



GENERAL INFORMATION

Library System

Library

KEY TO CHECKLIST

The checklist is organized by areas of library service identified in the *Wisconsin Public Library Standards*. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. Use the [Scoring Rubric](#) to score each topic/section. See [How to Use the Inclusive Services Assessment and Guide](#) examples.

Yes (Y)

This response indicates that the library is currently executing the checklist statement. Example: "Yes; the library displays the [pictograms](#) at the entrances of the restrooms."

No (N)

This response indicates that the library is NOT currently executing the checklist statement. Example: "No; the library does not display [pictograms](#) at the entrances of the restrooms."

In Progress (IP)

This response indicates that the library is currently developing the checklist statement. Example: "In Progress; the library is in the process of installing [pictograms](#) at the entrances of the restrooms."

Not Applicable (NA)

This response indicates that the checklist statement is factually irrelevant to the library. Example: "Not Applicable: The library does not have public restrooms because it is a bookmobile."

GOVERNANCE				
	Yes	No	IP	NA
1. Library board has read and discussed <i>DPI's Inclusive Services Statement</i> , an interpretation of Wis. Stat. sec. 43.24(2)(k) "Promotion and facilitation of library service to users with special needs"	<input type="checkbox"/>	<input type="checkbox"/>		
2. Does the library board reflect the demographics of the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the need for <i>diversity</i> (i.e., <i>dimensions of identity</i>) among library trustees communicated to the municipal governing body who makes trustee appointments (e.g., mayor/city council, village president/board, county executive, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are the bylaws available in the languages used by the community, including <i>ASL</i> and <i>braille</i> if necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are the bylaws written in <i>gender neutral</i> language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do the bylaws have language on <i>equity</i> and inclusion being foundational to the purpose of the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the library regularly review all policies to determine if they are creating unnecessary barriers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are policies regularly updated to reflect the needs of the community the library serves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are the policies accessible to all members of the community, including languages used, reading ability, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do the policies refer to users in a respectful, <i>gender neutral</i> , unbiased way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the library offer meeting space at the library for a variety of community group meetings to take place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the library budget reflect the values of the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. When creating or revising the library director position description, are members of the community who reflect the population demographics included?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is the library director position description <i>gender neutral</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is the library director position description translated into the languages used by the community, including <i>braille</i> if necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Is community demographic information included in the library director job advertisement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the library director job advertisement include a description of the accessibility of the library facility/facilities in accordance with the Americans with Disabilities Act (<i>ADA</i>)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Do library director candidates have an opportunity to meet community members who reflect the population demographics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are members of the community included in the decision-making process of choosing the new library director?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Upon hire, are there opportunities for the new director to meet members of the community not just at the library, but through invitations to events or places of the community's choosing (e.g., a PrideFest celebration, a Hindu service, the local Irish bar, a rehab center, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Does the library director's evaluation tool ask how they interact with members and organizations reflecting the demographics of the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Does the evaluation instrument ask how the library director is interacting with members and organizations reflecting the demographics of the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOVERNANCE (cont'd)		Yes	No	IP	NA
23. Are salaries equitable for all staff?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Are part-time staff salaries equitable with salaries for those working full-time in similar positions?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. When the library board begins to develop its strategic plan, are community members that reflect the demographics of the community invited to participate?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Are inclusive services goals and objectives included in the strategic plan to meet the community's needs?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOVERNANCE TOTAL					

ADMINISTRATION				
	Yes	No	IP	NA
1. Has the library director ensured that the <i>Inclusive Services Statement</i> is shared with new board members when they are appointed to the library board?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do written procedures include the library's primary commitment to equitable service to all users?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the library director make the library board and/or trustees aware of upcoming library-related continuing education related to inclusive services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the library director present updates to the library board of services, programs, and issues related to inclusive services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Has the library director studied and shared the impact of fines on low-income individuals and families with the board?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has the library director had an open discussion with the library board, management team and staff to be assured that they understand the importance of funding for a range of trainings, programs and collections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do the library director and department heads (if any) actively engage with a variety of community groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do the library director and department heads (if any) attend community meetings that address the needs of underrepresented members of the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do the library director and department heads (if any) have opportunities to participate in professional activities such as continuing education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do the library director and department heads (if any) integrate inclusivity practices into recruiting, screening, hiring, and retaining staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are the library director and department heads (if any) aware of professional development opportunities in relation to inclusive services for self and staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do the library director and department heads (if any) encourage active staff participation in their library system's inclusivity programming?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Do the library director and department heads (if any) promote inclusive services planning at the county and system level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do the library director and department heads (if any) consider inclusive services in the technology plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADMINISTRATION TOTAL				

