<table>
<thead>
<tr>
<th>Policy Number:</th>
<th>8400</th>
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<tbody>
<tr>
<td>Title of Policy:</td>
<td>Environmental Health and Safety Issues</td>
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<tr>
<td>Cabinet Member:</td>
<td>Christine Moore, Assistant Superintendent, Student Services</td>
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<tr>
<td>Purpose of Revisions:</td>
<td>The purpose of the proposed revisions to the policy is to ensure compliance with all applicable federal and state laws, Florida State Board of Education Rules, Board policies, administrative rules, procedures, and guidelines. In addition, the proposed revisions promote transparency and accountability.</td>
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</table>
| Tentative Schedule: | • Cabinet – 12/16/19
• Work Session – 1/14/20
• Rule Development Workshop – 1/28/20
• School Board Meeting Information – 1/28/20
• School Board Meeting Approval – 2/11/20
• Effective Date – upon approval |
| Summary of Proposed Policy Revisions: | • This policy is being revised to remove the section related to Animals on District Property and other changes in compliance with applicable state and federal law.
• Particular areas of revisions include the following: the deletion of the “Animals on District Property” section.
• The “animals on District Property” section will be included in a “new” proposed Board Policy 8390 Animals on District Property. The “new” proposed policy will address animals permitted on District property.
• Administrative Procedures 8400B Student Use of Service Animals will be repealed and re-adopted as Administrative Procedures 8390 Animals on District Property Procedures.
• These proposed revisions encompass the suggested language from NEOLA. |
| Specific Authority: | §§381.0056, 403.021, 1006.07, 1006.22; F.S.; F.A.C. 6A-3.0171(2)(f) |
| Next Steps:         | • Adoption of proposed Board Policy 8390 Animals on District Property
• Administrative Procedures 8400B will be repealed and re-adopted as Administrative Procedures 8390 Animals on District Property Procedures.
• Revisions to internal procedures
• Training for BPS employees regarding revisions to policy |
Current Version
8400 - ENVIRONMENTAL HEALTH AND SAFETY ISSUES

The Board recognizes its responsibility relative to student, employee, and visitor health and safety, and the need for development and implementation of a comprehensive program designed to provide a healthy, safe, and secure environment on District property and at District-sponsored activities. To achieve this, it is the intent of the Board that the District will avail itself of the most current, proven technologies in the fields of health, safety, and environmental sciences.

STUDENT, EMPLOYEE, AND VISITOR HEALTH AND SAFETY

The District shall develop and implement an environmental health and safety program that is positive, proactive, integrates responsibilities within the District, and promotes and incorporates the following:

A. Procedures describing a hazard identification and abatement program that requires the periodic inspection of District facilities, the implementation of immediate and programmed corrective actions when deemed necessary by such inspections, and the development of a District-wide hazard reporting procedure that enables employee/stakeholder participation. This program should also provide procedures for identifying and responding to hazards that are created by outside entities, inspecting activities of contractors, and inspecting new facilities to determine whether or not appropriate requirements for environmental health and safety have been met.

B. Procedures that promote environmental health and safety awareness among employees, students, and stakeholders. These procedures shall include, but not be limited to, the establishment of school and District safety committees, and the establishment of a program of regular communication with students, employees, and stakeholders about pertinent safety and health issues through available mediums in the District.

C. Procedures directed toward the safety and health of students during transportation to and from school, at school, and during participation in school-related activities. These procedures shall include, but not be limited to, promoting bus safety for students, assessing the safety of school traffic patterns, operating school clinics, administering medication and medical treatment, promoting laboratory and shop safety, promoting safety in sports and other outdoor activities, inspecting playground equipment and promoting safety on playgrounds, and assessing environmental exposure.

D. Procedures related to District employee health and safety issues that include, but are not limited to, provision of work areas free from recognized hazards and OSHA-related programs that are required by Federal and State law, such as, employee safety and health training and training in hazard recognition, and defining employer and employee responsibilities and expectations related to health and safety.

E. Procedures describing an accident reporting and investigation system that provides for identification of root causes, determination of remedial and programmed corrective actions, and provides communication about accidents to employees and stakeholders.

