It is the mission of the Urbana Park District to:

- *Improve the quality of life of its citizens through a responsive, efficient, and creative park and recreation system,*
- *Pursue excellence in a variety of programs, parks, and special facilities that contribute to the attractiveness of neighborhoods, conservation of the environment, and the overall health of the community.*

You *belong* here.

NOTICE AND AGENDA OF MEETING
URBANA PARK DISTRICT BOARD OF COMMISSIONERS
BOARD STUDY SESSION
TUESDAY, APRIL 6, 2021
6:30 PM
EXECUTIVE SESSION TO FOLLOW
REMOTE MEETING VIA ZOOM
VIDEO: https://us02web.zoom.us/j/82209646804
PHONE: (312) 626-6799
MEETING ID: 822 0964 6804
PASSCODE: 012345

Board Study Sessions are designed for the Board to study, review and discuss specific topics. Actions are not typically taken during a Study Session, unless specifically noted on the agenda.

I. **Call to Order**
   A. Remote Attendance
   All commissioners are attending remotely pursuant to Illinois Public Act 101-0640. Though commissioners will be conducting the meeting remotely, the regular meeting location (Urbana Park District Planning and Operations Facility at 1011 E. Kerr Avenue, Urbana, IL 61802) will be open to the public.

II. **Accept Agenda**

III. **Public Comment**
   Any member of the public may make a brief statement at this time within the public participation rules of the Board. Please see the attached document for details regarding public attendance and comment via Zoom.

IV. **Discussion**
   A. Inclusion Strategies
   B. Summer Update

V. **Comments from Commissioners**

VI. **Adjourn to Executive Session**
   Executive Sessions are closed meetings and may be held subject to the restrictions of the Open Meetings Act.

VII.   Reconvene Regular Meeting

VIII.   Adjourn

Note: This Meeting Agenda and its supporting materials are on the UPD website at
http://www.urbanaparks.org/documents/index.html, choose the "Public Meetings" category and search
for the meeting information you wish to download.

Public Input for Urbana Park District Study Session Meeting (Tuesday, April 6, 2021)

MEETING ID: 822 0964 6804
PASSCODE: 012345

Anyone can attend the meeting virtually via Zoom. The regular meeting location at 1011 E. Kerr Avenue, Urbana, IL will also be open for public attendance and comment, though the meeting itself will be conducted remotely. Any member of the public may make a brief statement during the Public Comment portion of the agenda. Per Board rules, comments will have a two minute time limit. The Board accepts comments, but neither the Board nor staff will respond to individual comments during the meeting.

You will be able to use a phone to call in:

- Join by calling (312) 626-6799.
- Callers will then be asked to enter the Meeting ID number followed by the # key. The Meeting ID number is 822 0964 6804.
- Enter meeting passcode 012345, followed by the # key.
- We ask that you please mute yourself until the time for public comment.
- You can toggle between mute and unmute by dialing *6.

You will be able to use a computer to address the Urbana Park District Board using Zoom:

- Make sure you have a microphone on your computer if you wish to speak. Please identify yourself for the record if you do speak.
- You do not need to install software to use Zoom. You can click "Join from your browser." It appears that Zoom prefers for users to download and install their meeting client software on your computer. Use whichever option you are most comfortable with, and note it may be browser-specific.
- You see the meeting video stream through Zoom and hear people talking. The link to join by computer is:
  https://us02web.zoom.us/j/82209646804?pwd=MCtieHlwZ2RaakpRZ3dLM2xVM0RnZz09
- If you do not want to be seen, please turn off your webcam video feed, as everyone connected will be able to see you and your background.
- This Zoom session will be recorded as part of the record.
- We ask that you please mute yourself until the time for public comment.
- We will not be using the Chat or Participant windows for this meeting.
- You can find tutorials and help information here: https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting.

If you are unable to call or video in to the Zoom Meeting, or would prefer to write in, public input can also be received before the meeting via email. Please submit your comments via email by 6:30 pm to tabartlett@urbanaparks.org – these will be read per Urbana Park District Board rules and time limits.