STAFFING				
	Yes	No	IP	NA
1. Library staff has read and discussed DPI's <i>Inclusive Services Statement</i> , an interpretation of Wis. Stat. sec. 43.24(2)(k) "Promotion and facilitation of library service to users with special needs"	<input type="checkbox"/>	<input type="checkbox"/>		
2. Are all library staff able to explain library policies to the public?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are all library staff well trained in procedures required by their positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do library staff project an image of competence and courtesy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do library staff communicate and work effectively with other staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do library staff evaluate and measure the effectiveness of library programs and services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do library staff assist in library planning efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do library staff use current and <i>emerging technologies</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do library staff participate in the political and social structure of the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are all library staff trained in emergency protocols and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are all library staff, volunteers, and trustees trained in user <i>privacy</i> and <i>confidentiality</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do library staff actively engage with a variety of community groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Do library staff attend community meetings that address the needs of <i>underrepresented</i> members of the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do library staff have opportunities to participate in professional activities such as continuing education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Do library staff integrate inclusivity practices into recruiting, screening, hiring, and retaining staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are library staff aware of professional development opportunities in relation to inclusive services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Do library staff participate in their library system's inclusivity programming?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Do library staff promote inclusive services planning at the county and system level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Do library staff consider inclusive services in the technology plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFFING TOTAL				

COLLECTIONS

A person's ethnicity, age, citizenship, immigration status, literacy or education level, ability, family structure, income level, [gender identity](#), [sexuality](#), housing status, [neurodiversity](#), style of dress, military status, or any other [dimension of identity](#) should neither negatively influence nor interfere with access to the library collection.

This checklist applies to all collection areas of the library.

	Yes	No	IP	NA
1. Does the collection development policy have a statement about inclusion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are the library board and staff aware of the non-inclusive aspects of library classification systems and controlled vocabulary (e.g., the weight given to Christianity in Dewey Decimal Classification)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the collection reflect the community's tastes, beliefs, or attitudes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the collection challenge the community's tastes, beliefs, or attitudes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the community involved in building and advising on the content of the collection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are multiple sources, representative of a variety of communities, consulted while building the collection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the collection include storylines and characters by and from a range of groups (e.g., racial, ethnic, gender identity , sexuality , disability, veteran status, education level, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the collection include accurate, respectful, and current information by and about different groups as fact, characters in a storyline, or settings and contexts (e.g., racial, ethnic, gender identity , sexuality , disability, veteran status, education level, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the collection include resources for furthering education (e.g., GED, ACT/SAT test prep, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the collection include titles for self-improvement in skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the collection provide materials for people of varied education levels and literacy/English language skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the library subscribe to or offer materials for language learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is the collection in multiple formats, for example: books, audio books, large print, graphic formats, materials in braille, braille and print combination, narrated TV programs and movies, tangible materials (e.g., toys, tools, and sensory items), and audiovisual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is the collection accessible to people with sensory, ambulatory , social , emotional , and intellectual differences ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are databases and other e-resources accessible through alternative means (e.g., screen readers , magnification , closed captioning , and assistive devices)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the collection contain items in languages other than English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are instructions provided in languages other than English for how to search for items in languages other than English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Does the collection include titles for "hi-low" readers, such as adults who read at a middle school level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Does the library offer various audiobook formats, such as CDs, downloadable audiobooks, and eBooks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Does the library offer audio-described movies and television programs (formatted to include a narration of events for which there isn't a dialogue) on DVD?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COLLECTIONS (cont'd)				
	Yes	No	IP	NA
21. Are high-interest materials considered for purchase even if they are not reviewed by mainstream library journals (e.g., popular urban fiction titles)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Does the library's collection development policy allow for the repurchase of items that have higher rates of disappearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the library use alternate vendors to purchase non-mainstream materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COLLECTIONS TOTAL				

	PROGRAMMING	
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Programming may include policies, planning, and execution of educational, recreational, informational and cultural programs.

