

## CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

### SERVICE ANIMALS

4.18

Geneva City Schools applies the legal standards set forth in the following:

Individuals with Disabilities Education Act (IDEA)  
The Rehabilitation Act of 1973  
Americans with Disabilities ACT (ADA)

Geneva City Schools does not discriminate on the basis of disability. Persons with disabilities have the same rights as all other students to the use and enjoyment of our schools. Geneva City Schools strives to make reasonable accommodations for a disabled person's use of a service animal on school property. The following procedures have been established for evaluating whether to bring a service animal on school property and for requiring such permission. The implementation shall be determined by circumstances on a case-by-case basis.

#### Definitions:

Geneva City Schools follows the definition of a service animal as outlined in the ADA.

The ADA defines a service animal as ANY guide dog, signal dog, or other dog individually trained to provide assistance to an individual with a disability. If the animal meets the definition, service dogs are considered a service dog under ADA regardless of whether they have been licensed or certified by a state or local government.

Service animals perform some of the functions and tasks that the individual with a disability cannot perform for himself or herself. Guide dogs are one type of service dog used by some individuals that are blind. This is the type of service dog with which most people are familiar. But, there are service dogs that assist persons with other kinds of disabilities in their day-to-day activities. Some examples include:

- Alerting persons with hearing impairments to sounds
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments
- Assisting person with mobility impairments with balance

A service animal is NOT a pet.

The school is not responsible for the care or supervision of the service animal.

Service animal means a dog trained to accompany its owner or handler for the purpose of carrying items, retrieving objects, pulling a wheelchair, alerting its owner or handler to medical conditions, or other such activities of service or support necessary to mitigate the disability.

The ADA regulations clarify that service animals that are not trained to perform tasks that mitigate the effects of a disability, including animals that are used purely for emotional support, are not service animals. Individuals with mental disabilities who use service animals that are trained to perform a specific task are protected under these regulations (i.e. preventing or interrupting impulsive or destructive behaviors).

Standards by which the request will be evaluated:

1. The dog must be a “trained service dog.”
  - a. A “trained service dog” can be called any of the following: a hearing dog, a guide dog, an assistance dog, a seizure alert dog, a mobility dog, or an autism service dog.
  - b. A “trained service dog” is NOT called any of the following: a skilled companion dog, a therapy dog, a social dog, a facility dog, an agility dog, a police dog, a search and rescue dog, a helping dog, or a support dog.
2. The service animal must have a health certificate that evidences the dog is currently in good health, free from parasites, and has received all recommended vaccinations.
3. Guide dogs for totally or partially blind persons and hearing dogs for deaf or hearing impaired or otherwise disabled persons must wear a harness, leash, tether, backpack, or vest identifying the dog as a trained service dog, or must be under the voice control of the handler.
4. The service animal and its primary handler must be certified for “public access.” Any purported service animal that is being brought into a school setting must have sufficient training to be certifiable for public access. Assistance Dogs International (ADI), Inc. uses a standardized Public Access Test that results in the dog and its handler being awarded a certificate. Having “Public Access” is an important, objective measure of the dog’s ability to behave appropriately in public and the handler’s ability to handle the dog in public. If the handler cannot produce such a certificate, then either the dog must pass the ADI Public Access Test or the handler must produce credible proof that the dog has met ADI’s “Minimum Standards for Training Service Dogs.” Costs associated with all the certification(s) and all training(s) are the responsibility of the parent(s).
5. Even if the service animal is certified for public access, it will be denied access to school property if, at any time, ADI’s “Minimum Standards for Assistance Dogs in Public” are not maintained:
  - a. Dog is clean, well-groomed, and does not have an offensive odor.
  - b. Dog does not urinate or defecate in inappropriate locations.
  - c. Dog does not solicit attention, visit, or annoy any member of the student body or school personnel.
  - d. Dog does not vocalize unnecessarily, i.e. barking, growling, or whining.
  - e. Dog shows no aggression towards people or other animals.
  - f. Dog does not solicit or steal food or other items from the student body or school personnel.
6. The service animal must not pose a health or safety threat to any student, personnel, or other persons.

