

STEP 6: EVALUATE YOUR ORGANIZATION'S ACCESSIBILITY: THE ARTS AND HUMANITIES ACCESSIBILITY CHECKLIST

Guidance on Self Evaluation

Selecting an Evaluator

About the Arts and Humanities Accessibility Checklist

Arts and Humanities Accessibility Checklist

Additional Guidelines and Survey Tools

Guidance on Self Evaluation

A key administrative requirement of Section 504 and ADA regulations are for state agencies and cultural organizations that receive federal funds to conduct a self evaluation to identify barriers to accessibility.

Both Section 504 and the ADA require that an **access self-evaluation document** (and transition plan, if needed) be completed and kept on file. **Under the ADA, state and local government services should have accomplished this within one year of January 26, 1992.**

Overcome your fear barrier: **a self-evaluation process helps your organization comply with Section 504 and the ADA**, and avoid litigation and penalties for non-compliance. It is intended to serve as an education tool to identify barriers and create solutions.

A self evaluation includes a review of all policies, practices, and programs to determine if they are equally available to people with and without disabilities.

A thorough evaluation of an organization includes a survey for physical or architectural accessibility of owned or leased **facilities** where cultural events occur, as well as the **policies, programs** and **services** are provided.

Section 504 and ADA Regulations resulted in the development of **minimum standards for physical access, including the Uniform Federal Accessibility Standards (UFAS) and the American's with Disabilities Act Accessibility Guidelines (ADAAG)**. Use a **checklist or tool** that is based on the UFAS and ADAAG, as well as state and local accessibility codes.

Use the principles of universal design as a guide to evaluate the usability of your cultural facility, policies and programs by people of all ages, sizes and abilities.

Self-evaluation documents and transition plans are management tools. Reviewing when, how, what and where programs, services and activities (including employment) are conducted as related to persons with disabilities is in reality an opportunity to review the intrinsic merits and values of programs themselves, including the impact on all persons with or without disabilities.

The self-evaluation will be a **useful tool for developing your organization's preliminary and long-range access plans**, including a method to determine how access improvement may be implemented.

A self evaluation must be prepared in consultation with individuals with disabilities. Your organizations Access Advisory Committee should assist in conducting the self evaluation, reviewing the results, and making recommendations for action. (See Step 4).

The self-evaluation is not intended to be a Pass/Fail grading mechanism, and acknowledges that **access is a work in progress**.

Because access is "work in progress", **it is recommended that your organization be evaluated on a regular basis** (i.e. annually) to insure continued and upgraded 504/ADA compliance.

Selecting an Evaluator

There are several options as to who could conduct the survey. They include:

- **The Accessibility Coordinator** (See Step 3).
- **A Consultant.** Perhaps neither the Access Coordinator nor other staff feels qualified to undertake an ADA survey and put together a master plan. There are numerous consultants who do this type of work. It's important to find someone who not only knows the law, but also uses common sense in applying it. You will want someone who can provide the type of documentation, which will be useful during implementation. Can the barriers be compiled in a spreadsheet to be used as a tracking tool? Does the consultant offer design solutions and estimate costs? Will the person you hire be able to outline acceptable alternatives to expensive architectural modifications?

- **Other Staff within the Organization.** An organization may identify and train individuals who will do the actual site survey. The training may be acquired through workshops, conferences and consultation with experts in the field. Training should include a basic overview of access regulations and a workshop with a hands-on, step-by-step approach to the site evaluation process.
- **Your Access Advisory Committee.** Engage knowledgeable individuals with disabilities from your committee to assist in the self-evaluation or recommend an evaluator. (See Step 4).

About the Arts and Humanities Accessibility Checklist

Purpose

The Arts and Humanities Accessibility Checklist is designed to assist arts and humanities organizations in performing on-site evaluations of their organizations' policies, programs, services and facilities. This process should help cultural groups to plan, budget and complete necessary access improvements to meet or exceed legal standards.

The Arts and Humanities Accessibility Checklist was developed specifically for arts and humanities groups. It is an updated version of the of the Arts Accessibility Checklist published in *Design for Accessibility: An Arts Administrator's Guidebook* (1994). This checklist was reviewed for accuracy by the National Endowment for the Arts legal representatives. This review should help insure attention and support from state arts and humanities agency administrations for budget allocations toward completing necessary access improvements. Ultimately, the **Checklist** could be used as both an "access report card", and to highlight those states that have achieved outstanding access.

The intent of the *Arts and Humanities Accessibility Checklist* is to help cultural groups think in terms of a **universal design approach**—designing spaces, programs and activities that are usable by the broadest spectrum of people. It covers the major access considerations to comply with the laws and **includes requirements pertaining to cultural programs that are sometimes overlooked by designers and cultural administrators** such as:

- Integrated into and dispersed seating throughout regular seating areas;
- Wheelchair accessible stage, back stage and orchestra pit;
- Audio description and captioned film;
- Signage at inaccessible entrances directing people to accessible entrances, which must be unlocked and open the same hours as other entrances; and

- The proper height for box office, registration tables, food service counters, as well as display cases and pedestals for art.

The *Arts and Humanities Accessibility Checklist* includes many of the major requirements of the law as indicated by references to the ADA Regulations and the ADA Accessibility Guidelines (ADAAG).

The *Arts and Humanities Accessibility Checklist* has been reworded from legal language into language that is easier to read and understand. A “No” answer to a question indicates non compliance or inaccessibility. These areas of needed improvements will form the basis for the development of a transition plan to achieve access and a time frame for the implementation.

The *Arts and Humanities Accessibility Checklist* is designed so that separate components may be removed, administrated and/or reviewed.

Arts and Humanities Accessibility Checklist

Table of Contents

- A. Policies and Practices
- B. Employment
- C. Checklist for Existing Facilities from Adaptive Environments Center and Barrier Free Environment
- D. Addendum to Checklist for Existing Facilities
- E. Emergency Evacuation
- F. Interior Signage
- G. Assembly Areas
- H. Registration, Box Office or Reception Area
- I. Meetings
- J. Food Service
- K. Gift Shops and Other Merchandise Areas
- L. Presentations and Programs
- M. Exhibitions
- N. Exhibitions Labeling
- O. Print Materials
- P. Media

Q. Marketing and Publicity

Note: Within the guidance section of this checklist, there are frequent references to the text *Design for Accessibility: A Cultural Administrators Handbook*. The page numbers given refer to the hard copy text. The PDF version of the text may be found at (<http://www.nea.gov/resources/Accessibility/DesignAccessibility.html>) The guidance section also frequently references sections of *the Accessibility Planning and Resource Guide for Cultural Administrators*.

