The Inclusive Services Assessment and Guide

FOR WISCONSIN PUBLIC LIBRARIES

Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

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Produced by the Wisconsin Department of Public Instruction Public Library Development Team and the participants in the 2018 Inclusive Services Institute.

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Inclusive Services in Wisconsin Public Libraries

1

The Inclusive Services Statement

Wisconsin public libraries are places where everyone should be safe, welcomed, and respected in experiences such as (but not limited to):

- Arrival at the building (transportation, physical accessibility, signage, hours of service, greetings by library staff)
- Intersections with library policies (getting a library card, using a computer, paying a fine)
- Perusal, use, and request of library materials (navigating the aisles, accessing wifi, individual privacy, diversity of collection)
- Participation in library-sponsored or library-located events (marketing of events, time and location, transportation, registration, room set-up, novice-friendly vs. designed for frequent users)
- Interactions with library staff (body language, tone, diversity of library staff, proactive/reactive engagement)
- Passive and virtual interactions through library signage, webpages, displays, and marketing (readability, tone, diversity, accommodations)

The Division for Libraries and Technology interprets Statute 43.24(2)(k) "Promotion and facilitation of library service to users with special needs" to encompass inclusive services. Inclusive library services are holistic, spanning library policies, collections, space, and services. Inclusive services reflect equity and accessibility for all members of the community. Diverse communities are strengthened by libraries that intentionally develop and deliver services to individuals or groups for whom accessing and using the library is difficult, limited, or minimized.

Inclusive library services are holistic, spanning library policies, collections, space, and services. Inclusive services reflect equity and accessibility for all members of the community.

The library director and board of trustees should provide awareness and leadership concerning the concept and implementation of inclusive services to library staff and stakeholders. Regional library systems should both support member libraries in matters of compliance, and communicate such efforts through annual system plans and reports. The state library agency will provide consulting and collaborate with libraries and systems regarding inclusive services. Wisconsin public

libraries serve everyone, and it is the duty of everyone in the service of Wisconsin public libraries to foster inclusivity.

The practice of providing inclusive services requires continuous reflection and ongoing dialog with and between library administration, staff, and members of the community, with particular emphasis on including the voices of those who are underserved, underrepresented, and underrecognized within the community. Efforts should respond to the assets and needs of non-library users and users alike. Attention to actual, versus perceived, assets and needs is paramount; i.e., a barrier perceived by library staff may or may not be an actual barrier experienced by the user.

On a concrete level, inclusive services should be visibly incorporated into all library services. The concept that libraries are for everyone should be evident through every point of access or interaction with the library. A person's race, ethnicity, age, citizenship, literacy level, ability, family structure, income level, health status, gender identity, sexuality, style of dress, familiarity with public libraries - or any other dimension of identity -should neither negatively influence nor interfere with access to library services.

The concept that libraries are for everyone should be evident through every point of access or interaction with the library.

When libraries honor the full diversity of their communities, communities thrive. First and foremost, inclusive library services should be developed locally with and for all community members. Wisconsin public library systems and state library staff should facilitate coordinated regional and statewide inclusive services training and consulting. Our common goal is to improve life and learning opportunities for all Wisconsin residents.

The Inclusive Services Institute

The Inclusive Services Institute was a professional development and workgroup opportunity for Wisconsin public library and public library system staff committed to making Wisconsin libraries more inclusive to all community members and potential library users. The Institute offered reflective learning experiences on topics of equity and social justice. Participants worked on small teams to develop statewide resources. *The Inclusive Services Statement* from the Division for Libraries and Technology provides the foundation for the Institute content and workgroup efforts.

The Inclusive Services Institute was funded by a Library Services and Technology Act (LSTA) grant from the Institute for Museum and Library Services administered by the Public Library Development Team at the Wisconsin Department of Public Instruction.

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Introduction

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The *Inclusive Services Assessment and Guide* was designed by Wisconsin public library and public library system staff for Wisconsin public library directors, staff, and boards with the intent to foster inclusive library environments where everyone is safe, welcomed, and respected. This resource was developed to support libraries in implementing the Inclusive Services Statement. In addition, this resource intentionally complements the 2018 Wisconsin Public Library Standards.

Inclusion is not a one-size-fits-all concept, nor a complete-and-move-on challenge. The checklist and supporting resources are meant to help individual libraries evaluate current services as well as plan for the future.

How to Use the Inclusive Services Assessment and Guide

Institutional Use and Reflection

This resource was designed to be used by individuals and groups as an ongoing reflection tool. Inclusion is not a one-size-fits-all concept, nor a complete-and-move-on challenge. The checklist and supporting resources are meant to help individual libraries evaluate current services as well as plan for the future. Ultimately, changes and improvements depend on the leadership of library administration.

