Disability Inclusion Planning Guide

*Including People
with Disabilities
in National Service*

Serve DC

THE MAYOR'S OFFICE ON VOLUNTEERISM

WWW.SERVE.DC.GOV

Serve DC – The Mayor's Office on Volunteerism is the District of Columbia Government agency dedicated to promoting service as an innovative, sustainable solution to the challenges we face as a community and a nation.

Serve DC engages District communities by building partnerships and organizational capacity, serving as the local lead for national volunteer and service initiatives, and providing and promoting meaningful service opportunities throughout the year.

Serve DC supports District communities with federal grant funds from the Corporation for National and Community Service and the Department of Homeland Security.

PURPOSE

The Disability Inclusion Planning Guide was developed to provide National Service programs a resource to meet requirements for reaching out to and including persons with disabilities in National Service, as required in the Edward M. Kennedy Serve America Act. The Guide has four sections intended to strengthen program inclusion efforts: Site Accessibility; Staff Knowledge; Outreach and Accommodation; and Partnerships. The Partnerships section was designed for National Service programs that have been operating for more than three years. Serve DC requires AmeriCorps State sub-grantees to conduct an annual review to ensure any barriers preventing the potential participation of AmeriCorps applicants with disabilities are removed or mitigated. The Guide also supports the self-assessment of AmeriCorps National Direct, AmeriCorps VISTA, and Senior Corps programs.

SITE ACCESSIBILITY

When national and community service programs are designed, they are required to proactively anticipate the needs of people with various physical, mental, and sensory disabilities. This first checklist provides guidelines for site accessibility. Through the use of this checklist, programs self-assess to ensure that they do the following:

- » comply with the law (Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act);
- » create an environment that makes people with disabilities feel welcome; and
- » design programs and services so that people with disabilities can fully participate.

The site accessibility checklist is intended to allow National Service programs to evaluate some of the most basic elements of accessibility. This may take place when program staff review facilities and those of member host sites, or when visiting potential locations for meetings or events. While Serve DC programs are only required to submit a full report of their headquarters, National Service programs are highly encouraged to use this Guide in locations where members and volunteers serve. This will guarantee that these individuals can serve or meet in designated locations and feel accommodated. Some important things to keep in mind while completing the checklist:

- » People with disabilities should be able to arrive on the site, approach the building, and enter the building as freely as everyone else;
- » Members with disabilities must be provided equal opportunities to participate in training to improve job performance and provide opportunity for advancement. Training opportunities cannot be denied because of the need to make a reasonable accommodation, unless the accommodation would be an undue hardship;
- » Ideally, the layout of the building should allow people with disabilities to obtain goods or services without special assistance. Where it is not possible to provide full accessibility, assistance or alternative services should be available upon request; and
- » When restrooms are open to the public, they should be accessible to people with disabilities.

STAFF KNOWLEDGE

In order to create an inclusive service environment, it is critical that staff members, especially National Service Program Directors, are able to lead by example. The Guide will help staff members understand what they need to know in order to comply with the law and to have the necessary knowledge to positively impact recruitment and retention. This will be useful for team-building and participant development.

OUTREACH AND ACCOMMODATION

To be successful at including members with disabilities in National Service, Program Directors must address the concept of inclusion in two components of their program: Community Outreach and Program Design.

Community outreach is generally how the program markets its National Service program. The Guide will give programs tools needed to present an image that is welcoming to persons of all abilities. Some ways to accomplish this include using inclusive language and images in all documents intended for the general public. Doing so will demonstrate that your program is understanding and sensitive to the need to provide alternative formats to ensure disability inclusion.

Program Design refers to how and where members are allowed to complete their service (flexibility) as well as a program's ability to modify or adjust the way service is provided (ingenuity). This can create opportunities for potential members to provide service according to their abilities.

PARTNERSHIPS

Developing relationships with local organizations that work with individuals with disabilities is crucial. The net result of partnerships between National Service programs and disability inclusion organizations should be the mobilization of individuals with disabilities to meet community challenges addressed by the National Service program.

NATIONAL SERVICE RESOURCES

The purpose of this Guide is to provide guidance on inclusive program planning for National Service sites. Specific legal guidance for National Service programs and additional resources can be found on www.nationalservice.gov.