A. Policies and Practices			
Questions	Yes	No	Guidance
<p>Appointed and trained a staff member as your organization's Accessibility Coordinator.</p> <p>Name: _____ Title: _____ Office: _____</p> <p>[28 CFR Sec. 35.107 (6)]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A staff member of your organization must sign self-evaluation document and a transition plan (if required) committing your organization to accommodations for disabled visitors and staff.</p> <p>See <i>Guide Step 3</i>: Designate an Accessibility Coordinator.</p> <p>See <i>Design for Accessibility: A Cultural Administrator's Handbook</i>, Chapter 2, pp. 24-25.</p>
<p>Identified and contact people and organizations representing people with disabilities in the you serve.</p> <p>[28 CFR Sec. 35.105]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>See <i>Guide Step 4</i>: Finding Advisory Committee Members.</p>
<p>Established a grievance procedure to resolve complaints relating to or involving people with disabilities.</p> <p>[28 CRF Sec. 35.107 (b)]</p> <p>Date: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>See <i>Guide Step 5</i>: 504/ADA Grievances and Formal Complaints.</p>

Questions	Yes	No	Guidance
<p>Appointed a Access advisory committee to assist in evaluating your policies, facility, programs, and other activities.</p> <p>504/ADA Advisory Committee members include:</p>			<p>The Advisory Committee should be included in evaluating access to your facility and programs, staff awareness education, planning for improved access, implementing improvements, and marketing/audience development efforts.</p>
<ul style="list-style-type: none"> • At least one board member as Accessibility board liaison 	<input type="checkbox"/>	<input type="checkbox"/>	<p>See <i>Guide Step 4</i>: Create an Access Advisory Group or Committee.</p>
<ul style="list-style-type: none"> • Staff members, including program and administrative 	<input type="checkbox"/>	<input type="checkbox"/>	<p>See <i>Design for Accessibility: A Cultural Administrator's Handbook</i> (2003), Chapter 1, pp. 8-9.</p>
<ul style="list-style-type: none"> • Person with limited mobility 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Person who is deaf or hard-of-hearing 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Person who is blind or partially sighted 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Person who has a learning disability 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Representatives from other groups, including those who serve older adults, people with developmental disabilities, arts service groups, and potential funders. 	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Frequency of meeting/consultations:</p> <hr/>			

Questions	Yes	No	Guidance
<p>Educated your organization’s staff and board members on how Sections 504 and the ADA impact programs and activities.</p> <p>Dates of access seminars: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Advisory Committee may help plan and conduct awareness seminars for staff, board members, and panelists.</p> <p>See <i>Guide</i>, Step 8: Train Your Staff, Board, Grantees and Constituents.</p>
<p>Conducted and completed the 504/ADA self-evaluation, and have the completed, signed form on file.</p> <p>The self-evaluation contains:</p> <ul style="list-style-type: none"> • Your 504/ADA Advisory committee members • A description of each of the organization’s current programs in terms of its access to each kind of disability • Present programs modifications that improve accessibility • A description of employment practices (including methods of advertising and recruiting) • A description of proposed improvements to policies, practices, and services and time scheduled to accomplish the modifications • An evaluation of each building (including rented spaces) where programs and administrative activities take place 	<input type="checkbox"/>	<input type="checkbox"/>	<p>Recipients of Arts Endowment funds are required to certify that their programs and activities are and/or will be conducted in compliance with the Endowment’s regulations implementing Section 504 and Title II of the Americans with Disabilities Act (ADA). “The Checklist for Existing Facilities” and Addendum should be helpful in evaluating structural access. Also see “Assembly Areas” and “Emergency Evacuations.” These checklists may be used to satisfy a portion of the Endowment’s self-evaluation requirements.</p> <p>Grantees shall at the time of application to National Endowment for the Humanities certify that their programs operate in compliance with the requirements of nondiscrimination statutes and their implementing regulations. Grants are subject to the provisions of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (as amended), Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination Act of 1975 (as amended), and the regulations issued pursuant thereto</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> • Access requirements for public amenities (parking, telephones, water fountains, toilets, building guides, signs, restaurants, gift shops, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<p>by NEH (Code of Federal Regulations, Title 45, Chapter XI).</p>
<ul style="list-style-type: none"> • Identified physical barriers that limit access 	<input type="checkbox"/>	<input type="checkbox"/>	<p>Accessibility is a work in progress as new technologies and ways to increase access are developed. It is recommended that the evaluation plan be reviewed and updated on a regular basis.</p>
<ul style="list-style-type: none"> • Suggestions to overcome those limitations 	<input type="checkbox"/>	<input type="checkbox"/>	<p>See <i>Guide</i>, Step 5: Develop an Access Plan.</p>
<p>Reference/date: _____</p>			
<p>[28 CFR Sec. 35.105]</p>			<p>See <i>Guide</i>, Part 2: Resources and Discipline Specific Materials.</p> <p>See <i>Design for Accessibility: A Cultural Administrator's Handbook</i>, Chapter 3, pg. 59, "Surveying for Accessibility."</p>

<p>If any physical barriers exist, create a transition plan that is incorporated in to your long-range plan, which establishes when and how needed improvements will be made.</p> <p>The plan includes:</p> <ul style="list-style-type: none"> • All physical barriers that limit access to your services and programs • Methods, including fundraising, that will be used to make facilities accessible • A schedule for completion of steps necessary to achieve full accessibility <p>Completion date: _____</p> <p>Date last reviewed: _____</p> <p>[28 CFR Sec. 35.150(d)]</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>ADA requires that all public accommodations requiring structural changes to have been completed by January 26, 1995. Under the Endowment’s 504 Regulations, this work should already be completed.</p> <p>The self-evaluation document and transition plan should be reviewed periodically to assess the organization’s progress.</p> <p>[28 CFR Sec. 35.105 (a)]</p> <p>See <i>Guide</i>, Step 7: Develop an Access Plan.</p> <p>See <i>Design for Accessibility: A Cultural Administrator’s Handbook</i> Chapter 3: Architectural Design.</p>
<p>Board developed resolution, mission statement, and goals concerning access for people with various disabilities.</p> <p>Date approved: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Your organization’s policies, mission statement, and guidelines should clearly communicate commitment to make activities and programs accessible to citizens with disabilities. These goals maybe included with initiatives for underserved audiences, cultural diversity, etc. Policies and practices should be reviewed in terms of accessibility, e.g., employment procedures, and fee structure.</p> <p>See <i>Guide</i>, Step 5: Examples of Policy Statements That Include Access Language.</p>

