

## The Journey to Accessibility and Inclusion

	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>
<b>Philosophy</b>	Accessibility and inclusion is viewed as a favor to the patron/visitor/guest	Inclusion is mandated by law.	Inclusion is a right.	Inclusion is an integral part of your business practices and organizational identity
<b>Policies &amp; Procedures</b>	Ticket/entry policies are set and not adjustable. Enrollment policies for education programs are rigid and utilize primarily skill-based prerequisites.	Mission statement reflects service to all individuals.	An accessibility/ inclusion statement is printed on all marketing materials and appropriate iconography is used.	All print materials include mission and inclusion statements, as well as images of individuals with and without disabilities within your programs. The nominating committee of the Board actively recruits people with disabilities (or family members) for Board membership.
<b>Staffing</b>	High turn-over rate of front line staff prevents adequate level of training.	A staff person is designated as the "accessibility" or "inclusion coordinator" and volunteers or additional staff are occasionally available (but may not be trained).	Most front-line staff are trained in tenets of accessibility and inclusion and meet regularly to improve practices.	The entire staff has been trained and all staff working directly with the public are knowledgeable about accessibility/inclusion.

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<b>Communication / Marketing</b>	Communication with patrons (and/or parents) is focused on "solving problems" and only occurs when challenges arise	A formal process to communicate/facilitate accessibility is in place, but only one staff member knows about it.	Program accommodations and/or specialized programs for disability groups are regularly implemented and consistently communicated.	Persons with and w/o disabilities participate in advisory capacity, and assist staff in development of programs and policies where needed. Marketing includes visible icons and is accessible.
<b>Community Collaboration</b>	There is little knowledge within the organization of community resources.	Organization has identified local community organizations to assist with accessibility/inclusion, whether it be for training, possible accommodation support, or funding.	More formal partnerships are in place with social service agencies and other non-profits who serve people with disabilities.	Staff engages community to assist with inclusion in a "collaborative approach." Staff utilizes information and resources from community, state and national organizations to welcome all patrons.
<b>PreK-12 Educational Programming (if applicable)</b>	Several children with less severe disabilities are included in one or two programs. Children may be placed in groups with younger children to reflect their "developmental age."	Children with disabilities are guided by inclusion coordinator into only some of the organization's programs, while others are deemed inaccessible or too challenging to make accommodations.	Staff designs and/or modifies programs to meet the needs of children with and without disabilities.	10% or more students are children with disabilities or other specialized needs, including more severe disabilities. Children are included in all offerings, accommodations are not rigid, and are removed or relaxed when appropriate.

Adapted from "The Journey to Inclusion" - Together We 're Better (Kids Included Together)  
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