



ESTABLISHING A MODEL CITY FOR INDIVIDUALS WITH DISABILITIES

Presented By:



Alexander Berryhill • Michael Boger • Caitlin Donley
Brian DuPont • Christine Edwards • Lauren Gibson
Michael Griswold • Katherine Hoelter • Shawn Kiley
Joseph Sherman • Edwin Terrell • Daniel Yonto

Under the direction of
Dr. Mary Maureen Brown and Douglas Bean

Executive Summary

In September of 2012 the Town of Mooresville Board of Commissioners established a goal to become a “model city” for addressing the needs of individuals with disabilities. With the mission to “promote and advocate for equal, accessible, and inclusive activities for the disabled population” appointment of the Mayor’s Council for Individuals with Disabilities followed. Bylaws were adopted and members of the Mayor’s Council identified six major focus areas: *infrastructure, public awareness, culture and recreation, workforce development, public education, and healthcare.*

To assist in achieving the goal of becoming a model city, in January of 2013, Town Manager, Mr. Erskine Smith, asked the Gerald G. Fox Master of Public Administration program at UNC Charlotte to conduct a study of best practices for serving individuals with disabilities. Because the goal of the study was to provide short- and long-term recommendations for future efforts, tasks involved analyzing current practices in Mooresville and identifying practices other local governments have deemed worthwhile. The objectives of the study included: interviewing key stakeholders (Mayor’s Council representatives and Town personnel), surveying Mooresville residents, reviewing applicable websites and literature, and interviewing communities that have won special distinctions for their disability practices.

The discussion below reports the findings and recommendations in light of the six established focus areas. In conducting the study, several members of the Mayor’s Council requested specific recommendations on how to best organize their activities to achieve success. As a consequence, the study also incorporated an examination of operational best practices and several recommendations are provided.

The results of the study revealed that many practices would provide significant benefits to individuals with disabilities. Many practices can be easily implemented by the Town while others will require larger financial investments and collaboration with outside jurisdictions and agencies. To the extent possible, the recommendations were designed to capture feasible activities that would yield significant benefits. Many of the recommendations pertaining to the *infrastructure, public awareness, and culture and recreation* focus areas fit the feasible and beneficial thresholds. For instance, recommendation 1.1 from the *infrastructure* area is to re-paint crosswalk lines and update crosswalk signs and buttons. By contrast, the *workforce development, public education, and healthcare* areas may prove more resource intensive. For example, recommendation 4.2 from the *workforce development* focus area advocates hosting a career fair for individuals with disabilities.

Figure 1 summarizes the 27 recommendations discussed in the following report. In short, the three focus areas that demonstrate the greatest opportunity for advancement are: *infrastructure, public awareness, and culture and recreation.* Additionally, paying particular attention to the

organizational and operational needs of the Mayor's Council will ensure the long-term sustainability that will be needed to attain and maintain the goal of meeting the needs of Mooresville's citizens with disabilities.

In closing, the Town should be commended for striving to make the community more accessible for people with disabilities. The willingness to address the unique challenges of individuals with disabilities illustrates an unparalleled commitment to service.

Figure 1.

Recommendations at a Glance

	Short-term	Long-term
Infrastructure	<p>1.1 Identify and prioritize low-cost projects that can have an immediate impact on accessibility of public buildings, sidewalks, and crosswalks for individuals with disabilities.</p> <p>1.2 Continue to utilize Universal Design principles in all aspects of future infrastructure development.</p> <p>1.3 Implement a small-scale pedestrian skills program to help residents with physical disabilities better utilize Town infrastructure.</p>	<p>1.4 Seek funding for higher cost projects through the Town’s Capital Improvement Plan or the Mecklenburg-Union Metropolitan Planning Organization (MUMPO).</p> <p>1.5 Develop a small business incentive program to encourage business owners to make accessibility improvements for individuals with disabilities.</p> <p>1.6 Explore providing fixed schedule public transportation through the Charlotte Area Transit System (CATS) for individuals with disabilities.</p> <p>1.7 Explore partnerships with private utility companies to address removal or relocation of utility poles in the downtown area that inhibit access for individuals with disabilities.</p>
Public Awareness	<p>2.1 Promote the Town’s two existing processes for requesting accommodations from employees and citizens with disabilities.</p> <p>2.2 Develop a disability awards program for local businesses that offers services or accommodations to employees and customers with disabilities.</p>	<p>2.3 Host an annual public forum to raise public awareness of the disabled population’s needs.</p>
Culture and Recreation	<p>3.1 Continue with plans to implement recreational programs for individuals with disabilities.</p> <p>3.2 Continue with current plans to install rubber flooring in the two non-renovated public playgrounds to help individuals with mobility limitations.</p>	<p>3.3 Incorporate Universal Design elements in new and existing museums and cultural facilities to aid individuals with visual, hearing, or mobility disabilities.</p> <p>3.4 Design cultural and recreational programs for individuals with disabilities.</p>
Workforce Development	<p>4.1 Announce new Town job openings through the creation of a mailing list for persons with disabilities.</p> <p>4.2 Host a career fair to increase opportunities for individuals with disabilities to connect with prospective employers.</p> <p>4.3 Provide public sector job shadowing opportunities for individuals with disabilities.</p>	<p>4.4 The Town should continuously seek and use new technology that aids people with disabilities in the workplace.</p>
Public Education	<p>5.1 Continue promoting classroom inclusion in public schools for individuals with disabilities.</p>	<p>5.2 Explore partnership opportunities with parent advisory councils.</p>
Health Care	<p>6.1 Provide representation from the Mayor’s Council at the South Iredell Healthcare Forum.</p> <p>6.2 Continue offering the Employee Assistance Program (EAP) to Town employees to promote services for mental and physical health concerns.</p>	
Council Structure and Capacity	<p>7.1 Explore organizational structures for the Mayor’s Council.</p> <p>7.2 Provide orientation for new members to increase the efficiency and effectiveness of the Mayor’s Council.</p> <p>7.3 Consider combining the <i>Healthcare</i> and <i>Public Education</i> focus areas.</p> <p>7.4 Ensure that the Mayor’s Council has representation from individuals with disabilities, their caretakers, as well as business and nonprofit leaders.</p> <p>7.5 Host a Mayor’s Council strategic planning session to refine the vision and direction of the Mayor’s Council for Individuals with Disabilities.</p>	

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Mayor's Council for Individuals with Disabilities

Judi Archer	Scott Robert Johnson
Valerie Chamberlain	Lynn Martin
Brett Fansler	Lawrence Nosker
Jean Foster	Dr. Danny J. Smith
Laura Craven Hall	Dr. Alicia Tate
Lauren Bennett Johnson	

Mooresville Town Staff

Erskine Smith, Town Manager
Lisa Hammond, Risk Manager
Tim Brown, Community Development Senior Planner
Neil Burke, Transportation Planner
John Finan, Public Works Manager
Keli Greer, Human Resource Director
Kim Sellers, Public Information Officer
Maia Setzer, Deputy Town Manager

Contributors from other Jurisdictions

Stephanie Cook, City of Knoxville, Tennessee
Juli Painsi, City of Indianapolis, Indiana
Dr. Nollie Wood, City of Baltimore, Maryland

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Introduction

The Town of Mooresville has a rich history of providing excellent services to its citizens. Located in southern Iredell County, North Carolina, the Town experienced a 100 percent population growth in the past decade due to the popularity of attractions such as Lake Norman and NASCAR. Even with the demands of population growth, the Mayor and Town Board of Commissioners in Mooresville continue to work diligently to address the needs of all Town citizens. In February 2012, the Town Board was approached by a Mooresville resident who expressed concerns regarding accessibility for individuals with disabilities.¹ Informed about the various challenges faced by people with disabilities, a resolution was passed in September 2012 to establish the Mayor’s Council for Individuals with Disabilities.

Based on their experience and expertise in disability-related areas, an inaugural steering committee of eleven members was recruited from the community. Meeting monthly, the steering committee created an organizational structure, bylaws, and membership application. Additionally, the steering committee established an overall mission and members were assigned to one of six focus areas: *infrastructure, public awareness, culture and recreation, workforce development, public education, and healthcare*. The steering committee tasked each focus area with creating a mission statement to identify their purpose and short-term goals by June 30, 2013. When the steering committee dissolves in June 2013, the Mayor will appoint the official members of the Mayor’s Council based on the steering committee’s recommendations.

The shared vision of the Town and Mayor’s Council is to create a model city for individuals with disabilities. According to the Town and the Mayor’s Council, a model city serves as an example for private organizations and other municipalities and provides a welcome environment that is accessible to those with disabilities. Model cities also seek to go beyond the minimum standards of the Americans with Disabilities Act (ADA)² and incorporate policies that

Mayor’s Council for Individuals with Disabilities Steering Committee

Infrastructure
Laura Craven Hall
Lawrence Nosker

Public Awareness
Judi Archer
Lauren Bennett Johnson
Scott Robert Johnson

Culture and Recreation
Valerie Chamberlain
Dr. Danny J. Smith

Workforce Development
Brett Fansler
Jean Foster

Public Education
Dr. Alicia Tate

Healthcare
Lynn Martin

Mission: *to promote and advocate, throughout all aspects of the community, for equal, accessible, inclusive opportunities for individuals with disabilities; and to recognize and collaborate with all businesses, agencies and individuals who contribute to this purpose.*

¹ Approximately 2,709 Mooresville residents, or 8.3%, have a disability according to the American Community Survey 3-Year Estimates.

² Americans with Disabilities Act (ADA) defines persons with disabilities as those with “a physical or mental impairment that substantially limits one or more major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment.”

ensure inclusiveness. In 2010, the National Organization on Disability recognized model cities in the following categories: promoting accessibility, communicating and inspiring a welcoming attitude, and inclusive recreation programs and workforce development programs.¹ To complement this interpretation of a model city, the Town and Mayor's Council have decided to concentrate on the following areas: *infrastructure, public awareness, culture and recreation, workforce development, public education, and healthcare*. The research and recommendations in this document are aligned with these focus areas.

With a goal to become a model city for individuals with disabilities, the Town approached the Gerald G. Fox Master of Public Administration (MPA) program at the University of North Carolina at Charlotte in January of 2013 to investigate the Town's practices and offer recommendations for improvements.

In consultation with the Town, the following objectives of the study were developed:

- 1 Identify the Town of Mooresville's current infrastructure and service delivery practices for individuals with disabilities;
- 2 Discover best practices within each focus area: *infrastructure, public awareness, culture and recreation, workforce development, public education, and healthcare*;
- 3 Explore organizational options available to increase capacity of the Mayor's Council;
- 4 Provide short- and long-term recommendations for the Town and Mayor's Council aimed at bolstering the Town's service delivery.

With these objectives in mind, the goal of the study was to identify Mooresville's current practices, identify best practices, and provide short-term and long-term recommendations on how to improve disability services. This study did not investigate demand for services, community impact, or financial feasibility when developing recommendations. The following is a summary of the specific techniques used to research current Town practices and identify best practices from other communities.

Research Activities

To understand Mooresville’s current practices, the following methods were used: interviews with Mayor’s Council members, interviews with Town staff members, and a citizen survey. To ascertain best practices, literature and website reviews were conducted in addition to interviews with representatives from other jurisdictions. These methods were conducted in the spring of 2013 and are expanded upon below.

Establishing Mooresville’s Current Practices

To establish a baseline of current practices, interviews were conducted with members of the Mayor’s Council and Town staff. Furthermore, a citizen survey was administered to garner public opinions on Town activities for people with disabilities.

Interviews with Mayor’s Council Representatives

In-person interviews were conducted with representatives from five of the six Mayor’s Council focus areas between February 8 and March 13, 2013. Interviews were conducted with representatives from *infrastructure, public awareness, culture and recreation, workforce development, and public education*. Due to scheduling conflicts, the representative from the *healthcare* focus area was not interviewed. The purpose of these interviews was to identify the objective of each focus area, current opportunities available for individuals with disabilities, and each area’s short- and long-term goals. The findings also identified potential areas for improvement within Town services. The interview questions are provided in Appendix A, and Mayor’s Council members interviewed are listed below:

Judi Archer	Laura Craven Hall	Lawrence Nosker
Valerie Chamberlain	Lauren Bennett Johnson	Dr. Danny J. Smith
Brett Fansler	Scott Robert Johnson	Dr. Alicia Tate

Interviews with Town Department Personnel

After interviewing Mayor’s Council members, a second set of in-person interviews was conducted with Town employees. These interviews included representatives from the Transportation, Public Works, Recreation, Community Development, Human Resources, and Public Information departments. The representatives were identified by Mooresville’s Risk Manager based on the relevance of their job responsibilities to disability services. For example, representatives from the Public Works department were interviewed because their duties align with making infrastructure accessible to all citizens. The goal in contacting Town employees was to identify and document past, current, and future Town initiatives to ensure that the recommendations were not redundant with current activities. The interview questions are listed in Appendix B. Staff members interviewed included:

Tim Brown, Community Development Senior Planner, Development Services
Neil Burke, Transportation Planner
John Finan, Public Works Manager
Keli Greer, Human Resources Director
Lisa Hammond, Risk Manager
Kim Sellers, Public Information Officer
Maia Setzer, Deputy Town Manager, Recreation

Survey of Mooresville Residents

The final method used to establish current practices was a telephone and in-person survey of Mooresville residents. The goal of the survey was to gauge citizens' understanding of Mooresville's services for individuals with disabilities. The survey requested open-ended responses pertaining to (1) whether respondents knew of any problems faced by individuals with disabilities and (2) whether they knew of ways the Town could improve service delivery. The telephone survey was administered to 500 randomly selected households from March 6-10, 2013. Participants were identified using a local phone book and limited to Mooresville addresses. In-person surveys were also distributed at the *Live a Good Life Healthcare Showcase* on March 7, 2013. The showcase was free to the public and took place in the Charles Mack Citizen Center in downtown Mooresville. Both contact methods produced an overall response rate of 141 participants. The survey estimated the percentage of residents who know or are related to individuals with disabilities. It also estimated the percentage of residents who were aware of the Mayor's Council. In addition, the survey revealed possible issues related to individuals with disabilities. The survey questions and results are available in Appendix C.

Identifying Best Practices

As mentioned above, identification of best practices occurred by way of a literature review, website review, and jurisdiction interviews.

Literature Review

Search engines were used to compile information on research related to each of the topic areas for this project. Search engines included the PAIS International Journal List, the J. Murray Atkins Library online archive, the JSTOR online archive, Google Scholar, and the website for the National Council on Disability. The following keywords were searched: *ADA, disability, inclusion, model, government, accessibility, award, mayor's, committee, council, healthcare, health, care, infrastructure, public, education, awareness, culture, recreation, workforce, and development*. This research demonstrates innovative practices that may be implemented in Mooresville.

Website Review

A website review was conducted using the search terms identified above to isolate local government disability programs and their best practices. Because the Mayor's Council was particularly interested in innovative programs, special attention was paid to governments who won first or second place in the *Accessible America Award* from the National Organization on Disability. Local

governments identified for this review were Indianapolis, IN; Baltimore, MD; Reno, NV; Cabarrus County, NC; Gaston County, NC; Cincinnati, OH; Knoxville, TN; Houston, TX; and the Florida Department of Transportation. These government website reviews identified disability practices that can increase accessibility and inclusiveness in Mooresville.

Jurisdiction Interviews

ADA coordinators and committees from the jurisdictions identified above were contacted to gain a better understanding of their innovative practices for individuals with disabilities. The ADA coordinators and committees were contacted by email and telephone with a list of interview questions. Email and telephone responses to the interview questions were received from Indianapolis, IN; Baltimore, MD; Knoxville, TN; Houston, TX; Cabarrus County, NC; Gaston County, NC; and the Florida Department of Transportation. Jurisdiction interviews included cities of varying sizes and locations because innovative policies are more likely to be identified with a broad-based search. Comparability of city size and location was taken into account when preparing recommendations. Interview questions are provided in Appendix D.

In short, the research relied on a number of activities to document both current and best practices. The findings of these activities are provided below.

Findings

The findings, and the recommendations that follow, were developed using the methods previously described. In an attempt to maintain consistency with the focus areas of the Mayor's Council, the findings below are presented in the following order: *infrastructure, public awareness, culture and recreation, workforce development, public education, and healthcare*. Responses from the interviews suggested that a seventh topic on *council structure and capacity* should also be included. Research revealed that concentrating on *infrastructure, public awareness, and culture and recreation* may prove especially beneficial. The following is a summary of the Town's current and best practices for each of these areas.

Infrastructure

Due to the potential impact on accessibility in the community, infrastructure is an area of particular concern for the Town and Mayor's Council. Traditionally, infrastructure refers to structures such as roads, buildings and sidewalks. Infrastructure can also include services such as mass transit that support mobility in a community. The Mayor's Council is particularly interested in addressing public transportation, housing, and pedestrian accessibility. The following discussion identifies the current and best practices in these areas.

Current Practices

Interviews with Town staff members and members of the Mayor's Council helped develop a comprehensive view of Mooresville's current infrastructure practices. A citizen survey was conducted to complement the interviews. This section discusses the current initiatives that are underway to make public transportation, pedestrian walkways, and Town buildings more accessible to the community.

Public Transportation

An examination of public transportation identified that it is a significant issue for individuals with disabilities. On-demand transit service is available to all residents including individuals with disabilities through county transportation. The interviews and the survey indicated concerns regarding the reliability and timeliness of the service. Town officials also considered transportation services as an opportunity for improvement. Currently, the town has identified three major organizations to address public transportation in the Town: Iredell County Area Transportation System (ICATS), Charlotte Area Transit System (CATS), and Mecklenburg-Union Metropolitan Planning Organization (MUMPO). These organizations can provide transportation services to Mooresville's residents with disabilities.

Iredell County Area Transportation System (ICATS)

According to staff members, the Town is exploring opportunities to increase availability of public transportation for the general public and for individuals with disabilities. Initial

conversations are underway with ICATS to implement a fixed schedule³for the Mooresville community similar to the ICATS services available in Statesville. Despite the demand, however, Town staff mentioned that ICATS is overextended and may not be able to fund additional services.

Charlotte Area Transit System (CATS)

Town staff members also discussed the possibility of a partnership with CATS. Partnering with CATS would extend existing bus service from Charlotte to Mooresville with regular and accessible transportation between the two areas. This could provide commuters with disabilities a greater range of destinations such as healthcare facilities and employment opportunities.

Mecklenburg-Union Metropolitan Planning Organization (MUMPO)

The objective of MUMPO is to work with jurisdictions in creating a comprehensive list of prioritized transportation projects. The projects are then incorporated into the statewide long-term transportation plan.² This includes local-level projects ranging from major roadwork improvements to new sidewalk construction, which could specifically address transit options for individuals with disabilities. The Town will have the opportunity to submit projects in accordance with MUMPO's prioritization process when they join in July, 2013.

Pedestrian Accessibility

Residents and Mayor's Council members repeatedly raised concerns regarding pedestrian accessibility. For instance, 56% of survey respondents identified pedestrian accessibility issues as an opportunity for improvement within the Town.⁴ Mayor's Council members specifically identified the location of utility poles and crosswalks as additional opportunities for infrastructure improvements.

Utility Poles

Many of the utility poles in downtown Mooresville are located in the middle of the sidewalk, which can make mobility especially difficult for people with disabilities. According to Town officials, this is an example of a bigger problem regarding joint right-of-way usage because many of the utility poles are owned by private utility providers, yet installed on public land. Payment responsibility for utility pole removal or relocation is unclear. Town officials estimate that the cost for pole relocation ranges from \$15,000-\$40,000. Additionally, some poles cannot be moved because there is limited space between public streets and private buildings. This issue of utility pole placement creates a barrier for individuals with disabilities.

³ Fixed scheduled public transportation refers to bus or other transit services that operate within a known route with regularly scheduled and stops.

⁴ Citizen Survey results and questions are provided in Appendix C.

Crosswalks

The Mayor's Council and Town officials have identified two concerns with crosswalks that impact the visually impaired. The travel direction of the crosswalk signal buttons at many intersections is unclear. In addition, there are no audible crosswalks to assist individuals with visual impairments at intersections.

Town Buildings

Town staff indicated that ADA accessibility has been assessed in Mooresville's Town buildings. The Town also promotes Universal Design principles when renovating and building Town infrastructure. Universal Design is a concept used to design structures and environments that are accessible to the greatest number of users including individuals with disabilities and will be discussed in greater detail in following section.³

Best Practices

The literature and website reviews identified that model towns for individuals with disabilities often focus on barrier analyses, Universal Design, incentive programs, and development of pedestrian skills.

Barrier Analyses

A review of best practices revealed that disability friendly towns routinely address infrastructure barriers that can prevent ease of access. Model cities routinely and consistently monitor infrastructure impediments that could serve as barriers to local businesses and government services.⁴ Modifications include changing the style of doorknobs to make it easier for individuals with hand or wrist limitations to use. A checklist for municipalities to identify readily achievable projects is provided by the National Institute on Disability and Rehabilitation Research. This checklist is available in Appendix E.

Universal Design

Universal Design has focused on building structures and environments that are accessible to the greatest number of users. As a nationally recognized leader, the Center for Universal Design at NC State University provides seven principles which are outlined in Figure 2. Some examples of these principles included having ground level entrances without stairs, providing double entry doors which can be opened with either hand, and providing lower counters at reception desks. These examples demonstrated how principles of Universal Design increased accessibility for individuals with disabilities.⁵ Additional information is provided in Appendices F and G.

Figure 2.