You Belong Here Inclusion Strategy

Urbana Park District (UPD) is committed to creating and promoting inclusion across all public spaces, places, facilities and programs that the department manages. Through Urbana Park District's You Belong Here Inclusion Strategy, we welcome and support recreation experiences for everyone, while encouraging an inclusive and responsive staff culture. Celebrating inclusion regardless of your age, ethnicity, culture, income, ability, lifestyle, interests—everyone and anyone belongs here!

Strategy Goals

This Inclusion Strategy outlines Urbana Park District's approach to ensuring inclusive environments and equitable opportunities for all community members in local parks and recreation.

This strategy ensures that:

- Community members utilizing our facilities, programs and services have equitable and appropriate access to programs and services, regardless of ability, race, age, sexual orientation, gender identity, religion or country of origin.
- Staff, *Community Partners and Advisors* engage in the support of all community members and promote inclusive behaviors in park and recreation facilities and in public spaces throughout the community.
- Urbana Park District establishes and maintains an organizational infrastructure for management, oversight, implementation, communication about and monitoring of the strategy and its established goals and objectives.
- Urbana Park District will continuously measure and improve inclusive practices.

You Belong Here Matrix Team Goals (2020-21)

Goal	Performance Measure
More effectively reach and communicate with community members for whom English is a second language	Hire at least one part-time bi-lingual staff member
Strive to create an environment in which all UPD staff appreciate and promote the importance of diversity and inclusion	Contract with a diversity consultant to evaluate the district's policies & practices to create a district-wide Inclusion Policy ready for board submission
	Utilize the consultant to conduct at least one full-time staff training regarding the differences and expectations of diversity, equity, inclusion, & cultural awareness
Seek opportunities in which UPD can bring activities to neighborhoods and be responsive to interests of community groups	Create a steering committee of neighborhood advocates and/or leaders from under-represented populations to meet for input once per program guide season

You Belong Here is one of the four pillars of the UPD's Strategic Plan.
You can read the entire plan at urbanaparks.org.

Staff Training

Urbana Park District staff will regularly participate in trainings grounded in proven training models using evidence-based content. Training will be comprehensive (cover multiple topics), based on credible research and delivered by qualified personnel. All new staff members will be oriented to inclusive policies and practices during onboarding.

Urbana Park District full-time staff will complete __ hours of ____ training facilitated by August Ball, Founder and CEO of Cream City Conservation & Consulting. Workshops and training topics are....

Staff will partake in both general district-wide and specific staff-group trainings with Jennifer Skulski, Accessibility Consultant. General topics include an overview of the Americans with Disabilities Act and key principles for inclusion of people with disabilities in programs, services and activities. Staff-group trainings may include, among others, the ADA and customer service, the built environment, playgrounds, or hiring procedures.

The Inclusion Training Packet is a collection of resources for supervisors to utilize during training to ensure that all staff members have the tools they need to carry out the district's You Belong Here mission. Supervisors can use and modify these resources to facilitate seasonal and part-time staff training.

Organizational Support

Urbana Park District staff **will** put in place organizational supports that create a social environment that encourages all to be inclusive through positive relationships among staff, youth, families and throughout the community.

- Develop an advisory group and/or community network of groups that support inclusive behaviors in the community.

- Assess agency hiring practices to ensure staff is representative of the diverse community and is an equal-opportunity employer.

- Hire diverse part-time staff to be representative of the diverse community.

- Utilize community support organizations to recruit diverse employees.

- Be present at culturally diverse events held by other agencies in the community.

- Partner with community organizations in providing services to underserved audiences.

- Alleviate transportation barriers by utilizing Urvana to bring accessible programs, events, and on-site registration to underserved communities.

- Intentionally target underserved populations when advertising scholarship opportunities.

- Educate the public about inclusivity.

- Provide support to families through childcare and supervision to allow adults and caregivers to participate in UPD and other community services.

Environmental Support

Urbana Park District **already provides** environmental supports and practices that promote inclusion for all community members.

- Program inclusion services through CUSR; providing modifications depending on the individual needs and abilities of participants

- Written language translation services

- Large-print signage and program guide text

- Built environment enhancements, including modified equipment and ramps

- Signage and additional facility enhancements, such as artwork and murals, that promote diversity and inclusion

- Fields, gyms and other spaces to support culturally diverse athletics in the community

- Utilizing the Urbana Park District Citizen Advisory Committee as a sounding board for new ideas, programs, projects, etc.

- Annually prioritizing and addressing barriers to accessibility in UPD's ADA Transition Plan

- Ensuring ADA regulations are followed on all new construction while also striving to implement universal design principles in projects to improve usability for all people

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Urbana Park District **will establish** environmental supports and practices that promote inclusion for all community members.

- Transition to gender-neutral restrooms and changing rooms

- Creating a safe environment for participants, staff, and volunteers to identify and be addressed by their personal pronouns on their email signatures and other appropriate spaces

- Audio/visual support; captioning on videos posted on social media and website platforms

- Development and maintenance of fields, pitches and other spaces to support culturally diverse athletics in the community

- On-site spoken language translation services

- Offering culturally-sensitive program hours

- In 2021-22 the Urbana Park District will contract with Jennifer Skulski, Accessibility Consultant to perform an assessment of all parks and facilities; create a prioritized transition plan to address barriers to accessibility; perform a comprehensive review of policies, practices and procedures for ADA compliance; and present various ADA trainings

Continuous Measurement and Improvement

Urbana Park District will work to continuously improve our equity and inclusion efforts: We will measure the effectiveness of this policy through staff and community qualitative and quantitative feedback through You Belong Here Matrix team and *Community Partners and Advisors* meetings, community engagement events, public forums, surveys, and monitoring economic and health indicators.

Urbana Park District will monitor the following indicators to track progress of inclusive efforts:

- You Belong Here Matrix Team will evaluate the Inclusion Strategy annually
- Feedback from *Community Partners and Advisors* will be provided three times a year
- Input from UPD Board and UPDAC
- Monthly You Belong Here board accomplishment reports from each department

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Strategy Support

Urbana Park District will have ongoing support from *Community Partners and Advisors*. These representatives from various organizations and agencies throughout the Urbana-Champaign community will provide insight to ensure the park district is practicing relevant and authentic inclusion strategies. This advisory committee will be utilized as a valuable resource toward the successful implementation of this strategy and will hold the Urbana Park District accountable for its inclusion efforts.

Champaign-Urbana Special Recreation	Jes DeVries (New American Welcome Center)
Cindy Sheppard (Faith in Place)	Karen Simms (CU Trauma & Resiliency)
Darya Shahgheibi (Uniting Pride)	Lemond Peppers (City of Urbana Community Engagement)
Debarah McFarland (Dream Girls Academy)	Maria Acanda (Youth Assessment Center)
Giovanna DiBernadetto (Silver Hearts/Silverwood Neighborhood)	Mitzi Maldonado (Urbana School District #116 Dual Language and Student Engagement)
Janice Mitchell (Urbana Neighborhood Connections Center)	Tommy Askins (Lierman Neighborhood Action Committee)

Acronyms and Key Terms

ADA	Americans with Disabilities Act
CUSR	Champaign-Urbana Special Recreation
UPD	Urbana Park District
UPDAC	Urbana Park District Advisory Committee
YBH	You Belong Here
Culture	The customary beliefs, social forms, and material traits of heritage, religious, or social group
Disability	A physical or mental impairment that substantially limits one or more major life activities of an individual
Diversity	The condition of having or being composed of differing elements; the inclusion of of people of different races, cultures, etc. in a group or organization
Equity	The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.
Environmental Support	Physical support and practices such as facility modifications, translation services, audio/visual support, etc.
Gender Identity	One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.
Gender Neutral	Not referring to either sex, but to people in general
Inclusion	Bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources
Organizational Support	Refers to positive networking, connections and relationships among staff, youth, families and the community to support inclusion efforts.
Race	Any one of the groups that humans are often divided into based on physical traits regarded as common among people of shared ancestry.
Sexual Orientation	A person's sexual identity or self-identification as bisexual, straight, gay, pansexual, etc.

Resources

www.nrpa.org/ParksForInclusion.

Buarqoub, I.A.S. "Language Barriers to Effective Communication." *Utopia y Praxis Latino Americana*, vol. 24, no. 6, 2019.

"Inclusive Language Guide." *Blog*, 16 Oct. 2019, counseling.northwestern.edu/blog/inclusive-language-guide/.

Linguistic Society of America, *Guidelines for Inclusive Language.* 2016

https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions

You Belong Here

Urbana Park District (UPD) is committed to creating and promoting inclusion across all public spaces, places, facilities and programs that the department manages. Through the You Belong Here Inclusion Strategy. We welcome and support recreation experiences for everyone, while encouraging an inclusive and responsive staff culture. Celebrating inclusion regardless of your age, ethnicity, culture, income, ability, lifestyle, interests—everyone and anyone belongs here!

Provided in this document are resources to support supervisors in ensuring that all staff members have the tools they need to carry out the Urbana Park District's You Belong Here mission. Many part-time and seasonal staff are front-line employees of the district's services and it is important for them to provide quality customer service to all visitors. Supervisors should use this resource to facilitate part-time staff training.

This document is dynamic and will evolve in order to stay accurate and relevant. This resource was developed by members of the You Belong Here Matrix Team using evidence-based research and information. The information provided is applicable to all sectors of Urbana Park District. It is encouraged, and important, for full-time staff to build on this foundation to develop a document specific to each departments' facility, services and staff.

- **Urbana-Champaign Community**

- **Inclusive Language**

- **Cultural Awareness**

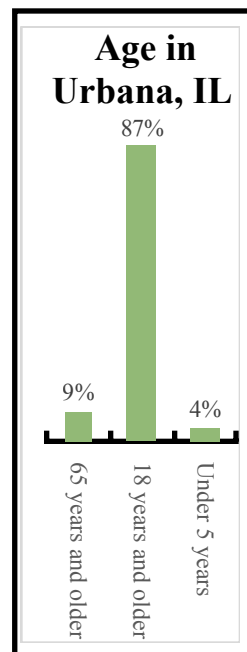- **Accessibility**

- **Sensory and Emotion Processing**

Urbana-Champaign Community

Urbana-Champaign is home to so many people; some who are here for a lifetime, others for just a chapter of their lives. The University of Illinois has the highest number of international students of all public universities in the U.S., with students who come from more than 115 countries. Urbana-Champaign's community has created a melting-pot culture where you can find an abundance of international markets and cuisine, cultural centers, and diverse houses of worship. Community Choices, New American Welcoming Center, and Cunningham Township are just some of the many agencies and organizations in place to support all Urbana residents.

The Urbana Park District plays a valuable role in the community through programs, events, parks and so much more. Below is a snapshot of Urbana's diversity and uniqueness using data from US Census Bureau.

Race and Hispanic Origin	Percentage
White alone	59.4%
Black or African American alone	16.4%
American Indian and Alaska Native alone	0.4%
Asian alone	18.9%
Native Hawaiian and Other Pacific Islander alone	0.2%
Two or More Races	3.4%
Hispanic or Latino	7.1%
White alone, not Hispanic or Latino	53.7%

HOUSEHOLDS WITH BROADBAND INTERNET SUBSCRIPTION
78.0%

VETERANS
1,140

Types of Disabilities in Urbana, IL:

Independent living difficulty	3.20%
Self-care difficulty	1.00%
Ambulatory difficulty	3.60%
Cognitive difficulty	3.10%
Vision difficulty	1.30%
Hearing difficulty	1.90%

Age in Urbana, IL

87% — 18 years and older
9% — 65 years and older
4% — Under 5 years

FOREIGN BORN PERSONS
20.2%

LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME
26.7%

You belong here.

