



**SCHOOL PLACEMENT
(Work-Based Learning)
COORDINATOR HANDBOOK**

**Suggested Policies, Procedures
and Practices for
Work-Based Learning Coordinators**

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Table of Contents

Introduction	1
Certificated Teacher/Coordinator.....	1
Role of Certificated Teacher/Coordinator	1
Visitation Plan.....	2
Retention of Records	2
Local Policies	3
Verification of Worker’s Disability Compensation and General Liability Insurance.....	3
Unpaid Trainee	4
School Placement (Work-Based Learning Coordinator) Working Knowledge of Responsibilities	6
Evaluation/Assessment of School Checklist	6
Familiarization/Proficiency	7
Possible Local School District Policies	8
Sample Training Case Scenarios	9
Questions.....	9
Answers	12
Employment Checklist For Hiring Persons With Disabilities.....	16
Question and Answer.....	17
How Do I Know If My Worksite Is Accessible?	17
Where Can I Obtain Additional Information?	18
Workplace Accommodation Process	18
What are Reasonable Accommodations?.....	18
What is Undue Hardship?	19
When May a Job Accommodation be Required?	19
What are the Steps to Consider When Making a Workplace Accommodation?	19
What Tax Credits are Available to Assist with Workplace Accommodations?	20

Introduction

This School Coordinator Handbook was cooperatively developed between the Michigan Department of Education, Office of Career and Technical Education (www.michigan.gov/octe); the Michigan Career Placement Association (www.micareerplacement.org) and the Michigan Transition Services Association (www.michigantsa.com). School Placement Coordinators facilitate a vital role in connecting students between their school experiences and the work place.

Certificated Teacher/Coordinator

Work-Based learning program placements must be monitored by a certified teacher or certified coordinator employed by the district. It is the school district's responsibility to provide certified staff for supervision of the student-learner at the worksite.

Role of Certificated Teacher/Coordinator

The certificated teacher/coordinator should be familiar with the rules and regulations related to work-based learning experiences. It is also important that the teacher-coordinator have a thorough understanding of applicable child labor laws and risk management practices including prohibited hazardous occupations, safety, workers' compensation, nondiscrimination, equal opportunity, and sexual harassment. Statewide work-based learning workshops are offered annually by the Michigan Career Placement Association. For information on upcoming workshops, the MCPA website is: www.micareerplacement.org

The release time available to the certified staff member responsible for coordination of work-based learning programs should accommodate 15 minutes per week per student-learner to ensure proper coordination. Proper coordination means more than just visiting the student's employer. Coordination time should be used for these purposes:

- Locate prospective training stations
- Do an evaluation of the potential worksite
- Provide detailed program information for the purpose of orientation to employers
- Observe safety conditions on the job
- Confirm worker's compensation insurance coverage and general liability insurance coverage of the worksite
- Prepare training agreements
- Develop training plans
- Confer with employer for instructional needs of student learner
- Confer with student learner at worksites
- Maintain teacher/coordinator records
- Handle student-learner work/school issues
- Maintain student-learner wage and hour records
- Develop and implement a visitation plan

For more information on roles and responsibilities, you may wish to reference the following DACUM study that was conducted in 2007:

<http://www.temple.edu/cte/programs/cert/docs/CoopDACUMCHART2007.pdf>

Visitation Plan

A regular visitation plan, calling for at least one visit every nine (9) weeks to the site by the certified teacher/coordinator, after first visiting the employer to establish the training station, must be developed with each employer. Visits must be performed by the certified coordinator signing the training agreement or the certified instructor from the related class. These visitations are to check the pupil's attendance, evaluate the pupil's progress, and to evaluate the site in terms of health, safety, and welfare of the pupil.

One essential coordination visit would be for evaluation, which would include a review of the attendance, training plan, identification and rating of competencies achieved, and an evaluation of work traits and employability skills attained. The related vocationally-certified course instructor, if different from the vocationally-certified coordinator, is encouraged to participate in the worksite visits. The student should be present when the workstation is visited. To meet state guidelines for instructional time, no portion of any coordination task or supervision of students on the job may be assigned to non-certified staff.