F. Procedures that detail plans for foreseeable emergencies and fire prevention.

PHASE-OUT/BANNED PRODUCTS

Any chemicals, pesticide, or other materials that the Federal government is phasing out and/or banning by a certain date will be immediately banned from use on District property.
ASBESTOS-CONTAINING MATERIALS

The District shall appoint a "Local Education Agency designated person" responsible for ensuring development and implementation of a program to manage asbestos-containing materials in accordance with applicable U.S. Environmental Protection Agency requirements.

INTEGRATED PEST MANAGEMENT

The District shall implement a pest management program in accordance with the U.S. Environmental Protection Agency’s Integrated Pest Management (IPM) in Schools procedures. This program will include appointment of a District IPM Coordinator, an IPM awareness program, training for custodians, and provide notification regarding chemical use. The District shall periodically review and evaluate progress toward its pesticide use, reduction, and minimization goals.

All businesses and/or persons applying pesticides on District property shall hold the appropriate State license/certificate and shall be pre-approved by the District’s IPM Coordinator. All pesticide materials and application methods must also be pre-approved by the IPM Coordinator. The IPM Coordinator may allow certain unlicensed District employees permission (in writing) to apply pre-approved exterior herbicides and insect baits, for a specific location, purpose, and period of time, and whereby the product is prepackaged and made ready-to-use (un-concentrated form) by the product manufacture.

INDOOR ENVIRONMENTAL QUALITY (IEQ)

The District shall:

A. address prevention of water intrusion and remediation of wetted building materials as priority IEQ issues;

B. maintain environmental conditions in occupied areas that are in compliance with applicable regulations and strive to conform to consensus industry standards;

C. implement a preventative maintenance program for HVAC systems including, but not limited to, periodic filter replacement, inspection, cleaning and disinfecting processes, and procedures to eliminate the contribution to indoor air quality problems caused by this equipment;

D. implement a system for insuring materials used and purchased for use in the construction, furnishing, and maintenance, including cleaning of facilities, do not contribute to health hazards to employees and students by degrading the quality of indoor air; and

E. prohibit activities that create indoor air quality health hazards or may degrade the quality of indoor air for reasons unrelated to the educational mission.

Use of candles, air fresheners, and upholstered furniture not purchased by the District is prohibited.

ANIMALS ON DISTRICT PROPERTY

Animals permitted on District property shall be limited to those necessary to support specific curriculum-related projects and activities, or prescribed therapy benefiting a student or staff member, provide assistance to a student or staff member who has a seizure disorder, or as otherwise required by law. Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, animals may be present only under the following conditions:

A. the responsible staff member obtains permission from the principal or site administrator, takes necessary precautions to protect the health and safety of students and staff, ensures that each animal is treated humanely, kept in a health condition in appropriate housing in properly cleaned
and maintained cages and tanks, and keeps surrounding areas in a clean and sanitary condition at all times; and

B. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health-related or other concerns. Except where required by law, the presence of an animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

The Superintendent shall develop, and implement, the administrative procedures necessary to regulate the presence of animals on District property.

HAZARDOUS MATERIALS AND WASTE MANAGEMENT

The District shall develop and implement procedures to identify, control the use of, and dispose of regulated and hazardous wastes generated as a result of district activities. Such procedures shall be in compliance with all U.S. Environmental Protection Agency and Florida Department of Environmental Protection Hazardous Waste Regulations.

POLLUTION CONTROL AND PREVENTION

In an effort to comply with environmental policy and applicable regulations, the District shall develop and implement procedures designed to prevent air and water pollution, minimize or eliminate waste streams where possible, and identify possible sources of air and water pollution.

F.S. 1001.41
Revised 4/12/05
Revised 4/10/07
Revised 4/27/10
Neola
Template
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A. Procedures describing a hazard identification and abatement program that requires the periodic inspection of District facilities, the implementation of immediate and programmed corrective actions when deemed necessary by such inspections, and the development of a District-wide hazard reporting procedure that enables employee/stakeholder participation. This program should also provide procedures for identifying and responding to hazards that are created by outside entities, inspecting activities of contractors, and inspecting new facilities to determine whether or not appropriate requirements for environmental health and safety have been met.