POVERTY RATE
29.8%

Inclusive Language

Inclusive language acknowledges diversity, conveys respect to all, is sensitive to differences, and promotes equal opportunities. Being intentional with language use can avoid habits that may unintentionally lead to marginalization, offense, misrepresentation, or perpetuation of stereotypes. How language is used, especially by governments and education systems, can deeply impact perceptions of race, gender, and cultures (Linguistic Society of America, 2016).

Urbana Park District employees are expected to use language that:
* includes rather than excludes
* acknowledges, accepts and celebrates differences, and
* is welcoming to everyone.

Person-First & Ability Inclusive Language

About one in four US adults has a disability, according to the Centers for Disease Control and Prevention. Disability is defined as a physical or mental impairment that substantially limits one or more major life activities of such individual Take a "person-first" approach to focus on the person, not their condition. It's important to note that some individuals with disabilities may prefer "identity-first" language, meaning their disability is part of their identity. When in doubt, ask! (Northwestern: The Family Institute, 2019)

Try	Instead of using
Person with a disability	Disabled person, handicapped, crippled, challenged
Person who uses a wheelchair	Wheelchair-bound
They have a cognitive delay	They are mentally retarded
They have a mental health condition	They are mentally ill
Brain injury	Brain damaged
They need/they use	They have a problem with
People without disabilities	Normal, healthy, typical
He has Down syndrome	He's Down's
Communicates with their eyes/device/etc	Is non-verbal
Accessible parking, restroom, boardwalk, etc.	Handicapped parking, restroom, boardwalk, etc.

Demographic and Race Inclusive Language

Do not specify race or demographics unless there is relevance. If so, ask how someone prefers to be identified.

Try	Instead of using
People, person of color, multiracial	Ethnic, Urban
Refugee, New American	Alien, foreigner, "those people"
Native American, Indigenous person	Indian
Adults, active adults, older adults, 50 & better	The elderly, old person
Asian (describing the customs, people, and culture of a particular area of Asia; be specific when possible)	Oriental

Family Inclusive Language

Family Inclusive Language specifically aims to avoid making assumptions about the identities of individuals or their relationships to one another.

Language typically used to describe families can inadvertently leave out single-parent, adoptive, queer, multiracial, blended, and multi-generational families. Family Inclusive Language is more accurate and respectful (Middleton, 2014).

Try	Instead of using
Grownup, adult, caregiver	Parents, mom, dad
Children	Son, daughter
Don't say anything… do not assume	Family resemblance
Family members	Members of a household
Sibling	Brother, sister

Gender Inclusive Language

Commonly used nouns and phrases often include the word "man" or reference men, which sends a message of exclusivity. These words are easy to spot and replace with more neutral language. Often, masculine nouns and pronouns are used to refer to someone whose gender is unclear or variable, or to groups that contain people who are not ALL men (University of North Carolina at Chapel Hill, 2020).

Try	Instead of using
"Children"," friends", "kiddos"	"Hey guys", "girls and boys.."
Humankind	Mankind
Police officer, salesperson, fire fighter…	Police man, salesman, fireman…

Restroom Usage

Urbana Park District welcomes visitors to use the restroom that best aligns with their gender identity. Allow individuals, children included, to self-identify which restroom they feel comfortable using.

Language Barriers

Language barriers prevent people from sharing their ideas, thoughts, and feelings, experience, information, and expectations, or give feedback or communicate effectively.

Here are some solutions to reduce or eliminate language barriers:

- Be respectful. Language barriers can be frustrating.

- Use short, simple sentences; avoid using difficult words, complex sentences, and unnecessary information.

- Choose simple, clear and accurate words and phrases; avoid using vague, ambiguous, or confusing words, technical terms or slang.

- Use verbal and non-verbal messages appropriately; if possible use visual methods such as pictures, diagrams, photos, graphics, and charts to help the receiver understand what the sender is trying to convey.

- Frequently check for understanding by asking for feedback; politely ask for clarification when needed to avoid any assumptions (Buarqoub, 2019)**.**

Cultural Awareness

The National Center for Cultural Competence defines cultural awareness as being cognizant, observant, and conscious of similarities and differences among and between cultural groups.