Principles of Universal Design

- *Equitable Use*
- *Flexibility in Use*
- *Simple and Intuitive Use*
- *Perceptible Information*
- *Tolerance for Error*
- *Low Physical Effort*
- *Size and Space for Approach and Use*

Research identified three possible approaches to incorporate Universal Design in local communities. Irvine, California encouraged developers to implement Universal Design features prior to seeking building approval.⁶ In a different approach, Iowa City, Iowa required Universal Design in any new construction that uses public funds. Finally, Portland, Oregon's codes and ordinances required private developers to implement Universal Design features within certain areas or zones.⁷

Incentive Programs

In order to be a model community for accessibility, jurisdictions have provided opportunities for private businesses to incorporate Universal Design principles by offering incentive programs. Research showed that there are many examples of incentive programs throughout North Carolina. These programs are designed for economic development or revitalization in local communities, which can also be used to increase access for individuals with disabilities. The North Carolina Main Street Program is an example of a state-wide program designed to provide incentives for improving all aspects of a municipal downtown area. As a regional example, Mount Holly, North Carolina developed a financial assistance program to incentivize private infrastructure renovations in the downtown business district. Another example included the State of Massachusetts' Infrastructure, Investment, and Incentives (I-CUBED) program that provides supplemental funding to planned projects to make them more accessible for people with disabilities.⁸ Regardless of the size of the community, governments have been able to scale these incentive programs to fit their needs.

Pedestrian Skills Program

Academic literature revealed that teaching pedestrian skills to individuals with disabilities increases independence and safety when using town infrastructure. Recommended topics included walking on sidewalks and crossing intersections with or without traffic signals. Pedestrian skills were broken into individual tasks that were taught sequentially by professional and volunteer trainers. The literature revealed that a pedestrian skills program equipped individuals with disabilities with the skills necessary to utilize the existing infrastructure, regardless of its current level of accessibility.⁹ An example of a pedestrian skills program can be found in Appendix H.



Infrastructure development and renovations are used to create immediate, visible, and permanent improvements for accessibility. The Mayor's Council and Town staff indicated that public transportation and pedestrian accessibility are areas requiring attention. Current practices included exploring opportunities to address public transportation and pedestrian accessibility. Additionally, findings revealed that Town buildings have been assessed for accessibility and promote Universal Design. Research on best practices identified innovative strategies to enhance the Town's infrastructure including barrier analyses, Universal Design, incentive programs, and developing a pedestrian skills program. As Mooresville strives to become a model community for accessibility, the costs of infrastructure improvements will need to be considered. The next section outlines the Town's current practices in the topic area of public awareness and highlights best practices used by other jurisdictions.



Public Awareness

The Mayor's Council described two important functions of public awareness (1) to identify and (2) to promote topics relevant to individuals with disabilities. Interviews with the Mayor's Council and Town staff highlighted the need to promote public awareness and create opportunities for dialogue. Mooresville's current practices and best practices are reviewed in the following sections.

Current Practices

The following section discusses two Town public awareness practices related to citizens with disabilities including accommodation processes and promotion of services.

Accommodation Processes

Mooresville provides two separate accommodation processes for citizens and Town employees with disabilities. The Town offers accommodations to promote participation of citizens with disabilities in town meetings. This process is described through a statement placed on the bottom of every town meeting agenda. Town staff indicated that they have not received requests through this process in the past two years.

For Town employees with disabilities, a workplace accommodation request process is publicized in the Employee Handbook. Interviews indicated that the Town has received four accommodation requests from employees in the past three years. Town staff were unsure whether the employee response rate was due to a low level of need for accommodations or because the procedure was not highly publicized.

Promotion of Services

The citizen survey results showed that 44% of respondents reported the need to improve promotion of Town services for individuals with disabilities. The survey also found that 18% of individuals living in Mooresville were aware of the Mayor's Council's existence. Currently, the Town promotes disability services through its website.

The Town conducted a Sunshine review to ensure that their website can be accessed by individuals with disabilities. This review assessed the general public's ability to interact with an organization's website. One element of this analysis indicated if visually impaired and colorblind individuals can properly view website content and images. According to Town staff, the review indicated that Mooresville's government website does not limit access for individuals with visual impairments.

Best Practices

Research identified several innovative ways other jurisdictions have increased public awareness about individuals with disabilities. In general, this is accomplished with structured information campaigns, centralized online resources, inclusive practices, awards, and public forums.

Information Campaign

Research has found that information campaigns increase awareness of increase awareness of Town services for individuals with disabilities. A successful information campaign begins with setting goals, objectives, and strategies that effectively reach the organization's target audiences. Print media, television, radio, and the internet are examples of outlets used to deliver messages.¹⁰The National Center for Accessible Media offered a list of recommendations to better connect to citizens with disabilities. These included providing message details in text, audio, or other visual form in addition to making appropriate use of visual attributes in image and text presentations. Finally, they recommended using multiple media channels to disseminate messages.¹¹Research suggested that it is also important to evaluate communication efforts to ensure that messages are reaching their intended audiences.¹²Appendix I provide examples off desired language to reach individuals with disabilities that can be placed on Town notices, invitations, and press releases.

Centralized Online Resources

Jurisdictions at all levels of government have created websites to serve as a clearinghouse of information for disability-related resources and projects. For example, the Mayor's Council for People with Disabilities in Cheyenne, Wyoming's website provides centralized information on the city's accommodation request form, job network information, connections to advocacy organizations, and the City's ADA grievance process.¹³At the state level, the website for the Florida Governor's Commission on Disabilities provided resources for individuals with disabilities including annual reports on accessibility, education, employment, and healthcare. ¹⁴ At the federal level, the Office of Disability Employment Policy website connected individuals with disabilities to information on benefits, community life, and employment in addition to other topics. It organized information by ten focus areas and allowed citizens to suggest additional resources to add to the website. ¹⁵

Inclusive Practices

Research suggested that organizations proactively addressing inclusion developed strong connections between the overall community and individuals with disabilities. For instance, the Indianapolis Mayor's Advisory Council on Disability encouraged people with disabilities to serve as members of the advisory council.¹⁶ Participation in the council allowed individuals with disabilities to gain a better understanding of government and the services it provides. Inclusive practices also provided individuals with disabilities a greater voice in the community.

Awards

Other jurisdictions have identified that awards and recognition of individuals and businesses can raise awareness about the challenges faced by individuals with disabilities. As a recognized model city, Indianapolis, Indiana presents an annual award to a local business that either (1) contributes to

hiring and employing people with disabilities or (2) has made the best accommodations to their employees and customers with disabilities.¹⁷The award is presented each July at an awards ceremony commemorating the signing of the Americans with Disabilities Act. Indianapolis residents are encouraged to nominate worthy recipients who have made significant contributions to improving the lives of individuals with disabilities. Award recipients are selected by the Mayor's Advisory Council on Disability. The award announcement provided a public statement of support for the recipient. The award nomination sheet is provided in Appendix J.

Public Forums

Other jurisdictions have used public forums to promote awareness of disability-related topics by providing opportunities for community discussion. Research revealed that the Baltimore Mayor's Commission on Disabilities promoted and organized a public forum that discussed the availability of employment services for employers and people with disabilities.¹⁸The discussion involved ADA regulations, best practices for hiring individuals with disabilities, and local resources available for those with disabilities. This forum created community dialogue and increased awareness of the benefits of employing individuals with disabilities and an understanding of their needs.



The citizen survey results indicated there is a need to increase public awareness about individuals with disabilities in Mooresville. A review of current practices included information on disability accommodation processes and promoting disability services. A review of nationwide best practices included the use of information campaigns, centralized online resources, inclusive practices, awards, and public forums. Increasing public awareness regarding individuals with disabilities will help Mooresville in its goal of becoming a model community. In following section, the Town's current practices and best practices in the area of culture and recreation are discussed.



Culture and Recreation

The Town and Mayor's Council have identified that cultural and recreational activities can increase accessibility opportunities for individuals with disabilities. These activities are linked with increased levels of social inclusion where all people feel valued in a community. The following section will outline Mooresville's current cultural and recreational opportunities for individuals with disabilities and identify best practices utilized in other jurisdictions.

Current Practices

Interviews with Town staff, Mayor's Council members, and a website review were conducted to identify current cultural and recreational practices. Mooresville's current cultural and recreational opportunities available for individuals with disabilities are discussed below.⁵

Culture

The findings illustrated that while the Town is not actively engaged in cultural affairs for individuals with disabilities, several nonprofit cultural organizations might provide opportunities. They include the NC Auto Racing Hall of Fame and Walk of Fame, the Mooresville Museum, and Richard's Coffee Shop & Military Museum. Using the Town's Joe V. Knox Auditorium, the Mooresville Community Children's Theatre seeks to provide a safe and welcoming environment for all youth to foster peer acceptance and inclusion through live performances.¹⁹

Additionally, the Mooresville Art Depot is an example of an organization seeking to better serve individuals with disabilities. The Mooresville Art Depot is the only visual arts center between Charlotte and Hickory. This facility is leased by the Town to the Mooresville Art Guild, a nonprofit that is currently raising \$1 million to renovate the facility and improve its ADA accessibility.²⁰

Recreation

To address recreation needs of the community, the Town has recently updated its playgrounds to make them safer and more accessible, especially for individuals with physical disabilities. The Town recently added rubber mulch to 18 of its 20 playgrounds and has plans to complete the remaining two in the near future. Additionally, the Town's Recreation Department is planning to install adaptive exercise equipment for elderly and physically disabled citizens in both Bellingham Park and Cornelius Road Park. The Town also plans to implement a wheelchair basketball league for fall 2013.

In addition to recreation programs offered by the Town, the North Carolina Lions Foundation operates a summer camp near Lake Norman for individuals with visual impairments. Camp Dogwood has been in operation since 1967 and serves over 800 adult campers each summer. The camp offers a variety of recreation programs designed specifically for individuals with visual impairment. Popular activities at the camp include horseback riding, swimming, putt-putt golf, bowling, and access to the nature center. Camp Dogwood also offers daily craft activities and a tactile art gallery. Camp participants can access an on-campus library, which houses Braille and large print books, adaptive computer workstations, and audiobooks.²¹ The camp partners with the Mooresville Golf Course, a Town-owned facility, to provide the First Tee Program. This program offer golf lessons to individuals of all abilities and fosters social inclusion through shared athletic experiences.²²

⁵These findings are not intended to be a comprehensive list of available cultural and recreational opportunities.

Best Practices

To increase social inclusion among individuals with disabilities, research identified four best practices. They included employing inclusion specialists, providing staff training, cultural and recreational venue accommodations, and programs specifically designed for individuals with disabilities. These concepts are discussed in the following sections.

Inclusion Supervisor Specialist

Recognized as a model for inclusion by the International City/County Management Association (ICMA), the Parks and Recreation Division of Reno, Nevada employed an “Inclusion Supervisor” position. This position coordinated the department’s ADA reviews, attended and participated in professional group meetings, and remained current on trends and innovations regarding disability-related matters. The Inclusion Supervisor also identified and anticipated the recreational needs of individuals with disabilities. This position coordinated inclusive practices across the entire Parks and Recreation division.²³

Staff Training

The National Center on Accessibility identified that there is a deficiency in staff training at cultural and recreational facilities when interacting with individuals with disabilities. Research indicated that venue operators can provide training to staff that interact with individuals with disabilities. This training increased staff members’ awareness of special needs or considerations that individuals may request.²⁴ Arts Access, a North Carolina based nonprofit, offers disability awareness training for arts organizations including workshops, technical assistance, and consultants to assist with ADA accessibility.²⁵

Cultural and Recreational Venue Accommodations

Venue access has been identified as an obstacle for individuals with disabilities by the National Center of Accessibility. Many venues lacked wheelchair accessible seating, policies allowing service animals or personal care attendants, and auxiliary aids such as sign language interpreters and audio descriptions. Venues have enhanced access by developing policies to address the accessibility limitations outlined above.²⁶ The Arts and Humanities Accessibility Checklist is intended to help cultural venues design spaces that are available to individuals with disabilities by incorporating elements of Universal Design as discussed previously in the *infrastructure* section.²⁷ The checklist is provided in Appendix K. Other recommended venue changes included increasing disabled parking availability, reserving tickets for individuals with disabilities, and raising awareness of the accommodation request process.²⁸ The following will provide additional examples of how playgrounds and museums can be more accessible.

Playgrounds

As Mooresville has already recognized and shown, playgrounds provide an opportunity to create a culture of inclusion for children with physical disabilities. The ICMA recognized the *Every Child’s Playground* in Cincinnati, Ohio as a model that incorporated several elements specifically designed for individuals with disabilities. Ramps were incorporated throughout

the playground structure so that children in wheelchairs can reach every level of the equipment. Additionally, finger mazes and musical instruments were incorporated for children with visual impairments.²⁹ The inclusive playground design allowed children with disabilities to enjoy recreational facilities that they otherwise would have been unable to access.

Museums

Research identified that museums also foster social inclusion for individuals with disabilities, particularly those with visual impairments. It has become increasingly common for museums to add exhibits that allow people with visual impairments to experience art through talk and tactile actions. Additionally, museums offered guides who verbally interpret the exhibits as well as Braille labels and tangible objects to assist individuals with visual impairments. Research suggested that these practices make museums more welcoming and inclusive for individuals with disabilities.³⁰

Cultural and Recreational Programs

In addition to providing individuals with disabilities access to cultural and recreational facilities, research suggested that specific programs can promote social inclusion. Portland, Oregon's Adaptive and Inclusive Recreation Program advocated for people of all ages with disabilities to fully participate in departmental activities. More information on Portland's Adaptive and Inclusive Recreation Program is available in Appendix L. The following will discuss art centers, book clubs, and golf programs as examples of specific programs for individuals with disabilities.

Arts Centers

Social inclusion can be encouraged at community art centers. According to research, community art centers promoted an inclusive environment by publicly displaying the work of artists with disabilities. Research identified that individuals with disabilities of varying skill levels felt welcomed and encouraged to participate.³¹ The City of Portland offered a performing arts academy for individuals with developmental disabilities known as PHAME. The academy supported the development of skills and self-esteem in youth and adults through participation in fine art performances.³²

Book Clubs

According to academic literature, establishing book clubs provided an opportunity for individuals with disabilities to read and learn in a social setting. This practice was provided to individuals with developmental disabilities with varying reading levels. The Next Chapter Book Club in Columbus, Ohio has been a pioneer in providing book clubs for the disabled population since 2002. The Next Chapter Book Club allows members to choose their books and meets weekly with two volunteer facilitators.³³

Golf Programs

Mooreville and other municipalities have identified that the game of golf offered individuals with disabilities the opportunity to engage in outdoor physical activity. Research identified several limitations that may inhibit individuals with disabilities from participating in the sport including: not knowing how to swing the golf club, course staff not knowing how to provide assistance, and the lack of accessible locker rooms. Recognized as a model program, the California Eagles Golf Program at Haggin Oaks Golf Complex was specifically designed for individuals with Down syndrome, autism, muscular dystrophy, cerebral palsy, multiple sclerosis, and hearing and visual impairments. The program provided personalized lessons in a small group setting designed to increase confidence when playing golf among those of all abilities.³⁴



Cultural and recreational opportunities increase social inclusion between individuals with disabilities and the general public. A review of current practices showed that Mooreville has increased accessibility to its playgrounds and has planned to increase the inclusion of people with disabilities in its recreational leagues. Additionally, the Mooreville Golf Course partners with Camp Dogwood to offer programs for individuals with visual impairments. The Town also has several nonprofit cultural opportunities available with varying levels of accessibility. Research has identified that model cities utilize several cultural and recreational strategies to increase social inclusion for individuals with disabilities. Strategies included employing an inclusion supervisor specialist, providing staff training, creating policies to increase accessibility at cultural and recreational venues, and designing programs specifically for individuals with disabilities. Mooreville's current practices in the area of workforce development are outlined in the following section, as well as best practices.



Workforce Development

Individuals with disabilities often face a decline in services available after graduating from high school. According to the Mayor's Council, individuals with disabilities experience challenges transitioning from public education to the workforce. Current *workforce development* practices in Mooreville focused on facilitating this transition by increasing employment skills for individuals with disabilities. The following sections review these efforts along with best practices.

Current Practices

Interviews with Town staff and Mayor's Council members were conducted to understand the workforce development practices available. Current practices in Mooreville focused on this

transition after high school by reaching out to potential applicants and making accommodations to retain existing employees with disabilities.

Hiring Practices

The Town of Mooresville has practices in place to ensure individuals of all disabilities are aware of available job opportunities. Open positions with the Town are currently posted with the North Carolina Division of Vocational Rehabilitation Services (NC-DVRS). The NC-DVRS provides a variety of services for individuals with disabilities, namely referring qualified applicants for open positions.

ADA Accommodations

Separate from the Town's hiring practices, two activities pertain to employees with disabilities. Newly hired Town employees receive an explanation of their rights regarding ADA reasonable accommodations during the orientation process. Additionally, reasonable accommodations are provided for employees with disabilities who request job modifications. Protocol is in place for the Town's Human Resources Director to receive requests for accommodation from all employees.

Best Practices

Interviews with municipalities and federal organizations have found that innovative practices are available in workforce development. Best practices included connections using third parties, career fairs, job shadowing, and creatively using technology, which are discussed in this section.

Third Party Connections

Academic literature noted that increasing the exposure of people with disabilities to the application process increases diversity in the workforce. As mentioned in Mooresville's current practices, using a third party, such as the NC-DVRS, was a useful method to increase exposure for individuals with disabilities. The U.S. Office of Personnel Management (OPM) relied on an outside consulting group specializing in connecting employers to individuals with disabilities. Using a proactive approach towards recruiting people with disabilities, the OPM had more access to a diverse pool of qualified job candidates.³⁵ At the local level, the Veterans Affairs Medical Center in Salisbury incorporated a similar policy in their recruitment process.³⁶

Career Fair for Professional Development

Research identified that municipalities of varying sizes conducted career fairs catered to individuals with disabilities. Career fairs granted individuals with disabilities a unique opportunity to meet with local employers and learn about available career opportunities. For instance, the Baltimore Mayor's Commission on Disabilities hosted a *Career Fair and Disability Expo* with more than 1,000 individuals in attendance. Twenty-three businesses provided job applications, online job links, resume consultation services, and interviews to 115 individuals with disabilities seeking employment and career advancement opportunities.³⁷ Career fairs have served as a visible connection between employers and people with disabilities.

Job Shadowing

Local governments have found that job shadowing creates opportunities for individuals with disabilities to observe a career, network, and investigate whether or not a job fits with their career aspirations. Job shadowing typically involved a student or career-seeker observing a professional at their place of work. Depending on the arrangement agreed upon, the job shadowing experience occurred in many forms such as attending a meeting or a full day in the office. Each October, the City of Knoxville, Tennessee sponsored a job shadowing program for people with disabilities during National Disability Month.³⁸In addition to helping career seekers find rewarding careers, job shadowing also exposed employers to diverse applicants.

Technology

Initiatives to increase employment opportunities for individuals with disabilities included using technology to facilitate education and training programs. The National Council on Disability found that employees with disabilities benefited from software that guided on-the-job education. Examples of technology included digital means to increase accommodation for reading, teleconferencing, computer programming, word processing, and other job functions that cater to alternative work arrangements. The Annual International Technology & Persons with Disabilities Conference hosted by California State University showcased innovative technology that can be applied in the workplace, such as Braille displays with Bluetooth and Smartphone compatibility. Research suggested that creatively using technology can foster a more employee-friendly workplace for individuals with disabilities.



As Mooresville works towards becoming a model city, the area of workforce development presents opportunities to increase accessibility and inclusiveness for individuals with disabilities. Current practices demonstrated that the Town provides several supportive workforce development activities. These included posting open positions to the North Carolina Division of Vocational Rehabilitation Services, providing accommodation orientation to new employees, and providing reasonable accommodations for current employees. A review of best practices discovered several innovative options available for developing the disabled workforce including third party connections, career fairs, job shadowing, and the creative use of technology. The next section will identify the Town's current practices in the focus area of public education and best practices are also discussed.



Public Education

Mooresville has two public school systems and a community college within the Town limits. However, the Town and the Mayor's Council's influence on public education is limited since the

school systems are responsible for managing their compliance with all special education laws, mandates, and programs. Information on public education practices was obtained through interviews, website reviews, and academic literature reviews. The following sections detail current and best practices for public education.

Current Practices

Within the Town of Mooresville there are two primary (K-12) public school districts: Iredell-Statesville School District and Mooresville Graded School District (MGSD). Additionally, Mitchell Community College has a satellite campus located downtown. This section outlines current practices including classroom design, advisory councils, transition services, higher education, and community partnerships.

Classroom Design

MGSD and Iredell-Statesville Schools generally utilize integrated classrooms. This practice places students of all abilities in the same classroom rather than separating students with disabilities from students without disabilities, although there are cases where some students may need separate instruction. Both school districts also provide support liaison staff members at all school locations to assist students with disabilities, their parents, and teachers.

Advisory Councils

Both school districts sponsor parent advisory councils to disseminate school or disability-related information to parents of students with disabilities. These councils focus on broad topics that benefit students with disabilities. MGSD also sponsors a teacher advisory council comprised of staff from each school. The teacher advisory council provides opportunities to share knowledge and innovative practices for educating students with disabilities.³⁹

Transition Services

Both school districts offer transition services for students with disabilities who are aging out of K-12 education. The Iredell-Statesville School system's Exceptional Children Department provides transitional services for students with disabilities. This department provides a variety of web-links to Federal, State, local, and online services or programs that are helpful for students with disabilities and their parents.⁴⁰MGSD's Exceptional Children's Department provides teachers and parents with a central location to obtain information regarding the district's policies, practices, and procedures.⁴¹In addition to individual-level transition services, both school districts offer transition fairs to help students and their families prepare for their exit from public education to either the workplace or institutions of higher education.⁴²Transition fairs provide parents and students an opportunity to obtain first-hand information rather than relying on written communication materials.

