



AMERICAN REPERTORY BALLET  
PRINCETON BALLET SCHOOL

ADA Plan  
2021-2024

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[www.arballet.org](http://www.arballet.org)

# **American Repertory Ballet and Princeton Ballet School's ADA Plan 2021-2024**

This plan has been developed using American Repertory Ballet and Princeton Ballet School's previously approved ADA Plans and the NJ State Council on the Arts ADA Plan Outline.

## **I. Organizational Background**

American Repertory Ballet's mission is to bring the joy, beauty, artistry and discipline of classical and contemporary dance to New Jersey and nationwide audiences and to dance students through artistic and educational programs, presented by a financially responsible organization.

The organization was founded in 1954 by Audrée and Bud Estey as the Princeton Ballet Society, with the vision of bringing the joy of dance to students and audiences throughout New Jersey. American Repertory Ballet (ARB) achieves its mission through three key programmatic areas: the professional ballet company, which performs throughout New Jersey and beyond; ARB's Princeton Ballet School with three locations (New Brunswick, Cranbury, and Princeton); and ARB's Access and Enrichment program, including DANCE POWER, a 36-year partnership with the New Brunswick Board of Education, providing dance education to all third graders in New Brunswick public schools. New outreach initiatives include a residency at the New Jersey Institute for Disabilities; Audrey's Class for children with disabilities; and a Dance for Parkinson's program for people with Parkinson's disease and their caregivers.

## **II. Organizational Policies and Practices**

- A. American Repertory Ballet has a board-approved policy statement regarding ADA compliance:

American Repertory Ballet strives to ensure that all aspects of our programs and services are accessible to people with disabilities. Our New Brunswick, Princeton and Cranbury facilities are state-of-the-art and barrier-free. The new space in New Brunswick at the New Brunswick Performing Arts Center includes, among other accommodations: an automatic opener at one of three main entry doors; one accessible stall in each bathroom; an elevator to each level of the theater; a family/accessible restroom on the first floor next to the elevator; accessible seating at each level of the theater; and a Listen Tech Listening Device System for the hearing impaired. ARB developed a partnership with the Center for Vocational Rehabilitation/Joseph Kohn Training Center and now provides training opportunities for students with visual impairment. ARB also partnered with Dina's Dwelling, a permanent housing facility in New Brunswick for abused women (many of whom have PTSD), and has offered movement classes for these women free of charge. ARB's Access and Enrichment Coordinator also worked closely with staff at the New Jersey Institute for Disabilities (NJID) to adapt our DANCE POWER curriculum to meet the needs of NJID's clients at their Iselin location. ARB

is also including applicable access symbols in new marketing materials. A mailing list of organizations that serve individuals with disabilities is incorporated into all promotional mailings. ARB hosted an ADA sensitivity and training workshop, led by Robert Carr, and welcomed staff members from other arts organizations to participate. We continue to offer sensory sensitive programming for children and adults on the autism spectrum, in partnership with the Union County Performing Arts Center, and now also in collaboration with Autism Friendly Spaces.

In addition, due to the impact of COVID-19, all programs have remote learning options. If access to online systems are not available for some community members or participants, ARB will provide educational print materials and/or an outdoor space that is appropriate and safe for meetings, classes, or events.

#### B. ADA Coordinator and Advisory Committee

- Lindsay Cahill: ADA Coordinator, Access & Enrichment Coordinator, ARB
- Dawn Dell’Omo: COO & Finance Director, ARB
- Julie Diana Hench: Executive Director, ARB
- Marie Mascherin: Board of Trustees, ARB
- Janelle Santana: Volunteer (visually impaired)

All efforts have been made to fulfill goals laid forth in the previous plan. Ongoing objectives include biannual meetings of the Accessibility Advisory Committee and keeping staff, faculty, dancers, volunteers and Board members up to date on ADA regulations and satisfactorily trained. At least three members on our Advisory Committee have had experience working with children with disabilities. Beyond these broad initiatives, this ADA plan remains a work in progress and not a stagnant document. ARB invited Janelle Santana onto the Advisory Board, as she has volunteered for the organization, takes dance classes at PBS, and was a keynote speaker at one of our ADA sensitivity and training workshops.