<p>Publicized your policy that states your programs/activities do not discriminate on the basis of disability in admission, access, or employment.</p> <p>[28 CFR Sec. 35.106] [426.S.C. Sec. 12115]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>See <i>Guide</i>, Step 10: Promote and Market Your Accessibility.</p>
<p>Clear language concerning access for people with various disabilities is included in:</p> <ul style="list-style-type: none"> • Organization’s official publications • Guidelines • Orientations packages for staff, grantees/constituents, or volunteers • Materials and presentations for public meetings, conference, and forums 	<input type="checkbox"/>	<input type="checkbox"/>	<p>Examples for Funding Guidelines:</p> <p>Access. Because the achievement of access for disabled people, as directed by federal law, frequently requires long-ranged planning and budgeting, the [Organization] encourages applicants to consider access issues in early planning stages of programs and services. Costs of programs accommodations for people with various disabilities (e.g. audio description, sign language interpreters, cassettes recordings of printed materials, or large print labeling) are generally eligible project costs.</p> <p>Review Criteria. Demonstration of a partnership with community through programming activity and actions designed to include a board range of culturally diverse audience members as well as older adults and individuals with disabilities.</p> <p>See <i>Guide</i>, Step 9: Assisting and Enforcing Compliance with Grantees.</p>
<p>Established budget for on going access services.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Budget for access services (e.g., sign language interpreters, readers, personal assistants for panelists) maybe line itemed in budgets. At a minimum, these costs should be included in administrative expenses and staff/volunteers notified of its availability for such services.</p>

			the basis of disability... in admission or access to, or employment in, its programs or other activities.
A reasonable accommodation was made for an employee.	<input type="checkbox"/>	<input type="checkbox"/>	Reasonable accommodation may include modification to a facility, modified work schedule, computer-adapted hardware, restructuring a job, providing qualified readers or interpreters, or a desk magnifier.
Employment notices, and other relevant information are in accessible multimedia primarily used by people with various disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	Multimedia includes print media such as newsletters and printed job announcements as well as electronic media such as online message boards and Web sites used by people with disabilities, as well as radio reading services, and presentations at meetings organized by groups that serve disabled people.
Provide and support appropriate services for applicants or employees with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	Accommodations may include a qualified sign language interpreter for an interview and for staff meetings or providing job announcements in alternate formats.
A recruitment-outreach plan was created.	<input type="checkbox"/>	<input type="checkbox"/>	
Employment policies and practices do not discriminate against disabled people in all terms, conditions, and privileges of employment:			Both Section 504 and Title I of the ADA require that organizations shall not discriminate against an applicant with a disability if he or she is qualified for the position. A qualified individual with a disability is a person who meets legitimate skill, experience, education, or other requirements of an employment position that he or she holds or seeks, and who can perform the "essential functions" of the position with or without reasonable accommodation.
• Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	
• Hiring, promotion, termination, or rehiring	<input type="checkbox"/>	<input type="checkbox"/>	
• Rates of pay or compensation	<input type="checkbox"/>	<input type="checkbox"/>	All employer-sponsored activities (e.g., staff meetings, training, luncheons, and

<ul style="list-style-type: none"> • Job classifications • Sick leave and other leave policies • Fringe benefits • Financial support for training • Employer sponsored activities, including social or recreational programs <p>[29 CFR Sec. 1630.4]</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>social events must be held in physically accessible access services (e.g., sign language interpreters or audio describers) must be provided.</p>
<p>Hold periodic access seminars for administrative and front-line staff including receptionists, program staff, volunteers, interns, guards, ushers, and box office staff.</p> <p>How often: _____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Seminar may include:</p> <ul style="list-style-type: none"> • How to hire and work with sign interpreters and readers • How your organization makes its print materials available in alternate formats • Awareness seminars
<p>People with disabilities assist with the training</p> <p>[ADA Title I, 42 U.S.C. Sec. 12111 et seq., and implementing regulations issued by the U.S. Equal Employment Opportunity Commission 29 CFR Part 1630]</p> <p>[ADA Title II, 42 U.S.C. Sec. 12131 et seq., and implementing regulations of the U.S. Department of Justice, 28 CFR Part 35, especially 28 CFR Sec. 35.140]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • How to use the teletypewriter • Emergency evacuation procedures for people with disabilities <p>See <i>Guide</i>, Step 8: Train Your Staff, Board, Grantees and Constituents.</p>

C. Checklist for Existing Facilities (version 2.1) (1995)

<http://adaptenv.org/publications/checklist-pdf.pdf>


This checklist was produced by Adaptive Environments Center, Inc. It will help you identify accessibility problems and solutions in existing facilities in order to meet your obligations under the ADA. The Checklist for Existing Facilities should be used as part of your survey of your facility and program.

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<http://adaptenv.org/publications/checklist-pdf.pdf> here

D. Addendum to Checklist for Existing Facilities

Question	Yes	No	Guidance
<p>Programs and activities are held in spaces that are accessible to people with limited mobility. This includes classrooms, studios, auditoriums, gallery spaces, and reception areas. Complete the "Assembly Areas," "Emergency Evacuation," and "Interior Signage" section of the <i>Checklist for Existing Facilities</i>.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>If not, relocate or reschedule the activities to an accessible facility while planning and making the primary space accessible.</p> <p>List optional locations:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">(or)</p> <p>Relocate to an accessible facility or modify one to be accessible.</p> <p>See <i>Design for Accessibility: A Cultural Administrator's Handbook</i>, Chapter 3, pp 62-84.</p>
<p>The accessible entrance(s) is unlocked and open to the general public [ADAAG 4.14]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>If it is not possible to make the main entrance of an existing building accessible, the alternate accessible entrance(s) must be open to the general public, and be unlocked and open the same hours as the main entrance.</p>
<p>Exterior signage at primary entries meets ADAAG 4.1.2 (7)(c). [28 CFR Sec. 35.107 (b)]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The accessible entrance(s) should be marked with the international accessible symbol if it is not the main entrance or if it is one of several main entrances that are accessible. Further, signs should be displayed at inaccessible entrances(s) directing visitors to accessible entrance(s). [ADAAG 4.1.2(7) (c)]</p>

<p>Raised-line orientation map or tactile model of building and room layouts (including accessible restrooms, emergency exits, programs areas, and food services areas) is displayed inside the building's main accessible entrance. [ADAAG 4.30]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tactile maps should be available for each complex and on display where anyone can use them. They are of no value if they cannot be easily located. Further, a seated person should be able to reach all parts of the map or model.</p>
<p>A unisex, accessible bathroom is available with enough space for a wheelchair user and a personal assistant.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Ideally, a unisex bathroom should be provided that is large enough for a wheelchair user and spouse, friend, or personal assistant.</p> 
<p>If your organization does not own its space/facility and it is not program accessible, your organization is working with the owner to achieve such accessibility.</p> <p>Date scheduled for completion:</p> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Facilities that do not comply with ADAAG cannot be legally used for public programs. It is your responsibility to work with the owners to encourage and assist compliance with the law (e.g., organizing an advisory committee or conducting an evaluation to determine needed improvements and presenting the results in writing to the owner). You may also offer help raise funds (e.g., CDBG funds) to accomplish the work (See <i>Guide, Step 7: Financial Considerations</i>). During this process, you should hold your activities in an accessible first floor or temporarily relocate your activities to an accessible space (e.g. school).</p>

<p>If your organization tours or uses auxiliary spaces for programming, there is language in the contractual agreement that the space is fully accessible to people with various disabilities.</p>		<p>If it is determined that they designated space is not in compliance with the <i>ADAAG</i>, an accessible space should be located. If the owner/management of the facility assures access but it is found to be inaccessible features and advising that your organization cannot use the space until it is brought into full compliance. It would be helpful to refer the owner to his or her local or nearest Independent Living Center.</p> <p>Sample language: Owner certifies that the premises leased are in compliance with the Americans with Disabilities Act, 42 U.S.C. Sec. 12101 et <u>seq.</u> and all access standards issued there under or under applicable state law.</p>
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E. Emergency Evacuation













