASSISTANCE DOGS IN SCHOOLS – Appendix E – LETTER OF NOTIFICATION (5.3)

**SAMPLE LETTER TO FAMILIES WITH CHILDREN WHO SHARE
TRANSPORTATION**

(School Letterhead)

Date:

Dear Parent(s)/Guardian(s),

On [date], the school forwarded a letter home to all parent(s)/guardian(s) advising that an Assistance Dog would be introduced to our school community. This letter is to inform you that the Assistance Dog will be transported to and from school with the student who accesses the same school bus as your child.

As previously outlined, the Assistance Dog is trained to provide service in a manner that is not disruptive to others while riding on school transportation. The Assistance Dog and student will be assigned a specific seating area on the bus, and the Assistance Dog will be identifiable by its vest or harness.

Your child will participate in an orientation session to explain the role of Assistance Dogs as working animals, not pets, and to identify how the Assistance Dog will be supporting the student while riding the school bus.

If you have any specific questions or concerns regarding the presence of an Assistance Dog on your child's school bus, please do not hesitate to contact School Administration.

Thank you again for your on-going support.

Sincerely,

Principal

Admin Procedure - Assistance Dogs in Schools Appendices

ASSISTANCE DOGS IN SCHOOLS – Appendix F – MANAGEMENT PLAN

ASSISTANCE DOG MANAGEMENT PLAN

Name of Student: _____ D.O.B. _____

School: _____ School Year: _____

Name of animal: _____

A) Person(s) responsible for implementation of Management Plan in the school environment:

Note: Where possible and feasible, these responsibilities should be handled by the student in the same manner as at home. Care of the animal is also a skill to be taught. Water needs: (e.g. provision of water bowl, procedures for use, cleaning etc.)

B) Water Needs: (e.g. provision of water bowl, procedures for use, cleaning etc.)

C) Bladder/Bowel Needs of the animal: (e.g. - frequency, location, disposal etc., environmental adaptations as required, e.g., Tug Rope)

D) Other considerations: (e.g. rest periods away from work, hot and winter weather, etc.)

Rest periods away from work: _____

Hot weather: _____

Winter weather: _____

Signature of Parent(s)/Guardian(s): _____ Date: _____

Signature of Principal: _____ Date: _____

Admin Procedure - Assistance Dogs in Schools Appendices

ASSISTANCE DOGS IN SCHOOLS – Appendix G – ADMIN CHECKLIST

SCHOOL ADMINISTRATION CHECKLIST FOR IMPLEMENTATION OF ASSISTANCE DOGS IN SCHOOL ENVIRONMENT

This guideline is to assist School Administration in preparing for an Assistance Dog to accompany a student at school.

Assistance Dog in Schools Administrative Checklist	Date Completed/Notes
APPLICATION	
Principal or designate will advise parent(s)/guardian(s) making request that COPS has a specific Administrative Procedure to follow before a decision is made.	
Principal or designate will provide parent(s)/guardian(s) with the following application materials: <ul style="list-style-type: none"> <input type="checkbox"/> Information for Parent(s)/Guardian(s) Requesting an Assistance Dog in Schools Handout (Appendix A) <input type="checkbox"/> Application Form for Request for Assistance Dog in Schools (Appendix B) 	
ASSESSMENT OF APPLICATION	
The Principal or designate will gather and review the following information regarding the student’s designation and learning needs: <ul style="list-style-type: none"> <input type="checkbox"/> An assessment report from a registered Pediatrician, Psychologist, Psychiatrist, Optometrist or Audiologist containing the student’s diagnosis and describing in detail the disability/diversability related learning needs or acts of daily living to be supported and how the Assistance Dog will provide accommodation in a school setting; <input type="checkbox"/> strengths/stretchches and current programming outlined in the IEP; <input type="checkbox"/> determine if the Assistance Dog will provide additional supports that are currently unable to be met with alternative accommodations. 	
Principal or designate will receive and review the following documentation regarding the Assistance Dog: <ul style="list-style-type: none"> <input type="checkbox"/> Completed Request for Certified Assistance Dog In School form from parent(s)/guardian(s) <input type="checkbox"/> Letter of recommendation from a medical professional outlining diagnosis and benefits of an Assistance Dog in school setting <input type="checkbox"/> Certificate of Training from accredited institution (IGDF, ADI, or Justice Institute of BC). See Admin Procedure <input type="checkbox"/> Annual recertification 	

