

Instruction

Live Animals in the Classroom

Service Animals

The CREC Council adopts this policy to ensure that students with disabilities are permitted to participate in and benefit from district programs, activities and services, and to ensure that the district does not discriminate on the basis of disability.

CREC will comply with all state and federal laws and regulations concerning the rights of students with service animals

A “service animal” is a dog, or in specific circumstances, a miniature horse, that has been individually trained to do work or perform tasks for the benefit of a student with a disability, and the work or tasks performed are directly related to the student’s disability or necessary to mitigate the disability. No other species of animal, whether wild or domestic, will be permitted in district schools, school activities or programs or school transportation vehicles as a “service animal”.

The Executive Director or designee shall be responsible for developing procedures regarding students’ use of service animals in accordance with this policy.

Legal References: Connecticut General Statutes
 10-221 Boards of education to prescribe rules, policies and procedures.
 46a-42 Mobility impaired person.
 46a-44 through 46a-64 Public accommodations and transportation, admittance to.

Federal Laws

Section 504 of the Federal Vocational Rehabilitation Act of 1973,
28 C.F.R. Parts 35 & 36, Nondiscrimination on the Basis of Disabilities in State and Local Government Services; Final Rules

Policy adopted: June 20, 2018

CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

Instruction

Live Animals in the Classroom

Service Animals

This regulation is adopted pursuant to CREC policy and in compliance with all state and federal laws and regulations concerning the rights of students with service animals.

Definitions

Partner/Handler: A person with a service animal. A person with a disability is called a partner; a person without a disability is called a handler.

Pet: A domestic animal kept for pleasure or companionship. Pets are not permitted in district facilities. Permission may be granted by an administrator for a pet to be in a district facility for a specific reason at a specific time (e.g., a pet dog is used as a demonstration tool in a class).

Service Animal:

1) Any dog that has been individually trained to do work or perform tasks for the benefit of a student with a disability, including, but not limited to, a physical, sensory, psychiatric, intellectual or other disability

2) A miniature horse that has been individually trained to do work or perform tasks for the benefit of a student with a disability, provided that permitting the horse as a service animal is appropriate, after considering the following factors:

1. The type, size, and weight of the miniature horse and whether the district facility can accommodate these features;
2. Whether the handler has sufficient control of the miniature horse;
3. Whether the miniature horse is housebroken; and
4. Whether the miniature horse's presence in a specific district facility compromises legitimate safety requirements that are necessary for safe operation.

The work or tasks performed by a service animal must be directly related to the student's disability or necessary to mitigate the disability.

Service animals do not include any other species of animal, whether wild or domestic, trained or untrained,

Emotional support animal: An animal whose sole function is to provide emotional support,

well-being, comfort, companionship, or therapeutic benefits, or to act as a crime deterrent. Emotional support animals are not service animals for purposes of this regulation.

Team: A person with a disability, or a handler, and his or her service animal. The twosome works as a cohesive team in accomplishing the tasks of everyday living.

Functions of Service Animals

Service animals perform some of the functions and tasks that students with disabilities cannot perform themselves. Service animals are not pets.

There are several kinds of service animals that assist students with disabilities. Examples include but are not limited to, animals that:

- assist students who are blind or have severe sight impairments;
- alert students with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for students with mobility impairments; and
- assist students with mobility impairments with balance.

Examples of service dogs include:

A *Guide, or Seeing Eye Dog* is a carefully trained dog that serves as a travel tool to students with severe visual impairment or who are blind.

A *Hearing or Signal Dog* is a dog who has been trained to alert a student with significant hearing loss or who is deaf when a sound, e.g., knock on the door, occurs.

A *Psychiatric Service Dog* is a dog that has been trained to perform tasks that assist students with disabilities to detect the onset of psychiatric episodes and lessen their effects. Tasks performed by psychiatric service dogs may include reminding the handler to take medicine; providing safety checks or room searches, or turning on lights for students with Post Traumatic Stress Disorder; interrupting self-mutilation by students with dissociative identity disorders; and keeping disoriented students from danger.

An *Assistance Dog* is a dog that has been trained to assist a student who has a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a student while walking, helping a student up after a fall, etc.

A *Ssig Dog (sensory signal dog or social signal dog)* is a dog trained to assist a student with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the student to stop the movement (e.g., hand flapping). A student with autism may have problems with sensory input and need the same support services from a dog

that a dog might give to a student who is blind or deaf.

A *Seizure Response Dog* is a dog trained to assist a student with a seizure disorder; how the dog serves depends on the student's needs. The dog may stand guard over the student during a seizure, or the dog may go for help. A few dogs have somehow learned to predict a seizure and warn the student in advance to sit down or to move to a safe place.