SERVE DC- THE MAYOR'S OFFICE ON VOLUNTEERISM (www.serve.dc.gov)

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As the DC Commission on National and Community Service, Serve DC is supports National Service efforts in Washington, DC through support from the Corporation for National and Community Service. Serve DC promotes the District's spirit of service by engaging residents in meaningful volunteer opportunities and facilitating public, private and government partnerships.

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Definition of Disability

Section 504 of the Rehabilitation Act & the Americans with Disability Act:

1. A physical or mental impairment that substantially limits one or more major life activity (MLA) of an individual; or
2. A record of such an impairment; or
3. Being regarding as having such an impairment

What Constitutes a Physical or Mental Disability?

» Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs) cardiovascular, reproductive, digestive, genitor-urinary, hemic and lymphatic, skin, and endocrine; or

» Any mental or psychological disorder, such as intellectual disabilities, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

What is the Standard for Determining "Substantially Limits"?

» Unable to perform or significantly restricted as to the manner or duration under which an individual can perform that same major life activity.

What is a "Major Life Activity"?

» Caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting and reaching (this list is not exhaustive).

What is the meaning of "has a record of or is regarded as having such an impairment"?

» The individual has a history of such an impairment or because of misclassification is regarded as having such an impairment.

» Does not have such an impairment but is regarded as having such an impairment[1].

APPLYING THE CONCEPT OF REASONABLE ACCOMMODATION TO NATIONAL SERVICE[2]

Considerations for National Service Programs

The concept of "reasonable accommodation" under the Americans with Disabilities Act (ADA) applies to National Service programs and members/participants in the same manner as it applies to employers and employees. Ensuring that individuals with disabilities have equal opportunities to be considered for and participate in National Service programs without regard to their disability is a goal of National Service and of Serve DC.

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[1]   Adapted from Volunteer Florida's Inclusion of Person's with Disabilities in AmeriCorps Programs – Resource Manual, page 1 of Including Members with Disabilities: Requirement for AmeriCorps Programs

[2]   Adapted from Volunteer Florida's Inclusion of Persons with Disabilities in AmeriCorps Programs – Resource Manual, page 1 of Applying the Concept of Reasonable Accommodation to AmeriCorps Service Opportunities

Ensuring Equal Opportunity

The ADA is a federal anti-discrimination statue designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same National Service/employment opportunities that are available to people without disabilities.

While the ADA focuses on eradicating barriers, it does not relieve a member or applicant with a disability from the obligation to perform the essential functions of a job or service opportunity. To the contrary, the ADA is intended to enable persons with disabilities to compete in the workplace/service site based on the same performance standards and requirements that employers/Program Directors expect persons who do not have a disability.

However, where an individual's functional limitation impedes such job performance, an employer/Program Director must take steps to reasonably accommodate, and thus help overcome the particular barrier. A reasonable accommodation is any modification or adjustment to a program site that will enable a qualified applicant or National Service member with a disability to participate in the application process or to perform an essential service function. Reasonable accommodation also includes privileges in service equal to those of individuals without disabilities.

This process of identifying whether, and to what extent, a reasonable accommodation is required should be flexible and should involve both the employer/Program Director and the individual with a disability. Of course, the determination of whether an individual is qualified for a particular position must be made on a case-by-case basis. No specific form of accommodation is guaranteed for all individuals with a particular disability. Rather, an accommodation must be tailored to match the needs of the individuals with a disability with the requirements of the service/job's essential functions.

When evaluating the needs of members/participants, it important to discuss if they can be met. Accommodations are "reasonable" when they are practical or feasible. The program does not have to provide accommodation that would impose undue hardship on the operation of the program. According to the U.S. Equal Employment Opportunity Commission (EEOC), undue hardship means that an accommodation would be unduly costly, extensive, substantial or disruptive, or would fundamentally alter the nature or operation of the business. Among the factors to be considered in determining whether an accommodation is an undue hardship are the cost of the accommodation, the employer's size, financial resources and the nature of its operation.

Serve DC offers resources and technical assistance to National Service organizations to support disability inclusion. Please see www.serve.dc.gov for additional information.