B. Procedures that promote environmental health and safety awareness among employees, students, and stakeholders. These procedures shall include, but not be limited to, the establishment of school and District safety committees, and the establishment of a program of regular communication with students, employees, and stakeholders about pertinent safety and health issues through available mediums in the District.

C. Procedures directed toward the safety and health of students during transportation to and from school, at school, and during participation in school-related activities. These procedures shall include, but not be limited to, promoting bus safety for students, assessing the safety of school traffic patterns, operating school clinics, administering medication and medical treatment, promoting laboratory and shop safety, promoting safety in sports and other outdoor activities, inspecting playground equipment and promoting safety on playgrounds, and assessing environmental exposure.

D. Procedures related to District employee health and safety issues that include, but are not limited to, provision of work areas free from recognized hazards and OSHA-related programs that are required by Federal and State law, such as, employee safety and health training and training in hazard recognition, and defining employer and employee responsibilities and expectations related to health and safety.

E. Procedures describing an accident reporting and investigation system that provides for identification of root causes, determination of remedial and programmed corrective actions, and provides communication about accidents to employees and stakeholders.

F. Procedures that detail plans for foreseeable emergencies and fire prevention.

**PHASE-OUT/BANNED PRODUCTS**

The Superintendent shall require that any chemicals, insecticides, or other materials that the Federal government is phasing out and/or banning by a certain date be immediately banned from use on Board property.

**INDOOR ENVIRONMENTAL QUALITY (IEQ)**

The Board recognizes that excessive moisture levels within the schools can lead to conditions that are optimum for the development of biological contaminants, such as mold and fungi on building surfaces. The Board further recognizes that the presence of these contaminants can be harmful on contact with respiratory tissue.

Contributing factors to excessive moisture levels include the following:

A. roof leaks
B. structural defects in the building
C. improperly controlled humidity levels
D. faulty HVAC systems

As preventative measures, the District shall do the following:
A. address prevention of water intrusion as a priority Indoor Air Quality (IAQ) issue and implement strategies toward its elimination
B. maintain environmental conditions in occupied areas that are in compliance with applicable regulations and strive to conform to consensus industry standards
C. implement a preventative maintenance program for HVAC systems which shall include, but not be limited to, periodic filter replacement, inspection, cleaning and disinfecting processes, and procedures to eliminate the contribution to indoor air quality problems caused by this equipment
D. implement a system for insuring materials used and purchased for use in the construction, furnishing and maintenance, including cleaning of facilities, do not contribute to the health hazards to employees and students by degrading the quality of indoor air. In addition, activities that create indoor air quality health hazards shall not be permitted

In addition, the Superintendent shall develop administrative procedures for the proper monitoring of the factors that contribute to excessive moisture and for the development of mitigation plans when, and if, problems with IAQ are identified.

**DIESEL EXHAUST AND SCHOOL BUS IDLING**

Pursuant to the Florida Administrative Code, the Board prohibits the unnecessary idling of school buses in the vicinity of students. Further, in accordance with the Environmental Protection Agency’s initiative to reduce pollution that is caused by school buses on school property, the Board will take the steps recommended to reduce the negative effect of diesel exhaust on indoor and outdoor air quality on school campuses. This effort shall include, but not be limited to, reinforcing smart driving practices.

The Superintendent shall develop the administrative procedures necessary to establish these practices in the District. (See AP 8615)

**POLLUTION CONTROL AND PREVENTION**

In an effort to comply with environmental policy and applicable regulations, the District shall develop and implement procedures designed to prevent air and water pollution, minimize or eliminate waste streams where possible, and identify possible sources of air and water pollution.