The comprehensive nature of the considerations asked within the Inclusive Services Assessment and Guide is overwhelming. All communities are unique and therefore each library will use this guide differently. This tool might be used as an annual reflection, or utilized more often. The tool might be used as a whole, or by prioritizing sections. First and foremost, the Inclusive Services Assessment and Guide is meant to assist the library in better understanding how it considers inclusion as an institution. Each library needs to determine how to connect with the tool and process the reflections it provokes. In addition, each library will determine how to best share its efforts.

Checklist Responses

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. Each statement is subjective to the institution and the perspectives of those completing the checklist. The assessment will yield clearer results when Yes/No responses are selected; In Progress is intended as an "almost yes." Not Applicable should be selected sparingly and for rare circumstances.

Key to Checklist:

Yes (Y)
This response indicates that the library is currently executing the checklist statement. *Example - "Yes; the library displays 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."*

Scoring
Scoreable responses to each checklist will provide a snapshot of current levels of inclusion. The reflection worksheet offers individual libraries a way to evaluate existing assets and opportunities for growth and change.

A Note About Language
In developing the *Inclusive Services Assessment and Guide*, attention was given to language and sensitivities of groups and individuals. Terms and phrasing used in this document will likely need to be updated in response to evolution of language and society.

Who Is Responsible

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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 for examples.

Governance

1.	Library board has read and discussed DPI's *Inclusive Services Statement*, an interpretation of Wis. Stat. sec. 43.24(2)(k) "Promotion and facilitation of library service to users with special needs"	Y	N		
2.	Does the library board reflect the demographics of the community?	Y	N	IP	NA
3.	Is the need for diversity (ie. dimensions of identity) among library trustees communicated to the municipal governing body who makes trustee appointments (e.g. mayor/city council, village president/board, county executive, etc)?	Y	N	IP	NA
4.	Are the bylaws available in the languages used by the community, including ASL and braille if necessary?	Y	N	IP	NA
5.	Are the bylaws written in gender neutral language?	Y	N	IP	NA
6.	Do the bylaws have language on equity and inclusion being foundational to the purpose of the library?	Y	N	IP	NA
7.	Does the library regularly review all policies to determine if they are creating unnecessary barriers?	Y	N	IP	NA
8.	Are policies regularly updated to reflect the needs of the community the library serves?	Y	N	IP	NA
9.	Are the policies accessible to all members of the community, including languages used, reading ability, etc.?	Y	N	IP	NA
10.	Do the policies refer to users in a respectful, gender neutral, unbiased way?	Y	N	IP	NA
11.	Does the library offer meeting space at the library for a variety of community group meetings to take place?	Y	N	IP	NA
12.	Does the library budget reflect the values of the community?	Y	N	IP	NA
13.	When creating or revising the library director position description, are members of the community who reflect the population demographics included?	Y	N	IP	NA

14. Is the library director position description gender neutral?	Y	N	IP	NA
15. Is the library director position description translated into the languages used by the community, including braille if necessary?	Y	N	IP	NA
16. Is community demographic information included in the library director job advertisement?	Y	N	IP	NA
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 (ADA)?	Y	N	IP	NA
18. Do library director candidates have an opportunity to meet community members who reflect the population demographics?	Y	N	IP	NA
19. Are members of the community included in the decision-making process of choosing the new library director?	Y	N	IP	NA
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.)	Y	N	IP	NA
21. Does the library director's evaluation tool ask how they interact with members and organizations reflecting the demographics of the community?	Y	N	IP	NA
22. Does the evaluation instrument ask how the library director is interacting with members and organizations reflecting the demographics of the community?	Y	N	IP	NA
23. Are salaries equitable for all staff?	Y	N	IP	NA
24. Are part-time staff salaries equitable with salaries for those working full-time in similar positions?	Y	N	IP	NA
25. When the library board begins to develop its strategic plan, are community members that reflect the demographics of the community invited to participate?	Y	N	IP	NA
26. Are inclusive services goals and objectives included in the strategic plan to meet the community's needs?	Y	N	IP	NA
TOTAL				

