AUG 2015
DRAFT

Accessibility Self-Evaluation and Transition Plan

TULE LAKE UNIT

WWII Valor in the Pacific National Monument | CA

Aug 2015

Executive Summary

The park's Accessibility Self-Evaluation and Transition Plan (SETP) includes major findings from the self-evaluation process, as well as a plan for improving accessibility parkwide. The SETP resulted from the work of an National Park Service (NPS) interdisciplinary design team, including planning, design, and construction professionals; and interpretive, resource, visitor safety, maintenance, and accessibility specialists. Site plans, photographs, and specific actions for accomplishing work in priority park areas were developed, and associated time frames and implementation strategies were established to assist NPS staff in scheduling and performing required actions and to document work as it is completed. Park policies, practices, communication, and training needs were also addressed. The goal of SETP for the Tule Lake Unit, World War II Valor in the Pacific National Monument is to design an effective plan to improve the park's accessibility by upgrading services, activities, and programs at park areas and to instill a culture around universal access by employing means to convey information to the widest population possible and by prioritizing ongoing staff training.

Following are the key park experiences and associated priority park areas addressed in the Tule Lake Unit, World War II Valor in the Pacific National Monument SETP:

- Explore historic sites – Camp Tulelake Barracks, Segregation Center Jail, and Segregation Center Temporary Visitor Center (Ditch Rider House)

- Personal stories and cultural traditions – Camp Tulelake Barracks, Segregation Center Jail, and Segregation Center Temporary Visitor Center (Ditch Rider House)

- Utilize collections, archives, documents, and inventories – Segregation Center Temporary Visitor Center (Ditch Rider House)

- The historic setting and landscape – Camp Tulelake Barracks, Segregation Center Jail, and Segregation Center Temporary Visitor Center (Ditch Rider House)

- The natural resources, including the Peninsula, grasslands, wetlands, and agricultural fields – Camp Tulelake Barracks, Segregation Center Jail, and Segregation Center Temporary Visitor Center (Ditch Rider House)

Overall, the same types of services, programs, and activities were found throughout park areas and assessment findings for these generally repeated from area to area, for both physical accessibility and program accessibility. More detailed accessibility improvements are recommended for each finding by area location.

Physical Accessibility

Recurring findings related to meeting physical accessibility requirements under the Architectural Barriers Act Accessibility Standards (ABAAS) were generally for parking areas, accessible paths of travel, restrooms, bookstores and gift shops, and visitor information areas, such as interpretive panels and waysides, and included surfaces that were not firm and stable, and some slope measurements that exceeded maximums allowed. Some restroom features did not meet required measurements. Amenities offered for resting and gathering larger groups of people for educational programs, such as outdoor benches and picnic tables, did not always meet appropriate access route, clear space, and companion seating measurements.

Other physical access issues where improvements are recommended include providing signed parking for car and van parking with an accessible route to facilities that meet slope and surface requirements. In addition, facilities and services that are provided at the Segregation Center Temporary Visitor Center (Ditch Rider House) require repair or rehabilitation to make more accessible, including information desks, bookstores, and restroom facilities.

Program Accessibility

Recurring findings related to meeting program accessibility requirements under ABAAS were generally for individual elements of interpretive waysides and exhibits, including font and contrast issues that require modifications to meet minimum size and readability standards. In general, interpretive panels, waysides, and guided tours did not have alternate formats available, such as materials in braille or large print, audio, or electronic formats. Assistive listening devices were not available for people with hearing loss for guided tours or special events. Audio description for ranger-led interpretive tours that describe visual elements to persons with low or no vision were also not available. Tactile exhibits were not available.

Though necessary at a larger scale as noted above, specific program areas that would better serve visitors with increased accessible formats include upgrades in educational programs at the Segregation Center Temporary Visitor Center (Ditch Rider House) and guided tours at the Segregation Center Jail and Camp Tulelake Barracks. Upgrading interpretative panels and exhibits throughout the Tule Lake Unit is also recommended.

Parkwide Accessibility

During the self-evaluation and assessment process, some of the more noteworthy parkwide accessibility challenges that were discussed by the planning team included postings and publications, staff training and park protocols, audio and visual programs, visitor information and communication, tours, programs, and specials events.

It is suggested that the park employ trained consultants to assist them in determining how to best address programmatic accessibility improvements parkwide and to ensure that design and implementation of alternate format programs best meets the intended audiences. When alternate formats are provided, signage should be placed at appropriate locations and communicated in park materials to inform visitors of availability.

Staff training is of primary importance, as creating parkwide accessibility requires staff awareness and understanding, as well as appropriate action to make or support accessible conditions. General training for all staff, and regular, specific training for maintenance and interpretive staffs to upkeep physical and programmatic access is strongly advised. Conducting the initial assessment with the park accessibility team was a step forward as it brought higher awareness and field training to staff and served to generate commitment toward embracing this ethic as a core value.

While improving accessibility across the board is important, park staff will need to consider which improvements in which park areas expand accessibility to the greatest number of park visitors with disabilities. In addition, suggested time frames for implementation and relative cost need to be factored in to decisions related to accessibility investments.

Tule Lake Unit is striving to be inclusive and welcoming. The self-evaluation process identified a number of strengths. There is an increased general awareness of among park staff. The park already communicates to the public via the park website about accessibility options of what is accessible for people with mobility, visual, hearing, and cognitive impairments at the Visitor Center, Camp Tulelake Barracks, and Segregation Center Jail. The commitment to accessibility is evident within the park in how facilities are retrofitted and how the construction and maintenance program continues to upgrade services and amenities (e.g., the ramp at the Camp Tulelake Barracks). The interpretive branch is also making strides in programmatic accessibility (e.g., audio tours, tactile models, and captioning). Finally, the willingness of park staff to assist visitors with disabilities in all settings and facilities is apparent, despite being a new park as of 2008 and other extensive efforts to develop a comprehensive general management plan and upgrade park facilities.

Contents

Introduction

Since 1916, the National Park Service (NPS) has preserved, unimpaired, the natural and cultural resources and values of the national park system, while also providing for the enjoyment, education, and inspiration of this and future generations.

Many of our national parks were founded because of their stunning views, extreme and unique geography, challenging and sensitive natural environments, and historic, fragile structures. The many reasons this park, Tule Lake Unit, World War II Valor in the Pacific National Monument and other parks exist are due to their history and resources. The NPS mission balances protection of resources (both natural and cultural) along with visitation. To accommodate our visitors, facilities, services, activities, and programs were designed and built within parks to help them better understand each park purpose and significance.

Most facility installation preceded the passing of laws and policies that reflect the commitment of the National Park Service to provide access to the widest cross section of the public and to ensure compliance with the Architectural Barriers Act of 1968, the Rehabilitation Act of 1973, the Equal Employment Opportunity Act of 1972, and the Americans with Disabilities Act of 1990 (42 United States Code [USC] 12207). The accessibility of commercial services within national parks is also governed by all applicable federal laws. Within its nearly 100 years of operation, the National Park Service has continued to work toward a more inclusive environment. Paralleling these efforts, laws and regulations have provided additional guidelines. The more than 400 park units that comprise the national park system today include not only the large western parks, for which the agency is well-known, but also nationally significant urban parks, historic sites, monuments, parkways, battlefields, and a diversity of other park types across the country.

For nearly a century, the park service has been a leader in connecting people to both our natural and cultural heritage. Today's generation of visitors has different needs and expectations and the agency must adapt to meet these changing demands. Modern science and visitor trend analysis have provided new insight into the opportunities and challenges related to accessibility in the national park system. There are approximately 60 million people with disabilities in the United States today, with the number expected to rise to 71 million in upcoming years as the number of baby boomers (people 65 and older) rises. This information can help the service understand changing visitation patterns, the nexus between resource stewardship and accessibility, and the impacts of managing visitors, resources, and infrastructure with the threats of decreasing funding. Adequate planning can identify unique solutions to challenges and provide the National Park Service with a trajectory that is full of opportunity—for visitors now and for future generations. The National Park Service is committed to making all practicable efforts to make NPS facilities, programs, services, and employment opportunities accessible to and usable by all people, including those with disabilities.

Tule Lake Unit Description

Tule Lake Unit, World War II Valor in the Pacific National Monument was established by presidential proclamation on December 5, 2008, and includes historic sites in Hawai'i, Alaska, and California. The monument preserves and interprets the tangible and intangible historical resources and the memories, attitudes, and traditions associated with the December 7, 1941, attack in Hawai'i and the ensuing Pacific War. Eight sites are battle sites between the United States military and Imperial Japanese Army. Five of these sites are in the Pearl Harbor area of Hawai'i and are largely managed by the National Park Service. Three sites are in the Aleutian Islands of Alaska and are managed by the US Fish and Wildlife Service. The ninth site, the Tule Lake Unit, is in Modoc and Siskiyou Counties, near Tulelake, California, approximately 35 miles southeast of Klamath Falls. The site contains three areas where Nikkei (US citizens of Japanese descent and resident immigrants of Japanese ancestry ineligible for American citizenship) were incarcerated during World War II.

The three areas of the Tule Lake Unit include: (1) a portion of the Tule Lake Segregation Center (37 acres), (2) the Peninsula (1,293 acres), and (3) Camp Tulelake (66 acres). The Tule Lake Segregation Center area is administered by the National Park Service, and the Peninsula and Camp Tulelake are administered by the US Fish and Wildlife Service and co-managed with the National Park Service. No facilities are located on the Peninsula. The Tule Lake Unit is being managed by NPS staff of nearby Lava Beds National Monument.

The Tule Lake Relocation Center, which became the Tule Lake Segregation Center, was approximately 7,400 acres and contained over 1,700 structures. The incarcerated Nikkei were housed in 1,036 barracks, served by 518 latrines, mess halls, and other communal buildings. The camp also contained a post office, high school, hospital, cemetery, factories, railroad sidings, two sewage treatment plants, hog and chicken farms, water wells, and more than 3,500 acres of irrigated farmland. War Relocation Authority (WRA) facilities included 144 administration and support buildings. A prison-like atmosphere and lack of freedom was apparent with the 28 guard towers, multiple security fences, a military police compound, and a high-security stockade and jail.

After the bombing of Pearl Harbor and the entry of the United States into World War II, President Franklin D. Roosevelt issued Executive Order 9066 on February 19, 1942. Executive Order 9066 gave the War Department the authority to establish areas from which any and all persons could be excluded. Under the legal authority of Executive Order 9066, the US government forcibly removed more than 120,000 Nikkei from their homes and communities. They were rounded up, transported, and imprisoned in remote areas under primitive and overcrowded conditions. The Tule Lake War Relocation Center was one of the original 10 camps operated by the War Relocation Authority from May 27, 1942–March 20, 1946.

Tule Lake Unit Purpose and Significance Statements

In 2015, Tule Lake Unit, World War II Valor in the Pacific National Monument completed a foundation document. Foundation documents provide basic guidance for planning and management decisions by identifying the park purpose, significance, and fundamental resources and values. The Tule Lake Unit foundation plan identifies special mandates and administrative commitments and provides an assessment and prioritization of park planning and data needs. Understanding these elements helps set the stage for appropriately integrating accessibility into the overall park priorities and plans. The following foundation elements were identified for the Tule Lake Unit.

Park Purpose

The purpose of the Tule Lake Unit, a part of World War II Valor in the Pacific National Monument, is to preserve, study, and interpret the history and setting of the incarceration and later segregation of Nikkei at Tule Lake during World War II.

Park Significance

- Injustice: The Tule Lake experience represents the injustice of uprooting and imprisoning 120,000 Nikkei by presidential order during World War II. The Tule Lake Unit illustrates the violation of human, civil, and constitutional rights and hardships suffered from forced removal and incarceration. The unit offers a compelling venue for engaging in a dialogue concerning racism and discrimination, war hysteria, failure of political leadership, and the fragility of democracy in times of crisis.

- Loyal or Disloyal: The Tule Lake Unit explores the issues of loyalty and disloyalty in the context of a chaotic and unjust incarceration. The government segregated persons it deemed "disloyal" and subjected them to special hardships that define the Tule Lake experience. Being labeled "disloyal" stigmatized individuals, families, and their descendants and had long-lasting impacts in the Nikkei community.

- Renunciation: The Tule Lake Unit preserves the primary site where almost 6,000 Japanese Americans renounced their US citizenship and examines the context and reasons for their renunciation. The mass renunciation at Tule Lake was the largest renunciation of citizenship in US history.

Accessibility Self-Evaluation and Transition Plan

The creation of a transition plan is mandated by regulations under the Rehabilitation Act of 1973, as they apply to the US Department of the Interior, which states that "No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance." It specifically requires parks to document architectural barriers, solutions, and time frames for making improvements to increase accessibility.

This Accessibility Self-Evaluation and Transition Plan (SETP) has been prepared to provide Tule Lake Unit, World War II Valor in the Pacific National Monument a tool for addressing overall needs associated with making the park accessible when viewed in its entirety. The plan is based in an understanding of key park experiences and establishes a methodical process that identifies, prioritizes, and outlines improvements to park accessibility. The plan proposes strategies for implementation over time and in a manner consistent with park requirements and protocols.

All key park experiences and all park areas were identified to ensure that the plan would consider all park programs. Park areas were then evaluated against measurable criteria to determine which would be considered priority park areas. Each priority park area was assessed to determine where barriers existed to participating in park programs, and the best manner in which access could be improved. In some situations it is not reasonably practicable to create physical or universal design solutions.

The general public, including people with disabilities and organizations representing people with disabilities, will be invited to provide comments on this draft Self-Evaluation and Transition Plan process and findings.

Implementation of the Plan

One of the goals of the plan is to increase accessibility awareness and understanding among staff and volunteers of Tule Lake Unit. The park superintendent is responsible for implementing and integrating the plan, and the park-designated accessibility coordinator ensures adequate communication to park employees, works with the superintendent to follow up on the implementation and relevancy of the plan by documenting improvements, and keeps the plan updated.

Accessibility Self-Evaluation and Transition Plan Process

Self-Evaluation

The following graphic illustrates the primary steps in the self-evaluation process. Each step is further described below.

Step 1: Identify Key Park Experiences

Key park experiences are those park experiences that are iconic and important for visitors to understand the purpose and significance of the park unit. They are "musts" for park visitors. Key park experiences are grounded in park legislation and can be identified through a consideration of park purpose, significance, interpretive themes, and those programs or activities highlighted in park communications. Based on input from NPS staff, the following key park experiences were identified at Tule Lake Unit, World War II Valor in the Pacific National Monument to ensure that planned improvements were prioritized to best increase overall access to the experiences available at Tule Lake Unit.

SELF-EVALUATION

1. Identify Key Park Experiences
2. Identify All Park Areas Where Key Park Experiences Occur
3. Prioritize Park Areas
4. Identify Services, Activities, and Programs in Each Park Area
5. Conduct Accessibility Assessment

- Explore historic sites

- Personal stories and cultural traditions

- Utilize collections, archives, documents, and inventories

- The historic setting and landscape

- The natural resources, including the Peninsula, grasslands, wetlands, and agricultural fields

Step 2: Identify All Park Areas Where Key Park Experiences Occur

After key park experiences were identified, the park areas where those experiences occur were determined. A park area is a location within a park regularly used by visitors and/or staff. The list of park areas within the Tule Lake Unit was considered and then areas were prioritized per criteria in step 3.