**SEE ALSO THE FOLLOWING RELATED POLICIES:**

- Policy 7430 - Risk Reduction Program
- Policy 8410 - Crisis Event Intervention and Response
- Policy 8420 - Emergency Management, Emergency Preparedness, and Emergency Response Agencies
- Policy 8431 - Preparedness of Toxic Hazard and Asbestos Hazard
- Policy 8442V1 - Reporting Accidents/Incidents
- Policy 8442V2 - Reporting Accidents
- Policy 8450 - Control of Casual-Contact Communicable Diseases
- Policy 8453 - Direct Contact of Communicable Diseases
- Policy 8453.01 - Control of Blood-Borne Pathogens

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F.S. 381.0056
F.S. 403.021
F.S. 1006.07
F.S. 1006.22
F.A.C. 6A-3.0171(2)(f)

Cross References
po7430V1 - RISK REDUCTION PROGRAM
po7430V2 - RISK REDUCTION PROGRAM
po8410 - CRISIS EVENT INTERVENTION AND RESPONSE
po8420 - EMERGENCY MANAGEMENT, EMERGENCY PREPAREDNESS, AND EMERGENCY RESPONSE AGENCIES
po8431 - PREPAREDNESS FOR TOXIC HAZARD AND ASBESTOS HAZARD
po8442V1 - REPORTING ACCIDENTS/INCIDENTS
po8442V2 - REPORTING ACCIDENTS
po8450 - CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES
po8453 - DIRECT CONTACT COMMUNICABLE DISEASES
po8453.01 - CONTROL OF BLOOD-BORNE PATHOGENS
ap8400A - INDOOR AIR QUALITY (IAQ): MOLD
ap8400C - USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES
ap8615 - ANTI-IDLING AND SMART DRIVING
Redline Draft
8400 - ENVIRONMENTAL HEALTH AND SAFETY ISSUES

A. HEALTH AND SAFETY.

The Board recognizes its responsibility relative to student, employee, and visitor health and safety, and the need for development and implementation of a comprehensive program designed to provide a healthy, safe, and secure environment on District property and at District-sponsored activities. To achieve this, it is the intent of the Board that the District will avail itself of the most current, proven technologies in the fields of health, safety, and environmental sciences.

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The District shall appoint a "Local Education Agency designated person" responsible for ensuring development and implementation of a program to manage asbestos-containing materials in accordance with applicable U.S. Environmental Protection Agency requirements.

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The District shall implement a pest management program in accordance with the U.S. Environmental Protection Agency's Integrated Pest Management (IPM) in Schools procedures. This program will include appointment of a District IPM Coordinator an IPM awareness program, training for custodians, and provide for notification regarding chemical use. The District shall periodically review and evaluate progress toward its pesticide use, reduction, and minimization goals.

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F. INDOOR ENVIRONMENTAL QUALITY (IEQ).

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F.S. 1001.41
Revised 4/12/05
Revised 4/10/07
Revised 4/27/10
Revised

F.S. 381.0056
F.S. 403.021
F.S. 1006.07
F.S. 1006.22
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Cross References
po8410 - CRISIS EVENT INTERVENTION AND RESPONSE
po8420 - EMERGENCY MANAGEMENT, EMERGENCY PREPAREDNESS, AND EMERGENCY RESPONSE AGENCIES
po8442 - REPORTING ACCIDENTS/INCIDENTS
po8453 - DIRECT CONTACT COMMUNICABLE DISEASES
po8453.01 - CONTROL OF BLOOD-BORNE PATHOGENS
Clean Version
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F.S. 381.0056
F.S. 403.021
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Cross References

po8410 - CRISIS EVENT INTERVENTION AND RESPONSE
po8420 - EMERGENCY MANAGEMENT, EMERGENCY PREPAREDNESS, AND EMERGENCY RESPONSE AGENCIES
po8442 - REPORTING ACCIDENTS/INCIDENTS
po8453 - DIRECT CONTACT COMMUNICABLE DISEASES
po8453.01 - CONTROL OF BLOOD-BORNE PATHOGENS
Related Administrative Procedures
Administrative Procedure “Current”
8400B - STUDENT USE OF A SERVICE ANIMAL

GENERAL INFORMATION

Service animal is any dog (or miniature horse if deemed appropriate) that is individually trained to perform specific tasks for the benefit of an individual with a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The tasks may include, but are not limited to, guiding a person who is visually impaired or blind; alerting a person who is deaf or hard of hearing; pulling a wheelchair; assisting with mobility or balance; alerting and protecting a person who is having a seizure; retrieving objects; or performing other special tasks. A service animal is not a pet. The use of a service animal could be a reasonable accommodation for a student with a disability on a school campus.