Administration

1. Has the library director ensured that the *Inclusive Services Statement* is shared with new board members when they are appointed to the library board?	Y	N	IP	NA
2. Do written procedures include the library's primary commitment to equitable service to all users?	Y	N	IP	NA
3. Does the library director make the library board and/or trustees aware of upcoming library-related continuing education related to inclusive services?	Y	N	IP	NA
4. Does the library director present updates to the library board of services, programs, and issues related to inclusive services?	Y	N	IP	NA
5. Has the library director studied and shared the impact of fines on low-income individuals and families with the board?	Y	N	IP	NA
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?	Y	N	IP	NA
7. Do the library director and department heads (if any) actively engage with a variety of community groups?	Y	N	IP	NA
8. Do the library director and department heads (if any) attend community meetings that address the needs of underrepresented members of the community?	Y	N	IP	NA
9. Do the library director and department heads (if any) have opportunities to participate in professional activities such as continuing education?	Y	N	IP	NA
10. Do the library director and department heads (if any) integrate inclusivity practices into recruiting, screening, hiring, and retaining staff?	Y	N	IP	NA
11. Are the library director and department heads (if any) aware of professional development opportunities in relation to inclusive services for self and staff?	Y	N	IP	NA
12. Do the library director and department heads (if any) encourage active staff participation in their library system's inclusivity programming?	Y	N	IP	NA
13. Do the library director and department heads (if any) promote inclusive services planning at the county and system level?	Y	N	IP	NA
14. Do the library director and department heads (if any) consider inclusive services in the technology plan?	Y	N	IP	NA

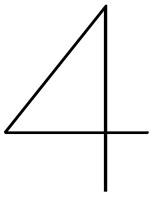
TOTAL

Staffing

1.	Library staff has read and discussed DPI's *Inclusive Services Statement*, an interpretation of Wis. Stat. sec. 43.24(2)(k) "Promotion and facilitation of library service to users with special needs"	Y	N		
2.	Are all library staff able to explain library policies to the public?	Y	N	IP	NA
3.	Are all library staff well trained in procedures required by their positions?	Y	N	IP	NA
4.	Do library staff project an image of competence and courtesy?	Y	N	IP	NA
5.	Do library staff communicate and work effectively with other staff?	Y	N	IP	NA
6.	Do library staff evaluate and measure the effectiveness of library programs and services?	Y	N	IP	NA
7.	Do library staff assist in library planning efforts?	Y	N	IP	NA
8.	Do library staff use current and emerging technologies?	Y	N	IP	NA
9.	Do library staff participate in the political and social structure of the community?	Y	N	IP	NA
10.	Are all library staff trained in emergency protocols and procedures?	Y	N	IP	NA
11.	Are all library staff, volunteers, and trustees trained in user privacy and confidentiality?	Y	N	IP	NA
12.	Do library staff actively engage with a variety of community groups?	Y	N	IP	NA
13.	Do library staff attend community meetings that address the needs of underrepresented members of the community?	Y	N	IP	NA
14.	Do library staff have opportunities to participate in professional activities such as continuing education?	Y	N	IP	NA
15.	Do library staff integrate inclusivity practices into recruiting, screening, hiring, and retaining staff?	Y	N	IP	NA
16.	Are library staff aware of professional development opportunities in relation to inclusive services?	Y	N	IP	NA
17.	Do library staff participate in their library system's inclusivity programming?	Y	N	IP	NA
18.	Do library staff promote inclusive services planning at the county and system level?	Y	N	IP	NA
19.	Do library staff consider inclusive services in the technology plan?	Y	N	IP	NA

TOTAL

What the Library Has to Offer



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 for examples.

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.

1. Does the collection development policy have a statement about inclusion?	Y	N	IP	NA
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)?	Y	N	IP	NA
3. Does the collection reflect the community's tastes, beliefs, or attitudes?	Y	N	IP	NA
4. Does the collection challenge the community's tastes, beliefs, or attitudes?	Y	N	IP	NA
5. Is the community involved in building and advising on the content of the collection?	Y	N	IP	NA
6. Are multiple sources, representative of a variety of communities, consulted while building the collection?	Y	N	IP	NA
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.)?	Y	N	IP	NA
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.)?	Y	N	IP	NA
9. Does the collection include resources for furthering education (e.g. GED, ACT/SAT test prep, etc.)?	Y	N	IP	NA
10. Does the collection include titles for self-improvement in skills?	Y	N	IP	NA
11. Does the collection provide materials for people of varied education levels and literacy/English language skills?	Y	N	IP	NA

12. Does the library subscribe to or offer materials for language learning?	Y	N	IP	NA
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?	Y	N	IP	NA
14. Is the collection accessible to people with sensory, ambulatory, social, emotional, and intellectual differences?	Y	N	IP	NA
15. Are databases and other e-resources accessible through alternative means (e.g. screen readers, magnification, closed captioning, and assistive devices)?	Y	N	IP	NA
16. Does the collection contain items in languages other than English?	Y	N	IP	NA
17. Are instructions provided in languages other than English for how to search for items in languages other than English?	Y	N	IP	NA
18. Does the collection include titles for "hi-low" readers, such as adults who read at a middle school level?	Y	N	IP	NA
19. Does the library offer various audiobook formats, such as CDs, downloadable audiobooks, and eBooks?	Y	N	IP	NA
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?	Y	N	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)?	Y	N	IP	NA
22. Does the library's collection development policy allow for the repurchase of items that have higher rates of disappearance?	Y	N	IP	NA
23. Does the library use alternate vendors to purchase non-mainstream materials?	Y	N	IP	NA
TOTAL				