	Yes	No	IP	NA
1. Does the library have a written programming policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the programming policy include a diversity or inclusivity statement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the library offer programming at different times of day and various days of the week, including nights and weekends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are efforts made to make library programs accessible in languages other than English (e.g., movies with subtitles, Spanish/English versions of the same program, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are people able to participate in library programming whether or not they have a library card?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the library include an inclusivity statement on promotional materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the library include a variety of community members in the development of programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the library plan programs based on community needs and interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the library collaborate with established community organizations when planning and promoting programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are the library board and staff aware of ADA compliance in a public library setting and what constitutes reasonable accommodation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the library provide a clear procedure for persons (attendees and presenters) to request ADA accommodations that will enable them to participate fully in library programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are there multiple avenues available for program attendees to provide feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the library offer programming targeting multiple dimensions of personal identity , including, but limited to: race, ethnicity, age, citizenship, literacy level, ability, family structure, income level, health status, gender identity , sexuality , style of dress, familiarity with public libraries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the library contract with performers, authors, and presenters reflecting multiple dimensions of personal identity ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the library regularly evaluate programming practices to determine if individuals or groups are potentially excluded (e.g., excluding adults with cognitive disabilities on the basis of age from sensory storytimes targeting children)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the library offer free programs related to work and life skills development, as well as cultural and recreational presentations through local partnerships, volunteers, or contracted performers for people of all ages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are there free classes for people who want to learn and improve their English or literacy skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Does the library offer programs that celebrate a wide variety of heritages and cultural events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROGRAMMING TOTAL				

SERVICES

Services may include physical resources/equipment that allow individuals to make use of the library or they may be the intrinsic way that staff interact with users.

	Yes	No	IP	NA
1. Does the library use programs, literature, and publicity in creative ways and in a variety of settings to attract those for whom libraries are not part of their life experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the library provide programs and services about gender identity and sexuality ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the library avoid asking about gender on forms, or segregating activities based on gender ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the library create pathfinders, subject guides or reader's advisory bookmarks related to topics of interest to a variety of communities (e.g., LGBTQ , immigrants, neurodiverse people, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do library displays regularly include materials by and about people with various dimensions of identity ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the library offer discreet information, such as shortcuts to local services on computer desktops, about PTSD and other sensitive topics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are resources available for all community members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the library provide visual schedules of library events or due dates of materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the library provide visual timers for program or computer scheduling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the library provide touch screen devices for internet or communication purposes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the library provide adaptive technologies, such as screen readers, text to speech software, adaptive mice, and magnifiers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the library provide fidgets (e.g., small manipulatives, such as soft balls, that fit safely and comfortably in the hand) for neurodiverse users?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the library provide sensory story times or programs for children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the library provide inclusive seating options, such as the option to sit at the front of the room, space for wheelchairs, or space to stand, during library programs and activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the library offer personal FM or other listening devices during presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the library help non-English speaking immigrants understand and interact with the culture, government, and educational system of the United States, via resources and services offered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is there information on free legal assistance and financial counseling for people interested in citizenship and information on free legal services for immigrants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Do programs and services reflect local immigrant community needs and offer a variety of print materials, media, and online resources in the language(s) used by the population?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are there programs and resources readily available for teen parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Are there multigenerational family literacy programs for children and their parents, grandparents, and caregivers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Are programs and materials presented in both English and other prevailing languages within the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Is there a community space/meeting room that all groups are welcomed to reserve?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the library have a feedback mechanism to provide insight on the needs of specific service populations (e.g., teen advisory board, ex-officio member of the library board representing the Latinx community)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SERVICES TOTAL