Service animals do not include animals whose sole function is to provide emotional support, comfort, therapy, companionship, therapeutic benefits, or to promote emotional well-being. The work or tasks performed by a service animal must be directly related to the student’s (handler’s) disability. Unless the animal is individually trained to do something that qualifies as work or a task, the animal is a pet or support animal and does not qualify for coverage as a service animal.

APPROVAL PROCESS FOR A SERVICE ANIMAL TO BE ON A SCHOOL CAMPUS

A. Parent/Guardian completes the Request/Agreement to Use a Service Animal form and submits to the Principal. If the student is eighteen (18) years of age or older and emancipated, the student must complete this request form.

B. The parent/guardian provides a copy of the current health certificate or report of examination to include current vaccination compliance from a Doctor of Veterinary Medicine. The District shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

C. A service animal is personal property and cannot be brought onto a school campus without prior written approval from the district’s designated Service Animal Review Team (SART) consisting of the Principal, Area Superintendent, and the District Section 504/ADA Coordinator. If the student is not the primary handler for the service animal, the handler must be qualified to be on a school property and must have passed the appropriate background checks if that handler is routinely around other students on School District property. When the school receives the written request, the SART team reviews the documents and either approves or disapproves the request.

D. The Principal or designee may ask the following questions:

1. Is the animal required because of a disability; and

2. What work or task(s) has the animal been trained to perform?

These two (2) questions may not need to be asked when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person’s wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability). The Principal or designee may not ask additional questions in regard to the student’s disability and need for a service animal other than the two (2) questions noted above.

SCHOOL ESTABLISHES A PLAN
After the SART approves a student’s use of a service animal on a school campus, the school will work with the animal’s owner to:

A. familiarize the service animal to the campus prior to the actual start date.
B. orient the service animal to the school faculty and students.
C. establish an educational program to educate others on proper behavior etiquette around a service animal.
D. establish a place for the service animal to urinate/defecate.
E. establish an evacuation plan to include the student with the service animal and practice this plan in accordance with emergency evacuation plan procedures.

IDENTIFICATION AND HANDLING REQUIREMENTS

Service Animal Standards of Behavior

The service animal must not in any way interfere with the educational process on the school campus. The behavioral expectations for the service animal and standards by which the request to use the service animal on a school campus will be evaluated are as follows:

A. Animal is clean and does not have a foul odor.
B. Animal is under control of its handler.
C. Animal does not urinate or defecate in inappropriate locations.
D. Animal shall not make unsolicited contact with persons while on school property or on the school bus.
E. Animal’s conduct does not disrupt the normal course of school business.
F. Animal works without unnecessary vocalization.
G. Animal shows no aggression toward people or other animals.
H. Animal does not solicit or steal food or other items from persons while on school property including the school bus.
I. Animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use such device or the use of such device would interfere with the service animal’s safe, effective performance of work or tasks. When a harness, leash, or other tether cannot be used due to the handler’s disability or interference of such device, then the service animal must be under the handler’s control through another method such as voice control, signals, or other effective means.
J. Animal has been specifically trained to perform its duties in public and is accustomed to being out in public.
K. Animal must be able to lie quietly beside the handler without blocking aisles, doorways, etc.
L. Animal is trained to urinate or defecate on command.
M. Animal stays within twenty-four (24) inches of the handler at all times unless the nature of a trained task requires it to be working at a greater distance.

The District has the discretion to exclude or remove the animal from the property if:

A. the animal is out of control and the handler does not or can not take effective action to control it; or

B. the animal is not housebroken.

TRANSPORTING A SERVICE ANIMAL

Brevard Public Schools recommends that best practices for transporting a service animal be followed as found in the Florida Association for Pupil Transportation (FAPT), Service Animals on School Buses – Best Practices Guide (June 2004). The recommendations from FAPT are as follows:

A. The service animal’s owner is responsible to provide information to the driver and bus assistant regarding what critical commands are needed for daily interaction and emergency evacuation.