#### C. Employment Practices

All employment-related documents, job postings, and our website include the statement that “American Repertory Ballet is an Equal Opportunity Employer.”

All of our hiring information, applications, job descriptions, etc. are available electronically on our website and can be accessed in various formats. We can also print and/or email any employment/application materials in large print when requested.

Meetings and/or employee interviews may take place at our New Brunswick, Princeton or Cranbury spaces, which are barrier-free locations.

ARB is working with the Joseph Kohn Training Center/ Center for Vocational Rehabilitation in New Brunswick. ARB had the opportunity to work with Janelle Santana, who is visually

impaired. She volunteered at our administrative location and was able to help with office tasks while gaining experience and training in a professional work environment.

### **III. Grievance Procedure**

- A. American Repertory Ballet has a personnel policy that contains a Grievance Procedure specifically for employment practices. In instances where employee grievances specifically relate to or include ADA issues, members of the ADA Advisory Committee would be included in all deliberations relating to the employee grievance.

American Repertory Ballet and Princeton Ballet School has developed an ADA plan to not only ensure compliance with the law, but to embrace the spirit of the regulations. This grievance procedure is defined for use in the event that American Repertory Ballet and Princeton Ballet School receive a complaint from the public in response to its action or inaction as it endeavors to comply with the Americans with Disabilities Act of 1990. A grievance procedure provides for prompt and fair resolution of complaints received from the public. It is our goal that the long-range ADA plan efforts will preclude the need for such resolution procedures. However, it is the function of the grievance procedure to resolve problems to the best of our ability by determining a solution that provides improved access and is mutually acceptable to the complainant and our organization. Solutions will be recommended to permit greater access. All concerns and complaints voiced by the public will be considered serious, receive prompt attention and be documented. American Repertory Ballet and Princeton Ballet School will provide forums to the public upon request for discussion of concerns.

#### **Committee**

Members of American Repertory Ballet and Princeton Ballet School's ADA Committee will form a Grievance Committee. This subcommittee will consist of the Executive Director, ADA Coordinator, two Accessibility Advisory Committee members and a Trustee of the Board.

#### **Step 1 – Information Gathering**

The Executive Director and ADA Coordinator will meet with the complainant on an informal basis to determine the nature of the concern, discuss the issue, and answer any questions raised by the patron. This meeting will be conducted in a positive atmosphere. The complainant will receive a copy of American Repertory Ballet and Princeton Ballet School's ADA Compliance Plan. The complainant may designate another person to act in their stead and other grievance committee members or staff may join this meeting should they have pertinent information to help resolve the matter. Once information is gathered, if the Executive Director and ADA Coordinator determine that immediate action can be taken permitting access in the manner requested by the complainant, it shall be done under the authority of the Executive Director. Otherwise, the Executive Director and ADA Coordinator will discuss solutions with American Repertory Ballet and Princeton Ballet School's

management and determine what can be readily achieved. Proposed solutions will be presented to the complainant. The Executive Director and ADA Coordinator will document the complaint and the resolution. That documentation will be reported to the Board of Trustees at the next scheduled meeting. That report will become part of the official proceedings and record of the meeting.

### **Step 2 – If the Complainant’s Needs Are Not Satisfactorily Met**

If an immediate and satisfactory solution is not found and the patron wishes to lodge a formal complaint, it should be made in writing to the Executive Director. The written complaint must include:

- Contact Information: name, address, telephone number(s), e-mail
- Description: nature of the complaint in detail
- Location/Time: when and where the patron was denied access
- Request: what the complainant believes could or should be done and how this recommendation would resolve the issue.

The ADA Coordinator will notify the Advisory Committee of the complaint and forward a copy of the written complaint to the Grievance Committee members.