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FACILITY—OUTDOOR SPACES				
	Yes	No	IP	NA
1. Does public library parking meet the requirements of the ADA ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the parking area well lit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is library parking free?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is parking convenient to library's entrances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are bicycle racks convenient to the building entrances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the book return meet the requirements of the ADA ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is the book return accessible 24/7?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the book return accommodate access by cars and pedestrians, including pedestrians using wheelchairs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the outdoor signage meet the requirements of the ADA ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the library have wayfinder signs with pictograms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is the entrance signage in languages used by the community, as well as pictograms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do the library walkways meet the requirements of the ADA ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are walkway surfaces safe and uniform?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are the library's outdoor spaces easily accessible, and if there is outdoor equipment (e.g., picnic tables, playground equipment) is it wheelchair accessible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. If there are signs/activities/etc., for outdoor spaces, are they welcoming to all?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Do all entrances and exits meet the requirements of the ADA ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the library entrance have an electronic door opener?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Do all emergency exits meet state/municipal building codes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Do all entrance and interior doors have adequate clearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Are the security gates wide enough to accommodate a wheelchair?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Does the entryway have level, clear and slip-resistant flooring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACILITY—OUTDOOR SPACES TOTAL				

FACILITY—INDOOR SPACES (General)				
	Yes	No	IP	NA
1. Is there an elevator when the facility is on multiple levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the elevator meet ADA requirements and state/municipal building codes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are elevator signs and controls in multiple languages, including braille ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the elevator have auditory signals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does emergency/safety equipment meet ADA requirements and state/municipal building codes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is there a visual indicator for emergency alarms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are points of service easily identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the equipment in public spaces accessible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the library provide a variety of options for quiet study and privacy ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are floors carpeted (rather than hard floors) to reduce noise from moving chairs/furniture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are carpets appropriately secured to the floor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is the library free of obstructions for those with mobility aids?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are all levels of the library connected via an accessible route of travel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are sight lines adequate throughout?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are there adequate outlets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are youth spaces designed to be considerate of size and usage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the library identify a private, secure space for people who are nursing/pumping?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are there measures in place for users and staff sensitive to overstimulation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are there measures in place for users and staff sensitive to scents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Is there space that can be used for prayer or meditation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Is it clear that service animals are welcome in the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Are gallery spaces and display cases accessible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Is there adequate lighting throughout the library space?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Is there adequate seating throughout the library space?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FACILITY—INDOOR SPACES (General) Cont'd				
	Yes	No	IP	NA
25. Are the service desks the appropriate height for adults, children, and wheelchair access?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Are there assistive technologies available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Is there self-checkout, accessible by wheelchair?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. If there is a self-checkout, does it display instructions in multiple languages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Is seating available for customer/staff consultation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Is adequate space allowed for customer use of reference materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Do the service desks provide separate or acoustically isolated spaces for the following services: Interlibrary loan, database searches, general information, customer interviews, photocopiers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Are there technologies available to make it easier to hear in meeting/ event spaces (e.g., microphones, sound systems, hearing loops)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Are assistive technologies available in meeting/event spaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Is there adequate and adjustable lighting in meeting/event spaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Is there comfortable adult seating for use while adults are sharing books with children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Is the floor a single level to allow for flexibility in programming and accessibility, as well as to avoid injuries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Has sufficient space been allowed for easy access by children if materials are checked out or returned at the children's desk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. If children's and adult circulation counters are separated, is there lower counter space set aside for children, visibly marked by large graphics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Although there should be imaginative pieces of furniture, cheerful colors, etc. is there a space for individuals who require less stimuli?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Is there a quiet corner where children can retreat from the program without leaving the room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Is there a separate programming area out of the traffic flow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Is there secure and adequate space to store teen gear such as skateboards and backpacks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Are there physical resources available to use when the library is closed (e.g., WiFi, drinking fountain, outlets, public phone, restroom)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACILITY—INDOOR SPACES TOTAL				

FACILITY—MEETING ROOM/EVENT SPACE				
	Yes	No	IP	NA
1. Is the meeting room entry close to the main entrance? If not, is the path clear for ease of access?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are there window coverings in the meeting room/event space?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the meeting room area be closed off from the remainder of the library such that audio, visual, and other interruptions are limited?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are there blackboards and/or white marker boards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are the chairs and tables light enough to be moved and maneuvered by users and staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACILITY—MEETING ROOM/EVENT SPACE TOTAL				