Step 3: Prioritize Park Areas

The criteria below were used to prioritize park areas for scheduling and completing assessments at this time:

- Level of visitation

- Diversity of services, activities, and programs offered in area

- Geographic favorability (as a whole, the park areas selected reflected a broad distribution throughout the park)

- Other unique characteristics of the site

The areas selected for assessment provide the best and greatest opportunities for the visiting public to access the key park experiences. Each key park experience is represented within the identified priority areas so that all key park experiences will be accessible in some way. At the conclusion of this step, the list of priority park areas outlines which locations were assessed in steps 4 and 5. Other areas not assessed at this time will be improved as part of future facility alterations or as a component of a future planned construction project.

Step 4: Identify Services, Activities, and Programs in Each Park Area

Step 4 is the identification of all services, activities, and programs within each priority park area. This process ensured that during step 5 all visitor amenities within a priority area would be assessed. Assessments include both physical and programmatic elements. The lists of services, activities, and programs were the basis for conducting the three assessments and documenting all elements as they pertain to providing improved accessibility.

Step 5: Conduct Accessibility Assessment

During step 5, an interdisciplinary assessment team assessed physical and programmatic barriers within each priority area. Levels of access were identified to understand how usable the existing park program is for people with cognitive, mobility, vision, and hearing disabilities. The three general levels of access were defined by the team:

> **Level 1:** a physical or programmatic barrier where program participation is usable by most participants with disabilities
>
> **Level 2:** a physical or programmatic barrier where program participation is possible with assistance or modification
>
> **Level 3:** a physical or programmatic barrier that prohibits participation in a program

Existing conditions and barriers to services, activities, and programs were discussed on-site by the assessment team to determine the current level of access. The assessment team then developed a reasonable range of recommended actions for consideration, while universal access solutions were of primary concern. Barrier-specific solutions, as well as alternative ways to improve access overall, were addressed and included both physical changes and/or the addition of alternate format methods. In some cases, programmatic alternatives needed to be examined because it was not always possible to eliminate all physical barriers due to limitations such as historic designations, environmental concerns, topography, or sensitive cultural and natural resources. Therefore, a full range of programmatic alternatives to provide access to the key experience for as many visitors as possible was considered.

All collected data, including findings, preliminary options, and conceptual plans, are organized by park area for the park and planning team to use in implementing the recommendations for the transition plan.

Transition Plan

The following graphic illustrates the primary steps taken in developing the Tule Lake Unit transition plan. Public involvement will occur at the draft stage of the transition plan. Once the draft plan is developed, it will be released to solicit input from the general public, including people with disabilities and organizations that represent people with disabilities, to provide comments and thoughts on whether the document represents a reasonable review of the park's barriers and a feasible and appropriate strategy for overcoming the barriers. Upon gathering all comments from the public, the park will analyze the comments to determine if any changes to the plan are necessary. Those changes will be made before the implementation strategy is finalized. Once finalized, a notification will be sent to the public to announce the plan's availability.

TRANSITION PLAN

6 Draft Transition Plan

PUBLIC INVOLVEMENT

Final Transition Plan
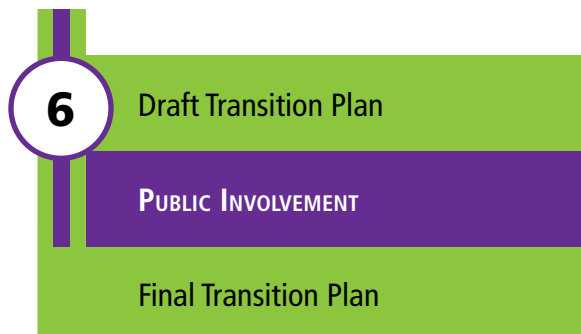
Step 6: Draft and Finalize Transition Plan

The final step of the process was drafting and finalizing the transition plan and the park implementation strategy. Developing an implementation strategy can be complex because making accessibility improvements may present a large range of coordination efforts for scheduling work. It is necessary to schedule improvements strategically and consider the activities and requirements associated with park operations. The final plan makes specific recommendations to improve accessibility, identifies time frames for completion of each improvement, and notes the parties responsible for each project.

Time frames for implementation of recommended solutions are primarily based on the level of access of the barrier and the ability of the park to complete the work within normal scheduling of park operations and planned improvement projects. Time frames for making improvements are categorized as follows:

Short-term (0–3 years): If the improvement does not require supplemental NPS project funding, park staff will initiate the elimination of the barrier internally; or, if a project is currently scheduled for funding, the improvement will be incorporated into the project and the barrier eliminated.

short-term

Mid-term (3–7 years): The park will develop a proposal and submit it for those projects requiring supplemental NPS project funding in the next servicewide budget call (servicewide budget calls happen annually). For those projects requiring supplemental NPS project funding, the park will submit a request in the next budget call. Improvements will be scheduled dependent upon the year of receipt of funding. If the improvement does not require supplemental NPS project funding, park staff will continue the elimination of the barrier internally.

mid-term

Long-term (>7 years): The park will eliminate the barrier when other work is taking place as part of facility alterations or as a component of a future planned construction project.

long-term

Implementation Strategy for Tule Lake Unit, World War II Valor in the Pacific National Monument

Priority Park Areas

Each key park experience at Tule Lake Unit, World War II Valor in the Pacific National Monument is represented within the priority park areas when viewing the park as a whole. Park areas not included in the priority park area list will be upgraded to current code requirements when facility alteration and/or new construction is planned. The priority park areas identified earlier and listed below are those that were assessed and included in the transition plan implementation strategy (featured in alphabetical order). The priority park area locations can be found through the number key and associated map below:

1 Camp Tulelake Barracks

2 Segregation Center Jail

3 Segregation Center Temporary Visitor Center (Ditch Rider House)
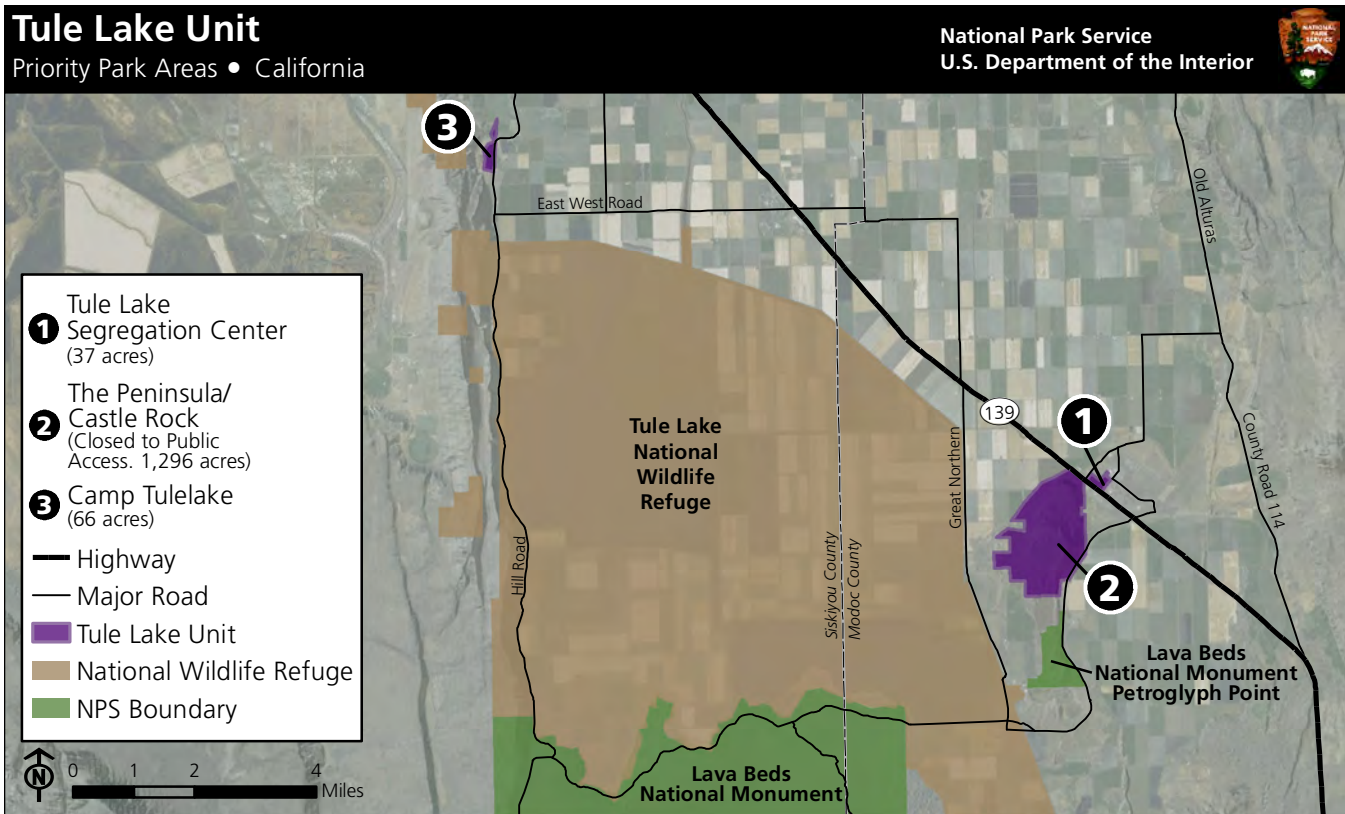
Implementation Strategy for Priority Park Areas

The Architectural Barriers Act of 1968 (ABA) requires that any building or facility designed, constructed, altered, or leased with federal funds be accessible and usable by any individuals with disabilities. In 1984, the Uniform Federal Accessibility Standards (UFAS) were adopted for federal facilities. In 2006, the Architectural Barriers Act Accessibility Standards (ABAAS) were adopted for federal facilities. Subsequently in 2011, standards for recreational facilities were added to ABAAS as chapter 10.

Dependent upon the date of a building's construction or alteration, different design standards would apply (i.e., pre-1984, post-1984, post-2006, or post-2011). In conducting the transition plan facility assessments, the 2011 ABAAS standards were used for ease of using only one standard for on-site assessments. Although a barrier may be identified by the current assessment for improvement, facilities constructed pre-1984 or between 1984 and 2011 are only required to be in compliance with the standard in place at the time of construction and/or alteration and may not be in violation of ABAAS. However, any renovation or upgrade of that building will be required to meet the most current standard at the time of construction.

Recommended improvements for park policies, practices, communication, and training are included. Employee areas are addressed as needed. In the event an employee with a disability is hired by the Tule Lake Unit, the supervisor and employee will discuss accommodations that are needed by the employee. The supervisor will then determine what accommodations are reasonable within the given work environment.

Site plans illustrate existing conditions and recommended improvements for each priority park area in a conceptual format. During the implementation phase, reassessment of the project site conditions and consultation with the Architectural Barriers Act Accessibility Standard is strongly recommended to ensure that specific design and programmatic solutions are addressed correctly. Assistance is available at the Denver Service Center and through the Pacific West Region Accessibility Coordinator.

Camp Tulelake Barracks

Site Map

Barracks

Scale: 1" =25'

0   12.5   25   50   100'

Off Road
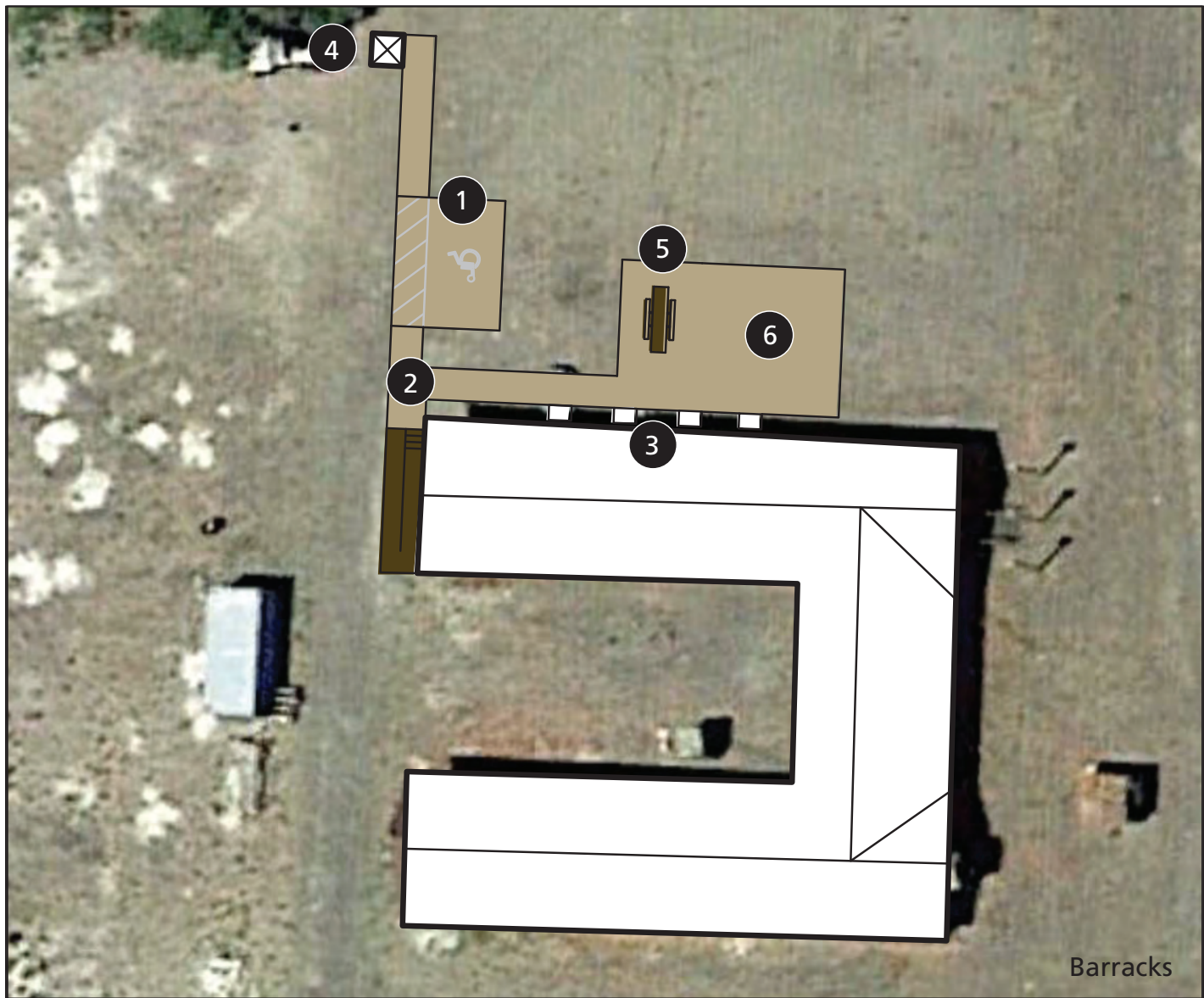
Camp Tulelake Barracks

Implementation Strategy

Camp Tulelake was originally built by the Civilian Conservation Corps (CCC) in the 1930s. The barracks at Camp Tulelake housed Japanese American incarcerees during World War II and afterwards were used as housing for German and Italian Prisoners of War. The barracks at Camp Tulelake provide an opportunity for visitors to understand and explore the historic site and develop an understanding and appreciation of historical and cultural significance of the barracks. Many visitors take part in guided tours of the facility and area. Improvements to increase accessibility at this park area include:

1 **Car Parking. (Off Road)** 1) Provide one parallel/drop-off van-accessible parking space with a firm and stable surface (driving surface aggregate) nearest to the ramped entry. Grades shall be 2% or less in all directions. The space must be at least 11' wide, and 5' wide access aisles are advised on both sides of the stall (only one side is required). 2) Install a parking sign to be 60" minimum above finish grade and include the designation "van accessible." **(Barracks)** 3) Provide one van-accessible (paved) parking space with a firm and stable surface. Grades shall be 2% or less in all directions. The space must be at least 11' wide, and 5' wide access aisles are advised on both sides of the stall (only one side is required). 4) Install a parking sign to be 60" minimum above finish grade and include the designation "van accessible."