### **Step 3 – Review of Written Complaint**

An informal investigation, as required, shall be performed by the ADA Coordinator upon the filing of the complaint. This provides the opportunity for all interested parties to submit documentation and other support information relevant to the complaint.

### **Step 4 – The Grievance Committee Reviews the Written Complaint**

The Executive Director and ADA Coordinator will call a meeting of the Grievance Committee, which the complainant will be invited to attend. The meeting will take place in a barrier-free location, within one (1) month of the filing of the complaint (schedules permitting) but no more than sixty (60) days after complaint is filed. The meeting’s agenda shall include:

- Presentation by the complainant
- Discussion
- Recommendations for resolution
- Timeline for implementation
- Follow-through assigned to one committee member
- Committee vote on the recommendation

Committee considerations in preparing their recommendations and findings may include:

- Merit of complaint: is the complaint valid, was access denied?
- Circumstances: why was access not possible, what created that condition?

- Condition: is this a condition that is standard or unusual to the situation (e.g. interpreter cancelled last minute)?
- Policy: did the lack of access result from an existing policy and/or is a new policy warranted?
- Solution: what must happen to allow access, what alternatives exist?
- Mitigating Factors: are there conditions, resources, and limitations that must be considered? Do these conditions prevent a resolution; how, why?
- Recommendations: which solution is to be employed, who will carry out the solution, is funding required, where is funding coming from, what is the timeline for implementation?
- Follow-up: is any further contact with the complainant required? If so, how? If resolution of the issue requires substantive changes in policy or expense, approval of the Board will be sought. The complainant will be required to sign the recommendation to be submitted to the Board as acceptable to them and agree that if the recommendation(s) is/are followed, the matter is closed.

### **Step 5 – Resolution of Complaint**

The Grievance Committee’s findings and recommendations will be forwarded to the complainant. In those cases that require Board approval, the recommendation(s) will be presented for vote and acceptance of the findings. The recommended solution is implemented and incorporated into American Repertory Ballet and Princeton Ballet School’s future ADA compliance plan and activity. All staff and faculty are notified by the ADA Coordinator of the nature of the grievance and its resolution. In the event the Board does not accept the recommendation or findings, the complainant will be notified and the Grievance Committee reconvened.

## **IV. Programs and Services for People with Disabilities**

### **A. Current services and programs**

Included in American Repertory Ballet’s contract with performance venues is an ADA Compliance Rider. The venues are required to fill out the ADA Compliance Rider and return it with the contract. American Repertory Ballet keeps all ADA Compliance Riders on file.

#### **See Attachment**

American Repertory Ballet and Princeton Ballet School (PBS) welcome individuals with special needs. We offer open enrollment classes for adults of any age, and children's classes start at age 3. Our faculty, consisting of over 45 dance professionals, includes a number of teachers with advanced degrees in dance and specifically, education. Students with special needs are welcomed into an appropriate level class and all efforts are made to ensure a comfortable, beneficial, and fun experience for everyone. We welcome the opportunity to further train a teacher to accommodate a student's specific need, and will continue to seek professional assistance and/or training when the need arises. For example, when a child with autism enrolls in PBS, we provide additional training for the teacher so that the child could be

accommodated in a regularly scheduled class.

DANCE POWER is ARB's collaborative education partnership with the New Brunswick Board of Education that has been in existence since 1986. It is the longest-running, uninterrupted arts/community partnership in the state of New Jersey. Through DANCE POWER, ARB serves all third graders in the New Brunswick school system, including those with special needs. ARB faculty members have the opportunity to receive special training as needed - in this case from the Special Education specialists from the New Brunswick Board of Education - to ensure that every child benefits fully from the program.

ARB's Access & Enrichment and ADA Coordinator, Lindsay Cahill, is working with educators at specific special needs schools to develop a special needs DANCE POWER curriculum. In January 2019, Princeton Ballet School faculty member Valerie Amiss designed a dance class, Audrey's Class for children with various abilities. Ms. Amiss developed a syllabus for students with various abilities that helps strengthen both the body and mind in a caring, patient environment. Just like all Princeton Ballet School programs, "Audrey's Class" is a place where we celebrate each child's strengths and help them build confidence and friendships while learning the technique and benefits only ballet can provide.