Admission of Service Animals to Schools

CREC will permit students with disabilities to use service animals in district buildings, on district property, and in vehicles that are owned, leased or controlled by the district, upon request, submission of required documentation, and compliance with CREC policy and legal requirements.

Requirements for service animals and their partners/handlers, include:

- a. **Vaccination:** The animal must be immunized against diseases common to that type of animal. Dogs must have had the general maintenance vaccine series, which includes vaccinations against rabies, distemper, and parvovirus. All vaccinations must be current.
- b. **Licensing:** Dogs are to wear an owner identification tag at all times. The dog must also wear a current rabies tag and dog license tag. Connecticut law requires dogs to wear a harness or an orange-colored leash and collar which makes them readily identifiable as licensed guide dogs.
- c. **Health:** The animal must be in good health.
- d. **Under Control of Partner/Handler:** The partner/handler must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of its partner/handler. A service animal must have a harness, leash, or other tether, unless the handler is unable because of a disability to use a harness, leash, or other tether, or the use of such devices would interfere with the service animal's safe, effective performance of work or tasks. In such cases the service animal must be otherwise under the handler's control using voice control, signals or other effective means.

A student with a disability (or his/her parent/guardian) who believes (s)he needs to bring a service animal to school in order to receive a free and appropriate public education shall complete and submit the written request form to the Principal or the Section 504 or IEP/PPT team.

The appropriate team shall review the form, gather any necessary information, and determine whether the request to use the service animal will be approved.

If it is determined that an animal does not meet the definition of a service animal or that such

animal is excluded for the reasons cited in this regulation, the student's Section 504 or IEP Team shall meet to consider and document whether the animal's presence is necessary for the child to receive a free appropriate public education or to have equal access to the educational program, and, if not, whether the student needs other aids, services or accommodations.

Considerations when a Student has a Service Animal

When a request to use a service animal is approved, the Principal or designee will take the following steps:

- Notify appropriate staff that a service animal will be on campus.
- Provide a process for staff, students and parents to inform administrators of any animal allergies that may require accommodation.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the service animal will be required to remove the service animal to a different location designated by the Principal or designee and an alternative plan will be developed with appropriate district staff. Such plan could include the reassignment of the person having custody and control of the service animal to a different classroom. If any student or staff member suffers an allergic reaction to a service animal while on school transportation, an alternate plan will be developed in coordination with appropriate school, district, and transportation staff, and the parents/guardians of any affected students.

- Educate students and staff on proper behavior around a service animal.

Students and staff must:

Allow a service animal to accompany the partner at all times and everywhere on campus except, where service animals are specifically prohibited.

Not pet a service animal; petting a service animal when the animal is working distracts the animal from the task at hand.

Not feed a service animal. The service animal may have specific dietary requirements. Unusual food or food at an unexpected time may cause the animal to become ill.

Not deliberately startle a service animal.

Not separate or attempt to separate a partner/handler from his or her service animal.

- Plan for transportation of the service animal, including on the bus and field trips.

- Develop an emergency evacuation plan to include the service animal.

In the event of an emergency, emergency responders should be trained to recognize service animals and to be aware that the animal may be trying to communicate the need for help. The animal may become disoriented from the smell of smoke from a fire or laboratory emergency, from sirens or wind noise, or from shaking and moving ground. The partner and/or animal may be confused by the stressful situation. The emergency responders should be aware that the animal is trying to be protective and, in its confusion, is not to be considered harmful. The emergency responders should make every effort to keep the animal with its partner. However, the emergency responders' first effort should be toward the partner; this may necessitate leaving an animal behind in certain emergency evacuation situations.

To help ensure appropriate emergency responder response, the CREC policy and administrative regulation on service animals shall be disseminated to local law enforcement and fire departments.

Any service animal accompanying a student with a disability to school or school activities shall be handled and cared for in a manner detailed in the student's IEP or Section 504 Plan.

CREC staff shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof.

The owner or handler of a service animal shall be solely responsible for:

1. Supervision and care of the animal, including any feeding, exercising, clean up and stain removal.
2. Leashing and properly restraining the animal at all times.
3. Damages to district buildings, property and vehicles caused by the animal.
4. Injuries to students, employees, volunteers and visitors caused by the animal.
5. Annual submission of documentation of vaccinations and immunizations.