Higher Education

Mitchell Community College Mooresville Center offers vocational and higher educational programs for individuals with disabilities. The GED & Basic Skills program offers courses that improve work abilities, increase self-esteem, and improve decision making skills that are designed to help

individuals with disabilities compete for jobs.⁴³ This program notes that 45% of graduating students are employed including many being individuals with disabilities. A disabilities service coordinator is also available at Mitchell Community College to provide assistance and to serve as a point of contact for students with disabilities.⁴⁴

Community Partnerships

Community partnerships are utilized to enhance public education's service delivery to students with disabilities. The Iredell-Statesville School District provides parents with online resources regarding local, state, and national government organizations, nonprofits, and advocacy groups. These organizations provide relevant legal and practical information as well as direct services for students with disabilities and their parents.⁴⁵ MGSD also partners with the local community through the Career Bridge Summit which showcases area businesses and industries. The Summit provides students with an understanding of the various options that are available post-graduation and a glimpse of the skills, knowledge, and abilities that are attractive to employers.⁴⁶

Best Practices

Four topics are repeatedly highlighted in the academic and practitioner literature as best practices in the area of public education. The topics included classroom design, transition programs, higher education, and community partnerships.

Classroom Design

The subject of classroom design was present in both the academic literature and the Town's current practices. Research suggested that classroom practices can be improved by establishing formal meeting times to investigate classroom inclusion. This helped teachers and teaching assistants to allocate times to reflect on current classroom practices, evaluate their effectiveness, and develop improvement strategies on how best to improve them. The collaborative nature of these meetings allowed both teachers and teaching assistants to learn from each other. Additionally, inclusive practices that integrate students with and without disabilities were found to be highly valued and beneficial within public education.⁴⁷

Transition Services

Research suggested that transition services help students with disabilities and their parents adjust to life beyond K-12 education and are highly effective when they were individualized to fit each student's needs and goals. Transition programs enabled teachers and other workforce specialists to provide guidance, address long-term goals, and give information about support services and opportunities.⁴⁸ The 2005 National Longitudinal Transitional Study identified transition programs as beneficial for students when progressing through significant school levels.⁴⁹

Higher Education

Best practices related to higher education were researched given Mitchell Community College's downtown presence. Researchers noted that higher education provided a welcoming environment and a rich support system for students with disabilities through the use of mentorships, social

support, and networking opportunities. Research suggested that one method to enhance transition into the workforce was to implement a “transitional support worker” position. This position served as a liaison between the university, the student, and the workforce by providing mentorship and networking opportunities. Additionally, this position educated employers on how individuals with disabilities might approach work tasks differently than other employees.⁵⁰

Community Partnerships

Nonprofit, public and private sector partnerships were present in the academic literature and the Town’s current practices. Research suggested that community partnerships enhanced the ability of school districts to provide workforce transition services for students with disabilities. These partnerships connected local school districts with workforce development organizations, community groups, civic centers, government organizations, nonprofit organizations, and employers to leverage their collective resources. Using several partnerships, the State of New York coordinated resources that would improve school-to-work transitions for students with disabilities. These partnerships were successful in matching employers and qualified students with disabilities as well as providing students with access to employment resources, mentoring services, and resume reviews.⁵¹ Research also suggested that these partnerships increase the coordination of transition services and improved placement outcomes for individuals with disabilities within the workforce.⁵²



Mooresville’s public education system provides many opportunities for serving students with disabilities. The Mayor’s Council and the Town have limited influence on public education practices as many policies in place are mandated by other levels of government. Mooresville currently provides integrated classrooms, parental advisory councils, transition programs, higher education, and community partnerships as part of their public education system. Best practices in public education included inclusive classroom design, transition services, higher education, and community partnerships. Public education practices can help foster an accessible community as Mooresville seeks to become a model city. The following section focuses on healthcare and discusses the Town’s current practices and best practices of other jurisdictions.



Healthcare

The National Organization on Disabilities recognized that significant healthcare obstacles exist for individuals with disabilities. For instance, barriers such as inadequate coordination of services and gaps in research have been identified as areas for healthcare improvements for the disabled.⁵³ The Town has limited influence or control over these global issues; however, Mooresville has control over what services to provide its employees. Interviews with Town staff provided information on

the Town's current practices, while an academic literature review identified best practices. Each of these topics is discussed below.⁶

Current Practices

Two current practices have been identified that apply to individuals with disabilities. These include the Employee Assistance Program (EAP) for Town employees and the South Iredell Healthcare forum, which will be reviewed in the following sections.

Employee Assistance Program

The Town is responsible for determining what healthcare package to offer its employees. The Employee Assistance Program (EAP) is part of the Town's healthcare package and particularly helpful for individuals with disability and their caretakers. The Town EAP provides services at no charge for employees that need to address mental or physical health concerns. The program offers confidential services with timely interventions. The EAP also offers an online web portal with resources for health, family, stress, and legal issues.⁵⁴ Interviews with Town personnel revealed that the EAP is valued by employees.⁵⁵

Healthcare Forum

A community initiative known as the South Iredell Healthcare Forum fosters discussion concerning healthcare needs in the Mooresville area. The forum meets on the last Tuesday of every month in Mooresville at the Churchill Senior Living Community. The objective of the forum is to "act as a unified voice to address special healthcare needs in the community."⁵⁶ Local healthcare providers, representatives from healthcare agencies, and other interested individuals are invited to attend.

Best Practices

A review of academic literature and the National Council on Disability revealed numerous innovative healthcare programs for individuals with disabilities. Applicable practices for the Mayor's Council and Town are identified below. These practices include training for medical professionals, employee assistance programs, and the development of a network of healthcare providers that are knowledgeable about individuals with disabilities.

Training for Medical Professionals

Research identified that some medical professionals could benefit from increased information about caring for individuals with disabilities. The literature also suggested offering professional training courses that focus more on the needs of the disabled. Additionally, information on individuals with disabilities' needs resulted in better access to primary health care, wellness and prevention services, dental services, mental healthcare, nutrition, culturally competent care, personal assistance, or care coordination.⁵⁷

⁶ As noted previously, the healthcare subcommittee representative was not interviewed due to scheduling conflicts.

Employee Assistance Programs

Literature encouraged employers to provide EAPs to support employee physical and behavioral health, as well as family and workplace employee challenges. Employers used EAPs as a tool to help employees prevent workplace issues such as providing leave to care for family members with disabilities. The program helped ease physical or mental health concerns employees may be experiencing by providing counseling or other services. Individuals with disabilities and caretakers can utilize EAP resources and services as a preventative measure or for ongoing treatment.

Network of Providers

Research showed that coordinating healthcare services can mitigate obstacles often experienced by individuals with disabilities. Coordinating services entailed establishing a network of disability-competent healthcare providers. This network offered access to knowledgeable providers for individuals with disabilities and facilitated communication among providers. A private-public partnership developed in Minnesota has been identified as providing excellent individualized healthcare services to people with disabilities. The services improved by this partnership included home care, individualized coordination of care, nursing home care, transportation services, low cost health education classes, hospital services, and access to a network of providers. This program has won numerous awards and experienced exceptional feedback from consumers.⁵⁸



Experts agree that access to healthcare is essential for individuals with disabilities to live healthy and inclusive lives. The Town's current practice included developing a healthcare package for employees that offers an Employee Assistance Program. A collaborative initiative called the South Iredell Healthcare Forum is a current practice used to discuss healthcare in the Mooresville area. Best practices included helping medical professionals understand the needs of individuals with disabilities, the use of Employee Assistance Programs, and establishing a network of providers to better coordinate services.



The previous six sections highlighted the current and best practices in *infrastructure, public awareness, culture and recreation, workforce development, public education, and healthcare*. After reviewing these six focus areas, interviews with Mayor's Council and Town staff suggested that the topic of *organizational structure and capacity* should be explored. Thereby, the following section expands on current and best practices for *council structure and capacity*.

Council Structure and Capacity

As previously mentioned, the mission of the Mayor's Council is to promote and advocate for equal and accessible opportunities for individuals with disabilities. In working towards their goal of becoming a model city, members of the Mayor's Council and Town staff identified the need to address organizational structure and internal capacity. The following section expands on these topics along with best practices.

Current Practices

Information on the Mayor's Council's structure and internal capacity was gathered through interviews with Mayor's Council members and Town staff. A discussion of these findings is found below.

Mayor's Council Structure

The Mayor's Council consists of eleven members and is organized into six committees with each member serving on at least one standing committee. The *public education* and *healthcare* committees have one member serving in the focus area. Citizens can seek appointment to the Mayor's Council either by submitting an application to the Town or through nomination by the Mayor's Council. Council members suggested that the ideal makeup of the Mayor's Council include 50% individuals with disabilities. The initial Steering Committee's terms end on June 30th, 2013. Afterwards, members will serve three-year staggered terms that will expire for roughly one third of the Mayor's Council each year. The Mayor's Council's application and bylaws can be found in Appendices M and N.

Internal Capacity

Internal capacity is the strengthening of an organization through community partnerships and member participation. Mayor's Council members and Town staff identified the need to partner with existing organizations, such as the Chamber of Commerce or the Mooresville Christian Mission, to secure support and resources to further their mission. Mayor's Council members are also seeking to improve internal capacity through online and in-person recruitment efforts. For example, the Mayor's Council hosted a table at the *Live a Good Life Healthcare Showcase* on March 7, 2013 to recruit new members. Mayor's Council members noted that as the Council becomes more active in the community, additional resource capacity will be required.

Best Practices

To identify best practices, literature and website reviews were conducted. Results identified information regarding organizational structure, capacity building, and governance. The following sections detail the findings in these areas.

Organizational Structures

Research identified three types of organizations generally utilized by local governments: mayor's councils, standing boards, and nonprofit organizations. Local jurisdictions designate roles, responsibilities, and working definitions for both mayor's councils and standing boards.⁵⁹ The legal requirements for nonprofits are dictated by Federal and State guidelines. The following explain the differences between these three types of organizations.

Mayor's Councils

Mayor's councils, such as the Mooresville Mayor's Council for Individuals with Disabilities, are established by local elected officials and operate in an advocacy capacity to address specific issues within the public and private sectors. Councils of this type provide information to town officials to assist them in making informed decisions.⁶⁰

Standing Boards

Town standing boards are appointed by local government officials and serve as a connection between the town board of commissioners and citizens. Standing boards have a town staff liaison and focus on policy or administrative functions.⁶¹ They also provided an opportunity for citizens to learn about their government. Research suggested that standing boards generally have more influence on decision-making and policy than mayor's councils.⁶²

Nonprofit Organizations

Nonprofit organizations differ from mayor's councils and standing boards in that they generally provide direct services to various stakeholders and are separate from local governments. Nonprofit organizations are accountable to their Board of Directors who have the responsibility to ensure that the organization is fulfilling its mission.⁶³ Nonprofit organizational structure differs greatly from mayor's councils and standing boards; however, board governance principles are applicable to all three types of organizations.

Capacity building

Prominent literature indicated that internal capacity is a challenge for most municipal and nonprofit boards. These organizations are often faced with more vacant positions than willing volunteers and may need to focus on recruiting passionate and diverse volunteers. Research indicated that volunteers who are passionate about the organization's mission are more effective. In addition, research found that diversity in race, gender, work experience, and other elements are important to organizational success. Diversity in membership also provided the necessary skills,

Figure 3.

The City of Baltimore, Maryland, has a Mayor's Commission on Disabilities which exemplifies diversity. Out of the twenty-three members, nine are individuals with disabilities and three are family members of people with disabilities. The other members are either city agency employees, or individuals in business and community organizations in Baltimore. This member diversity is required in their bylaws.

knowledge, and abilities to effectively direct an organization. An example of membership diversity is available in Figure 3. Appendix O provides a tool to identify the diversity among current members and outline areas of strengths and weaknesses. As new members are recruited, research suggested that it is important that each member fully understands the responsibilities and expectations of their position. Role and responsibility training can occur in various forms, including informal conversations, formal meetings, or written guidelines. ⁶⁴An orientation checklist is provided in Appendix P.

Governance

Research noted the importance of having board members determine the mission statement, vision statement, and strategic plan. These tools clarified the organizational purpose and focused the group on concrete objectives. Committees were used as a method to divide responsibilities and improve performance. Research indicated these assignments should be evenly distributed and based on interest, expertise, and availability of members. Staggered terms are also suggested to avoid mass membership turnover and depletion of organizational knowledge.⁶⁵



Developing an appropriate organizational structure provides opportunities for the Mayor's Council to impact the Mooresville community. While conducting research regarding the Mayor's Council, structure and internal capacity concerns were identified by members of the Mayor's Council and Town staff. As indicated above, best practices included choosing an appropriate organizational structure, increasing capacity, and governance practices.



The previous sections identified Mooresville's current practices and best practices noted in *infrastructure, public awareness, culture and recreation, workforce development, public education, healthcare, and council structure and capacity*. With these findings in mind, the following section provides guidance on short-term and long-term recommendations for Mooresville to increase accessibility and inclusiveness for individuals with disabilities.

Recommendations

The Town and Mayor's Council have expressed their interest in applying best practices to achieve the goal of becoming a model city for individuals with disabilities. The following recommendations are provided after (1) reviewing current practices of the Town and Mayor's Council, (2) researching best practices of notable jurisdictions, (3) analyzing these findings, and (4) determining the areas in which the Town and Mayor's Council may have the most influence. The short-term and long-term recommendations are organized by the seven topic areas discussed in the findings: *infrastructure, public awareness, culture and recreation, workforce development, public education, healthcare, and council structure and capacity.*

Infrastructure

Short-term

Recommendation 1.1: Identify and prioritize low-cost projects that can have an immediate impact on accessibility of public buildings, sidewalks, and crosswalks for individuals with disabilities.

The Town and the Mayor's Council can work together to identify barriers in publicly-owned areas that are simple and inexpensive to fix. The ADA checklist in Appendix E can be used to evaluate easily corrected items.

Crosswalks were identified during interviews with the Mayor's Council as mobility barriers for individuals with disabilities. The Town can address barriers with low-cost options such as re-painted crosswalk lines, clearer crosswalk signs, and easy to understand signal buttons.

Recommendation 1.2: Continue to utilize Universal Design principles in all aspects of future infrastructure development.

The Town should continue to incorporate Universal Design principles in new and renovated Town infrastructure to increase accessibility. One principle of Universal Design is ensuring *adequate space* for maneuverability such as widening doorways and increasing restroom space. Further description of these principles can be found in Appendix F.

Recommendation 1.3: Implement a small-scale pedestrian skills program to help residents with physical disabilities better utilize Town infrastructure.

The goal of a pedestrian skills program is to help individuals with physical disabilities better utilize existing Town infrastructure. Individuals with disabilities can develop pedestrian skills by learning how to safely cross the road with and without traffic signals. The Mayor's Council could pilot test the program using volunteers and a small number of individuals with disabilities. Refer to Appendix H for more information about program activities.

Long-term

Recommendation 1.4: Seek funding for higher cost projects through the Town’s Capital Improvement Plan or the Mecklenburg-Union Metropolitan Planning Organization (MUMPO).

Examples of these projects could include major repair of existing sidewalks, installation of new sidewalks, intersection improvements, and the installation of audible crosswalk signals.

Recommendation 1.5: Develop a small business incentive program to encourage business owners to make accessibility improvements for individuals with disabilities.

In North Carolina, there are a number of economic development and revitalization incentive programs for small businesses. As mentioned in the findings, the North Carolina Main Street Program is designed to improve all aspects of a downtown area. Governments have been able to scale incentive programs to fit their capacity, but these programs generally are not focused on increasing accessibility. However, Mooresville can tailor these examples to develop a program specifically designed to improve access to local businesses for individuals with disabilities.

Recommendation 1.6: Explore providing fixed schedule public transportation through the Charlotte Area Transit System (CATS) for individuals with disabilities.

The survey of Mooresville residents indicated that transportation was currently an obstacle for people with disabilities. Extending transit services with CATS could provide additional transportation for all Mooresville’s citizens including individuals with disabilities. The Town may want to consider approaching Mecklenburg-Union Metropolitan Planning Organization (MUMPO) for assistance in extending CATS transportation funding if necessary. The Town may also want to consider developing metrics to measure transit use by commuters with disabilities over time.

Recommendation 1.7: Explore partnerships with private utility companies to address removal or relocation of utility poles in the downtown area that inhibit access for individuals with disabilities.

The Town should partner with utility companies to identify, prioritize, and fund relocating the utility poles that are the largest barriers to full sidewalk accessibility.

Public Awareness

Short-term

Recommendation 2.1: Promote the Town’s two existing processes for requesting accommodations from employees and citizens with disabilities.

The Town can remind employees and citizens how to make requests through the Town Voice newsletter and the Town of Mooresville website. As mentioned in the findings, the Town offers

employees with disabilities an opportunity to request modifications in the workplace that would help them perform job duties such as altering physical workspaces or providing flex time. Similarly, citizens with disabilities may request accommodations during public meetings by contacting Town personnel. Examples include sign language translation for the hearing impaired, large print meeting agendas, and accessible parking. Although the Town has only received a few requests, publicizing this process could encourage other employees and citizens to utilize the available services.

Recommendation 2.2: Develop a disability awards program for local businesses that offers services or accommodations to employees and customers with disabilities.

The Town and Mayor's Council should consider presenting awards to local businesses that have (1) made accommodations for their employees and customers with disabilities or (2) contributed the most to hiring and employing people with disabilities. An awards program, similar to Indianapolis' annual awards program, will highlight innovative practices currently underway in local businesses and encourage other organizations to address accessibility limitations in their establishments. Indianapolis hosts their award ceremony each July and includes informational booths to publicize resources available for individuals with disabilities. The awards announcement can also include a public statement of support from the Town and Mayor's Council to endorse the business' effort to increase accessibility.

Long-term

Recommendation 2.3: Host an annual public forum to raise public awareness of the disabled population's needs.

Public forums, such as the annual forum hosted by the Baltimore Mayor's Commission on Disabilities, can help promote awareness of challenges individuals with disabilities face. Baltimore's forum was used to discuss ways to improve workplace accessibility and expand employment opportunities for people with disabilities. This dialogue can create awareness of the benefits of employing disabled individuals and allow employers to better understand the needs of people with disabilities.

Culture and Recreation

Short-term

Recommendation 3.1: Continue with plans to implement recreational programs for individuals with disabilities.

The Town plans to implement a wheelchair basketball league in the fall of 2013 based on the level of demand. Community volunteers can be considered to serve as league coaches, referees, scorekeepers, and other positions. Also recall that the Town partners with Camp Dogwood to

provide golf programs to individuals with visual impairments. Similar partnerships can be used to augment Town recreational programs.

Recommendation 3.2: Continue with current plans to install rubber flooring in the two non-renovated public playgrounds to help individuals with mobility limitations.

Mooresville has installed rubber mulch in 90% of its public playgrounds, with the remaining 10% to be completed in the next fiscal year. The Mayor’s Council could also consider informing private playground owners of the benefits associated with increasing the overall safety and accessibility of playgrounds for individuals with disabilities.

Long-term

Recommendation 3.3: Incorporate Universal Design elements in new and existing museums and cultural facilities to aid individuals with visual, hearing, or mobility disabilities.

Accessibility checklists can be utilized to ensure museum and other cultural venues are accessible for interested patrons. The Arts and Humanities Accessibility Checklist from the National Endowment for the Arts is provided in Appendix K. Accessible cultural venues typically have elements such as Braille labels, sign language interpretation, and sighted guides. Furthermore, the Town may explore partnerships with local nonprofits to identify additional limitations throughout cultural venues.

Recommendation 3.4: Design cultural and recreational programs for individuals with disabilities.

A variety of cultural and recreational programs are available to expand opportunities for individuals with disabilities. Portland’s Adaptive and Inclusive Recreation Program offers a number of opportunities for individuals with disabilities. More information is available in Appendix L. Furthermore, the Mayor’s Council can use the model provided by the Next Chapter Book Club in Columbus, Ohio to develop book clubs for individuals with disabilities.

Workforce Development

Short-term

Recommendation 4.1: Announce new Town job openings through the creation of a mailing list for persons with disabilities.

The Town currently posts open positions with the North Carolina Division of Vocational Rehabilitation Services (NC-DVRS). In turn, the NC-DVRS refers disabled applicants for the Town to consider. This current practice may be enhanced by creating a mailing list or email listserv that notifies those with disabilities or their caretakers about job openings.

Recommendation 4.2: Host a career fair to increase opportunities for individuals with disabilities to connect with prospective employers.

A career fair offers organized interaction between prospective employers and individuals interested in employment. These opportunities have the potential to create career development opportunities for people with disabilities by involving employers, developing the participant’s job skills, and matching people with disabilities to available positions. The career fair could also provide resume consultation, employment applications, online job links, and job opportunities. The Town may explore partnerships with large and small local businesses and nonprofits to help organize the event.

Recommendation 4.3: Provide public sector job shadowing opportunities for individuals with disabilities.

Consider developing a public sector job shadowing program similar to the City of Knoxville, Tennessee to help individuals with disabilities transition into the workforce. Job shadowing can create opportunities for individuals with disabilities to observe an employee, learn job skills, network with potential employers, and investigate how a job might align with their career interests. The program could serve as a model for private sector employers in the region who wish to develop similar programs.