In addition, we have a Teaching Artist on staff who is skilled in working with special needs populations and can lead professional development workshops. ARB is also working to incorporate tips for working with special needs students in their curriculum in the next year. Programs offered through ARB's Access and Enrichment department travel throughout the state. Programs take place in senior centers and child development centers off-site from ARB's existing facilities. Study guides are offered in various formats, including electronically.

B. Programs and services we offer, will be adding or upgrading - **See Chart Attachment**

## **V. Effective Communication:**

### **Marketing of programs and services to people with disabilities**

A. American Repertory Ballet's continuous marketing initiatives include information on our phone system, website, and in our schools via print materials. We have an accessible website providing basic accessibility features including high contrast, adjustable type size, alternate text for images, plain text option, etc.

American Repertory Ballet's website is regularly kept up-to-date on WAI (Web Accessibility Initiative). Our website closely follows these WAI guidelines. It is readable without a style sheet and has the capacity for all images to have the option to have ALT text which shows up on mouse hover. All YouTube videos have the ability to add a description field upon request.

The website is frequently updated with current program information and contact information to request specific accommodations for any performance. If American Repertory Ballet is not self-presenting, we will work with the venue to ensure that all patron needs are satisfied.

Seating charts are available through our website or via our partner venues' websites which include wheelchair and access seating.

- Although all current ARB materials do not include applicable access symbols, we plan to include them consistently beginning in our 2021-2022 season.
- A mailing list of organizations that serve individuals with disabilities is incorporated into all promotional mailings.
- As we are not always the presenting organization, we do not set pricing for all ARB engagements. ARB occasionally reserves special matinee performances for seniors, senior residencies, and independent living centers, often offering complimentary tickets to these and other events through our new ACCESS: Ballet ticketing program. ARB's ADA Coordinator helps to oversee these connections and opportunities.
- Large print programs may be provided for all venues where ARB is self-presented. If ARB is not in control of the program content and printing, ARB will communicate with the venue to ensure that accommodations are made appropriate with their guidelines.
- By request, American Repertory Ballet will offer programs printed in Braille and on audio cassette or CD format.
- By request, programs may be offered in electronic format or on CD. Newsletters are electronic.
- Given two weeks notice, American Repertory Ballet offers special accommodations for all performances. Contact information to request these accommodations will be available on marketing materials and the [www.arballet.org](http://www.arballet.org) website. When self presenting, ARB may retain an appropriate sign language interpreter.
- Spoken announcements made prior to a performance will be pre-printed in the program or, if a spontaneous announcement is made, American Repertory Ballet will endeavor to post important information on the website the next day.
- American Repertory Ballet's website features text descriptions of all images and will continue to ensure that the website is fully compliant with accessibility standards and make applicable changes.
- American Repertory Ballet's website is currently being reassessed by a professional design firm, CMYK, to ensure the most up-to-date technological access standards.

American Repertory Ballet remains abreast of technological advances, allowing us better communication. ARB has no immediate or three year *additional* marketing outreach efforts



beyond our current capacity.

## B. Financial Outline

Budget resources are re-evaluated yearly by the Board of Trustees and are adjusted accordingly. Additional funding sources for new initiatives will be solicited by our Development Director. American Repertory Ballet does not anticipate hiring additional human resource staff and should the need arise, will budget accordingly.

## VI. Facility Accessibility

### A. Current ADA Accessibility

American Repertory Ballet and Princeton Ballet School locations include our New Brunswick administrative office and dance studios; Cranbury dance studios; and Princeton offices and dance studios.

- All American Repertory Ballet Board meetings are held in accessible spaces. The managers/owners from whom American Repertory Ballet rents each space mandates and carries out facility evacuation training and testing of alarm systems annually.
- Both our Princeton and New Brunswick facilities are accessible via bus. The New Brunswick facility is also within walking distance to the train station. Our Cranbury facility is primarily accessed via car, however, we offer all Cranbury classes in our two other locations so anyone who wishes to take a class has accessible facility options.
- The Cranbury facility has a private parking lot that includes ADA compliant parking. The New Brunswick and Princeton facilities both have access to public lots with ADA compliant parking. All three facilities are accessible from the parking area to the entrance by a flat paved surface.
- New Brunswick, Princeton and Cranbury facilities include ADA compliant restrooms, dressing rooms, and doors to all areas. Only our New Brunswick and Princeton facilities are multi-level, and they both have ramps and/or elevators.

### B. Determining Accessibility In Venues We Do Not Own

As previously mentioned, an ADA Compliance Rider is included in American Repertory Ballet's contract with performance venues. The venues are all required to fill out the ADA Performance Rider and return it with the contract. All venues that American Repertory Ballet uses are ADA accessible venues.

*\* The following plan is a living document that will be routinely assessed.*

## Emergency Preparedness Plan

## American Repertory Ballet and Princeton Ballet School

### **I. General Guidelines**

It is not always necessary to evacuate a building during an emergency. The overall safety of the building must first be evaluated: lighting, hazardous materials, ventilation systems, and other hazardous operations. If the building can be safely occupied, evacuation is not necessary.

If evacuation is ordered, follow these procedures:

- Stay calm, do not rush, and do not panic.
- Safely stop your work.
- Gather your personal belongings if it is safe to do so. (Reminder: take prescription medications out with you if at all possible; it may be hours before you are allowed back in the building.)
- If safe, close your office door and window, but do not lock them.
- Use the nearest safe stairs and proceed to the nearest exit. Do not use the elevator.
- Proceed to the designated Emergency Assembly Area (EAA).
  - Princeton: EAA is the grassy area outside the main doors.
  - New Brunswick: EAA is in the parking lot across Bayard Street.
  - Cranbury: EAA is in the back parking lot behind the building.
- Wait for any instructions from emergency responders.
- Do not re-enter the building or work area until you have been instructed to do so by the emergency responders.

### **II. Evacuation Procedures for People with Disabilities**

After an evacuation has been ordered:

- People with disabilities will often need assistance to evacuate.
- DO NOT use elevators, unless authorized to do so by police or fire personnel.

Elevators could fail during a fire or major earthquake.

- If the situation is life threatening, call 9-1-1.
- Check on people with mobility disabilities during an evacuation.
- Attempt a rescue evacuation **ONLY** if you have had rescue training or the person is in immediate danger and cannot wait for professional assistance.
- Always **ASK** someone with a disability how you can help **BEFORE** attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.
- The individual with the disability is the best expert in his or her disability, so ask that individual for advice before lifting or moving that person.
- Take extra time when communicating with people who are deaf, hearing impaired, or speech impaired.
- Never separate a disabled person from his or her assistive aids: wheelchairs, canes, hearing aids, medications, special diet food, urinary supplies, etc.
- A disabled person's equipment may not be working after a disaster occurs, or it may be insufficient for emergency circumstances.
- A service animal, usually a dog, is an assistive aid used by some blind, deaf and mobility impaired people. A disaster may temporarily confuse service animals and they may not be able to help their owners as effectively as before the disaster.
- Some individuals with emotional and developmental disabilities may be too unsettled to respond appropriately to instructions and directions, such as a public service announcement to evacuate a building. Some disabled individuals may need to be in a quiet place for some time to regain their composure; others may even try to hide from rescue workers.
- Some individuals with significant mental or learning disabilities might not understand the significance of "Keep Out" signs and barricade tape.

## **Blindness or Visual Impairment**

### **Bomb Threat, Earthquake, Fire, Hazardous Materials Releases, and Power Outages:**

- Give verbal instructions to advise about the safest route or direction using compass directions, estimated distances, and directional terms.
- DO NOT grasp a visually impaired person's arm. Ask if he or she would like to hold onto your arm as you exit, especially if there is debris or a crowd.
- Give other verbal instructions or information (i.e. elevators cannot be used).