Programming

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

1.	Does the library have a written programming policy?	Y	N	IP	NA
2.	Does the programming policy include a diversity or inclusivity statement?	Y	N	IP	NA
3.	Does the library offer programming at different times of day and various days of the week, including nights and weekends?	Y	N	IP	NA
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.) ?	Y	N	IP	NA
5.	Are people able to participate in library programming whether or not they have a library card?	Y	N	IP	NA
6.	Does the library include an inclusivity statement on promotional materials?	Y	N	IP	NA
7.	Does the library include a variety of community members in the development of programs?	Y	N	IP	NA
8.	Does the library plan programs based on community needs and interest?	Y	N	IP	NA
9.	Does the library collaborate with established community organizations when planning and promoting programs?	Y	N	IP	NA
10.	Are the library board and staff aware of ADA compliance in a public library setting and what constitutes reasonable accommodation?	Y	N	IP	NA
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?	Y	N	IP	NA
12.	Are there multiple avenues available for program attendees to provide feedback?	Y	N	IP	NA
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?	Y	N	IP	NA
14.	Does the library contract with performers, authors, and presenters reflecting multiple dimensions of personal identity?	Y	N	IP	NA
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)?	Y	N	IP	NA

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?	Y	N	IP	NA
17. Are there free classes for people who want to learn and improve their English or literacy skills?	Y	N	IP	NA
18. Does the library offer programs that celebrate a wide variety of heritages and cultural events?	Y	N	IP	NA
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.

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?	Y	N	IP	NA
2. Does the library provide programs and services about gender identity and sexuality?	Y	N	IP	NA
3. Does the library avoid asking about gender on forms, or segregating activities based on gender?	Y	N	IP	NA
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.)?	Y	N	IP	NA
5. Do library displays regularly include materials by and about people with various dimensions of identity?	Y	N	IP	NA
6. Does the library offer discreet information, such as shortcuts to local services on computer desktops, about PTSD and other sensitive topics?	Y	N	IP	NA
7. Are resources available for all community members?	Y	N	IP	NA
8. Does the library provide visual schedules of library events or due dates of materials?	Y	N	IP	NA
9. Does the library provide visual timers for program or computer scheduling?	Y	N	IP	NA
10. Does the library provide touch screen devices for internet or communication purposes?	Y	N	IP	NA

11. Does the library provide adaptive technologies, such as screen readers, text to speech software, adaptive mice, and magnifiers?	Y	N	IP	NA
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?	Y	N	IP	NA
13. Does the library provide sensory storytimes or programs for children?	Y	N	IP	NA
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?	Y	N	IP	NA
15. Does the library offer personal FM or other listening devices during presentations?	Y	N	IP	NA
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?	Y	N	IP	NA
17. Is there information on free legal assistance and financial counseling for people interested in citizenship and information on free legal services for immigrants?	Y	N	IP	NA
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?	Y	N	IP	NA
19. Are there programs and resources readily available for teen parents?	Y	N	IP	NA
20. Are there multigenerational family literacy programs for children and their parents, grandparents, and caregivers?	Y	N	IP	NA
21. Are programs and materials presented in both English and other prevailing languages within the community?	Y	N	IP	NA
22. Is there a community space/meeting room that all groups are welcomed to reserve?	Y	N	IP	NA
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)?	Y	N	IP	NA
TOTAL				

Where the Interactions Take Place

5

The checklist is organized by areas of library service identified in the WI 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 for examples.

Facility

Outdoor Spaces

1. Does public library parking meet the requirements of the ADA?	Y	N	IP	NA
2. Is the parking area well lit?	Y	N	IP	NA
3. Is library parking free?	Y	N	IP	NA
4. Is parking convenient to library's entrances?	Y	N	IP	NA
5. Are bicycle racks convenient to the building entrances?	Y	N	IP	NA
6. Does the book return meet the requirements of the ADA?	Y	N	IP	NA
7. Is the book return accessible 24/7?	Y	N	IP	NA
8. Does the book return accommodate access by cars and pedestrians, including pedestrians using wheelchairs?	Y	N	IP	NA
9. Does the outdoor signage meet the requirements of the ADA?	Y	N	IP	NA
10. Does the library have wayfinder signs with pictograms?	Y	N	IP	NA
11. Is the entrance signage in languages used by the community, as well as pictograms?	Y	N	IP	NA
12. Do the library walkways meet the requirements of the ADA?	Y	N	IP	NA
13. Are walkway surfaces safe and uniform?	Y	N	IP	NA
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?	Y	N	IP	NA
15. If there are signs/activities/etc. for outdoor spaces, are they welcoming to all?	Y	N	IP	NA
16. Do all entrances and exits meet the requirements of the ADA?	Y	N	IP	NA

17. Does the library entrance have an electronic door opener?	Y	N	IP	NA
18. Do all emergency exits meet state/municipal building codes?	Y	N	IP	NA
19. Do all entrance and interior doors have adequate clearance?	Y	N	IP	NA
20. Are the security gates wide enough to accommodate a wheelchair?	Y	N	IP	NA
21. Does the entryway have level, clear and slip-resistant flooring?	Y	N	IP	NA
TOTAL				

Indoor Spaces (General)

1. Is there an elevator when the facility is on multiple levels?	Y	N	IP	NA
2. Does the elevator meet ADA requirements and state/municipal building codes?	Y	N	IP	NA
3. Are elevator signs and controls in multiple languages, including braille?	Y	N	IP	NA
4. Does the elevator have auditory signals?	Y	N	IP	NA
5. Does emergency/safety equipment meet ADA requirements and state/ municipal building codes?	Y	N	IP	NA
6. Is there a visual indicator for emergency alarms?	Y	N	IP	NA
7. Are points of service easily identified?	Y	N	IP	NA
8. Is the equipment in public spaces accessible?	Y	N	IP	NA
9. Does the library provide a variety of options for quiet study and privacy?	Y	N	IP	NA
10. Are floors carpeted (rather than hard floors) to reduce noise from moving chairs/furniture?	Y	N	IP	NA
11. Are carpets appropriately secured to the floor?	Y	N	IP	NA
12. Is the library free of obstructions for those with mobility aids?	Y	N	IP	NA
13. Are all levels of the library connected via an accessible route of travel?	Y	N	IP	NA
14. Are sight lines adequate throughout?	Y	N	IP	NA
15. Are there adequate outlets?	Y	N	IP	NA
16. Are youth spaces designed to be considerate of size and usage?	Y	N	IP	NA

17. Does the library identify a private, secure space for people who are nursing/pumping?	Y	N	IP	NA
18. Are there measures in place for users and staff sensitive to overstimulation?	Y	N	IP	NA
19. Are there measures in place for users and staff sensitive to scents?	Y	N	IP	NA
20. Is there space that can be used for prayer or meditation?	Y	N	IP	NA
21. Is it clear that service animals are welcome in the library?	Y	N	IP	NA
22. Are gallery spaces and display cases accessible?	Y	N	IP	NA
23. Is there adequate lighting throughout the library space?	Y	N	IP	NA
24. Is there adequate seating throughout the library space?	Y	N	IP	NA
25. Are the service desks the appropriate height for adults, children, and wheelchair access?	Y	N	IP	NA
26. Are there assistive technologies available?	Y	N	IP	NA
27. Is there self-checkout, accessible by wheelchair?	Y	N	IP	NA
28. If there is a self-checkout, does it display instructions in multiple languages?	Y	N	IP	NA
29. Is seating available for customer/staff consultation?	Y	N	IP	NA
30. Is adequate space allowed for customer use of reference materials?	Y	N	IP	NA
31. Do the service desks provide separate or acoustically isolated spaces for the following services: Interlibrary loan, database searches, general information, customer interviews, photocopiers?	Y	N	IP	NA
32. Are there technologies available to make it easier to hear in meeting/ event spaces (e.g. microphones, sound systems, hearing loops)?	Y	N	IP	NA
33. Are assistive technologies available in meeting/event spaces?	Y	N	IP	NA
34. Is there adequate and adjustable lighting in meeting/event spaces?	Y	N	IP	NA
35. Is there comfortable adult seating for use while adults are sharing books with children?	Y	N	IP	NA
36. Is the floor a single level to allow for flexibility in programming and accessibility, as well as to avoid injuries?	Y	N	IP	NA

37. Has sufficient space been allowed for easy access by children if materials are checked out or returned at the children's desk?	Y	N	IP	NA
38. If children's and adult circulation counters are separated, is there lower counter space set aside for children, visibly marked by large graphics?	Y	N	IP	NA
39. Although there should be imaginative pieces of furniture, cheerful colors, etc. is there a space for individuals who require less stimuli?	Y	N	IP	NA
40. Is there a quiet corner where children can retreat from the program without leaving the room?	Y	N	IP	NA
41. Is there a separate programming area out of the traffic flow?	Y	N	IP	NA
42. Is there secure and adequate space to store teen gear such as skateboards and backpacks?	Y	N	IP	NA
43. Are there physical resources available to use when the library is closed (e.g. wifi, drinking fountain, outlets, public phone, restroom)?	Y	N	IP	NA
TOTAL				

