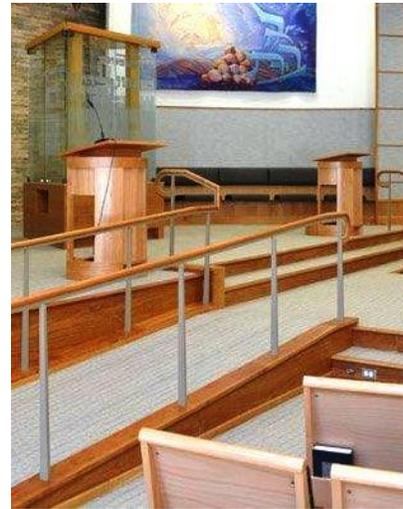


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# That Every Ability May Belong Month

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## Jewish Workbook

### LOOK INSIDE FOR

- Adult, Teen and Children's Activities
  - Newsletter Articles • Access Surveys
-

## INTRODUCTION TO TEAM BELONG MONTH

*“Rabbi Simla’i explained in a sermon: The Torah begins and ends with acts of caring, loving kindness.” (Talmud: Sotah 14a)*

Pathways.org inaugurated TEAM Belong: That Every Ability May Belong (formerly *Inclusion In Worship*) in 1996 to help houses of faith welcome members of all abilities. Interfaith educational materials at [www.TEAMBelong.org](http://www.TEAMBelong.org), annual TEAM Belong Awards with grants of up to \$1,000 for access projects, TEAM Belong Month and resources for starting TEAM Belong ministries in congregations are provided to help houses of faith accommodate disability differences. The goal is that worshippers of all abilities and their families feel a sense of welcome and belonging in their community of faith.

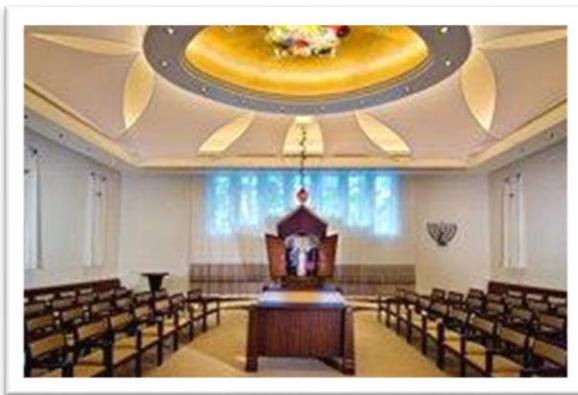
An integral part of TEAM Belong is the annual celebration of TEAM Belong Month. February is Jewish Disability Awareness and Inclusion Month. We encourage your participation and offer this workbook for additional ideas to use during JDAIM.

Our communities of faith are strengthened when we come together with “acts of caring, loving kindness” so that every ability may belong. We hope this workbook will be an additional resource as you celebrate Jewish Disability Awareness and Inclusion Month at your synagogue.

*On the cover left to right: Mezuzah at wheelchair height, Congregation Beth El of Montgomery County, Bethesda, MD, a 2008 Junior TEAM W Award winning congregation, sign language interpreter, Congregation Bene Shalom, Skokie, IL, a 2000 TEAM W Award winning congregation, ramp to the bimah, accessible Holocaust Chapel, Temple Beth Hillel-Beth El, Wynnewood, PA, a 2015 TEAM W Award winning congregation.*

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*Flexible seating, a reading table on ground level and a ramp to the Ark in the chapel at Temple Beth El, Northbrook, IL, a 1998 TEAM W Award winning congregation, allows congregants of all abilities to participate in worship services.*

## TEAM BELONG MONTH ACTIVITIES

Use the following ideas to plan a TEAM Belong Month and to promote access and inclusion at your synagogue every day of the year!

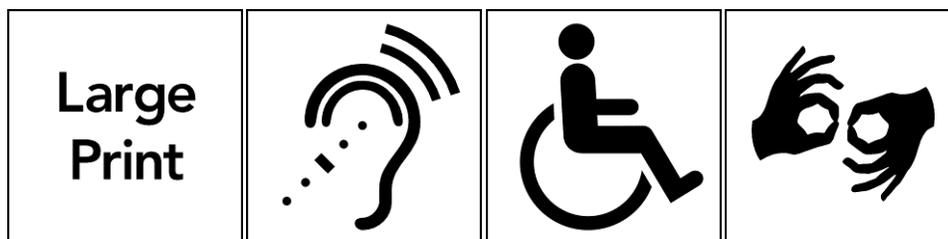
- Dedicate a Kiddush or Oneg Shabbat in honor of TEAM Belong Month.
- Place *How You Can Make a Difference* (p. 6) in your newsletter.
- Train clergy, ushers, lay leaders and congregants to be welcoming using the *How You Can Make a Difference, Know Your Disability Etiquette* and *People First Language* handouts (pp. 6-9).
- Use *People First Language* in all publications and worship services (p.9).
- Survey your facility for accessibility and make plans to address areas of need (p. 18).
- Provide large print Siddurim and Chumashim.
- Provide accessible seating in different parts of the sanctuary for people who use wheelchairs and walkers to sit with their family members.



*A canopied entrance with drop off area and curb cut allows safe and easy access at 2006 TEAM W Award winning Temple Jeremiah, Northfield, IL.*

## TEAM BELONG MONTH ACTIVITIES (Continued)

- Nominate your congregation for a Pathways.org TEAM BELONG Award or a Junior TEAM BELONG Award (nominated by children, ages 5-18). Cash grant of up to \$1,000 for access or inclusion projects are available. **Deadline is October 1<sup>st</sup>** each year. Application forms are at [www.team-w.org](http://www.team-w.org).
- Hire a qualified Judaic sign language interpreter for services and publicize this accommodation. Continue throughout the year.
- Place a portable or permanent reading table on the sanctuary floor so that people with physical disabilities have greater access for Torah reading and honors.
- Place second mezuzot at wheelchair height on doorways throughout the synagogue.
- Personally invite members with disabilities to regular synagogue activities such as Sisterhood, Men's Club/Brotherhood, youth groups, social action, minyanim, aliyot, etc. and provide accommodations to facilitate their participation.
- Include children of all abilities in religious education classes and provide appropriate supports. Publicize that all children are welcome.
- Use access symbols in print materials, newspaper ads and signage to publicize your synagogue's accessibility.



*Adapted from "Opening the Gates of the Torah: Jewish Disabilities Awareness Month Resource Packet," edited by Lenore Layman, Special Needs Department, Partnership for Jewish Life and Learning, Board of Jewish Education of Greater Washington, 2004.*

## HOW YOU CAN MAKE A DIFFERENCE

*There are many things that you, as an individual, can do to help people with disabilities feel welcome in your house of faith.*

1. I will treat ALL people as PEOPLE FIRST – as I would like to be treated.
2. I will SPEAK DIRECTLY to the person with a disability, not only to the nearby family member, companion, interpreter, or the canine companion.
3. I will offer to SHAKE HANDS when introduced to a person with a disability. (Persons with limited hand use or who wear an artificial limb may shake hands. Shaking the left hand is okay, too.)
4. I will place myself at EYE LEVEL, in front, for easy conversation with a person in a wheelchair, with crutches, or with a walking frame.
5. I will OFFER ASSISTANCE AND WAIT until the offer is accepted. I will then ask for instructions.
6. I will be PATIENT AND WAIT for the person with difficulty speaking, rather than speaking for the person. I may help by asking short questions that require short answers, a nod, or a shake of the head.
7. I will see the WHOLENESS OF SPIRIT beneath the surface of someone with a disability and overcome the tendency to turn away or ignore the person.
8. I will TREAT ADULTS with developmental disabilities AS ADULTS, not as children. I will use first names only when using the same familiarity for all persons.
9. I will get the attention of someone who is hearing-impaired by LIGHTLY TAPPING their elbow or shoulder, or by WAVING MY HAND. I will look directly at the person and speak clearly, slowly, and expressively to establish if the person can read my lips.
10. I will guide a person with visual impairments by GIVING VERBAL CLUES to steps, curbs, escalators or doors.

*Please duplicate and share with others.*

## KNOW YOUR DISABILITY ETIQUETTE

### GENERAL INFORMATION

1. What do you say when you meet a person with a disability? How about “Hello?”
2. Because each person has gifts and abilities, ask a person with a disability to usher, to read, etc.
3. Speak directly to the person with a disability or difference, not only to the family member, companion, interpreter, or canine companion.
4. Ask the person with the disability if you can help. Respect any refusal.
5. A warm smile and friendly conversation are very welcoming.
6. Feel comfortable using words like see, walk, and listen with people with disabilities.
7. Use people-first language such as “a man who uses a wheelchair” NOT “a wheelchair bound man.”
8. Offer large-print bulletins, prayer books or assistive listening devices.
9. Use the accessibility logo on signs and in print materials. Include the words “All Are Welcome.”



**ALL ARE  
WELCOME**

### WELCOMING PEOPLE WHO ARE BLIND OR HAVE VISION LOSS

1. Identify yourself when you greet the person. Tell the person when you are about to leave.
2. Talk normally, using your customary voice and typical expressions like “See you later.”
3. Offer your arm when assisting; the same way an usher does at a wedding.
4. Give verbal cues such as “We are going through a doorway.” Explain the traffic pattern with clear, calm instructions such as “Go up the center aisle.” →

*“My house shall be a house of prayer for all people.”*

*Isaiah 56:7*

## WELCOMING PEOPLE WITH MOBILITY DIFFERENCES

1. Speak directly to the person.
2. Offer assistance, but accept a “No, thank you.”
3. Sit down so that you are at eye-level if the conversation will last more than a few minutes.
4. Shake hands or lightly touch a shoulder in the same way you would with others.
5. Keep a person’s wheelchair or walker near the person. A person who uses a chair may be able to walk but still needs their wheelchair.

## WELCOMING PEOPLE WITH DEAFNESS OR HEARING LOSS

1. Face the person. He/she will appreciate seeing your facial expression and may read your lips. Your face, gestures, and body movements help in understanding.
2. Move closer rather than shout.
3. Speak clearly and slowly. Writing may be necessary.

## WELCOMING PEOPLE WITH SPEECH DIFFERENCES

1. Be patient. Let a person talk at his/her own pace.
2. Remember a person may have communication means other than speech, such as writing.
3. Ask questions that require short answers or a shake of the head. If you cannot understand, rephrase the question.
4. Repeat or paraphrase what was said in order to confirm that you understand.

## WELCOMING PEOPLE WITH COGNITIVE DIFFERENCES

1. Greet the person and interact normally.
2. Keep things simple and uncomplicated.
3. Treat people equally regardless of participation level; give prayer books or hymnals to all; allow everyone a chance to speak.

