

Instruction

Exhibit - Request for a Service Animal to Accompany a Student in School Facilities 1

This form identifies criteria to help the District minimize risks that a service animal poses to students, staff, and the educational environment. It is not based on speculation, stereotypes, or generalizations about students with disabilities. Each criterion includes guidelines and explanations with resources. A service animal that meets the criteria may accompany a student to all school functions in or outside the classroom.

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

Student name <i>(please print)</i>	DOB
School attending	Grade
Parent/Guardian name <i>(please print)</i>	Contact number
Animal owner's name <i>(if other than parent/guardian; please print)</i>	Contact number
Animal handler's name <i>(if other than owner's name; please print)</i>	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 dog • Seizure alert dog • Mobility dog • Psychiatric service dog • Autism service dog (could be same as therapy dog) 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 	To minimize risks, a service animal should be professionally trained. This training is different from and in addition to the <i>individualized training</i> 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 .

The footnotes should be removed before the material is used.

Guidelines	Explanation
<ul style="list-style-type: none"> • Search And Rescue Dog • Helping Dog 	

The animal meets minimum standards for a service animal in public.

(Initials)

Guidelines	Explanation
<p>Public appropriateness standards:</p> <ul style="list-style-type: none"> • Clean, well-groomed with no offensive odor. • Does not urinate or defecate in inappropriate locations. <p>Behavior standards:</p> <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. <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.assistancedogsinternational.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.assistancedogsinternational.org/publicaccesstest.php.</p>

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

(Initials)

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>105 ILCS 5/14-6.02 requires the service animal to be <i>individually trained</i> to perform tasks for the benefit of a student with a disability. This verification of training helps the school identify necessary IEP related services or 504 plan reasonable accommodations.</p>

Guidelines	Explanation
2. _____ 3. _____	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.

The animal has a current rabies vaccination tag.

(Initials)

Guidelines	Explanation
A service animal’s vaccinations must be current and filed in the student’s temporary record.	Illinois law only requires a current rabies vaccination, which is verified through a current rabies vaccination tag. 510 ILCS 5/8. Local municipalities, cities, or villages within the District’s boundaries may have additional registration requirements. Require proof of those if they exist.

The adult handler(s) may lawfully: 1. Be on school property, and 2. Have contact with children.

(Initials)

Guidelines	Explanation
Identify adult handler(s): 1. _____ 2. _____ The animal handler must not be a person who is a “sex offender,” as defined by the Sex Offender Registration Act, or a “violent offender against youth,” as defined in the Child Murderer and Violent Offender Against Youth Registration Act.	At a minimum, 720 ILCS 5/11-9.3 prohibits a child sex offender from being present on school property when persons under the age of 18 are present. Note that some school boards forbid the use of convicted felons as volunteers. Board policy 6:250, <i>Community Resource Persons and Volunteers</i> , requires the Superintendent to establish procedures for securing and screening resource persons and volunteers. 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i> , requires criminal history records checks for individuals who work in direct contact with students or where a check would be prudent.

Acknowledgement

- I. 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 Building Principal must manage them immediately. I will:
 - a. Participate in any meetings requested of me by the Building 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.
- II. 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 criteria above 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 Building Principal will immediately contact me to remove the animal from school property and summon Animal Control.

c. The adult handler fails to follow the Building Principal's instructions.

III. 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 the District, its employee, agents, and assigns harmless for any injury to, including death of, the service animal. I understand that the Local Governmental and Governmental Employees Tort Immunity Act protects staff members from liability arising from actions consistent with Board policies and administrative procedures.

_____ Parent/guardian signature	_____ Date
_____ Animal owner's signature	_____ Date

The Building Principal and, if applicable, the IEP or 504 team, based this decision on the information provided in this request. *(Note to Building 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**

_____ Building Principal or designee	_____ Date
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Adopted: