



## Determining Accessibility in National Service Programs and Facilities

The information and surveys contained in this chapter will enable organizations to perform self-evaluations and plan ways to meet the accessibility needs of individuals with disabilities participating in national service programs.

- Introduction .....2
- Basic Outline of a Position Description .....3
- Outreach and Recruitment Checklist .....4
- Section I – Guidelines Recruitment/Accommodation Practices .....5
- Section I – Checklist Recruitment/Accommodation Practices .....9
- Section II – Guidelines General Non-Discrimination Obligations ..... 17
- Section II – Checklist General Non-Discrimination Obligations..... 19
- Section III – Guidelines Communications Accessibility .....21
- Section III – Checklist Communications Accessibility .....24
- Section IV Priority 1 – Guidelines Access to Services & Accessible Entrance.....27
- Section IV Priority 1 – Checklist Access to Services & Accessible Entrance .....31
- Section IV Priority 2 – Guidelines Access to Goods and Services .....37
- Section IV Priority 2 - Checklist Access to Goods and Services .....41
- Section IV Priority 3 – Guidelines Usability of Restrooms .....48
- Section IV Priority 3 – Checklist Usability of Restrooms ..... 50
- Section IV Priority 4 – Guidelines Additional Access .....54
- Section IV Priority 4 – Checklist Additional Access.....56
- Accessibility Checklist for Meetings/Conferences .....59



## Introduction

Accessibility is an ongoing process. Technology, standards, and needs are constantly changing. Architectural accessibility codes of twenty years ago were a few pages long. Today, most codes are well over a hundred pages. Rather than look at this process as static, view it as an ongoing process that is as much a part of your organization as staff development, budgeting, and organizational development.

Each section of this tool consists of a question-format checklist that will enable you to begin a thorough self-evaluation of your program and facilities. The results of your evaluation will facilitate the creation of a transition plan to correct discrepancies. Consider it a management tool that will help you assess what you have already done to facilitate equal opportunities for people with disabilities and to plan what needs to be done in the future. The checklist addresses requirements of the National and Community Service Trust Act regarding people with disabilities as well as those under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, as amended. Each checklist is followed by a section that provides a description of the checklist questions, as well as examples and methods for ensuring compliance.

The purpose of this self-evaluation is to allow you to gather information regarding your organization's level of accessibility in one place and at one time. A good self-evaluation will capture your strengths and weaknesses. It will allow you to develop a concrete plan, based on real data, to increase the level of accessibility in your program.

### Recommended steps:

- Completion of the checklist within this Chapter
- Development of internal action steps to rectify issues identified as a result of the self-evaluation
- Development of written organization-wide policies
- Maintenance of this self-evaluation and supporting/resulting documents on file
- Annual review of this self-evaluation

In developing these tools, we have tried to simplify complex issues while maintaining the integrity of the goal of accessibility and for the requirements of the law. Questions regarding specific situations for specific programs will arise and should be expected. Contact the appropriate local, state, or national resource (see Chapter 7) for additional information.



## Basic Outline of a Position Description

Each service position description should follow a similar format with headings. The following checklist is a compilation of recommendations from the National Service Inclusion Project (NSIP) and the MCSC Statewide Inclusion Team. This will allow service members to make an informed decision of whether or not the program meets their skills, abilities, and interests and will provide an environment in which they can be successful.

- Service Position Title
- Time Commitment (full-, half-, quarter-, minimum-time)
- Name and Title of Supervisor
- Brief overview of service position
- Basic requirements, age, background check, citizenship etc.
- Essential Functions (what are the specific functions for why this position exists?)
  - Limited number of others who can do the function
  - Function is specialized (person to be selected because of expertise)
- Marginal Functions
  - Secondary to essential functions
  - Tasks that can be traded or done by another volunteer, if necessary
- Working Relationships
- Knowledge, skills, and abilities
- Academic Qualifications
  - If a high school diploma or GED is required, will the equivalent be sufficient (i.e., Certificate of Completion)?
- Service Conditions
- Physical, emotional, and intellectual demands
- Equipment Used
- Benefits of position (i.e., stipend, healthcare, professional development, etc.)
- Increase font size of position description for easier readability by anyone who has difficulty with reading small print (or have alternative formats available).
  - Arial font is an easily readable font
  - Size 14 font is the standard size used by libraries for the blind
- Is traveling within the work day an essential function of the position? If so, add the following statement: "Frequent, reliable travel is required during the work/service day."
  - For most travel, the use of drivers and/or public transportation can be utilized to meet this function if a person is not able to drive his/herself in a personal or agency vehicle.
- Is the service schedule adjustable/flexible?
- Always remember to use people-first language on position descriptions.
- Add a statement of how a person with a disability can go about requesting accommodations, if needed.
- List the contact person for position



## Outreach and Recruitment Checklist

| Questions   | Yes | No | Accomplishments/Next Steps |
|---|-----|----|----------------------------|
| <b>Staffing</b>   |     |    |                            |
| 1. Do you have a designated staff person(s) responsible for outreach and recruitment?<br>a. Is this person knowledgeable about accessibility issues?<br>b. Has he/she received training in the area of disability awareness and on Equal Opportunity Employment?  |     |    |                            |
| <b>Architectural Access</b>   |     |    |                            |
| 2. Number of program location sites _____<br>a. Have you conducted a physical evaluation of each building (including rented spaces) where program and administrative activities take place?   |     |    |                            |
| 3. Have you developed a plan for modifications to improve accessibility?<br>a. Specify the physical barriers to be remedied<br>b. Methods to be used, including required funds.<br>c. Timeline/Schedule for completion.   |     |    |                            |
| <b>Recruitment and Accommodation Practices</b>  |     |    |                            |
| 4. Have you ensured that the application process and all application forms are accessible to persons with disabilities?<br>a. Interviews are held in accessible locations.<br>b. If requests are made, application is available in alternative formats or methods.<br>c. You provide interpreters for interviews when requested.<br>d. Recruitment materials contain an inclusive statement such as "[Organization] is firmly committed to providing access, equal opportunity, and reasonable accommodation in its programs, activities, and materials." |     |    |                            |
| 5. Do the written service descriptions for which you are recruiting adequately reflect the essential and marginal functions of the position?  |     |    |                            |
| 6. Have applicants and members been informed that they are entitled to reasonable accommodation?  |     |    |                            |
| 7. Do you actively recruit qualified members with disabilities?   |     |    |                            |
| <b>Accessible Communication</b>   |     |    |                            |
| 8. Do your publications, meetings, and website include clear language concerning access for people with various disabilities?<br>a. Publications are available in alternative formats.<br>b. Have you publicized meetings or public events indicating a sign language interpreter is available upon request?<br>c. Is your website accessible? Websites should meet accessibility standards with any graphics available in alternative text.<br>d. Images of people with disabilities are included in outreach materials                                  |     |    |                            |



## Section I – Guidelines Recruitment/Accommodation Practices

### **1. Has your program affirmatively sought to recruit and retain qualified participants with disabilities?**

National service programs need to affirmatively include persons with disabilities in recruitment efforts. This means that recruitment activities need to be accessible and that reasonable accommodations may have to be made. The affirmative obligation is found in the National and Community Service Act of 1990, as amended. National Service programs should be able to outline what they have done in order to recruit persons with disabilities (i.e., contacting independent living centers, providing recruitment information in large print, ensuring that meetings are held in accessible locations, including pictures of participants with disabilities in recruitment brochures).

### **2. Do you have a written policy concerning discrimination on the basis of physical or mental disability?**

Programs should include an anti-discrimination statement about disability with their general anti-discrimination statement: "[*Organization*] does not discriminate on the basis of race, sex, gender, national origin, color, political affiliation, religion, age, or disability."

### **3. Do you regularly review your recruitment practices (recruitment, training, tenure, disciplinary actions) to be certain that you, your managers, supervisors, and external consultants are nondiscriminatory in the treatment of applicants and participants with disabilities?**

It is not enough to review practices once and then assume they are nondiscriminatory forever. New staff members are always being hired, incumbent staff can fall into old practices, and biases and stereotypes are difficult to erase. Regular review of practices on at least an annual basis, depending on your program and your schedule of events, is highly recommended.

### **4. Medical records must be kept in a separate location from non-medical records. Access to medical records must be limited. Are all participants' non-medical records kept in a separate place from records that contain medical information?**

Medical records should be kept in a locked file and access should be limited to those who truly need to know. Further, information that relates to reasonable accommodation should be kept with medical information and not in a participant's general file.

#### **a. Do you have a written policy regarding who has access to medical information?**

A written policy serves to protect the program. A copy should be attached to the self-evaluation document.

### **5. Do your recruitment materials, including photos and ad copy, contain positive images of persons with disabilities and indicate your program's commitment to the inclusion of persons with disabilities?**

Recruitment and other advertising materials should include images of persons with disabilities and copy should mention the participation of persons with disabilities. The



message of inclusion needs to be carried out throughout your recruitment process, not just in the part that specifically relates to outreach to persons with disabilities.

**6. Are inquiries related to the presence of a disability that a participant or potential participant might have limited to performance of essential functions or requirements for reasonable accommodation?**

You may ask how a participant would perform service activities with or without reasonable accommodation. You may not ask how a participant acquired his/her disability, how s/he feels about it, what s/he has done about it, how long s/he has had a disability, or what s/he has learned from it. These are personal questions and are not appropriate in a recruitment setting.

**a. Are supervisory staff members aware of what constitutes legal and illegal inquiries under the ADA/Section 504? If yes, how did they obtain this information?**

Supervisory staff, and those conducting recruitment interviews, should be aware of what constitutes legal and illegal inquiries in this area. Programs should be aware of how staff members are trained. For example, managers often assume that staff is aware of what is legal and illegal, but when asked, cannot describe how staff members know that information. Training should be ongoing and periodic, and should be conducted by reputable organizations and individuals.

**b. Have service descriptions been analyzed to determine which functions of a participant's service are essential and which are marginal? If yes, describe the process for doing this.**

Service descriptions should be reviewed annually to determine what the essential functions are. As programs grow and learn, service descriptions may change and adjustments may be required. A process needs to be in place to ensure that changes are incorporated into the descriptions.

**c. Are service descriptions in writing?**

Service descriptions should be in writing so that documentation of the essential functions of the service position is available.

**d. Are any of the following questions asked during the recruitment or application process? (Questions included on Section I Checklist.)**

It is illegal to ask questions that would reveal information about the health or presence of disability in the recruitment process. These questions are simply examples of questions that can reveal the presence of a disability.

**7. Do you require that applicants for national service positions take any of the following tests as part of an application process?**

**Drug or alcohol testing:** The ADA is neutral on drug testing. This simply means that the ADA does not address the issue of drug testing and programs need to look to other state and federal law and policies to determine the legality of drug and alcohol testing.



**HIV tests:** HIV is considered a disability; it is illegal to require that applicants undergo a test for HIV.

**Skill or performance tests:** Programs may administer skill and performance tests if the skills tested are required in order to perform the essential functions of the service.

**Psychological tests:** Psychological tests are allowable only if they specifically relate to the essential functions of the service description.

**Intelligence tests:** An intelligence test can only be administered if there is clear and convincing evidence that a certain level of intelligence is required to perform the service. Remember, the burden of proof is on the national service program that may want to administer such exams to show that the level of skill measured by such tests is clearly essential to the performance of the service description. All such testing must be administered to **all** applicants.

#### **8. Do you have a substance abuse policy?**

Policies relating to substance abuse should be reviewed to ensure they do not discriminate against participants who are in recovery from substance abuse.

#### **9. Do you have a participant drug testing policy?**

Drug testing policies should be reviewed to ensure they do not single out participants with disabilities.

**10. It is required that reasonable accommodation be provided to participants with disabilities. Reasonable accommodation includes a broad range of adaptations to the manner or circumstances in which a service is performed; an interview is conducted, etc.**

##### **a. Have participants and applicants been informed that they are entitled to reasonable accommodation?**

Everyone needs to know that your national service program has a policy to provide reasonable accommodation. It is not enough assume that people who need accommodations are aware of this. Nor is it enough to only let identified persons with disabilities know. Everyone who is a potential participant in your program needs to be aware of the availability of reasonable accommodations.

##### **If yes, how have they been informed?**

National service programs should be able to document how they inform their audience that reasonable accommodations are available.

##### **b. Are reasonable accommodations provided to national service participants with disabilities? How do you know?**

If you truly have full participation of participants with disabilities, reasonable accommodations are probably being provided. National service programs should have some way of determining and tracking the provision and effectiveness of reasonable accommodations that are provided.



**c. Has a written reasonable accommodation policy been developed?**

A written policy that states a program's ability and willingness to provide reasonable accommodation is a proactive way of letting people with disabilities know they are welcome in your program.

**d. Do supervisory staff members know how to proceed if an accommodation is requested?**

Often, programs are very willing to provide reasonable accommodations, but when requested, they are unsure how to go about actually securing the accommodation. It is important that programs be prepared and able to do so.

**e. Has a specific supervisory staff person been designated to coordinate reasonable accommodation?**

It is not required that a specific person be identified. It is often helpful, however, especially when a program lacks institutionalized experience in providing reasonable accommodation.

**f. Do staff know how to secure a sign language interpreter, if necessary? Do they know how to have material transcribed into Braille, recorded on audiocassette, or placed on an ASCII disk?**

These are two methods of measuring the ability of staff to provide reasonable accommodations when they are requested.

**11.–13.**

**11. Are interviews, participant/staff meetings, and other gatherings held, as a matter of policy, in accessible locations?**

**12. Are off-site participant/staff training, holiday parties, picnics, or other gatherings held in accessible locations?**

**13. Are reasonable accommodations, including sign language interpreters, written materials in alternative format, and so forth, provided to individuals with disabilities at meetings, training sessions, and other events?**

These are three ways of measuring the level of institutionalization of inclusion of persons with disabilities.

**Concluding Note:**

*Even if there are currently no persons with disabilities in your program, activities should still be conducted in accessible forums and in an accessible manner for two reasons. One, a clear message is sent to the general public and to the disability community that access and inclusion are important to national service; and two, practice leads to improvement, knowledge, and preparation. A national service program that considers accessibility a priority will be far more successful in recruiting and retaining individuals with disabilities.*





## Section I – Checklist Recruitment/Accommodation Practices

The following checklist reviews recommended recruitment and accommodation practices for national service programs. This section outlines requirements, allows for evaluation of efforts to date, and provides examples of inclusive practices.

**1. Has your program affirmatively sought to recruit and retain qualified participants with disabilities?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**a. What steps have been taken to meet this goal?**

**b. Have you been successful?**

**c. How do you know?**

**2. Do you have a written policy concerning discrimination on the basis of physical or mental disability?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**3. Do you regularly review your recruitment practices (recruitment, training, tenure, disciplinary actions) to be certain that you, your managers, supervisors, or external consultants are non-discriminatory in the treatment of applicants and participants with disabilities?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**4. Medical records must be kept in a separate location from non-medical records. Access to medical records must be limited. Are all participants' non-medical records kept in a separate place from records that contain medical information? (Medical information includes insurance application forms as well as health certificates, results of physical exams, etc.)**

Yes \_\_\_\_\_ No \_\_\_\_\_

**a. Do you have a written policy regarding who has access to medical information?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**5. Do your recruitment materials, including photos and ad copy, contain positive images of persons with disabilities and indicate your program's commitment to inclusion of persons with disabilities?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**6. Are inquiries related to the presence of a disability that a participant or potential participant might have limited to performance of essential functions or requirements**



for reasonable accommodation?

Yes \_\_\_\_\_ No \_\_\_\_\_

**a. Are supervisory staff members aware of what constitutes legal and illegal inquiries?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**\*If yes, describe how they obtained this information? For example, did they participate in a training session, read relevant literature, etc.?**

**b. Have service descriptions been analyzed to determine which functions of a participant's service are essential and which are marginal?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**\*If yes, describe the process for doing this.**

**c. Are service descriptions in writing?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**d. Are any of the following questions asked during the recruitment or application process?**

- |   |           |          |
|---|-----------|----------|
| Health or physical condition                | Yes _____ | No _____ |
| Physical or mental problems or disabilities | Yes _____ | No _____ |
| Medical history                             | Yes _____ | No _____ |
| Previous workers' compensation claims       | Yes _____ | No _____ |
| Prior health insurance claims               | Yes _____ | No _____ |
| Past drug use or substance abuse            | Yes _____ | No _____ |

**7. Do you require that applicants for national service positions take any of the following tests as part of the application process?**

- |                            |           |          |
|----------------------------|-----------|----------|
| Drug or alcohol test       | Yes _____ | No _____ |
| HIV tests                  | Yes _____ | No _____ |
| Skill or performance tests | Yes _____ | No _____ |
| Psychological tests        | Yes _____ | No _____ |
| Intelligence tests         | Yes _____ | No _____ |



**8. Do you have a substance abuse policy?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**9. Do you have a participant drug testing policy?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**10. It is required that reasonable accommodation be provided to participants with disabilities. Reasonable accommodation includes a broad range of adaptations to the manner or circumstances in which a service activity is performed, an interview is conducted, etc.**

**Reasonable accommodation might include:**

- Allowing an individual with a psychiatric disability to periodically leave early or arrive late for medical appointments and later make up that time.
- Making structural modifications to accommodate a participant who uses a wheelchair.
- Providing auxiliary aids and services, including sign language interpreters, readers (for people who do not read print due to a disability), or material in alternative format such as Braille, ASCII disk, etc.

**a. Have participants and applicants been informed that they are entitled to reasonable accommodation?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**\*If yes, how have they been informed?**

**b. Are reasonable accommodations provided to national service participants with disabilities?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**\*How do you know?**

**c. Has a written reasonable accommodation policy been developed?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**d. Do supervisory staff members know how to proceed if an accommodation is requested?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**e. Has a specific supervisory staff person been designated to coordinate reasonable accommodation? *This is not required but is recommended.***

Yes \_\_\_\_\_ No \_\_\_\_\_



**f. Do they know how to secure a sign language interpreter if necessary?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**g. Do they know how to get material transcribed into Braille, recorded on audiocassette, or placed on a diskette in text format?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**11. As a matter of policy, are interviews, participant/staff meetings, and other gatherings held in accessible locations? Accessible locations include accessible entrances, meeting areas, and restrooms.**

Yes \_\_\_\_\_ No \_\_\_\_\_

**12. Are off-site participant/staff trainings, holiday parties, picnics, or other gatherings held in accessible locations?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**13. Are reasonable accommodations, including sign language interpreters, written materials in alternative format, etc. provided to individuals with disabilities at off-site meetings, trainings, and social events?**

Yes \_\_\_\_\_ No \_\_\_\_\_



| <b>1.1 – Welcoming Service Environment</b>   | Circle one for each row |          |                  |
|--|-------------------------|----------|------------------|
|  | Fully                   | Somewhat | Not at this time |
| People with disabilities serve in integrated settings; people with disabilities participate fully in all programs and activities alongside people without disabilities.                        | A                       | B        | C                |
| All service members and volunteers are routinely informed of the availability of reasonable accommodations or special assistance to perform their service.                                     | A                       | B        | C                |
| All service members and volunteers are routinely offered the option of meeting with staff in private spaces.   | A                       | B        | C                |
| Information is presented in a way that is understandable to people who have limited or no reading skills.  | A                       | B        | C                |
| 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. | A                       | B        | C                |
| Quiet work space is available for people with Attention Deficit Disorder and hearing disabilities to thoroughly read and comprehend information and materials.                                 | A                       | B        | C                |
| <b>TOTAL →</b>   | _____                   | _____    | _____            |

  

| <b>1.2 – Staff Knowledge</b>  | Circle one for each row |          |                  |
|---|-------------------------|----------|------------------|
|   | Fully                   | Somewhat | Not at this time |
| Staff recognize the importance of making people with disabilities feel welcome.   | A                       | B        | C                |
| Staff have completed basic awareness training on how to meet the needs of volunteers and members with disabilities.   | A                       | B        | C                |
| 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.  | A                       | B        | C                |
| Staff understand the obligations of CNCS-funded programs under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, including: <ul style="list-style-type: none"> <li>• People with disabilities have the same opportunities and rights as anyone else to access programs and become service members/volunteers.</li> </ul> | A                       | B        | C                |



- 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/members with disabilities serve alongside those without disabilities).

|   |   |   |   |
|---|---|---|---|
| Staff understand they must make reasonable modifications 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.   | A | B | C |
| 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. | A | B | C |
| Staff are aware they must provide programmatic access at all times.   | A | B | C |
| Staff are trained in emergency evacuation procedures for people with disabilities, including those with mobility-related disabilities.  | A | B | C |
| 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), accessible work stations, accessible materials  | A | B | C |

| <b>1.3 – Disclosure of Disability &amp; Record Keeping</b>  | Circle one for each row |          |                  |
|---|-------------------------|----------|------------------|
|   | Fully                   | Somewhat | Not at this time |
| When working with members/volunteers with disabilities, staff discuss specific tasks and accommodations as they pertain to the individual’s need to perform the essential functions of the position.  | A                       | B        | C                |
| Staff working with members/volunteers 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 (i.e., service sites, other service agencies). | A                       | B        | C                |
| After documenting permission and specific information to be disclosed, staff may then provide information to other staff about an individual’s disability only as needed.   | A                       | B        | C                |
| Private space is available for confidential discussion of disability-related issues.  | A                       | B        | C                |



|   |       |       |       |
|---|-------|-------|-------|
| All discussions about a disability between members/volunteers and other individuals take place in private; discussions by phone should take place where the caller cannot be overheard. | A     | B     | C     |
| Universal policies and procedures are in place, known to all, and disseminated to ensure that staff do not indicate information about a person's disability to others.                  | A     | B     | C     |
| The disability status and released documentation (when known) of all service members, volunteers, and applicants is stored in a way that ensures confidentiality.                       | A     | B     | C     |
| <b>TOTAL</b> →  | _____ | _____ | _____ |

| <b>1.4 – Reasonable Accommodations &amp; Alternative Formats</b>  | Circle one for each row |          |                  |
|---|-------------------------|----------|------------------|
|   | Fully                   | Somewhat | Not at this time |
| Program has documented procedures and guidelines for handling requests for reasonable accommodations, including modifications in policies, practices, or procedures.                                    | A                       | B        | C                |
| A staff member(s) has been designated as a point person and resource to assist in accommodation requests, accessing needed resources, accommodations, evaluations, and effectiveness.                   | A                       | B        | C                |
| Program posts procedures for requesting reasonable accommodations/modifications in public areas and includes these procedures in outreach materials and orientation.                                    | A                       | B        | C                |
| Every service member/volunteer is offered assistance completing forms and application materials.  | A                       | B        | C                |
| When making arrangements for interviews and/or orientation, everyone is asked if they will need assistance or accommodations to participate.  | A                       | B        | C                |
| 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.                        | A                       | B        | C                |
| Information in an interview/orientation session is explained slowly and clearly with plenty of time and opportunities for questions.  | A                       | B        | C                |
| Clearly understood procedures for requesting reasonable accommodations and modifications are included in writing and reviewed verbally.   | A                       | B        | C                |
| The program has basic/essential materials in alternate formats (i.e., large print, Braille, audio-tape, text on computer, CD, etc.) and has also identified resources to quickly obtain other materials | A                       | B        | C                |



|   |       |       |       |
|---|-------|-------|-------|
| in alternate formats upon request.  |       |       |       |
| Materials are available in formats that account for a variety of learning styles and are also accessible to people who have limited or no reading skills (i.e., pictures, videos, audio-tapes). | A     | B     | C     |
| Paper materials are presented in contrasting colors (i.e., black and white).  | A     | B     | C     |
| Videos for service members/volunteers are closed-captioned.   | A     | B     | C     |
| The program's website is fully accessible to people with disabilities and meets or exceeds section 508 standards.   | A     | B     | C     |
| <b>TOTAL</b> →  | _____ | _____ | _____ |

| <b>1.5 – Marketing Materials &amp; Outreach</b>   | Circle one for each row |          |                  |
|---|-------------------------|----------|------------------|
|   | Fully                   | Somewhat | Not at this time |
| Marketing materials mention people with disabilities as one of the groups that are encouraged to apply.   | A                       | B        | C                |
| Pictures and graphics in marketing materials include positive images of people with disabilities as service members/volunteers.   | A                       | B        | C                |
| 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.   | A                       | B        | C                |
| As part of its efforts to increase the number of service members/volunteers with disabilities, program does outreach to people with disabilities. This includes such activities as: <ul style="list-style-type: none"> <li>• Advertising in media targeting people with disabilities.</li> <li>• Sending notices about the program to community groups, organizations, and associations in which people with disabilities participate.</li> </ul> | A                       | B        | C                |
| Consulting with community groups, organizations, and associations about ways in which the program can improve its outreach and services to people with disabilities.  | A                       | B        | C                |
| Off-site presentations to the general public are held in locations that are fully accessible for people with disabilities.  | A                       | B        | C                |
| <b>TOTAL</b> →  | _____                   | _____    | _____            |

The Welcoming Service Environment Checklist is provided by:  
National Service Inclusion Project ([www.serviceandinclusion.org](http://www.serviceandinclusion.org))





## Section II – Guidelines General Non-Discrimination Obligations

**1. Qualified people with disabilities may not be excluded from becoming participants or being a recipient of national service activities. Are there any circumstances under which a person with a disability would be prohibited from receiving services from your program?**

If there are circumstances under which a person with a disability would be prohibited from receiving services from your program, then they need to be closely examined to ensure that criteria and/or policies are not discriminatory. Most often, these circumstances will arise due to eligibility criteria or policies of a program. In such cases, it is critical that clear documentation and evidence be provided that demonstrates a need for such policies or criteria. If such documentation cannot be provided, the criteria and/or policies should probably be changed.

**2. People with disabilities must have an equal opportunity to participate in programs and activities if they meet eligibility criteria for participation.**

If there are circumstances under which an individual with a disability would receive a lesser or different benefit than an individual without a disability, these circumstances must be evaluated to determine if there is a way to equalize the benefit and create a higher level of access. Such equalization may require changes in policy or procedure, architectural modifications, or reasonable accommodation.

**3. Surcharges may not be imposed on people with disabilities. Are participants with disabilities ever charged an extra fee for program modifications, effective communication, or structural modifications?**

Surcharges or fees to cover the costs of accommodations are never allowed.

**4. Unless doing so constitutes a fundamental alteration, undue financial burden, or undue administrative burden to the program, reasonable modifications to policies, practices, and procedures must be made to enable a person with a disability to benefit from the program.**

Are program staff aware they have the obligation to make reasonable modifications to policies, practices, and procedures, when necessary, to enable persons with disabilities to receive services or benefit from the program? In many situations, problems and complaints arise because program staff are not aware of what programs are obligated to do. It is important that administrative steps be taken to ensure no one is denied access due to a disability before a comprehensive review and assessment of the situation is conducted.

**How do you know?**

Once again, it is never a good idea to assume that staff is aware of an obligation. Training should be conducted on an ongoing and periodic basis.

**5. Has an individual on staff been designated to make determinations about proposed changes to policies and practices or accommodations?**

It is not required that a specific person be identified, but it is often helpful, especially when a program lacks institutionalized experience in providing reasonable accommodations.



**6. Have all program staff members received training and/or instruction on circumstances under which such modifications or changes might be necessary?**

Training in this area is important. This question is a way of thinking about training that has been provided and to evaluate the effectiveness of such training.

**7. Have all program staff members received training in disability as a diversity issue?**

Inclusion of persons with disabilities is often thought of as a charitable or special project that programs undertake. In fact, persons with disabilities are part of the spectrum of diversity that we strive to include in national service programs. Thinking about persons with disabilities as a demographic group that has far too often been excluded from full participation can lead the way to a very different, and more inclusive, way of thinking on the part of program staff and participants.

**8. Services must be provided to individuals with disabilities in the most integrated setting. This does not prohibit the establishment of separate programs for people with disabilities (i.e., an AIDS program, as long as people with AIDS are not prohibited from participating in regular programs). Are there instances where members of the public with disabilities are provided services in a separate or segregated setting? If yes, please describe.**

The provision of segregated services is not inherently wrong. However, such situations need to be closely examined to ensure they do not exclude persons from participating in non-segregated or regular settings.

**9. When a national service program contracts with an outside organization to provide services on the program's behalf (such as training) the program is still responsible for ensuring the contractor does not discriminate against people with disabilities. Has your program notified the contractor of its obligation to comply with your level of obligation under the ADA and Section 504? Have you required that they make assurances to that effect? Please describe these assurances.**

It is important to consider what others may do while working with your program. In some situations, organizations have engaged in discriminatory behavior by "contracting out" and allowing someone else to discriminate. Therefore, it is important to ensure you are contracting with organizations and individuals that are aware of their obligations, and are nondiscriminatory in nature and action. It is acceptable to use a standard clause in your contract and agreement language. It is far more effective, however, to take additional steps to ensure that contractors are in compliance. Some suggested steps are:

- Ask for a copy of its 504 or ADA self-evaluation (for organizations that receive federal funds).
- Ask the contractor to complete this checklist.
- Ask for a separate letter of assurance, outlining its compliance with the ADA/Section 504.
- Ask about its experience with people with disabilities.

**Concluding Note:**

*This section concerns accessibility in a holistic way: How do programs interact with the general public? Obligations under federal law are not limited to identified participants with disabilities. Rather, they extend to all aspects of a national service program. Programs will encounter people with disabilities in a variety of different relationships: as participants, as staff, as recipients of service, and as supporters.*



## Section II – Checklist General Non-Discrimination Obligations

Non-discrimination obligations for national service programs extend beyond participants with disabilities to include the general public. National service programs must provide equal opportunity to individuals with disabilities that they serve. For example, a national service program would be prohibited from excluding a qualified child with a disability from an after-school literacy program on the basis of their disability. The following checklist will assist you in determining how well you are complying with these obligations.

**1. People with disabilities must not be excluded from services or activities. Are there any circumstances where a person with a disability would be prohibited from receiving services from your program?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**\*If yes, please describe.**

**2. People with disabilities must have an equal opportunity to participate in programs and activities if they meet eligibility criteria for participation. Are there any circumstances where an individual with a disability would receive a lesser or different benefit than an individual without a disability?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**\*If yes, please describe. Is there a way to equalize participation?**

**3. Surcharges may not be imposed on people with disabilities. Are members of the public with disabilities ever charged an extra fee for program modifications, effective communication, or structural modification costs?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**4. Unless doing so constitutes a fundamental alteration, undue financial burden, or undue administrative burden to the program, reasonable modifications to policies, practices, and procedures must be made to enable a person with a disability to benefit from the program. Are staff members aware they have the obligation to make reasonable modifications to policies, practices, and procedures when necessary to enable persons with disabilities to receive services or benefit from the program?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**\*How do you know?**

**5. Has an individual on staff been designated to make determinations about proposed changes to policies and practices or accommodations?**

Yes \_\_\_\_\_ No \_\_\_\_\_



**6. Have staff members received any training and/or instruction on circumstances under which such modifications or changes might be necessary?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**a. If yes, please describe.**

**b. Has training been effective?** Yes \_\_\_\_\_ No \_\_\_\_\_

**c. How do you know?**

**7. Have staff received training in disability as a diversity issue? (This would include training about disability awareness, civil rights, sensitivity, and so forth)**

Yes \_\_\_\_\_ No \_\_\_\_\_

**8. Services must be provided to individuals with disabilities in the most appropriate integrated setting. This does not prohibit the establishment of separate programs for people with disabilities (i.e., an AIDS program, as long as people with AIDS are not prohibited from participating in regular programs). Are there instances where members of the public with disabilities are provided services in a separate or segregated setting?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**\*If yes, please describe.**

**9. If you contract with an outside organization to provide services on your program's behalf (such as training) you are responsible for ensuring that the contractor does not discriminate against people with disabilities. Has your program notified contractors of its obligation to comply with your level of obligation under the ADA and Section 504?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**a. Have you required that they make assurances to that effect?** Yes \_\_\_\_\_ No \_\_\_\_\_

**b. Describe or attach a copy of contractual assurances.**



## Section III – Guidelines Communications Accessibility

### 1. Does your program have information that is communicated visually?

Not all alternative formats are appropriate for all types of information and not all are usable for all persons with vision loss. For example, many visually impaired persons do not use Braille. Large print is only useful to persons who still have some vision. Readers are not useful in classroom settings.

It is recommended that materials that are used frequently or are distributed to the general public are available in at least one alternative format. This can be as simple as saving materials in text format on disk. You may want to consider printing recruitment brochures in large print so they are readily available to interested persons.

### 2. Does your program involve information that is communicated verbally?

Once again, not all alternative formats are appropriate for all types of information and not all are usable by persons with impaired hearing. For example, an individual who is culturally Deaf and uses American Sign Language (ASL) as a primary language would not benefit from an assistive listening device. Real time captioning is a more expensive accommodation that would not be appropriate for short meetings with "low level" information. However, it would be extremely beneficial for individuals with hearing loss who do not sign in the event of a meeting containing technical information that was important to understand, or a long meeting that requires interaction and concentration.

Once again, every effort should be made to meet an individual's preferred method of accommodation. If you cannot do that, you must ensure that whatever method you do use is effective for that individual.

### 3. Does your program inform persons with disabilities that communications aids and services are provided upon request?

It is not enough to only inform those who have identified themselves as requiring accommodations; you must also inform the public-at-large. In notifying the general public, you are making a clear statement about your willingness and ability to accommodate and include. You are also sending a very clear message to persons with disabilities that you welcome their participation and involvement.

#### How do you do so?

This question asks you to think about how you make the public aware of your willingness to provide accommodations and accessibility. Do you put a statement on all flyers and brochures as a matter of course? Do you make an announcement at meetings that you can make accommodations for those who need them? Remember, you want this message to reach as many people as possible who come into contact with your program.

### 4. Does your program have a procedure for deciding which auxiliary aids and services to provide?

It may or may not be necessary to have a formal procedure in place for determining which aids, services, or accommodations will be provided. However, it is important to have an individual identified who is responsible for making those decisions when the time comes.



**5. Does the procedure provide for consideration of an individual's preferred aid or service?**

Whenever possible, programs should strive to provide the aid or service requested by the individual. When that is not possible, negotiations regarding alternative services should commence with the individual with a disability present.

**6. Does the procedure provide for a mechanism to determine whether an aid or service other than the one requested is equally effective?**

This question asks programs to consider two points. One, is the aid or service equally effective? Is the individual with a disability able to fully participate in the program or activity? Two, has the program negotiated with the individual in such a way that effective aids and services that could be provided were provided?

**7. Does your program communicate with the public over the phone?**

This is the first step to evaluating the need for a teletypewriter (TTY).

**8. Are telephone conversations lengthy, complex, technical, or personal?**

This is the second step to evaluating the need for a TTY. If phone conversations are frequently held with the public, or if conversations are often lengthy, complex, technical, or highly personal, then a TTY should be purchased in order to effectively communicate with TTY users.

**9. Does your program have a teletypewriter (TTY) for communicating with individuals who cannot use a standard telephone?**

A TTY is one means of communicating with persons who have hearing loss, speech impairments, or who are deaf. In all circumstances a program is conducting specific outreach to these populations, a TTY should be purchased.

**10. If so, have staff received training on the appropriate use of a TTY?**

Like any other piece of equipment, a TTY will be of no value if staff members are not trained in its appropriate use. Use of a TTY is not complicated and training should take no more than 30 minutes to an hour.

**11. Is there a mechanism for re-training?**

Re-training on the use of a TTY (and other equipment) should be scheduled at regular intervals on an as-needed basis. Each program will need to determine those needs. For example, a program that frequently uses a TTY and has low staff turnover may only need to train once a year.

**12. Are staff members trained in the use of the relay system?**

Anyone on staff who uses the telephone should learn to use a relay system. Again, training should take no longer than 30 minutes.

**13. Are staff members aware of the relay numbers?**

This is an evaluative question that can help programs measure staff awareness of common auxiliary aids and services.



**14. Does your program have a website? Is the website captioned?**

The Internet is an effective way of communicating with a broad range of people in an efficient and effective manner. Most websites are graphics based, which means they may be difficult to "read" using text-to-voice software packages. If this is the case with your organization's website, a text-based option should be provided to improve access for people using such software.

**15. Is there a mechanism for ensuring that people who are Deaf or hearing impaired are aware of activated fire or smoke alarms?**

Emergency warning signals should be equipped with flashing strobe lights. If the program operates in an area where this is not available or in an outdoor location, other program participants or staff need to make sure that Deaf and hearing impaired members are aware of such emergency situations.

**16. Is there an established emergency evacuation procedure that addresses the needs of persons with disabilities? Have staff been trained in this procedure? Please describe this training.**

Emergency evacuation procedures should be considered from two vantage points: one, for those who are regularly at a site (members, staff, and recipients of service activities); two, for those visiting a site who may be present during an emergency. When reviewing your evacuation procedures, keep in mind that everyone needs to get out of the building safely and quickly.

Staff members need to be trained and emergency evacuation drills should be held at regular intervals. Programs should be able to describe procedures for emergency evacuation of all individuals.

**Concluding Note:**

*Accessibility is not limited to architectural access for people with mobility-impairments. Persons with hearing, visual, and cognitive impairments are entitled to the same level of access to programs and activities as everyone else.*



## Section III – Checklist Communications Accessibility

Communications access refers to the way information is received and transmitted. When evaluating your program in terms of access to communication, you will be assessing the four different ways in which communication occurs: aural (hearing), oral, cognitive, and visual. It is important to keep in mind that there are four distinct, broad populations that are affected by your level of accessibility in this area. These are persons with impaired hearing, speech, thinking, and sight.

In some ways, communications access is more challenging to provide than architectural access. A well-built and designed ramp will provide access to a wide variety of persons with mobility impairments. Large print, on the other hand, will only provide access to a portion of the population with visual impairments.

### 1. Does your program have information that is communicated visually?

*\*Note: Information communicated visually includes brochures, enrollment forms, handbooks, videotapes, flip charts, slides, posters, graphic directional signs, etc.*

Yes \_\_\_\_\_ No \_\_\_\_\_

### 2. Does the program involve information that is communicated verbally?

Yes \_\_\_\_\_ No \_\_\_\_\_

**3. Does the program inform persons with disabilities that communications aids and services are provided upon request?** *\*Note: It is not sufficient solely to inform persons who have identified themselves as having an accommodation need; you must inform the public-at-large.*

Yes \_\_\_\_\_ No \_\_\_\_\_

**\*How do you do so?**

**4. Does the program have a procedure for deciding which auxiliary aids and services to provide?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**5. Does the procedure provide for consideration of one's preferred aid or service?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**6. Does the procedure include a mechanism for determining that an aid or service provided, when it is not the one requested, is equally effective?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**7. Does the program communicate with the public over the phone?**

Yes \_\_\_\_\_ No \_\_\_\_\_





**8. Are telephone conversations lengthy, complex, technical, or personal?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**9. Does the program have a teletypewriter (TTY) for communicating with individuals who cannot use a standard telephone?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**10. If so, have staff members been trained on the appropriate use of a TTY?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**11. Is there a mechanism for re-training?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**12. Are staff members trained in the use of the relay system?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**13. Are staff members aware of the relay number?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**14. Does the program have a website?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**15. Is the website captioned?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**16. Is there a mechanism for ensuring that people who are deaf or hearing impaired are aware of an activated fire or smoke alarm?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**17. Is there an established emergency evacuation procedure that addresses the needs of persons with disabilities? *This should include the evacuation of persons with mobility impairments.***

Yes \_\_\_\_\_ No \_\_\_\_\_

**18. Have staff members been trained in this procedure?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**\*Please describe the training.**



| <b>3.1 – Communication</b>  | Circle one for each row |          |                  |
|---|-------------------------|----------|------------------|
|   | Fully                   | Somewhat | Not at this time |
| The program has implemented reasonable accommodations using a variety of methods to ensure that communication with service members/volunteers (potential and current) with disabilities is as effective as communication with others. | A                       | B        | C                |
| Staff ask all service members/volunteers if they need information about alternative formats or need help understanding information.   | A                       | B        | C                |
| Staff inform all service members/volunteers that accommodations are provided upon request.  | A                       | B        | C                |
| The program has a procedure for responding to requests for auxiliary aids and services.   | A                       | B        | C                |
| The program has identified a source for sign language interpreters and can respond in a timely manner to interpreter requests.  | A                       | B        | C                |
| <b>TOTAL</b> →  | _____                   | _____    | _____            |



## Section IV Priority 1 – Guidelines Access to Services & Accessible Entrance

Persons with disabilities should be able to arrive on site, approach the building, and enter the building as freely as everyone else. At least one path of travel should be safe and accessible to everyone, including people with disabilities.

### Path of Travel

A "path of travel" refers to the route that is used to get to and through a building or facility. When considering the accessibility of a path of travel, the needs of persons with mobility impairments and visual impairments need to be considered.

#### 1. Is there a path of travel that does not require the use of stairs?

In order for persons with mobility impairments to effectively use a facility, there must be a path of travel from parking or public transportation stops through all areas of the building. One step counts; many users of wheelchairs are not able to negotiate even one step. The path of travel should include all usable areas of the facility, including restrooms.

#### 2. Is the path of travel stable, firm, and slip-resistant?

The path of travel cannot be gravel, stones, dirt, have throw rugs, or a non-slip-resistant surface. The path of travel should be stable, firm, and slip-resistant.

#### 3. Is the path at least 36 inches wide?

The path of travel must be at least 36 inches wide to accommodate the width of a wheelchair and the arc of a cane used by a person who is blind.

#### 4. Can all objects protruding from the path be detected by a person using a cane?

In order to be detected by someone using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear head room. It is not necessary to remove objects that protrude less than 4 inches from the wall.

#### 5. Do curbs on the path of travel have curb cuts at drives, parking, & drop off areas?

Curb cuts, or curb ramps, allow access from the street to the sidewalk.

### Ramps

Ramps not only provide access for people who use wheelchairs, but they also provide access for persons with other types of mobility impairments, people with balance or dexterity impairments, and cardiac or pulmonary conditions.

#### 6. Are the slopes of ramps no greater than 1:12?

***\*Note: Slope is given as a ratio of the height to the length. 1:12 means for every 12 inches along the base of the ramp, the height increases one inch. For a 1:12 maximum slope, at least one foot of ramp is needed for every inch of height.***

A 1:12 ramp works for most people. The less steep a ramp is, however, the better.



**7. Do all ramps longer than six feet have railings on both sides?**

Railings prevent "rolling off" the ramp, provide stability for people with unsteady balance, and provide guidance for people with visual impairments.

**8. Are railings 38 inches high and sturdy?**

Railings need to be sturdy in order to provide support. The height requirement of 38 inches provides the maximum benefit.

**9. Is the width between railings at least 36 inches?**

This is a standard width.

**10. Are ramps non-slip?**

For persons who are unsteady or using assistive devices, a non-slip surface is critical.

**11. Is there a five-foot long level landing at every 30-foot horizontal length of ramp, at the top and bottom of ramps, and at switchbacks?**

Most wheelchairs require a five foot radius in order to turn around. The larger the radius, the easier it is to maneuver a chair. There must be a level landing at the top and bottom of ramps to prevent "rolling back." It is difficult to open a door and push through while sitting at a 70 degree angle.

**Parking and Drop Off Areas**

**12. Are an adequate number of accessible parking spaces available (8 feet wide for car plus a five-foot striped access aisle)?**

For guidance in determining the appropriate number of spaces to designate, the table below gives the ADA Accessibility Guidelines requirement for new construction and alterations. This is a minimum standard; if the spaces in your lot are frequently filled with legally parked cars, you may want to add more spaces.

| Total Spaces | Accessible Spaces |
|--------------|-------------------|
| 1 to 25      | 1 space           |
| 25 to 50     | 2 spaces          |
| 51 to 75     | 3 spaces          |
| 76 to 100    | 4 spaces          |

*\*Some states have more stringent requirements regarding the number of parking spaces. Check your state building code.*

**13. Are 16-foot wide spaces, with 98 inches of vertical clearance, available for lift-equipped vans?**

At least one out of every eight accessible spaces must be van accessible.

**14. Are the accessible spaces closest to the accessible entrance?**

The accessible spaces should be located as close as possible to the accessible entrance. This may not necessarily be the primary entrance to the building.



**15. Are accessible spaces marked with the International Symbol of Accessibility?  
Are there signs reading "van accessible" at van spaces?**



In addition to the International Symbol of Accessibility, your state may have additional requirements for identification of accessible spaces. Make sure signs are not obstructed by cars. In general, they need to be at least seven feet high.

**16. Is there an enforcement procedure to ensure that accessible parking is used only by those who need it?**

You are probably not responsible for enforcement. You may, however, want to ensure the police are called when spaces are used illegally.

**Entrance**

**17. If there are stairs at the main entrance, is there also a ramp or lift, or is there an alternative accessible entrance?**

Whenever possible, the main entrance should also be the accessible entrance. If this is not possible, a dignified alternative entrance may be identified. In other words, people with disabilities should not have to go through a kitchen or basement to access a building.

**18. Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?**

This is important. Not every person visiting your program will be aware of secondary and accessible entrances.

**19. Can the alternate accessible entrance be used independently?**

Independence of travel is required except under extremely limited circumstances.

**20. Does the entrance door have a clear opening of at least 32 inches (for a double door at least one 32-inch leaf)?**

A "clear opening" refers to the actual opening – not to the width of the door. In some cases, if an opening is less than 32", you can widen the door frame or install offset hinges.

**21. Is there at least 18 inches of clear space on the pull side of the door next to the handle?**

This refers to the space next to the door that will allow a wheelchair user to get close enough to the door to open it.

**22. Is the threshold level less than ¼ inch or beveled up to ½ inch?**

The "threshold" is the "floor" of the doorway. It must be less than ¼" to provide access to wheelchair users, people with visual impairments, and people with poor balance.

**23. Are doormats ½ inch high or less and secured to the floor at all edges?**

See #22.

**24. Is the door handle no higher than 48 inches and operable with a closed fist?**

A door handle must be usable by someone in a sitting position, and by someone who does not have strong dexterity.



**25. Can doors be opened without too much force (max 5 pounds of force)?**

Doors must be usable by persons with limited strength. It should not require more than five pounds of force (lbf) to open a door.

**26. If the door has a closer, does it take at least three seconds to close?**

This allows people to pass through the door before it closes.

**Emergency Egress**

**28. Is there sufficient lighting along egress pathways such as stairs, corridors, and exit routes?**

Lighting is important for visually impaired persons, as well as for safety.



**Section IV**  
**Priority 1 – Checklist**  
**Access to Services & Accessible Entrance**

People with disabilities should be able to arrive on site, approach the building, and enter the building as freely as everyone else. At least one path of travel should be safe and accessible for everyone, including people with disabilities.

**Path of Travel**

**1. Is there a path of travel that does not require the use of stairs?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**2. Is the path of travel stable, firm, and slip-resistant?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**3. Is the path at least 36 inches wide?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**4. Can all objects protruding into the path be detected by a person with a visual disability using a cane?** *\*Note: In order to be detected using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear head room. It is not necessary to remove objects that protrude less than 4 inches from the wall.*

Yes \_\_\_\_\_ No \_\_\_\_\_

**5. Do curbs on the pathway have curb cuts at drives, parking, and drop-offs?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**Ramps**

**6. Are the slopes of ramps no greater than 1:12?**

*\*Note: Slope is given as a ratio of the height to the length. 1:12 means that for every 12 inches along the base of the ramp, the height increases one inch. For a 1:12 maximum slope, at least one foot of ramp length is needed for each inch of height.*

Yes \_\_\_\_\_ No \_\_\_\_\_

**7. Do all ramps longer than 6 feet have railings on both sides?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**8. Are railings sturdy, and between 34 and 38 inches high?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**9. Is the width between railings at least 36 inches?**

Yes \_\_\_\_\_ No \_\_\_\_\_



10. Are ramps non-slip?

Yes \_\_\_\_\_ No \_\_\_\_\_

11. Is there a 5-foot-long, level landing at every 30-foot horizontal length of ramp, at the top and bottom of ramps, and at switchbacks?

Yes \_\_\_\_\_ No \_\_\_\_\_

**Parking**

12. Are an adequate number of accessible parking spaces available (8 feet wide for car plus 5-foot striped access aisle)? *\*For guidance in determining the appropriate number to designate, the table below gives the ADA Accessibility Guidelines requirement for new construction and alterations (for lots with more than 100 spaces, refer to ADA Design Standards on the ADA Technical Assistance CD-ROM included with this binder).*

| Total Spaces | Accessible Spaces |
|--------------|-------------------|
| 1 to 25      | 1 space           |
| 25 to 50     | 2 spaces          |
| 51 to 75     | 3 spaces          |
| 76 to 100    | 4 spaces          |

*\*Note: Check your state building code for parking requirements. Sometimes state codes are more stringent.*

Yes \_\_\_\_\_ No \_\_\_\_\_

13. Are 16-foot-wide spaces, with 98 inches of vertical clearance, available for lift-equipped vans? *\*At least one of every 8 accessible spaces must be van-accessible.*

Yes \_\_\_\_\_ No \_\_\_\_\_

14. Are the accessible spaces closest to the accessible entrance?

Yes \_\_\_\_\_ No \_\_\_\_\_

15. Are accessible spaces marked with the International Symbol of Accessibility? Are there signs reading "Van Accessible" at van spaces?



Yes \_\_\_\_\_ No \_\_\_\_\_

16. Is there an enforcement procedure to ensure that accessible parking is used only by those who need it?

Yes \_\_\_\_\_ No \_\_\_\_\_

**Entrance**

17. If there are stairs at the main entrance, is there also a ramp or lift, or is there an alternative accessible entrance? *\*Do not use a service entrance as the accessible entrance unless there is no other option.*

Yes \_\_\_\_\_ No \_\_\_\_\_





**18. Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**19. Can the alternate accessible entrance be used independently?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**20. Does the entrance door have at least 32 inches clear opening (for a double door, at least one 32-inch leaf)?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**21. Is there at least 18 inches of clear wall space on the pull side of the door, next to the handle?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**22. Is the threshold level less than ¼ inch or beveled up to ½ inch high?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**23. Are doormats ½ inch high or less, and secured to the floor at all edges?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**24. Is the door handle no higher than 48 inches and operable with a closed fist? *\*The "closed fist" test for handles and controls: Try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person who has limited use of his or her hands.***

Yes \_\_\_\_\_ No \_\_\_\_\_

**25. Can doors be opened with less than 5 pounds of force (lbf)? *\*You can use a fish scale to measure the force required to open a door. Attach the hook of the scale to the doorknob or handle. Pull on the ring end of the scale until the door opens, and read off the amount of force required. If you do not have a fish scale, you will need to judge subjectively whether the door is easy enough to open.***

Yes \_\_\_\_\_ No \_\_\_\_\_

**26. If the door has a closer, does it take at least 3 seconds to close?**

Yes \_\_\_\_\_ No \_\_\_\_\_

### **Emergency Egress**

**28. Is there sufficient lighting for egress pathways such as stairs, corridors, and exit routes?**

Yes \_\_\_\_\_ No \_\_\_\_\_



| <b>4.1.1 – Evacuation Procedures</b>   | Circle one for each row |          |                  |
|--|-------------------------|----------|------------------|
|  | Fully                   | Somewhat | Not at this time |
| There is a mechanism for ensuring that people who are deaf or hard of hearing are aware of an activated fire or smoke alarm                            | A                       | B        | C                |
| There is an established emergency evacuation procedure addressing the needs of people with disabilities, including persons with mobility disabilities. | A                       | B        | C                |
| <b>TOTAL →</b>   | _____                   | _____    | _____            |

**Entrance Accessibility**

People with disabilities should be able to arrive on site, approach the building, and enter the building as freely as everyone else.

| <b>4.1.2 – Path of Travel</b>  | Circle one for each row |                  |
|--|-------------------------|------------------|
|  | Fully                   | Not at this time |
| At least one path of travel is safe and accessible for everyone, including people with disabilities.   | A                       | C                |
| There is a path of travel that does not require the use of stairs.   | A                       | C                |
| The path of travel is stable, firm, and slip-resistant.  | A                       | C                |
| The path is at least 36 inches wide.   | A                       | C                |
| A person with a visual disability can detect all objects protruding into the path with a cane. <i>Note: In order to be detected using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear headroom. It is not necessary to remove objects that protrude less than 4 inches from the wall.</i> | A                       | C                |
| Curbs on the pathway have curb cuts at drives, parking, & drop-offs.   | A                       | C                |
| <b>TOTAL →</b>   | _____                   | _____            |

| <b>4.1.3 – Ramps</b>  | Circle one for each row |                  |
|---|-------------------------|------------------|
|   | Fully                   | Not at this time |
| Slopes of ramps are not greater than 1:12. <i>Note: Slope is given as a ratio of the height to the length; 1:12 means that for every 12 inches along the base of the ramp, the height increases one inch. For a 1:12 maximum slope, at least one foot of ramp length is needed for each inch of height.</i> | A                       | C                |



|   |       |       |
|---|-------|-------|
| All ramps longer than 6 feet have railings on both sides.   | A     | C     |
| All railings are sturdy and are between 34 and 38 inches high.  | A     | C     |
| Width between railings is at least 36 inches.   | A     | C     |
| Ramps are non-slip.   | A     | C     |
| At the top and bottom of ramps and at switchbacks, there is a 5-foot long level landing at every 30-foot horizontal length of ramp. | A     | C     |
| <b>TOTAL</b> →  | _____ | _____ |

| <b>4.1.4 – Parking and Drop-Off Areas</b>  | Circle one for each row |          |                  |
|--|-------------------------|----------|------------------|
|  | Fully                   | Somewhat | Not at this time |
| An adequate number of accessible parking spaces are available (8 feet wide for car plus 5-foot striped access aisle).  | A                       | B        | C                |
| There are 6-foot-wide spaces, with 98 inches of vertical clearance, available for lift-equipped vans. <i>Note: At least one of every 8 accessible spaces must be van-accessible.</i> | A                       | B        | C                |
| The accessible spaces are closest to the accessible entrance.  | A                       | B        | C                |
| Accessible spaces are marked with the International Symbol of Accessibility.   | A                       | B        | C                |
| There are signs reading “Van Accessible” at van spaces.  | A                       | B        | C                |
| There is a policy to ensure that <u>only</u> those who need it use accessible parking.   | A                       | B        | C                |
| <b>TOTAL</b> →   | _____                   | _____    | _____            |

| <b>4.1.5 – Entrance and Emergency Egress</b>  | Circle one for each row ... |          |                  |
|---|-----------------------------|----------|------------------|
|   | Fully                       | Somewhat | Not at this time |
| If there are stairs at the main entrance, there is a ramp, lift, or alternative accessible entrance. <i>Note: Do not use a service entrance as the accessible entrance unless there is no other option.</i> | A                           | B        | C                |
| All inaccessible entrances have signs indicating the location of an accessible entrance.  | A                           | B        | C                |
| The alternate accessible entrance can be used independently.  | A                           | B        | C                |
| The entrance door has at least a 32-inch clear opening (for a double door, at least one 32-inch leaf).  | A                           | B        | C                |



|  |       |       |       |
|--|-------|-------|-------|
| There is at least 18 inches of clear wall space on the pull side of the door, next to the handle. <i>Note: A person using a wheelchair needs this space to get close enough to open the door.</i>  | A     | B     | C     |
| The threshold is level less than ¼ inch, or beveled, up to ½ inch high.  | A     | B     | C     |
| Doormats are ½ inch high or less and secured to the floor at all edges.  | A     | B     | C     |
| The door handle is no higher than 48 inches and operable with a closed fist. <i>Note: The “closed fist” test for handles and controls is as follows: Try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person who has limited use of his or her hands.</i> | A     | B     | C     |
| If the door has a closer, it takes at least 3 seconds to close.  | A     | B     | C     |
| The entire front desk or reception service, or at least a section of it, is at a height where customers in wheelchairs can see over the desk comfortably and have face-to-face conversation with staff.  | A     | B     | C     |
| Emergency egress: There is sufficient lighting for egress pathways such as stairs, corridors, and exit routes.   | A     | B     | C     |
| <b>TOTAL</b> →   | _____ | _____ | _____ |



## Section IV Priority 2 – Guidelines Access to Goods and Services

Once a person with a disability has entered the building, the next priority for barrier removal is access to the goods and services inside the building.

### Horizontal Circulation

**1. Does the accessible entrance provide direct access to the main floor, lobby, or elevator?**

The accessible entrance should provide access to all parts of the building.

**2. Are all public spaces on an accessible path of travel?**

Offices, meeting rooms, lavatories, and other public spaces should be on an accessible path of travel.

**3. Is the accessible path of travel to all public spaces at least 36 inches wide?**

Sometimes furniture, water fountains, vending machines, and counters are barriers in the way of an accessible path of travel. If those furnishings are removed, access is provided.

**4. Is there a 5-foot circle or a T-shaped space along the path of travel for a person using a wheelchair to reverse direction?**

A person using a wheelchair needs at least a five-foot circle to reverse direction. This can be provided by using an office or room that is on the accessible path of travel.

### Doors

**5. Do doors in public spaces have at least a 32-inch clear opening?**

This is not the width of the door, but the width of the opening.

**6. On the pull side of doors, next to the handle, are there at least 18 inches of clear wall space so that a person using a wheelchair can get near to open the door?**

This is the amount of clearance needed to approach the door in order to open it.

**7. Can doors be opened without too much force (max. 5 lbf)?**

People with limited strength must be able to open doors independently.

**8. Are door handles 48 inches high or less and operable with a closed fist?**

One should be able to open the door with a fist and reach the handle from a sitting position.

**9. Are all thresholds less than ¼ inches or beveled up to ½ inch high?**

The "threshold" is the "floor" of the doorway. These dimensions will allow access by wheelchairs, people with limited balance, and persons with visual impairment.

### Rooms and Spaces

**10. Are all aisles and pathways to all goods and services at least 36 inches wide?**

There should be a 36-inch-wide path to all parts of the building or to all goods and services. People with disabilities should be able to access the same areas as people without disabilities.



**11. Is there a 5-foot circle or T-shaped space in the room for turning a wheelchair completely?**

This is the amount of space needed for a wheelchair to turn around.

**12. Is carpeting low-pile, tightly woven, and securely attached along edges?**

Carpeting can be a tremendous barrier for wheelchair users, people who use canes or crutches, people with balance problems, and people with visual impairments.

**13. In routes through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or protruding less than four inches from the wall)? Or are they higher than 80 inches?**

Obstacles that are located higher than 27 inches and lower than 80 inches can't be detected by a cane.

**14. Do signs designating permanent rooms and spaces, such as restroom signs, exit signs, and room numbers comply with the appropriate requirements for accessible signage?**

The requirements for accessible signage are as follows:

- Mounted 60 inches from the floor
- Mounted on the wall adjacent to the pull side of door, or as close as possible to the latch side of door
- Raised letters of at least 1/32–inches and between 5/8–inches and 2–inches high, using contrasting colors
- Brailled text
- If a pictogram is used, text must also be used

### Controls

**15. Are all controls that are available for use by the general public including electrical, mechanical, windows, cabinets, games, and self-service controls located at an accessible height?**

Reach ranges: the maximum height for a side reach is 54 inches, for a forward reach 48 inches. The minimum reachable height is 15 inches from the floor.

**16. Are they operable with a closed fist?**

If so, then they are usable by an individual with limited dexterity.

### Seats, Tables, and Counters

**17. Are the aisles between chairs or tables at least 36 inches wide?**

This allows for accessible travel within a room.

**18. Are there spaces for wheelchair seating distributed throughout?**

Spaces for wheelchair seating should be integrated and should provide users with options for seating. Spaces for wheelchair seating should not be lumped together in one area or in the back of the room.

**19. Are the tops of tables or counters between 28 and 34 inches high?**

This is the space needed for a wheelchair user to approach and use a table or countertop.



**20. Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep?**

This is the amount of space needed for a wheelchair user to sit at a table.

**Vertical Circulation**

**21. Are there ramps or elevators to all levels?**

**22. On each level, if there are stairs between the entrance and or elevators and essential public areas, is there an accessible path of travel?**

The accessible path of travel must include moving from level to level.

**Stairs**

**23. Do treads have a non-slip surface?**

Treads, or steps, should be constructed with non-slip material or have non-slip surfaces attached.

**24. Do stairs have continuous rails on both sides with extensions beyond the top and bottom stairs?**

Rails must be continuous so they can be held the entire time someone is using the stairs.

**Elevators**

**25. Are there both visible and verbal or audible door opening/closing and floor indicators?**

Indicators must be accessible to visually impaired people, as well as people with hearing loss.

**26. Are the call buttons in the hallway no higher than 42 inches?**

Call buttons must be accessible to persons using wheelchairs.

**27. Do the controls outside and inside the cab have raised and Braille lettering?**

Controls must be accessible to persons with visual impairments.

**28. Is there a sign on the jamb at each floor identifying the floor in raised and Braille letters?**

Tactile signage for persons with visual impairments must be located on each floor. Such signage should be located 60 inches from the floor.

**29. Is the emergency intercom usable without voice communication?**

People with speech or hearing impairments must be able to communicate in an emergency situation.

**30. Are there Braille and raised letter instructions for communication systems?**

Instructions must be accessible for persons with visual disabilities.

**Lifts**

**31. Can the lift be used without assistance? If not, is a call button provided?**

People should be able to operate the lifts without assistance. If this is not possible, assistance should be easily and readily available.



**32. Are there at least 30 by 48 inches of clear space for a person using a wheelchair to approach to reach the control and use the lift?**

This is the minimum clearance needed to approach the lift.

**33. Are controls between 15 and 48 inches high (up to 54 inches if a side approach is possible)?**

These are the reach ranges for persons using a wheelchair.





**Section IV**  
**Priority 2 - Checklist**  
**Access to Goods and Services**

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.

**Horizontal Circulation**

**1. Does the accessible entrance provide direct access to the main floor, lobby, or elevator?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**2. Are all public spaces on an accessible path of travel?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**3. Is the accessible route to all public spaces at least 36 inches wide?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**4. Is there a 5-foot circle or a T-shaped space along the path of travel for a person using a wheelchair to reverse direction?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**Doors**

**5. Do doors in public spaces have at least a 32-inch, clear opening?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**6. On the pull side of doors (next to the handle) is there at least 18 inches of clear wall space so that a person using a wheelchair can get near to open the door?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**7. Can doors be opened without too much force (5 lbf maximum)?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**8. Are door handles 48 inches high or less and operable with a closed fist?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**9. Are all thresholds level (less than 1/4 inch), or beveled, up to 1/2 inch high?**

Yes \_\_\_\_\_ No \_\_\_\_\_



### Rooms and Spaces

**10. Are all aisles and pathways to all goods and services at least 36 inches wide?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**11. Is there a 5-foot circle or T-shaped space in the room for turning a wheelchair completely?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**12. Is carpeting low-pile, tightly woven, and securely attached along edges?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**13. In routes through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or protruding less than 4 inches from the wall), or are they higher than 80 inches?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**14. Do signs designating permanent rooms and spaces, such as restroom signs, exit signs, and room numbers, comply with the appropriate requirements for accessible signage?**

Yes \_\_\_\_\_ No \_\_\_\_\_

### Controls

**15. Are all controls that are available for use by the public (including electrical, mechanical, window, cabinet, game, and self-service controls) located at an accessible height? *\*Reach ranges: The maximum height for a side reach is 54 inches; for a forward reach, 48 inches. The minimum reachable height is 15 inches.***

Yes \_\_\_\_\_ No \_\_\_\_\_

**16. Are they operable with a closed fist?**

Yes \_\_\_\_\_ No \_\_\_\_\_

### Seats, Tables and Counters

**17. Are the aisles between chairs or tables at least 36 inches wide?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**18. Are the spaces for wheelchair seating distributed throughout?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**19. Are the tops of tables or counters between 28 and 34 inches high?**



Yes \_\_\_\_\_ No \_\_\_\_\_

**20. Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep?**

Yes \_\_\_\_\_ No \_\_\_\_\_

### Vertical Circulation

**21. Are there ramps or elevators to all levels?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**22. On each level, if there are stairs between the entrance and/or elevator and essential public areas, is there an accessible alternate route?**

Yes \_\_\_\_\_ No \_\_\_\_\_

### Stairs

**23. Do treads have a non-slip surface?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**24. Do stairs have continuous rails on both sides, with extensions beyond the top and bottom stairs?**

Yes \_\_\_\_\_ No \_\_\_\_\_

### Elevators

**25. Are there both visible and verbal or audible door opening/closing and floor indicators (one tone=up, two tones=down)?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**26. Are the call buttons in the hallway no higher than 42 inches?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**27. Do the controls outside and inside the cab have raised and Braille lettering?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**28. Is there a sign on the jamb at each floor identifying the floor in raised and Braille letters?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**29. Is the emergency intercom usable without voice communication?**

Yes \_\_\_\_\_ No \_\_\_\_\_



**30. Are there Braille and raised-letter instructions for the communication system?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**Lifts**

**31. Can the lift be used without assistance? If not, is a call button provided?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**32. Is there at least 30 by 48 inches of clear space for a person using a wheelchair to approach to reach the controls and use the lift?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**33. Are controls between 15 and 48 inches high (up to 54 inches if a side approach is possible)?**

Yes \_\_\_\_\_ No \_\_\_\_\_



**Access to Goods and Services:**

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.

| <b>4.2.1 – Horizontal Circulation</b>  | Circle one for each row |                  |
|--|-------------------------|------------------|
|  | Fully                   | Not at this time |
| The accessible entrance provides direct access to the main floor, lobby, or elevator.              | A                       | C                |
| All public spaces are on an accessible path of travel.   | A                       | C                |
| The accessible route to all public spaces is at least 36 inches wide.                              | A                       | C                |
| There is a 5-foot circle or a T-shaped space for a person using a wheelchair to reverse direction. | A                       | C                |
| <b>TOTAL</b> →   | _____                   | _____            |

| <b>4.2.2 – Doors</b>  | Circle one for each row |                  |
|---|-------------------------|------------------|
|   | Fully                   | Not at this time |
| Doors in public spaces have at least a 32-inch clear opening.   | A                       | C                |
| On the pull side of doors, next to the handle, there is at least 18 inches of clear wall space so that a person using a wheelchair can get near to open the door. | A                       | C                |
| Doors can be opened without too much force (5 lb. maximum).   | A                       | C                |
| Door handles are 48 inches high or less and operable with a closed fist.  | A                       | C                |
| All threshold levels are less than ¼ inch, or beveled, up to ½ inch high.   | A                       | C                |
| <b>TOTAL</b> →  | _____                   | _____            |

| <b>4.2.3 – Rooms, Spaces, Controls, &amp; Vertical Circulation</b>              | Circle one for each row |          |                  |
|---|-------------------------|----------|------------------|
|   | Fully                   | Somewhat | Not at this time |
| All aisles and pathways to all goods and services are at least 36 inches wide.  | A                       | B        | C                |
| There is a 5-foot circle or T-shaped space for turning a wheelchair completely. | A                       | B        | C                |



|   |   |   |   |
|---|---|---|---|
| Carpeting is low-pile, tightly woven, and securely attached along edges.  | A | B | C |
| In routes through public areas, all obstacles are cane-detectable (located within 27 inches of the floor or protruding less than 4 inches from the wall), or are higher than 80 inches.   | A | B | C |
| Signs designating permanent rooms and spaces, such as restroom signs, exit signs, and room numbers, comply with the appropriate requirements for accessible signage. <i>Note: Mount signs on the wall, on the latch side of the door.</i> | A | B | C |
| All controls that are available for use by the public (including electrical, mechanical, window, cabinet, game, and self-service controls) are located at an accessible height.   | A | B | C |
| The controls are operable with a closed fist.   | A | B | C |
| Vertical Circulation: There are ramps or elevators to all levels.   | A | B | C |
| Vertical Circulation: On each level, if there are stairs between the entrance and/or elevator and essential public areas, there is an accessible alternate route.   | A | B | C |

**TOTAL** →

\_\_\_\_\_

**4.2.4 – Seats, Tables, and Counters**

Circle one for each row

Fully                      Not at this time

|   |   |   |
|---|---|---|
| The aisles between chairs or tables are at least 36 inches wide.                                  | A | C |
| Spaces for wheelchair seating are distributed throughout.   | A | C |
| The tops of tables or counters between 28 and 34 inches high.                                     | A | C |
| Knee spaces are at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep. | A | C |

**TOTAL** →

\_\_\_\_\_

**4.2.5 – Stairs, Elevators, and Lifts**

Circle one for each row

Fully              Somewhat              Not at this time

|  |   |   |   |
|--|---|---|---|
| Stair treads have a non-slip surface.  | A | B | C |
| Stairs have continuous rails on both sides, with extensions beyond the top and bottom stairs.  | A | B | C |
| There are both visible and verbal or audible door opening/closing and floor indicators for elevators ( <i>one tone=up, two tones=down</i> ). | A | B | C |



|   |       |       |       |
|---|-------|-------|-------|
| The elevator call buttons in the hallway are no higher than 42 inches.  | A     | B     | C     |
| The controls outside and inside the elevator cab have raised and Braille lettering.   | A     | B     | C     |
| There is a sign on the jamb at each floor identifying the floor in raised and Braille letters.  | A     | B     | C     |
| The emergency intercom in the elevator is usable without voice communication.   | A     | B     | C     |
| There are Braille and raised-letter instructions for the communication system in the elevator.  | A     | B     | C     |
| The lift can be used without assistance. If not, a call button is provided.   | A     | B     | C     |
| There are at least 30 by 48 inches of clear space for a person using a wheelchair to approach to reach the controls and use the lift. | A     | B     | C     |
| Controls of the lift between 15 and 48 inches high (up to 54 inches if a side approach is possible).                                  | A     | B     | C     |
| <b>TOTAL →</b>  | _____ | _____ | _____ |



## Section IV Priority 3 – Guidelines Usability of Restrooms

### Getting to the Restrooms

**1. If restrooms are available to the general public, is at least one restroom (either one for each sex or one unisex) fully accessible?**

At least one lavatory must be fully accessible.

**2. Are there signs at inaccessible restrooms that give directions to accessible ones?**

Don't assume that everyone will know where an accessible lavatory is located. It is important to make sure directional signage is provided.

### Doorways and Passages

**3. Is there tactile signage identifying restrooms?**

Mount signs on the wall, on the latch side of the door. Avoid using ambiguous symbols in place of text to identify restrooms.

**4. Is the doorway at least 32-inches wide?**

This is not the width of the door, but the width of the opening.

**5. Are doors equipped with accessible handles (operable with a closed fist), mounted 48 inches high or less?**

This is the appropriate height for door handles so they are accessible by a person who uses a wheelchair.

**6. Can doors be opened easily (5 lbf maximum force)?**

People with limited strength must be able to open doors independently.

**7. Does the entry configuration provide adequate maneuvering space for a person using a wheelchair?**

A person using a wheelchair needs 36 inches of clear width for forward movement, and a 5-foot diameter clear space or a T-shaped space to make turns. A minimum distance of 48 inches, clear of the door swing, is needed between the two doors of an entry vestibule.

**8. Is there a 36-inch-wide path to all fixtures?**

This will allow people with disabilities to access available fixtures.

### Stalls

**9. Is the stall door operable with a closed fist, inside and out?**

It should be easy to open and close a stall door with a closed fist.

**10. Is there a wheelchair accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing OR is there a stall that is less accessible but that provides greater access than a typical stall?**

A stall that is 36-48 inches by 69 inches would provide greater access. Sometimes relocating partitions or reversing the door swing can provide sufficient access.





**11. In the accessible stall, are there grab bars behind and on the side wall nearest to the toilet?**

Grab bars must be securely attached to the wall.

**12. Is the toilet seat 17 to 19 inches high?**

If not, a raised toilet seat can be installed.

**13. Does one lavatory (sink) have a 30-inches-wide and 48-inches-deep clear space in front?**

This clear space allows a wheelchair user to approach the lavatory. Up to 19 inches of this space may be under the lavatory.

**14. Is the lavatory rim no higher than 34 inches?**

This height restriction allows someone to reach the lavatory comfortably.

**15. Are there at least 29 inches from the floor to the bottom of the lavatory apron (excluding pipes)?**

This allows a wheelchair user to comfortably approach the lavatory.

**16. Can the faucet be operated with one closed fist?**

**17. Are soap and other dispensers and hand dryers 48 inches high or less and usable with one closed fist?**

People with limited dexterity must be able to operate faucets and dispensers.



## Section IV Priority 3 – Checklist Usability of Restrooms

When restrooms are open to the public, they should be accessible to people with disabilities. Closing a restroom that is currently open to the public is not an acceptable option.

### Getting to the Restrooms

**1. If restrooms are available to the public, is at least one restroom (either one for each sex, or unisex) fully accessible?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**2. Are there signs at inaccessible restrooms that give directions to accessible ones?**

Yes \_\_\_\_\_ No \_\_\_\_\_

### Doorways and Passages

**3. Is there tactile signage identifying restrooms?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**4. Is the doorway at least 32 inches wide?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**5. Are doors equipped with accessible handles (operable with a closed fist), mounted 48 inches high or less?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**6. Can doors be opened easily (5 lbf maximum force)?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**7. Does the entry configuration provide adequate maneuvering space for a person using a wheelchair?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**8. Is there a 36-inch-wide path to all fixtures?**

Yes \_\_\_\_\_ No \_\_\_\_\_

### Stalls

**9. Is the stall door operable with a closed fist, inside and out?**

Yes \_\_\_\_\_ No \_\_\_\_\_



**10. Is there a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing OR is there a stall that is less accessible but that provides greater access than a typical stall (either 36 by 69 inches or 48 by 69 inches)?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**11. In the accessible stall, are there grab bars firmly mounted behind and on the side wall nearest to the toilet?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**12. Is the toilet seat 17 to 19 inches high?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**Lavatories (sinks)**

**13. Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**14. Is the lavatory rim no higher than 34 inches?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**15. Is there at least 29 inches from the floor to the bottom of the lavatory apron (excluding pipes)?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**16. Can the faucet be operated with one closed fist?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**17. Are soap and other dispensers and hand dryers 48 inches high or less and usable with one closed fist?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**18. Is the mirror mounted with the bottom edge of the reflecting surface 40 inches high or lower?**

Yes \_\_\_\_\_ No \_\_\_\_\_



**Usability of Restrooms**

Restrooms which are open to the public should be accessible to people with disabilities.

| <b>4.3.1 – Getting to the Restroom</b>   | Circle one for each row |                  |
|--|-------------------------|------------------|
|  | Fully                   | Not at this time |
| If restrooms are available to the public, at least one restroom (either one for each sex or unisex) is fully accessible.   | A                       | C                |
| There are signs at inaccessible restrooms giving directions to accessible ones.  | A                       | C                |
| There is tactile signage identifying restrooms. <i>Note: Mount signs on the wall, on the latch side of the door. Avoid using ambiguous symbols in place of text to identify restrooms.</i>   | A                       | C                |
| The doorway is at least 32 inches clear.   | A                       | C                |
| Doors are equipped with accessible handles (operable with a closed fist), 48 inches high or less.  | A                       | C                |
| Doors can be opened easily (5 lb. maximum force).  | A                       | C                |
| The entry configuration provides adequate maneuvering space for a person using a wheelchair. <i>Note: A person using a wheelchair needs 36 inches of clear width for forward movement, and a 5-foot diameter clear space, or a T-shaped space, to make turns. A minimum distance of 48 inches, clear of the door swing, is needed between the two doors of an entry vestibule.</i> | A                       | C                |
| There is a 36-inch-wide path to all fixtures.  | A                       | C                |
| <b>TOTAL →</b>   | _____                   | _____            |
| <b>4.3.2 – Restroom Stalls</b>   | Circle one for each row |                  |
|  | Fully                   | Not at this time |
| The stall door is operable with a closed fist, inside and out.   | A                       | C                |
| There is a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing, OR there is a stall that is less accessible but provides greater access than a typical stall (either 36 by 69 inches or 48 by 69 inches).   | A                       | C                |
| In the accessible stall, there are grab bars behind, and on the side wall nearest to, the toilet.  | A                       | C                |
| The toilet seat is 17 to 19 inches high.   | A                       | C                |
| <b>TOTAL →</b>   | _____                   | _____            |



| <b>4.3.3 – Restroom Lavatories (sinks)</b>  | Circle one for each row |                  |
|---|-------------------------|------------------|
|   | Fully                   | Not at this time |
| One lavatory has a 30-inch-wide by 48-inch-deep clear space in front. A maximum of 19 inches of the required depth may be under the lavatory. | A                       | C                |
| The lavatory (sink) rim is no higher than 34 inches.  | A                       | C                |
| There is at least 29 inches from the floor to the bottom of the lavatory apron (excluding pipes).   | A                       | C                |
| The faucet can be operated with one closed fist.  | A                       | C                |
| Soap, other dispensers, and hand dryers are 48 inches high or less and usable with one closed fist.   | A                       | C                |
| The mirror is mounted with the bottom edge of the reflecting surface 40 inches high or lower.   | A                       | C                |
| <b>TOTAL</b> →  | _____                   | _____            |

  

| <b>4.3.4 – Restroom Signage</b>  | Circle one for each row |          |                  |
|--|-------------------------|----------|------------------|
|  | Fully                   | Somewhat | Not at this time |
| Signage is designed so that it is useful for people with disabilities.   | A                       | B        | C                |
| All signage is 60 inches above the ground.   | A                       | B        | C                |
| Signs on doors are on the same side as the doorknob.   | A                       | B        | C                |
| Signage is well lit, using uniform lighting (i.e., not spotlights), with illumination coming from behind or beside the text or sign. | A                       | B        | C                |
| Signage is in clear contrasting colors (i.e., black and white).<br>Signage is in Braille.  | A                       | B        | C                |
| <b>TOTAL</b> →   | _____                   | _____    | _____            |



## Section IV Priority 4 – Guidelines Additional Access

### Drinking Fountains

**1. Is there at least one fountain with clear floor space of at least 30 by 48 inches in front?**

At least one fountain must be accessible.