Part 1:
Site Accessibility and Disability Inclusion Checklist[3]

National Service Program: _____

Program Site and/or Main Office (Location): _____

Is your Site a Historical Building? _____

Assessment done by: _____

Date: _____

Element	Accommodation Area	Yes	No	N/A
1.1 Transportation	Is your service site location accessible by public transportation?	❏	❏	❏
1.2 Evacuation	Do you know the emergency evacuation plans for your service site?	❏	❏	❏
	Is there a mechanism for ensuring that people who are deaf or hard of hearing are aware of an activated fire or smoke alarm?	❏	❏	❏
	Is there an established emergency evacuation procedure that addresses the needs of people with disabilities, including persons with mobility disabilities?	❏	❏	❏
	Have you been trained or advised on how to assist others during an evacuation?	❏	❏	❏
	Please explain No or N/A responses:			
1.3 Parking	Does the building have accessible parking spaces?	❏	❏	❏
	Are they at least 8' wide and have 5' aisles next to them?	❏	❏	❏
	Are 16-foot-wide spaces, with 98 inches of vertical clearance, available for lift-equipped vans?	❏	❏	❏
	Are accessible spaces closest to the accessible entrance?	❏	❏	❏
	Are accessible spaces marked with the International Symbol of Accessibility?	❏	❏	❏
	Is there an enforcement procedure to ensure that only those who need it use accessible parking?	❏	❏	❏
	Are an adequate number of accessible parking spaces available?	❏	❏	❏
	Please explain No or N/A responses:			

[3] Adapted from Kentucky's Commission on Community Volunteerism and Service 2009-10 AmeriCorps Program Site Accessibility and Disability Inclusion Checklist. Pages 1- 4

Element	Accommodation Area	Yes	No	N/A
1.4 Sidewalk	Are there unobstructed curb ramps leading to the sidewalk?	❐	❐	❐
	Is there a walkway from the parking lot to the building, at least 36" wide?	❐	❐	❐
	Does the walkway have a stable and firm surface?	❐	❐	❐
	If the accessible route is different from the primary route to and through the building, are signs posted with the wheelchair symbol to show the route?	❐	❐	❐
	Is the walkway level and free of steps?	❐	❐	❐
	If no, is there a ramp at least 36" wide?	❐	❐	❐
	If there is a ramp, does it have a gentle slope (1" rise to 12" length)?	❐	❐	❐
	Please explain No or N/A responses:			
1.5 Entrance	If there are stairs at the main entrance, is there also a ramp or lift present?	❐	❐	❐
	If main entrance is not accessible, is a public entrance to the building accessible?	❐	❐	❐
	Do all inaccessible entrances provide directional signage to the accessible entrance?	❐	❐	❐
	Is the international symbol of accessibility provided at the accessible entrance?	❐	❐	❐
	If alternate public entrance is used, is it kept unlocked to provide for independent usage?	❐	❐	❐
	Is the door at least 32" wide? (wide enough for a wheelchair)	❐	❐	❐
	Can the hardware be operated with one hand (lever, push plate, etc.), with a minimum of twisting or grasping?	❐	❐	❐
	Are the handles low enough to reach? (Maximum 48" high)	❐	❐	❐
	Can doors be opened without too much force? (5 lb. maximum)	❐	❐	❐
	Is the threshold no more than ½" high and beveled?	❐	❐	❐
	If two hinged or pivoted doors in a series are present, is there a minimum of 48 inches PLUS the width of a door swinging into the space available between doors?	❐	❐	❐
	Please explain No or N/A responses:			

Element	Accommodation Area	Yes	No	N/A
1.6 Corridors	Is there a minimum of a 36" wide corridor, from the entrance to where service activities are held?	❐	❐	❐
	Is the path free of objects projecting 4" max. into the corridor?	❐	❐	❐
	Are corridors kept clear of stacked boxes, trash bins, or other clutter?	❐	❐	❐
	If any object is protruding into the accessible route, can it be detected by a person with a visual disability using a cane? NOTE: An object must be within 27 inches from the ground to be detected by a cane. Objects hanging or mounted overhead must be higher than 80 inches to provide clear head room.	❐	❐	❐
	Please explain No or N/A responses:			
1.7 Elevators	Is there an elevator in the facility where the service activity is located?	❐	❐	❐
	If yes, is it a working one that is large enough for a wheelchair?	❐	❐	❐
	Are the controls within reach (max. 48")?	❐	❐	❐
	Do the controls have Braille?	❐	❐	❐
	Is there an audible signal ringing at each floor?	❐	❐	❐
	Is there an audible two-way emergency communication system in the elevator?	❐	❐	❐
	Please explain No or N/A responses:			
1.8 Meeting Space	Is there enough clearance (open space surrounding the table) around the table for a wheelchair to move?	❐	❐	❐
	Can the wheelchair pull under the edge of the table to sit close?	❐	❐	❐
	Is there a clear path to the far end of the room wide enough for a wheelchair to maneuver and turn around (min of 36")?	❐	❐	❐
	Please explain No or N/A responses:			