B. The animal’s owner is responsible to provide an orientation to students riding the bus with the service animal regarding its functions and how students should interact with the animal.

C. It is recommended that the service animal be positioned on the floor, at the student’s feet. A representative of the Transportation Office will meet with the animal’s owner to determine whether the service animal should be secured on the bus with a harness, leash, or other tether.

D. The bus driver and attendant need to know the critical verbal commands for the service animal. The animal’s owner is responsible to provide this information to the bus driver and bus assistant. The service animal should practice the bus evacuation drills with the student.

E. Situations that would cause cessation of District bus transportation of the service animal:

1. The service animal bites someone.

2. The service animal’s behavior poses a direct threat to the health or safety of others.

3. The service animal urinates or defecates on the bus.

4. The service animal does not remain in the designated area.

F. If transportation is suspended due to any of the above reasons, transportation could be reinstated after additional training or medical issues are resolved. Parents are informed of these procedures prior to the first day of transportation.

Brevard Public Schools does not provide service animals and does not assume responsibility for training, daily care, or healthcare of service animals. The provision of a service animal is not documented on an Individual Educational Plan (IEP), Educational Plan (EP), or a Section 504/ADA Accommodation Plan. Upon disapproval of a student’s use of a service animal on a school campus by the SART, the parent/guardian has the right to appeal per the IDEA Procedural Safeguards or the Section 504/ADA Procedural Safeguards, as appropriate.

Brevard Public School Policy 8400: ENVIRONMENTAL HEALTH AND SAFETY ISSUES
F.S. 413.08
12101 et seq., The Americans with Disabilities Act of 1990
42 U.S.C. Americans with Disabilities Act Amendments Act (ADAAA) of 2008
Revised ADA Regulations Implementing Title II and Title III
29 U.S.C. Section 794, Rehabilitation Act of 1973
Florida Association for Pupil Transportation (FAPT), Service Animals on School Buses Best Practices Guide (June 2004).

Approved 1/25/11
Administrative Procedure "NEOLA"
There is **NO NEOLA Template for these Administrative Procedures**.
Administrative Procedure “Redline”
8400B – STUDENT USE OF A SERVICE ANIMAL

GENERAL INFORMATION

Service animal is any dog (or miniature horse if deemed appropriate) that is individually trained to perform specific tasks for the benefit of an individual with a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The tasks may include, but are not limited to, guiding a person who is visually impaired or blind; alerting a person who is deaf or hard of hearing; pulling a wheelchair; assisting with mobility or balance; alerting and protecting a person who is having a seizure; retrieving objects; or performing other special tasks. A service animal is not a pet. The use of a service animal could be a reasonable accommodation for a student with a disability on a school campus.

Service animals do not include animals whose sole function is to provide emotional support, comfort, therapy, companionship, therapeutic benefits, or to promote emotional well-being. The work or tasks performed by a service animal must be directly related to the student’s (handler’s) disability. Unless the animal is individually trained to do something that qualifies as work or a task, the animal is a pet or support animal and does not qualify for coverage as a service animal.

APPROVAL PROCESS FOR A SERVICE ANIMAL TO BE ON A SCHOOL CAMPUS

A. Parent/Guardian completes the Request/Agreement to Use a Service Animal form and submits to the Principal. If the student is eighteen (18) years of age or older and emancipated, the student must complete this request form.

B. The parent/guardian provides a copy of the current health certificate or report of examination to include current vaccination compliance from a Doctor of Veterinary Medicine. The District shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

C. A service animal is personal property and cannot be brought onto a school campus without prior written approval from the district’s designated Service Animal Review Team (SART) consisting of the Principal, Area Superintendent, and the District Section 504/ADA Coordinator. If the student is not the primary handler for the service animal, the handler must be qualified to be on a school property and must have passed the appropriate background checks if that handler is routinely around other students on School District property. When the school receives the written request, the SART team reviews the documents and either approves or disapproves the request.