Visitations by the certificated teacher are to monitor the progress of the pupil's skill attainment, determine if the pupil is eligible to receive school credit, verify the pupil's attendance, and evaluate the site in terms of health, safety, and welfare of the pupil. When training sites are licensed, the coordinator must check and note the expiration date of the license. If the license expires during the training period, there should be a check to find if the license has been renewed and is current. More visits may be required depending upon the student-learner's progress and needs, the supervisor's experience in working with student-learners, and other factors.

Retention of Records

The certified teacher-coordinator maintains a file on each student-learner. The file includes a training agreement, training plan, student-learner enrollment form, student-learner weekly wage and hour reports (hours worked per week need to be verified by the employer/supervisor or coordinator), documented safety training received, evaluations, and an anecdotal log of worksite visits by the coordinator, and any other required documentation by the local district.

The current Records Retention and Disposal Schedule for Michigan Public Schools suggests that student records related to employment of minors (including work permits and work/school training agreements and contracts) be kept until graduation (or expected graduation) of the student plus seven years. The following link will take you to Michigan's retention/disposal schedule:

http://www.michigan.gov/documents/hal_mhc_rms_local_gs2_171482_7.pdf

Local Policies

Work-based learning experiences need to follow state guidelines, but locally developed policies are also necessary. Policies and scope of responsibilities respectively for students, parents, schools and employers need to be developed and shared with participants. District policies may include:

1. Program requirements and enrollment procedures,
2. School coordinator responsibilities,
3. Student participant responsibilities,
4. Parent/Guardian responsibilities,
5. Employer and worksite organization responsibilities,
6. High school credit provisions, including audit provisions, grade computation, required related instruction, attendance policies, including absence from school and/or job loss, dismissal, or layoff,
7. Insurance requirements,
8. Selection of training stations,
9. Supervision at the worksites,
10. Driving policies and other transportation issues,
11. Safety instruction for participants,
12. How to deal with sexual harassment, hazardous activities or observation of illegal activities,
13. Americans with Disabilities Act (ADA) requirements and reasonable accommodations,
14. Privacy act and parental permission procedures,
15. Records and retention procedures,
16. Forms used by the district(s),
17. School board policies related to work-based learning, and
18. Provisions for regular review of policies.

Verification of Worker's Disability Compensation and General Liability Insurance

An important requirement of the training agreement for both paid and unpaid students is that there must be verification from the employer that they carry both workers' compensation insurance and general liability insurance. To verify workers' compensation coverage, call the Michigan Department of Licensing and Regulatory Affairs, Workers' Compensation Agency at 1-888-396-5041 or access the web site at www.michigan.gov/wca and click on "insurance coverage look up".

The above website does not provide general liability insurance; this information must be verified directly with the employer.

In Michigan, workers' compensation insurance and general liability insurance coverage are required by the Department of Education for any student (paid or unpaid) placed from a public school district into a work-based learning experience. The reasons for this requirement are listed below:

1. It assures that students are placed in businesses that have adequate supervision and oversight. According to the Michigan Department of Licensing and Regulatory Affairs, Workers' Compensation Agency, the workers' compensation law requires employers (profit and nonprofit businesses) to carry these policies if there is one (1) full time or three (3) part time employees and in most instances, the owner of the business is considered an employee.
2. It assures that a business has proper coverage in the event that the student is involved in an accident. According to the Michigan Department of Licensing and Regulatory Affairs, Workers' Compensation Agency, even if the student is insured by the school district's policy (and many school districts do carry coverage for the students that are placed in work-based learning experiences), if a judge finds that the business and the student had an employee/employer relationship, the business workers' compensation insurance and general liability insurance protect both parties. No policy means that there is no protection for the student or the employer if an injury occurs. The employee/ employer relationship, should an injury occur, will ultimately be the decision of the magistrate. If an employer does not have a workers' compensation policy, they do not have the exclusive remedy protection under the act. This means that an employee is free to sue the employer and there would be no limitations to the amount of money the employee may receive. The policy protects everyone in case of an injury.

The Department of Education is not requiring that students in unpaid placements be added to the workers' compensation policy and general liability policy of the business. Many school districts continue to carry insurance coverage for students that they place into these settings. In summary, the Department of Education requires that any business where students are placed carry these insurances (workers' compensation and general liability) to protect the student and the business in case of a lawsuit that finds the student to be an actual employee and to also insure that the business is big enough to adequately supervise the student safely.

Unpaid Trainee

The following six federal criteria must be met for a pupil to be considered as an unpaid trainee:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in school where curriculum is followed and students are under the continued and direct supervision of representatives of the school or business.
2. The training is for the benefit of the trainees or students.

3. The trainees or students do not displace regular employees, but work under their close observation.
4. The employer who provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion, operations may actually be impeded.
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

In order to avoid an employer/employee relationship and to maintain a "trainee" relationship under federal definitions, training must not be for more than a total of 45 hours per specific training experience and must be conducted under a written training agreement and a written training plan. Different training experiences can occur at one location if there are multiple training plans with a whole set of separate skills (no duplication of tasks) with the training agreement that clearly define separate training experiences every 45 hours.

School Placement (Work-Based Learning Coordinator)
Working Knowledge of Responsibilities

Evaluation/Assessment of School Checklist

Evaluation/Assessment of School	Yes No	Comments
Is this program operating consistent with local board policies on work-based learning?		
What additional policies and procedures exist that relate to work-based learning in your school district? (i.e., release of student records, privacy, confidentiality)		
Are policies applied consistently to all work-based learning placements?		
Are general education, career and technical education, and special education transitions placement staff working together and applying policies consistently?		
Are school coordinators meeting frequently with students and employers as required by law or district policies?		
Are work-based learning coordinators visiting the work-site regularly?		
Are Pupil Accounting Manual/Work-Based Learning requirements followed?		
Are training agreements and training plans complete and accurate?		
Is there a process for screening and evaluating business participants?		
Is there a written policy addressing transportation of students to the work site?		
Are there written policies and procedures for resolving placement issues which are communicated to business, parents, the student and the school coordinator?		
Are coordinators knowledgeable of applicable state and federal child labor laws?		

School Placement (Work-Based Learning Coordinator)
Working Knowledge of Responsibilities

Familiarization/Proficiency

Familiarization/Proficiency Checklist	Yes No	Comments
Work-Based Learning Terminology		
Pupil Accounting Manual/Section 5P (Work-Based Learning)		
Pupil Accounting Manual/Section 5L (Transitions Services)		
USDOL Fair Labor Standards Act		
Federal Bulletin 101		
Youth Employment Standards Act (YESA)		
Michigan Occupational Safety and Health Administration (MIOSHA)		
Individuals with Disabilities Education Act (IDEA)		
Americans With Disabilities Act (ADA)		
Workers' Compensation and General Liability Insurances		

School Placement (Work-Based Learning Coordinator)
Working Knowledge of Responsibilities

Possible Local School District Policies

Possible Local School District Policies	Yes No	Comments
Is this program operating consistent with local board policies on work-based learning?		
Work-Based Learning Program Requirements (application/enrollment procedures, termination process, number of credits, student attendance, grading criteria)		
Parental Permission Procedures		
Record Retention & Disposal		
Confidentiality of Student Records (FERPA)		
Discrimination Policies (Sexual Harassment, Gender, Disability)		
Transportation/Driving		
Responsibilities of Student, Parent/Guardian, School Coordinator and Employer/Worksite Organization		
Safety Instruction, Identification of Hazardous Activities, Observation of Illegal Activities		
Selection of training/employment worksites		
Assurance of adequate supervision and monitoring of worksite		

Sample Training Case Scenarios

Questions

No.	Case Scenario Description	Questions: <ul style="list-style-type: none"> • What are the issues? • How would you handle this situation?
1	A student fails a related class. The student asks you if she can still get credit for co-op education class.	
2	A student has been absent from school 42 days. The student currently has a job and has taken prior related instruction.	
3	A first year senior is in an auto mechanics class and wants to be placed at Ford right away.	
4	Student is in theater arts. He wants credit to go to Fisher Theater to work on stage construction. Theater teacher wants to send students to various locations around state to get experience.	
5	Student is being released to work in a co-op job three hours a day. How much credit can I issue?	
6	You are a certified teacher given a new assignment as a program coordinator for unpaid trainees. You are replacing someone who is retiring after 20 years who has typically handled 150 students a term. No written guidelines or policies exist. What kind of policies would you develop?	
7	A friend of a student comes to you and tells you that her friend is experiencing a number of sexually oriented jokes at the work-site.	
8	A student loses two fingers while operating a table saw at the work-site.	

No.	Case Scenario Description	Questions: <ul style="list-style-type: none"> • What are the issues? • How would you handle this situation?
9	You suspect a forged signature on a permission slip for a one-day job shadowing experience.	
10	Student tells you that his teacher has suggested that he and four other students car pool to visit a work-site on a job shadowing assignment.	
11	Medium-size construction business wants to hire students as independent contractors. Will you sign off?	
12	Student informs you that the employer has not signed the training agreement.	
13	Student applies for co-op placement and indicates he has another job. You check the school file and find no work permit.	
14	A student is 18 years old and signed up for co-op class. She resists school guidelines on number of hours permitted to work. She has been observed falling asleep in first and second hour class.	
15	Students are going on a one-day field trip to a local apple orchard where cider and doughnuts will be served. Students will be able to participate in pressing of apples.	
16	A local employer wants to take on students for various work-based experiences and has no insurance.	
17	You have a meeting with a work-site supervisor to place a student with a hearing impairment. The work-site supervisor tells you that between 4 and 4:30 pm there is no supervision because the supervisor goes to the bank.	

No.	Case Scenario Description	Questions: <ul style="list-style-type: none"> • What are the issues? • How would you handle this situation?
18	A student is placed at an attorney's office. The attorney wants to take the student along with him to the courthouse to observe legal proceedings and calls you to see if it is all right.	
19.	A student using forearm crutches works for a local restaurant. The tile floor in the kitchen is often slippery. The student is concerned about falling.	
20.	A student works for a local retail store. He/She has good attendance and basic job skills, however she has limited decision-making skills.	
21.	A student with a learning disability is completing a job application. His/Her documents indicate that he/she does not have a disability that interferes with performance of the job duties.	

Sample Training Case Scenarios

Answers

No.	Case Scenario Description	Questions: <ul style="list-style-type: none"> • What are the issues? • How would you handle this situation?
1	A student fails a related class. The student asks you if she can still get credit for co-op education class.	This is a local policy decision that should be clearly communicated on the application for placement.
2	A student has been absent from school 42 days. The student currently has a job and has taken prior related instruction.	This is a local policy decision. Attendance should be part of the selection process.
3	A first year senior is in an auto mechanics class and wants to be placed at Ford right away.	Some questions need to be answered. For example, what will the student be doing and is at a dealership or plant? Core classes need to be completed before placement. Successful mastery of appropriate safety training for that work site needs to be documented. Appropriate prior related instruction.
4	Student is in theater arts. He wants credit to go to Fisher Theater to work on stage construction. Theater teacher wants to send students to various locations around state to get experience.	The local district's policy on transportation needs to be clear. Is stage construction part of curriculum? Are students trained in the use of cutting tools? This kind of experience needs vigilant monitoring.
5	Student is being released to work in a co-op job three hours a day. How much credit can I issue?	This is a local policy issue. Usually based on hours worked. The average is 10 hours/week for one credit. Credit when additional assignments are done.
6	You are a certified teacher given a new assignment as a program coordinator for unpaid trainees. You are replacing someone who is retiring after 20 years who has typically handled 150 students a term. No written guidelines or policies exist. What kind of policies would you develop?	The issues here concern whether proper supervision and training can be accomplished with a caseload of 150 students. Another issue is whether the unpaid trainee's placements are age and skill appropriate. This shows the need for having a district school coordinator handbook.

