**DO’S & DON'T’S FOR RESPONDING TO ANIMALS ON CAMPUS**

**Do**

* Treat each case with a careful review of the individual circumstances

**Don’t**

* Act overly dismissive to a student citing policy and ignore unique or importance circumstances

**Do**

* Meet with the student and discuss their options for accommodations at your university or college with an understanding they may need some assistance filling out paperwork and understanding your review requirements for accommodations

**Don’t**

* Send a student out of your office with a list without a personal explanation or point them to a website to fill out paperwork prior to talking to someone about the process

**Do**

* Ensure you have any policy reviewed by a lawyer or general counsel familiar with 504 and ADA policy at the federal level

**Don’t**

* Assume your existing policy is sufficient and will protect your school from a lawsuit because “it has always worked in the past”

**Do**

* Understand services animals (dogs and miniature horses) are different in terms of an accommodation request

**Don’t**

* Lump all animals together and develop a policy that avoids a distinction between therapy and companion animals and service animals

**Do**

* Realize there is a training regulation for service animals that is different than is required for companion and therapy animals

**Don’t**

* Don’t require the student to provide proof of training or demonstrate the dog or miniature horses abilities on cue in front of you as part of the disability accommodation.

**Do**

* Include specific language about expectations to the service animal and therapy/companion animal policy on your campus that are related to health, safety or disruptive behavior. This could also include damage to property, being out of the control of the student or not being housebroken.

**Don’t**

* Interpret disruptive behavior of a services animal widely (such as the presence of the animal in the classroom distracting other students or a student with an allergy). Immediately separate an animal from campus prior to looking for middle ground comprises such as the student covering damage expenses or trying to find a different setting for the student and animal.

**Do**

* Look for opportunities to support animals on campus in other settings if your college or university is unable to offer a disability accommodation for an assistance/therapy/companion animal. These may include a club or organization, connection to a local shelter or “stress-free” zones where students and animals can interact during high stress times like finals.

**Don’t**

* Deny a student a disability accommodation without offering to continue to the conversation around what other assistance the university may offer for the student’s disability. Even if the accommodation cannot be granted, the university should make every reasonable effort to look for ways to assist the student in their academic progress.