Admin Procedure - Assistance Dogs in Schools Appendices

<ul style="list-style-type: none"> <input type="checkbox"/> Annual certificate of up-to-date vaccinations from Doctor of Veterinary Medicine <input type="checkbox"/> Letter of good health from Doctor of Veterinary Medicine <input type="checkbox"/> Annual copy of Municipal Dog License <input type="checkbox"/> Signed Release of Liability form <input type="checkbox"/> Proof of General Liability Insurance (minimum \$2,000,000) 	
<p>Principal or designate will convene a case conference to discuss the application and clarify all information with the following in attendance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent(s)/guardian(s) and student (when applicable) <input type="checkbox"/> Classroom Teacher(s) <input type="checkbox"/> Student's Case Manager <input type="checkbox"/> Inclusive Education Consultant <input type="checkbox"/> Student's Education Assistant(s) <input type="checkbox"/> Representative from the accredited training center (optional) 	
ADMITTANCE DECISION	
<p>Principal, in collaboration with Assistant Superintendent responsible for Inclusive Education Services and the Director of Inclusive Education Services, will review all information and consider the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the Assistance Dog meet all criteria outlined in the COPS' Administrative Procedures? <input type="checkbox"/> Is the Assistance Dog trained and certified through an accredited institution as outlined in the COPS' Administrative Procedures? <input type="checkbox"/> Will the Assistance Dog provide appropriate accommodation to support the student's learning needs in a way that is consistent with the student's IEP? <input type="checkbox"/> Will the presence of the Assistance Dog increase the student's independence and improve access to the BC Curriculum? 	
<p>Principal or designate will provide a letter of notification to the school community (Appendix C)</p>	
<p>Principal or designate will research and consider implications related to admitting the Assistance Dog in the school environment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allergies of other students and staff <input type="checkbox"/> Extreme fears of other students and staff <input type="checkbox"/> Cultural sensitivities or other concerns <input type="checkbox"/> Logistics of transportation services (if applicable) 	
<p>Principal will notify the parent(s)/guardian(s)/student of the decision (approval or denial of request) in writing.</p>	
<p>Principal or designate will provide a letter of notification to students in frequently shared environments as the student with the Assistance Dog including:</p>	

Admin Procedure - Assistance Dogs in Schools Appendices

<ul style="list-style-type: none"> <input type="checkbox"/> Other students in classes with the Assistance Dog (Appendix D) <input type="checkbox"/> Other students who ride the school bus with the Assistance Dog (if applicable) (Appendix E) 	
PLANNING AND IMPLEMENTATION	
<p>Principal or designate will develop a plan for a successful introduction of the Assistance Dog to the school environment. Factors to include in the Transition Plan will include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A review of the Management Plan for the care of the Assistance Dog (Appendix F); <input type="checkbox"/> If the student is not the Handler, details of the plan to train assigned support staff regarding the Assistance Dog’s care and handling; <input type="checkbox"/> Classroom considerations such as seating arrangements; <input type="checkbox"/> Any necessary changes in routine, procedures, and programming; <input type="checkbox"/> Discuss which areas of the school the Assistance Dog will have access to, any restrictions, which entrance(s) to use; <input type="checkbox"/> Details of the plan for introducing the Assistance Dog to the school environment through preliminary visit(s) – this may be done with the support of an accredited training center and may include the following: <ul style="list-style-type: none"> ○ Arrangement for the Assistance Dog to visit the school without student body present, in order to familiarize it with the school site prior to commencement of services; ○ A timetable and Transition Plan for the introduction of the Assistance Dog to the school and class and for the training of the student’s support team (Principal, Teacher(s), Education Assistant(s), etc.); ○ Arrangements for a school wide assembly and/or appropriate introductions to the school community. <input type="checkbox"/> Revision of Emergency Procedures to include Assistance Dog such as fire and emergency exit plans <input type="checkbox"/> The establishment of rules of conduct around the Assistance Dog for students, staff and the public; and <input type="checkbox"/> Disseminating and regulating such rules. 	
<p>If the Assistance Dog will be using school bus transportation with the student, the Principal or designate will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contact the School District Transportation Management regarding any transportation requirements; <input type="checkbox"/> facilitate a detailed Transition Plan for the introduction of the Assistance Dog to the school bus environment 	