### **Deafness or Hearing Loss**

#### **Bomb threat, Earthquake, Fire, Hazardous Materials Releases, and Power Outages:**

- Get the attention of a person with a hearing disability by touch and eye contact. Clearly state the problem. Gestures and pointing can be helpful, but be prepared to write a brief statement if the person does not seem to understand.
- Offer visual instructions to advise of the safest route or direction by pointing toward exits or evacuation maps.

### **Mobility Impairment**

#### **Bomb Threat, Earthquake, Fire, and Hazardous Materials Releases:**

- It may be necessary to help clear the exit route of debris (if possible) so that the person with a disability can move out or to a safer area.
- If people with mobility impairments cannot exit, they should move to a safer area. For example, most upper floors have a Designated Waiting Area to wait for assistance from first responders.
  - Princeton: DWA is the main stairwell by the elevator.
  - New Brunswick: DWA is the front lobby on Bayard Street.
  - Cranbury: DWA is the back lobby by the rear exit.
- Notify police or fire personnel immediately about any people remaining in the building and their locations.
- Police or fire personnel will decide whether people are safe where they are, and will evacuate them as necessary. The Fire Department may determine that it is safe to

override the rule against using elevators.

### **Evacuating Persons with Wheelchairs**

- Discuss with the user of the wheelchair how to lift the user and the wheelchair either together or separately. When circumstances necessitate separating the user and the wheelchair, keep the period of separation to a minimum.
- Some parts of a wheelchair are safe to lift from, others will come off when lifted. Always ask the user to confirm where it is safe to lift. Also, ask the user what else about his or her wheelchair you should know in order to lift it safely.
- Wheelchairs with four wheels (not three-wheeled scooters) usually have handbrakes on each side of the chair. When the wheelchair is to remain stationary, set both brakes.
- When more than one flight of stairs is traversed, helpers may need to switch positions since one person may be doing most of the lifting. Switch positions only on a level landing.
- When the lifting is complete, follow the instructions of the chair's user and restore the manual or motorized wheelchair to full operation; then direct the user to a safe area.

### **Evacuating a disabled or injured person yourself is the last resort.**

- Consider your options and the risks of injuring yourself and others in an evacuation attempt. Do not make an emergency situation worse. Evacuation is difficult and uncomfortable for both the rescuers and people being assisted. Some people have conditions that can be aggravated or triggered if they are moved incorrectly. Remember that environmental conditions (smoke, debris, loss of electricity) will complicate evacuation efforts.

### **Power Outages**

- If an outage occurs during the day and people with disabilities choose to wait in the building for electricity to be restored, they can move near a window where there is natural light and access to a working telephone. During regular building hours, Building Coordinators should be notified so they can advise emergency personnel.
- If people would like to leave and an evacuation has been ordered, or if the outage occurs

at night, call 9-1-1 to request evacuation assistance from the Fire Department.

**The following guidelines are general and may not apply in every circumstance:**

- Occupants should be invited to volunteer ahead of time to assist disabled people in an emergency. If volunteers are not available, designate someone to assist who is willing to accept the responsibility.
- DO NOT evacuate disabled people in their wheelchairs. This is standard practice to ensure the safety of disabled people and volunteers. Wheelchairs will be evacuated later if possible.
- Always ASK disabled people how you can help BEFORE attempting any rescue technique or giving assistance. Ask how they can best be assisted or moved, and if there are any special considerations or items that need to come with them.
- Before attempting an evacuation, volunteers and the people being assisted should discuss how any lifting will be done and where they are going.
- Proper lifting techniques (e.g. bending the knees, keeping the back straight, holding the person close before lifting, and using leg muscles to lift) should be used to avoid injury to rescuer's backs. Ask permission of the evacuee if an evacuation chair or similar device is being considered as an aid in an evacuation. When using such devices, make sure the person is secured properly. Be careful on stairs and rest at landings if necessary.
- Certain lifts may need to be modified depending on the disabilities of the people.
- Staff, faculty, and students should participate in evacuation drills at least once per year, and be aware of the needs of people with disabilities to know how to offer assistance.