FACILITY—COMPUTERS AND TECHNOLOGY				
	Yes	No	IP	NA
1. Are assistive technologies available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are video transcripts available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the library have wheelchair accessible tables and computer workstations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are laptops available to use in the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are keyboards ergonomically designed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are high contrast keyboards available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are computer monitors shielded from direct sunlight or glare?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the library have print-to-speech scanners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are braille embossers available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are talking book readers available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are low tech options available (e.g., magnifier sheets, magnifying glasses, flashlights, table lamps, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are written transcripts of tutorials and videos on the library website available for both English speakers and others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are apps available that can provide conversation practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the library provide internet access and personal computing applications to users free of charge and regardless of library card status?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the library provide workspaces that offer users the opportunity to use online services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the library provide free wireless internet access?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is the library flexible with time restrictions on computer use to allow users to complete desired tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Does the library avoid restricting activities users can engage in on the computers that may impact their ability to complete desired tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Can users borrow mobile WiFi units?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Can users borrow mobile devices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Does the library avoid restrictions or limits on printing or making copies that may impact users' ability to complete desired tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Are written transcripts of tutorials and videos on the library website available in simplified language (i.e., not children's version)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Can users adjust the reading level of information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Are workstations staggered to enhance noise control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FACILITY—COMPUTERS AND TECHNOLOGY		Yes	No	IP	NA
25. Does the library provide ergonomic workstations/ chairs for users and staff?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Is a staff member managing upgrades to software to ensure products contain the latest accessibility tools?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Are there apps available that assist with social skills?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Are there lightweight and/or portable devices offered as alternatives to workstations?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Are strategies in place to assist users with using the library's wireless network?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Can users bring their own adaptive devices and/or check out adaptive technology equipment for home use?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Are alternative mice or touch pads available (e.g., senior mouse , jelly bean switch , etc.)?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Are workstations staggered to enhance privacy ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACILITY—COMPUTERS AND TECHNOLOGY TOTAL					

FACILITY—COLLECTION SPACES				
	Yes	No	IP	NA
1. Are there a variety of display options (sloping shelves, spinners, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are there no more than eight 36-inch sections of shelving without a break?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does length of shelving and width of aisles take traffic patterns and accessibility into consideration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there a method for accessing high shelves for those unable to reach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are shelving units sturdy (e.g., braced or anchored)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are all stacks and shelves clearly labelled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are stack labels large enough to be seen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are there braille shelf markers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are there special features like built-in lighting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is there a clear distinction between floors and walls to assist the visually impaired?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are any stacks labelled in any non-English languages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Have visual cues (photos, illustrations) been used to identify stack contents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are shelving units smoothly finished with no sharp edges?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are there accessories to display and house a variety of material types	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. is there a minimum of 36 inches between stacking shelves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACILITY—COLLECTION SPACES TOTAL				

FACILITY—RESTROOMS				
	Yes	No	IP	NA
1. Are restrooms marked with inclusive text and pictograms (e.g., single or multiple stalls, amenities such as changing stations, wheelchair accessibility, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is a gender neutral restroom available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do single/family occupancy restroom facilities use gender neutral signage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do restrooms and drinking fountains accommodate differing abilities (e.g., footstool, drinking cups, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do all of the restrooms include an area for changing diapers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are adult changing stations available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACILITY—RESTROOMS TOTAL				

FACILITY—STAFF AREAS				
	Yes	No	IP	NA
1. Do library staff have access to hearing aid and volume control telephones?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there an area with reduced distractions for staff to work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are white noise or environmental sound machines acceptable or available for use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the library provide ergonomic workstations for staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are counters/tables at a comfortable height as to avoid injury from lifting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are there secure spaces for staff's professional and personal use (e.g., lockers)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are employee posters clearly posted in languages used by the staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACILITY—STAFF AREAS TOTAL				

ACCESS—LOCATION, HOURS, AND SERVICES		Yes	No	IP	NA
1. Is the library located near public transportation and community services?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are library hours fixed and prominently posted?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are open hours based on community need?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do library hours cater to the different employment hours of users (e.g., third shift)?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCESS—LOCATION, HOURS, AND SERVICES TOTAL					