Strategies for Cultural Sensitivity

- Get to know participants and campers.

- Include a variety of cultural reference points that are outside of your own lived experience.

- Be aware of the language that may potentially lead to exclusion.

- Be careful not to respond to comments that may be interpreted as dismissals.

- Be aware of and responsive to the portrayal of certain groups in content and materials.

- Encourage curiosity.

- Be open to reactions and give serious consideration to view points of participants.

- Be aware of different discourses that are spoken in the homes of individuals; adoption of speaking Standard Formal English may challenge aspects of their identity (Briggs).

Be mindful of non-visible cultural differences such as:

- Perceptions of time, timeliness, on-time

- Definitions of professional vs. non-professional

- The role of food, hospitality, breaking bread

- Fluidity or rigidity of gender roles, gender separation

- Permissive or directed parenting styles

- Marked differences in body language, and/or levels of physical contact, such as the significance or lack of eye contact.

- Customs around audience behavior, length of performance, or whether it is appropriate to change seats during a show, or eat food

- Flat vs steep hierarchy

    - A flat hierarchy indicates that power is shared and widely dispersed and that society members do not accept situations where power is distributed unequally

    - A steep hierarchy indicates that a society accepts an unequal, hierarchical distribution of power, and that people understand "their place" in the system (Hofstede)

Names

Learning to pronounce a participants' name correctly is not just a common courtesy. It is also an important effort in creating an inclusive environment, one that emphasizes psychological safety and belonging.

Here are some strategies:

- Read a roster to yourself (out loud) before meeting your participants. Note potential difficulties.

- If there are recurring participants, take attendance on the first day in a consistent way with each participant, even the ones with seemingly easy names. Use a standard question such as, "What do you like to be called?".

- Write phonetic spellings down when you need to. When you get to a name that might be difficult, ask the individual to say it.

- Don't joke. Don't rush. If you need to ask the individual for more help, do it in private.

- If you make a mistake, apologize but don't make an excuse.

Personal Pronouns

A pronoun is a word that refers to either the people talking (I or you) or someone or something that is being talked about (like she, it, them, and this). Gender pronouns (he/she/they/ze etc.) specifically refer to people that you are talking about. Often, when speaking about someone in the third person, these pronouns have a gender implied -- such as "he" to refer to a man/boy or "she" to refer to a woman/girl. These associations are not always accurate or helpful.

Sometimes people make assumptions about the gender of another person based on the person's appearance or name. These assumptions aren't always correct, and the act of making an assumption (even if correct) sends a potentially harmful message -- that people have to look a certain way to demonstrate the gender that they are or are not (mypronouns.org).

Here are some other tips to consider when using gender pronouns:

- **Ask-** Ask everyone their pronouns, not just those that may be trans or non-binary.

- **Practice-** Using gender pronouns frequently can help make it part of your normal day-to-day interactions. Consider using pronouns during introductions or ice-breaker activities.

- **Apologize-** Mistakes happen. If you make a mistake when using gender pronouns, simply apologize and correct yourself.

- There are dozens of pronouns and terms people use to describe themselves. The best piece of advice, is to ask... and simply call people what they want to be called. (NRPA, 2019)

Accessibility

Accessibility, in this context, is defined as equal access to programs and physical environments. Urbana Park District has a cooperative agreement with Champaign-Urbana Special Recreation to ensure that Urbana-Champaign residents with specific needs have equal access and opportunities in recreation. CUSR supports inclusive recreational experiences in park district programs. When registering for a program, participants can request program accommodations. Individuals utilizing inclusion services participate in all types of park district programs and events. These individuals should be treated the same as all other participants unless you are advised otherwise by CUSR inclusion staff.

Always be cognizant of program and event locations. Be certain that participants are able to travel to and from the program/event site. If outdoors, stay near paved surfaces and avoid rough terrain. In an indoor setting, ensure that the program location in that facility is easily accessible for everyone

For Example:

* Locate a public event/program near a bus stop and/or within walking distance of desired participants.
* Provide notice that all UPD facilities are certified by the CU Public Health District as breastfeeding friendly facilities.
* Pick-up locations for day camps are accessible to caregivers of all ages and abilities.