7. The service dog must not, in any way, interfere with the educational process of any student.
8. The only animal that can qualify as a “service animal” under ADA is a dog. However, the ADA also requires that reasonable accommodations be made to permit the use of a miniature horse by an individual with a disability so long as it has been “individually trained to do work or perform tasks for the benefit of the individual with a disability.” In order to determine whether reasonable accommodations can be made to allow miniature horses in a facility, the school shall consider the following four factors:
  - a. The miniature horse’s type, size, and weight, and whether the facility can accommodate these features.
  - b. Whether the handler has sufficient control.
  - c. Whether the miniature horse is housebroken, and
  - d. Whether the miniature horse’s presence in the school compromises the legitimate safety requirements necessary for functioning in a school.
9. With the assistance of the Special Education Coordinator and the Superintendent, the Principal will determine if the service animal meets the established standards.
10. A challenge to the determination regarding the qualification of the animal may be appealed to the Special Education Coordinator.

If the child arrives to school with a service animal and previous approval has not been obtained, the parents/guardians will be immediately notified by school authorities to retrieve the animal until it can be determined that the presence of the animal in school is in compliance with the law and the policy. The animal will remain with the child until the parent/guardian removes the animal from school property. The child and the animal will remain with school administrator(s) until the parent arrives.

REFERENCE(S): AMERICANS WITH DISABILITIES ACT (1990)  
TITLE II AND TITLE III (2010)

HISTORY ADOPTED: April 17, 2017

# Geneva City Schools

## Service Animal Access Request Checklist

School: \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Considerations	Comments	Yes	No
<p>1. Is the dog a “trained service dog?”</p>	<p>Identify the type of service dog:            A “trained service dog” can be called a:</p> <ul style="list-style-type: none"> <li>• Hearing dog</li> <li>• Guide dog</li> <li>• Assistance Dog</li> <li>• Seizure alert dog</li> <li>• Mobility dog</li> <li>• Psychiatric service dog</li> <li>• Autism service dog</li> </ul> <p>A “trained service dog” is NOT called a:</p> <ul style="list-style-type: none"> <li>• Skilled companion dog</li> <li>• Therapy dog</li> <li>• Social dog</li> <li>• Facility dog</li> <li>• Trained agility dog</li> <li>• Police dog</li> <li>• Search and rescue dog</li> <li>• Helping dog</li> <li>• Support dog</li> </ul>		
<p>2. Does the dog perform task(s) or function(s) that mitigate the student’s disability?</p>	<ul style="list-style-type: none"> <li>• Hearing</li> <li>• Guiding</li> <li>• Retrieving objects</li> <li>• Carrying objects</li> <li>• Pulling a wheelchair</li> <li>• Opening doors</li> <li>• Seizure alert</li> <li>• Allergen alert</li> <li>• Diabetes alert</li> <li>• Balance or mobility assistance preventing or interrupting destructive or impulsive behavior</li> </ul>		

	<ul style="list-style-type: none"> <li>• Other:</li> <li>• OR: Has a medical professional confirmed the student's disability and the need for a service dog?</li> </ul>		
3. Do the dog and its primary handler have satisfactory proof of training?	<ul style="list-style-type: none"> <li>• Certificate from ADI member organization?</li> <li>• Other proof of training?</li> <li>• Is it readily apparent that the dog is trained to do work or perform tasks for the disabled student?</li> <li>• If a school employee serves as the primary handler during school hours, ask whether that school employee is or will be trained.</li> </ul>		
4. Does the dog have a current health certificate?	<ul style="list-style-type: none"> <li>• Certificate from veterinarian provided?</li> </ul>		
5. Does the dog meet all the minimum standards for a service dog?	<p>Based on observation:</p> <ul style="list-style-type: none"> <li>• Dog is clean, well-groomed and does not have an offensive odor,</li> <li>• Dog does not urinate or defecate in inappropriate locations,</li> <li>• Dog does not solicit attention, visit, or annoy any member of the general public,</li> <li>• Dog does not vocalize unnecessarily, i.e. barking, growling, or whining,</li> <li>• Dog shows no aggression towards people or other animals, and</li> <li>• Dog does not solicit or steal food</li> </ul>		
6. If the primary handler is not the student, is the handler otherwise qualified to be on school property?	Consider primary handler's criminal history, background, relevant court orders, permission of parent/guardian.		

\*\*Any "NO" responses may support denial of access.

Signatures of reviewing parties:

School Administrator: \_\_\_\_\_

Special Education Coordinator: \_\_\_\_\_

Superintendent: \_\_\_\_\_