> short-term

2 **Accessible Routes, Outdoor Recreation Access Routes (ORAR), and Walking Surfaces. (Off Road)** 1) Provide a firm and stable surface along outdoor recreation access route to interpretive waysides. **(Barracks)** 2) Provide a firm and stable surface along accessible route from proposed accessible parking stall to front door of barracks building, porta-potty, and picnic table. Remove any areas where there is a change in vertical level greater than 1/4". Ensure all running slopes are 5% or less and cross slopes 2% or less, and the outdoor recreation access route are at 2% cross and running slope. 3) On ramp, provide handrails positioned between 34" and 38" above the ramp floor.

> short-term

3 **Interpretive Waysides. (Off Road)** 1) Provide a tactile map on wayside that shows buildings within the barracks area. 2) Ensure there is 70% minimum contrast between text and background and all text is 24 point font or greater. 3) Remove all italics and ensure all photos, including historic photos, are high contrast. Faded signs will need to be replaced regularly. 4) Provide a level landing in front of the wayside with 2% slope in all directions on a firm and stable surface. **(Barracks)** 5)

Ensure there is 70% minimum contrast between text and background and all text is 24-point font or greater. 6) Remove all italics and ensure all photos, including historic photos, are high contrast. Faded signs will need to be replaced regularly. 7) Provide a level landing in front of the wayside with 2% slope in all directions on a firm and stable surface. 8) Enlarge any newspaper articles or excerpts to large print (18-point font for hand-outs and 24-point font for postings). 9) State on website and through signage at the visitor center that alternative formats are available.

`mid-term`

4 **Porta Potty.** 1) Provide one accessible porta potty that is a minimum 60" wide and 59" deep.

`mid-term`

5 **Picnic Area.** 1) Replace the picnic table with one that has an integrated seating spot on both ends or in the middle and provide 36" clear space around the unit. 2) Ensure circulation paths do not overlap the route for visitors to view the interpretive waysides along the building (i.e, provide 6' between waysides and end of tables).

`short-term`

6 **Gathering Area.** 1) Provide a gathering area adjacent to the picnic area and ensure that 20% of available seating is accessible. Surfaces must be firm and stable with no more than 2% slope in any direction. Changes in vertical level shall not be greater than 1/4".

`short-term`

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Camp Tulelake Barracks

Implementation Strategy Table

Implementation strategy tables describe barriers to accessibility, levels of access, recommended solutions, time frames for action, and additional information for NPS staff to implement solutions over time. It is the responsibility of the park to document notes for implementation and to complete forms in appendix E, "Actions Taken by the Park," as improvements are made.

Camp Tulelake Barracks Implementation Table

Service, Activity, or Program	Level of Access				PAMP Optimizer Band ±	Barrier	Solution	Proximity to Other Recommended Solutions ∞
	Cognitive	Mobility	Vision	Hearing				
Car Parking (Off Road)	N/A	N/A	N/A	N/A	2	N/A	1) Provide one parallel/drop-off van-accessible parking space with a firm and stable surface (driving surface aggregate) nearest to the ramped entry. Grades shall be 2% or less in all directions. The space must be at least 11' wide, and 5' wide access aisles are advised on both sides of the stall (only one side is required). 2) Install a parking sign to be 60" minimum above finish grade and include the designation "van accessible."	N/A
Car Parking (at Barracks)	N/A	N/A	N/A	N/A	2	N/A	1) Provide one van-accessible (paved) parking space with a firm and stable surface. Grades should be 2% or less in all directions. The space must be at least 11' wide, and 5' wide access aisles are advised on both sides of the stall (only one side is required). 2) Install a parking sign to be 60" minimum above finish grade and include the designation "van accessible."	N/A

±   See appendix B for definitions of terms

*   Categorical Exclusion (CE); Environmental Assessment (EA); Environmental Impact Statements (EIS)

∞   Describe which other services, activities, and programs could be combined in this solution.

Identify Associated Planning Efforts	FMSS Work Order Needed (Y/N) ±	PMIS (Facility or Nonfacility and #) ±	Compliance Needed (CE/ EA/EIS/Section 106)*	Is Design Required?	How Work Will Be Accomplished	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
General Management Plan	Yes	Facility	Yes. All of the above. Just CE and section 106.	Development Concept Plan (DCP) suggested	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #_____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above. Just CE and section 106.	DCP suggested	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #_____ for additional implementation details and accomplishments.

Camp Tulelake Barracks Implementation Table

Service, Activity, or Program	Level of Access				PAMP Optimizer Band ±	Barrier	Solution	Proximity to Other Recommended Solutions ∞
	Cognitive	Mobility	Vision	Hearing				
Accessible Route and Walking Surfaces (Off Road)	N/A	N/A	N/A	N/A	2	N/A	1) Provide a firm and stable surface along outdoor recreation access route to interpretive waysides.	N/A
Accessible Route and Walking Surfaces (at Barracks)	N/A	N/A	N/A	N/A	2	N/A	1) Provide a firm and stable surface along accessible route from proposed accessible parking stall to front door of barracks building, porta potty, and picnic table. Remove any areas where there is a change in vertical level greater than 1/4". All running slopes should be 5% or less and cross slopes 2% or less, and the outdoor recreation access route should have level landings at 2% cross and running slope. 2) On ramp, provide handrails positioned between 34" and 38" above the ramp floor.	N/A
Picnic Area	N/A	N/A	N/A	N/A	2	N/A	1) Replace the picnic table with one that has an integrated seating spot on both ends or in the middle and provide 36" clear space around the unit. 2) Ensure circulation paths do not overlap the route for visitors to view the interpretive waysides along the building (i.e., provide 6' between waysides and end of tables).	N/A
Gathering Area	N/A	N/A	N/A	N/A	2	N/A	1) Provide a gathering area adjacent to the picnic area and ensure that 20% of available seating is accessible. Surfaces must be firm and stable with no more than 2% slope in any direction. Changes in vertical level shall not be greater than 1/4".	N/A

Identify Associated Planning Efforts	FMSS Work Order Needed (Y/N) ±	PMIS (Facility or Nonfacility and #) ±	Compliance Needed (CE/EA/EIS/Section 106)*	Is Design Required?	How Work Will Be Accomplished	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
General Management Plan	Yes	Facility	Yes. All of the above. Just CE and section 106.	DCP suggested	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above. CE and section 106.	Self-Evaluation and Transition Plan (SETP)	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above. CE and section 106.	Self-Evaluation and Transition Plan (SETP)	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above. CE and section 106.	Self-Evaluation and Transition Plan (SETP)	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.

Camp Tulelake Barracks Implementation Table

Service, Activity, or Program	Level of Access				PAMP Optimizer Band ±	Barrier	Solution	Proximity to Other Recommended Solutions ∞
	Cognitive	Mobility	Vision	Hearing				
Interpretive Waysides (Off Road)	N/A	N/A	N/A	N/A	2	N/A	1) Provide a tactile map on wayside that shows buildings within the barracks area. 2) Ensure there is 70% minimum contrast between text and background and all text is 24-point font or greater. 3) Remove all italics and ensure all photos, including historic photos, are high contrast. Faded signs will need to be replaced regularly. 4) Provide a level landing in front of the wayside with 2% slope in all directions on a firm and stable surface.	N/A
Interpretive Waysides (at Barracks)	N/A	N/A	N/A	N/A	2	N/A	1) Ensure there is 70% minimum contrast between text and background and all text is 24-point font or greater. 2) Remove all italics and ensure all photos, including historic photos, are high contrast. Faded signs will need to be replaced regularly. 3) Provide a level landing in front of the wayside with 2% slope in all directions on a firm and stable surface. 4) Enlarge any newspaper articles or excerpts to large print (18-point font for handouts and 24-point font for postings). 5) State on website and signage at the visitor center that alternative formats are available.	N/A
Porta Potty	N/A	N/A	N/A	N/A	2	N/A	1) Provide one accessible porta potty that is a minimum 60" wide and 59" deep.	N/A

| Identify Associated Planning Efforts	FMSS Work Order Needed (Y/N) ±	PMIS (Facility or Nonfacility and #) ±	Compliance Needed (CE/ EA/EIS/Section 106)*	Is Design Required?	How Work Will Be Accomplished	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
General Management Plan or Long Range Interpretive Plan	Yes	Facility	Yes. All of the above. CE and section 106.	Self-Evaluation and Transition Plan (SETP)	PMIS/ Contract	Chief of Interpretation	Mid-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan or Long Range Interpretive Plan	Yes	Facility	Yes. All of the above. CE and section 106.	Self-Evaluation and Transition Plan (SETP)	NPS Staff	Chief of Interpretation	Mid-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above. CE and section 106.	Self-Evaluation and Transition Plan (SETP)	NPS Staff	Chief of Maintenance	Mid-term	Refer to Identification #____ for additional implementation details and accomplishments.

Segregation Center Jail

Site Map

Scale: 1" = 25'

0   12.5   25   50   100'
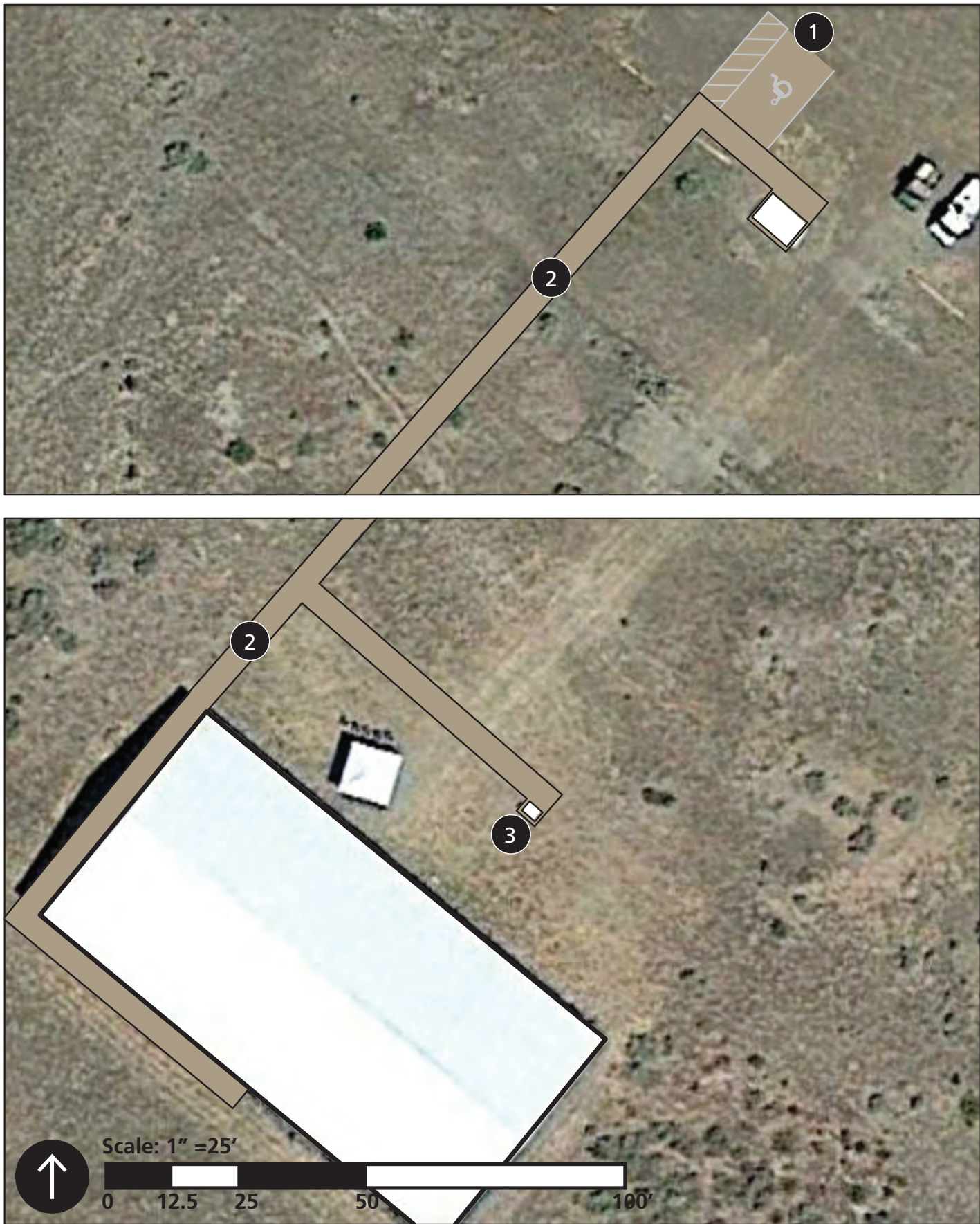
Segregation Center Jail

Implementation Strategy

The Segregation Center Jail provides an opportunity for visitors to understand and experience the historical events that occurred at the site. The jail provides opportunities to hear personal stories and understand the cultural traditions of those that were incarcerated. The jail at the Tule Lake Segregation Center is symbolic of the injustice incarcerees experienced during WWII, and is the park's most iconic facility. Visitors come to learn about the historical and cultural significance of the facility, take part in guided tours of the jail, and view the stark and barren landscape. Improvements to increase accessibility at this park area include:

1 **Car Parking.** 1) Provide one signed and marked "van accessible" parking stall. Stall should be 11' wide with a 5' wide marked access aisle and on a firm and stable surface with 2% maximum slope in all directions. Provide the access aisle on the passenger side of the stall. 2) Install accessible parking signage with the bottom of sign at 60" minimum and "van accessible" designation.

short-term

2 **Accessible Route and Walking Surfaces.** 1) Provide a firm and stable surface along accessible route from proposed accessible parking stall to the jail, with running slopes 5% or less and cross slopes 2% or less.

short-term

3 **Interpretive Waysides.** 1) Ensure there is 70% minimum contrast between text and background and all text is at 24-point font or greater. 2) Remove all italics and ensure all photos, including historic photos, are high contrast. 3) Provide a level landing in front of the wayside with 2% slope or less in all directions on a firm and stable surface.

mid-term

Segregation Center Jail

Implementation Strategy Table

Implementation strategy tables describe barriers to accessibility, levels of access, recommended solutions, time frames for action, and additional information for NPS staff to implement solutions over time. It is the responsibility of the park to document notes for implementation and to complete forms in appendix E, "Actions Taken by the Park," as improvements are made.

Segregation Center Jail Implementation Strategy Table

Service, Activity, or Program	Level of Access				PAMP Optimizer Band ±	Barrier	Solution	Proximity to Other Recommended Solutions ∞
	Cognitive	Mobility	Vision	Hearing				
Car Parking	N/A	N/A	N/A	N/A	1	N/A	1) Provide one signed and marked "van accessible" parking stall. Stall should be 11' wide with a 5' wide marked access aisle and on a firm and stable surface with 2% maximum slope in all directions. Provide the access aisle on the passenger side of the stall. 2) Install accessible parking signage with the bottom of sign at 60" minimum and "van accessible" designation.	N/A
Accessible Route and Walking Surfaces	N/A	N/A	N/A	N/A	1	N/A	1) Provide a firm and stable surface along accessible route from proposed accessible parking stall to the jail, with running slopes 5% or less and cross slopes 2% or less.	N/A
Interpretive Waysides	N/A	N/A	N/A	N/A	1	N/A	1) Ensure there is 70% minimum contrast between text and background and all text is at 24-point font or greater. 2) Remove all italics and ensure all photos, including historic photos, are high contrast. 3) Provide a level landing in front of the wayside with 2% slope or less in all directions on a firm and stable surface.	N/A

±   See appendix B for definitions of terms

*   Categorical Exclusion (CE); Environmental Assessment (EA); Environmental Impact Statements (EIS)

∞   Describe which other services, activities, and programs could be combined in this solution.

Identify Associated Planning Efforts	FMSS Work Order Needed (Y/N) ±	PMIS (Facility or Nonfacility and #) ±	Compliance Needed (CE/EA/EIS/Section 106)*	Is Design Required?	How Work Will Be Accomplished	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	Self-Evaluation and Transition Plan (SETP)	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	Self-Evaluation and Transition Plan (SETP)	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	Self-Evaluation and Transition Plan (SETP)	NPS Staff	Chief of Interpretation	Mid-term	Refer to Identification #____ for additional implementation details and accomplishments.

Segregation Center Temporary Visitor Center (Ditch Rider House)

Site Map

Scale: 1" =25'

0   12.5   25   50   100'

Segregation Center Temporary Visitor Center (Ditch Rider House)

Implementation Strategy

The temporary Tule Lake Visitor Center contains exhibits detailing the history of Tule Lake as a Japanese internment camp during World War II. Visitors can explore a barrack, guard tower, mural of the camp, and other interactive and passive exhibits. Exhibits can also be found with artifacts about the surrounding area's history dating back to before the town of Tule Lake existed. At this site, visitors can understand and experience the historic setting and landscape, and access key collections and archives on display. Improvements to increase accessibility at this park area include:

1 **Car Parking.** 1) Provide one van-accessible parking space with a firm and stable surface. Grades should be 2% or less in all directions. The space must be at least 11' wide, and 5' wide access aisles are advised on both sides of the stall (only one side is required). 2) Install a parking sign to be 60" minimum above finish grade and include the designation "van accessible."

short-term

2 **Accessible Route and Walking Surfaces.** 1) Wood decking is planned for walking and ramped surface from parking to threshold height of the door. A deck will wrap around two sides to include both entrance and future restroom door. Running slope of ramp should be 8% or less with a 2% maximum cross slope. Clear width should be 36" minimum between handrails. Rise between landing zones should be a maximum of 30". Landings at 2% maximum slope in all directions should be provided at both top and bottom of ramp and between each 30" rise. Landing clear length should be 60" minimum. Ramps and landings should have edge protection on both sides that prevents passage of a 4" diameter sphere. Wood decking should have elongated openings of less than 1/2". Ramps with a rise greater than 6" should have handrails. Tops of handrails should be between 34" and 38" in height. Handrails should extend 12" minimum beyond the top and bottom of ramp runs. Handrail should have 1 1/2" minimum clearance to walls and above horizontal attachments. Rail gripping surface diameter is required to be 1 1/2" diameter and unobstructed for the entire length of the rail.

short-term

3 **Outdoor Seating.** 1) Benches on deck should be between 17" and 19" in height to seating surface with companion seating.

short-term

④ Interpretive Waysides. 1) All waysides should be in a readable type face at minimum 24-point font. Alignment should be flush left and rag right with hyphens avoided. Black or white type color should be used and red text avoided. Italicized and underlined text should be avoided. 2) Graphics should have at least 70% contrast. 3) Waysides should have a 36" by 48" minimum clear space on a firm and stable surface with 2% maximum slope in all directions. 4) Alternative formats (braille, large-print and/or audio tour) should be provided.

`short-term`

Interior Services, Activities, and Programs

Signage. 1) Interior signage should be in a readable type face at minimum 24-point font. Alignment should be flush left and rag right with hyphens avoided. Black or white type color should be used and red text avoided. Italicized and underlined text should be avoided. 2) Graphics should have at least 70% contrast.

`short-term`

Interpretive Waysides. 1) Nontactile exhibits should be identified and communicated. 2) Alternative formats should be provided (braille, large print, audio). 3) Tactile exhibits should be identified and provided where possible and logical. Tactile exhibits should allow for clear space 36" minimum wide and 27" in height for knee clearance. 4) Models should be made of resistant materials and include texture varieties to indicate different features. 5) Audio exhibits should allow for volume control.

`short-term`

Bookstore, Gift Shop, and Information Counter. 1) Bookstore should provide 60" turning spaces and 36" minimum access aisles. 2) Check-out counter should be 36" long and 36" maximum in height for forward approach and 30" long at 36" maximum in height for parallel approach. Forward approach should provide 27" minimum knee clearance.

`short-term`

Unsiex Restroom. 1) Rehabilitate restroom interiors and doors, including toilet fixtures, dispensers, toilet compartment, grab bars and accessory items to meet the requirements of ABAAS Chapter 2 Toilet and Bathing Facilities (subsections-F206.4, F213, and F216.8) and Chapter 6 Plumbing Elements and Facilities.

`short-term`

Segregation Center Temporary Visitor Center (Ditch Rider House)

Implementation Strategy Table

Implementation strategy tables describe barriers to accessibility, levels of access, recommended solutions, time frames for action, and additional information for NPS staff to implement solutions over time. It is the responsibility of the park to document notes for implementation and to complete forms in appendix E, "Actions Taken by the Park," as improvements are made.

Segregation Center Temporary Visitor Center (Ditch Rider House) Implememtation Strategy Table

Service, Activity, or Program	Level of Access				PAMP Optimizer Band ±	Barrier	Solution	Proximity to Other Recommended Solutions ∞
	Cognitive	Mobility	Vision	Hearing				
Car Parking	N/A	N/A	N/A	N/A	2	N/A	1) Provide one van-accessible parking space with a firm and stable surface. Grades should be 2% or less in all directions. The space must be at least 11' wide, and 5' wide access aisles are advised on both sides of the stall (only one side is required). 2) Install a parking sign to be 60" minimum above finish grade and include the designation "van accessible."	N/A

±   See appendix B for definitions of terms

*   Categorical Exclusion (CE); Environmental Assessment (EA); Environmental Impact Statements (EIS)

∞   Describe which other services, activities, and programs could be combined in this solution.

Identify Associated Planning Efforts	FMSS Work Order Needed (Y/N) ±	PMIS (Facility or Nonfacility and #) ±	Compliance Needed (CE/EA/EIS/Section 106)*	Is Design Required?	How Work Will Be Accomplished	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	Development Concept Plan (DCP) suggested	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.

Segregation Center Temporary Visitor Center (Ditch Rider House) Implememtation Strategy Table

| Service, Activity, or Program | Level of Access | | | | PAMP Optimizer Band ± | Barrier | Solution | Proximity to Other Recommended Solutions ∞ |
	Cognitive	Mobility	Vision	Hearing				
Accessible Route and Walking Surfaces	N/A	N/A	N/A	N/A	2	N/A	1) Wood decking is planned for walking and ramped surface from parking to threshold height of the door. A deck will wrap around two sides to include both entrance and future restroom door. Running slope of ramp should be 8% or less with a 2% maximum cross slope. Clear width should be 36" minimum between handrails. Rise between landing zones should be a maximum of 30". Landings at 2% maximum slope in all directions should be provided at both top and bottom of ramp and between each 30" rise. Landing clear length should be 60" minimum. Ramps and landings should have edge protection on both sides that prevents passage of a 4" diameter sphere. Wood decking should have elongated openings of less than 1/2". Ramps with a rise greater than 6" should have handrails. Tops of handrails should be between 34" and 38" in height. Handrails should extend 12" minimum beyond the top and bottom of ramp runs. Handrail should have 1 1/2" minimum clearance to walls and above horizontal attachments. Rail gripping surface diameter is required to be 1 1/2" diameter and unobstructed for the entire length of the rail.	N/A
Outdoor Seating	N/A	N/A	N/A	N/A	2	N/A	1) Benches on deck should be between 17" and 19" in height to seating surface with companion seating.	N/A

Identify Associated Planning Efforts	FMSS Work Order Needed (Y/N) ±	PMIS (Facility or Nonfacility and #) ±	Compliance Needed (CE/ EA/EIS/Section 106)*	Is Design Required?	How Work Will Be Accomplished	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	DCP suggested	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	DCP suggested	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.

Segregation Center Temporary Visitor Center (Ditch Rider House) Implememtation Strategy Table

Service, Activity, or Program	Level of Access				PAMP Optimizer Band ±	Barrier	Solution	Proximity to Other Recommended Solutions ∞
	Cognitive	Mobility	Vision	Hearing				
Interpretive Waysides	N/A	N/A	N/A	N/A	2	N/A	1) All waysides should be in a readable type face at minimum 24-point font. Alignment should be flush left and rag right with hyphens avoided. Black or white type color should be used and red text avoided. Italicized and underlined text should be avoided. 2) Graphics should have at least 70% contrast. 3) Waysides should have a 36" by 48" minimum clear space on a firm and stable surface with 2% maximum slope in all directions. 4) Alternative formats (braille, large-print and/or audio tour) should be provided.	N/A
Interior Signage	N/A	N/A	N/A	N/A	2	N/A	1) Interior signage should be in a readable type face at minimum 24-point font. Alignment should be flush left and rag right with hyphens avoided. Black or white type color should be used and red text avoided. Italicized and underlined text should be avoided. 2) Graphics should have at least 70% contrast.	N/A
Interior Interpretive Exhibits	N/A	N/A	N/A	N/A	2	N/A	1) Nontactile exhibits should be identified and communicated. 2) Alternative formats should be provided (braille, large print, audio). 3) Tactile exhibits should be identified and provided where possible and logical. Tactile exhibits should allow for clear space 36" minimum wide and 27" in height for knee clearance. 4) Models should be made of resistant materials and include texture varieties to indicate different features. 5) Audio exhibits should allow for volume control.	N/A

Identify Associated Planning Efforts	FMSS Work Order Needed (Y/N) ±	PMIS (Facility or Nonfacility and #) ±	Compliance Needed (CE/EA/EIS/Section 106)*	Is Design Required?	How Work Will Be Accomplished	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	DCP suggested	NPS Staff	Chief of Interpretation	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above.	DCP suggested	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	DCP suggested	NPS Staff	Chief of Interpretation	Mid-term	Refer to Identification #____ for additional implementation details and accomplishments.

Segregation Center Temporary Visitor Center (Ditch Rider House) Implememtation Strategy Table

Service, Activity, or Program	Level of Access				PAMP Optimizer Band ±	Barrier	Solution	Proximity to Other Recommended Solutions ∞
	Cognitive	Mobility	Vision	Hearing				
Bookstore and Gift Shop	N/A	N/A	N/A	N/A	2	N/A	1) Bookstore should provide 60" turning spaces and 36" minimum access aisles.	N/A
Information Counter	N/A	N/A	N/A	N/A	2	N/A	1) Check-out counter should be 36" long and 36" maximum in height for forward approach and 30" long at 36" maximum in height for parallel approach. Forward approach should provide 27" minimum knee clearance.	N/A

Identify Associated Planning Efforts	FMSS Work Order Needed (Y/N) ±	PMIS (Facility or Nonfacility and #) ±	Compliance Needed (CE/ EA/EIS/Section 106)*	Is Design Required?	How Work Will Be Accomplished	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	DCP suggested	NPS Staff	Chief of Interpretation	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	DCP suggested	NPS Staff	Chief of Interpretation & Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.

Segregation Center Temporary Visitor Center (Ditch Rider House) Implememtation Strategy Table

Service, Activity, or Program	Level of Access				PAMP Optimizer Band ±	Barrier	Solution	Proximity to Other Recommended Solutions ∞
	Cognitive	Mobility	Vision	Hearing				
Unisex Restroom	N/A	N/A	N/A	N/A	2	N/A	1) Restroom should be 60" minimum in width and 59" minimum in depth. 2) Door should be 32" minimum in width with door opening outward or adequate clear space for door opening inward. There should be door pulls on both sides of door near latch or automatic opener and closer. 3) Toilet seat height should be between 17" and 19" and positioned between 16" and 18" from side wall. 4) Side wall grab bar should be 42" long minimum and located 12" maximum from rear wall. 5) Rear wall grab bar should be 36" long minimum extending from the toilet centerline 12" minimum on one side and 24" minimum on the other side. Grab bar height should be between 33" and 36". Grab bar should have 1 1/2" minimum below and 12" above clear wall space. 6) Toilet paper dispensers should be between 7" and 9" in front of toilet to centerline of dispenser and set between 15" and 48" in height from finish floor. 7) Sinks and counters should be 34" maximum above finish floor with 27" minimum knee clearance. 8) Drain pipes should be insulated if hot water is provided. 9) Hand dryers, towel, soap dispensers, and outlets should be 48" maximum above finish floor. 10) Mirrors above sink should be 40" maximum above finish floor.	N/A

| Identify Associated Planning Efforts	FMSS Work Order Needed (Y/N) ±	PMIS (Facility or Nonfacility and #) ±	Compliance Needed (CE/ EA/EIS/Section 106)*	Is Design Required?	How Work Will Be Accomplished	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	DCP suggested	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.

Segregation Center Temporary Visitor Center (Ditch Rider House) Implememtation Strategy Table

Service, Activity, or Program	Level of Access				PAMP Optimizer Band ±	Barrier	Solution	Proximity to Other Recommended Solutions ∞
	Cognitive	Mobility	Vision	Hearing				
Employee Restroom	N/A	N/A	N/A	N/A	2	N/A	1) Door into employee restroom will not have correct accessible width. However all restroom improvements should meet code requirements to the greatest extent possible within the constraints of the historic fabric. See above (Unisex Restroom) for detailed requirements. 2) Provide tactile signage on latch side of door with signage placed at 48"–60" above the finish floor.	N/A
Employee Work Spaces	N/A	N/A	N/A	N/A	2	N/A	1) Some doors and closets within the employee area will not meet accessible requirements. However all improvements should meet code requirements to the greatest extent possible within the constraints of the historic fabric. 2) Provide tactile signage on latch side of door to all permanent rooms with signage placed at 48"–60" above the finish floor.	N/A

Identify Associated Planning Efforts	FMSS Work Order Needed (Y/N) ±	PMIS (Facility or Nonfacility and #) ±	Compliance Needed (CE/EA/EIS/Section 106)*	Is Design Required?	How Work Will Be Accomplished	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	DCP suggested	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
General Management Plan	Yes	Facility	Yes. All of the above. Section 106.	DCP suggested	NPS Staff	Chief of Maintenance	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policy, Practice, Commuication, and Training

Park Features
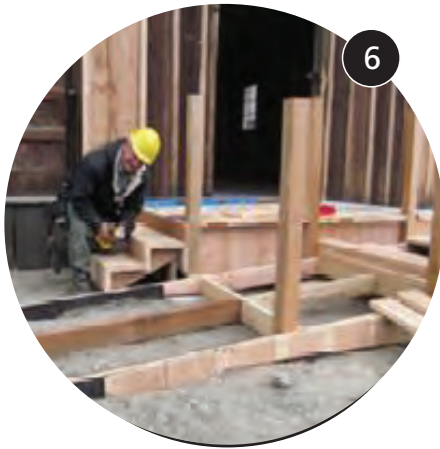
Tule Lake Unit Staff Participate in Accessibility Wo

This month, the Tule Lake Unit and Lava Beds National Monument hosted an acce
kshop with a multidisciplinary team of servicewide leaders. The goal of the project
te core park experiences, priority park areas, and the services and programs as
reas in order to develop a plan for improvements. From November 3-7, park
sibility leadership from regional and national offices, as well as with em
nter on Accessibility.

alyzed eight areas at the Tule
he jail, carpenter's shop,
egregation center
future visitor

Implementation Strategy

Park policies and practices are specific to the park unit, and provide guidance for reaching desired outcomes. Park policies are defined courses of action adopted by the park, while park practices are those habitual and/or customary performances or operations that the park employs.

Postings and Publications

1 **Architectural Barriers Act (ABA) Flyers in Common Areas.** 1) Post a flyer in all common areas stating that Tule Lake Unit strives to meet all accessibility requirements of the Architectural Barriers Act of 1968, what the Architectural Barriers Act is, and how to request accommodations.

> short-term and ongoing

2 **Junior Ranger Booklet.** 1) Provide a large print and braille version of the Junior Ranger Program booklet.

> short-term

3 **Publications.** 1) Provide braille brochures and tactile wayfinding maps. Market and partner with outreach organizations to determine content. 2) Provide audio-described brochures. Market and partner with outreach organizations to determine content. 3) Provide large print brochures. Market and partner with outreach organizations to determine content. All publications should be in a readable type face at 18-point font. Alignment should be flush left and rag right with hyphens avoided. Black or white type color should be used and red text avoided. Italicized and underlined text should be avoided. Graphics should have at least 70% contrast. Alternative formats (audio and braille and/or large print) should also be provided. 4) Add accessibility information in all publications, providing service, activity, or program information.

> short-term (3.1)
> long-term (3.2)
> short-term and ongoing (3.3–3.4)

4 **Publicly Shared Documents.** 1) Ensure publicly shared documents have no Postings and Publicationslanguage that is discriminatory to people with disabilities.

> long-term

Staff Training and Park Protocols

5 **Accessibility Awareness Training.** 1) Require yearly accessibility awareness training for all staff, including permanent and non-permanent employees, starting with the training list provided on the Pacific West Region Accessibility Self-Evaluation and Transition Plan SharePoint site.

`short-term`

6 **Accessible Facilities and Maintenance Training.** 1) Require yearly training for maintenance staff on maintaining accessible facilities, including restrooms, walks and trails, door pressure requirements, assistive devices, accessible routes that are clear of obstructions, and universal design principles.

`short-term`

7 **Accessibility for Project Managers.** 1) Require yearly training for project managers on entering information into PMIS and other forms about accessibility, universal design principles, and quality control of projects and design.

`mid-term`

8 **Accessible Interpretive Training.** 1) Provide training for the interpretation and education division about accessibility issues, people-first language, major disability categories, how to assess programs and make them more accessible, which websites offer more information, service animals, what technologies are available, universal design principles, visitor services and communication in accessibility Also, require yearly visitor information and interpretive staff training in use of assistive technology—assistive listening devices, audio description, how to interpret tactile models and maps.

`short-term`

9 **Communication with Law Enforcement.** 1) Provide a standard operation procedure for law enforcement to communicate with a person with a disability.

`mid-term`

10 **Moveable Seating.** 1) Develop and distribute standard operating procedures for moveable cubicles so there is clear space and accessible routes to all elements in a room or building. 2) Develop and distribute standard operating procedures for

moveable seating arrangements and moving things to create an accessible route and maintain integrated accessible seating.

short-term

11 **Other Powered Mobility Devices.** 1) Provide guidance outlining where other powered mobility devices are or are not allowed within the park.

mid-term

12 **Service Animals.** 1) Provide guidance outlining policy regarding service animals within the park. The park should include training for staff to understand what they may ask concerning service animals and what, if any, restrictions on service animals are present.

short-term

13 **Wheelchairs.** 1) Consider purchase of wheelchairs. If purchased, inform visitors and program participants that they are available. Add information to all publications providing program information that wheelchairs are available. 2) Provide a standard operating procedure or guidance for checking out and returning wheelchairs. 3) Provide a standard operating procedure or guidance describing protocol for pre- and post-inspecting, cleaning, and maintenance of wheelchairs. Note: This may include hiring a trained professional to periodically inspect wheelchair maintenance to ensure it meets specifications of regular use. 4) Develop and distribute standard operating procedures or guidance for using wheelchairs for visitors to participate and access services, activities, and programs. Train staff on use, cleaning, and maintenance of wheelchairs. 5) Provide signage stating availability of wheelchairs. Inform visitors and program participants of the availability. Add information to all publications providing service, activity, and program information that wheelchairs are available.

mid-term (13.1–13.4)   short-term (13.5)

14 **Emergency Preparedness.** 1) Develop, distribute, and practice standard operating procedures for assisting people with disabilities in the case of an emergency.

mid-term

Audio and Visual Programs

15 **Assistive Listening Devices.** 1) Purchase assistive listening transmitters and devices. Provide assistive listening devices at visitor centers, educational programs, and guided tours that have an audio component. 2) Provide a standard operating procedure or guidance for checking out and returning assistive listening devices. 3) Provide a standard operating procedure or guidance describing protocol for pre- and post-inspection of assistive listening devices. Procedure should address cleaning and maintenance of all devices. 4) Develop and distribute standard operating procedures or guidance for using assistive technology for ranger programs and information services. Train staff on use, cleaning, and maintenance of assistive listening devices. 5) Provide signs stating device availability. Inform visitors and program participants that auxiliary aids are available. Add information to all publications stating that assistive listening devices are available.

mid-term (15.1–15.4)   short-term (15.5)

16 **Live Audio Description.** 1) Provide live audio descriptions on guided interpretive tours. 2) Provide training for interpretation and education division on live audio description for guided tours at the park unit.

long-term

17 **Open Captioning and Audio Description.** 1) Provide open captioning on video and indicate its availability on the website. Also, provide audio description of all images being shown on the video.

long-term

18 **T-Coil Hearing Loops or Neck Loops.** 1) Purchase T-coil hearing loops and neck loops. Inform visitors and program participants that auxiliary aids are available. Add information to all publications providing program information that T-coil hearing loops and neck loops are available. 2) Provide a standard operating procedure or guidance for checking out and returning T-coil hearing loops and neck loops. 3) Provide a standard operating procedure or guidance describing protocol for pre- and post-inspection of T-coil hearing loops and neck loops. Procedure should address cleaning and maintenance of all devices. 4) Develop and distribute standard operating procedures or guidance for using T-coil hearing loops and neck loops for ranger programs and information services. Train staff on use,

cleaning, and maintenance of T-coil hearing loops and neck loops. 5) Provide signs stating device availability. Inform visitors and program participants that auxiliary aids are available. Add information to all publications providing program information that T-coil hearing loops and neck loops are available.

mid-term (18.1–18.4)   short-term (18.5)

19 **Text Telephone (TTY) Machines.** 1) Provide a TTY machine at all locations where there is a public telephone. 2) On publications and website where the park contact information or phone number is provided, include a TTY number. 3) Provide a standard operating procedure or guidance describing protocol for pre- and post-inspection of TTY machines. Procedure should address cleaning and maintenance of all devices. 4) Develop and distribute standard operating procedures or guidance for using TTY machines for communication. Train staff on use, cleaning, and maintenance of TTY machines.

mid-term (19.1–19.3)   short-term (19.4)

Visitor Information

20 **Communication.** 1) Provide park e-mail address and telephone number on website and in publications for questions: tule_superintendent@nps.gov. 2) Develop a standard operating procedure ensuring that there is an accessible e-mail and phone that people with disabilities can contact a minimum of five days per week (Monday–Friday, 8 a.m.–5 p.m.).

short-term (20.1)   mid-term (20.2)

21 **Marketing.** 1) Market via social media (Pinterest, Facebook, Snapchat, Twitter, etc.) that accessible programs, services, and activities are available at the park. 2) Market via hard media and other advertising methods that accessible programs, services, and activities are available at the park. 3) Contact groups with disabilities directly to inform them about the accessible programs, services, and activities that have become available at the park, as solutions are implemented. 4) Contact and reach out to groups with disabilities to get more involvement in park accessibility improvement projects as they occur (case-by-case basis).

short-term and ongoing (21.1, 21.3–21.4)

long-term (21.2)

22 **Reservations.** 1) On the website, identify the following numbers to call: Federal Relay Service (telephone number), Voice (telephone number), Voice Carry Over (telephone number), Speech-to-Speech (telephone number), TeleBraille (telephone number). Provide online reservation system built into content management system. Also, provide information on website reservation systems about services that are accessible for each park area that requires a reservation. 2) Provide accessible formats of making reservations through Federal Relay Service, Text Telephone (TTY), Video Phone, etc. Provide information on the website regarding the accessibility of facilities.

short-term and ongoing

23 **Signage.** 1) Provide signage at visitor center that accessible alternative formats are available.

mid-term

24 **Website.** 1) Provide information on website that accessible programs, services, and activities are available, including, but not limited to, audio description, assistive listening devices, braille/tactile features, accessible tours, open captioning, trails, etc. 2) All websites should have a manual switch to change size of fonts. Alignment should be flush left and rag right. Hyphens should be avoided. Black or white type color should be used. The use of red or green text should be avoided. Italicized and underlined text should be avoided. Do not use all caps or italics within the information. Graphics should have at least 70% contrast. Provide Word documents as an alternative to PDFs.

mid-term

Tours, Programs, and Special Events

25 **Guided Tours, Educational Programs, and Special Events.** 1) Provide alternative formats, such as trail information, in large print, as well as audio description of what to expect to see on a guided tour, education program, or special event (provided at visitor center in a publication and on a website) for people with disabilities that request it. 2) Provide conditions of the guided tour, education program, or special event environment (e.g., number of steps, slopes, other barriers that exist, etc.) in a publication and/or on a website. 3) Provide designated stopping points or resting areas for the guided tour, education program, or special event at 2% maximum cross and running slope with a firm and stable surface and 30" by 48" clear space.

long-term

26 **Self-Guided Tours.** 1) Provide alternative formats, such as trail information, in large print, as well as audio description of what to expect and see on a self-guided tour (provided at visitor center in publication and on the website) for people with disabilities that request it. 2) Provide conditions of the self-guided tour environment (e.g., number of steps, slopes, other barriers that exist, etc.) in a publication and/or website. 3) Provide designated stopping points or resting areas for the self-guided tour at 2% maximum cross and running slope with a firm and stable surface and 30" by 48" clear space.

long-term

27 **Sign Language Interpreters.** 1) Develop the process for requesting sign language interpreters. Provide sign language interpreters within five days of request being made. 2) Develop and distribute standard operating procedures for contacting and scheduling sign language interpreters.

short-term

28 **Special Events.** 1) Provide a system for people to call in and request a sign language interpreter within five days of service. Provide assistive listening devices and a T-coil or neck loop system with signage indicating they are available for special events. Provide large print of any handouts or waivers being provided. 2) Provide information on how people can contact the park for accommodations for special events and release announcements in a variety of accessible methods (e.g., large print flyers, electronic accessible PDFs, etc.). 3) Develop and distribute standard operating procedure for including accessibility information on event announcements.

mid-term (28.1–28.2)   short-term (28.3)

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training

Implementation Strategy Table

This part of the plan provides accessibility guidance on barriers, levels of access, recommended solutions, and time frames for action. It also provides additional information for NPS staff to use in implementing solutions that have to do with park policies, practices, communication, outreach, and internal training opportunities at Tule Lake Unit, World War II Valor in the Pacific National Monument. For each of these topics, the tables below include identification of barriers and necessary actions to improve internal park practices and policies, while also providing accessibility services and programs to the greater population of visitors. Many of these barriers and solutions relate to services, activities, and programs that are not required by law to be accessible; these are best practices to help park staff meet accessibility laws and requirements. A best practice is a method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark. Many of these strategies follow guidance that has been provided by the Washington Support Office and Harpers Ferry Center within the National Park Service.

- Park policies are adopted by the park and are those defined courses of action for reaching a desired outcome.

- Park practices are those habitual and/or customary performances or operations for reaching a desired outcome that the park employs.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Postings and Publications					
Junior Ranger Booklet	2	1	2	1	The Junior Ranger Program booklet is not provided in alternative formats.