Questions	Yes	No	Guidance
All alarms have both visual and audible signals. [ADAAG 4.28.2-.3]	<input type="checkbox"/>	<input type="checkbox"/>	
Lifts are equipped with emergency generator/power. [ADAAG 4.1]	<input type="checkbox"/>	<input type="checkbox"/>	In case of power outage, people must be able to exit and/or move through the building independently.
Accessible emergency exits are clearly marked with access symbols. [ADAAG 4.14, 4.30, 4.3.10]	<input type="checkbox"/>	<input type="checkbox"/>	
There is sufficient lighting along the accessible routes, corridors, and exits. [ADAAG 4.30.8, 4.3]	<input type="checkbox"/>	<input type="checkbox"/>	
Floor plans (e.g., print or tactile maps and models) include designated accessible exits and/or refuge areas, which are clearly marked.	<input type="checkbox"/>	<input type="checkbox"/>	Floor plans to be posted in plan view of staff and visitors. This helps to familiarize staff and visitors with such important information.
Emergency signage/information, including floor plans, is mounted at an appropriate height above floor and meets signage requirements. [ADAAG 4.30]	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Design for Accessibility: A Cultural Administrator's Handbook</i> , Chapter 3, pg. 75.
Staff education on emergency evacuation, including evacuation procedures.	<input type="checkbox"/>	<input type="checkbox"/>	Staff should be trained to assist and to direct people with disabilities to accessible exits or areas of refuge (e.g., how to assist someone using an evacuation chair).

F. Interior Signage

Used to communicate direction, access, rules, safety, and other information


Questions	Yes	No	Guidance
Signs are displayed at an approximate height to be read by a person in a seated position. [ADAAG 4.30.6]	<input type="checkbox"/>	<input type="checkbox"/>	Sign should centered at 60" as a center line above the floor. [ADAAG 4.30.6] <i>See Design for Accessibility: A Cultural Administrator's Handbook, Chapter 3, pg. 75</i>
Characters and symbols have a solid background. [ADAAG 4.1.2(7); 4.30.5]	<input type="checkbox"/>	<input type="checkbox"/>	ADAAG requires signage background or characters to be eggshell, matte, or other non-glare finishes.
Characters and symbols contrast with background (a minimum of 70%).	<input type="checkbox"/>	<input type="checkbox"/>	
Characters and letters are in sans serif or simple serif fonts with no script or serified italics.	<input type="checkbox"/>	<input type="checkbox"/>	Example: Ramped Entrance Sans serif and simple serif are a class of font such as Helvetica or Arial.
Characters and letters have a width-to-height ratio between 3:5 and 1:1 and a stroke width-to-height ratio between 1:5 and 1:10. [ADAAG 4.30.2]	<input type="checkbox"/>	<input type="checkbox"/>	Example: Width to Height Ratio
Characters and letters are sized according to viewing distance but none are smaller than 18 point (1/4") at least 3" tall when displayed on a wall or suspended 80" or more from the floor. [ADAAG 4.30.3]	<input type="checkbox"/>	<input type="checkbox"/>	Characters should be at least 1" tall when mounted on a wall within 66" of the floor.

<p>Access symbol are used to communicate information. [ADAAG 4.30.4]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Symbols not only highlight access accommodations but also are understood by people who do not read English, including young children. For example, the TTY symbol is used to indicate the location of a teletypewriter.</p>  <p>See Disability Access Symbols http://www.gag.org/resources/das.php</p> <p>See <i>Guide, Step 10: Tools for Effective Communication in Promotional and Marketing Materials.</i></p> <p>See <i>Design for Accessibility: A Cultural Administrator's Handbook</i>, Chapter 5, pp. 97-112.</p>
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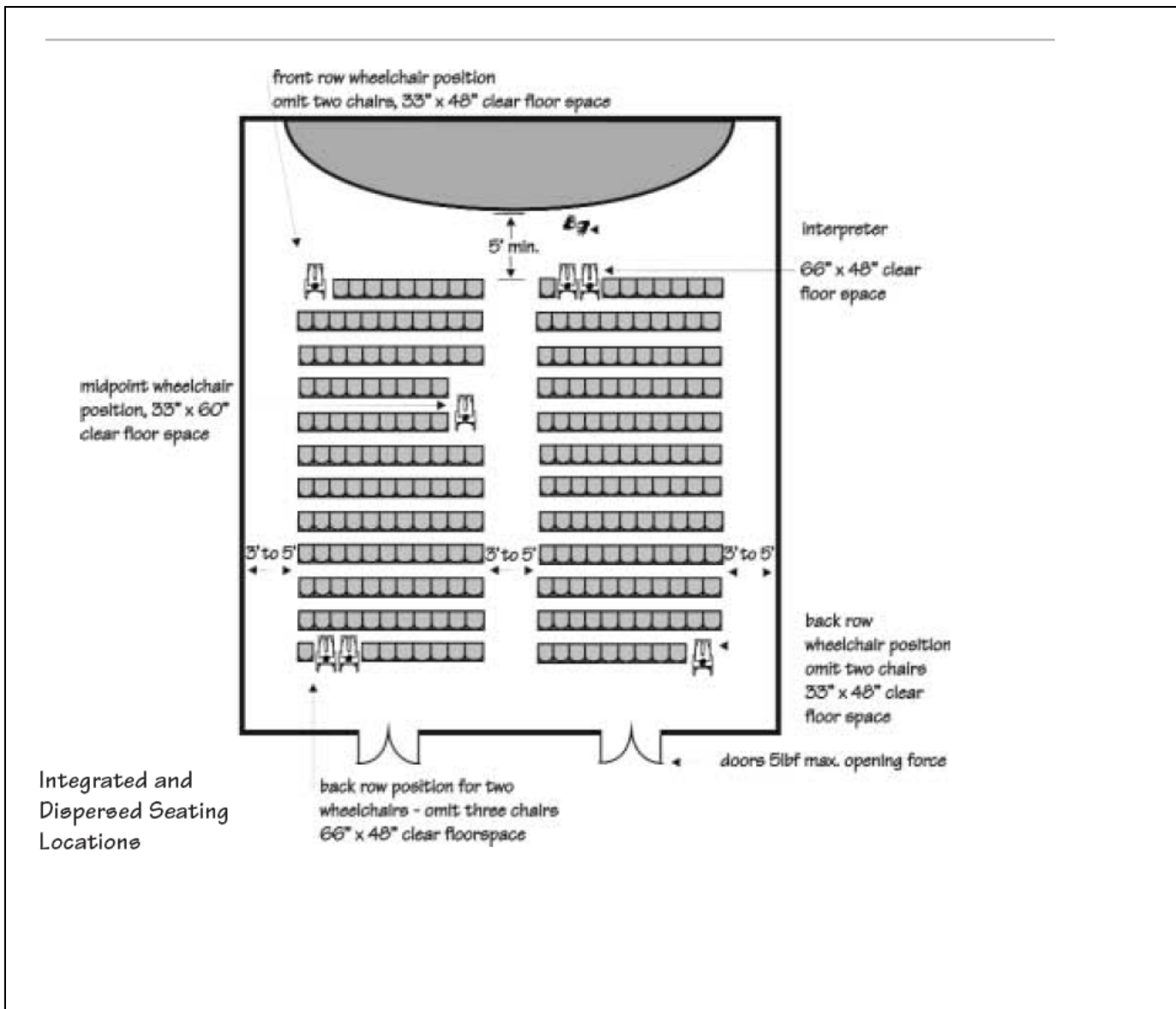
<p>Symbols are accompanied with appropriate language that refers to the accommodation (not who may use it).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<table border="0"> <tr> <td data-bbox="966 233 1084 352"></td> <td data-bbox="1154 233 1430 275">Accessible Parking</td> </tr> <tr> <td data-bbox="966 394 1084 514"></td> <td data-bbox="1162 415 1430 457">Ramped Entrance</td> </tr> <tr> <td data-bbox="966 598 1084 718"></td> <td data-bbox="1154 598 1382 682">Volume Control Telephone</td> </tr> <tr> <td data-bbox="966 802 1084 921"></td> <td data-bbox="1154 823 1422 907">Assistive Listening System</td> </tr> </table>		Accessible Parking		Ramped Entrance		Volume Control Telephone		Assistive Listening System
	Accessible Parking										
	Ramped Entrance										
	Volume Control Telephone										
	Assistive Listening System										