Element	Accommodation Area	Yes	No	N/A
1.9 Restrooms	Is there a wide, accessible path to the restrooms?	❐	❐	❐
	Is there a toilet stall wide enough that a wheelchair can enter & close the door behind?	❐	❐	❐
	Is there enough interior space for a wheelchair to turn around (5' diameter turning space clear of obstruction)?	❐	❐	❐
	Is the toilet 17-19" high to the rim?	❐	❐	❐
	Can the wheelchair roll under the sink (29 inches to the bottom)?	❐	❐	❐
	Can the faucets be reached and turned on easily (knobs that need to be turned manually are not accessible while knobs that can be pressed down on, or pushed or pulled are)?	❐	❐	❐
	Are the dispensers (soap, towel, etc.) reachable (max 48" high)?	❐	❐	❐
	Is there a mirror at an accessible height (bottom of the mirror 44" above the floor)?	❐	❐	❐
	Please explain No or N/A responses:			
1.10 Telephone	Is there a Teletype unit (TTY) in your facility?	❐	❐	❐
	If yes, is the number published on the announcements alongside the phone number?	❐	❐	❐
	Is the staff in your agency trained to use the TTY?	❐	❐	❐
	Please explain No or N/A responses: Can the TTY be used by those attending your meetings/trainings?			
	Other communication options include 1) Video conferencing can be done easily over the Internet. This is a good way for two parties who both know American Sign Language, or ASL, to communicate with each other; 2) instant messaging and text messaging; and having an email address listed on your website			
1.11 Fire Alarm	Are there flashing fire alarm signals in the building?	❐	❐	❐
	Do all alarms have both flashing lights and audible signals?	❐	❐	❐
	At minimum, are visual signal appliances provided in buildings and facilities in each of the following areas: restrooms and any other general usage areas (e.g., meeting rooms), hallways, lobbies and any other area for common use?	❐	❐	❐
	Please explain No or N/A responses:			
1.12 Drinking Fountains	Are the fountains low enough so someone using a wheelchair can use them (36" or a yardstick)?	❐	❐	❐
	Are the controls operable with one hand without grasping or twisting?	❐	❐	❐
	Please explain No or N/A responses:			

Goals for Part 1

Please set three (3) goals that will address "No" responses from the sections above. Be sure to add a timeframe for meeting the goal.

1. Element #:

Accommodation Area:

Goal:

Time Frame:

....

2. Element #:

Accommodation Area:

Goal:

Time Frame:

....

3. Element #:

Accommodation Area:

Goal:

Time Frame:

Goals for Part 1

Part 2: Staff Knowledge[4]

Accommodation Area	Fully	Some-what	Not at this time
Staff have completed basic awareness training on how to meet the needs of volunteers and members with disabilities.	❏	❏	❏
Staff understand requirements to provide reasonable accommodations to both current and potential volunteers and members with disabilities, unless determined that providing such an accommodation would cause an undue hardship; as outlined in the ADA.	❏	❏	❏
Staff understand the obligations of CNCS funded programs under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, including: People with disabilities have the same opportunities and rights as anyone else to access programs and become volunteers and members. Services, programs and facilities must be readily accessible. Services and programs must be delivered in a setting that is as fully integrated as possible (volunteers and members with disabilities serve alongside volunteers and members who do not have disabilities).	❏	❏	❏
Staff understand they must make reasonable accommodations in services and programs to avoid discrimination against people with disabilities, unless determined that making these modifications would fundamentally alter the nature of the program/organization; as outlined in the ADA.	❏	❏	❏
Staff understand appropriate auxiliary aids and services must be provided to ensure that communication with potential and current volunteers and members with disabilities is as effective as communication with other individuals, unless this would result in an undue hardship or fundamental alteration in the nature of the service or activity.	❏	❏	❏
Staff are aware they must provide programmatic access at all times.	❏	❏	❏
A team of staff members have been trained in emergency evacuation procedures for people with disabilities, including the evacuation of persons with mobility disabilities.	❏	❏	❏
Staff know how to obtain and use various equipment and materials for assisting people with disabilities, including the telecommunications device for the deaf (TT/TTY/TDD).	❏	❏	❏
Please explain 'Not at this time' responses:			