Long-term

Recommendation 4.4: The Town should continuously seek and use new technology that aids people with disabilities in the workplace.

People with disabilities can benefit from software that facilitates on-the-job skill development and telecommuting opportunities. For example, teleconferencing allows those with mobility disabilities to attend meetings or other job functions that would otherwise be difficult. Other technology can be identified by attending or reviewing conferences that showcase innovative options for disabled individuals. An example of such a conference is The Annual International Technology & Persons with Disabilities Conference hosted by California State University. Using technology to facilitate workplace success may also help attract and retain highly qualified individuals with disabilities.

Public Education

Short-term

Recommendation 5.1: Continue promoting classroom inclusion in public schools for individuals with disabilities.

As discussed previously, inclusion involves integrating special needs students with non-disabled students in a classroom setting. This practice has been found to be beneficial for both students with

and without disabilities. Since both school districts in Mooresville currently practice inclusive policies, the Mayor's Council can continue promoting classroom inclusion.

Long-term

Recommendation 5.2: Explore partnership opportunities with parent advisory councils.

Both school districts sponsor parent advisory councils specifically for parents of students with disabilities. The Mayor's Council can partner with parent advisory councils to increase awareness of the needs of students with disabilities. In doing so, the Mayor's Council may also serve as a clearinghouse of information concerning the unique obstacles that students with disabilities and their parents encounter while working within the public school systems. This will make the Mayor's Council a valuable partner for other organizations moving forward.

Healthcare

Short-term

Recommendation 6.1: Provide representation from the Mayor's Council at the South Iredell Healthcare Forum.

The Mayor's Council may benefit from attending the meetings on healthcare to gather more information on opportunities and challenges within the focus area. The meetings may also be a way for the Mayor's Council to announce current projects and develop partnerships within the community to promote awareness of the current health needs of individuals with disabilities.

Recommendation 6.2: Continue offering the Employee Assistance Program (EAP) to Town employees to promote services for mental and physical health concerns.

The Town offers its employees and their dependents an EAP that is highly valued among participants. The confidential services are provided at no charge and address the emotional issues an employee may face as a caretaker. Additionally, a web portal is available to provide online resources for employees.

Council Structure and Capacity

Recommendation 7.1: Explore organizational structures for the Mayor's Council.

Three examples of possible structures to explore include a mayor's council, a standing board, or a nonprofit organization. If the Mayor's Council wishes to focus on advocacy, remaining a mayor's council would be the most effective structure to achieve that goal. If the Mayor's Council is interested in contributing to policy changes, its members should consider transitioning to a town

standing board. If the Mayor's Council is interested in service delivery, its members may want to reconsider the possibility of becoming a nonprofit organization.

Recommendation 7.2: Provide orientation for new members to increase the efficiency and effectiveness of the Mayor's Council.

Orientation provides new members with knowledge of the responsibilities and expectations of their position. The Mayor's Council can hold formal or informal orientation meetings and provide an orientation manual for new board members. A checklist for new member orientation is in Appendix P.

Recommendation 7.3: Consider combining the *Healthcare* and *Public Education* focus areas.

Findings for the *Healthcare* and *Public Education* focus areas reveal that the Town and Mayor's Council have limited influence in these two areas. It is recommended that the Mayor's Council consolidate the two committees to ensure that there are at least two members for each of the five remaining committees.

Recommendation 7.4: Ensure that the Mayor's Council has representation from individuals with disabilities, their caretakers, as well as business and nonprofit leaders.

At this time, the Mayor's Council suggests that 50% of members should either have a disability or are family members of individuals with disabilities. The Mayor's Council could consider including other stakeholders as well, such as small business owners, nonprofit administrators, or caretakers. The Mayor's Commission on Disabilities in Baltimore requires representation from individuals with disabilities, their caretakers, as well as business and nonprofit leaders. The Mayor's Council already has representation for some of these stakeholders and could ensure future representation through an amendment to the current bylaws.

Recommendation 7.5: Host a Mayor's Council strategic planning session to refine the vision and direction of the Mayor's Council for Individuals with Disabilities.

Since the Steering Committee will dissolve on June 30th, 2013, it would be prudent to revisit the Council's vision, goals, and strategic plan. The recommendations and information in this report, as well as the Steering Committee's experiences, may influence changes and adjustments in the future direction of the Mayor's Council. This strategic planning can be used to finalize the direction of the Mayor's Council for Individuals with Disabilities.

Conclusion

In September of 2012, the Town Board of Commissioners established a goal to become a “model city” for addressing the needs of people with disabilities. The Town appointed the Mayor’s Council for Individuals with Disabilities to achieve this goal. Members of the Mayor’s Council adopted bylaws and identified six major focus areas: *infrastructure, public awareness, culture and recreation, workforce development, public education, and healthcare*. To facilitate the goal of becoming a model city, the Gerald G. Fox Master of Public Administration program at UNC Charlotte conducted a study in order to provide recommendations in light of the six established focus areas.

Interviews with key stakeholders (Mayor’s Council representatives and Town personnel) and a survey of Town citizens identified current issues. The review of scholarly articles and local government best practices served as a basis for recommendations to help the town become a model city for people with disabilities.

The discussion above reported the findings and recommendations with respect to the six established focus areas. The results of the study revealed that some practices are not only financially feasible, but would also provide significant benefits to citizens with disabilities. Other practices proved to be more resource intensive, requiring substantial financial investments and collaboration with outside jurisdictions and agencies.

The 27 recommendations were designed to capture feasible activities that would yield significant benefits. Many of the recommendations pertaining to the *infrastructure, public awareness, and culture and recreation* focus areas fit the feasible and beneficial thresholds. By contrast, the *workforce development, public education, and healthcare* areas may prove to be more resource intensive. Fostering the goals of each of these areas may require long-term sustainability of the Mayor’s Council. Recognizing that sustainability is important in achieving the goals of the focus areas, the recommendations also provide information on the organizational and operational practices for the Mayor’s Council.

In conclusion, the Town's effort toward becoming a more accessible community for people with disabilities is commendable. While there are many best practices for individual areas regarding accessibility, striving to attain model city status for individuals with disabilities is groundbreaking. Mooresville’s willingness to address the special challenges of people with disabilities in such a comprehensive manner illustrates an unparalleled commitment to service. The recommendations included in this report provide the Town with valuable tools for the next steps to achieve the goal of becoming a model city of accessibility.

Mayor's Council Interview Questions

1. Background questions:
 - How did you become involved with the Mayor's Council for Individuals with Disabilities?
 - What motivates you to continue to serve as a member?
 - What expectations do you have for the committee?
2. Can you define what *[insert focus area]* is?
3. What is the mission of your focus area?
4. What needs have you identified in your focus area?
5. Can you identify what the town is already doing well in your focus area? Opportunities, threats?
 - Have you encountered any problems with the town?
 - Have you had any positive interactions with the town?
6. Have you identified short-term and long-term goals?
 - How did you come up with those goals?
 - Is there any reason why those goals are important
7. Have you done any sort of assessment? Evidence to support?
8. What is your vision for the Council?
9. Describe how you want to serve individuals with disabilities?
10. What specific improvements have been made?
11. What are people saying about this group?
12. What problems has the Council solved?
13. What specific outcomes have been achieved?
14. How are people behaving differently?

Town Staff Interview Questions

- What is the mission of your department?
- Is your department the best Town contact about *[insert focus area]*? If not, who should we be contacting? If yes, are there additional people that we need to be contacting?
- Have you heard about / interacted the Mayor's Council on Individuals with Disabilities?
- What expectations have been placed on your department as a result of the formation of the council?
- Based on our interviews with *[insert focus area]* committee, they have identified these short- and long-term goals. What do you think about that?
- Are there any major obstacles with implementation of these goals other than funding?
- Are there funding issues with the potential implementation of these projects recommendations?
- Are there similar projects already planned?
- How does your department handle ADA compliance/issues/complaints?
- Have you heard any customer complaints/comments regarding individuals with disabilities?
- Have you done any sort of assessment?
 - If so, are there available documents we can have?
- Are there any gaps you currently see between what you offer now in terms of ADA and what could be possible
- Can you identify what the town is already doing well in your focus area? Opportunities or improvement areas?
- Do you have any ADA best practices that we can use?
- What needs have you identified in your focus area?
- Have you identified short-term and long-term goals?
- How did you come up with those goals?
- Is there any reason why those goals are important
- Describe how you want to serve individuals with disabilities?
- What specific improvements have been made?
- What specific outcomes have been achieved?

All Survey Responses

n: 542 | Respondents: 141 | Response Rate: 26.01% | Margin of Error: ± 8.25%

Q1: Do you live within the Mooresville town limits? (n=141)

Yes.....59%

No.....41%

Q2: Are you related to anyone with either a physical or mental disability? (n=141)

Yes.....35%

No.....65%

Q3: Do you know about the Mayor’s Council for Individuals with Disabilities? (n=141)

Yes.....15%

No.....85%

Q4: Do you know of any problems or issues that individuals with disabilities might face in accessing Mooresville town services? (N=141)

Yes.....17%

No.....83%

Q4 Follow-up: What are some of these problems or issues? (Note: Respondents could give multiple answers. Therefore, the totals do not equal 100%) (n=24)

Accessibility.....54%

No problems or issues.....46%

Public Awareness of Services.....42%

Accessible parking.....21%

Transportation opportunities17%

Lack of services (mental health, services for blind, etc.)8%

Lack of recreational opportunities4%

Public education..... 4%

Q5: Do you have any suggestions for how the Town of Mooresville might improve its service delivery to individuals with disabilities? (Note: Respondents could give multiple answers. Therefore, the totals do not equal 100%) (n=42)

Increased Public Awareness of Services..... 36%

Increase Accessibility.....21%

Improve Transportation opportunities.....17%

Increase services (mental health, services for blind, etc.).12%

Mooresville does a good job already.....10%

More Accessible parking.....10%

Public education.....10%

More recreational opportunities.....5%

Other (improve staff training, decrease traffic, etc.).....4%

Only Respondents within the Town Limits

n: 542 | Respondents: 83 | Response Rate: 15.31% | Margin of Error: ± 10.76%

Q1 Do you live within the Mooresville town limits? (n=83)

Yes.....100%

No.....0%

Q2 Are you related to anyone with either a physical or mental disability? (n=83)

Yes.....43%

No.....57%

Q3 Do you know about the Mayor’s Council for Individuals with Disabilities? (n=83)

Yes.....18%

No.....82%

Q4 Do you know of any problems or issues that individuals with disabilities might face in accessing Mooresville town services? (n=83)

Yes.....19%

No.....81%

Q4 Follow-up: What are some of these problems or issues? (Note: Respondents could give multiple answers. Therefore, the totals do not equal 100%) (n=16)

Accessibility.....56%

Public Awareness of Services.....44%

No problems or issues.....25%

Transportation opportunities19%

Accessible parking.....13%

Lack of services (mental health, services for blind, etc.) ...12%

Lack of recreational opportunities6%

Public education.....0%

Q5: Do you have any suggestions for how the Town of Mooresville might improve its service delivery to individuals with disabilities? (Note: Respondents could give multiple answers. Therefore, the totals do not equal 100%) (n=25)

Increased Public Awareness of Services.....36%

Improve Transportation opportunities.....24%

Increase Accessibility.....16%

Increase services (mental health, services for blind, etc.)...16%

Public education.....16%

Mooresville does a good job already.....8%

More recreational opportunities.....8%

More Accessible parking.....4%

Other (improve staff training, decrease traffic, etc.).....4%

ADA Coordinator Interview Questions

1. What is your annual budget including number of employees? Are there certain necessities such as training for you or the employees?
2. What department are you under or are you a separate department?
3. How long has the ADA Coordinator position existed and do you know what events occurred that made the position necessary?
4. Were there any obstacles along the way in implementing the position and how were they handled?
5. Does the County perform self-evaluations of its ADA compliance and disability accessibility/friendliness for programs, policies and procedures?
6. How does your department measure success and improvement in those services? How do you know there is a need for improvement in either compliance or in accessibility?
7. How does the County compare itself to other cities and towns in order to identify best practices and ideas?
8. Is there something your department or the County is most proud of in terms of your department's accomplishments?
9. How is your relationship with other departments? How are those relationships maintained and cultivated?
10. What is your relationship to other organizations outside of County departments (i.e. non-profits, chambers of commerce, businesses)? How are those relationships maintained and cultivated?

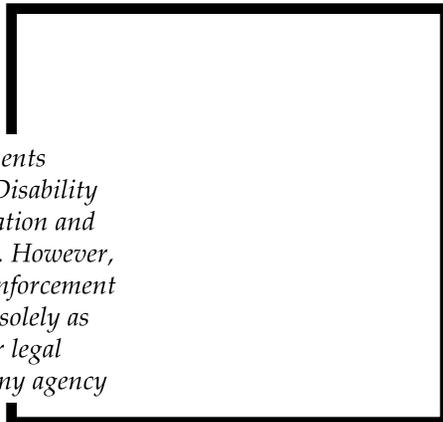
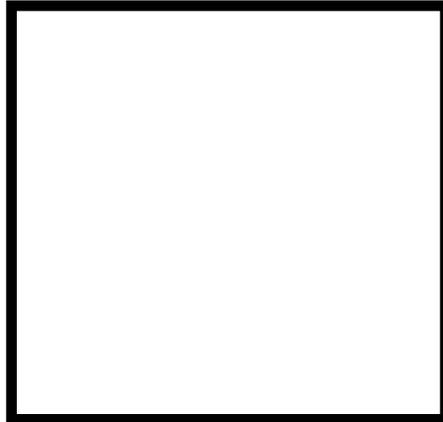
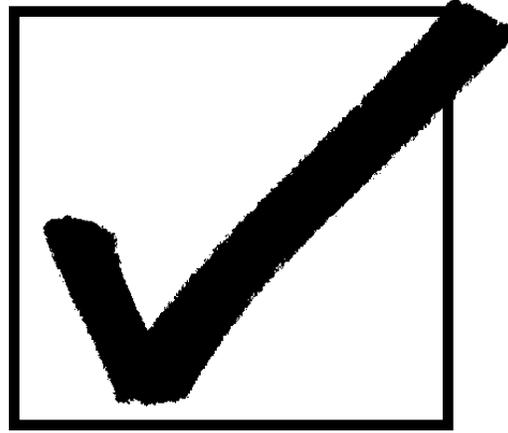
Checklist for Existing Facilities version 2.1



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The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal

August 1995

Checklist for Existing Facilities version 2.1

Introduction

Title III of the **Americans with Disabilities Act** requires public accommodations to provide goods and services to people with disabilities on an equal basis with the rest of the general public. The goal is to afford every individual the opportunity to benefit from our country's businesses and services, and to afford our businesses and services the opportunity to benefit from the patronage of all Americans.

The regulations require that architectural and communication barriers that are structural must be removed in public areas of **existing facilities** when their removal is **readily achievable**—in other words, easily accomplished and able to be carried out without much difficulty or expense. **Public accommodations** that must meet the barrier removal requirement include a broad range of establishments (both for-profit and nonprofit)—such as hotels, restaurants, theaters, museums, retail stores, private schools, banks, doctors' offices, and other places that serve the public. People who own, lease, lease out, or operate places of public accommodation in existing buildings are responsible for complying with the barrier removal requirement.

The removal of barriers can often be achieved by making simple changes to the physical environment. However, the regulations do not define exactly how much effort and expense are required for a facility to meet its obligation. This judgment must be made on a case-by-case basis, taking into consideration such factors as the size, type, and overall financial resources of the facility, and the nature and cost of the access improvements needed. These factors are described in more detail in the ADA regulations issued by the Department of Justice.

The process of determining what changes are readily achievable is not a one-time effort; access should be re-evaluated annually. Barrier removal that might be difficult to carry out now may be readily achievable later. Tax incentives are available to help absorb costs over several years.

Purpose of This Checklist

This checklist will help you identify accessibility problems and solutions in existing facilities in order to meet your obligations under the ADA.

The goal of the survey process is to plan how to make an existing facility more usable for people with disabilities. The Department of Justice (DOJ) recommends the development of an Implementation Plan, specifying what improvements you will make to remove barriers and when each solution will be carried out: "...Such a plan...could serve as evidence of a good faith effort to comply...."

Technical Requirements

This checklist details some of the requirements found in the ADA Standards for Accessible Design (Standards). The ADA Accessibility Guidelines (ADAAG), when adopted by DOJ, became the Standards. The Standards are part of the Department of Justice Title III Regulations, 28 CFR Part 36 (*Nondiscrimination on the basis of disability... Final Rule*). Section 36.304 of this regulation, which covers barrier removal, should be reviewed before this survey is conducted.

However, keep in mind that full compliance with the Standards is required only for new construction and alterations. The requirements are presented here as a guide to help you determine what may be readily achievable barrier removal for existing facilities. The Standards should be followed for all barrier removal unless doing so is not readily achievable. If complying with the Standards is not readily achievable, you may undertake a modification that does not fully comply, as long as it poses no health or safety risk.

In addition to the technical specifications, each item has a scoping provision, which can be found under Section 4.1 in the Standards. This section clarifies when access is required and what the exceptions may be.

Each state has its own regulations regarding accessibility. To ensure compliance with all codes, know your state and local codes and use the more stringent technical requirement for every modification you make; that is, the requirement that provides greater access for individuals with disabilities. The barrier removal requirement for existing facilities is new under the ADA and supersedes less stringent local or state codes.

What This Checklist is Not

This checklist does not cover all of the requirements of the Standards; therefore, it is **not** for facilities undergoing new construction or alterations. In addition, it does not attempt to illustrate all possible barriers or propose all possible barrier removal solutions. The Standards should be consulted for guidance in situations not covered here.

The Title III regulation covers more than barrier removal, but this checklist does **not** cover Title III's requirements for nondiscriminatory policies and practices and for the provision of auxiliary communication aids and services. The communication features covered are those that are **structural** in nature.

Priorities

This checklist is based on the four priorities recommended by the Title III regulations for planning readily achievable barrier removal projects:

- Priority 1: Accessible **approach and entrance**
- Priority 2: Access to **goods and services**
- Priority 3: Access to **rest rooms**
- Priority 4: Any **other measures** necessary

Note that the references to ADAAG throughout the checklist refer to the Standards for Accessible Design.

How to Use This Checklist

- ✓ **Get Organized:** Establish a time frame for completing the survey. Determine how many copies of the checklist you will need to survey the whole facility. Decide who will conduct the survey. It is strongly recommended that you invite two or three additional people, including people with various disabilities and accessibility expertise, to assist in identifying barriers, developing solutions for removing these barriers, and setting priorities for implementing improvements.
- ✓ **Obtain Floor Plans:** It is very helpful to have the building floor plans with you while you survey. If plans are not available, use graph paper to sketch the layout of all interior and exterior spaces used by your organization. Make notes on the sketch or plan while you are surveying.
- ✓ **Conduct the Survey:** Bring copies of this checklist, a clipboard, a pencil or pen, and a flexible steel

tape measure. With three people surveying, one person numbers key items on the floor plan to match with the field notes, taken by a second person, while the third takes measurements. **Be sure to record all dimensions!** As a reminder, questions that require a dimension to be measured and recorded are marked with the ruler symbol.  Think about each space from the perspective of people with physical, hearing, visual, and cognitive disabilities, noting areas that need improvement.

- ✓ **Summarize Barriers and Solutions:** List barriers found and ideas for their removal. Consider the solutions listed beside each question, and add your own ideas. Consult with building contractors and equipment suppliers to estimate the costs for making the proposed modifications.
- ✓ **Make Decisions and Set Priorities:** Review the summary with decision makers and advisors. Decide which solutions will best eliminate barriers at a reasonable cost. Prioritize the items you decide upon and make a timeline for carrying them out. Where the removal of barriers is not readily achievable, you must consider whether there are **alternative methods** for providing access that *are* readily achievable.
- ✓ **Maintain Documentation:** Keep your survey, notes, summary, record of work completed, and plans for alternative methods on file.
- ✓ **Make Changes:** Implement changes as planned. Always refer directly to the Standards and your state and local codes for complete technical requirements before making any access improvement. References to the applicable sections of the Standards are listed at the beginning of each group of questions. If you need help understanding the federal, state, or local requirements, contact your Disability and Business Technical Assistance Center.
- ✓ **Follow Up:** Review your Implementation Plan each year to re-evaluate whether more improvements have become readily achievable.

To obtain a copy of the Title III regulations and the Standards or other technical information, call the U.S. Dept. of Justice ADA Information Line at (800) 514-0301 Voice, (202) 514-0381 TDD, or (800) 514-0383 TDD. For questions about ADAAG, contact the Architectural and Transportation Barriers Compliance Board at (800) USA-ABLE.

Priority

1 Accessible Approach/Entrance

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

Route of Travel (ADAAG 4.3, 4.4, 4.5, 4.7)

Is there a route of travel that does not require the use of stairs?

Yes No

- Add a ramp if the route of travel is interrupted by stairs.
- Add an alternative route on level ground.

Is the route of travel stable, firm and slip-resistant?

- Repair uneven paving.
- Fill small bumps and breaks with beveled patches.
- Replace gravel with hard top.

 Is the route at least 36 inches wide?


 width

- Change or move landscaping, furnishings, or other features that narrow the route of travel.
- Widen route.

 Can all objects protruding into the circulation paths be detected by a person with a visual disability using a cane?


 distance from wall/
 height

- Move or remove protruding objects.
- Add a cane-detectable base that extends to the ground.
- Place a cane-detectable object on the ground underneath as a warning barrier.

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

Do curbs on the route have curb cuts at drives, parking, and drop-offs?