G. Assembly Areas



For performing arts, film presentations conferences, seminars, and other programs

Questions	Yes	No	Guidance												
<p>The number of wheelchair seating spaces meets or exceed <i>ADAAG</i> minimum. [<i>ADAAG</i> 4.1.19]</p> 	<input type="checkbox"/>	<input type="checkbox"/>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Capacity of Seating in Assembly Areas</th> <th style="text-align: center;">Number of Required Wheelchair Location</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4-25</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">26-50</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">51-300</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">301-500</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">Over 500</td> <td style="text-align: center;">6, plus 1 additional space for each total seating capacity increase of 100</td> </tr> </tbody> </table> <p>[<i>ADAAG</i> 4.1.19]</p>	Capacity of Seating in Assembly Areas	Number of Required Wheelchair Location	4-25	1	26-50	2	51-300	4	301-500	6	Over 500	6, plus 1 additional space for each total seating capacity increase of 100
Capacity of Seating in Assembly Areas	Number of Required Wheelchair Location														
4-25	1														
26-50	2														
51-300	4														
301-500	6														
Over 500	6, plus 1 additional space for each total seating capacity increase of 100														
<p>The size and floor surface of wheelchair seating spaces meet <i>ADAAG</i> 4.33.2 guidelines.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Minimum requirement for wheelchair seating space is 48” deep if entered from rear and 60” deep if entered from the side. Floor surface must be level, stable, firm, and slip resistant. [<i>ADAAG</i> 4.33.2-4]</p>												
<p>Wheelchair seating spaces are integrated into and dispersed throughout the seats are that used by general public—with sight lines comparable to those of all viewing areas: [<i>ADAAG</i> 4.33.3]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Integrated and dispersed seating spaces provide a choice of ticket prices and a choice of locations within the regular seating area and adjacent seating for friends, spouses, or personal assistants.</p>												

For fixed seating areas	<input type="checkbox"/>	<input type="checkbox"/>	
For movable seating areas	<input type="checkbox"/>	<input type="checkbox"/>	
A seat is reserved directly adjacent to each wheelchair space for friends/spouse. [ADAAG 4.33.3]	<input type="checkbox"/>	<input type="checkbox"/>	Everyone should be able to sit with whoever comes with him or her.
A minimum of 1% of all fixed seats are aisle seats with removable or no armrest on the end/aisle seats, which are identified with a sign or marker. [ADAAG 4.1.3(19)]	<input type="checkbox"/>	<input type="checkbox"/>	Seats with removable armrests make it easier for people with wheelchairs, people who use crutches, and people with limited mobility to transfer from and out of seats.
Adjacent fixed seats to wheelchair spaces have removal armrest for easy transfer. [ADAAG 4.1.3(19)]	<input type="checkbox"/>	<input type="checkbox"/>	When wheelchair users choose to transfer to a seat, the seating space provides a place to store the chair. The wheelchair should always be at their side so they may move about independently and in case of emergency. Also, the space may be used for a guide dog.
Fixed seats with an installed listening system are located within a viewing distance of 50 feet from the stage area. [ADAAG 4.33.6]	<input type="checkbox"/>	<input type="checkbox"/>	A permanent assistive listening system must be installed if the assembly area has fixed seats and either accommodates 50 persons or more, or has an audio amplification system. [ADAAG 4.1.3(19) and 4.33]






Integrated and Dispersed Seating Locations


<p>Signage notifying patrons of the availability of wheelchair accessible seating is posted at the ticket office. [ADAAG 4.1.3(19)]</p>		<p>Example:</p>  <p>Wheelchair Accessible Seats Are Available</p>
<p>The following are wheelchair accessible:</p>		<p>Maximum slope of ramps to stage to platform areas is 1:12 (1' vertical rise</p>



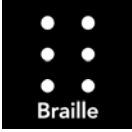


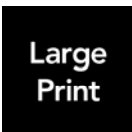

<ul style="list-style-type: none"> • Performance areas, including stage and pathway or egress to it [ADAAG 4.33.5] 	<input type="checkbox"/>	<input type="checkbox"/>	<p>to 12” horizontal run). A 1:20 slope is more comfortably used by people with limited mobility and individuals with heart or upper respiratory problems. Further, level landings at prescribed distances are required for longer ramps. See ADAAG 4.8 for details on minimum requirements for ramps, slope, width, landings, handrails, and surfaces.</p> <p>Controls and mechanisms used to perform various operations should be within reach and operable with one hand [ADAAG 4.27]</p>
<ul style="list-style-type: none"> • Classrooms and pathway or egress to them 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Platform for speakers, panelists, and pathway or egress to it. 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Orchestra pit and pathway or egress to it. [ADAAG 4.33.5] . 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Dressing rooms with restroom and pathway or egress to them [ADAAG 4.1.3(21) and 4.33.5] 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Control booths and pathway or egress to it [ADAAG 4.33.5 and 4.35.1-.5] 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Controls (e.g., light switches, stage controls, faucets, and controls for video displays) meet height, reach, and grasp requirements [ADAAG 4.33.5] 	<input type="checkbox"/>	<input type="checkbox"/>	