**2. Is there one fountain with its spout no higher than 36 inches from the ground and another with a standard height spout or a single "hi/lo" fountain?**

A spout at this height is accessible. Fountains with options are quite acceptable.

**3. Are controls mounted on the front or on the side near the front edge and operable with one closed fist?**

Controls must be accessible as well.

**4. Does the fountain protrude no more than four inches into the circulation space?**

If so, a cane detectable barrier must be placed on each side for the benefit of visually impaired persons.

### Telephone

**5. If pay or public phones are provided, is there clear floor space of at least 30 by 48 inches in front of at least one phone?**

Such space allows access to the phone by persons with mobility impairments.

**6. Is the highest operable part of the phone no higher than 48 inches (up to 54 inches if a side approach is possible)?**

All parts of the phone need to be accessible.

**7. Does the phone protrude no more than 4 inches into the circulation space?**

Remember the "circulation space" is between 27 inches and 80 inches from the floor. If the phone protrudes more than four inches into this space, install a cane-detectable barrier.

**8. Does the phone have push button controls?**

Push button controls are for the benefit of persons with limited hand mobility.

**9. Is the phone hearing aid compatible?**

Compatibility is determined by a blue rubber grommet. This grommet is found at the junction of the receiver and the cord.

**10. Is the phone adapted with a volume control?**

The telephone company can replace phones so they have push button controls and are hearing aid compatible.

**11. Is the phone with volume control identified with appropriate signage?**

As always, signage is very important.



**12. Is one of the phones equipped with a telecommunications device for the Deaf (TTY)?**

If there are four or more public phones in a building, at least one phone needs to be equipped with TTY. The phone company can provide you with a TTY telephone.

**13. Is the location of the TTY identified by accessible signage bearing the International TTY symbol?**



As always, signage is important. Assumptions should not have to be made — clear signage eliminates the need for assumption and questions, and sends a clear message that a program has acted on accessibility needs.

**Concluding Note:**

*This section is technical, and refers to specific measurements and standards. The standards are scientifically derived and are designed to benefit the greatest number of people. Variation from these standards creates barriers.*



## Section IV Priority 4 – Checklist Additional Access

When amenities such as public telephones and drinking fountains are provided to the general public, they should also be accessible to people with disabilities.

### Drinking Fountains

**1. Is there at least one fountain with clear floor space of at least 30 by 48 inches in front?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**2. Is there one fountain with its spout no higher than 36 inches from the ground, and another with a standard height spout (or a single "hi-lo" fountain)?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**3. Are controls mounted on the front or on the side near the front edge, and operable with one closed fist?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**4. Does the fountain protrude no more than 4 inches into the circulation space?**

Yes \_\_\_\_\_ No \_\_\_\_\_

### Telephones

**5. If pay or public use phones are provided, is there clear floor space of at least 30 by 48 inches in front of at least one?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**6. Is the highest operable part of the phone no higher than 48 inches (up to 54 inches if a side approach is possible)?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**7. Does the phone protrude no more than 4 inches into the circulation space?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**8. Does the phone have push-button controls?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**9. Is the phone hearing aid compatible?**

Yes \_\_\_\_\_ No \_\_\_\_\_





**10. Is the phone adapted with volume control?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**11. Is the phone with volume control identified with appropriate signage?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**12. Is one of the phones equipped with a teletypewriter (TTY)?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**13. Is the location of the TTY identified by accessible signage bearing the International TTY Symbol?**

Yes \_\_\_\_\_ No \_\_\_\_\_



**Telephones**

There are a variety of considerations in ensuring that the phone system is accessible to people with disabilities, including phones available for use by customers.

| <b>4.4.1 – Telephones</b>   | Circle one for each row |          |                  |
|---|-------------------------|----------|------------------|
|   | Fully                   | Somewhat | Not at this time |
| If pay or public use phones are provided, there is clear floor space of at least 30 by 48 inches in front of at least one.  | A                       | B        | C                |
| The highest operable part of the phone is no higher than 48 inches (up to 54 inches if a side approach is possible).  | A                       | B        | C                |
| The phone protrudes no more than 4 inches into the circulation space.   | A                       | B        | C                |
| The phone has push-button controls.   | A                       | B        | C                |
| The phone is hearing aid compatible.  | A                       | B        | C                |
| There is a phone adapted with high-grade amplification for use by customers with moderate to severe hearing loss, located in a quiet area, away from ambient noise.                             | A                       | B        | C                |
| The phone with volume control is identified with appropriate signage.   | A                       | B        | C                |
| One of the phones is equipped with a telecommunications device for the deaf (TTY/TDD).  | A                       | B        | C                |
| The TTY/TDD is available for customers to call into the center as well as for customers to use for calling employers (if the One-Stop has phones that customers can use for calling employers). | A                       | B        | C                |
| The location of the TDD is identified by accessible signage bearing the International TDD Symbol.   | A                       | B        | C                |
| There is a hands-free speakerphone with large keypad available for use by individuals who have difficulty holding a receiver and/or dialing numbers.  | A                       | B        | C                |
| <b>TOTAL →</b>  | _____                   | _____    | _____            |



## Accessibility Checklist for Meetings/Conferences

| Element              | Accommodation Area  | Yes | No |
|----------------------|---|-----|----|
| General              | Do you know your program's responsibility to provide accessibility to persons with disabilities?  |     |    |
| Transportation       | Is the facility/meeting location accessible by public transportation?<br><br>If yes, is public transportation available at the time of your meeting/training?   |     |    |
| Emergency Evacuation | Do you know the emergency evacuation plans for the meeting/training location?   |     |    |
| Parking              | Does the building have accessible parking spaces?<br><br>If yes, are they at least 8' wide & have 5' aisles next to them?   |     |    |
| Sidewalk             | Are there unobstructed curb ramps leading to the sidewalk (walkway)?  |     |    |
| Walkway/Route        | Is there a walkway from the parking lot to the building, at least 36" wide?   |     |    |
|                      | Does the walkway have a stable and firm surface?<br><br>Is the walkway level and free of steps?<br><br>If no, is there a ramp at least 36" wide?<br><br>If there is a ramp, does it have a gentle slope (1" rise to 12" length)?<br><br>If the accessible route is different from the primary route to and through the building, can you post signs with the wheelchair symbol to show the route? |     |    |
| Entrance/Doors       | Is the door at least 32" wide?  |     |    |



| Element               | Accommodation Area   | Yes  | No |
|-----------------------|--|--|----|
|                       | 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 the door be pushed open easily?  |  |    |
|                       | Is the threshold no more than ½ inch high and beveled?   |  |    |
|                       | When there is an enclosed entrance with two sets of doors (one after the other), is there a minimum of 48 inches between the sets of doors?                |  |    |
| Floors                | Are the floors hard and not slippery?  |  |    |
|                       | Is there a floor mat to dry feet and crutch tips to prevent slipping?  |  |    |
| Corridors             | Is there a 36 inch corridor, from the entrance to where the meeting/training is held?  |  |    |
|                       | Is the path free of objects projecting 4 inches max. into the corridor?  |  |    |
| Elevators             | Is there an elevator in the facility where the meeting/training room is located?<br><br>If yes, is it a working one that is large enough for a wheelchair? |  |    |
| Elevators (continued) | Are the controls within reach (max. 48")?<br><br>Do the controls have Braille?   |  |    |
|                       | Is there an audible signal ringing at each floor?  |  |    |
|                       | Meeting/Training Rooms   | Is there enough clearance around the table for a wheelchair to move? |    |



| Element                          | Accommodation Area   | Yes  | No |
|----------------------------------|--|--|----|
|                                  | Can a wheelchair-user pull up under the edge of the table?   |  |    |
| 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? Interior space to turn around?<br>Is the toilet 17-19 inches 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?   |  |    |
|                                  | Are the dispensers (soap, towel, etc.) reachable (max. 48 inches high)?  |  |    |
|                                  | Is there a mirror at an accessible height (bottom of the mirror 44 inches above the floor)?  |  |    |
|                                  | Interpreters   | Do you know how to arrange for sign language interpreters? <i>(you must ask the participant the type of interpretation needed)</i> |    |
| TTY                              | Is there a Teletype unit (TTY) in your facility/agency?<br><br>If yes, is the number published on the announcements alongside the phone number?<br><br>Is the staff in your agency trained to use the TTY?<br><br>Is a TTY available for use by those attending your meeting/training? |  |    |
| Relay Service                    | Does the staff know how to use the Michigan Relay Center to send and receive calls?  |  |    |
| Assistive Listening System (ALS) | Does the facility have permanent assistive listening system?<br><br>If yes, do you know how to use it?   |  |    |



| Element                | Accommodation Area   | Yes | No |
|------------------------|--|-----|----|
|                        | Do you know how to arrange for an ALS (permanent, portable, and rental)? <i>(you must ask the participant the type of system and listening accessory needed)</i> |     |    |
| Captioning             | Do you know how to arrange for captioning or computer assisted note-taking services?   |     |    |
| Videotapes             | Do the videotapes or other broadcast programming materials you may be using during your meeting/training, carry captioning?                                      |     |    |
| Fire Alarm             | Are there flashing fire alarm signals in the building? In the meeting/training room?   |     |    |
| Directions             | Can you provide clear, detailed directions to the facility and/or the meeting room?  |     |    |
| Directions (continued) | Is there a receptionist to offer assistance? If not, can someone be available to help?   |     |    |
| Handouts               | Can you provide the meeting/training materials in alternative formats if requested? <i>(you must ask the participant what format is needed)</i>                  |     |    |
| Signage                | Is there Braille text in the signage at the facility?  |     |    |
| Lighting               | Is there adequate lighting in the elevators, hallways, stairwells, etc.?   |     |    |