±   See appendix B for definitions of terms
*   Categorical Exclusion (CE); Environmental Assessment (EA); Environmental Impact Statements (EIS)
∞   Describe which other services, activities, and programs could be combined in this solution.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
Provide a large-print and braille version of the Junior Ranger Program booklet.	Chief of Interpretation	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Architectural Barriers Act (ABA) Flyers Posted in Common Areas	1	1	2	2	There are no ABA flyers posted in common areas stating that the park follows those regulations for accessibility.
Publications	1	1	2	1	1–3) There are no alternative formats for printed publications, brochures, and maps available to people with vision impairments. 4) Publications do not provide information on accessible services, activities, and programs. Note: Publications include Tule Lake Unit unigrid brochure, Camp Tulelake, Tule Lake Segregation Center, Camp Layout, Timeline: Japanese Americans during World War II, War Relocation Centers, Site Location, and Glossary.
Publicly Shared Documents	2	2	2	2	There are publicly shared documents that have language that is discriminatory to people with disabilities.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
Post a flyer in all common areas stating that Tule Lake Unit strives to meet all accessibility requirements of the Architectural Barriers Act of 1968, what the Architectural Barriers Act is, and how to request accommodations.	Administration Officer	Short-term and ongoing	Refer to Identification #____ for additional implementation details and accomplishments.
1) Provide braille brochures and tactile wayfinding maps. Market and partner with outreach organizations to determine content. 2) Provide audio-described brochures. Market and partner with outreach organizations to determine content. 3) Provide large-print brochures. Market and partner with outreach organizations to determine content. All publications should be in a readable type face at 18-point font. Alignment should be flush left and rag right with hyphens avoided. Black or white type color should be used and red text avoided. Italicized and underlined text should be avoided. Graphics should have at least 70% contrast. Alternative formats (audio and braille and/or large print) should also be provided. 4) Add accessibility information in all publications, providing service, activity, or program information.	Chief of Interpretation	1) Short-term, 2) Long-term, 3–4) Short-term and ongoing	Assessment Workshop Notes: A large print version is on the website. The braille brochures will be available for the unigrid within a year; however, marketing and outreach of the product is not provided by Harpers Ferry Center. Refer to Identification #____ for additional implementation details and accomplishments.
Ensure publicly shared documents have no language that is discriminatory to people with disabilities.	Chief Ranger	Long-term	Refer to Identification #____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Staff Training and Park Protocols					
Accessibility Awareness Training	2	2	2	2	There is no accessibility awareness training provided to staff at Tule Lake Unit.
Accessible Facilities and Maintenance Training	2	2	2	2	There are no yearly trainings provided for maintenance staff on maintaining accessible programs, services, and activities at the park.
Accessible Interpretive Training	2	2	2	2	There are no yearly accessibility-related trainings provided for the division of interpretation and education.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
Require yearly accessibility awareness training for all staff, including permanent and nonpermanent employees, starting with the training list provided on the Pacific West Region Accessibility Self-Evaluation and Transition Plan SharePoint site.	Accessibility Coordinator and Team	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
Require yearly training for maintenance staff on maintaining accessible facilities, including restrooms, walks and trails, door pressure requirements, assistive devices, accessible routes that are clear of obstructions, and universal design principles.	Accessibility Coordinator and Team	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
Provide training for the interpretation and education division about accessibility issues, people-first language, major disability categories, how to assess programs and make them more accessible, which websites offer more information, service animals, what technologies are available, universal design principles, visitor services and communication in accessibility Also, require yearly visitor information and interpretive staff training in use of assistive technology—assistive listening devices, audio description, how to interpret tactile models and maps.	Chief of Interpretation, Accessibility Coordinator, and Team	Short-term	Refer to Identification #____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Moveable Seating	1	2	1	1	1) There is no guidance or requirement for setting up moveable office spaces. 2) There is no guidance for maintenance staff on setting up accessible moveable seating or furnishings to create an accessible route and meeting space for public meetings, lectures, or education programs.
Service Animals	2	2	2	2	There is no specific guidance for where service animals are or are not allowed (e.g., sensitive resource areas) within the park.
Accessibility for Project Managers Training	2	2	2	2	There are no yearly trainings provided for project managers (e.g., forms to address accessibility, entering information in PMIS, quality control of projects and designs, etc.).
Communication with Law Enforcement	2	2	2	2	There is no guidance on procedures for law enforcement to communicate with a person with a disability.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
1) Develop and distribute standard operating procedures for moveable cubicles so there is clear space and accessible routes to all elements in a room or building. 2) Develop and distribute standard operating procedures for moveable seating arrangements and moving things to create an accessible route and maintain integrated accessible seating.	Chief of Maintenance and Accessibility Team	Short-term	Refer to Identification #_____ for additional implementation details and accomplishments.
Provide guidance outlining policy regarding service animals within the park. The park should include training for staff to understand what they may ask concerning service animals and what, if any, restrictions on service animals are present.	Chief Ranger	Short-term	Assessment Workshop Notes: WASO has released a policy memorandum that outlines requirements for service animals in national parks; however, parks are required to provide specific guidance for their unit. Training of park staff or fine-tuning specific park policy may be required. Refer to Identification #_____ for additional implementation details and accomplishments.
Require yearly training for project managers on entering information into PMIS and other forms about accessibility, universal design principles, and quality control of projects and design.	Accessibility Coordinator, Team and Administration Officer	Mid-term	Refer to Identification #_____ for additional implementation details and accomplishments.
Provide a standard operation procedure for law enforcement to communicate with a person with a disability.	Chief Ranger	Mid-term	Refer to Identification #_____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Emergency Preparedness	2	2	2	2	The park does not have a protocol in place for assisting people with disabilities in the case of an emergency.
Other Powered Mobility Devices	1	2	1	1	There is no specific guidance for where powered mobility devices are or are not allowed (e.g., sensitive resource areas) within the park.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
Develop, distribute, and practice standard operating procedures for assisting people with disabilities in the case of an emergency.	Chief Ranger and Accessibility Team	Mid-term	Assessment Workshop Notes: Park could start by going to www.nvoad.org or contacting local VOAD to determine if there is a protocol already in place within local community. Refer to Identification #____ for additional implementation details and accomplishments.
Provide guidance outlining where other powered mobility devices are or are not allowed within the park.	Chief Ranger	Mid-term	Assessment Workshop Notes: This includes wheelchairs but also Segways or other devices. Wilderness does allow use of powered wheelchairs when it is required due to a disability. Refer to Identification #____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Wheelchairs	1	2	1	1	1) Wheelchairs are not available at the park visitor centers, educational programs, and guided tours. 2) There is no guidance on how wheelchairs are checked out and returned. 3) There is no guidance on how and when wheelchairs are inspected, maintained, and cleaned before and after use. 4) Staff is not trained on the use and distribution of wheelchairs. 5) Wheelchairs are not marketed to visitors so that their availability is known.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
1) Consider purchase of wheelchairs. If purchased, inform visitors and program participants that they are available. Add information to all publications providing program information that wheelchairs are available. 2) Provide a standard operating procedure or guidance for checking out and returning wheelchairs. 3) Provide a standard operating procedure or guidance describing protocol for pre- and post-inspecting, cleaning, and maintenance of wheelchairs. Note: This may include hiring a trained professional to periodically inspect wheelchair maintenance to ensure it meets specifications of regular use. 4) Develop and distribute standard operating procedures or guidance for using wheelchairs for visitors to participate and access services, activities, and programs. Train staff on use, cleaning, and maintenance of wheelchairs. 5) Provide signage stating availability of wheelchairs. Inform visitors and program participants of the availability. Add information to all publications providing service, activity, and program information that wheelchairs are available.	1–2) Chief of Facilities, 3) Chief of Facilities and Information Technology, 4) Chief of Facilities, 5) Chief of Interpretation	1-4) Mid-term, 5) Short-term	Refer to Identification #_____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Audio and Visual Programs					
Assistive Listening Devices	1	1	1	2	1) Assistive listening devices are not available at the park visitor centers, educational programs, and guided tours. 2) There is no guidance on how assistive listening devices are checked out and returned. 3) There is no guidance on how and when assistive listening devices are inspected, maintained, and cleaned before and after use. 4) Staff is not trained on the use and distribution of assistive listening devices. 5) Assistive listening devices are not marketed to visitors to alert them that devices are available.
Live Audio Description	2	1	2	1	1) There is no live audio description for people with vision impairments provided on guided interpretive tours. 2) There is no training on live audio description for guided tours.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
1) Purchase assistive listening transmitters and devices. Provide assistive listening devices at visitor centers, educational programs, and guided tours that have an audio component. 2) Provide a standard operating procedure or guidance for checking out and returning assistive listening devices. 3) Provide a standard operating procedure or guidance describing protocol for pre- and post-inspection of assistive listening devices. Procedure should address cleaning and maintenance of all devices. 4) Develop and distribute standard operating procedures or guidance for using assistive technology for ranger programs and information services. Train staff on use, cleaning, and maintenance of assistive listening devices. 5) Provide signs stating device availability. Inform visitors and program participants that auxiliary aids are available. Add information to all publications stating that assistive listening devices are available.	1–2) Chief of Interpretation, 3) Chief of Facilities and Information Technology, 4) Information Technology (cleaning and maintaining) and Chief of Interpretation (training), 5) Chief of Interpretation	1–4) Mid-term, 5) Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
1) Provide live audio descriptions on guided interpretive tours. 2) Provide training for interpretation and education division on live audio description for guided tours at the park unit.	Chief of Interpretation	Long-term	Assessment Workshop Notes: Chief to investigate training opportunities. Refer to Identification #____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Open Captioning and Audio Description	1	1	2	1	There is no open captioning available on park videos; it is currently closed-captioned and not always turned on by interpretive rangers. There is no audio description of images being shown in the video.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
Provide open captioning on video and indicate its availability on the website. Also, provide audio description of all images being shown on the video.	Chief of Interpretation	Long-term	Assessment Workshop Notes: Are working on transcript now (short-term solution). Refer to Identification #____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
T-Coil Hearing Loops or Neck Loops	1	1	1	2	1) T-coil hearing loops or neck loops are not available at the park visitor centers, educational programs, and guided tours. 2) There is no guidance on how T-coil hearing loops and neck loops are checked out and returned. 3) There is no guidance on how and when T-coil hearing loops and neck loops are inspected, maintained, and cleaned before and after use. 4) Staff is not trained on the use and distribution of T-coil hearing loops and neck loops. 5) T-coil hearing loops and neck loops are not marketed to visitors so they know the devices are available.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
1) Purchase T-coil hearing loops and neck loops. Inform visitors and program participants that auxiliary aids are available. Add information to all publications providing program information that T-coil hearing loops and neck loops are available. 2 Provide a standard operating procedure or guidance for checking out and returning T-coil hearing loops and neck loops. 3) Provide a standard operating procedure or guidance describing protocol for pre- and post-inspection of T-coil hearing loops and neck loops. Procedure should address cleaning and maintenance of all devices. 4) Develop and distribute standard operating procedures or guidance for using T-coil hearing loops and neck loops for ranger programs and information services. Train staff on use, cleaning, and maintenance of T-coil hearing loops and neck loops. 5) Provide signs stating device availability. Inform visitors and program participants that auxiliary aids are available. Add information to all publications providing program information that T-coil hearing loops and neck loops are available.	1–2) Chief of Interpretation, 3) Chief of Facilities and Information Technology, 4) Information Technology (cleaning and maintaining) and Chief of Interpretation (training), 5) Chief of Interpretation	1–4) Mid-term, 5) Short-term	Refer to Identification #____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Text Telephone (TTY) Machines	1	1	1	2	1) TTY machines are not available at all public telephones within the park. 2) A TTY number is not provided in publications and on the website. 3) There is no guidance on how and when TTY machines are inspected, maintained, and cleaned before and after use. 4) Staff is not trained on the use of TTY machines.
Visitor Information					
Communication	2	2	2	2	1) There is currently no park accessibility contact identified at Tule Lake Unit. 2) There is no guidance provided to staff and public of when people with disabilities can contact the park through accessible devices.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
1) Provide a TTY machine at all locations where there is a public telephone. 2) On publications and website where the park contact information or phone number is provided, include a TTY number. 3) Provide a standard operating procedure or guidance describing protocol for pre- and post-inspection of TTY machines. Procedure should address cleaning and maintenance of all devices. 4) Develop and distribute standard operating procedures or guidance for using TTY machines for communication. Train staff on use, cleaning, and maintenance of TTY machines.	1) Information Technology, 2) Chief of Interpretation	1) Mid-term, 2) Short-term	Refer to Identification #____ for additional implementation details and accomplishments.
1) Provide park e-mail address and telephone number on website and in publications for questions: tule_superintendent@nps.gov. 2) Develop a standard operating procedure ensuring that there is an accessible e-mail and phone that people with disabilities can contact a minimum of five days per week (Monday–Friday, 8 a.m.–5 p.m.).	1) Information Technology (for website) and Superintendent, 2) Chief of Interpretation and Accessibility Team	1) Short-term, 2) Mid-term	Refer to Identification #____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Marketing	2	2	2	2	1) Groups with disabilities are not aware of the accessible services, activities, and programs that are available to them. 2) Groups with disabilities are not aware of the accessible services, activities, and programs that are available to them. 3) Groups with disabilities are not aware of the accessible services, activities, and programs that are available to them. 4) Groups with disabilities are not involved in park improvement projects as they occur (case-by-case basis).
Reservations	1	1	1	2	1) There are no provisions or information provided to those with loss of, or no, hearing. 2) Information is not provided on alternative methods for making reservations. No information is provided on the website about accessibility of park facilities.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
1) Market via social media (Pinterest, Facebook, Snapchat, Twitter, etc.) that accessible programs, services, and activities are available at the park. 2) Market via hard media and other advertising methods that accessible programs, services, and activities are available at the park. 3) Contact groups with disabilities directly to inform them about the accessible programs, services, and activities that have become available at the park, as solutions are implemented. 4) Contact and reach out to groups with disabilities to get more involvement in park accessibility improvement projects as they occur (case-by-case basis).	1–2) Chief of Interpretation, 2) , 3–4) Superintendent	1, 3–4) Short-term and ongoing, 2) Long-term	Assessment Workshop Notes: Use this for special events, work with Lighthouse for the Blind. Refer to Identification #____ for additional implementation details and accomplishments.
1) On the website, identify the following numbers to call: Federal Relay Service (telephone number), Voice (telephone number), Voice Carry Over (telephone number), Speech-to-Speech (telephone number), TeleBraille (telephone number). Provide online reservation system built into content management system. Also, provide information on website reservation systems about services that are accessible for each park area that requires a reservation. 2) Provide accessible formats of making reservations through Federal Relay Service, Text Telephone (TTY), Video Phone, etc. Provide information on the website regarding the accessibility of facilities.	Information Technology (for website) and Chief of Interpretation (for training)	Short-term and ongoing	Refer to Identification #____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Signage	2	2	2	2	There is no signage or information available on the park website that alternative formats are available at the visitor center.
Website	2	2	2	2	1) Website does not provide all services, activities, and programs available to people with disabilities. 2) Font sizes on websites cannot be enlarged manually and have low contrast (e.g., first letter of paragraph in red), all caps, italics, and special effects making the text difficult to read for those who are low vision. Some images are distorted or low resolution, making them difficult to see. Files are not readable with the use of screen readers.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
Provide signage at visitor center that accessible alternative formats are available.	Chief of Interpretation & Accessibility Team	Mid-term	Refer to Identification #_____ for additional implementation details and accomplishments.
1) Provide information on website that accessible programs, services, and activities are available, including, but not limited to, audio description, assistive listening devices, braille/tactile features, accessible tours, open captioning, trails, etc. 2) All websites should have a manual switch to change size of fonts. Alignment should be flush left and rag right. Hyphens should be avoided. Black or white type color should be used. The use of red or green text should be avoided. Italicized and underlined text should be avoided. Do not use all caps or italics within the information. Graphics should have at least 70% contrast. Provide Word documents as an alternative to PDFs.	Chief of Interpretation	Mid-term	Refer to Identification #_____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

Service, Activity, or Program	Level of Access				Barrier
	Cognitive	Mobility	Vision	Hearing	
Tours, Programs, and Special Events					
Guided Tours, Educational Programs, and Special Events	2	2	2	2	1) There are no alternative formats provided for people with disabilities. 2) Conditions of the guided tour, educational program, or special event are not described in a publication or on a website. 3) Designated stopping points or resting areas for the guided tour are not 2% maximum cross and running slope with a firm and stable surface and 30" by 48" clear space.
Self-Guided Tours	2	1	2	1	1) There are no alternative formats for people with disabilities provided. 2) Conditions of the self-guided tour are not described in a publication or on a website. 3) Designated stopping points or resting areas for the self-guided tour are not 2% maximum cross and running slope with a firm and stable surface and a 30" by 48" clear space.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
1) Provide alternative formats, such as trail information, in large print, as well as audio description of what to expect to see on a guided tour, education program, or special event (provided at visitor center in a publication and on a website) for people with disabilities that request it. 2) Provide conditions of the guided tour, education program, or special event environment (e.g., number of steps, slopes, other barriers that exist, etc.) in a publication and/or on a website. 3) Provide designated stopping points or resting areas for the guided tour, education program, or special event at 2% maximum cross and running slope with a firm and stable surface and 30" by 48" clear space.	Chief of Interpretation and Accessibility Team	Long-term	Refer to Identification #_____ for additional implementation details and accomplishments.
1) Provide alternative formats, such as trail information, in large print, as well as audio description of what to expect and see on a self-guided tour (provided at visitor center in publication and on the website) for people with disabilities that request it. 2) Provide conditions of the self-guided tour environment (e.g., number of steps, slopes, other barriers that exist, etc.) in a publication and/or website. 3) Provide designated stopping points or resting areas for the self-guided tour at 2% maximum cross and running slope with a firm and stable surface and 30" by 48" clear space.	Chief of Interpretation and Accessibility Team	Long-term	Refer to Identification #_____ for additional implementation details and accomplishments.

