

CENTER FOR CREATIVITY, INNOVATION, AND DISCOVERY

Animals and Service Animals on School Property

Purpose

The Board of Directors of the Center for Creativity, Innovation, and Discovery (CCID) acknowledges the school's responsibility to manage how and when domestic animals are permitted on school grounds or in school buildings, including service animals, and to set forth measures to be taken in the event that unauthorized animals are found on campus or on school grounds. The board acknowledges the school's responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" on school property, including buildings, classrooms, grounds, and at school functions, as required by the Americans with Disabilities Act, 28 CFR Part 35 (as amended, 2010).

Animals Permitted Pursuant to Requirements Below

Privately owned animals are only permitted on school premises with explicit consent from the Executive Director. A request to bring a domestic animal temporarily onto campus must be provided in writing at least one week in advance for consideration. The Executive Director will only consider granting permission for a domestic animal to come into the school or onto the school grounds for a school activity or event if the animal has been vaccinated with all vaccines locally required for the species. With permission and appropriate vaccinations, domestic animals may be brought onto school grounds or into the school building for a school activity or event.

Police Dogs and Service Animals on Duty

Police enforcement dogs on duty are allowed on school property provided they are under the control of a law enforcement officer. This handler is responsible for the actions, safety, training, and care of the dogs during their presence on campus. Service animals on duty under the Americans with Disabilities Act, 28 CFR Part 35 (as amended, 2010) or under the provisions of an Individualized Education Plan or Section 504 Plan made pursuant to the Individuals with Individuals with Disabilities Education Act are allowed on the school grounds in accordance with law and the provisions outlined below.

Trespass

Without the permission of the Executive Director, it is unlawful to bring domestic animals onto the grounds of any public school, regardless of whether the animal is restrained by a leash, chain, rope, cord, or similar device. A pet owner who brings or permits an animal on school grounds has committed an act of trespass. If an animal is found running at large on school grounds, its owner will be deemed to have permitted the animal to enter school property. The Executive Director shall report to the appropriate

municipal authorities any pet that runs at large on school property and any pet owner whose animal is present on school property without permission.

Definition of Service Animals

Title II and Title II of ADA

Per the Americans with Disabilities Act, 28 CFR Part 35 (as amended, 2010), a service animal must be a dog or, in specific circumstances, a miniature horse. Service animals must be individually trained to perform tasks related to a person's disability. Other animals, whether wild or domestic, are not considered service animals. Emotional support animals, comfort animals, or therapy animals are not trained to perform specific tasks for a disability and are not considered service animals under the ADA.

Specific Categories of Service Animals

A service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Tasks performed by service animals include, among other things, pulling a wheelchair, retrieving dropped items, alerting a person to a sound, reminding a person to take medication, or pressing an elevator button.

Examples of animals that fit the ADA's definition of "service animal," because they have been specifically trained to perform a task for the person with a disability, include:

- A Guide Dog or "Seeing Eye Dog:" a dog that has been carefully trained to serve as a travel support for persons who have severe visual impairments or are blind.
- A Hearing or Signal Dog: a dog that has been trained to alert a person who has a significant hearing loss or is deaf when a sound occurs, such as a knock on the door.
- A Psychiatric Service Dog: a dog that has been trained to perform tasks that assist individuals with disabilities to detect the onset of psychiatric episodes and lessen their effects. Tasks performed by psychiatric service animals may include reminding the handler to take medicine, providing safety checks or room searches, or turning on lights for persons with Post Traumatic Stress Disorder, interrupting self-mutilation by persons with dissociative identity disorders, and keeping disoriented individuals from danger.
- A SSigDOG (sensory signal dogs or social signal dog): a dog that has been trained to assist a person with autism. The dog alerts the handler to distracting repetitive movements common among those with autism, allowing the person to stop the movement (e.g., hand flapping).
- A Seizure Response Dog: a dog that has been trained to assist a person with a seizure disorder. How the dog serves the person depends on the person's needs. The dog may stand guard over the person during a seizure or the dog may go for

help. A few dogs have learned to predict a seizure and warn the person in advance to sit down or move to a safe place.