*Please duplicate and share with others.*

*The Talmud (Baba Batra 9a) says: "Greater than one who does a mitzvah is one who causes others to do a mitzvah."*

## PEOPLE FIRST LANGUAGE

When writing or speaking about people who happen to have disabilities, words should be chosen with care in order to promote dignity and respect. Use "People First Language" to illustrate your sensitivity:

- Refer to the person first. Say “a man who uses a wheelchair” NOT “a wheelchair bound man.”
- If the disability isn’t critical to the story or conversation, don’t mention it.
- Describe a person, not a condition. For example, say “a person with epilepsy” NOT “an epileptic.”
- Never use the term “mentally retarded.” The acceptable terms are “intellectual disability” or “cognitive disability.”
- Never use the word “handicapped” as it connotes begging as the only occupation for people with disabilities. For example, say “accessible parking” NOT “handicapped parking.”
- Don’t portray people with disabilities who are successful as “heroes” or raise expectations that all people with disabilities should reach this level.
- Don’t sensationalize disabilities by using terms such as “afflicted with,” “victim of” or “suffers from.”
- Don’t use generic labels such as “the disabled” for groups of people with disabilities.
- Emphasize abilities, not limitations. For example, say “walks with crutches,” NOT “crippled,” and “uses a wheelchair,” NOT “wheelchair bound.”
- Don’t refer to people with disabilities as patients. A disability is not a disease.
- Speak of people with disabilities as the active participants in society that they are.

*Please duplicate and share with others.*

## NEWSLETTER OR BULLETIN ARTICLE

*Following is a sample article announcing TEAM BELONG Shabbat. Congregations should edit it to specifically reflect how they are participating in TEAM Belong Month and to describe their efforts toward making their synagogues more accessible.*

### **TEAM Belong: That Every Ability May Belong Shabbat**

TEAM BELONG Shabbat heightens congregational awareness, acceptance and inclusion of worshippers of all abilities. Our participation in TEAM BELONG Shabbat affirms our commitment to making Judaism accessible to all Jews in our community.

We have chosen the Shabbat of Friday, \_\_\_\_\_ and Saturday, \_\_\_\_\_ (\_\_\_\_\_ Cheshvan or \_\_\_\_\_ Kislev) as TEAM BELONG Shabbat. Please join us as we focus on access and inclusion through \_\_\_\_\_ (describe your activities) \_\_\_\_\_.

Participating in TEAM BELONG Shabbat is just one step toward making our congregation more accessible. To have a real and lasting impact, we must extend our commitment beyond this special day. When we truly welcome members of all abilities into our community every day, we are all strengthened.



*Accessible design by WMCRP Architects*

*Accessible reading table at Congregation Har Shalom, Potomac, MD.*

## QUOTES FOR TEAM BELONG MONTH

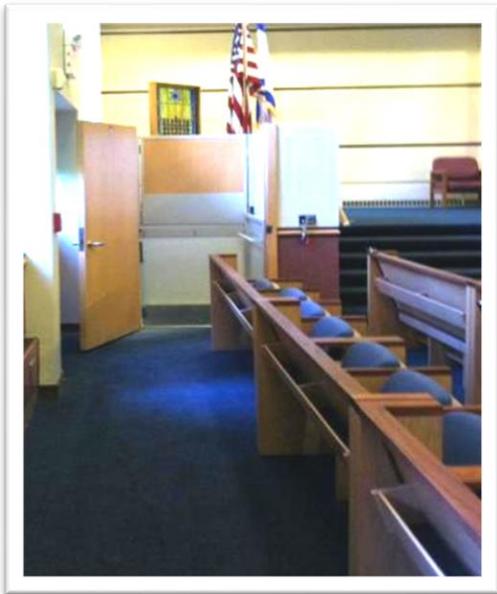
*“Rabbi Eliezer says: Let other people’s dignity be as precious to you as your own.” (Pirkei Avot 2:15)*

*“Do not look at the container but what is in it.” (Pirkei Avot 4:27)*

*“Blessed are You, Eternal G-d, who makes Your creations different.”  
(Traditional liturgy)*

*“O G-d, may all created in your image recognize that they are kin, so that in one spirit and in one friendship, they may be forever united before You.”  
(Traditional liturgy)*

*“All of Israel is responsible for one another.” (Shavuot 39a)*



*A lift to the bimah and assistive listening devices are provided at 2014 TEAM W Award winning Temple Anshe Sholom, Olympia Fields, IL.*

## TEAM BELONG MONTH BIBLICAL HEROES

The major figures of the Bible were far from physically perfect.

Isaac was blind at least part of his life:

“When Isaac was old and his eyes were too dim to see...”

-Genesis 27:1

Jacob had difficulty walking for much of his life and becomes blind later in life as his father, Isaac did.

Jacob’s brother Esau is the stronger, more “manly” son, yet, in the eyes of the Bible, it is Jacob who is superior and destined to carry on the Jewish line.

Nor were the matriarchs pictured as being perfect or unblemished. Sarah, Rebekah and Rachel are all barren. Leah, while not barren, has weak eyes.

Even Moses appears to have had a speech limitation:

“Please, O Lord, I have never been a man of words, either in times past or now that you have spoken to Your servant; I am slow of speech and slow of tongue.”

In the next verse God answers him:

“Who gives man speech? Who makes him unable to speak or deaf, seeing or blind? Is it not I, The Holy One? Now go, and I will be with your mouth and will instruct you what to say.”

-Exodus 4: 10-12

Moses is encouraged to take up his mission despite his limitations. G-d will be with him and will guide him as he leads the people of Israel. A great leader does not need to be seen as physically perfect.

*Adapted from “Who Makes People Different: Jewish Perspectives on the Disabled,” by Carl Astor, United Synagogue of America, Dept. of Youth Activities, 1985 in “Opening the Gates of the Torah” edited by Lenore Layman, Special Needs Department, Partnership for Jewish Life and Learning, Board of Jewish Education of Greater Washington, 2004.*

## INVOLVING TEENS IN TEAM BELONG MONTH

Teens can help with the children's paper doll banner on p. 15.

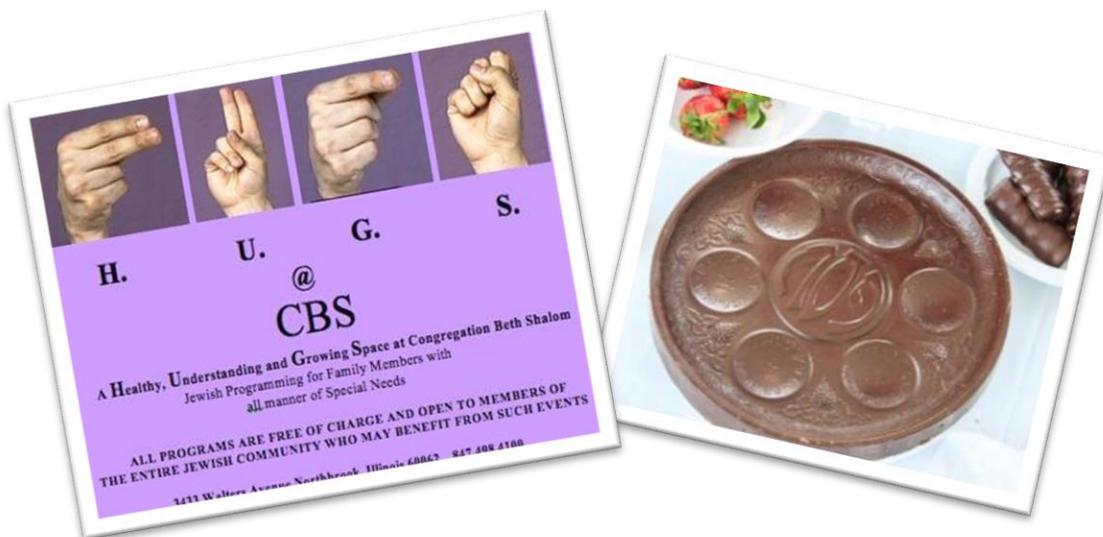
### CUT OUT DOLLS FOR CHILDREN'S ACTIVITY

#### Materials:

Stiff card stock paper, scissors, ball point pens, paper doll templates, hole punch, yarn

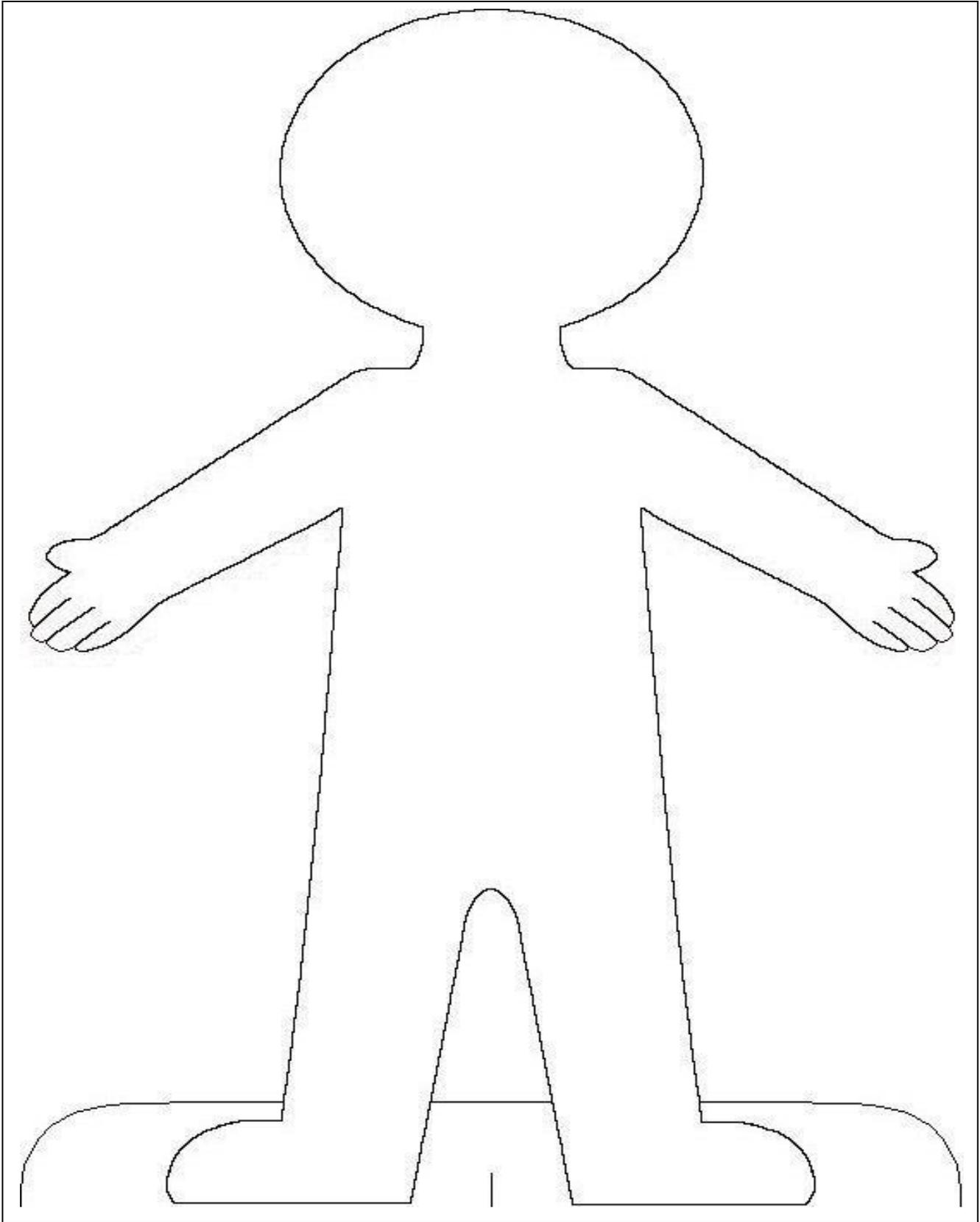
Invite teens from your youth group to trace the paper doll template (p. 14) onto white cardstock and cut out enough paper dolls for children to color on TEAM BELONG Shabbat. Teens can also punch holes in the dolls hands and cut lengths of yarn long enough for the children to tie dolls together. Discuss the Know Your Disability Etiquette, *How You Can Make a Difference* and *People First Language* handouts in this workbook as the teens work.