H. Registration, Box Office, or Reception Area

Questions	Yes	No	Guidance
<p>Service counter top is a maximum of 36" high. [ADAAG 7.2(2)]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A section of the counter with 36" maximum height may be provided adjacent to the inaccessible one.</p> <p>See <i>Design for Accessibility: A Cultural Administrator's Handbook</i>, Chapter 3, pp 75-76.</p>
<p>Aisle is at least 36" of clear width leading:</p> <ul style="list-style-type: none"> • To and in front of the service counter [ADAAG 7.2(2)] • From ticketing location to reserved wheelchair space to the main entry and restrooms [ADAAG 4.3] 	<input type="checkbox"/>	<input type="checkbox"/>	<p>A 60" diameter for a 180-degree turn is required. It is important to train staff, including maintenance and cleaning staff, concerning the importance of keeping trash receptacles, boxes, ashtrays, and furniture clear of the accessible pathways and elevator panels.</p> <p>See <i>Design for Accessibility: A Cultural Administrator's Handbook</i>, Chapter 3, pg. 68.</p>
<p>Raised-line orientation map or tactile model of building and room layouts (including program areas, accessible restrooms, food service areas, and emergency exits) is displayed for visual and tactile use. [ADAAG 4.30]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tactile map or model should be displayed appropriately so that a seated person may reach all parts of it comfortably.</p>

<p>If telephones information/registrations are provided to the general public, registration or information areas/box office equipped with a teletypewriter (TTY/TT). [ADAAG 4.30, 4.31]</p>	<input type="checkbox"/>	<input type="checkbox"/>	 <p>TTY indicates a device used with the telephone for communication with and between deaf, hard of hearing, speech impaired and/or hearing persons.</p>
<p>A teletypewriter (TTY/TT) is on a separate line dedicated to that service.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>A public phone is equipped with a teletypewriter (TTY/TT).</p> <p style="text-align: center;">Or</p> <p>The TTY located at the information area/box office is available for public use.</p>	<input type="checkbox"/>	<input type="checkbox"/>	 <p>Signage with TTY logo is posted indicating its location. At a minimum, provide a shelf and an electrical outlet next to a public phone to accommodate a portable teletypewriter. [ADAAG 4.31.9]</p>
<p>A public phone is equipped with a volume control device and identified with the symbol.</p> 	<input type="checkbox"/>	<input type="checkbox"/>	<p>For new construction, 25% of, but never less than one, public telephones provided are equipped with a volume control. [ADAAG 4.1.3(17b)]</p>
<p>A teletypewriter (TTY/TT) is on a separate line dedicated to that service.</p> <ul style="list-style-type: none"> • Personal assistants • On fixed/low income, including students, retired people, and others 	<input type="checkbox"/>	<input type="checkbox"/>	<p>Offering free and/or discounted tickets should be based on need—a person’s need for a personal assistant, or their economic needs. Some groups offer people with disabilities the same discount as students or older adults on a request basis.</p>


<p>When selecting a meeting site outside your facility, an access expert is consulted to assure the meeting site is physically accessible, including meeting rooms, reception space, dining areas, hotel rooms, parking and off-site events.</p> 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The local Independent Living Center or other access groups may provide information on accessible meeting sites or an access expert to survey a potential site.</p> <p>You may obtain a copy of the free publication, <i>Accommodating All Guests: The Americans with Disabilities Act and Lodging Industry</i> from the ADA Information Center Mid-Atlantic Region at http://www.adainfo.org/publications</p> <p>See <i>Design for Accessibility: A Cultural Administrator's Handbook</i>, Chapter 7, pp. 137-138.</p>
<p>Meeting may be accessed by public transportation or by reasonable taxi fare.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Offer to send participants with disabilities in advance</p> <ul style="list-style-type: none"> • A map and/or written directions to meeting • A floor plan of meeting areas that includes restrooms, accessible entrances, and food service areas • Information on wheelchair accessible transportation (e.g., van service to/from airport) 			
<ul style="list-style-type: none"> • A map and/or written directions to meeting 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • A floor plan of meeting areas that includes restrooms, accessible entrances, and food service areas 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Information on wheelchair accessible transportation (e.g., van service to/from airport) 	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Participants are asked in advance of meeting if they need any services at the meeting including:</p>			<p>For meetings that are open to the public, a full range of access services should be provided.</p>
<ul style="list-style-type: none"> • Accessible hotel room 	<input type="checkbox"/>	<input type="checkbox"/>	<p>For meetings that require registration, only those services that are requested must be</p>

<ul style="list-style-type: none"> • TTY (TT/TDD) at meeting site 	<input type="checkbox"/>	<input type="checkbox"/>	provided.
<ul style="list-style-type: none"> • Assistive listening system 	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Guide</i> , Step 4 : “Planning for Your Advisory Meeting” and Step 8 : Producing Access Workshops Conferences and Training.
<ul style="list-style-type: none"> • Computer-assisted note-taking 	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Design for Accessibility: A Cultural Administrator’s Handbook</i> , Chapter 7, pp. 138-139.
<ul style="list-style-type: none"> • Print materials in alternate format, including audio cassette, computer disk, large print, and Braille 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Reader 	<input type="checkbox"/>	<input type="checkbox"/>	Accessibility Symbol
<ul style="list-style-type: none"> • Audio description for audio visuals 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Caption or sign/oral interpreters for audio visuals 	<input type="checkbox"/>	<input type="checkbox"/>	Telephone Typewriter
			
			Braille Symbol
			
			Closed Captioning
			
			Open Captioning
			
			Large Print (18 pt. or larger)
			
			Access for those who are blind or have low vision

<p>For participants who cannot use traditional print, print materials (e.g. agenda, panel book, discussion papers) are sent well in advance of meeting in the appropriate alternate format.</p> <p>Or</p> <p>Funds are set-aside for a reader who can read materials to the participant.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Where there are large amounts of pre-meeting materials to read (e.g., a panel book), it may be more convenient and time saving for both staff and the participant/panelists to provide funds for the participant/panelist to hire a reader.</p>
<p>Accessible vans/buses are provided for off-site meetings, including social events.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Transportation that accommodates people with limited mobility, including persons using wheelchairs as well as non-disabled participants is preferred.</p>
<p>Staff or volunteers are offered to meet participants with disabilities at transportation terminal or at meeting site entrance to show them meeting room(s), restrooms, and food service area.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>As with all participants, every effort should be made to assure everyone's comfortable participation.</p>
<p>There is an accessible route, a 36" clear pathway to/from meetings, restrooms, dining areas, registration area, and entrance, as well as to panel table, or in audience seating. [ADAAG 4.3.3]</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Wheelchair seating space in all meeting rooms is integrated into and dispersed throughout the regular seating area with aisles that are a minimum of 36" wide. [ADAAG 4.3.3]</p>	<input type="checkbox"/>	<input type="checkbox"/>	 <p>Symbol for Accessibility</p>

J. Food Service


Including restaurants, dining areas, banquet rooms, counter, and vending areas.