- Install curb cut.
- Add small ramp up to curb.

Ramps (ADAAG 4.8)

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


 slope

- Lengthen ramp to decrease slope.
- Relocate ramp.
- If available space is limited, reconfigure ramp to include switchbacks.

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

QUESTIONS

POSSIBLE SOLUTIONS

Ramps, continued

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

Yes No

Add railings.

 Are railings sturdy, and between 34 and 38 inches high?

height

Adjust height of railing if not between 30 and 38 inches.
 Secure handrails in fixtures.

 Is the width between railings or curbs at least 36 inches?

width

Relocate the railings.
 Widen the ramp.

Are ramps non-slip?

Add non-slip surface material.

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

length

Remodel or relocate ramp.

 Does the ramp rise no more than 30 inches between landings?

rise

Remodel or relocate ramp.

Parking and Drop-Off Areas (ADAAG 4.6)

 Are an adequate number of accessible parking spaces available (8 feet wide for car plus 5-foot access aisle)? For guidance in determining the appropriate number to designate, the table below gives the ADAAG requirements for new construction and alterations (for lots with more than 100 spaces, refer to ADAAG):

Total spaces	Accessible
1 to 25	1 space
26 to 50	2 spaces
51 to 75	3 spaces
76 to 100	4 spaces

number of accessible spaces

Note widths of existing accessible spaces:

Reconfigure a reasonable number of spaces by repainting stripes.

 Are 8-foot-wide spaces, with minimum 8-foot-wide access aisles, and 98 inches of vertical clearance, available for lift-equipped vans?

width/
vertical clearance

Reconfigure to provide van-accessible space(s).

At least one of every 8 accessible spaces must be van-accessible (with a minimum of one van-accessible space in all cases).

QUESTIONS

POSSIBLE SOLUTIONS

Parking and Drop-Off Areas, continued

Are the access aisles part of the accessible route to the accessible entrance?

Yes No

Are the accessible spaces closest to the accessible entrance?

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

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

- Add curb ramps.
- Reconstruct sidewalk.
- Reconfigure spaces.
- Add signs, placed so that they are not obstructed by cars.
- Implement a policy to check periodically for violators and report them to the proper authorities.

Entrance (ADAAG 4.13, 4.14, 4.5)

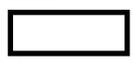
If there are stairs at the main entrance, is there also a ramp or lift, or is there an alternative accessible entrance?

Do not use a service entrance as the accessible entrance unless there is no other option.

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

Can the alternate accessible entrance be used independently?

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


 clear opening

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


 clear space

A person using a wheelchair or crutches needs this space to get close enough to open the door.

- If it is not possible to make the main entrance accessible, create a dignified alternate accessible entrance. If parking is provided, make sure there is accessible parking near all accessible entrances.
- Install signs before inaccessible entrances so that people do not have to retrace the approach.
- Eliminate as much as possible the need for assistance—to answer a doorbell, to operate a lift, or to put down a temporary ramp, for example.
- Widen the door to 32 inches clear.
- If technically infeasible, widen to 31-3/8 inches minimum.
- Install offset (swing-clear) hinges.
- Remove or relocate furnishings, partitions, or other obstructions.
- Move door.
- Add power-assisted or automatic door opener.

QUESTIONS

POSSIBLE SOLUTIONS

 **Entrance, continued**
Is the threshold edge 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?

Yes No


height

- If there is a single step with a rise of 6 inches or less, add a short ramp.
- If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp.

 If provided, are carpeting or mats a maximum of 1/2-inch high?


height

- Replace or remove mats.

Are edges securely installed to minimize tripping hazards?

- Secure carpeting or mats at edges.

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


height

- Lower handle.
- Replace inaccessible knob with a lever or loop handle.
- Retrofit with an add-on lever extension.

The “closed fist” test for handles and controls: Try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person who has limited use of his or her hands.

 Can doors be opened without too much force (exterior doors reserved; maximum is 5 lbf for interior doors)?


force

- Adjust the door closers and oil the hinges.
- Install power-assisted or automatic door openers.
- Install lighter doors.

You can use an inexpensive force meter or a fish scale to measure the force required to open a door. Attach the hook end to the doorknob or handle. Pull on the ring end until the door opens, and read off the amount of force required. If you do not have a force meter or a fish scale, you will need to judge subjectively whether the door is easy enough to open.

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


seconds

- Adjust door closer.

Priority

2 Access to Goods and Services

Ideally, the layout of the building should allow people with disabilities to obtain materials or services without assistance.

Yes No

Horizontal Circulation (ADAAG 4.3)

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

- Add ramps or lifts.
- Make another entrance accessible.

Are all public spaces on an accessible route of travel?

- Provide access to all public spaces along an accessible route of travel.

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


 width

- Move furnishings such as tables, chairs, display racks, vending machines, and counters to make more room.

 Is there a 5-foot circle or a T-shaped space for a person using a wheelchair to reverse direction?


 width

- Rearrange furnishings, displays, and equipment.

Doors (ADAAG 4.13)

 Do doors into public spaces have at least a 32-inch clear opening?


 clear opening

- Install offset (swing-clear) hinges.
- Widen doors.

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


 clear space

- Reverse the door swing if it is safe to do so.
- Move or remove obstructing partitions.

 Can doors be opened without too much force (5 lbf maximum for interior doors)?


 force

- Adjust or replace closers.
- Install lighter doors.
- Install power-assisted or automatic door openers.

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


 height

- Lower handles.
- Replace inaccessible knobs or latches with lever or loop handles.
- Retrofit with add-on levers.
- Install power-assisted or automatic door openers.

 Are all threshold edges 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?


 height

- If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp.
- If between 1/4- and 3/4-inch high, add bevels to both sides.

QUESTIONS

POSSIBLE SOLUTIONS

Rooms and Spaces (ADAAG 4.2, 4.4, 4.5)

 Are all aisles and pathways to materials and services at least 36 inches wide?

Yes No


width

Rearrange furnishings and fixtures to clear aisles.

 Is there a 5-foot circle or T-shaped space for turning a wheelchair completely?


width

Rearrange furnishings to clear more room.

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

Secure edges on all sides.
 Replace carpeting.

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


height/
protrusion

Remove obstacles.
 Install furnishings, planters, or other cane-detectable barriers underneath.

Emergency Egress (ADAAG 4.28)

If emergency systems are provided, do they have both flashing lights and audible signals?

Install visible and audible alarms.
 Provide portable devices.

Signage for Goods and Services (ADAAG 4.30)

Different requirements apply to different types of signs.

 If provided, do signs and room numbers designating permanent rooms and spaces where goods and services are provided comply with the appropriate requirements for such signage?

Provide signs that have raised letters, Grade II Braille, and that meet all other requirements for permanent room or space signage. (See ADAAG 4.1.3(16) and 4.30.)

• Signs mounted with centerline 60 inches from floor.

Y N
 
height

• Mounted on wall adjacent to latch side of door, or as close as possible.

• Raised characters, sized between 5/8 and 2 inches high, with high contrast (for room numbers, rest rooms, exits).


character
height

• Brailled text of the same information.

• If pictogram is used, it must be accompanied by raised characters and braille.

QUESTIONS

POSSIBLE SOLUTIONS

Directional and Informational Signage

The following questions apply to directional and informational signs that fall under Priority 2.

Yes No

 If mounted above 80 inches, do they have letters at least 3 inches high, with high contrast, and non-glare finish?


 letter height

Review requirements and replace signs as needed, meeting the requirements for character size, contrast, and finish.

Do directional and informational signs comply with legibility requirements? (Building directories or temporary signs need not comply.)

Review requirements and replace signs as needed.

Controls (ADAAG 4.27)

 Are all controls that are available for use by the public (including electrical, mechanical, cabinet, game, and self-service controls) located at an accessible height?


 height

Relocate controls.

Reach ranges: The maximum height for a side reach is 54 inches; for a forward reach, 48 inches. The minimum reachable height is 15 inches for a front approach and 9 inches for a side approach.

Are they operable with a closed fist?

Replace controls.

Seats, Tables, and Counters (ADAAG 4.2, 4.32, 7.2)

 Are the aisles between fixed seating (other than assembly area seating) at least 36 inches wide?


 width

Rearrange chairs or tables to provide 36-inch aisles.

Are the spaces for wheelchair seating distributed throughout?

Rearrange tables to allow room for wheelchairs in seating areas throughout the area.
 Remove some fixed seating.

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


 height

Lower part or all of high surface.
 Provide auxiliary table or counter.

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


 height/
 width/
 depth

Replace or raise tables.

QUESTIONS

POSSIBLE SOLUTIONS

QUESTIONS	POSSIBLE SOLUTIONS
<p>Seats, Tables, and Counters, continued</p> <p> At each type of cashier counter, is there a portion of the main counter that is no more than 36 inches high?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p> height</p>
<p> Is there a portion of food-ordering counters that is no more than 36 inches high, or is there space at the side for passing items to customers who have difficulty reaching over a high counter?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p> height</p>
<p>Vertical Circulation (ADAAG 4.1.3(5), 4.3)</p> <p>Are there ramps, lifts, or elevators to all public levels?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>
<p>On each level, if there are stairs between the entrance and/or elevator and essential public areas, is there an accessible alternate route?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>
<p>Stairs (ADAAG 4.9)</p> <p>The following questions apply to stairs connecting levels <i>not</i> serviced by an elevator, ramp, or lift.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>Do treads have a non-slip surface?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>
<p>Do stairs have continuous rails on both sides, with extensions beyond the top and bottom stairs?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>
<p>Elevators (ADAAG 4.10)</p> <p>Are there both visible and verbal or audible door opening/closing and floor indicators (one tone = up, two tones = down)?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>
<p> Are the call buttons in the hallway no higher than 42 inches?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p> height</p>
<p>Do the controls inside the cab have raised and braille lettering?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>

- Provide a lower auxiliary counter or folding shelf.
- Arrange the counter and surrounding furnishings to create a space to hand items back and forth.

- Lower section of counter.
- Arrange the counter and surrounding furnishings to create a space to pass items.

- Install ramps or lifts.
- Modify a service elevator.
- Relocate goods or services to an accessible area.

- Post clear signs directing people along an accessible route to ramps, lifts, or elevators.

- Add non-slip surface to treads.
- Add or replace handrails if possible within existing floor plan.

- Install visible and verbal or audible signals.

- Lower call buttons.
- Provide a permanently attached reach stick.

- Install raised lettering and braille next to buttons.

QUESTIONS

POSSIBLE SOLUTIONS

Elevators, continued

Is there a sign on both door jambs at every floor identifying the floor in raised and braille letters?

Yes No

If an emergency intercom is provided, is it usable without voice communication?

Is the emergency intercom identified by braille and raised letters?

Lifts (ADAAG 4.2, 4.11)

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

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

clear space

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

height

- Install tactile signs to identify floor numbers, at a height of 60 inches from floor.
- Modify communication system.
- Add tactile identification.
- At each stopping level, post clear instructions for use of the lift.
- Provide a call button.
- Rearrange furnishings and equipment to clear more space.
- Move controls.

Priority

3 Usability of Rest Rooms

When rest rooms are open to the public, they should be accessible to people with disabilities.

Getting to the Rest Rooms (ADAAG 4.1)

If rest rooms are available to the public, is at least one rest room (either one for each sex, or unisex) fully accessible?

Are there signs at inaccessible rest rooms that give directions to accessible ones?

- Reconfigure rest room.
- Combine rest rooms to create one unisex accessible rest room.
- Install accessible signs.

Doorways and Passages (ADAAG 4.2, 4.13, 4.30)

Is there tactile signage identifying rest rooms?

Mount signs on the wall, on the latch side of the door, complying with the requirements for permanent signage. Avoid using ambiguous symbols in place of text to identify rest rooms.

- Add accessible signage, placed to the side of the door, 60 inches to centerline (not on the door itself).

QUESTIONS

POSSIBLE SOLUTIONS

Doorways and Passages, continued

Are pictograms or symbols used to identify rest rooms, and, if used, are raised characters and braille included below them?

Yes No

- If symbols are used, add supplementary verbal signage with raised characters and braille below pictogram symbol.

 Is the doorway at least 32 inches clear?


 clear width

- Install offset (swing-clear) hinges.
- Widen the doorway.

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


 height

- Lower handles.
- Replace knobs or latches with lever or loop handles.
- Add lever extensions.
- Install power-assisted or automatic door openers.

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


 force

- Adjust or replace closers.
- Install lighter doors.
- Install power-assisted or automatic door openers.

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


 clear width

- Rearrange furnishings such as chairs and trash cans.
- Remove inner door if there is a vestibule with two doors.
- Move or remove obstructing partitions.

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

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


 width

- Remove obstructions.

Stalls (ADAAG 4.17)

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

- Replace inaccessible knobs with lever or loop handles.
- Add lever extensions.

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


 length/
width

- Move or remove partitions.
- Reverse the door swing if it is safe to do so.

QUESTIONS

POSSIBLE SOLUTIONS

Stalls, continued

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

Yes No

Add grab bars.

 Is the toilet seat 17 to 19 inches high?

Add raised seat.

height

Lavatories (ADAAG 4.19, 4.24)

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

- Rearrange furnishings.
- Replace lavatory.
- Remove or alter cabinetry to provide space underneath.
- Make sure hot pipes are covered.
- Move a partition or wall.

A maximum of 19 inches of the required depth may be under the lavatory.

clear space

 Is the lavatory rim no higher than 34 inches?

Adjust or replace lavatory.

height

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

Adjust or replace lavatory.

height

Can the faucet be operated with one closed fist?

Replace with paddle handles.

Are soap and other dispensers and hand dryers within reach ranges (see page 7) and usable with one closed fist?

- Lower dispensers.
- Replace with or provide additional accessible dispensers.

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

- Lower or tilt down the mirror.
- Add a larger mirror anywhere in the room.

height

Priority

4 Additional Access

Note that this priority is for items not required for basic access in the first three priorities.

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

Drinking Fountains (ADAAG 4.15)

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

Clear more room by rearranging or removing furnishings.

clear space

QUESTIONS

POSSIBLE SOLUTIONS

Drinking Fountains, continued

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

Yes No


 height

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

 Is each water fountain cane-detectable (located within 27 inches of the floor or protruding into the circulation space less than 4 inches from the wall)?


 height/
 protrusion

- Provide cup dispensers for fountains with spouts that are too high.
- Provide accessible cooler.
- Replace the controls.
- Place a planter or other cane-detectable barrier on each side at floor level.

Telephones (ADAAG 4.31)

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


 clear space

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


 height

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


 protrusion

Does the phone have push-button controls?

Is the phone hearing-aid compatible?

Is the phone adapted with volume control?

Is the phone with volume control identified with appropriate signage?

If there are four or more public phones in the building, is one of the phones equipped with a text telephone (TT or TDD)?

Is the location of the text telephone identified by accessible signage bearing the International TDD Symbol?

- Move furnishings.
- Replace booth with open station.
- Lower telephone.
- Place a cane-detectable barrier on each side at floor level.
- Contact phone company to install push-buttons.
- Have phone replaced with a hearing-aid compatible one.
- Have volume control added.
- Add signage.
- Install a text telephone.
- Have a portable TT available.
- Provide a shelf and outlet next to phone.
- Add signage.

The Principles of UNIVERSAL DESIGN

The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

The authors, a working group of architects, product designers, engineers and environmental design researchers, collaborated to establish the following Principles of Universal Design to guide a wide range of design disciplines including environments, products, and communications. These seven principles may be applied to evaluate existing designs, guide the design process and educate both designers and consumers about the characteristics of more usable products and environments. The Principles of Universal Design are presented here, in the following format: name of the principle, intended to be a concise and easily remembered statement of the key concept embodied in the principle; definition of the principle, a brief description of the principle's primary directive for design; and guidelines, a list of the key elements that should be present in a design which adheres to the principle. (Note: all guidelines may not be relevant to all designs.)

PRINCIPLE ONE: Equitable Use: The design is useful and marketable to people with diverse abilities.

Guidelines:

- 1a.** Provide the same means of use for all users: identical whenever possible; equivalent when not.
- 1b.** Avoid segregating or stigmatizing any users.
- 1c.** Provisions for privacy, security, and safety should be equally available to all users.
- 1d.** Make the design appealing to all users.

PRINCIPLE TWO: Flexibility in Use: The design accommodates a wide range of individual preferences and abilities.

Guidelines:

- 2a.** Provide choice in methods of use.
- 2b.** Accommodate right- or left-handed access and use.
- 2c.** Facilitate the user's accuracy and precision.
- 2d.** Provide adaptability to the user's pace.

PRINCIPLE THREE: Simple and Intuitive Use: Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Guidelines:

- 3a.** Eliminate unnecessary complexity.
- 3b.** Be consistent with user expectations and intuition.
- 3c.** Accommodate a wide range of literacy and language skills.
- 3d.** Arrange information consistent with its importance.

- 3e. Provide effective prompting and feedback during and after task completion.

PRINCIPLE FOUR: Perceptible Information: The design communicates necessary information effectively to the user, regardless of ambient conditions or the user’s sensory abilities.

Guidelines:

- 4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- 4b. Provide adequate contrast between essential information and its surroundings.
- 4c. Maximize “legibility” of essential information.
- 4d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
- 4e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

PRINCIPLE FIVE: Tolerance for Error: The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Guidelines:

- 5a. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
- 5b. Provide warnings of hazards and errors.
- 5c. Provide fail safe features.
- 5d. Discourage unconscious action in tasks that require vigilance.

PRINCIPLE SIX: Low Physical Effort: The design can be used efficiently and comfortably and with a minimum of fatigue.

Guidelines:

- 6a. Allow user to maintain a neutral body position.
- 6b. Use reasonable operating forces.
- 6c. Minimize repetitive actions.
- 6d. Minimize sustained physical effort.

PRINCIPLE SEVEN: Size and Space for Approach and Use: Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user’s body size, posture, or mobility.

Guidelines:

- 7a. Provide a clear line of sight to important elements for any seated or standing user.
- 7b. Make reach to all components comfortable for any seated or standing user.
- 7c. Accommodate variations in hand and grip size.
- 7d. Provide adequate space for the use of assistive devices or personal assistance.

Please note that the Principles of Universal Design address only universally usable design, while the practice of design involves more than consideration for usability. Designers must also incorporate other considerations such as economic, engineering, cultural, gender, and environmental concerns in their design processes. These Principles offer designers guidance to better integrate features that meet the needs of as many users as possible.

Background

Version 2.0 – 4/1/97 Compiled by advocates of universal design, listed in alphabetical order: Bettye Rose Connell, Mike Jones, Ron Mace, Jim Mueller, Abir Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, and Gregg Vanderheiden

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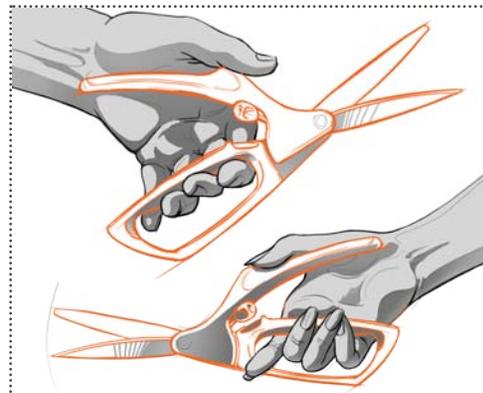
The Principles of Universal Design



Equitable Use

The design is useful and marketable to people with diverse abilities.

- 1a. Provide the same means of use for all users: identical whenever possible; equivalent when not.
- 1b. Avoid segregating or stigmatizing any users.
- 1c. Provisions for privacy, security, and safety should be equally available to all users.
- 1d. Make the design appealing to all users.



Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

- 2a. Provide choice in methods of use.
- 2b. Accommodate right- or left-handed access and use.
- 2c. Facilitate the user's accuracy and precision.
- 2d. Provide adaptability to the user's pace.



Simple and Intuitive Use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or education level.

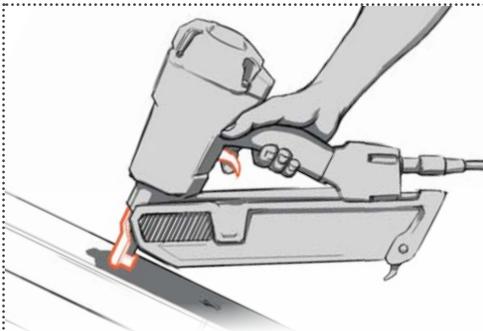
- 3a. Eliminate unnecessary complexity.
- 3b. Be consistent with user expectations and intuition.
- 3c. Accommodate a wide range of literacy and language skills.
- 3d. Arrange information consistent with its importance.
- 3e. Provide effective prompting and feedback during and after task completion.



Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

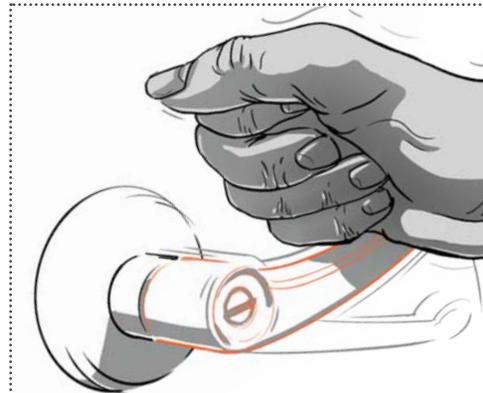
- 4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- 4b. Provide adequate contrast between essential information and its surroundings.
- 4c. Maximize "legibility" of essential information.
- 4d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
- 4e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.



Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

- 5a. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
- 5b. Provide warnings of hazards and errors.
- 5c. Provide fail safe features.
- 5d. Discourage unconscious action in tasks that require vigilance.



Low Physical Effort

The design can be used efficiently and comfortably and with a minimum of fatigue.

- 6a. Allow user to maintain a neutral body position.
- 6b. Use reasonable operating forces.
- 6c. Minimize repetitive actions.
- 6d. Minimize sustained physical effort.



Size and Space for Approach and Use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

- 7a. Provide a clear line of sight to important elements for any seated or standing user.
- 7b. Make reach to all components comfortable for any seated or standing user.
- 7c. Accommodate variations in hand and grip size.
- 7d. Provide adequate space for the use of assistive devices or personal assistance.

Table I. Task Analysis

Crossing the streets using an overcrossing

1. Stands on the pavement
2. Walks to the overcrossing
3. Steps up the stairs of the overcrossing
4. Walks on the overcrossing
5. Steps down the stairs of the overcrossing

Crossing the streets using pedestrian lights

1. Stands on the pavement next to the pedestrian light
2. Waits while red light is on for pedestrians
3. Walks with fast steps to the other side of the road when green light is on for pedestrians
4. Steps to the pavement on the other side of the road

Crossing the streets where there are no traffic patrol or facilitators

1. Stands on the pavement
 2. Turns his head to the left to check the left side of the road
 3. Turns his head to the right to check the right side of the road
 4. Turns his head again to the left to check the left side of the road
 5. Walks with fast steps to the middle of the road if the road is free
 6. Stops in the middle of the road
 7. Turns his head to the right again to check the right side of the road
 8. Walks with fast steps to the other side of the road if the road is free
 9. Steps to the pavement on the other side of the road
-

As found in: Batu, S., Ergenekon, Y., Erbas, D., & Akmanoglu, N. (2004). Teaching pedestrian skills to individuals with developmental disabilities. *Journal of Behavioral Education*, 13(3), 147-164.

Community Tool Box⁶⁶ – Sample Accessibility Notices

Suggested ways of wording information on accessibility in notices, invitations, press releases, etc.:

- Sign language interpreters will be present.
- A sound enhancement system will be available at the meeting/event.
- Minutes of the meeting will be available in large print/tape form and/or readers upon request. If you require the use of a reader, please contact _____ at _____, at least 72 hours in advance of need.
- To allow individuals with environmental illness to attend the meeting/event, individuals are requested to refrain from wearing perfume or other scented products.
- The meeting/event will be held at _____. The closest accessible bus station is located at _____. Accessible subway lines serving this location are _____.
- There is accessible parking available at the following location: _____.
- Accessible integrated seating for persons with disabilities (including those using wheelchairs) will be available.
- For additional information about the meeting/event prior to the meeting, people who are deaf or hard of hearing can contact the office on the following TDD (Telecommunications Device for the Deaf) phone line at _____ or by using the local relay service at _____.

Indianapolis Mayor's Advisory Council on Disability 2012 Access and Inclusion Award Nomination Form

Please Check the Appropriate Box

2012 James Pauley Lifetime Service Award

The James Pauley Lifetime Service Award was established in memory of James K. Pauley, who was one of the founders of the Indianapolis Mayor's Advisory Council on Disability and it's Chairperson from 1978 to 1980. Mr. Pauley worked with the Indiana State Department of Natural Resources to survey state parks for accessibility and acted as a consultant in the design of Pauley-Glover Commons apartments. Mr. Pauley was also active in the fight against hemophilia and volunteered with the Indiana State Division of Disability, Aging and Rehabilitative Services. The level of service, advocacy and dedication that Mr. Pauley demonstrated is most often only aspired to, but the recipient of this award should be an individual who demonstrates outstanding contributions promoting the inclusion and independence of persons with disabilities.

2012 Accessibility Award

The Accessibility Award is designed to recognize individuals, businesses, and organizations that have made exceptional contributions to ensure persons with disabilities can participate in events, programs and activities offered in Indianapolis. Contributions to any and all aspects of community life such as in art, culture, recreation, leisure, commerce, travel, worship and social life will be considered.

2012 Employer Award

The Employer Award was designed to recognize individuals, businesses, and organizations that have demonstrated an extraordinary commitment to providing training and career opportunities to persons with disabilities.

Name of Nominee or Contact Person	
Nominee's Organization or Company	
Address including City, State & Zip Code	
Telephone Number Including Area Code	
Name and, if Applicable, Organization of Person Submitting Nomination	
Telephone number of Person Submitting Nomination, Including Area Code	

Please provide a statement supporting the nomination to Juli Paini, Director, Indianapolis Office of Disability Affairs, at jpaini@indy.gov. The statement should include a description of the individual, business or organization that is being nominated and events or actions that warrant recognition. Indicate how the nominee promotes the inclusion of persons with disabilities in Indianapolis and why you believe the nominee should receive the particular award for which the nomination is made. Please feel free to duplicate this form for multiple award nominations. **Nominations are due by June 29th.** Late or incomplete applications will not be considered. Questions can be directed to the email above or 317-327-3798. **Alternate format available upon request.**



**NATIONAL
ENDOWMENT
FOR THE ARTS**

ACCESSIBILITY CHECKLIST

Federally funded projects must be accessible to people with disabilities. NEA requires applicants to consider physical and programmatic accessibility as an integral part of each project’s planning and budgeting process. Applicants may include the cost of access accommodations as part of their project’s budget, including sign interpreters, and audio describers. Applicants may also consider conducting programs in accessible venues other than their own organization in order to meet accessibility requirements.

The information below is a user-friendly tool for your confidential use to assist you in making your organization and project inclusive and available to everyone. The checklist includes links to a wide variety of resources. If you are a grantee of the NEA, this checklist is not a substitute for completing the NEA’s Section 504 Self-evaluation Workbook, available at <http://www.arts.gov/about/Civil.html>.

We recommend you first review the NEA’s [Step-by-Step Guide to Accessible Cultural Programs and Organizations](#).

Yes	No	N/A	<u>Project’s Physical Access</u>
----	----	----	Ground-level entry, ramped access, and/or elevators to the venue
----	----	----	Signage at inaccessible entrances with directions to accessible entrances
----	----	----	Integrated and dispersed wheelchair seating in assembly areas
----	----	----	Wheelchair-accessible box office, stage, and dressing rooms
----	----	----	Wheelchair-accessible display cases, exhibit areas, and counters
----	----	----	Wheelchair-accessible restrooms, including accessible sinks, water fountains, and soap & paper dispensers
----	----	----	Wheelchair-accessible toilet stall, including a 60” diameter or T- turn clear floor space, free of the door swing
----	----	----	Accessible emergency exits and audio/visual emergency alarms
----	----	----	Designated accessible parking spaces with adjoining curb cuts, and an accessible route from parking to the venue entrance

Yes No N/A Organization and Project’s Communication Access

- ---- ---- [Organization has a designated staff member who is responsible for overseeing accessibility and Section 504/ADA compliance](#)
- ---- ---- [Organization has a stated policy or mission statement regarding accessibility](#)
- ---- ---- [Organization has an Access Committee that includes people with various disabilities to advise on access issues](#)
- ---- ---- [Sign language interpretation](#)
- ---- ---- Scripts and text of verbal presentations
- ---- ---- [Assistive listening system](#)
- ---- ---- [Open or Closed captioning](#) of audio visuals
- ---- ---- [Audio description](#) of visual art, media, performances, or other presentations
- ---- ---- Print materials in alternate formats, including Braille, computer disk, and large print
- ---- ---- [Large-print labeling with high contrast](#)
- ---- ---- [Accessible Web site](#) (including alt tags & captioned audio)
- ---- ---- [Tactile tours](#)
- ---- ---- TDD, telephone/typewriter
- ---- ---- Access information/accommodations with [appropriate disability symbols](#) are included in all publicity about the project (i.e., press release, program, media, e-mail)

Other _____

If you would like to discuss your responses to this checklist or have any accessibility questions, please contact:

Katie Lyles Levy, Accessibility Specialist Office for AccessAbility National Endowment for the Arts 1100 Pennsylvania Ave, NW Rm 724 Washington, DC 20506	202/682-5733 (voice) 202/682-5715 (fax) 202/682-5496 (TTY) levyk@arts.gov
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Adaptive and Inclusive Recreation (AIR)

- Join Teen Nights Out, pictured below, for exciting adventures. See page 5.
- Inclusion Services can help you get started in a new activity! See page 4.
- Enjoy Social Samplers (pictured below)! See page 6.



Adaptive and Inclusive Recreation (AIR)

426 NE 12th Ave.
Portland, OR 97232

Telephone: 503-823-4328

Program Supervisor: Debbie Timmins, CTRS
Certified Therapeutic Recreation Specialist
Portland Parks & Recreation ADA Coordinator
Email: Debbie.Timmins@portlandoregon.gov
Inclusion Coordinator: Kevin Mattias, MS
Email: Kevin.Mattias@portlandoregon.gov
Recreation Leader: Teresa Koon
Email: Teresa.Koon@portlandoregon.gov
Recreation Leader: Kay-Lani Munro
Email: Kay-Lani.Munro@portlandoregon.gov

Hours: Monday through Friday, 9 am - 5 pm
Closed: May 27 Memorial Day

Telephone: (503) 823-4328 V/TTY
FAX: (503) 823-4329
Bus Lines: #70, 12th Ave. Bus #12, #19, #20 and MAX are within three blocks.

Parking: On-street or Portland Tennis Center

Disabled Access:

Entrances: Accessible
Parking: Accessible. Designated spot in the Tennis Center parking lot and on-street in front of the outdoor tennis courts by the AIR office.
Restroom: Accessible
Note: The office is not adjacent to the parking lot or street. Call the office for directions.

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WELCOME

No matter what your age, you can be active through AIR and/or Inclusion Services. We encourage you to sign up early. If you have comments or questions, please give us a call at 503-823-4328 V/TTY.

Debbie Timmins, CTRS
AIR Program Supervisor
Certified Therapeutic Recreation Specialist

AIR MISSION STATEMENT

The Adaptive and Inclusive Recreation (AIR) program offers community-based recreation activities and leisure services especially designed for youth through adults who have a disability or special need. Our services assist people to develop and use their leisure time in ways to enhance their health, independence and well-being.

Scholarships

City of Portland residents and non-residents, regardless of age, who require financial assistance can apply for one partial scholarship per term for portland Parks & Recreation activities. Contact Debbie or Kevin at 503-823-4328 V/TTY.

Adaptive and Inclusive Recreation Program Information

Call 503-823-4328 V/TTY if you would like the information in the AIR guide read to you.

Portland Parks & Recreation Information Hotline

For information on Portland Parks & Recreation services and programs, call the Parks Hotline at 503-823-PLAY (7529). Information is also available on the internet for those using voice synthesis. Visit our website at: www.PortlandParks.org.

Portland Parks & Recreation Mission

Portland Parks & Recreation is dedicated to ensuring access to leisure opportunities and enhancing Portland's natural beauty.

Summer Registration

SUMMER 2013

View and register for Portland Parks & Recreation classes on-line April 8, 2013 at www.PortlandParks.org.

NEW PARTICIPANTS INFORMATION

If a participant is new to the AIR community outing program or has not participated in an outing for a year or more, an individual orientation will need to be done after registration, and prior to the first outing. Orientations are scheduled with AIR staff and are done at the AIR office. A Participant Assessment Form is required for participation in the AIR community outings and special interest classes. Neither of the above are required for the weekly bowling program or monthly dance since they are drop-in programs and registration is not required.

The safety and well-being of all participants and staff is of utmost importance. Therefore, AIR staff will assess each individual's ability to be safe in the community and will make recommendations accordingly. Alternative strategies and resources will be utilized whenever possible to support an individual's successful participation in an activity. Aggressive and challenging behaviors that put self or others at risk are not suitable for a community setting. Some activities may not be advisable due to physical inaccessibility and skill requirements. AIR staff will review an individual's needs and skills on a case-by-case basis.

PP&R staff will provide personal care assistance for participants registering for a Portland Parks & Recreation (PP&R) activity in the brochure sections of Pre-school and Youth only, if the participant has a disability and requires assistance. If any course offered in the brochure section for youth exceeds the maximum age of 12, personal care will not be offered. PP&R will not provide personal care to participants registered for activities in the following brochure section; Teen, Adult, Senior, Parent/Child and Family. These older participants are encouraged to bring their own personal assistant to the activity (at no charge) to provide any necessary and unavoidable personal care.

AIR staff can administer medication and assist with basic feeding, except for tube feeding. If AIR staff is asked to administer either over the counter or prescription medication, the guardian must sign a release form and information sheet prior to the activity. The guardian must give the medication to the AIR staff. We can not accept medication from the Tri-Met LIFT drivers. If an individual needs personal assistance with mobility, please call the AIR office prior to registration. There is no registration cost for personal assistants who come with participants as an accommodation, although they will need to pay for any additional meals, supplies or admission fees.



**All AIR programs are wheelchair accessible unless otherwise stated.
Staff requests no perfume or fragrances at AIR activities.**

Community Outing Policy

In an effort to keep groups small, excursions include only nine to eleven participants. The outings use one van, which is wheelchair accessible. Staff ratio is usually 1 staff for every 3 participants. A smaller ratio may be available upon request. Participants need to stay with AIR staff at all times. Appropriate behavior is expected throughout the activity. Because of the limited number of spaces available, each group/foster home or day program is limited to three people per trip. You may ask to put additional people on the waiting list. We are not responsible for lost, stolen or damaged items during activities.

Adaptive and Inclusive Recreation (AIR) does not allow participants, staff or volunteers to drink alcohol or use illegal drugs while participating, working or volunteering in activities. This includes community outing locations where alcohol is served.

Please remember that all AIR outings are done as a group activity. Participants must stay with AIR staff at all times no matter how independent they are. Because this is a group activity, participants may not get to do everything they want because of the needs of the whole group.

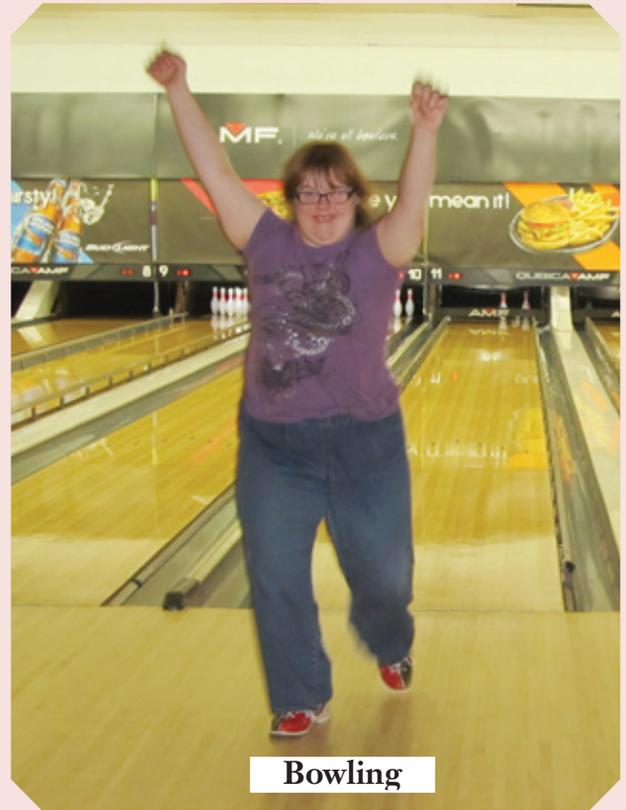
AIR PHOTO ALBUM



Evergreen Aviation Museum



Art Class



Bowling

INCLUSION SERVICES

What Is Inclusion Services?

Inclusion Services advocate for people of all ages with disabilities and special needs to fully participate in the exciting programs that are offered through Portland Parks & Recreation. Inclusion Services makes every effort to accommodate the needs of each participant.

How Do I Get Started?

1. Go to your local Portland Parks & Recreation facility and pick up a program guide or go online at www.PortlandParks.org.
2. Choose what you would like to participate in and register at the facility. When registering for an activity, mention that you will need an accommodation to participate.
3. After registration, call 503-823-4328, V/TTY, to talk to Kevin or Teresa at Inclusion Services. Accommodations are made as needed, and can be flexible and creative, ensuring the participant engages as independently as possible.
4. Please contact us at least ten (10) business days, Monday through Friday, in advance of the activity or class to receive an accommodation.



TEEN AND YOUNG ADULT ACTIVITIES

Teens Night Out

Age: 12 – High School/Community Transition

Have you heard about the cool happenings around town? Hang out and see what's going on at trendy spots. Enjoy the atmosphere while discovering new options for fun and friendship.

April

We will be going out to Big Al's in Beaverton to play video arcade games. This arcade has over 100 different games. Several have tickets that you can win and then redeem for prizes. Please bring \$15 for the games and a snack afterwards.

Course #398663

Friday 6:00 pm - 9:30 pm

April 19

Resident \$15/Non-resident \$19.50



May

Find the secret spots of Portland as we go on a scavenger hunt around town. Use clues to locate landmarks that make our city special. Please bring \$5 for a snack.

Course #398664

Friday 6:00 pm - 9:30 pm

May 17

Resident \$15/Non-resident \$19.50



June

Celebrate the start of summer with a picnic at PP&R's newest park, The Yards, in the Pearl District. We will provide all the goodies for a delicious dinner. Then get a chance to explore the park and the neighborhood. \$5 has been added to the registration fee to cover the cost of the picnic supplies.

Course #398665

Friday 6:00 pm - 9:30 pm

June 14

Resident \$20/Non-resident \$24.50



LOCATION

All outings leave from the parking lot of the Portland Tennis Center, 324 NE 12th, across from Franz Bakery. The cross-street is Flanders. Look for the Parks & Recreation white van. Bus #70 stops near the parking lot but doesn't run until 9:00 a.m. on Saturdays. Buses #12, #19 #20 and MAX are within three blocks. For more information on outings, call Debbie at 503-823-4328 V/TTY.

Teens, check out the classes on pages 6-7. If you are 18 or older you may also choose two adult outings. See pages 8 and 9.

Community Centers Offer Teen Programs

Portland Parks & Recreation has lots of exciting programs for teens up to 18 years old, located at local community centers. Several of the centers have a Teen Services coordinator that plans activities such as trips, performing arts, sports, fitness and weekly social activities. To get involved look at the guide from your local community center, register for an activity and let the site know if you need an accommodation in order to participate.

Let us know if you need a sign language interpreter or FM Loop amplifier in order to participate in a Portland Parks & Recreation program, activity, or service. Please call at least five business days in advance so that arrangements can be made. Services are free. Call Debbie at 503-823-4328 V/TTY.

See page 4 for PP&R Inclusion Services information.

Scholarships: City of Portland residents and non-residents, regardless of age, who require financial assistance can apply for one partial scholarship per term for Portland Parks & Recreation activities. Contact Debbie or Kevin at 503-823-4328.

SPECIAL INTEREST CLASSES

Social Sampler

Age: 16 - Adult

Add some FLAIR to your life! Choose the date and we'll provide the good times! Develop new leisure and recreational skills while socializing with friends new and old in a variety of activities from crafts to cooking to karaoke. Get off the couch and discover your hidden talent.

Class Location:

Matt Dishman Community Center

77 NE Knott (Off of MLK)

Bus #4, #6, #33 and #40

Price per class

Resident \$8/Non-resident \$10.40

Register for as many activities as you like.

1) Come and enjoy the movie Hotel Transylvania. We will have snacks to eat while watching this fun show.

Course #393815

Monday, April 15 3:00 pm - 4:30 pm

2) Design your own travel mug. Be creative with color, sparkles or pictures. Show off your artistic talents when you drink from your mug.

Course #393816

Monday, April 22 3:00 pm - 4:30 pm

3) Spring time is perfect for planting flowers. Paint a flowerpot, then plant seeds to grow a beautiful flower to enjoy at home.

Course #393817

Monday, April 29 3:00 pm - 4:30 pm

4) Try your hand at Wii. We will have bowling, golf, archery and more to play. See if you can get a high score.

Course #393818

Monday, May 6 3:00 pm - 4:30 pm

5) Come eat your ice cream sundae on a Monday. We will have the goods to make an ice cream treat for you to enjoy.

Course #393820

Monday, May 13 3:00 pm - 4:30 pm

Creative Art

Age: 16 - Adult

Express an artistic side! Activities such as drawing, painting and clay encourage the artist to emerge. Experience joy as you display artwork with other students and exchange project ideas.

Course #398232

Monday 6:00 pm - 7:30 pm

Mt Tabor SUN Community School

5800 SE Ash

(One block south of Burnside)

Bus #20 and #71

April 1 - May 20 (8 weeks)

Resident \$50/Non-resident \$65



Healthy Habits

Age: 16 - Adult

Develop a balanced lifestyle. Understand why it's important to have a good lifestyle and how it affects you physically, mentally and socially. Combine exercise, nutrition and relaxation to increase fitness level, improve body image and boost energy. Bring it all together to create a wholesome way of living.

Course #398657

Tuesday 6:30 pm - 7:30 pm

Mt Scott Community Center

5530 SE 72nd

(Four blocks south of Foster Blvd.)

Bus #10 and #14

April 2 - May 28 (9 weeks)

Resident \$40/Non-resident \$52



Cooking With Friends

Age: 16 - Adult

One part food, two parts fun create the formula for a good tasting event. Gain confidence and cooperative skills while discovering new recipes and preparing a wonderful dish to share. Smile while enjoying the fruits of your labor.