No.	Case Scenario Description	Questions: <ul style="list-style-type: none"> • What are the issues? • How would you handle this situation?
7	A friend of a student comes to you and tells you that her friend is experiencing a number of sexually oriented jokes at the work-site.	You have a duty to investigate and to determine if the alleged offense meets the definition of sexual harassment both from the schools' and employers' perspective. Students should know the reporting procedure for reporting incidents. Should be slow to pull student out unless it is the desire of the student and it appears to be in the best interest of the student. May need to help employer see the need to administer discipline to harasser.
8	A student loses two fingers while operating a table saw at the work-site.	You have a duty to investigate. Again, shows the need for having handbook that contains child labor laws. Show concern and compassion for student even if the injury appears to be the result of the student's own negligence.
9	You suspect a forged signature on a permission slip for a one-day job shadowing experience.	You have a duty to investigate. Actions will depend on when you suspect the forgery and how much time you have to act. Actions could include interviewing the student, calling the parent, comparing signatures from another form. Another issue is that the permission slip should contain all the elements needed for an informed consent form. An informed consent form must clearly identify the nature of the experience, the hazards in the work place, the likelihood and nature of physical or emotional injury.
10	Student tells you that his teacher has suggested that he and four other students car pool to visit a work-site on a job shadowing assignment.	The local district's policy on transportation needs to be clear. The principles of informed consent apply here as well.
11	Medium-size construction business wants to hire students as independent contractors. Will you sign off?	This will depend of the policy of the district on workers compensation.

No.	Case Scenario Description	Questions: <ul style="list-style-type: none"> • What are the issues? • How would you handle this situation?
12	Student informs you that the employer has not signed the training agreement.	If working already, it is an illegal employment. Therefore, work must stop. If not working...
13	Student applies for co-op placement and indicates he has another job. You check the school file and find no work permit.	Check hours at other job and get work permit in the file.
14	A student is 18 years old and signed up for co-op class. She resists school guidelines on number of hours permitted to work. She has been observed falling asleep in first and second hour class.	Child labor laws will not apply if she is 18. However, she must still abide by the policies of the program. Her age has no bearing on school policies unless specifically addressed. Check to see how many hours she is actually working.
15	Students are going on a one-day field trip to a local apple orchard where cider and doughnuts will be served. Students will be able to participate in pressing of apples.	Permission slips should meet all of the elements of an informed consent form. The permission form should also ask about potential food allergies and allergic reactions to bee stings.
16	A local employer wants to take on students for various work-based experiences and has no insurance.	This is a local policy decision. Evidence of insurance should be considered for all work site roles other than visitor/guest. The degree of potential work site hazards should also be considered.
17	You have a meeting with a work-site supervisor to place a student with a hearing impairment. The work-site supervisor tells you that between 4 and 4:30 pm there is no supervision because the supervisor goes to the bank.	The issue here is not disability related, rather the lack of supervision for all minors.
18	A student is placed at an attorney's office. The attorney wants to take the student along with him to the courthouse to observe legal proceedings and calls you to see if it is all right.	The attorney's request alters the nature of the experience. This request should be approved only with the written or verifiable approval of the parents.

No.	Case Scenario Description	Questions: <ul style="list-style-type: none"> • What are the issues? • How would you handle this situation?
19	A student using forearm crutches works for a local restaurant. The tile floor in the kitchen is often slippery. The student is concerned about falling.	Work with the student and employer to identify a reasonable accommodation that will ensure safe travel (such as floor mats).
20.	A student works for a local retail store. He/she has good attendance and basic job skills, however she has limited decision-making skills.	The student needs instruction related to decision-making and a concrete strategy for dealing with types of decisions necessary for that job. Program coordinators must be aware of the decisions that may be required and provide related instruction.
21.	A student with a learning disability is completing a job application. His/her documents indicate that he/she does not have a disability that interferes with performance of the job duties.	Disclosure of a disability is a choice of the individual according to the Americans with Disabilities Act (ADA).