Areas Off Limits to Service Animals

- A. *Mechanical Rooms/Custodial Closets:* Mechanical rooms, such as boiler rooms, facility equipment rooms, electric closets, elevator control rooms and custodial closets, are off-limits to service animals. The machinery and/or chemicals in these rooms may be harmful to animals.
- B. *Areas where protective clothing is necessary:* Any room where protective clothing is worn is off-limits to service animals. Examples impacting students include chemical laboratories, wood shops, metal/machine shops and photography dark rooms.

- C. *Areas where there is danger to the service animal:* Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there are hot materials on the floor; where there is a high level of dust; or where there is moving machinery is off-limits to service animals.

Access to off-limits areas may be granted on a case-by-case basis, if warranted under the particular circumstances of such case. For instance, a laboratory instructor in a classroom or teaching laboratory with moving equipment may grant entry to a service animal, depending on the nature of the equipment or class and the best interest of the animal. For example, the equipment may have moving parts at a height such that the tail of a large dog could easily be caught, and thus a large service dog would be kept out; on the other hand, a very small service dog may be shorter than any moving parts and, thus, permitted in the classroom or laboratory.

Exclusion of Service Animal

The Principal or designee may exclude a service animal from district buildings, property and/or vehicles under the following circumstances:

1. The presence of the animal poses a direct threat to the health and safety of others.

Service animals that are ill will not be permitted in district facilities.

Service animals that are unclean and/or bedraggled may be required to leave district facilities. An animal that becomes wet from walking in the rain or mud or from being splashed by a passing automobile, but is otherwise clean, should be considered a clean animal. Animals that shed in the spring sometimes look bedraggled. If the animal in question usually is well groomed, it will be considered tidy even though its spring coat is uneven and messy-appearing or it has become wet from weather or weather-related incidents.

2. The owner or handler is unable to control the animal.

If any service animal is out of control in the school setting or during district transportation and the animal's handler does not take effective action to control it, the permission granted pursuant to this regulation may be immediately revoked. The parent or guardian of the student having custody and control of the service animal will be required to remove the animal from district premises immediately.

3. The presence of the animal significantly disrupts or interferes with the educational process, and/or fundamentally alters the school program or activity.

A service animal that is unruly or disruptive (e.g., barking, running around, bringing

attention to itself) may be excluded from district facilities. If the improper behavior happens repeatedly, the partner may be told not to bring the animal into any district facility until the partner takes significant steps to mitigate the behavior. Mitigation can include muzzling a barking animal or refresher training for both the animal and the partner. If the animal materially disrupts or interferes with the instructional program, school activities or student learning, or the animal's presence would result in a fundamental alteration of any school program, it may be excluded from school or school property. However, annoyance on the part of others is not considered an unreasonable risk to property or others to justify the removal of a service animal.

4. The animal is not housebroken.

If a service animal is excluded from district premises based upon the above reasons, the student with a disability shall be given the opportunity to participate in the service, program, or activity without having the service animal on the premises.

If the Principal or designee excludes a service animal from school property, the Principal or designee must document the reasons for such exclusion and notify the Superintendent. The Superintendent or designee will make a determination on whether a service animal will be allowed to return to school and, if possible, notify the student with the disability in writing of the decision within five school days of the initial exclusion.

Liability

CREC may hold the owner or handler of a service animal liable for any property damage caused by the animal to the same extent required by other CREC policy or administrative regulations that impose liability for property damage. In addition, either the owner or handler, or both, may be liable for personal injury caused by the animal or related to the presence of the animal on school property.

Regulation adopted: April 18, 2018

CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

Request for a Service Animal to Accompany a Student in School Facilities

Student/Parent/guardian Please complete this form and return it to the Principal. It will be used during the PPT/Individual Education Plan or Section 504 plan meeting.

Student name (please print)	Date of birth
School attending	Grade
Parent/Guardian name (please print)	Contact number
Animal owner's name (if other than parent/guardian); please print	Contact number
Animal handler's name (if other than owner's name); please print	Contact number

Please initial before each of the following statements if the statement is true.