Course #398120

Thursday 6:00 pm - 7:30 pm

Sellwood Community Center

1436 SE Spokane

(One block north of Tacoma)

Bus #70

April 11 - May 16 (6 weeks)

Resident \$45/Non-resident \$58.50



FITNESS ACTIVITIES

Feel Great With Fitness Age: 18 - Adult
 Do you want to pump iron? Try the treadmill or upright bike? Be instructed in the correct use of fitness machines and develop a strength routine that will fit your lifestyle. Create healthy habits while getting into shape! Please wear clothes that you can workout in and athletic-type shoes.

Course #398659
Tuesday 2:30 pm - 3:30 pm
East Portland Community Center
740 SE 106 (Next to Mall 205)
Bus #15, #20 and #27
April 2 – May 21 (8 weeks)
Resident \$36/Non-resident \$46.80



Aerobics Age: 16 - Adult
 Want to get a great workout, but at a slower pace? Here's your chance! Reduce stress, loosen up those tight muscles and feel wonderful as you exercise in a safe and comfortable environment. Please wear clothes that you can move around in easily and athletic-type shoes.

Course #398662
Thursday 3:30 pm - 4:30 pm
East Portland Community Center
740 SE 106 (Next to Mall 205)
Bus #15, #20 and #27
April 4 – May 23 (8 weeks)
Resident \$36/Non-resident \$46.80



Bowling For Fun Age: 10 - Adult
 Whoop it up with friends while knocking down pins. Beginners through advanced are welcomed. Bring \$3.50 for one game or \$7.00 for two games. To accommodate bowlers who play every week and don't want to bring money each time, we offer a 20 game punch card for \$70.00. Shoes are free. Pre-registration is not required. Adaptive bowling equipment is available at the lanes.

Drop-in Activity
Wednesday 3:00 pm - 4:45 pm
20th Century Lanes
3350 SE 92
(Cross street is Powell)
Bus #9 and MAX
April 3 – June 5 (10 weeks)



Withdrawal & Refund Information

WITHDRAWALS & REFUNDS: Please notify us at least three business days (Monday-Friday) before the start of your program so that we can refund or credit your account for the registration fee. Refunds will not be given without enough notice. Pre-paid materials and admission tickets cannot be refunded. **NOTE:** If part of your registration fee is paid by a brokerage and you don't get a refund from AIR, you will need to pay the amount the brokerage was going to pay. AIR can not bill the brokerage if you don't attend.

Refund request timeframe requirements	
<i>1st Day of activity</i>	<i>Latest time of notification</i>
Monday	Prior Wednesday at noon
Tuesday	Prior Thursday at noon
Wednesday	Prior Friday at noon
Thursday	Prior Monday at noon
Friday	Prior Tuesday at noon
Saturday	Prior Wednesday at noon
Sunday	Prior Wednesday at noon



AIR staff arrives 30 minutes before the start of classes and drop-in activities

Please do not arrive to classes and activities early, since AIR staff will not be there to supervise.

SATURDAY ADULT OUTINGS AGE: 18-ADULT

Choice of two community outings from pages 8 through 9

LOCATION

All outings leave from the parking lot of the Portland Tennis Center, 324 NE 12th, across from Franz Bakery. The cross-street is Flanders. Look for the Parks & Recreation white van. Bus #70 stops near the parking lot but doesn't run until 9:00 a.m. on Saturdays. Buses #12, #19 #20 and MAX are within three blocks. For more information on outings, call Debbie at 503-823-4328 V/TTY.

Funny Times With Friends

Age: 18 – Adult

Laugh to your heart's content as we sit back and enjoy Portland's longest running improv show. ComedySportz is some of the best entertainment in Portland. Come see this unique comical experience. Be amused and delighted. The show is appropriate for people of all ages because there is not any bad language. Bring \$25 for dinner out and the show.

Course #400051

Saturday 5:00 pm - 10:30 pm

April 6

Resident \$24/Non-resident \$31.20



Guide Dogs Graduation Age: 18 – Adult

See the dogs work! Celebrate the presentation of these special K-9's to their new owners. Tour the facility and learn about their months of training and the care they get. Enjoy the day with friends. Bring \$10 for lunch. There is a gift shop at the facility if you want to bring extra money. Note: People who attend this event need to be able to sit quietly for an hour during the graduation.

Course #400038

Saturday 10:30 am - 4:30 pm

April 13

Resident \$24/Non-resident \$31.20



In the van each bench seat accommodates 2 average sized adults. If you need additional space, contact Debbie at 503-823-4328 prior to registering.

Dinner and Dancing Age: 18 – Adult

Let's Party! Meet new people and dance at Vancouver-Clark Park and Recreation, Access To Recreation dance. Enjoy dinner before moving to the music! Bring \$7 to cover the cost of your admission and a light dinner.

Course #400040

Saturday 4:00 pm - 8:00 pm

April 20

Resident \$23/Non-resident \$29.90



Friends, Food and Fun While Eating Out #1

Age: 18 – Adult

What is your favorite meal? Enjoy the aroma and taste of a special treats. Come with us and dine with old and new friends. Dessert anyone? We will be going to the Original Taco House to have Mexican food. Bring \$15 for lunch.

Course #400441

Saturday 11:00 am - 1:30 pm

April 27

Resident \$15/Non-resident \$19.50



New!

Take A Fun Adventure With The AIR

Program

Age: 18 - Adult

Want to try something new and interesting? Go somewhere that you haven't been before? Spend the day with old and new friends as we travel to exciting locations in the area. Create memories that will last a lifetime. What will you learn today? We will be going to the Crystal Springs Rhododendron Garden in SE Portland and out to lunch for Chinese food. Bring \$20 for your admission and lunch. The garden has gravel paths with inclines. Call Debbie for accessibility information 503-823-4328.

Course #400464

Saturday 10:00 am - 1:30 pm

May 4

Resident \$20/Non-resident \$26



SATURDAY ADULT OUTINGS AGE: 18-ADULT

Choice of two community outings from pages 8 through 9

New!

Oregon Zoo and Lunch Age: 18 – Adult
 What's new at the zoo? Insects, amphibians, birds and mammals await you. Discover different environments while exploring tundra, desert and marine life. Gain knowledge of animals from around the world. In order to see more animals, we will not be riding on the zoo train. Bring \$25 for admission and lunch at the zoo. Accessibility information: the zoo was built in a canyon. Pathways conform to ADA standards; however, visitors should consider their ability to walk long distances and inclines before they register for this outing. For Safety reasons, AIR staff may not be able to push wheelchair users in areas that have inclines, this includes the walkway back up to the entrance from the exhibits. Call Debbie at 503-823-4328 for accessibility information.

Course #400417
Saturday 9:30 am - 3:30 pm
May 11
Resident \$27/Non-resident \$35.10



Lunch At Seaside Age: 18 – Adult
 Dined at the beach lately? Experience a wonderful trip to the coast and have lunch at a local restaurant. Shop at stores and stroll the accessible Boardwalk enjoying the view of the Pacific Ocean without getting sand in your shoes. Bring \$15 for lunch and extra money for shopping. Please note that this is a 9-hour trip, which may too long for some people. Participants need to have the ability to do a lot of walking.

Course #400039
Saturday 9:00 am - 6:00 pm
May 18
Resident \$35/Non-resident \$45.50



Residents: People who live in the City of Portland tax base.
Non-residents: People who live outside the tax base, like Gresham, Lake Oswego and Clackamas.

Friends, Food and Fun While Eating Out #2 Age: 18 – Adult
 What is your favorite meal? Enjoy the taste of a special treat. Come with us and dine with old and new acquaintances. We are going to try something new. We will go to a Food Pod, where there are different food carts where you can choose your lunch. Some of the choices are pizza, sandwiches, Asian and Mediterranean food, Mac & Cheese, sweet treats and more. There is covered seating in case it rains. Bring \$15 for lunch.

Course #400075
Saturday 11:00 am - 1:30 pm
June 1
Resident \$15/Non-Resident \$19.50



Rose Festival Parade Age: 18 – Adult
 Everyone loves a parade! Experience the pageantry, beauty and excitement watching from reserved seats inside the Memorial Coliseum. Share the thrill of the parade with new friends over lunch afterwards. We will be sitting midway up and to the rear of the Coliseum, close to the entrance for the parade. Your ticket cost is included in the registration fee. Bring \$10 for lunch after the parade.

Course #400068
Saturday 8:00 am - 2:30 pm
June 8
Resident \$45/Non-resident \$54



Performance By Phame Age: 18 – Adult
 The world of acting is ageless! Have a good laugh or cry at a performance by Phame, a local acting troupe of people who have disabilities. Watch the lives and emotions of fictional characters. We will be seeing the musical 'Bye-Bye Birdie'. Will you know someone in the play? Bring \$10 for dinner afterwards. Note: People who attend this event need to be able to sit quietly for 2 1/2 hours during the performance.

Course #400109
Sunday 12:45 pm - 6:30 pm
June 23
Resident \$36/Non-resident \$43.80



New!

Sunday

MONTHLY DANCE

MONTHLY DANCE

7:00 PM – 9:00 PM

Mt. Scott Community Center
5530 SE 72nd
(four blocks south of Foster Blvd.)
Bus #10 and #14

Cost - \$5
Age 16-Adult

1st Friday of the month

March 1st
April 5th
May 3rd
June 7th



Have fun dancing to a DJ or a band. Socialize with friends, both old and new. Refreshments are provided. Cost for participants is \$5. Facility staff and parents are free, but donations are kindly accepted to help with the cost. **Group and foster home staff must stay to assist their participants in the dance unless prior arrangements have been made with Debbie by calling 503-823-4328.** Children and youth under 16 are not permitted in the dance for safety reasons.

Due to the large number of participants who attend the dance, AIR staff is only able to supervise participants who are in the auditorium, social room or the hallway of the center. We do not supervise the outside grounds or the bus stop.

Staff is unable to provide assistance to participants that need close supervision, personal care in the restroom, or have behavioral concerns. They will need to have an assistant. Please note that if a person has a seizure during the dance, the PP&R policy is that the city's EMT service will be called even if the person has support staff or family there.

ART SHOW

9th Annual Spring Art Show



East Portland Community Center
740 SE 106th (next to Mall 205).
Bus #15, #20 and #27
On Display April 15 – April 30

Artist reception:
Wednesday April 17, 6:30 PM – 7:30 PM

ADAPTIVE BIKE CLINIC

Adaptive Bike Day Clinic

Try your hand at biking. Several different types of bikes will be available for you to try out including two, three and four-wheel cycles. Helmets are required and some will be available to use at the event. Co-sponsored by Adventures without Limits, Oregon Disability Sports and Shriners Hospital for Children. Questions ? Call Kevin at 503-823-4328.



Sunday, June 2
9:00 am – 1:00 PM

Free

No registration is required
Vera Katz Eastbank Esplanade
Festival Plaza parking lot under
the east end of the Hawthorne Bridge

COMMUNITY RESOURCES

The following programs offer recreation opportunities for people with disabilities/special needs. AIR is not affiliated with these organizations. AIR staff are not at the programs listed below.



Camp Easter Seals Oregon At Upward Bound

At Lyons, OR, 30 miles east of Salem, we create an environment that emphasizes the campers'

abilities and independence. Through activities campers develop their leisure skills, social skills and appreciation of the outdoors. Participants make friends, learn about and explore nature, sing songs around the camp fire, gain confidence, and create memories that linger long after camp.

Eligibility

We serve people with a wide array of ability levels and try very hard to accommodate all campers, including those with moderate behavioral or medical considerations. All camper registrations must be approved by Upward Bound Camp Director and the Camp Nurse prior to being confirmed, to determine if the camper's personal care & supervision needs can be met by staff. Camp fees include lodging, meals, supervision, medication management and activities.

Cost - \$720 **Registration has started**

Session 1 **July 14 – 18, 2013** **7 – 25 yrs**

Session 2 **July 21 – 25, 2013** **25+ yrs**

For information go to www.or.easterseals.com or call 503-228-5108.



AIR is now on Facebook. Like us! By liking us on Facebook, you will get the latest updates on activities and classes,

find out when registration starts and maybe even see pictures of yourself. You could even leave us messages about what you like about AIR!

Hope to see you on the web.

Like us on Facebook at Adaptive and Inclusive Recreation (AIR) - PP&R



Adventures Without Limits

503-359-2568 www.awloutdoors.com

Outdoor recreation for people with disabilities.

Forward Stride

503-590-2959 www.forwardstride.org

Provides therapeutic horseback riding lessons, hippotherapy, and vaulting classes for individuals with disabilities and chronic medical issues.

Independent Living Resources

503-232-7411 www.ilr.org

Peer counseling, advocacy, information and referral, classes and recreational outings for people with disabilities.

Oregon Disability Sports

503-241-0850 www.oregondisabilitysports.net

Many different sports for people of all ages with physical disabilities.

PHAME

503-973-5815 www.phameacademy.org

Fine and performing arts academy for young adults and adults with developmental disabilities.

Special Olympics - State Office

503-248-0600 www.soor.org

Many different sports for people with developmental disabilities.

TOP Soccer

503-638-9777 www.oregonyouthsoccer.org

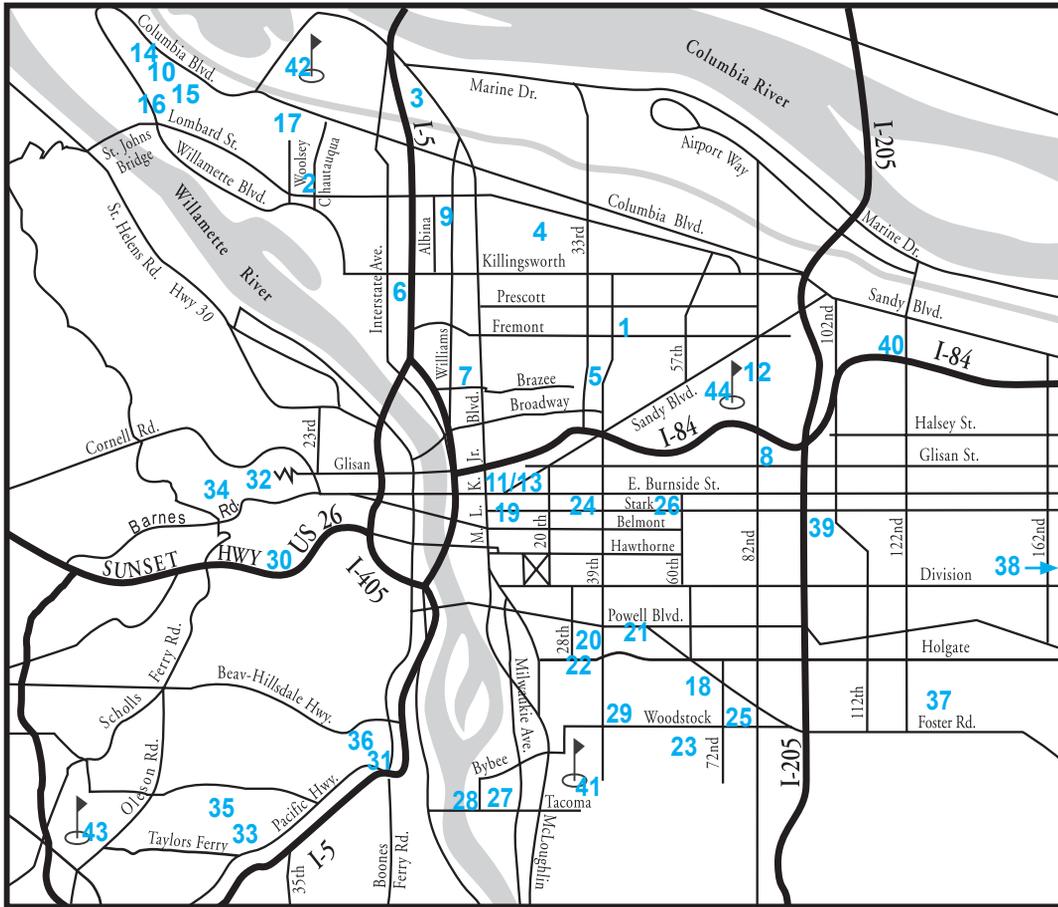
TOP Soccer is a community-based soccer program that is designed to meet the needs of people ages 4 through adult with physical and/or mental disabilities.

Trips Inc.

541-686-1013 www.tripsinc.com

Trips Inc. offers all-inclusive vacation packages for travelers ages 16 through adult with intellectual and developmental disabilities. Disneyland to New Zealand! Supervision is provided.

Get active – we have a facility in your neighborhood!



Can't find what you're looking for in this catalog?

PP&R offers more than 4,000 classes and activities each term throughout the Portland area.

Search and register for PP&R classes at PortlandParks.org

Or, call a PP&R facility listed here to receive their catalog through the mail.

Recreation Programs and Facilities – referenced to the map

NORTH & NORTHEAST PORTLAND

1. **Beaumont SUN Community School**
4043 NE Fremont • 503-916-5615
2. **Columbia Swim Pool**
7701 N. Chautauqua • 503-823-3669
3. **Delta Park Sports Complex**
Delta Park • 503-823-1656
4. **Faubion SUN Community School**
3039 NE Rosa Parks Way • 503-916-5694
5. **Grant Swim Pool (summer only)**
2300 NE 33rd • 503-823-3674
6. **IFCC - Interstate Firehouse Cultural Center**
5340 N. Interstate • 503-823-4322
7. **Matt Dishman Community Center & Swim Pool**, 77 NE Knott • 503-823-3673
8. **Montavilla Community Center & Swim Pool (summer only)** 8219 NE Glisan
503-823-4101 • Pool: 503-823-3675
9. **Peninsula Park Community Center & Swim Pool (summer only)**
700 N. Rosa Parks Way
503-823-3620 • Pool: 503-823-3677
10. **Pier Park Swim Pool (summer only)**
N. Seneca & St Johns • 503-823-3678
11. **Portland Tennis Center**
324 NE 12th • 503-823-3189
12. **Roseway Heights SUN Community School**
7334 NE Siskiyou • 503-916-5865
13. **Senior Recreation**
426 NE 12th • 503-823-4328 V/TDD
14. **Sitton SUN Community School**
9930 N. Smith • 503-916-5654
15. **St Johns Community Center**
8427 N. Central • 503-823-3192
16. **St Johns Racquet Center**
7519 N. Burlington • 503-823-3629
17. **Charles Jordan Community Center**
9009 N. Foss • 503-823-3631

Get active – we have a facility in your neighborhood!

SOUTHEAST PORTLAND

- 18. **Arleta SUN Community School**
5109 SE 66th • 503-916-6332
- 19. **Buckman Swim Pool**
320 SE 16th • 503-823-3668
- 20. **Community Music Center**
3350 SE Francis • 503-823-3177
- 21. **Creston Swim Pool** (summer only)
SE 44th & Powell • 503-823-3672
- 22. **Grout SUN Community School**
3119 SE Holgate • 503-916-6421
- 23. **Lane SUN Community School**
7200 SE 60th • 503-916-2910
- 24. **Laurelhurst Studio**
3756 SE Oak • 503-823-4101
- 25. **Mt Scott Community Center & Swim Pool**
5530 SE 72nd • 503-823-3183
- 26. **Mt Tabor SUN Community School**
5800 SE Ash • 503-916-2915
- 27. **Sellwood Community Center**
1436 SE Spokane • 503-823-3195
- 28. **Sellwood Swim Pool** (summer only)
SE 7th & Miller • 503-823-3679
- 29. **Woodstock Community Center**
5905 SE 43rd • 503-823-3633

WEST PORTLAND

- 30. **Children’s Museum**
Washington Park • 503-223-6500
- 31. **Fulton Park Community Center**
68 SW Miles • 503-823-3180
- 32. **Hillside Community Center**
653 NW Culpepper Terr • 503-823-3181
- 33. **Multnomah Arts Center**
7688 SW Capitol Hwy • 503-823-2787
- 34. **Pittock Mansion**
3229 NW Pittock Drive • 503-823-3624
- 35. **Southwest Community Center & Swim Pool**
6820 SW 45th • 503-823-2840
- 36. **Wilson Swim Pool**
1151 SW Vermont • 503-823-3680

EAST PORTLAND

- 37. **Alice Ott SUN Community School**
12500 SE Ramona • 503-823-2279
- 38. **Centennial SUN Community School**
17650 SE Brooklyn • 503-823-5397
- 39. **East Portland Community Center & Pool**
740 SE 106th • 503-823-3450
- 40. **Parkrose SUN Community School**
12003 NE Shaver • 503-408-2640

GOLF COURSES

- 41. **Eastmoreland Golf Course**
2425 SE Bybee Blvd • 503-775-2900
- 42. **Heron Lakes Golf Course – Great Blue and Greenback**
3500 N. Victory Blvd • 503-289-1818
- 43. **RedTail Golf Course**
8200 SW Scholls Ferry Rd • 503-646-5166
- 44. **Rose City Golf Course**
2200 NE 71st • 503-253-4744

OTHER PP&R PROGRAMS AND FACILITIES:

Information Hotline – *in Spanish, too!* 503-823-PLAY

Adaptive and Inclusive Recreation	503-823-4328 V/TDD
Crystal Springs Rhododendron Garden	503-771-8386
Customer Service & Permit Center	503-823-2525
Environmental Education	503-823-3601
Hoyt Arboretum	503-865-8733
Japanese Gardens	503-223-1321
Lan Su Chinese Garden	503-228-8131
Leach Botanical Garden	503-823-9503
Portland Community Gardens	503-823-1612
Portland International Raceway (PIR)	503-823-RACE
Portland Parks Foundation	503-802-5757
Rose Garden Store – Washington Park	503-227-7033
Sports Office	503-823-5126
Urban Forestry (tree care)	503-823-4489
Volunteer Program	503-823-5121

For complete information on Portland Parks & Recreation, go to www.PortlandParks.org

Registration Information

REGISTRATION: Receipt of full payment is required for registration, unless otherwise arranged. Returned checks & declined bank cards void registration. If you have a non-resident pass, please let us know.

