

## Directive Regarding MIRA Dog in Schools, Centres and Administrative Centre

(Adopted at DCM on March 23, 2026)

### 1. Preamble

This directive establishes the terms for integrating a MIRA into an educational establishment and defines the responsibilities of all stakeholders. It ensures compliance with the Québec Charter of Rights and Freedoms and promotes equal access to education with accommodations, within reason, and with consideration of the impact on all stakeholders.

### 2. MIRA Service Dog

According to MIRA's definition a service dog is described as:

- A **specialty trained dog that provides greater autonomy** to a person with a disability by performing tasks adapted to their needs. For example, **mobility service dogs** *“give individuals with mobility impairments a greater autonomy”* and *“help people with a physical disability by pulling their wheelchairs.”*
- A dog **trained to support children with Autism Spectrum Disorder (ASD)**. MIRA states that these are *“dogs that are specially trained to help [children with ASD]”* after years of targeted research.

### 3. Objectives

- Enable individuals requiring a service dog to benefit from its presence.
- Minimize impact on others and maintain a safe work environment.
- Share a common vision regarding admission and integration guidelines.
- Define roles and responsibilities of all stakeholders.
- Ensure respect for everyone's rights.

### 4. General Principles

Students or staff with a recognized disability may be accompanied by a MIRA dog in educational establishments and on school transportation. Under Article 10 of the Quebec Charter of Human Rights and Freedoms, “Every person has a right to full and equal recognition and exercise his human rights and freedoms, without distinction, exclusion or preference based on race, color, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age (except as provided by law), religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap.” Requests must be submitted and approved annually before a MIRA dog is allowed on the premises. All requests are subject to health, safety, and organizational constraints.

## **5. Authorization Process**

### **5.1 Application:**

- Submit a written request to the school or Centre or Administrative Centre as per the form found in Appendix 1.

### **5.2 Review:**

- School, Centre or Administrative Centre verifies documentation and assesses the impact of having a MIRA dog in the establishment.
- A meeting is held with the administration of the school, Centre or Administrative Centre and the student's parents/guardians (or the adult student) as well as a representative from MIRA.
- In the event the request comes from a staff member, same process applies.

### **5.3 Decision:**

- The school, Centre or Administrative Centre will communicate the decision in writing to the person making the request along with the specific accommodations if applicable as per the Form found in Appendix 2.

## **6. Roles and Responsibilities**

### **Parents/Adult Student/Employee:**

- Submit a written request annually to school or centre, Administrative Centre or Director General as referred to in section 5.1
- Provide proof of \$2 million dollars insurance coverage
- Submit dog's health records annually and ensure that it is up to date
- Ensure care for the dog
- Keep dog home if sick
- Ensure that dog is clearly identified as a MIRA dog.
- Ensure that dog is docile and responsive to handler

### **Parent/Student:**

- Must be a certified MIRA handler
- Responsible for dog's care during school hours
- Must be able to meet the dog's needs independently
- In the case of a minor who is not the handler, parent handler support within the school setting will be implemented as needed based on planning with administrator

**School Principal/Centre Director/Director General:**

- Organizes review meeting with MIRA after having received application
- Confirms guardianship (handler) with MIRA
- Collaborates with MIRA for integration of MIRA dog
- Analyzes the request and its impact
- Communicates the decision to stakeholders including RSB service departments (i.e., Transportation, Human Resources, Complementary Services, Office of the Secretary General)
- Implements accommodations
- Documents accommodations in the student's Individualized Education Plan (IEP)
- Documents integration overview in the student's confidential file
- Informs parents and staff of dog's presence.
- Provides guidelines on behaviours around MIRA service dogs
- Ensures that authorization is reviewed annually
- Ensures verification is done if the conditions are not met

**Appendices**

- Appendix 1, MIRA Service Dog Request
- Appendix 2, Response to MIRA Service Dog Request

**Acknowledgement:**

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