Tule Lake Unit, World War II Valor in the Pacific National Monument Policies, Practices, Communication, and Training Implementation Strategy Table

| Service, Activity, or Program | Level of Access | | | | Barrier |
	Cognitive	Mobility	Vision	Hearing	
Sign Language Interpreters	1	1	2	1	1) There is no information informing visitors that sign language interpreters can be requested. 2) There is no way for people with hearing impairments to contact and schedule sign language interpreters.
Special Events	2	2	2	2	1) No opportunities for people who are blind, have low vision, and are deaf. 2) On event announcements, there is no information on how people can call to request accommodations, if needed. Also, the announcement is not provided in alternative formats. 3) There is no guidance on providing access information on all event announcements. Information is not currently provided on announcements.

Solution	Responsible Person	Timeframe	Implementation Notes (e.g., date completed, funding request submitted, etc.)
1) Develop the process for requesting sign language interpreters. Provide sign language interpreters within five days of request being made. 2) Develop and distribute standard operating procedures for contacting and scheduling sign language interpreters.	Chief of Interpretation and Accessibility Team	Short-term	Assessment Workshop Notes: Need to know local providers available, may need 10 days to get sign language interpreter. Refer to Identification #____ for additional implementation details and accomplishments.
1) Provide a system for people to call in and request a sign language interpreter within five days of service. Provide assistive listening devices and a T-coil or neck loop system with signage indicating they are available for special events. Provide large print of any handouts or waivers being provided. 2) Provide information on how people can contact the park for accommodations for special events and release announcements in a variety of accessible methods (e.g., large-print flyers, electronic accessible PDFs, etc.). 3) Develop and distribute standard operating procedure for including accessibility information on event announcements.	Chief of Interpretation and Accessibility Team	1 and 2) Mid-term, 3) Short-term	Refer to Identification #____ for additional implementation details and accomplishments.

Conclusion

Tule Lake Unit, World War II Valor in the Pacific National Monument is committed to providing all visitors the opportunity to connect with and learn about the park's unique cultural resources. Accessibility improvements identified in the Tule Lake Unit Self-Evaluation and Transition Plan (SETP) will make it easier for individuals with cognitive, hearing, vision, and mobility disabilities to discover, understand, and enjoy the range of experiences available at the park. Implementation of the plan will ensure that Tule Lake Unit will continue to work toward accommodating all park visitors while sustaining its legacy to preserve and protect the Civilian Conservation Corps camp, a Prisoner of War camp and sites where Japanese Americans were incarcerated during World War II.

The SETP for Tule Lake Unit, World War II Valor in the Pacific National Monument is a living document intended to be used as a guiding reference for the park as it implements accessibility upgrades and documents accessibility accomplishments. As barriers to accessibility are removed and/or improved, the changes will be updated in this plan. The park will conduct periodic reviews to evaluate and update conditions to reflect accomplishments and to document new programs or other changes that occur over time. Revisions to the plan may include conducting additional assessments for areas not originally conducted as a part of this plan.

The primary goal of the transition plan is to define key park experiences and document modifications needed to provide independent program participation for the widest range of disabilities possible. As the park works toward its accessibility goals and makes the implementation strategy a reality, both physical and programmatic accessibility will improve across the breadth of key park experiences at Tule Lake Unit.

For visitors with mobility impairments, access will be improved from the moment they enter the park. Facilities, as well as numerous programs, services, and activities the park has to offer will be more universally accessible. Opportunities to understand and appreciate key park experiences such as exploring historic sites, personal stories, and cultural traditions; utilizing park collections, archives, documents, and inventories; and learning about the unique historic setting and landscape will be enhanced.

For visitors with vision, hearing, or cognitive disabilities, Tule Lake Unit will deliver programs, exhibits, and waysides that interpret the resources, landscapes, and stories in new and interactive ways. Additionally, alternative formats such as large-print transcripts, audio description tours, and virtual tours will provide ease of navigation in the park. Self-guided and guided tours will have assistive listening devices, sign language interpreters, T-coil hearing loops, and live audio description tours available to all.

The results of this collective effort, over time, will make Tule Lake Unit, World War II Valor in the Pacific National Monument a truly welcoming and accommodating place for all visitors and will provide equal opportunity to access the many places, resources, stories, and experiences the park has to offer.

Appendix A: Accessibility Laws, Standards, Guidelines, and NPS Policies Applicable to Tule Lake Unit, World War II Valor in the Pacific National Monument

As a national park unit, Tule Lake Unit, World War II Valor in the Pacific National Monument is required to comply with specific federal laws that mandate that discriminatory barriers be removed to provide equal opportunities to persons with disabilities. The following laws, design guidelines, and Director's Orders specifically pertain to Tule Lake Unit.

LAWS AND STANDARDS

A law is a principle and regulation established in a community by some authority and applicable to its people, whether in the form of legislation or of custom and policies recognized and enforced by judicial decision. A standard is something considered by an authority or by general consent as a basis of comparison; an approved model. It is a specific low-level mandatory control that helps enforce and support a law.

Accessibility Standards for Outdoor Developed Areas

http://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/final-guidelines-for-outdoor-developed-areas

Achieving accessibility in outdoor environments has long been a source of inquiry due to challenges and constraints posed by terrain, the degree of development, construction practices and materials, and other factors. The new provisions address access to trails, picnic and camping areas, viewing areas, beach access routes, and other components of outdoor developed areas on federal sites when newly built or altered. They also provide exceptions for situations where terrain and other factors make compliance impracticable. In 2013, this final rule amended the Architectural Barriers Act Accessibility Guidelines by adding scoping and technical requirements for camping facilities, picnic facilities, viewing areas, trails, and beach access routes constructed or altered by or on behalf of federal agencies. The final rule ensures that these facilities are readily accessible to and usable by individuals with disabilities. The final rule applies to the following federal agencies and their components that administer outdoor areas developed for recreational purposes: Department of Agriculture (US Forest Service); Department of Defense (US Army Corps of Engineers); and Department of the Interior (Bureau of Land Management, Bureau of Reclamation, US Fish and Wildlife Service, National Park Service). The final rule also applies to nonfederal entities that construct or alter recreation facilities on

federal land on behalf of the federal agencies pursuant to a concession contract, partnership agreement, or similar arrangement.

Accessibility Standards for Shared Use Paths

http://www.access-board.gov/guidelines-and-standards/streets-sidewalks/shared-use-paths

Shared use paths provide a means of off-road transportation and recreation for various users, including pedestrians, bicyclists, skaters, and others, including people with disabilities. In its rulemaking on public rights-of-way and on trails and other outdoor developed areas, comments from the public urged the board to address access to shared use paths because they are distinct from sidewalks and trails. Shared use paths, unlike most sidewalks, are physically separated from streets by an open space or barrier. They also differ from trails because they are designed not just for recreation purposes but for transportation as well. In response, the board is supplementing its rulemaking on public rights-of-way to also cover shared use paths. The proposed rights-of-way guidelines, which address access to sidewalks, streets, and other pedestrian facilities, provide requirements for pedestrian access routes, including specifications for route width, grade, cross slope, surfaces, and other features. The board proposes to apply these and other relevant requirements to shared-use paths as well. This supplementary rulemaking also would add provisions tailored to shared-use paths into the rights-of-way guidelines.

Architectural Barriers Act of 1968

http://www.access-board.gov/guidelines-and-standards/buildings-and-sites/about-the-aba-standards/guide-to-the-aba-standards

The Architectural Barriers Act of 1968 requires physical access to facilities designed, built, altered, or leased with federal funds. The Uniform Federal Accessibility Standards (UFAS) are the design guidelines used as the basis for enforcement of the law. The UFAS regulations were adopted in 1984. Architectural Barriers Act Accessibility Standards (ABAAS) were revised and adopted in November 2005. Four federal agencies are responsible for the standards: the Department of Defense, the Department of Housing and Urban Development, the General Services Administration, and the US Postal Service. The United States Access Board was created to enforce the Architectural Barriers Act, which it does through the investigation of complaints. Anyone concerned about the accessibility of a facility that may have received federal funds can easily file a complaint with the United States Access Board.

Draft Accessibility Standards for Public Rights-of-Way

http://www.access-board.gov/guidelines-and-standards/streets-sidewalks/public-rights-of-way

Sidewalks, street crossings, and other elements in the public right-of-way can pose challenges to accessibility. The United States Access Board's ADA and ABA Accessibility Guidelines focus mainly on facilities on sites. While they address certain features common to public sidewalks, such as curb ramps, further guidance is necessary to address conditions and constraints unique to public rights-of-way. The board is developing new guidelines for public rights-of-way that will address various issues, including access for blind pedestrians at street crossings, wheelchair access to on-street parking, and various constraints posed by space limitations, roadway design practices, slope, and terrain. The new guidelines will cover pedestrian access to sidewalks and streets, including crosswalks, curb ramps, street furnishings, pedestrian signals, parking, and other components of public rights-of-way. The board's aim in developing these guidelines is to ensure that access for persons with disabilities is provided wherever a pedestrian way is newly built or altered, and that the same degree of convenience, connection, and safety afforded the public generally is available to pedestrians with disabilities. Once these guidelines are adopted by the Department of Justice, they will become enforceable standards under ADA title II.

Effective Communication

http://www.ada.gov/effective-comm.htm

People who have vision, hearing, or speech disabilities ("communication disabilities") use different ways to communicate. For example, people who are blind may give and receive information audibly rather than in writing and people who are deaf may give and receive information through writing or sign language rather than through speech. The ADA requires that title II entities (state and local governments) and title III entities (businesses and nonprofit organizations that serve the public) communicate effectively with people who have communication disabilities. The goal is to ensure that communication with people with these disabilities is equally effective as communication with people without disabilities.

- The purpose of the effective communication rules is to ensure that the person with a vision, hearing, or speech disability can communicate with, receive information from, and convey information to, the covered entity.
- Covered entities must provide auxiliary aids and services when needed to communicate effectively with people who have communication disabilities.

- The key to communicating effectively is to consider the nature, length, complexity, and context of the communication and the person's normal method(s) of communication.

The rules apply to communicating with the person who is receiving the covered entity's goods or services as well as with that person's parent, spouse, or companion in appropriate circumstances.

Other Powered Mobility Devices

http://www.ada.gov/regs2010/ADAregs2010.htm

The definition and regulation to permit the use of mobility devices has been amended. The rule adopts a two-tiered approach to mobility devices, drawing distinctions between wheelchairs and other power-driven mobility devices such as the Segway Human Transporter. Wheelchairs (and other devices designed for use by people with mobility impairments) must be permitted in all areas open to pedestrian use. Other power-driven mobility devices must be permitted to be used unless the covered entity can demonstrate that such use would fundamentally alter its programs, services, or activities, create a direct threat, or create a safety hazard. The rule also lists factors to consider in making this determination.

Reasonable Accommodations

http://www.opm.gov/policy-data-oversight/disability-employment/reasonable-accommodations/http://www.opm.gov/policy-data-oversight/disability-employment/reasonable-accommodations/

Federal agencies are required by law to provide reasonable accommodation to qualified employees with disabilities. The federal government may provide reasonable accommodation based on appropriate requests (unless so doing will result in undue hardship to the agencies). For more information, see the Equal Employment Opportunity Commission's Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act (external link).

Reasonable accommodations can apply to the duties of the job and/or where and how job tasks are performed. The accommodation should make it easier for the employee to successfully perform the duties of the position. Examples of reasonable accommodations include providing interpreters, readers, or other personal assistance; modifying job duties; restructuring work sites; providing flexible work schedules or work sites (i.e., telework); and providing accessible technology or other workplace adaptive equipment. Telework (external link) provides employees

additional flexibility by allowing them to work at a geographically convenient alternative worksite, such as home or a telecenter, on an average of at least one day per week.

Requests are considered on a case-by-case basis. To request reasonable accommodations:

- Look at the vacancy announcement
- Work directly with person arranging the interviews
- Contact the agency Selective Placement Program Coordinator
- Contact the hiring manager and engage in an interactive process to clarify what the person needs and identify reasonable accommodations
- Make an oral or written request; no special language is needed

Section 504 of the Rehabilitation Act of 1973

http://www.law.cornell.edu/cfr/text/43/17.550

To the extent that section 504 of the Rehabilitation Act of 1973 applies to departments and agencies of the federal government, the parks operated by the National Park Service are subject to the provisions of that statute. As will be discussed below, both section 504 and the Architectural Barriers Act require the application of stringent access standards to new construction and the alteration of existing facilities. The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978 (P.L. 95-602) extends the scope of section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) to include Executive Branch agencies of the federal government. As amended, section 504 states:

Section 504: No otherwise qualified handicapped individual in the United States, as defined in Section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Developmental Disabilities Act of 1978. Copies of any proposed regulation shall be submitted to appropriate authorizing committees of Congress, and such regulation may take effect no earlier than the thirtieth day after the date on which such regulation is so submitted to such committees.

As noted above, section 504 and the Architectural Barriers Act govern new construction and alterations. However, as a civil rights law, section 504 goes

further. Unlike the construction-driven ABA mandates, section 504 also requires covered entities to consider the accessibility of programs, services, and activities.

Section 17.549 Program Accessibility: Discrimination Prohibited

http://www.law.cornell.edu/cfr/text/43/17.549

Except as otherwise provided in §17.550, no qualified handicapped person shall, because the agency's facilities are inaccessible to or unusable by handicapped persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity conducted by the agency.

The reference to §17.550 in the below quotes is intended to address exclusions available to covered entities in connection with existing facilities.

Section 17.550 Program Accessibility: Existing Facilities

http://www.law.cornell.edu/cfr/text/43/17.550

(a) General. The agency shall operate each program or activity so that the program or activity, when viewed in its entirety, is readily accessible to and usable by people with disabilities. This paragraph does not:

(1) Necessarily require the agency to make each of its existing facilities or every part of a facility accessible to and usable by people with disabilities;

(2) In the case of historic preservation programs, require the agency to take any action that would result in a substantial impairment of significant historic features of an historic property; or

(3) Require the agency to take any action that it can demonstrate would result in a fundamental alteration in the nature of a program or activity or in undue financial and administrative burdens. In those circumstances where agency personnel believe that the proposed action would fundamentally alter the program or activity or would result in undue financial and administrative burdens, the agency has the burden of proving that compliance with §17.550(a) would result in such an alteration or burdens. The decision that compliance would result in such alteration or burdens must be made by the agency head or his or her designee after considering all agency resources available for use in the funding and operation of the conducted program or activity, and must be accompanied by a written statement of the reasons for reaching that conclusion. If an action would result in such an alteration or

such burdens, the agency shall take any other action that would not result in such an alteration or such burdens but would nevertheless ensure that handicapped persons receive the benefits and services of the program or activity.

(b) Methods.

(1) **General.** The agency may comply with the requirements of this section through such means as redesign of equipment, reassignment of services to accessible locations, assignment of aides to beneficiaries, home visits, delivery of services at alternate accessible sites, alteration of existing facilities and construction of new facilities, use of accessible rolling stock, or any other methods that result in making its programs or activities readily accessible to and usable by people with disabilities. The agency is not required to make structural changes in existing facilities where other methods are effective in achieving compliance with this section. The agency, in making alterations to existing buildings, shall meet accessibility requirements to the extent compelled by the Architectural Barriers Act of 1968, as amended (42 U.S.C. 4151–4157) and any regulations implementing it. In choosing among available methods for meeting the requirements of this section, the agency shall give priority to those methods that offer programs and activities to qualified handicapped persons in the most integrated setting appropriate.