D. The Principal or designee may ask the following questions:

1. Is the animal required because of a disability; and
2. What work or task(s) has the animal been trained to perform?

These two (2) questions may not need to be asked when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability). The Principal or designee may not ask additional questions in regard to the student's disability and need for a service animal other than the two (2) questions noted above.

SCHOOL ESTABLISHES A PLAN

After the SART approves a student's use of a service animal on a school campus, the school will work with the animal's owner to:

- A. familiarize the service animal to the campus prior to the actual start date.
- B. orient the service animal to the school faculty and students.
- C. establish an educational program to educate others on proper behavior etiquette around a service animal.
- D. establish a place for the service animal to urinate/defecate.
- E. establish an evacuation plan to include the student with the service animal and practice this plan in accordance with emergency evacuation plan procedures.

IDENTIFICATION AND HANDLING REQUIREMENTS

Service Animal Standards of Behavior

The service animal must not in any way interfere with the educational process on the school campus. The behavioral expectations for the service animal and standards by which the request to use the service animal on a school campus will be evaluated are as follows:

- A. Animal is clean and does not have a foul odor.
- B. Animal is under control of its handler.
- C. Animal does not urinate or defecate in inappropriate locations.
- D. Animal shall not make unsolicited contact with persons while on school property or on the school bus.
E. Animal’s conduct does not disrupt the normal course of school business.

F. Animal works without unnecessary vocalization.

G. Animal shows no aggression toward people or other animals.

H. Animal does not solicit or steal food or other items from persons while on school property including the school bus.

I. Animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use such device or the use of such device would interfere with the service animal’s safe, effective performance of work or tasks. When a harness, leash, or other tether cannot be used due to the handler’s disability or interference of such device, then the service animal must be under the handler’s control through another method such as voice control, signals, or other effective means.

J. Animal has been specifically trained to perform its duties in public and is accustomed to being out in public.

K. Animal must be able to lie quietly beside the handler without blocking aisles, doorways, etc.

L. Animal is trained to urinate or defecate on command.

M. Animal stays within twenty-four (24) inches of the handler at all times unless the nature of a trained task requires it to be working at a greater distance.

The District has the discretion to exclude or remove the animal from the property if:

A. the animal is out of control and the handler does not or can not take effective action to control it; or

B. the animal is not housebroken.

TRANSPORTING A SERVICE ANIMAL

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A. The service animal's owner is responsible to provide information to the driver and bus assistant regarding what critical commands are needed for daily interaction and emergency evacuation.

B. The animal's owner is responsible to provide an orientation to students riding the bus with the service animal regarding its functions and how students should interact with the animal.

C. It is recommended that the service animal be positioned on the floor, at the student's feet. A representative of the Transportation Office will meet with the animal's owner to determine whether the service animal should be secured on the bus with a harness, leash, or other tether.

D. The bus driver and attendant need to know the critical verbal commands for the service animal. The animal's owner is responsible to provide this information to the bus driver and bus assistant. The service animal should practice the bus evacuation drills with the student.

E. Situations that would cause cessation of District bus transportation of the service animal:

1. The service animal bites someone.
2. The service animal's behavior poses a direct threat to the health or safety of others.
3. The service animal urinates or defecates on the bus.
4. The service animal does not remain in the designated area.

If transportation is suspended due to any of the above reasons, transportation could be reinstated after additional training or medical issues are resolved. Parents are informed of these procedures prior to the first day of transportation.

Brevard Public Schools does not provide service animals and does not assume responsibility for training, daily care, or healthcare of service animals. The provision of a service animal is not documented on an Individual Educational Plan (IEP), Educational Plan (EP), or a Section 504/ADA Accommodation Plan. Upon disapproval of a student's use of a service animal on a school campus by the SART, the parent/guardian has the right to appeal per the IDEA Procedural Safeguards or the Section 504/ADA Procedural Safeguards, as appropriate.

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Florida Association for Pupil Transportation (FAPT), Service Animals on School Buses Best Practices Guide (June 2004).

Approved 1/25/11
Administrative Procedure
“Clean”
Administrative Procedures 8400B will be repealed and re-adopted as Administrative Procedures for Policy 8390.