Special Category of Miniature Horses

The administration will consider a request to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions on a case-by-case basis, according to the following criteria:

- The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- Whether the handler has sufficient control of the miniature horse;
- Whether the miniature horse is housebroken;
- Whether the miniature horse's presence in a specific facility or area compromises legitimate safety requirements that are necessary for the safe operation of the school;
- Whether permitting the miniature horse would require the school to fundamentally alter its services, programs, or activities or is otherwise determined by the school to be an unreasonable request.

Exclusion of Emotional Support or Therapy Animals

- Emotional support animals, comfort animals, and therapy dogs are not service animals under Title II and Title III of ADA.
- Other species of animals besides dogs, whether wild or domestic, trained or untrained, are not considered service animals (with the exception of a miniature horse under certain circumstances).
- A doctor's letter does not turn an animal into a service animal. The school will not allow an animal onto school property because a doctor states that the person has a disability and needs to have the animal for emotional support or therapy.

Request for Service Animal On Campus

Advance Notice Required

Due to the school's need to accommodate a variety of disabilities and conditions, which may include the competing needs of children and/or staff with animal allergies or fears, all requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Executive Director at least 10 school days prior to bringing the service animal to a school site, school function, or workplace. Until a request has been received, legally allowed documentation has been provided, and the school has had 10 days to make appropriate accommodations, the service animal will not be permitted on school property.

Notice Requirements

Requests for an individual with a disability to be accompanied by a service animal must include:

- The individual's name and school site;
- A description of the work or task(s) the service animal has been trained to perform for the individual;
- An affirmation that the animal is required because of disability;
- An affirmation that the animal will be under the handler's control (harness, leash, or tether) at all times, unless that interferes with the animal's work;
- Annual proof that a service animal has all vaccinations mandated by local or state law; and,
- Proof of licensing in accordance with local animal licensing laws;

Inclusion of Service Animal Accommodations in IEPs and Section 504 Plans

While not legally required for access, documenting in an IEP or Section 504 plan that a service animal will be used is the standard way that the school ensures that all staff are aware of the service animal and its role, and that the animal does not interfere with the educational environment. Parents must submit a formal request to the school and be prepared to provide the required documentation required related to vaccinations and licensing. The animal must also meet the ADA definition of a service animal (specifically allowed animals that have been trained to do work/tasks), and not just provide emotional support.

Management of Service Animals

Under Americans with Disabilities Act, 28 CFR Part 35 (as amended, 2010), owners (handlers) of service animals on a school campus are responsible for the full control, care, and supervision of the animal.

- A service animal must be under the control of its handler at all times;
- A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means);
- A service animal must be treated for, and kept free of, fleas and ticks;
- A service animal must be kept clean and groomed to minimize shedding and dander;
- A service animal must be spayed or neutered;
- A service animal must be housebroken.

Removal of a Service Animal

The school will require an individual with a disability or the student's parents or guardians to remove a service animal from a school building, a classroom, or from a school function if any one of the following circumstances occurs:

- The animal is out of control and the animal's handler does not take effective action to control it;
- The animal is not housebroken;
- The animal's presence "fundamentally alters" the nature of the service, program, or activity.

Limitations on School Responsibilities

- The school is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
- The school is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance for the animal.
- Students with service animals are expected to care and supervise their animals.
- In the case of a young child or a student with disabilities who is unable to care for or supervise his service animal, the parent or guardian is responsible for providing care and supervision of the animal.

Provisions When a Service Animal Has Been Excluded

If the service animal has been excluded or prohibited from the school's premises, the school will continue to give the individual with a disability the opportunity to participate in school services, programs, or activities without having the service animal on the premises.