Ask teens to volunteer to help set up and supervise the children's paper doll activity after worship services on your TEAM BELONG Shabbat.



*Congregation Beth Shalom, Northbrook, IL, a 2013 TEAM W Award winning congregation, provides H.U.G.S. Holiday and Shabbat activities, such as a chocolate Seder, that allow families with children with special needs to celebrate, pray and observe together in a safe and accommodating space.*

DOLL TEMPLATE FOR CHILDREN'S ACTIVITY



## CHILDREN'S TEAM BELONG MONTH ACTIVITY



### PAPER DOLL BANNER

#### Materials:

Roll of banner art paper

Paper dolls pre-cut and punched

Yarn pieces

Crayons or markers

Set up tables with supplies. Invite children to decorate a pre-cut paper doll with crayons or markers to make the doll look like them. String dolls together by inserting yarn into holes in hands of dolls or tie dolls together with short pieces of yarn. Write "Blessed are You, Eternal G-d, who makes Your creations different." in large letters on the banner paper. Attach the yarn joined dolls to the banner and display for all to see.



## INVOLVING ADULTS AND CHILDREN

### EVERYONE IS 'THUMB' BODY SPECIAL

#### Materials:

Large table

Large piece of banner paper

Stamp pads in various colors (or create your own using small sponges and food colors)

Black, thin tipped, felt markers

Disposable wipes to clean thumbs



Spread a large sheet of banner paper on the table. Write "Everyone is *Thumb Body Special* at (name of synagogue)" in the center of the banner in large letters. Standing at the side of the table where they can read the wording on the banner, invite children and adults to coat their thumbs lightly on the stamp pads and press their thumbprints onto the large banner paper to make a head. Use the thin tipped markers to draw eyes, nose, mouth, hair, arms, legs, clothes etc. on their thumbprint portrait. Have each person sign their name below their portrait. Clean off thumbs with wipes. When the banner paper is covered with thumbprint portraits, display the banner for all to see.



*Both adults and children enjoy adding their thumbprint portraits to the "Everyone Is 'Thumb' Body Special" banner.*

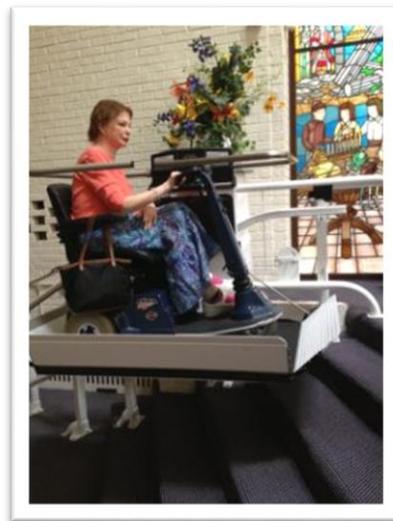
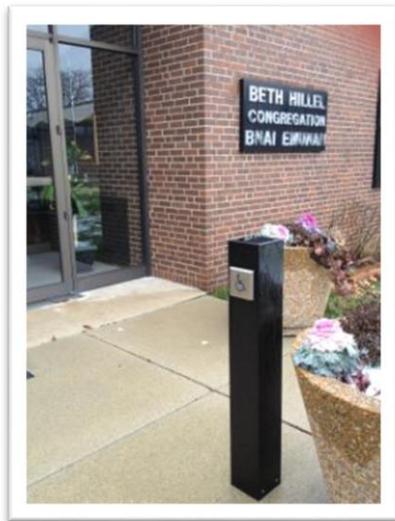
## MAKING YOUR MEETINGS ACCESSIBLE

A meeting is truly accessible when you:

- Ask on the registration form if accommodations are needed and list a phone number for requests.
- Provide an accessible gathering place convenient to public transportation with accessible parking, entrances and rest rooms.
- Provide information to attendees in multiple formats such as tape recorded, large print, e-mail, Braille, etc. as needed.
- Provide a sign language interpreter as needed.
- Have a general attitude of welcoming all people without regard to their limitations.
- Display access logos in all advertising, flyers, posters, and mailings promoting the event.