RESIDENT / NON-RESIDENTS / DEFINITIONS:

A resident is:

- anyone who occupies a permanent residence inside the city limits of Portland, which includes the Portland Public, Parkrose, and David Douglas School Districts.
- any child living within the school boundaries of the Reynolds and Centennial School Districts who is attending a SUN Community School. Through a partnership between the City and County, a child attending a SUN Community School is eligible to register for programs at any SUN Community School location without paying a non-resident fee.

Anyone else is considered a non-resident (NR) and will be assessed a NR fee. NR fees do not apply to drop-in activities. Non-residents who wish to register for PP&R activities may choose one of these options:

- pay the additional 30% non-resident fee.
- purchase resident status as either an individual or family for a period of three, six, nine, or twelve months from the date of purchase. Inquire about this option at time of registration.

Non-resident passes are not refundable. Passes are activated at the date of purchase.

Non-resident Pass prices:

3 Month Pass:	Individual - \$25	Family - \$50
6 Month Pass:	Individual - \$45	Family - \$90
9 Month Pass:	Individual - \$65	Family - \$130
One Year Pass:	Individual - \$85	Family - \$170

A family denotes a couple (married or domestic) or a single parent and their legal dependants living in the same residence.

SPECIAL NEEDS: Within the American with Disability Act (ADA), a person with a disability or special need who desires assistance with registration and/or participation in general PP&R programs can contact Inclusion Services at 503-823-4328 V/TTY. If you request assistance through Inclusion Services, a minimum of 10 business days (Monday- Friday) advance notice is required. If you need a sign language interpreter or FM loop amplifier, please contact 503-823-4328 V/TTY, at least five business days in advance of the activity or class. Information about programs & services is available on the internet for those needing a voice synthesis. Visit our website at www.PortlandParks.org. For additional ADA information call 503-823-2223 V/TTY.

SCHOLARSHIPS: City of Portland residents, regardless of age, who require financial assistance can apply for partial scholarships. Contact individual centers for information.

CLASS ENROLLMENT: Our classes must meet minimum & maximum enrollment standards. Classes may fill quickly or classes may be canceled due to low enrollment.

CUSTOMER SATISFACTION: Your Satisfaction is Our Goal. Portland Parks & Recreation strives for 100% customer satisfaction. If you are not satisfied with a recreation program or service let us know.

WITHDRAWAL & REFUNDS: Please notify us at least three business (Monday-Friday) days, unless otherwise specified, before the start of your program so that we can refund or credit your account for the registration fee. Pre-paid materials & admission tickets cannot be refunded. Participants needing to withdraw after the program has begun are offered a prorated credit or refund based upon when the request is made.

INFORMATION HOTLINE: For information on other PP&R services & programs, call the Parks Information Hotline at 503-823-PLAY(7529), Monday-Friday, 8:30am-5pm. You will receive a message with the following options:

- **Press 1** for information on sports programming or to reserve a sports facility.
 - **Press 2** to register for a class or activity.
 - **Press 3** to reserve a picnic or wedding site, or book an event.
 - **Press 4** to make a tee time at one of our four public golf courses.
 - **Press 6** for Spanish
 - **Press 0** to reach an operator for information
- If you require V/TDD services, call 503-823-2223.

INCLEMENT WEATHER: If the City of Portland public school districts (Portland Public, Parkrose, David Douglas, Reynolds, and Centennial) are closed because of weather conditions, PP&R classes and youth basketball in those school districts are cancelled. However, some sites may be open for drop-in activities. Call the specific PP&R facility for information and opening/closing times. If inclement weather is forecast on weekends or holidays, call the PP&R facility or program for operating hours and activity cancellations. A listing of phone numbers is available on the previous page.

NOTICE OF NON-DISCRIMINATION: PP&R programs and services reflect the cultural diversity of our community. We do not discriminate on the basis of religion, race, color, gender, national origin, sexual orientation, age or ability.

PHOTO POLICY: Portland Parks & Recreation (PP&R) reserves the right, and may give permission to the media, to photograph classes, programs, and participants at all our facilities and properties. Please be aware that these photos are for promotional purposes and may be used in future publications and media communications in any format. By participating in PP&R classes and programs, you consent to the taking and publication of your photograph for these purposes.

If you see us with our camera, and you wish to not be photographed, please let us know. We will honor your request.

Register Now - One of Five Ways

- **ON-LINE AT WWW.PORTLANDPARKS.ORG.** Hover over the Recreation tab and click on Class Search/Registration. Search for classes by age category, by keyword, or narrow your search by specific activity.
- **PHONE** - Complete this registration form and call any PP&R site using the phone numbers the previous map pages. You may also phone in your registration to the Park's Customer Service Hotline at 503-823-2525, Monday through Friday, 8:30am to 4:45pm. Phone in registration is accepted with Visa or Mastercard only.
- **MAIL** - Mail in your completed registration form to the program center address. Include full payment using your Visa, Mastercard or check payable to the City of Portland. Mail-in registration is also accepted at the Park's Customer Service Center, 1120 SW Fifth Ave. Suite 1302, Portland, 97204.
- **FAX** - Complete the registration form and fax it to the program center fax number with full payment using your Visa or Mastercard. Faxes are accepted 24 hours a day, seven days a week, but are processed during regular business hours.
- **IN PERSON** - Any PP&R facility is able to process your registration, including the Customer Service Center located on the first floor of the Portland Building at 1120 SW 5th Ave. All Community Centers are open for walk-in registration during business hours.

CHECK ONE: New Customer Taken class with PP&R before My account information has changed

Main Contact Name _____ Birthdate _____ Male ___ Female ___

Home Address _____ City/ST/Zip _____

Home Phone (____) _____ Work Phone (____) _____

Cell Phone (____) _____ Email Address: _____

Emergency Contact Name and Phone Number _____

Will you be using a wheelchair or other adaptive equipment on AIR activities? ___ Yes ___ No

Will you need 1:1 assistance on activities? ___ Yes ___ No Which activities? _____

Will you be bringing a person to assist you? ___ Yes ___ No Which activities? _____

PARTICIPANT INFORMATION

Name (last, first)	Class Title	Course #	Cost
<p>NON-RESIDENTS of the City of Portland pay a 30% surcharge. Or you may purchase a Non-resident pass at the amounts listed on page 14.</p>			Total

I already have a NR pass. Kind of pass _____ Purchase date ___/___/___
Passholder name _____

I need a pass. Circle one: 3 mo. / 6 mo. / 9 mo. / 1 yr. Circle one: Individual / Family
Name of person(s) needing pass _____ Resident ___ Non-resident ___

I do not want a pass. I choose to pay the 30% surcharge.

PAYMENT INFORMATION

CHECK Check number _____ Make checks payable to the **City of Portland**.

CREDIT CARD Information:

VISA

Mastercard

Account # _____ - _____ - _____ Expires _____

Cardholder's Name _____ Signature _____

Please print



PORTLAND PARKS & RECREATION

Healthy Parks, Healthy Portland



Adaptive and Inclusive Recreation
426 NE 12th Ave.
Portland, OR 97232

PRSRST STD
US POSTAGE
PAID
PORTLAND, OR
PERMIT NO. 653



EVERYONE deserves
a place to **PLAY.**

**Make sure
that's
possible...**

**Volunteer at
PortlandParks.org**

"Last year the bureau, through its many partner organizations, tapped nearly 16,000 volunteers who contributed roughly a half-million hours of skills and effort across 93 sites... That's a big deal for which everyone, taxpayers especially, can be thankful."

The Oregonian
Editorial Board 7/04/12



**PORTLAND
PARKS & RECREATION**

Healthy Parks, Healthy Portland



**Application for Board,
Commission &
Committee
Appointment**



Please Return Completed Application
to:

Town of Mooresville
ATTN:
413 N. Main Street
P. O. Box 878
Mooresville, NC 28115

Fax: 704

Full Name:			
Address (residence):			
Inside Town Limits:		Outside Town Limits:	
Home Phone:			
Business Address:			
Business Phone:			
E-mail Address:			

Education:	
Employer:	
Title:	
Duties:	

Civic Experience/Community Service:	
-------------------------------------	--

Interests/Skills/Areas of Expertise/Activities:	
---	--

Why do you want to participate in the Mayoral Council for Individuals with Disabilities and how do you see yourself contributing to this vision?

Signature	Date
-----------	------

The Mayoral Council for Individuals with Disabilities sincerely appreciates your interest in serving your community. The Mayoral Council for Individuals with Disabilities urges the public to nominate qualified individuals for appointment.

Town of Mooresville

Mayor's Council for Individuals with Disabilities

MISSION

The mission of Mooresville's Mayor's Council for Individuals with Disabilities is to promote and advocate, throughout all aspects of the community, for equal, accessible, inclusive opportunities for individuals with disabilities; and to recognize and collaborate with all businesses, agencies and individuals who contribute to this purpose.

Town of Mooresville
Mayor's Council for Individuals with Disabilities
By-Laws

ARTICLE 1. NAME

The name of this organization shall be the Mooresville Mayor's Council for Individuals with Disabilities.

ARTICLE II. GOALS AND OBJECTIVES OF THE ORGANIZATION

The principle objective of the Mooresville Mayor's Council for Individuals with Disabilities is to improve and enhance the quality of life of individuals with disabilities in the Mooresville area. This objective can be realized through advocacy for the following;

- Promoting increases in individuals with disabilities participating fully in all aspects of our community.
- Reduction and elimination of barriers in the community for individuals with disabilities, including, but not limited to, barriers related to employment and workforce development, healthcare, infrastructure, public education, public awareness, and culture and recreation.

Examples of such advocacy would include:

1. Educate the public on the abilities, challenges, and needs of individuals with disabilities.
2. Improve access to all levels of education through partnerships with local education entities.
3. Conduct public relation activities in these areas and coordinate services for individuals with disabilities.
4. Promote utilization of workers with disabilities.
5. Act as a liaison between local citizens and Mooresville community business partners for full inclusion of individuals with disabilities.
6. Inform individuals that while the Council does not provide rehabilitation or job placement services, these responsibilities are assigned to specific agencies and branches of the federal and state governments.
7. Recognize outstanding achievements and efforts by individuals and organizations to create an inclusive community that acknowledges and embraces the talents and contributions of individuals with disabilities.

ARTICLE III. MEMBERSHIP AND TERMS OF OFFICE

The Mooresville Mayor's Council for Individuals with Disabilities welcomes all individuals who wish to participate in the Council.

MEMBERSHIP

A. COMPOSITION AND QUALIFICATIONS FOR VOTING MEMBERS

1. Individuals with Disabilities are encouraged to apply for membership.
2. The Council shall consist of a minimum of seven (7) and a maximum of eleven (11) voting members and shall be appointed as set forth herein. Members will be appointed by the Mayor through an application process established by the Council. The Mayor may choose members based on a list of names submitted to the Mayor by the nominating committee. Members will include, but are not limited to, representatives from health agencies, business community members, individuals with disabilities, etc.
3. Members shall be in good standing and shall maintain a good attendance record by missing no more than three meetings in a twelve month period.
4. Vacancies of voting members occurring during existing terms shall be filled by the Mayor based on a list of names submitted by the nominating committee.
5. Individuals who have lost voting privileges may re-apply for voting membership to the Council.
6. The Mayor may also appoint ex-officio non-voting members.

B. TERMS OF OFFICE

1. The initial membership of the Council shall consist of the steering committee presently serving at the effective dates of these By-laws. Such initial members shall serve until July 1, 2013.
2. At the meeting of the Council at which these bylaws are adopted there shall be a drawing in order to determine the initial terms of the members of the Council. After the drawing, three members shall have an initial term of one year, three members shall have terms of two years, and any remaining members shall have terms of three years. The minutes of this meeting shall show the results of the drawing.
3. Thereafter, any new members shall serve the same term of years as the member to whose seat is being filled.
4. Any seats left vacant before the fulfillment of a term shall be filled by a person to serve out such vacant term.
5. Members may be reappointed at the will of the Council and the Mayor.
6. Officers shall be elected annually in June of each year by a quorum of the general membership present to serve a term of no more than three, one year consecutive terms. Nominations for only one office at a time shall be presented.
7. A nominating committee of three members, excluding current officers, shall be selected from the general membership.

ARTICLE IV. OFFICERS AND EXECUTIVE COMMITTEE

- A. Officers shall consist of a Chair, a Co-Chair, and a Secretary with at least one position to be filled by an individual with a disability. These officers shall make up the Executive Committee of the Council.
- B. Duties of the officers include, but are not limited to:
 - 1. Chairperson or Co-chairperson: The Chairperson shall preside at all meetings of the Council and has the authority to represent the Mayor's Council for Individuals with Disabilities and act on its behalf subject to its policies. The Co-Chair shall appoint, in conjunction with the Council's other officers, all committees. In addition, the Co-Chairperson or designee shall serve as an ex-officio non-voting member on all committees and shall perform all other duties normally associated with this office. It shall be the responsibility of the Co-Chairperson to execute the duties of the Chairperson in the event of the Chair's inability or refusal to act. The Chair is entitled to vote in all matters.
 - 2. Secretary: The secretary shall be responsible for keeping complete and accurate minutes of all meetings of the Mayor's Council for Individuals with Disabilities and shall present such minutes at the next regular meeting of the Council for the membership's approval. In addition, the Secretary shall provide the minutes to all members prior to the next regular meeting and have hard copies available for all members attending each meeting. The Secretary shall take roll at each meeting, determine which members have voting privileges, and determine if a quorum is present.

In the event that the Chair and Co-Chair are absent, the Secretary shall preside over the meeting until such time that a member is elected to serve as chair of the meeting.

- C. Any officer may be removed by an affirmative vote of at least two thirds of the full Council.
- D. Any officer may resign from office by submitting, in writing, such resignation to the Executive Committee and will take effect upon receipt.
- E. The immediate past Chair of the Council shall serve as an ex-officio non-voting member of the Council in order to foster continuity in facilitating the purpose and actions of the membership.
- F. Executive Committee: The Executive Committee shall be composed of the officers and the immediate past Chair and Co-Chairperson. Duties of the Executive Committee include, but are not limited to:
 - 1. Set the agenda for the monthly meeting
 - 2. Attend to issues that arise between meetings and present those issues to the Council at the next regular meeting or at a special meeting.
 - 3. Monitor the chairs of all committees to ensure that any task assigned to a committee is being completed.

4. Lead Council public relations efforts, including booths at events and maintenance of the Council's website.

ARTICLE V. MEETINGS

A. MEETINGS

1. Regular meetings of the Mayor's Council shall be held the third Thursday of each month from 10:30AM-12:00PM in the Mooresville Town Hall.
2. A quorum shall be established if at least fifty percent (50%) of the Council's voting members are present and available to vote during any meeting. A quorum must be established prior to the transaction of business or voting.
3. Special meetings may be called either by the Chair, the Co-Chair, or a majority of the members of the Council. Notice of any special meeting shall be posted at Town Hall and all members notified of an upcoming special meeting a minimum of forty eight (48) hours in advance (excluding weekends and Town holidays) of the meeting.
4. All meetings will be open to the general public.
5. The "Suggested Rules of Procedure for a City Council, Third edition, by A. Fleming Bell, II, of the School of Government at the University of North Carolina at Chapel Hill, as such may be amended by the Council from time to time, shall constitute the official parliamentary guide for all meetings of the Council.

ARTICLE VI. COMMITTEES AND STANDING COMMITTEES

A. COMMITTEES

The Co-Chairperson shall annually appoint, in conjunction with the Council's other officers, all committees provided for in these by-laws and such other committees as they may deem necessary from time to time in order for the proper conduct of business. The terms of office for members of the committee shall be for one year or for such shorter period as the Chair or Co-Chair may designate.

B. COMMITTEE COMPOSITION

Each committee shall be composed of at least one (1) member from the Mayor's Council and as many citizens from the local community which the Council Co-Chairperson deems to be necessary for the proper and orderly conduction of business. One member of the committee shall be designated as the chairperson. Every attempt should be made to ensure that citizen involvement on committees represents a cross-section as to race, gender, age, social, and economic characteristics of the community. The chairperson of each committee shall file a work plan for their committee with the Council's Secretary within thirty (30) days of its formation.

1. The standing committees shall be: Executive, Healthcare, Infrastructure, Public Education, Public Awareness, Culture and Recreation, and Workforce Development.

2. Ad hoc committees may be created by the Executive Committee for specific functions and will cease to operate when the need is met.

ARTICLE VII. AMENDMENTS

These bylaws may be amended in whole or in part by submitting to all members such amendments in writing one week prior to any regular meeting. Amendments may be adopted only by a vote of at least two thirds of the full Council.

ARTICLE VIII. DISABILITY DEFINED

The term disability when used in these By-laws shall be that same definition used by the Americans with Disabilities Act, which states that disability is defined as:

- A physical or mental impairment that substantially limits one or more of the major life activities of such individual; or
- A record of a physical or mental impairment that substantially limits a major life activity ("record of"); or
- When a person is regarded as having such impairment.

Adopted this the _____ day of _____, 2012.

By:

The Steering Committee

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

[ORGANIZATION NAME]
Board of Directors - Skills and Diversity Matrix

SKILLS / EXPERIENCE / KNOWLEDGE											
Please indicate your knowledge, skills, and experience for each category											
Advanced = 3 Good = 2 Fair = 1 None = 0											
Director Name	[Name]	TOTAL									
<i>Years on Board</i>											
Administration											
Finance & Banking											
Accounting											
Investment											
Corporate/Business											
Construction/Project Management											
Governance & Board											
Government Relations											
Human Resources Management											
Policy											
Legal											
Information Technology											
Public Affairs & Communications											
Risk Management											
Strategic Planning											
[Add Custom Skill]											
[Add Custom Skill]											
[Add Custom Skill]											
<i>Director Total</i>											

DIVERSITY QUESTIONS			
Gender	Geographical Location	Languages Spoken	Other Diversity Factors
Female: #	[Prov. /Terr.]: #	[Language]: #	[Customize to your needs]
Male: #	[Prov. /Terr.]: #	[Language]: #	
	[Prov. /Terr.]: #	[Language]: #	
	[Prov. /Terr.]: #	[Language]: #	

Sample Board Orientation Check-List

Orientation of: _____ (Board Member)
Date orientation began: _____ Orientation completed

Describe The Organization To The Board Member: Trainer Initial: _____ Date: _____

- Who we serve
- What we do
- Other:

Explain And Discuss With Board Member:

- Meeting attendance—both full board and committee
- Committee assignment
- Board role and relation to administrator/staff
- Other:

Conduct Tours: Trainer Initial: _____ Date: _____

- Administrative offices and board room
- Other facilities:

Deliver Important Information to Board Member: Trainer Initial: _____ Date: _____

- Letter of welcome from the chairperson and administrator
- Mission statement
- Bylaws
- Board Policies
- Copies of the minutes of board meetings for the past year
- Annual report and auditor's report for last three years
- Current budget and other financial reports
- Long-range plan
- Goals for the year
- List of all board members including addresses and telephone numbers
- List of board officers
- List of committee memberships including committee chairpersons
- Calendar of meetings for the year
- Copies of the organization newsletter for the past year
- Other:

Introduce Board Member To: Trainer Initial: _____ Date: _____

- Chairperson
- Chairperson of committees to which board member is assigned
- Other board members
- Staff
- Others:

Collect Date: Trainer Initial: _____ Date: _____

- Address
- Telephone – home and office
- Best time to contact
- Best time for meetings
- Other:

Resource List

National Resources:

National Center for Accessible Media: <http://ncam.wgbh.org/>

National Endowment for the Arts: Accessibility Checklist:
<http://www.nea.gov/resources/accessibility/Planning/Step6.pdf>

National Institute on Disability and Rehabilitation Research: <http://www.ada.gov/racheck.pdf>

U.S. Government Accountability Office: <http://www.gao.gov/products/GAO-10-812SP>

City and State Resources:

City of Baltimore, Maryland: Mayor's Commission on Disabilities:
<http://www.baltimorecity.gov/Government/BoardsandCommissions/Disabilities.aspx>

City of Cheyenne, Wyoming: Mayor's Council for People with Disabilities:
<http://www.cheyennemcpd.org/index.html>

City of Cincinnati, Ohio: Accessible Playground:
http://icma.org/en/icma/knowledge_network/documents/kn/Document/4367

City of Reno, Nevada: <http://Indiana.edu/~nca/ncpad/reno.shtml>

Florida Department of Management Services: Governor's Commission on Disabilities:
http://www.dms.myflorida.com/portals/governor_s_commission_on_disabilities

State of Massachusetts I-CUBED Program: <http://www.mass.gov/anf/budget-taxes-and-procurement/cap-finance/i-cubed/overview-of-i-cubed.html>

Universal Design Resources:

City of Irvine, California: Universal Design:
http://www.cityofirvine.org/cityhall/cd/buildingsafety/accessibility_universal_design.asp

City of Portland, Oregon: Universal Design:
<http://www.portlandonline.com/auditor/index.cfm?c=28197&a=53309>

Iowa City, Iowa: Universal Design: <http://www.icgov.org/?id=1169>

North Carolina State University Center for Universal Design: <http://www.ncsu.edu/project/design-projects/udi/>

Mayor's Council Structure:

Municipal Research and Services Center: <http://www.mrsc.org/publications/lgcab08.pdf>

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