_____ **The animal has completed a professional service animal training program.**
(Initials)

Guidelines	Explanation
Trained service animals generally include: <ul style="list-style-type: none"> • Hearing dog • Guide dog • Assistance dogs • Seizure alert dog • Mobility dog • Psychiatric service dog • Autism service dog (could be same as therapy dog) • Miniature horse 	To minimize risks, a service animal should be professionally trained. This training is different from, and in addition to, the individualized training to perform tasks for the benefit of the student. Assistance Dogs International, Inc. (ADI) is a coalition of not-for-profit organizations. Its purpose is to improve the areas of training, placement, and utilization of service dogs. See its website for service animal training programs at: www.assistancedogsinternational.org/Standards?serviceDogStandards.php

Guidelines	
Trained service animals generally do not include: <ul style="list-style-type: none"> • Skilled Companion Animal • Social Dog • Facility Dog • Trained Agility Dog • Police Dog • Search and Rescue Dog • Helping Dog 	

_____ **The animal meets minimum standards for a service animal in public**
(Initials)

Guidelines	Explanation
Public appropriateness standards: <ul style="list-style-type: none"> • Clean, well-groomed with no offensive odor. • Does not urinate or defecate in inappropriate locations. Behavior standards: <ul style="list-style-type: none"> • Does not disrupt the normal course of school business, solicit attention, visit or annoy, solicit or steal food or other items from any member of the staff or student population, or vocalize unnecessarily, i.e., barking, growling or whining, etc. • Shows no aggression towards people or other animals, i.e., showing teeth, barking, growling, jumping on individuals, etc. 	Requiring “minimum standards for a service animal in public” ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI’s “minimum standards for a service animal in public,” available at: www.assistedoginternational.org/Standards/ServiceDogStandards.php Additional standards may be appropriate to meet a school building’s and its students’ needs. The ADI’s sample public access test ensures that an animal has appropriate behavior for a public setting. Available at: www.assistedoginternational.org/publicaccesstest.php

Guidelines	Explanation
<p>General training standards:</p> <ul style="list-style-type: none"> • Works calmly and quietly on harness, leash, or other tether. • Performs tasks in the school setting and lies quietly beside the student or adult handler without blocking aisles, doorways, etc. • Trained to urinate and defecate on command. • Stays within 24 inches of the student or adult handler at all times unless the nature of a trained task requires it to be working at a greater distance. 	<p>Requiring “minimum standards for a service animal in public” ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI’s “minimum standards for a service animal in public,” available at: www.assisteddogsinternational.org/Standards/ServiceDogStandards.php</p> <p>Additional standards may be appropriate to meet a school building’s and its students’ needs. The ADI’s sample public access test ensures that an animal has appropriate behavior for a public setting. Available at: www.assisteddogsinternational.org/publicaccesstest.php .com</p>

_____ **The animal is individually trained to perform tasks for the benefit of a student**
(Initials) **with a disability.**

Guidelines	Explanation
<p>A service animal must perform individualized tasks to mitigate aspects of the student’s disability.</p> <p>Identify individualized tasks:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>This verification of training helps the school identify necessary IEP related services or 504 plan reasonable accommodations.</p> <p>Tasks may include, but are not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. (28 C.F.R. §36.104)</p>

_____ **The animal has a current vaccination tag.**
(Initials)

Guidelines	Explanation
A service animal's vaccinations must be current and filed in the student's temporary record.	The animal must be immunized against diseases common to that type of animal. Dogs must have had the general maintenance vaccine series, which includes vaccinations against rabies, distemper, and parvovirus. All vaccinations must be current.

Acknowledgement

- I. I have read and understand CREC's policy and regulation concerning Service Animals.
- II. I understand that the presence of a service animal may present competing educational rights between my student and other students at school. These issues may present at any time, and I understand that the Principal must manage them immediately. I will:
 - a. Participate in any meetings requested of me by the Principal;
 - b. Participate in drafting a joint communication to notify other students and their parents/guardians about the placement of the service animal; and
 - c. Authorize the school to disclose information as necessary to balance competing educational interests and integrate the animal into the classroom and the school environment.
- III. I understand that for the safety and protection of students and staff, which is necessary for the safe operation of the school, the school may revoke access because:
 - a. One of the above requirements for a service animal is not present.
 - b. The service animal displays aggression or appears to be an imminent threat to the safety or health of any person in the school. If this occurs, the Principal will immediately contact me to remove the animal from school property and summon Animal Control.
 - c. The adult handler fails to follow the Principal's instructions.
- IV. I understand that a service animal's owner is solely liable for any damage to persons, premises, or facilities that were caused by the service animal. I will hold CREC, its employee, agents, and assigns harmless for any injury to, including death of, the service animal. I understand that staff members are protected from liability arising from actions consistent with CREC policies and administrative procedures.

**6163.32
Form**

Student/Parent/guardian signature _____ Date_____

Animal owner's signature _____ Date_____

The Principal and, if applicable, the PPT/IEP or 504 team, based this decision on the information provided in this request. *(Note to Principal: return a copy of this form to the individual(s) making the request, file the original in the student's temporary record, and send a copy to the district's main office.)*

Approved Denied

Principal or designee _____ Date _____