Other helpful provisions might include: personal assistants, video captioning, assisted note taking, guide dog “relief area”, audio description, assistive listening devices, loaned wheelchairs, special dietary provisions, free, accessible transportation, and personal readers.

*Adapted from Inclusion Network, 312 Walnut Street, Suite 2060, Cincinnati, OH 45202, 513-345-1330, [www.inclusion.org](http://www.inclusion.org)*



*A new automatic door opener made possible by a 2015 TEAM W Award grant and a lift to the bimah accommodate members who use wheelchairs and walkers at Beth Hillel Congregation Bnai Emunah, Wilmette, IL.*

## FACILITIES SURVEY

Use the following survey to evaluate the accessibility of your campus. At least one person who uses a wheelchair should be part of the survey team. "NO" answers indicate areas which need to be addressed. To save time, you may want to divide your team into groups, assign each group different areas to survey and then have groups report back on findings.\*

Parking		
YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Are 10% of all parking spaces designated accessible spaces? If no, actual number:
<input type="checkbox"/>	<input type="checkbox"/>	Are car spaces at least 8' wide in the accessible spaces? If no, actual width:
<input type="checkbox"/>	<input type="checkbox"/>	Is there an adjacent access aisle at least 5' wide, minimum? Two spaces can share access aisles.
<input type="checkbox"/>	<input type="checkbox"/>	Are the reserved spaces and access aisles paved, even if the rest of the parking lot is not paved?
<input type="checkbox"/>	<input type="checkbox"/>	Is there at least one van-accessible space? One van accessible space for every six accessible spaces is recommended.
<input type="checkbox"/>	<input type="checkbox"/>	Is the van-accessible space 8' wide, minimum with an 8' wide access aisle?
<input type="checkbox"/>	<input type="checkbox"/>	Are reserved spaces clearly marked with access symbol signage, 60" to bottom of sign, minimum? If no, actual height of signage:
<input type="checkbox"/>	<input type="checkbox"/>	Is the van-accessible space clearly marked "Van Accessible"?
<input type="checkbox"/>	<input type="checkbox"/>	Are reserved spaces on a level surface?
<input type="checkbox"/>	<input type="checkbox"/>	Is there a 3' wide curb cut between the parking lot and sidewalk, with a slope of 1":12"? Actual width of curb cut:  Actual slope of curb cut:

<b>Parking (continued)</b>		
<b>YES</b>	<b>NO</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Are reserved spaces close to an accessible entrance and on an accessible route with walkways at least 54 inches wide?
<input type="checkbox"/>	<input type="checkbox"/>	Are wheel stops installed 18" from the curb to prevent car overhang onto sidewalk leading to the accessible entrance?
<b>Walkways</b>		
<b>YES</b>	<b>NO</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Do walkways have non-slip, paved surfaces?
<input type="checkbox"/>	<input type="checkbox"/>	Are walkways the recommended 36" wide with 60" x 60" passing spots every 200' to allow for passing? If no, actual width:
<input type="checkbox"/>	<input type="checkbox"/>	Is the slope of the walkway a maximum of 1" rise in 20"?
<input type="checkbox"/>	<input type="checkbox"/>	Are walkways of a continuing common surface, and not interrupted by steps?
<input type="checkbox"/>	<input type="checkbox"/>	Are there any protruding objects, such as shrubs, in the walkway? List and create a plan for removal:
<b>Ramps</b>		
<b>YES</b>	<b>NO</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Has a sloped walkway rather than an exterior ramp been considered?
<input type="checkbox"/>	<input type="checkbox"/>	Do ramps have a slope no greater than 1" rise in 12"?
<input type="checkbox"/>	<input type="checkbox"/>	Do ramps have a width of no less than 36" between handrails?
<input type="checkbox"/>	<input type="checkbox"/>	Do ramps have continuous side rails on both sides?
<input type="checkbox"/>	<input type="checkbox"/>	Are side rails 34" to 38" above the surface of the ramp?