Questions	Yes	No	Guidance
<p>At serving counters and bars where food or drink is served, there is one section of the counter that is no more than 34" above the floor and at least 60" long. [ADAAG 5.2]</p> <p>Other elements:</p> <ul style="list-style-type: none"> • All food and elements (including tableware, condiments, and vending machines) needed by user are between 9" and 54" above the floor [ADAAG 4.1-3.35 and 5.1] • Food service aisles are at least 36" of clear width. 	<input type="checkbox"/>	<input type="checkbox"/>	<p>A person in a seated position must be able to reach food and tableware.</p> <p>See <i>Design for Accessibility: A Cultural Administrator's Handbook</i>, Chapter 3, pg. 77.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Aisles to and between accessible seating locations are at least 36" of clear width. [ADAAG 5.3]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The space required for a wheelchair to make a 180-degree turn is a clear space of 60" in diameter.</p>
<p>Each table has one side that is not blocked by a fixed seat or bench.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Symbol for Accessibility</div> </div>
<p>The top of the table is between 28" and 34" from the floor. Knee space is at least 27" high, 30" wide, and 19" deep. [ADAAG 4.32.3-.4]</p>	<input type="checkbox"/>	<input type="checkbox"/>	

K. Gift Shops and other Merchandise Areas

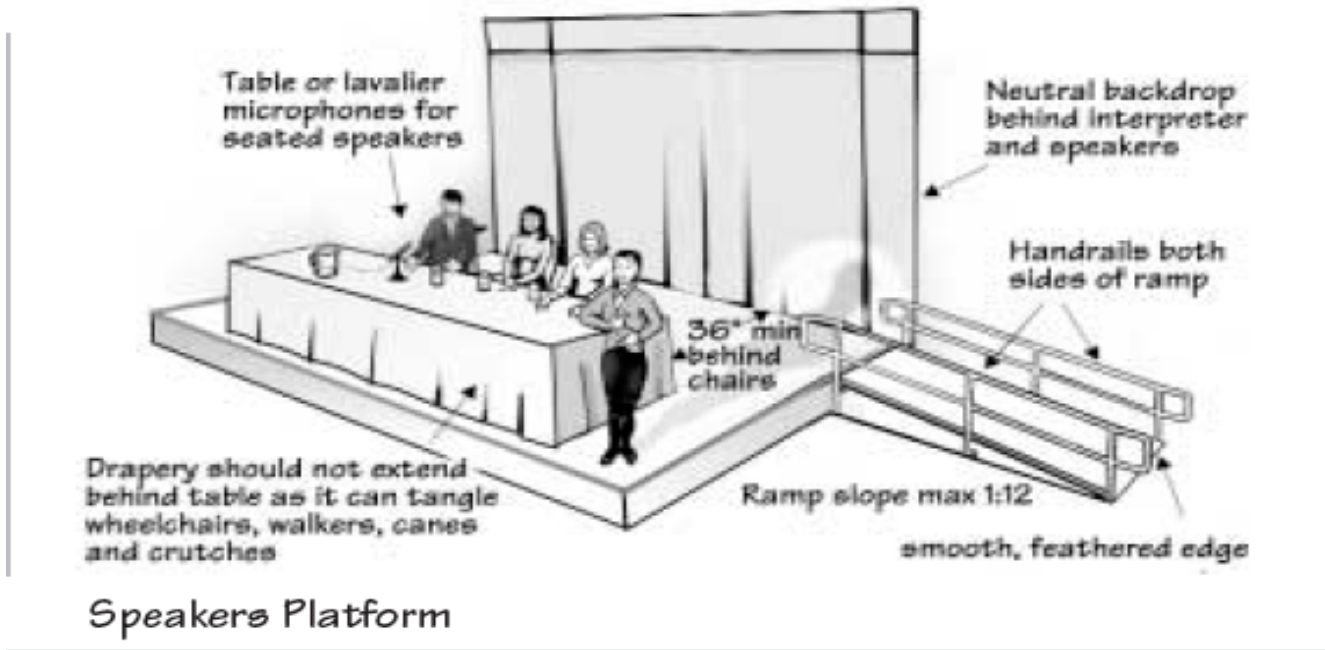
Questions	Yes	No	Guidance
Merchandise counter top is a maximum of 36" high. [ADAAG 7.2(2)]	<input type="checkbox"/>	<input type="checkbox"/>	An auxiliary counter with 36" maximum height may be provided next to the inaccessible one. <i>See Design for Accessibility: A Cultural Administrator's Handbook, Chapter 3, pg. 78.</i>
Aisle is at least 36" of clear width leading: <ul style="list-style-type: none"> • To and in front of the merchandise counter [ADAAG 7.2(2)] • From entrance to counters (including cash registers) to displays 	<input type="checkbox"/>	<input type="checkbox"/>	It is important to train staff, including sales, maintenance, and cleaning staff, concerning the importance of keeping trash receptacles, boxes, ashtrays, and furniture clear of the accessible pathways and elevator panels.
	<input type="checkbox"/>	<input type="checkbox"/>	
Aisles and pathways between exhibits are at least 36" of clear width. [ADAAG 4.3.3]	<input type="checkbox"/>	<input type="checkbox"/>	60" is preferred in aisle to allow room for passing and a 60" diameter is required to make a 180-degree turn.
The lowest viewing point of display cases, stands, and tables measure no more than 36" from the floor. [ADAAG 2.2(2)]	<input type="checkbox"/>	<input type="checkbox"/>	This permits objects to be in clear view of people in seated or standing positions, as well as people of short stature. <i>See Design for Accessibility: A Cultural Administrator's Handbook, Chapter 6, pp. 117-118.</i>
View of exhibit is no blocked by handrails, signage, display, windows, etc.	<input type="checkbox"/>	<input type="checkbox"/>	Seated people should be able to see over such obstructions.
Wall-hung items are displayed at a comfortable viewing zone for both standard and seated individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<i>See Design for Accessibility: A Cultural Administrator's Handbook, Chapter 6, pg. 118, "Comfortable Viewing Zones."</i>

L. Presentations and Programs

Questions	Yes	No	Guidance
<p>Sign language or oral interpretation for at least one presentation of each production/event.</p> <p>Designated spaces for interpreters.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Sign Language Interpretation</p> </div> </div>	<input type="checkbox"/>	<input type="checkbox"/>	<p>People who lip-read need oral interpreters and those who use American Sign Language or Signed English need qualified interpreters. Lighting and placement of the interpreter(s) is example, each program may require different interpreter locations. Consulting with the interpreter(s) concerning the most appropriate location is best.</p> <p><i>See Design for Accessibility: A Cultural Administrator's Handbook, Chapter 5, pp. 105-107.</i></p>
<p>Audio description for at least one presentation of each production/event.</p> <p>Designated space for audio describer.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Assistive listening systems: [ADAAG 4.33.6-.7]</p> <ul style="list-style-type: none"> • Infrared • Audio loop • FM 	<input type="checkbox"/>	<input type="checkbox"/>	<p>An assistive listening system amplifies sound and transmits it to a person's hearing aid or a receiver. In addition, it is used to transmit audio description. The minimum number of receivers should be equal to 4% of the total number of seats, but no less than two receivers.</p> <p>[ADAAG 4.1.3(19)b]</p> <p><i>See Design for Accessibility: A Cultural Administrator's Guide,</i></p>
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