Admin Procedure - Assistance Dogs in Schools Appendices

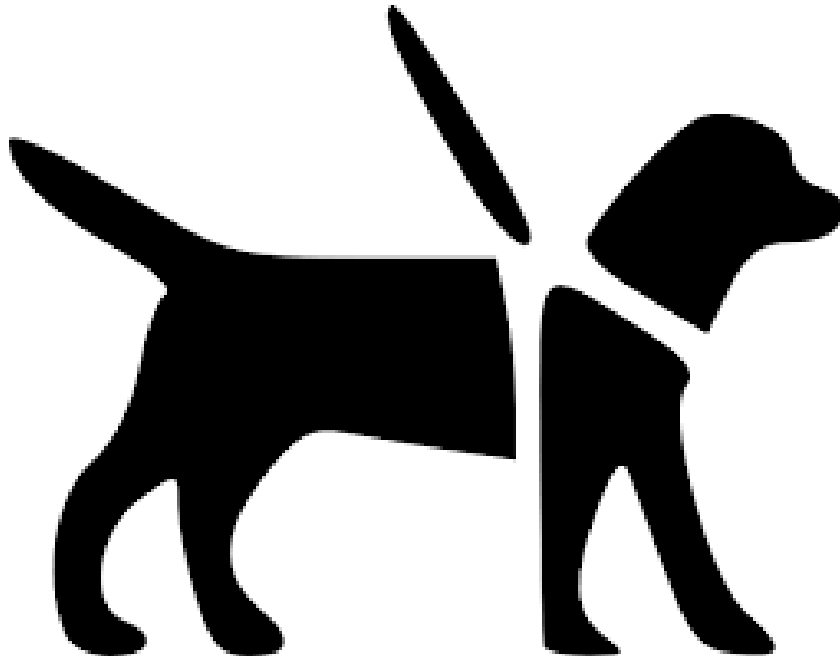
<p>The Principal or designate will post signs on the main entrance doors to the school, and at any other appropriate places to advise visitors and/or volunteers of the Assistance Dog's presence</p>	
<p>MONITORING AND REVIEW</p>	
<p>Monitor and review the implementation on an annual or as needed basis. Review will include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> receipt of updated certifications and health check for the Assistance Dog; <input type="checkbox"/> consultation with accredited trainer/training centre (optional); <input type="checkbox"/> update any necessary training for school handlers, (if applicable); <input type="checkbox"/> review student's IEP; <input type="checkbox"/> review and update any safety plans and procedures; <input type="checkbox"/> update Management Plan for the care of the Assistance Dog. 	
<p>File all relevant documentation in student's Permanent Student Record with copies scanned to Inclusive Education Services Department.</p>	
<p>Each September, Principal or designate will provide annual notification letters to the school community and review any necessary changes or accommodations, as needed, on an ongoing basis.</p>	

ASSISTANCE DOGS IN SCHOOLS – Appendix H – Visitor Notice

(School Letterhead)

NOTICE:

**There is an
ASSISTANCE DOG
working in this school.**





INDEMNITY AND RELEASE FOR SERVICE ANIMAL AGREEMENT
(hereinafter referred to as the “Agreement”)

TO: School District No. 23 (Central Okanagan) AND its directors, officers, representatives, employees, independent contractors, subcontractors, invitees, suppliers, sponsors, successors, and assigns (all of whom are hereinafter collectively referred to as the “District”).

DEFINITIONS

- 1) “**I**” means the parent or guardian of a student who is a minor and under nineteen (19) years of age, or if the student is over the age of nineteen (19), themselves and their parent or guardian.
- 2) “**Service Animal**” means either a service animal or animal in training which is/has received proper individualized training and certification to be a service animal and is being used by a student attending school and school-sponsored programs and activities.

WHEREAS I am permitted by the District to bring a Service Animal to school property and school-sponsored programs and activities on the terms and conditions set forth herein and under this Agreement.