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4   Adapted from NSIP's Accessibility Checklist, page 5

Goals for Part 2

Please set three (3) goals that will address "No" responses from the sections above. Be sure to add a timeframe for meeting the goal.

1. Element #:

Accommodation Area:

Goal:

Time Frame:

2. Element #:

Accommodation Area:

Goal:

Time Frame:

3. Element #:

Accommodation Area:

Goal:

Time Frame:

Part 3: Outreach and Accommodation Checklist[5]

Element	Accommodation Area	Fully	Some-what	Not at this time
3.1 Welcoming Service Environments	Information is presented in a way that is understandable to people who have limited or no reading skills.	❑	❑	❑
	Information that is presented verbally is also available in writing for people who are deaf or hard of hearing and for people whose learning style requires reinforcement of items in writing.	❑	❑	❑
	Quiet work space is available for people with Attention Deficit Disorder and hearing disabilities to thoroughly read and comprehend information and materials.	❑	❑	❑
	All service members and volunteers are routinely informed of the availability of reasonable accommodations or special assistance to perform their service.	❑	❑	❑
	Please explain 'Not at this time' responses:			
3.2 Disclosure of Disability and Record Keeping	When working with volunteers and members with disabilities, staff discusses specific tasks and accommodations as it pertains to the individual's need to perform the essential functions of the position.	❑	❑	❑
	Staff working with volunteers and members with a disability inform individuals of their rights and get documented permission from the individual before discussing information about his/her disability with other staff or external individuals (e.g., service sites, other service agencies).	❑	❑	❑
	After documenting permission and specific information to be disclosed, staff may then provide information to other staff about an individual's disability only on an as needed base.	❑	❑	❑
	Private space is available for confidential discussion of disability-related issues.	❑	❑	❑
	All discussions about a disability between volunteers and/or members and other individuals take place in private; if discussions are by phone, calls are made in an area where the caller cannot be overheard.	❑	❑	❑
	Policies and procedures regarding disclosure are in place, known to all, and disseminated periodically to ensure that staff do not indicate information about a person's disability to others	❑	❑	❑
	The disability status and released medical documentation (when known) of all service members and applicant is stored in a way that ensure confidentiality.	❑	❑	❑
	Please explain 'Not at this time' responses:			

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[5]   Adapted from NSIP's Accessibility Checklist, pages 4, 6-9

Element	Accommodation Area	Fully	Some-what	Not at this time
3.3 Reasonable Accommodation and Alternative Formats	Program has documented procedures and guidelines for handling requests for reasonable accommodations including modification in policies, practices, or procedures.	❒	❒	❒
	Staff member(s) are designated as a point person and resource to assist in accommodation requests, accessing needed resources, accommodations, evaluations, and effectiveness.	❒	❒	❒
	Program posts procedures for requesting reasonable accommodations/modifications in public areas and includes these procedures in outreach materials and orientation.	❒	❒	❒
	Every volunteer and member is offered assistance completing forms and application materials.	❒	❒	❒
	When signing up for orientation or an interview, everyone is asked whether they will need assistance or accommodations to participate.	❒	❒	❒
	If a person needs assistance in filling out the application or other forms, this is done, one-on-one, in a private room, where the individual's responses will not be overheard.	❒	❒	❒
	Information in an interview/orientation session is explained slowly and clearly with plenty of time and opportunities for questions.	❒	❒	❒
	Clearly understood procedures for requesting reasonable accommodations and modification are included in writing and reviewed verbally.	❒	❒	❒
	At request the program can provide basic/essential materials in alternate formats (large print, Braille, audio-tape, text on computer CD, etc.) and has also identified resources to quickly obtain other materials in alternate formats upon request.	❒	❒	❒
	Videos for service members and volunteers are closed-captioned.	❒	❒	❒
	Please explain 'Not at this time' responses:			
3.4 Communication	Staff asks all service members and volunteers if they need information about alternative formats or need help understanding information.	❒	❒	❒
	Staff informs all service members and volunteers that accommodations are provided upon request.	❒	❒	❒
	The program has a procedure for responding to requests for auxiliary aids and services.	❒	❒	❒
	The program has identified a source for sign language interpreters and can respond in a timely manner to interpreter requests.	❒	❒	❒
	Please explain 'Not at this time' responses:			