**American Repertory Ballet and Princeton Ballet School**  
**ADA PLAN UPDATE for Facility Accessibility**  
**2021 – 2024**

Goal	Person Responsible	Status	Date Completed	Expected Completion Date			Cost/Resources
				2022	2023	2024	
All ARB School and Administrative locations ADA accessible	Executive Director and Access & Enrichment and ADA Coordinator	Completed	9/1/2019				N/A
ADA Rider sent and received with contract to all outside venues	Executive Director	Ongoing		X			N/A
Discussion with New Brunswick Cultural Center to secure permanent compliant space	Executive Director	Completed	9/1/2019				N/A
Testing of facility alarms for visual and aural accuracy	Location Facility Manager	Ongoing					N/A
Facility Evacuation Training	Location Facility Manager	Ongoing					N/A

**American Repertory Ballet and Princeton Ballet School**  
**ADA PLAN UPDATE for Programs and Services**  
**2021-2024**

Goal	Person Responsible	Status	Date Completed	Expected Completion Date			Cost/Resources
				2022	2023	2024	
Faculty and Staff ADA Sensitivity and Training	ADA Coordinator	Yearly		X	X	X	Up to \$200 per year
Assess faculty on addressing ADA in the classroom	ADA Coordinator and School Director	Ongoing					N/A
Provide sensory <i>Nutcracker</i> performances	Artistic Director	Ongoing	12/5/21	X	X	X	N/A
Increase residencies at senior living facilities	Access & Enrichment and ADA Coordinator	Ongoing					N/A
Define and complete special needs dance curriculum for special needs schools	Access & Enrichment and ADA Coordinator	In progress		X			N/A
Cultivate relationships with special needs schools to incorporate more dance	Access & Enrichment and ADA Coordinator	Ongoing					N/A



Maintain database of professionals adept at assisting with special needs guidance for students	Access & Enrichment and ADA Coordinator	Ongoing					N/A
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**American Repertory Ballet  
ADA COMPLIANCE RIDER**

American Repertory Ballet makes good-faith efforts to comply with all requirements of the Americans with Disabilities Act of 1992 as recommended by the National Arts Access Task Force. Included are all aspects of American Repertory Ballet’s programming, employment practices, and facilities.

American Repertory Ballet requests that all presenters of American Repertory Ballet exhibit good-faith effort towards compliance with the American Disabilities Act of 1992. Please read the listing below and indicate services you are currently able to provide, and return it, signed, with your contract.

American Repertory Ballet (ARB) may be able to provide some of these services to our presenters. Please contact Lindsay Cahill, ARB’s Access & Enrichment Coordinator. (732) 249-1254 x19 or [lcahill@arballet.org](mailto:lcahill@arballet.org).

FACILITY	YES	NO	PROGRAM ENHANCEMENTS	YES	NO
Wheelchair Access (house)	___	___	Audio Description	___	___
Wheelchair Access (stage)	___	___	Audio Enhancement	___	___
Box Office Staff Trained	___	___	Braille Programs	___	___
Front of House Trained	___	___	Sign Interpreter	___	___
TTY	___	___	Large Print Programs	___	___
TDD	___	___	Sensory Seminars	___	___

PROMOTION	YES	NO	OTHER	YES	NO
Use Access Symbols	___	___	Provide Transportation	___	___
Interior Signage	___	___	Reduced Ticket Rates	___	___
			Companion Reduced Ticket Rates	___	___

Please add anything that you offer to people with disabilities that is not mentioned:

\_\_\_\_\_

\_\_\_\_\_  
Presenting Organization  
Date

\_\_\_\_\_  
Officer

\_\_\_\_\_  
Address/State

\_\_\_\_\_  
Date of ARB Appearance