I represent, warrant, and covenant the following:

- 1) The Service Animal has received individualized training and certification to be qualified as a service animal, and I agree to provide to the District, information from the training certification agency establishing the individualized training of the Service Animal and the ability of the Service Animal to be in public places.
- 2) The Service Animal will comply with all relevant and applicable Federal and Provincial legislation.
- 3) I have read and I understand the Assistance Dogs in Schools – Appendix A – Information Handout (the “Appendix”) and I confirm that every representation, warranty, and covenant that I made within are true and correct.
- 4) I have received proper individualized training and/or certification to handle, control, and supervise the Service Animal and I agree to provide information to the District stating as such.
- 5) The Service Animal will remain properly harnessed, on a leash, or tethered, at all times while on school property or at school-sponsored programs and/or activities. The Service Animal will wear an identification tag at all times which identifies that the Service Animal has been approved by the District.
- 6) I will be responsible for the care and conduct of the Service Animal, including the cleanliness of the Service Animal, to encompass the cleaning of any defecation or urination by the Service

Admin Procedure - Assistance Dogs in Schools - Appendix I – Release of Liability Letter

Animal other than in designated areas assigned by the District, at all times while on school property, or at school-sponsored programs and/or activities, to protect the health and safety of others. I also agree to prevent the behaviors that are described in Section D of the Appendix.

- 7) I understand, acknowledge, and agree that bringing a Service Animal on school property or to school-sponsored programs and/or activities presents the potential for property damage, death, or serious injury, and/or illness to students, the District, and/or other third parties; and
- 8) I agree that I will maintain comprehensive general liability insurance with limits of not less than \$2,000,000 and that the certificates with the required coverage must be delivered to and approved by the District, with the following conditions:
 - a. all insurance policies will include an endorsement stating that the District will be named as additional insureds.
 - b. all insurance policies will include an endorsement stating that the insurance coverage is primary to any insurance or self-insurance maintained by the District and will waive all rights and subrogation against the District.
 - c. all of the insurance policies will be amended to provide that the insurance will not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to the District; and
 - d. I understand, acknowledge, and agree that if any of the insurance is not reinstated, the District may, at their sole option, terminate the Agreement.

RELEASE OF LIABILITY, WAIVER OF CLAIMS AND INDEMNITY AGREEMENT

In consideration of the District agreeing to permit a Service Animal to be brought to school and school-sponsored programs and activities, I hereby agree as follows:

- 1) **TO WAIVE ANY AND ALL CLAIMS** that I have or may in the future have against **THE DISTRICT** and **TO RELEASE THE DISTRICT** from any and all liability for any loss, damage, expense or injury, including death, that I may suffer, or that my next of kin may suffer, as a result of bringing the Service Animal on school property and/or to school-sponsored programs and activities **DUE TO ANY CAUSE WHATSOEVER, INCLUDING PERMITTING THE SERVICE ANIMAL TO ATTEND SCHOOL PROPERTY AND SCHOOL-SPONSORED PROGRAMS AND ACTIVITIES**, or in respect of the provision of or the failure to provide any warnings, directions, instructions, or guidance as to the Service Animal.
- 2) **TO HOLD HARMLESS AND INDEMNIFY THE DISTRICT** for any and all liability for death, personal injury, and including, but not limited to any property damage, loss, expense, claims, judgements, fines, and penalties, resulting from the Service Animal, any breach of the Terms and Conditions, and against any costs that may occur in investigating and defending such claims, including their legal costs, on a solicitor and own client basis.

Admin Procedure - Assistance Dogs in Schools - Appendix I – Release of Liability Letter

- 3) This Agreement will be effective and binding upon my heirs, next of kin, executors, administrators, assigns and representatives, in the event of my death or incapacity.
- 4) This Agreement and any rights, duties and obligations are between the parties to this Agreement will be governed by and interpreted solely in accordance with the laws of the province of British Columbia and no other jurisdiction; and
- 5) Any litigation involving the parties to this Agreement will be brought solely within the province of British Columbia and will be within the exclusive jurisdiction of the Courts of that province.

In entering into this Agreement, I am not relying on any oral or written representations or statements made by the District with respect to the safety of bringing a Service Animal on school property and/or to school-sponsored programs and activities, other than what is set forth in this Agreement.

I CONFIRM THAT I HAVE READ AND UNDERSTOOD THIS AGREEMENT PRIOR TO SIGNING IT, AND I AM AWARE THAT BY SIGNING THIS AGREEMENT, I AM WAIVING CERTAIN LEGAL RIGHTS WHICH I OR MY HEIRS, NEXT OF KIN, EXECUTORS, ADMINISTRATORS, ASSIGNS, AND REPRESENTATIVES MAY HAVE AGAINST THE DISTRICT.

Signed this day _____ of _____, 20_____

Signature of Witness	Signature of Parent/Guardian
Print Name of Witness	Print Name of Parent/Guardian
	Signature of Student (If student is over the age of 19)
	Print Name of Student