(2) **Historic preservation programs.** In meeting the requirements of paragraph (a) of this section in historic preservation programs, the agency shall give priority to methods that provide physical access to handicapped persons. In cases where a physical alteration to an historic property is not required because of paragraph (a)(2) or (a)(3) of this section, alternative, methods of achieving program accessibility include:

(i)   Using audio-visual materials and devices to depict those portions of an historic property that cannot otherwise be made accessible;

(ii)   Assigning persons to guide people with disabilities into or through portions of historic properties that cannot otherwise be made accessible; or

(iii)   Adopting other innovative methods.

(3) **Recreation programs.** In meeting the requirements of paragraph (a) in recreation programs, the agency shall provide that the program or activity, when viewed in its entirety, is readily accessible to and usable by people with disabilities. When it is not reasonable to alter natural and physical features, accessibility may be achieved by alternative methods as noted in paragraph (b)(1) of this section.

Section 17.551 Program Accessibility: New Construction and Alterations

http://www.law.cornell.edu/cfr/text/43/17.551

Each building or part of a building that is constructed or altered by, on behalf of, or for the use of the agency shall be designed, constructed, or altered so as to be readily accessible to and usable by handicapped persons. The definitions, requirements, and standards of the Architectural Barriers Act (42 U.S.C. 4151–4157) as established in 41 CFR 101 – 19.600 to 101 – 19.607 apply to buildings covered by this section.

Section 508 of the Rehabilitation Act of 1973

http://www.section508.gov/

In 1998, Congress amended the Rehabilitation Act of 1973 to require federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Inaccessible technology interferes with an ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, open new opportunities for people with disabilities, and encourage development of technologies that will help achieve these goals. The law applies to all federal agencies when they develop, procure, maintain, or use electronic and information technology. Under section 508 (29 U.S.C. §794 d), agencies must give disabled employees and members of the public access to information that is comparable to access available to others. It is recommended that you review the laws and regulations listed below to further your understanding about section 508 and how you can support implementation.

Service Animals

http://www.nps.gov/goga/planyourvisit/service-animals.htm

34.104 Definitions: Service animal means any dog (or miniature horse as outlined below) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical

support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

a. General. Generally, a public entity shall modify its policies, practices, or procedures to permit the use of a service animal by an individual with a disability.
b. Exceptions. A public entity may ask an individual with a disability to remove a service animal from the premises if-
   i. The animal is out of control and the animal's handler does not take effective action to control it; or
   ii. The animal is not housebroken.
c. If an animal is properly excluded. If a public entity properly excludes a service animal under § 35.136(b), it shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises.
d. Animal under handler's control. A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
e. Care or supervision. A public entity is not responsible for the care or supervision of a service animal.
f. Inquiries. A public entity shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. A public entity may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. A public entity shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, a public entity may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
g. Access to areas of a public entity. Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of a public entity's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.

h. Surcharges. A public entity shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If a public entity normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.

i. Miniature horses.

   i. Reasonable modifications. A public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

   ii. Assessment factors. In determining whether reasonable modifications in policies, practices, or procedures can be made to allow a miniature horse into a specific facility, a public entity shall consider

      1. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
      2. Whether the handler has sufficient control of the miniature horse;
      3. Whether the miniature horse is housebroken; and
      4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

j. Other requirements. Paragraphs 35.136 (c) through (h) of this section, which apply to service animals, shall also apply to miniature horses.

NATIONAL PARK SERVICE DIRECTOR'S ORDERS AND MANAGEMENT POLICIES

A policy is a definite course of action adopted and pursed by a government, ruler, or political party. It is an action or procedure conforming to or considered with reference to prudence or expediency.

Director's Order 16A

http://www.nps.gov/policy/DOrders/DOrder16a.html

Director's Order 16A establishes the framework for meeting reasonable accommodation requirements in all areas of employment, including: application, hiring, retention, promotion, recognition, and special hiring authority. Within this framework, NPS Human Resources and Equal Opportunity Program officials will take the lead in providing specific guidance and services to applicants, employees, and supervisors and other managers with respect to the provision of reasonable accommodation.

Director's Order 42

http://www.nps.gov/policy/DOrders/DOrder42.html

Director's Order 42 addresses accessibility for visitors with disabilities in National Park Service programs and services. It is the goal of the National Park Service to ensure that all people, including persons with disabilities, have the highest level of access that is reasonable to NPS programs, facilities, and services. The order gives detailed guidance based on the minimum requirements set forth in laws, rules, and regulations with the goal to provide the highest level of access that is reasonable, exceeding the minimum level of access required by law. The order sets forth six implementation strategies:

1. to increase employee awareness and technical understanding of accessibility requirements
2. to ensure all new and renovated buildings and facilities, and all new services and programs (including those offered by concessioners and interpreters) will be "universally designed" and implemented in conformance with applicable regulations and standards
3. to ensure existing programs, facilities and services will be evaluated to determine the degree to which they are currently accessible to and useable by individuals with disabilities
4. to ensure that barriers that limit access be identified and incorporated into the NPS Assets Management Program
5. to develop action plans identifying how identified barriers will be removed (where feasible)
6. to ensure action will be taken on a day-to-day basis to eliminate identified barriers, using existing operational funds or other funding sources or partnerships

National Park Service Management Policies: Section 1.9.3 – Accessibility for Persons with Disabilities

http://www.nps.gov/policy/mp/policies.html

All practicable efforts will be made to make NPS facilities, programs, services, employment, and meaningful work opportunities accessible and usable by all people, including those with disabilities. This policy reflect the commitment to provide access to the widest cross section of the public and ensure compliance with the Architectural barriers act of 1968, the Rehabilitation Act of 1973, the Equal Employment Opportunity Act of 1972, and Americans with Disabilities Act of 1990. Specific guidance for implementing these laws is found in the Secretary of the Interior's regulations regarding enforcement and nondiscrimination on the basis of disability in Department of the Interior programs (43 CFR par 17, subpart E), and the General Service Administration's regulations adopting accessibility standards for the Architectural Barriers Act (41 CFR part 102-76, subpart C).

A primary principle of accessibility is that, to the highest degree practicable, people with disabilities should be able to participate in the same programs, activities, and employment opportunities available to everyone else. In choosing among methods of providing accessibility, higher priority will be given to methods that offer programs and activities in the most integrated setting appropriate. Special, separate, or alternative facilities, programs, or services will be provided only when existing ones cannot reasonable be made accessible. The determination of what is practicable will be made only after careful consultations with persons with disabilities or their representatives. Any decisions that would result in less than equal opportunity is subject the filing of an official disability right complain under the departmental regulations cited above.

GUIDELINES

A guideline is an indication of a future course of action. It consists of recommended, nonmandatory controls that help support standards or serve as a reference when no applicable standard is in place.

Programmatic Accessibility Guidelines for National Park Service Interpretive Media

http://www.nps.gov/hfc/accessibility/

The "Programmatic Accessibility Guidelines for National Park Service Interpretive Media" is for media specialists, superintendents, and other NPS employees and contractors who develop and approve interpretive media. Publications, exhibits, audiovisual programs and tours, wayside exhibits, signage, and web-based media

provide park visitors with information and context so that their experience of visiting national parks can be both safe and meaningful. Park visitors who have physical, sensory, or cognitive disabilities have legally established civil rights to receive the same information and context that NPS interpretive media products have always provided to their fellow citizens.

Appendix B: Glossary of Terms

Accessibility assessment: A process in which physical and programmatic barriers to accessibility are identified at a park unit.

Accessibility assessment team: This group is a subgroup of the Interdisciplinary Design Team (see definition below) and includes an accessibility specialist and/or technician, coordinators, a regional representative, the primary facilitator for the process, architect, engineer and/or landscape architect, and typically the chiefs of interpretation, resources management, and facilities management.

Accessibility Self-Evaluation and Transition Plan: A tool that establishes a methodical process for identifying and improving park wide access and proposes strategies for implementing the plan over time, in a manner consistent with park requirements and protocols.

Architectural Barriers Act Accessibility Standard (ABAAS): Standards issued under the Architectural Barriers Act apply to facilities designed, built, altered, or leased with certain federal funds. Passed in 1968, the Architectural Barriers Act is one of the first laws to address access to the built environment. The law applies to federal buildings, including post offices, social security offices, federal courthouses and prisons, and national parks.

Barrier: Architectural and programmatic obstacles to accessibility that make it difficult, and sometimes impossible, for people with disabilities to maneuver, understand, or experience.

Best Practices: A method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark for meeting accessibility requirements.

Consultation: A formal or informal process for discussing an action or process for implementing a solution, such as section 106 (cultural resource compliance), or design for an Accessibility Self-Evaluation and Transition Plan.

Facility Management Software System (FMSS) Work Order: The process for documenting work needs and collecting information to aid the work scheduling and assignment process within the Facility Management Software System. Information collected should include labor, equipment and material costs, hours, types, and quantities.

Guidelines: A guideline is an indication of a future course of action. It consists of recommended, nonmandatory controls that help support standards or serve as a reference when no applicable standard is in place.

Interdisciplinary Design Team: This team is composed of all the people involved in the workshop at the park unit, potentially including planning, design, and construction professionals; and interpretive, resource (natural and cultural), visitor safety, maintenance and accessibility specialists.

Key park experiences: For the purpose of the SETP, key park experiences are those that are iconic and important for visitors to understand the purpose and significance of a given park unit. They are those experiences that are "musts" for all park visitors. Key park experiences can be identified through a consideration of park purpose, significance, interpretive themes, and those programs or activities highlighted in park communications.

Laws: A law is a principle and regulation established in a community by some authority and applicable to its people, whether in the form of legislation or of custom and policies recognized and enforced by judicial decision.

Level of access: For the purpose of the SETP the team assessed the general degree of accessibility for programs, while considering each experience, disability, and physical and programmatic access. It also assists in identifying the accessibility level for participating in a park experience and where it falls in priority for action.

National Environmental Policy Act (NEPA) Requirements: NEPA defines a process that federal agencies must follow when proposing to take actions that have environmental impacts. NEPA requires federal agencies to fully consider the impacts of proposals that would affect the human environment prior to deciding to take an action. NEPA also requires federal agencies to involve the interested and affected public in the decision-making process.

Park areas: A park area is the geographic location that is home to a single or multiple key park experience(s).

Park Asset Management Plan-Optimizer Banding (PAMP-OB): Provides a 5-year asset management strategy for park units, allowing for annual updates that coincide with the budget and planning processes already occurring in park units. As this approach includes life cycle total cost of ownership, analysis, processing, and calculations, it also helps park units and the service as a whole to manage the gap between what should be spent on facilities and what is actually being spent.

Park Policy: Those defined courses of action for reaching a desired outcome that are adopted by the park.

Park Practices: Those habitual and/or customary performances or operations for reaching a desired outcome that the park employs.

Responsible Person: The person/position responsible for seeing that the elimination of a barrier is completed.

Policy: A policy is a definite course of action adopted and pursed by a government, ruler, or political party. It is an action or procedure conforming to or considered with reference to prudence or expediency.

Project Management Information System (PMIS) Facility: A separate and individual building, structure, or other constructed real property improvement.

Project Management Information System (PMIS) Nonfacility: A project that includes anything not covered by the definition for PMIS facility

Project Management Information System (PMIS) # (number): A unique Project ID Number that is automatically generated when adding a new project into the Project Management Information System

Project planning team: This group is a subgroup of the Interdisciplinary design team and includes DSC planners and a regional liaison. This team collects baseline data, facilitates calls, develops the participant guide, plans for and facilitates the workshop, and produces the draft and final documents.

Readily Achievable: Easily accomplished and able to be carried out without much difficulty or expense.

Service, activity, and program: A service, activity, or program has a single purpose and is an activity undertaken by a department that affords benefits, information, opportunities, and activities to one or more members of the public.

Solution: The action to eliminate the barrier that has been identified.

Standards: A standard is something considered by an authority or by general consent as a basis of comparison; an approved model. It is a specific low level mandatory control that helps enforce and support a law.

Time frame: Time frames for implementation of a recommended solution are primarily based on level of access of the barrier. They describe when staff will eliminate the barrier. Recommendations are divided into three time frames including: short-term, mid-term, and long-term.

Appendix C: Contributors

Tule Lake Unit, World War II Valor in the Pacific National Monument

Mike Reynolds, Superintendent (former)

Don Bowen, Chief of Maintenance

Terry Harris, Chief of Interpretation (retired)

Nancy Nordensten, Chief of Resource Management

Jessica Middleton, Cultural Resources Manager

Patrick Taylor, Interpretive Ranger

Garry Wedmor, Maintenance Supervisor

Albert Veno, KLMN FMSS Specialist

Pacific West Regional Office

Trung-Son Nguyen, PWR Accessibility Coordinator

Patricia Brouillette, Landscape Architect

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Golden Gate National Recreation Area

Kelly Wyrsch, Landscape Architect

Washington Service Office

Jeremy Buzzell, Accessibility Program Director

National Center On Accessibility

Sherril York, Director

Alice Voigt, Accessibility Technician

Denver Service Center

Scott Babcock, Project Manager

Megan Braunschweig, Landscape Architect

Tamara Delaplane, Landscape Architect

Kelly Donahue, Landscape Architect

John Gerbich, Planner

Colin Heffern, Landscape Architect

Barbara J. Johnson, Planning Division Chief

Cynthia Nelson, Planning Division Branch Chief

Appendix D: Park Areas Not Prioritized

The following park areas are those that were not considered priority park areas for this Accessibility Self-Evaluation and Transition Plan process and therefore did not receive in-field assessments. The prioritization process determined that key park experiences provided in non-priority areas were available in an equivalent way within the areas identified as priority park areas. While all park areas where a key park experience occurs may not be assessed at this time, all key park experiences in Tule Lake Unit, World War II Valor in the Pacific National Monument will be accessible via the areas that were assessed.

Additionally, if any of the nonprioritized areas are improved by new construction or alterations in the future, the area will be assessed and improved to comply with the current Architectural Barriers Act Accessibility Standards.

Rationales are provided below for areas that were not considered priority park areas for this plan:

Park Area	Rationale
Blue Storage	This park area is connected to one key park experience, exploring historic sites. This facility is proposed for employee use only in the General Management Plan and currently has low popularity and/or visitation levels and number, type, and uniqueness of services, activities, and programs offered in the park area.
Carpentry Shop	This park area is connected to one key park experience, exploring historic sites. This facility is proposed for employee use only in the General Management Plan and currently has low popularity and/or visitation levels and number, type, and uniqueness of services, activities, and programs offered in the park area.
Silver Storage	This park area is connected to one key park experience, exploring historic sites. This facility is proposed for employee use only in the General Management Plan and currently has low popularity and/or visitation levels and number, type, and uniqueness of services, activities, and programs offered in the park area.

Appendix E: Actions Taken By The Park

Identification no. _____

Please record this sheet number in the implementation table where this action is identified.

This sheet should be used to document accessibility accomplishments throughout the park. It is beneficial to track and document when action has been taken on accessibility issues. This template can be used for documenting completed projects:

Action Taken by Tule Lake Unit, World War II Valor in the Pacific National Monument

Location: [Park Area]

Barrier:

Action taken:

Date work was completed:

Cost:

Photograph(s), sketches, or notes documenting completed work:

Submitted by:

Date:

Accessibility Self-Evaluation and Transition Plan

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