<b>Ramps (continued)</b>		
<b>YES</b>	<b>NO</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Do side rails extend 1' beyond the top and bottom of the ramp?
<input type="checkbox"/>	<input type="checkbox"/>	Do ramps have a non-slip surface?
<input type="checkbox"/>	<input type="checkbox"/>	Do ramps have level 5' platforms at 30' intervals and whenever they turn (for purposes of rest and safety)?
<input type="checkbox"/>	<input type="checkbox"/>	Are exterior ramps located near accessible parking places?
<input type="checkbox"/>	<input type="checkbox"/>	Are exterior ramps covered with a canopy for weather protection to keep ramps free of snow, ice and rain?
<input type="checkbox"/>	<input type="checkbox"/>	If exterior ramps are not covered is a 4" bottom rail in place rather than a curb to allow rain to drain off and snow to be pushed off?
<input type="checkbox"/>	<input type="checkbox"/>	Are ramped entrances clearly designated with signage?
<b>Entrance</b>		
<b>YES</b>	<b>NO</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Is at least one primary entrance to the building usable by people who use wheelchairs and walkers?
<input type="checkbox"/>	<input type="checkbox"/>	Do doors have a clear opening of 32" or more? If no, actual width:
<input type="checkbox"/>	<input type="checkbox"/>	If doors have a closer, is there a time-delay device?
<input type="checkbox"/>	<input type="checkbox"/>	When closed, are doors that are in a series separated by at least 4' plus the width of any door swinging into the space? If no, actual distance:
<input type="checkbox"/>	<input type="checkbox"/>	Are all thresholds level (less than ¼ inch), or beveled, up to ½ inch high?
<input type="checkbox"/>	<input type="checkbox"/>	Are door handles 48" high or less?
<input type="checkbox"/>	<input type="checkbox"/>	Are door handles operable with a closed fist?

<b>Wheelchair Lift</b>		
<b>YES</b>	<b>NO</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Is platform 42" x 48"? If no, actual dimension:
<input type="checkbox"/>	<input type="checkbox"/>	Can lift be operated by persons with disabilities without assistance?
<input type="checkbox"/>	<input type="checkbox"/>	Is lift secured to prevent accidents or misuse?
<input type="checkbox"/>	<input type="checkbox"/>	Is there an accessible route on and off the lift, top and bottom?
<b>Access to Worship</b>		
<b>YES</b>	<b>NO</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Are there one or two pews 32" apart for people who use crutches or walkers?
<input type="checkbox"/>	<input type="checkbox"/>	Have the ends of several pews been removed to allow people in wheelchairs to sit with family?
<input type="checkbox"/>	<input type="checkbox"/>	Are there chairs with padded seats, some padded pews, or seat pads to distribute?
<input type="checkbox"/>	<input type="checkbox"/>	Are there areas of adequate lighting to enable participation in worship?
<input type="checkbox"/>	<input type="checkbox"/>	Is there adequate lighting on speakers and interpreters, with no shadows on either?
<input type="checkbox"/>	<input type="checkbox"/>	Are worship aides and hymnals available in large print for people with vision loss?
<input type="checkbox"/>	<input type="checkbox"/>	Are worship aides and hymnals available in Braille for people with vision loss?
<input type="checkbox"/>	<input type="checkbox"/>	Is there an amplification system for persons who are hard of hearing? If yes, what type?

<b>Access to Worship (continued)</b>		
<input type="checkbox"/>	<input type="checkbox"/>	Are there sign language interpreters for people who are deaf and hard of hearing?
<input type="checkbox"/>	<input type="checkbox"/>	In lieu of interpreters, is there real-time captioning available?
<input type="checkbox"/>	<input type="checkbox"/>	Is the sanctuary accessible so that people who use wheelchairs and walkers can serve as worship ministers?
<input type="checkbox"/>	<input type="checkbox"/>	Have ushers been trained to offer appropriate assistance?
<b>Stairs</b>		
<b>YES</b>	<b>NO</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Do stairs have a non-slip surface?
<input type="checkbox"/>	<input type="checkbox"/>	Are stairs well lit?
<input type="checkbox"/>	<input type="checkbox"/>	Is there a continuous and stable handrail along both sides of the stairs? If no, is there a handrail on one side?
<input type="checkbox"/>	<input type="checkbox"/>	Is there textural or color change at the top and bottom of steps to alert persons with vision loss?
<b>Restrooms</b>		
<b>YES</b>	<b>NO</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Is there at least one accessible restroom provided on each floor?
<input type="checkbox"/>	<input type="checkbox"/>	Do entranceways, doors, and vision screens allow 32" clearance?
<b>Is there at least one toilet stall that:</b>		
<input type="checkbox"/>	<input type="checkbox"/>	Is 60" wide by 56" long for a wall mounted toilet or 60"x 59" for floor mounted toilet with the door NOT swinging into this area?
<input type="checkbox"/>	<input type="checkbox"/>	Has an out-swinging door that has a 32" clear opening?
<input type="checkbox"/>	<input type="checkbox"/>	Has grab bars 36" long on each side or on one side and rear wall, 33" to 36" above floor, fastened securely to the wall at the ends and center?

<b>Restrooms (continued)</b>		
<b>YES</b>	<b>NO</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Has a commode with seat 17" to 19" from floor?
<input type="checkbox"/>	<input type="checkbox"/>	Has paper holder mounted to the side of the toilet 7"- 9" from the front of toilet, 14"- 19" from floor?
<input type="checkbox"/>	<input type="checkbox"/>	Are sinks wall-mounted with rim no higher than 34" from floor?
<input type="checkbox"/>	<input type="checkbox"/>	Do sinks have faucets operable with closed fist? (Single-lever type handles not requiring hand grip are preferred.)
<input type="checkbox"/>	<input type="checkbox"/>	Are exposed drain pipes and hot water pipes covered or insulated?
<input type="checkbox"/>	<input type="checkbox"/>	Are some mirrors and shelves at a height with the bottom no higher than 40" above floor (or slanted to allow vision at that level)?
<input type="checkbox"/>	<input type="checkbox"/>	Are some towel racks, and other dispensers and disposal units mounted no higher than 40" from the floor?
<input type="checkbox"/>	<input type="checkbox"/>	Do restrooms for men have wall-mounted urinals with opening of the basin no higher than 17" from the floor, or have floor-mounted urinals that are level with the main floor?
<b>Elevators</b>		
<b>YES</b>	<b>NO</b>	
<input type="checkbox"/>	<input type="checkbox"/>	If building is multi-story, is there an elevator?
<input type="checkbox"/>	<input type="checkbox"/>	Are the hall call buttons centered at 42" maximum from floor?
<input type="checkbox"/>	<input type="checkbox"/>	Are all of the interior controls 48" or less from the floor? If no, actual height:
<input type="checkbox"/>	<input type="checkbox"/>	Are the buttons labeled with raised or Braille letters beside them?