Meeting Room/Event Space

1. Is the meeting room entry close to the main entrance? If not, is the path clear for ease of access?	Y	N	IP	NA
2. Are there window coverings in the meeting room/event space?	Y	N	IP	NA
3. Can the meeting room area be closed off from the remainder of the library such that audio, visual, and other interruptions are limited?	Y	N	IP	NA
4. Are there blackboards and/or white marker boards?	Y	N	IP	NA
5. Are the chairs and tables light enough to be moved and maneuvered by users and staff?	Y	N	IP	NA
TOTAL				

Computers and Technology

1. Are assistive technologies available?	Y	N	IP	NA
2. Are video transcripts available?	Y	N	IP	NA
3. Does the library have wheelchair accessible tables and computer workstations?	Y	N	IP	NA
4. Are laptops available to use in the library?	Y	N	IP	NA
5. Are keyboards ergonomically designed?	Y	N	IP	NA
6. Are high contrast keyboards available?	Y	N	IP	NA
7. Are computer monitors shielded from direct sunlight or glare?	Y	N	IP	NA
8. Does the library have print-to-speech scanners?	Y	N	IP	NA
9. Are braille embossers available?	Y	N	IP	NA
10. Are talking book readers available?	Y	N	IP	NA
11. Are low tech options available (e.g. magnifier sheets, magnifying glasses, flashlights, table lamps, etc.)?	Y	N	IP	NA
12. Are written transcripts of tutorials and videos on the library website available for both English speakers and others?	Y	N	IP	NA
13. Are apps available that can provide conversation practice?	Y	N	IP	NA
14. Does the library provide internet access and personal computing applications to users free of charge and regardless of library card status?	Y	N	IP	NA
15. Does the library provide workspaces that offer users the opportunity to use online services?	Y	N	IP	NA
16. Does the library provide free wireless internet access?	Y	N	IP	NA
17. Is the library flexible with time restrictions on computer use to allow users to complete desired tasks?	Y	N	IP	NA
18. Does the library avoid restricting activities users can engage in on the computers that may impact their ability to complete desired tasks?	Y	N	IP	NA
19. Can users borrow mobile wifi units?	Y	N	IP	NA
20. Can users borrow mobile devices?				

21. Does the library avoid restrictions or limits on printing or making copies that may impact users' ability to complete desired tasks?	Y	N	IP	NA
22. Are written transcripts of tutorials and videos on the library website available in simplified language (i.e. not children's version)?	Y	N	IP	NA
23. Can users adjust the reading level of information?	Y	N	IP	NA
24. Are workstations staggered to enhance noise control?	Y	N	IP	NA
25. Does the library provide ergonomic workstations/ chairs for users and staff?	Y	N	IP	NA
26. Is a staff member managing upgrades to software to ensure products contain the latest accessibility tools?	Y	N	IP	NA
27. Are there apps available that assist with social skills?	Y	N	IP	NA
28. Are there lightweight and/or portable devices offered as alternatives to workstations?	Y	N	IP	NA
29. Are strategies in place to assist users with using the library's wireless network?	Y	N	IP	NA
30. Can users bring their own adaptive devices and/or check out adaptive technology equipment for home use?	Y	N	IP	NA
31. Are alternative mouses or touch pads available (e.g. senior mouse, jelly bean switch, etc.)?	Y	N	IP	NA
32. Are workstations staggered to enhance privacy?	Y	N	IP	NA
TOTAL				

Collection Spaces

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

TOTAL

Restrooms

1.	Are restrooms marked with inclusive text and pictograms (e.g., single or multiple stalls, amenities such as changing stations, wheelchair accessibility, etc.)?	Y	N	IP	NA
2.	Is a gender neutral restroom available?	Y	N	IP	NA
3.	Do single/family occupancy restroom facilities use gender neutral signage?	Y	N	IP	NA
4.	Do restrooms and drinking fountains accommodate differing abilities (e.g. footstool, drinking cups, etc.)?	Y	N	IP	NA
5.	Do all of the restrooms include an area for changing diapers?	Y	N	IP	NA
6.	Are adult changing stations available?	Y	N	IP	NA
TOTAL					

Staff Areas

1.	Do library staff have access to hearing aid and volume control telephones?	Y	N	IP	NA
2.	Is there an area with reduced distractions for staff to work?	Y	N	IP	NA
3.	Are white noise or environmental sound machines acceptable or available for use?	Y	N	IP	NA
4.	Does the library provide ergonomic workstations for staff?	Y	N	IP	NA
5.	Are counters/tables at a comfortable height as to avoid injury from lifting?	Y	N	IP	NA
6.	Are there secure spaces for staff's professional and personal use (e.g. lockers)?	Y	N	IP	NA
7.	Are employee posters clearly posted in languages used by the staff?	Y	N	IP	NA
TOTAL					

Access

Location, Hours, and Services

1.	Is the library located near public transportation and community services?	Y	N	IP	NA
2.	Are library hours fixed and prominently posted?	Y	N	IP	NA
3.	Are open hours based on community need?	Y	N	IP	NA
4.	Do library hours cater to the different employment hours of users (e.g. third shift)?	Y	N	IP	NA
TOTAL					

Library Card Registration

1.	Are written materials available with step-by-step instructions to assist users with new library card registration?	Y	N	IP	NA
2.	Is there an accessible work surface/work space for users when registering for a library card?	Y	N	IP	NA
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)?	Y	N	IP	NA
4.	Are library card applications printed in languages used by community members?	Y	N	IP	NA
5.	Are library cards and replacement cards free?	Y	N	IP	NA
6.	Does the library accept a non-photo ID as proof of identity and offer to send a postcard as proof of address?	Y	N	IP	NA
7.	Does the library card application form avoid a binary gender identification requirement?	Y	N	IP	NA
8.	Does the library card registration application allow users provide a preferred name (e.g. individual transitioning)?	Y	N	IP	NA
TOTAL					

Online Access (Website and Catalog)

1.	Is the library website ADA compliant?	Y	N	IP	NA
2.	Are there captions for any video content?	Y	N	IP	NA
3.	Can content be converted to large print, braille, speech, symbols?	Y	N	IP	NA
4.	Can content be converted to simpler language and multiple languages?	Y	N	IP	NA
5.	Is information displayed in simple layouts and menus (i.e. not communicated solely by structure, color or graphic design)?	Y	N	IP	NA
6.	Is the library website free of flickers and an excess of color?	Y	N	IP	NA
7.	Does the library website contain welcoming language for all dimensions of identity?	Y	N	IP	NA
8.	Are there textual descriptions for any photographic content or graphic images?	Y	N	IP	NA
9.	Does the web content work with different devices?	Y	N	IP	NA
10.	Can the information be accessed through keyboard only (i.e. no mouse required)?	Y	N	IP	NA
TOTAL					

How the Library Engages with the Community

6

The checklist is organized by areas of library service identified in the WI 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 for examples..

Marketing

1.	Do the graphics on library promotional materials include people from a range of ethnicities, genders, religions and abilities?	Y	N	IP	NA
2.	Does the library follow social media related to a wide array of populations and create content for the same populations?	Y	N	IP	NA
3.	Do library social media profiles or accounts include content that would be beneficial to all people?	Y	N	IP	NA
4.	If the library provides accommodations for those with disabilities, do promotional materials communicate that, along with a clear path for requesting accommodation?	Y	N	IP	NA
5.	Does the library place marketing materials where people from different backgrounds are likely to see them?	Y	N	IP	NA
6.	Is the content of the library's marketing materials accessible to a wide range of populations?	Y	N	IP	NA
TOTAL					

Community Engagement

1.	Does the library regularly analyze the demographics of the community in which it is located?	Y	N	IP	NA
2.	Does the library involve users, residents, local businesses and other key organizations and stakeholders when preparing the strategic plan?	Y	N	IP	NA
3.	Has the library identified the needs and issues of specific groups in the community?	Y	N	IP	NA
4.	Does the library have multiple formats for receiving feedback from a variety of community groups concerning potential barriers?	Y	N	IP	NA
5.	Is the library responsive to the feedback from groups and individuals in underrepresented communities?	Y	N	IP	NA

6. Does the library work with community ambassadors to help promote the library?	Y	N	IP	NA
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?	Y	N	IP	NA
8. Does the library seek out and engage with underrepresented communities to make sure that everyone feels welcome at the library?	Y	N	IP	NA
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.)?	Y	N	IP	NA
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.)?	Y	N	IP	NA
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.)?	Y	N	IP	NA
12. Does the library offer resources for people who are reintegrating into the community after incarceration?	Y	N	IP	NA
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?	Y	N	IP	NA
TOTAL				

Funding

1. Does the library budget include funds for cultural competency and anti-bias training for library staff and volunteers?	Y	N	IP	NA
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?	Y	N	IP	NA
3. Does the budget include funds for programming geared to a range of groups in the community?	Y	N	IP	NA
4. Does the budget include funds for purchasing materials for the collection that reflect numerous dimensions of identity?	Y	N	IP	NA

5.	Does the budget allow for staff hours to spend outside the library connecting and providing services with a breadth of groups and populations?	Y	N	IP	NA
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.)?	Y	N	IP	NA
7.	Does the budget include funds to offer culturally relevant digital resources that have been reviewed and evaluated by peer reviewers?	Y	N	IP	NA
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?	Y	N	IP	NA
9.	Does the library have a list of community members who will advocate for the library and its inclusive efforts?	Y	N	IP	NA
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.

1.	Is library staff encouraged to take breaks during their shifts?	Y	N	IP	NA
2.	Is library staff encouraged to take time away from the library?	Y	N	IP	NA
3.	Is library staff encouraged to create healthy boundaries between work and home life?	Y	N	IP	NA
4.	Does library administration respect staff work and home boundaries?	Y	N	IP	NA
5.	Is library staff encouraged to take breaks from programming or on-going services?	Y	N	IP	NA
6.	Is library staff encouraged to take time to reflect on programming and ongoing services?	Y	N	IP	NA
7.	Is library staff encouraged to take time to reflect on or process library incidents or stressors?	Y	N	IP	NA
8.	Does library administration support self care behaviors of library staff?	Y	N	IP	NA
TOTAL					

Inclusive Culture at the Library

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.

1.	Do library staff have an understanding of what inclusivity means to the members of their community?	Y	N	IP	NA
2.	Does library administration have conversations with staff about being an inclusive library?	Y	N	IP	NA
3.	Are staff members trained to serve all members of the community (e.g. teens, individuals with mobility issues, veterans)?	Y	N	IP	NA
4.	Do staff adhere to core values of creating an inclusive environment at their library?	Y	N	IP	NA
5.	Are staff empowered to put the user first?	Y	N	IP	NA
6.	Are staff tasks focused on providing the best possible service?	Y	N	IP	NA
7.	Is there a teamwork mentality in creating an inclusive environment at the library?	Y	N	IP	NA
8.	Is there an atmosphere of respect among staff members and members in the community?	Y	N	IP	NA
9.	Does everyone respect the decisions and choices made by the board and administration regarding community engagement and inclusivity at the library?	Y	N	IP	NA
10.	Do staff make thoughtful decisions in dealing with users and members of the community as part of their daily work routine?	Y	N	IP	NA
11.	Is there a measurement in place to track outcomes regarding community engagement and relationship building in their community?	Y	N	IP	NA
TOTAL					

Scoring Rubric

7

1. To score each topic, give each answer the following number **va**lue:
   - Give each “Y” circled in the section a score of 1
   - Give each “N” circled in the section a score of 0
   - Give each “IP” circled in the section a score of 0.5
   - Give each “NA” circled in the section a score of 1
2. While the scoring of “NA” seems counterintuitive, a score of “1” is necessary for the purpose of the scoring formula. Value-wise, the rare “NA” score seemingly should not be worthy of points. However, formula-wise, “NA” cannot be zero or negative because it would offset the “Y” and “N” scores. Therefore, the “NA” is essentially point-neutral in the formula.
3. Add up the score for each **topic**. For example, add up the points for each of the responses in "Governance." Because there are 26 consideration statements for this topic, there is a maximum score of 26.

4. When you have scored all the topics of a **section**, you can calculate the section total. For example, the combined scores of Governance, Administration, and Staffing will give you a score for Section 1: Who is Responsible.
5. Continue this process until all sections are scored.
6. Use the static scoring rubric on 33 to record your scores, or download a dynamic (editable) Excel worksheet on the PLD Inclusive Services webpage.

Remember that this is a self-evaluation tool. The scoring rubric is designed to help libraries to identify areas of strength, and areas that may require some focus. One library may determine that a comparatively low score in the “Facility” section is worth the investment of time and money, while another library may choose to focus on a lower score in an area that requires less costly improvements, such as "Governance." Only the local library board and staff can make that determination. This scoring rubric is intended as a prioritization aid.

Static Scoring Rubric

INCLUSIVE SERVICES ASSESSMENT SCORING RUBRIC							
SECTION/TOPIC	YOUR SCORE		MAXIMUM SCORE			YOUR TOPIC %	YOUR SECTION %
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 Space (General)	_____	÷	43	* 100	=	_____	
3 Meeting Room/Event Space	_____	÷	5	* 100	=	_____	
4 Computers & 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 %" column.
4. Calculate your section % by adding the "Your Topic %" in each section, then dividing by the number of topics in that section.
5. Calculate your overall score by totalling the "Your Topic %" and dividing by 21.

Reflection Worksheet

Area of Concern:_____

1. **Describe the area of concern as it exists right now:**

2. **How do you want the area of concern to exist in the future?**

3. **Why is this important to your library and community?**

4. **What steps need to be taken?**

   What assets do you have to work on this topic?

   What information do you have or need to work on this topic? E.g., demographic data, anecdotal data, survey results, acknowledging invisible populations?

   What is a realistic timeline?

   How will you measure the outcome(i.e. how will change be visible)?

5. **To whom will you report the reflection on this area of concern, ie. this worksheet? How and when?**

Glossary of Terms and Acronyms

9

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.