Element	Accommodation Area	Fully	Some-what	Not at this time
3.5 Marketing Materials and Outreach	Marketing materials mention people with disabilities as one of the groups that are encouraged to apply.	❒	❒	❒
	Pictures and graphics in marketing materials include positive images of people with disabilities as service members and volunteers.	❒	❒	❒
	The program indicates that it is an "equal opportunity program" and that "accommodations are available upon request to individuals with disabilities" in recruitment brochures and other materials. These materials also indicate the telephone number of the program's TDD/TTY or relay service.	❒	❒	❒
	As part of its efforts to increase the number of service members and volunteers with disabilities, program does outreach to people with disabilities. This includes activities such as: Advertising in media targeting people with disabilities.	❒	❒	❒
	Sending notices about the program to community groups, organizations and associations that people with disabilities participate in.	❒	❒	❒
	Consulting with community groups, organizations, and associations about ways in which the program can improve its outreach and services to people with disabilities.	❒	❒	❒
	Off-site presentations to the general public are held in locations that are fully accessible for people with disabilities.	❒	❒	❒
	Please explain 'Not at this time' responses:			

Goals for Part 3

Please set three (3) goals that will address "No" responses from the sections above. Be sure to add a timeframe for meeting the goal.

1. Element #:

Accommodation Area:

Goal:

Time Frame:

2. Element #:

Accommodation Area:

Goal:

Time Frame:

3. Element #:

Accommodation Area:

Goal:

Time Frame:

Part 4: Partnerships and Service Projects[6]

This section is "intermediate" and designed for organizations that have already made advances in Parts 1-3.

Element	Accommodation Area	Fully	Some-what	Not at this time
4.1 Partnerships	The program has partnered with organizations who work with individuals with disabilities.	❒	❒	❒
	The program has identified individual(s) from the disability inclusion community to give feedback and serve the program in an advisory capacity.	❒	❒	❒
	Please explain 'Not at this time' responses:			
4.2 Service Projects	When planning a service project, the organization creates outreach material targeting people with disabilities.	❒	❒	❒
	When planning a service project, service tasks are available that can be completed by those of all ability levels.	❒	❒	❒
	Registration forms for the service project contains a space for disclosure of a disability.	❒	❒	❒
	Staff is prepared to respond to accommodation requests.	❒	❒	❒
	Service site is accessible to people with disabilities.	❒	❒	❒
	Please explain 'Not at this time' responses:			

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[6]   Adapted from Volunteer Florida's Inclusion of Person's with Disabilities in AmeriCorps Programs – Resource Manual, page 14

Goals for Part 4

Please set three (3) goals that will address "No" responses from the sections above. Be sure to add a timeframe for meeting the goal.

1. Element #:

    Accommodation Area:

    Goal:

    Time Frame:

2. Element #:

    Accommodation Area:

    Goal:

    Time Frame:

3. Element #:

    Accommodation Area:

    Goal:

    Time Frame:

Resources

Guidelines for Interviews[7]

AS A NATIONAL SERVICE PROGRAM, YOU HAVE RESPONSIBILITIES

» You must focus on the ability of the applicant to be able to do the essential function of the job. Do not focus on the disability of the applicant.

» You must not make medical inquires regarding an individual's disability.

» You must make position applications and interview facilities accessible to individuals with disabilities.

» You must provide an applicant with a disability with a reasonable accommodation in an interview when requested. You can require medical documentation.

AS A NATIONAL SERVICE PROGRAM, YOU HAVE RIGHTS

» You may ask if an individual can perform essential functions of the position.

» You may ask how an individual will perform essential position functions.

» You may ask about specific experience.