## Elevators (continued)

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Do cab dimensions range from 51" x 80" to 60" x 60"? If no, actual dimension:
<input type="checkbox"/>	<input type="checkbox"/>	Is there a handrail provided on at least one side, 32" from the floor?
<input type="checkbox"/>	<input type="checkbox"/>	Is the door slow-closing, with a sensing device?
<input type="checkbox"/>	<input type="checkbox"/>	Is there an audible signal at each floor?

*\* Make copies of the survey for team members and place on clipboards. Use a tape measure for accurate measurements.*



*Accessible washrooms were a priority at Temple Beth El of Montgomery County, Bethesda MD, a 2008 TEAM Belong Award winning congregation.*

## **PATHWAYS.ORG TEAM BELONG AWARDS**

Since 1997, Pathways.org has funded TEAM BELONG and Junior (*nominated by children, ages 5-18*) TEAM Belong Awards grants. The grants assist houses of worship and religious schools nationwide to include individuals of all abilities as active participants. To apply for the grants of up to \$1,000, congregations submit a video or essay with electronic photos about your inclusion efforts, a completed nomination form and a request for funding for a specific access or inclusion project. For more information, application forms and deadlines visit [www.team-w.org](http://www.team-w.org).

Examples of projects supported by Pathways.org TEAM BELONG grants include purchasing Braille worship aides, providing sign language interpreters for religious services, modifying washrooms for accessibility, providing large print prayer books, installing automatic door openers, purchasing a communication device for a religious school student and funding a height adjustable table in a religious education classroom for a student who uses a wheelchair.



*Adequately sized, clearly marked, accessible parking places with curb cuts located near accessible entrances are provided at 2008 TEAM Belong Award winning Temple Beth El of Montgomery County, Bethesda, MD.*

## TEAM BELONG AWARD WINNING SYNAGOGUES

The following synagogues submitted applications for TEAM Belong Awards and received grants to help fund their access and inclusion projects:

### TEAM W AWARDS GRANTS

1998	Congregation Beth Judea, Long Grove, IL
1998	Temple Beth El, Northbrook, IL
2000	Congregation Bene Shalom, Skokie, IL
2001	Am Yisrael Congregation Northfield, IL
2003	Congregation Beth Am, Buffalo Grove, IL
2004	A.G. Beth Israel Congregation, Chicago, IL
2006	Temple Jeremiah, Northfield, IL
2007	Chicago Sinai Temple, Chicago, IL
2013	Congregation Beth Shalom, Northfield, IL
2014	Congregation Anshe Shalom, Olympia Fields, IL
2015	Beth Hillel Congregation Bnai Emunah, Wilmette, IL
	Temple Beth Hillel-Beth El, Wynnewood, PA
2016	Shaare Torah, Gaithersberg, MD
	Temple Israel of Great Neck, Great Neck, NY
2017	Beth Emet The Free Synagogue, Evanston, IL
	Mishkan Chicago, Chicago, IL
	Temple Shalom of Chicago, Chicago, IL
	Melrose B'Nai Israel Emanu-El, Elkins Park, PA
	Temple Beth El, Northbrook, IL
2018	Mishkan Chicago, Chicago, IL

### JUNIOR TEAM W AWARDS GRANTS

2004	Shir Hadash Reconstructionist Synagogue, Northbrook, IL
2008	Congregation Beth El of Montgomery County, Bethesda, MD
2009	North Suburban Synagogue Beth El, Highland Park, IL

Visit [www.TEAMBelong.org](http://www.TEAMBelong.org) for application packets and more information.  
Annual deadline is October 1<sup>st</sup>.

TEAM Belong: That Every Ability May Belong provides information, educational materials and grants to congregations of all faith traditions to promote welcome and belonging for worshippers of all abilities. Visit [www.TEAMBelong.org](http://www.TEAMBelong.org) for more information.

### **TEAM BELONG RESOURCES**

- [www.TEAMBelong.org](http://www.TEAMBelong.org) website with free downloadable handouts about welcoming worshippers of all abilities
- Annual TEAM Belong Awards cash grants
- Annual children's Junior TEAM Belong Awards cash grants
- TEAM Belong Month planning materials
- Downloadable Handouts

### **AVAILABLE FOR DOWNLOADING AT [www.TEAMBelong.org](http://www.TEAMBelong.org)**

- TEAM Belong Awards application packets
- Junior TEAM Belong Awards application packets
- TEAM Belong Month Workbook for Jewish congregations
- TEAM Belong Month Disability Etiquette Bulletin Series
- Accessibility Plan Worksheet
- Access Signs
- The Stages of Belonging
- Reflecting on Belonging
- Universal Design: Design for All
- And More!