Conflicting Disabilities

Individuals with disabilities that are adversely impacted by service animals should contact the administration. Such individuals will be asked to provide documentation that identifies their disabilities and their need for accommodations. For instance, individuals with animal dander, saliva allergies, or fear of dogs may qualify as individuals with disabilities. The school will strive to resolve competing needs for accommodations concerning any and all disabled individuals impacted by the presence of a service animal on campus.

Claims of Discrimination

A student with a service animal, who believes the school has discriminated against him or her on the basis of a disability, may file a grievance as provided by the school's Dispute Resolution Policy. A student with a service animal, who believes the school has denied the student a Free and Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act (IDEA) by excluding the service animal, may

appeal the decision in writing to the ADA/Section 504 Coordinator (Student Issues) within ten (10) school days from the date the service animal was excluded, outlining facts supporting the appeal. The student may also file a state complaint with, or request a due process hearing from, the Utah State Board of Education (USBE).

Classroom Pets on School Property

Procedures for Classroom Pets on School Property

The Executive Director must give permission prior to a teacher or staff member bringing a pet to class or keeping a pet in a classroom. The following factors will be considered in advance of granting permission:

- Whether any student is allergic or sensitive to any particular species or their food or bedding materials;
- Whether any student is immune compromised, and therefore more susceptible to zoological illnesses.
- If permission is granted for a classroom pet, teachers or staff members will provide parents/guardians with information about the classroom pet, the purpose of acquiring the animal (how its care will fit into the curriculum), and a plan for how any injuries (bites, scratches) will be managed should they arise.
- Permission will only be granted if classroom pets have received vaccinations and other veterinary care available for the species of pet and with the understanding that such vaccinations and veterinary care will be provided on the recommended schedule for the species of pet at the classroom teacher's expense.

Responsibilities for Classroom Pets

The primary teacher in the classroom is considered the animal's guardian/caregiver, and is responsible for ensuring that all of the animal's physical and psychological needs are met. Responsibilities include:

- Researching the animal's species and consulting reliable sources (veterinarian, humane educator) regarding appropriate diet, housing, exercise, and socialization;
- Ensuring that the animal is fed appropriately, handled properly, and that its habitat is cleaned regularly (using logs to track feedings and cleanings is recommended);
- Creating specific areas for interaction with animals;
- Not allowing the classroom pet to roam freely around the classroom;
- Containing the animal's waste to its limited habitat. Classroom pets should not add waste or uncleanliness to any classroom;
- Seeking regular and emergency veterinary care for the animal (including vaccinations required by state law (the teacher is responsible for all veterinary fees));

- Taking the animal home during weekends, holidays, and vacations;
- Continuing to care for the animal at home in the event that a future student is allergic and the animal is unable to live in the classroom.

Other Criteria for Classroom Pets

- Classroom pets are not permitted to breed; if several animals of the same species are being maintained as classroom pets, males and females should be kept separate at all times;
- Students may only handle the classroom pet under direct supervision of the primary teacher who is the guardian/caregiver of the pet;
- Students must wash their hands prior to and after handling the classroom pet;
- Classroom pets will be housed in a quiet area of the classroom away from windows, direct sunlight, heating vents, and drafts;
- The heat in the classroom will be kept within an acceptable range during the nighttime.

Allowable and Appropriate Classroom Pets

Only domestic animals may be kept as classroom pets. Wild animals may not be kept as pets (including locally caught frogs, snakes, etc.). Animals must be diurnal or awake during the day. Whenever possible, the classroom pet should be acquired through an adoption center, rescue, or other re-homing opportunity. The following pets have been listed as appropriate or inappropriate based on their needs, their sizes, their sociability, and their daytime activity, among other considerations:

- Inappropriate species for classroom pets include, but are not limited to red-eared slider turtles, anoles, hamsters, rabbits, chinchillas, reptiles, amphibians, poultry, rodents, or ferrets.
- Appropriate species for classroom pets include, but are not limited to, guinea pigs, gerbils, domestic rats, domestic mice, and fish. Other species may be considered allowable at the discretion of the Executive Director.

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