ACCESS—LIBRARY CARD REGISTRATION				
	Yes	No	IP	NA
1. Are written materials available with step-by-step instructions to assist users with new library card registration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there an accessible work surface/work space for users when registering for a library card?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the library provide training for staff to assist with individual's needs when registering for a library card (e.g., visual impairment, foster care family, low literacy)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are library card applications printed in languages used by community members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are library cards and replacement cards free?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the library accept a non-photo ID as proof of identity and offer to send a postcard as proof of address?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the library card application form avoid a binary gender identification requirement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the library card registration application allow users provide a preferred name (e.g., individual transitioning)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCESS—LIBRARY CARD REGISTRATION TOTAL				<input type="text"/>

ACCESS—ONLINE (Website and Catalog)				
	Yes	No	IP	NA
1. Is the library website ADA compliant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are there captions for any video content?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can content be converted to large print, braille , speech, symbols?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Can content be converted to simpler language and multiple languages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is information displayed in simple layouts and menus (i.e., not communicated solely by structure, color or graphic design)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the library website free of flickers and an excess of color?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the library website contain welcoming language for all dimensions of identity ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are there textual descriptions for any photographic content or graphic images?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the web content work with different devices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Can the information be accessed through keyboard only (i.e., no mouse required)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCESS—ONLINE TOTAL				<input style="width: 100px; height: 20px;" type="text"/>

MARKETING				
	Yes	No	IP	NA
1. Do the graphics on library promotional materials include people from a range of ethnicities, genders, religions and abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the library follow social media related to a wide array of populations and create content for the same populations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do library social media profiles or accounts include content that would be beneficial to all people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If the library provides accommodations for those with disabilities, do promotional materials communicate that, along with a clear path for requesting accommodation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the library place marketing materials where people from different backgrounds are likely to see them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the content of the library's marketing materials accessible to a wide range of populations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MARKETING TOTAL				

COMMUNITY ENGAGEMENT				
	Yes	No	IP	NA
1. Does the library regularly analyze the demographics of the community in which it is located?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the library involve users, residents, local businesses and other key organizations and stakeholders when preparing the strategic plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has the library identified the needs and issues of specific groups in the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the library have multiple formats for receiving feedback from a variety of community groups concerning potential barriers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the library responsive to the feedback from groups and individuals in underrepresented communities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the library work with community ambassadors to help promote the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the library have meaningful engagement and collaboration with neighborhoods, local organizations, schools, and businesses, with a set of shared priorities for the library and community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the library seek out and engage with underrepresented communities to make sure that everyone feels welcome at the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the library work with community organizations to facilitate reciprocal sharing of information about programs, collections/materials and resources to the a range of populations in the community (e.g., PFLAG , NAMI , ADRC , food pantries, housing assistance, schools, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the library send staff to represent the library at meetings and events held by the various organizations in the community (e.g., county/city youth coalitions, health or human services coalitions, Pride celebrations, heritage festivals, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the library collaborate with other institutions to ensure library service for people who have difficulty visiting the library (e.g., senior housing, assisted living, juvenile or adult detention, shelters/transitional housing, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the library offer resources for people who are reintegrating into the community after incarceration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the library work with other organizations (e.g., Lion's Club, Friends group, Community Center, etc.) to provide free food at library events, or summer food programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNITY ENGAGEMENT TOTAL				

FUNDING				
1.	Does the library budget include funds for cultural competency and anti-bias training for library staff and volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Does the library budget include funds for cultural competency and anti-bias training for the board of trustees, Friends board members and foundation board members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Does the budget include funds for programming geared to a range of groups in the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Does the budget include funds for purchasing materials for the collection that reflect numerous <i>dimensions of identity</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Does the budget allow for staff hours to spend outside the library connecting and providing services with a breadth of groups and populations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Does the budget include funds for recruitment efforts necessary to attract staff and volunteers reflective of the community (e.g. online ads, job fairs, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Does the budget include funds to offer culturally relevant digital resources that have been reviewed and evaluated by peer reviewers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Does the library seek out supplemental funding via grants, foundations and a Friends group to cover the costs of trainings, programs and special collections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Does the library have a list of community members who will advocate for the library and its inclusive efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FUNDING TOTAL				

SELF CARE FOR LIBRARY WORKERS

In order for library workers to provide consistent, empathetic, and sustainable service to their community, they must be able to attend to their own needs. Library administration needs to value the importance of creating an expectation of self-care among staff, as well as for themselves.