Employment Checklist For Hiring Persons With Disabilities

Do!

- Do learn where to find and recruit people with disabilities.
- Do learn how to communicate with people who have disabilities.
- Do ensure that your applications and other company forms do not ask disability-related questions and that they are in formats that are accessible to all persons with disabilities.
- Do consider having written job descriptions that identify the essential functions of the job.
- Do ensure that requirements for medical examinations comply with the Americans with Disabilities Act (ADA)
- Do relax and make the applicant feel comfortable.
- Do provide reasonable accommodations that the qualified applicant will need to compete for the job.
- Do treat an individual with a disability the same way you would treat any applicant or employee with dignity and respect.
- Do know that among those protected by the ADA are qualified individuals who have AIDS, cancer, who are cognitive impairments, traumatic brain injuries, deaf, blind, and learning disabilities.
- Do understand that access includes not only environmental access, but also making forms accessible to people with visual or cognitive disabilities and making alarms/signals accessible to people with hearing disabilities.
- Do develop procedures for maintaining and protecting confidential medical records.
- Do train supervisors on making reasonable accommodations.
- Do learn what agencies in your community can help to refer and support qualified candidates
- Do prepare and educate your staff about supporting and interacting with individuals with obvious disabilities

Don't!!

- Don't assume that persons with disabilities are unemployable.
- Don't assume that persons with disabilities do not want to work.
- Don't assume that alcoholism and drug abuse are not real disabilities, or that recovering drug abusers are not covered by the ADA.
- Don't ask if a person has a disability during an employment interview.
- Don't assume that certain jobs are more suited to persons with disabilities.
- Don't hire a person with a disability if that person is a significant risk of substantial harm to the health or safety of the public and there is no reasonable accommodation to reduce the risk or the harm.
- Don't hire a person with a disability who is not qualified to perform the essential functions of the job even with a reasonable accommodation.
- Don't assume that you have to retain an unqualified employee with a disability.
- Don't assume that your current management will need special training to learn how to work with people with disabilities.
- Don't assume that the cost of accident insurance will increase as a result of hiring a person with a disability.
- Don't assume that reasonable accommodations are expensive.
- Don't assume that you don't have any jobs that a person with a disability can do.
- Don't make medical judgments.
- Don't assume that your workplace is accessible.

Question and Answer

How Do I Know If My Worksite Is Accessible?

The following are some questions to keep in mind when determining physical accessibility:

- Are there designated parking spaces for persons with disabilities that are close to the entrance of the worksite?
- Is there a pathway without abrupt level changes or steps that leads from the parking area to the entrance?
- If ramps are used to provide access, are they appropriately graded and are handrails provided?
- Are the doors wide enough (36 inches) for people using wheelchairs? Are they easy to open (e.g., not excessively heavy, with easily grasped handles, or automatic)?
- Is the personnel office in an accessible location?
- Are pathways to the bathroom, water fountain, and public telephone accessible?
- Can people with disabilities use them?
- Are elevators accessible to all persons with disabilities (e.g., control panels lower than 54 inches from the floor, raised symbols or numbers on the control panels)?
- Is all signage appropriate and accessible for persons with visual, learning, and cognitive disabilities (including the use of symbols and graphics)?
- Does the emergency warning system include both audible and visual alarms?

Where Can I Obtain Additional Information?