People by law have the right to request modification. The Urbana Park District strives to facilitate programs and events for people of all-abilities. Staff must be mindful and accommodating to participants' specific needs. If requested, communicate with the individual about what specific modifications they need.

Common accommodations may include, but are not limited to: large printed materials, timely translation services, wheelchair access, hearing and visual accommodations, sensory sensitivities adjustment, and providing adapted instruction to participants with limited mobility.

Sensory and Emotion Processing

Sensory processing refers to the mechanism of how we feel. It is how we use what we sense to understand the world around us, and it underpins every aspect of human functioning. Everyone processes sensation, and symptoms of sensory processing disorders and challenges vary greatly depending on the individual. Program and event environments through the Urbana Park District are multidimensional. The Urbana Park District staff strives to accommodate participants with any of the following sensory sensitivities.

- **Sound**- Sudden or loud noises can be upsetting.
    - Individuals with autism may respond by covering their ears or making repetitive noises to cover the sound.
    - Some programs and events may have music too loud for some people.
- **Touch**- Individuals can be highly sensitive to any touch or certain textures.
    - Larger, shoulder-to-shoulder crowds can create anxiety.
    - Individuals may find it easier to focus if given something to fidget with.
- **Smell**- Individuals with smell sensitivities can be acutely aware of strong odors in their environment.
    - Be aware of air fresheners, perfumes, or the smell of cleaning products.
- **Taste**- Some individuals may be averse to certain foods or follow a specific diet
    - Offer a variety of options for camp snacks or events food options.
- **Sight**- The lack of or abundance of certain lighting in a space can be difficult.
    - Fluorescent lighting can be especially harsh.

Emotional Processing is how individuals cope with stressful events. Everyone experiences anger, fear, sadness, anxiety and depression, but those experiences are temporary for the majority of people. Emotional processing happens when an individual experiences an emotionally distressing event and is (or isn't) able to cope with those experiences over time. (Emotional Processing: Definition & Theory)

If someone is having difficulty processing their emotions, remember; remain calm, be respectful and listen. Know when you need assistance - Reach out to a supervisor or coworker if you notice the situation escalating.

Tips for Supporting Positive Behavior & Recognizing Efforts

- Verbal praise**-** Telling someone specifically what behavior you like sparks interest and motivation.
- Physical praise- High five, fist bump, smile, thumbs-up, dance party, etc.
- Reward incentives- Gold star, choice of next activity, stickers, etc.

Key Terms and Acronyms

ADA	Americans with Disabilities Act
CUSR	Champaign-Urbana Special Recreation
LGBTQ+	An acronym used for lesbian, gay, bisexual, transgender and queer. The plus sign is used to include individuals who are not listed (pansexual, agender, bigender, two-spirit, etc.) While there are other forms of this term in use, this document uses LGBTQ+ without intending to exclude any individuals.
UPD	Urbana Park District
UPDAC	Urbana Park District Advisory Committee
YBH	You Belong Here
Culture	The customary beliefs, social forms, and material traits of heritage, religious, or social group
Cultural Awareness	Being cognizant, observant, and conscious of similarities and differences among and between cultural groups.
Disability	A physical or mental impairment that substantially limits one or more major life activities of an individual
Diversity	The condition of having or being composed of differing elements; the inclusion of of people of different races, cultures, etc. in a group or organization
Emotional Processing	The ability to process stressful life events and move past them.
Equity	The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.
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Gender Neutral	Not referring to either sex, but to people in general

Inclusion	Bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources
Race	Any one of the groups that humans are often divided into based on physical traits regarded as common among people of shared ancestry.
Sensory Processing	Refers to the mechanism of how we feel. It is how we use what we sense to make sense of the world around us, and it underpins every aspect of human functioning.
Sexual Orientation	A person's sexual identity or self-identification as bisexual, straight, gay, pansexual, etc.