	Yes	No	IP	NA
1. Is library staff encouraged to take breaks during their shifts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is library staff encouraged to take time away from the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is library staff encouraged to create healthy boundaries between work and home life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does library administration respect staff work and home boundaries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is library staff encouraged to take breaks from programming or on-going services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is library staff encouraged to take time to reflect on programming and ongoing services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is library staff encouraged to take time to reflect on or process library incidents or stressors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does library administration support self-care behaviors of library staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELF CARE FOR LIBRARY WORKERS TOTAL				

	INCLUSIVE CULTURE AT THE LIBRARY	
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The library culture is integral to providing inclusive services. These considerations provide ways to enrich culture and foster professional development as individuals and as an organization.

	Yes	No	IP	NA
1. Do library staff have an understanding of what inclusivity means to the members of their community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does library administration have conversations with staff about being an inclusive library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are staff members trained to serve all members of the community (e.g., teens, individuals with mobility issues, veterans)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do staff adhere to core values of creating an inclusive environment at their library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are staff empowered to put the user first?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are staff tasks focused on providing the best possible service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is there a teamwork mentality in creating an inclusive environment at the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is there an atmosphere of respect among staff members and members in the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does everyone respect the decisions and choices made by the board and administration regarding community engagement and inclusivity at the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do staff make thoughtful decisions in dealing with users and members of the community as part of their daily work routine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is there a measurement in place to track outcomes regarding community engagement and relationship building in their community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INCLUSIVE CULTURE AT THE LIBRARY TOTAL				

Inclusive Services Assessment Scoring Rubric

Section/Topic	Your Score		Maximum Score		Your Topic Percent	Your Section Percent
Section 1: Who is Responsible						
1 Governance	_____	÷	26	* 100 =	_____	
2 Administration	_____	÷	14	* 100 =	_____	
3 Staffing	_____	÷	19	* 100 =	_____	
Section 2: What the Library Has to Offer						
1 Collections	_____	÷	23	* 100 =	_____	
2 Programming	_____	÷	18	* 100 =	_____	
3 Services	_____	÷	23	* 100 =	_____	
Section 3: Where the Interactions Take Place						
1 Outdoor Spaces	_____	÷	21	* 100 =	_____	
2 Indoor Spaces (General)	_____	÷	43	* 100 =	_____	
3 Meeting Room/Event Space	_____	÷	5	* 100 =	_____	
4 Computers and Technology	_____	÷	32	* 100 =	_____	
5 Collection Spaces	_____	÷	15	* 100 =	_____	
6 Restrooms	_____	÷	6	* 100 =	_____	
7 Staff Areas	_____	÷	7	* 100 =	_____	
8 Location, Hours, and Services	_____	÷	4	* 100 =	_____	
9 Library Card Registration	_____	÷	8	* 100 =	_____	
10 Online Access (Website & Catalog)	_____	÷	10	* 100 =	_____	
Section 4: How the Library Engages With the Community						
1 Marketing	_____	÷	6	* 100 =	_____	
2 Community Engagement	_____	÷	13	* 100 =	_____	
3 Funding	_____	÷	9	* 100 =	_____	
4 Self Care	_____	÷	8	* 100 =	_____	
5 Inclusive Culture at the Library	_____	÷	11	* 100 =	_____	
Overall Score						

To Use This Static Scoring Rubric Sheet

1. Enter your scores in the appropriate row of the "Your Score" column.
2. Divide each of your scores by the maximum score; multiply that number by 100.
3. Enter these results in the appropriate spaces in the "Your Topic Percent" column.
4. Calculate your section percentage by adding the "Your Topic Percent" in each section, then dividing by the number of topics in that section.
5. Calculate your overall score by totaling the "Your Topic Percent" and dividing by 21.