ADA National Network www.adata.org 800-949-4232 (Voice/TTY)

Architectural Barrier Tax Deduction www.irs.gov Form 8826

Office of Disability Employment Policy www.dol.gov/odep

Disabled Access Tax Credit www.irs.gov Form 8826

Equal Employment Opportunity Commission (EEOC) www.eeoc.gov

Job Accommodation Network (JAN) www.askjan.org
800-526-7234 (Voice) 877-781-9403 (TTY)

Michigan Administrative Rules for Special Education Supplemented with Selected IDEA Federal Regulations Part 3: Administration of Programs and Services R340.1733(i) Rule 33 www.michigan.gov/documents

U.S. Access Board www.access-board.gov/ada

Work Opportunity Credit www.irs.gov Form 5884

Workplace Accommodation Process

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U.S. Department of Labor - Office of Disability Employment Policy –
www.dol.gov/odep*

The 1990 Americans with Disabilities Act (ADA) requires that employers with 15 or more employees make reasonable accommodations in the workplace for employees with disabilities. Reasonable accommodations must be made on a case-by-case basis and are not required when costs would constitute an undue hardship for an employer.

What are Reasonable Accommodations?

Reasonable accommodations are adjustments or modifications which range from making the physical work environment accessible to restructuring a job, providing assistive equipment, providing certain types of personal assistants (e.g., a reader for a person who is blind, an interpreter for a person who is deaf), transferring an employee to a different job or location, or providing flexible scheduling. Reasonable accommodations are tools provided by employers to enable employees with disabilities to do their jobs, just as the employer provides the means for all employees to accomplish their jobs. For example, employees are provided with desks, chairs, phones, and computers. An employee who is blind or who has a visual impairment might need a computer which operates by voice command or has a screen that enlarges print. It should be noted that most accommodations are very inexpensive- less than \$100.

The Job Accommodation Network (JAN) is a free consulting service, offered through the US Department of Labor, Office of Disability Employment Policy. It promotes information about workplace accommodations or the American with Disabilities Act (ADA) and related legislation. The documents on the JAN website are not copyrighted and reproduction is encouraged. Section 105 of the Copyright Law provides that no copyright protection is available for works created by the US Government. Therefore, all works created by JAN fall under this provision. For further information regarding this or any other document provided by JAN, please contact JAN (see reference list).

What is Undue Hardship?

This legal term is defined in the ADA as an action requiring significant difficulty or expense for the business/employer, considering the following factors: the nature and cost of the proposed accommodation, the overall financial resources of the business and the effect of the accommodation upon expenses and resources, and the impact of the accommodation upon the operation of the facility.

When May a Job Accommodation be Required?

A workplace accommodation may be requested by an employee with a disability at any time during employment. After initiating the workplace accommodation process, the individual and the employer should discuss the request. There are several considerations when determining reasonable accommodation requests, including the demands of the job, the employee's skills and functional limitations, available technology, and cost. After both parties agree that a workplace accommodation is needed, an appropriate one must be selected.

What are the Steps to Consider When Making a Workplace Accommodation?

Step 1: Decide if the employee with a disability is qualified to perform the essential functions of the job with or without an accommodation.

Step 2: Identify the employee's workplace accommodation needs by:

- Involving the employee who has the disability in every step of the process;
- Employing confidentiality principles while exploring ways to provide workplace accommodations;
- Consulting with rehabilitation professionals, if needed;
- Using job descriptions and job analyses to detail essential functions of the job; and
- Identifying the employee's functional limitations and potential accommodations

Step 3: Select and provide the accommodation that is most appropriate for the employee and employer.

- Cost should not be an undue hardship; most are low costs- less than \$100
- Accommodations selected should be effective, reliable, easy to use, and readily available for the employee needing the accommodation.
- An employee should try the product or piece of equipment prior to purchase.

Step 4: Check results by:

- Monitoring the accommodation to see if the adaptation enables the employee to
- Complete the necessary work task(s); and
- Periodically evaluating the accommodation(s) to ensure effectiveness.

Step 5: Provide follow-up, if needed, by:

- Modifying the accommodation if necessary; or
- Repeating these steps if appropriate.

What Tax Credits are Available to Assist with Workplace Accommodations?

Disabled Access Tax Credit: This is a tax credit available to an eligible small business in the amount of 50 percent of eligible expenditures that exceed \$250 but do not exceed \$10,250 for a taxable year.

Architectural Barrier Tax Deduction: Businesses may deduct up to \$15,000 of the costs incurred each year to remove physical, structural, or transportation barriers in the workplace.