» You may ask about position requirements.

» You may identify attendance needs and ask of applicant can meet attendance requirements.

» You have the right to request specific, relevant medical documentation when an individual indicates a need for a reasonable accommodation.

» You can ask about marginal position functions.

INTERVIEW DO'S AND DON'TS

» In general, interviewing an individual with a disability should be no different than interviewing an individual without a disability. Applicants will want to talk about what they want to bring to the program and how they can benefit from it. It is helpful to deal with concerns in a straightforward, matter-of-fact manner. Some reminders:

  » There are always at least two ways to do something.

  » If any information is volunteered by the individual about his/her disability, maintain confidentiality.

Interview "Do's"

» Adhere to etiquette such as extending a handshake or physical contact to an individual with quadriplegia, short arms, a prosthesis, or blindness.

» Maintain eye contact with the individual with a disability even if they are blind or are using an interpreter.

» Do not be afraid to offer assistance.

» Use appropriate language such as "disability" instead of "handicap," "uses a wheelchair" instead of "confined to a wheelchair," "individual with a disability" instead of "disabled individual."

» Ask about education, work experience, skills, licenses or certificates that are relevant to the service position.

» If you ask one applicant to demonstrate his/her ability or skill then you should ask all applicants to demonstrate an ability or skill.

> **ADA INTERVIEW REQUIREMENTS**
>
> • Ask only about ability to do the essential functions of the job.
>
> • You can ask about both essential and marginal functions.
>
> • You cannot ask about the disability.
>
> • You can ask how a person would do the essential functions.
>
> • You can ask if the applicant can meet attendance expectations.

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[7]   From Drake University's Disability Resource Center's AmeriCorps Program Directors Resource Guide to Disability Inclusion, Appendix C

Interview "Don'ts"

- » Do not ask any questions directly or indirectly to the existence, the nature, severity, cause, prognosis, need for leave, or past attendance record because of a disability.
- » Do not make any assumptions about limitations.
- » Do not lessen expectations or standards, but be willing to offer reasonable accommodations so they can be met.

APPROPRIATE AND INAPPROPRIATE INTERVIEW QUESTIONS

- » Be prepared for an interview by having a list of questions tied to the individual's ability to perform an essential function that makes no reference to disability. You should plan to ask all of the applicants the same questions. There are some questions that are considered illegal because they might directly or indirectly reveal disability. While these questions may not appear discriminatory, a person's answers may disclose information about health, sources of income or other issues which may reveal disability.

Questions You Can Ask	Questions You Cannot Ask
I. General Questions • Tell me about yourself. • What are your greatest strengths and weaknesses? • Tell me about your interests. • What do you see yourself doing in 5 years?	**I. General Questions** • Tell me about your disability. • Tell me about health and medical history. • Describe any physical or mental problems or disabilities you have. • Have you ever received worker's compensation, SSDI or SSI? • Are you taking any prescribed drugs? • Have you ever been hospitalized? • How many days were you absent from work for illness last year?

II. Questions about Performing Essential Functions
 	
• Are you able to perform the essential functions of this position with or without reasonable accommodation?
 	
Note: This question is to be answered yes or no. The applicant is not required to disclose if an accommodation is needed.
 	
  Examples of Specifics duties:
• Can you type/file/answer phones/etc.?
• This position involves doing X at Y speed. Can you do X at Y speed?
• This position involves taking information over the phone and entering it into the computer. Can you do that?
• This position required moving construction materials weighing 15 pounds to build trails. Can you do that?
• This position required reading to children. Can you do that?
	II. Questions about Performing Essential Functions
	
	• Do you have any disabilities, impairments or illnesses which affect your performance in this position?
	
	How can you perform these duties with your handicap?
	
	  Examples of Specifics duties:
	• How do you drive a car?
	• How can someone with your disability drive a truck?
	• How can you manage playground duty when you can't see?
	• How can you clear trails, dig a ditch, pull weeds, mow lawns with your handicap?
	• What kinds of help will we have to give you so that you can do these tasks?

III. Questions about an Accommodation If an applicant volunteers that he/she can perform the task with an accommodation, then you may ask: • What accommodations will you need to perform this task?	**III. Questions about an Accommodation** • To do this job you will obviously need accommodations. Which ones will you need?