Glossary of Terms and Acronyms

ACT A set of standardized college admissions tests.

ADA American Disabilities Act.

ADRC Aging and Disability Resource Center.

ASL American Sign Language.

Assistive devices Equipment designed or intended to assist disabled persons.

Binary A division into two groups or classes that are considered diametrically opposite.

Braille A system of writing for the blind that uses characters made up of raised dots.

Closed caption One of a series of subtitles to a television program, accessible through a decoder.

Confidentiality The state of keeping or being kept secret or private.

Differences, ambulatory Differences in the ability to walk or move from place to place.

Differences, emotional Differences in the expression of emotions; variance may be influenced by many factors, such as culture, gender, age, neurobiology, etc.

Differences, intellectual Differences in the capacity for knowledge.

Differences, sensory Many people on the autism spectrum have difficulty processing everyday sensory information. Any of the senses may be over- or under-sensitive, or both, at different times. These sensory differences can affect behavior and can have a profound effect on a person's life.

Differences, social Differences based on social, economic and racial inequality.

Dimension of identity Any aspect of an individual that distinguishes personal identity such as race, ethnicity, age, citizenship, literacy level, ability, family structure, income level, health status, gender identity, sexuality, style of dress, familiarity with public libraries, etc.

Diverse Differing from one another.

Diversity The inclusion of different types of people, such as people of different races or cultures, in a group or organization.

DLT Division for Libraries and Technology, a division of the DPI.

DPI Wisconsin Department of Public Instruction.

Emerging technologies Technical innovations which represent progressive developments within a field for competitive advantage.

Equality Giving everyone the same to be successful.

Equitable Dealing fairly and justly with all concerned.

Equity Giving everyone what they need to be successful.

GED General Equivalency Diploma; used for educational testing services designed to provide a high school equivalency credential.

Gender identity A person's perception of having a particular gender, which may or may not correspond with their sex assigned at birth. Transgender does not imply any specific sexuality; therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

Gender neutral Denoting a word or expression that cannot be taken to refer to a specific gender.

Hi-low Refers to books of high interest and low reading level.

Holistic Relating to or concerned with complete systems rather than with parts.

IMLS Institute of Museum and Library Services; federal granting institution of LSTA funds.

Jelly bean switch An assistive device that provides auditory and tactile feedback.

Latinx A gender neutral term used in lieu of Latino or Latina; plural is Latinxs.

LGBTQ Initialism stands for lesbian, gay, bisexual, transgender, queer; also referred to as the gay community, which generally celebrates pride, diversity, individuality, and sexuality.

LSTA Library Services and Technology Act; a federal grant program administered by the IMLS.

Magnifications Assistive equipment that visually enlarges in object.

Mainstream The ideas, attitudes, or activities that are regarded as normal or conventional; the dominant trend in opinion, fashion, or the arts.

NAMI National Alliance on Mental Illness.

Neurodiversity An approach to learning and disability that argues diverse neurological conditions are the result of normal variations in the human genome; includes conditions like ADHD, Autism, and Dyslexia.

PFLAG An organization of parents, families, and friends of lesbians and gays.

Preferred Gender Pronoun A preferred gender pronoun is a pronoun or set of pronouns that an individual would like others to use when talking to or about that individual.

Pictogram A visual language developed for people with limited or no ability to speak, read and write.

Privacy Freedom from unauthorized intrusion.

PTSD Post-Traumatic Stress Disorder.

SAT A set of standardized college admissions tests.

Screen reader A form of assistive technology designed for use by individuals who are blind, visually impaired, illiterate, or have a learning disability.

Senior mouse A computer mouse designed for use by individuals with upper extremity disabilities, neurological disabilities, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy and carpal tunnel syndrome; also helpful for those who have difficulty using or are unable to use a standard mouse.

Sexuality An individual's sexual preference; formerly referred to as sexual orientation.

Stakeholder An individual with an interest or concern in something, especially a business; may include employees, users, vendors, community members.

Transitioning The process of permanently adopting the outward or physical characteristics of the gender one identifies with, as opposed to those associated with the sex assigned at birth.

Underrepresented Provided with insufficient or inadequate representation; represented in numbers that are disproportionately low.