Resources

Buarqoub, I.A.S. "Language Barriers to Effective Communication." *Utopia y Praxis Latino Americana*, vol. 24, no. 6, 2019.

"Gender-Inclusive Language." *The Writing Center • University of North Carolina at Chapel Hill*, 13 May 2020, writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/.

Linguistic Society of America, *Guidelines for Inclusive Language.* 2016

Middleton, Margaret. *Family Inclusive Language Chart*, 2014.

"Inclusive Language Guide." *Blog*, 16 Oct. 2019, Northwestern: The Family Institute. counseling.northwestern.edu/blog/inclusive-language-guide/.

Briggs, Sara. "30 Ways to Become a Culturally Sensitive Educator." *InformED*, 3 Mar. 2014,

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"Emotional Processing: Definition & Theory." *Study.com*, 31 March 2017, study.com/academy/lesson/emotional-processing-definition-theory.html

Henriques Ph.D., Gregg. "Understanding Emotions and How to Process Them" *Psychology Today* 28 Jan 2017 https://www.psychologytoday.com/us/blog/theory-knowledge/201701/understanding-emotions-and-how-process-them

Washington State Employees' LGBTQ+ Resource Group. *Inclusive Bathroom Signage Recommendations*. (2019)

Urbana Park District (UPD) is committed to creating and promoting inclusion across all public spaces, places, facilities and programs that the department manages. Through the UPD You Belong Here Inclusion Strategy, we welcome and support recreation experiences for everyone, while encouraging an inclusive and responsive staff culture. Celebrating inclusion regardless of your age, ethnicity, culture, income, ability, lifestyle, interests—everyone and anyone belongs here!

This guide is a reference and resource for managers and coordinators to utilize when planning and implementing programs, services and events to ensure inclusion for all. This list is nowhere near exhausted, so do not limit yourself to these efforts; they are in place to guide and support the Inclusion Strategy given resources Urbana Park District has currently and action we can take now.

Programming

- Be cognizant of culturally sensitive program dates/hours
- Offer social activities that support social-emotional learning opportunities (i.e., social clubs, arts and crafts, music, dancing, cultural classes)
- Create a safe environment for participants, staff, and volunteers to identify their personal pronouns and respectfully be addressed by them
- Look for opportunities to collaborate with community organizations in providing services for marginalized communities (Uniting Pride, CUSR, LNAC, CHAD, DSC, CU FAIR, Community Choices, CU Trauma and Resiliency Initiative)

Marketing/Advertising

- Always use inclusive language when developing flyers, writing program guide text, and posting on social media/website. [Inclusion Strategy Training Packet]
- Use established connections through the Outreach & Wellness department to target marketing efforts toward underserved populations
- Consider adding messaging to promotional materials or on display in facilities that assure all community members that they are welcome

Representation

- Hiring diverse volunteers, part-time and seasonal staff; use a couple of DEIJ hiring questions on your interview tools *[DEI Interview Example Questions]*
- Signage and additional facility enhancements (artwork, murals, safe zones etc.) that promote diversity and inclusion
- Celebrate diverse heritages and cultural holidays through programs, partnerships, and media platforms [2021 Multicultural Calendar]
- Seek opportunities to collaborate with Uniting Pride Center for programs and events.

Accessibility

- All programs should allow participants to request modifications upon registration
- Connect with Outreach & Wellness department to get materials translated; especially for free to low-cost programs and events
- Seek opportunities to collaborate with and cross promote through Champaign-Urbana Special Recreation for programs and events.
- Turn closed captioning on any video or media posted
- Always use 12pt or larger font on all printed materials
- Look for opportunities to alleviate transportation barriers by utilizing Urvana to bring accessible programs, events, and on-site registration to underserved communities and/or being cognizant of whether your venue is accessible by public transportation.
- Consider all abilities when making program and event cancellation decisions due to inclement weather.

Other Resources and Professional Development Opportunities

The University of Illinois' Office of Inclusion and Intercultural Relations offers an abundance of free workshops and trainings. Follow the link below to look at UIUC diversity calendar.
https://calendars.illinois.edu/list/2040?skinId=17852