<ul style="list-style-type: none"> • AM  <p>Assistive Listening System</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Chapter 5, pp. 102-104, “For People with Hearing or Speech Disabilities.”</p>
<p>Accessible microphones and egress to them. [ADAAG 4.3]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A microphone fixed on a stand with boom and a music stand for speakers’ notes or a standing microphone on a table is generally accessible to a seated person.</p>
<p>Appropriate signage in the lobby or meeting area indication the availability of various access services. [ADAAG 4.1.3(19)b and 4.30]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Example:</p>  <p>Hear Every Word! Assistive Listening Devices are Available at the Counter.</p>
<p>Access services are publicized in programs, registration forms, brochures, subscription materials, etc. [28 CFR Sec. 35.163; 36.303]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Example:</p>  <p>The November 1 performance of <i>Fences</i> will be interpreted in American Sign Language.</p> <p>See <i>Design for Accessibility: A Cultural Administrator’s Handbook</i>, Chapter 6: “Accessibility in Arts and Humanities Activities.”</p>
<p>Advance copies of lecture or programs notes, librettos, scripts, and/or program synopses.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Such services may assist many participants in better understanding the information and/or program.</p>
<p>Pre-program orientations, including tactile tour of stage area or meetings with the interpreters.</p>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>There are no fees for access services.</p> <p>[28 CFR Sec. 35.130(f), 36.301(c), 36.303 and 36.304]</p> <p>[8 CFR Secs. 35.149 and 35.160]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Fees should never be charged for access services (e.g., headsets for the assistive listening system). The services are the same as providing a chair or a public address system for participants so they may comfortably experience the program.</p>
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M. Exhibitions

ADA 28 CFR Secs. 35.149.60, 36.303, and 36.304

Questions	Yes	No	Guidance
Aisle and pathway between exhibits are at least 36" of clear width. [ADAAG 4.3.3]	<input type="checkbox"/>	<input type="checkbox"/>	60" is preferred to allow room for passing.
There are areas to sit and rest.	<input type="checkbox"/>	<input type="checkbox"/>	Seating should have backs and armrests.
The lowest viewing point of display cases, stands, and tables measure no more than 36" from the floor. [ADAAG 2.2(2.)]	<input type="checkbox"/>	<input type="checkbox"/>	This permits objects to be in clear view of people in seated or standing positions, as well as people of short stature.
View of exhibit is not blocked by handrails, signage, display windows, etc.	<input type="checkbox"/>	<input type="checkbox"/>	Seated people should be able to see over such obstructions.
Wall-hung items are displayed at a comfortable viewing zone for both standing and seated individuals.	<input type="checkbox"/>	<input type="checkbox"/>	See diagram in <i>Design for Accessibility, A Cultural Administrator's Handbook</i> , Chapter 6, pp. 117-118.
The signature pieces (objects that represent the theme of the exhibition) are accessible as well.	<input type="checkbox"/>	<input type="checkbox"/>	See Smithsonian Guidelines for Accessible Design, Smithsonian Accessible Program . Washington DC: Smithsonian Institution Press http://www.si.edu/opa/accessibility/exdesign/start.htm

Key objects are displayed under a minimum of ten footcandles of light.



Otherwise, it should be possible to raise light levels for visitors on request basis.

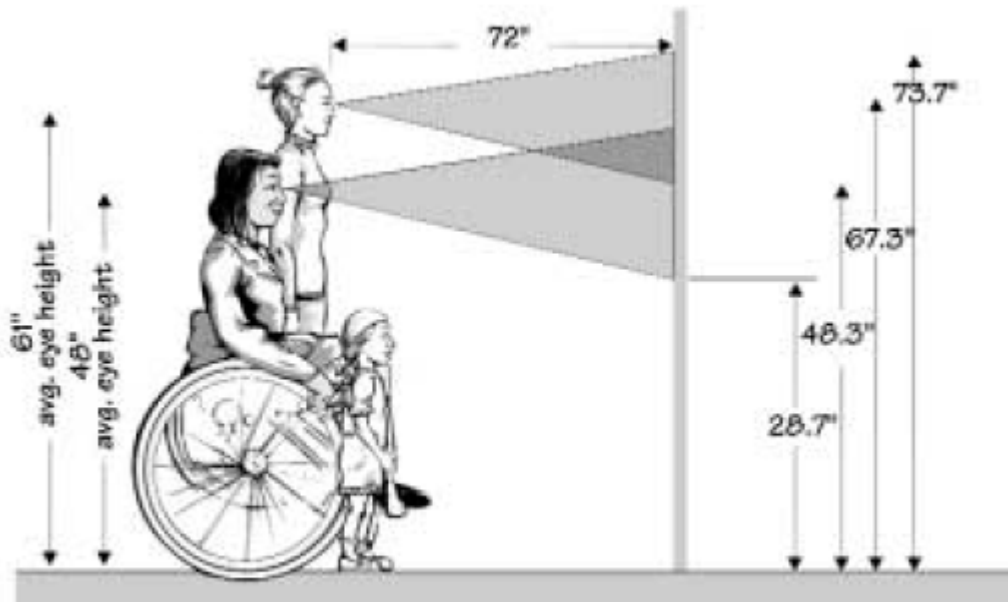
(or)

Information on object is provided in an alternative format that is located near the objects (e.g., photographs of objects with ten foot candles of light). The curator, registrar, designer, educator, and advisor with low vision should be included in the decision-making process.

Strength of lighting is referred to as the illumination level and is measured in units called lux (one lumen per square foot). One footcandle equals ten lux.



Access (Other Than Print or Braille) for Individuals Who Are Blind or Have Low Vision



Comfortable Viewing Zone

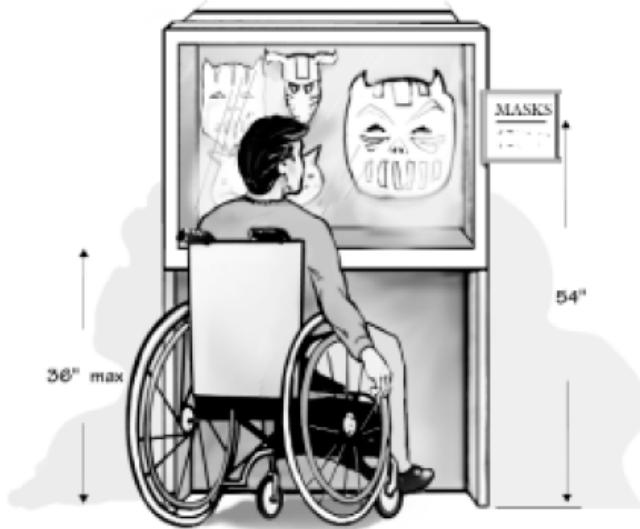
<p>There is 30" x 48" clear floor space in front of audio-visual displays or computer interactives with accessible egress to them. [ADAAG 4.2.4.]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The top of the table should be between 28" and 34" from the floor. Knee space should be at least 27" high, 30" wide, and 19" deep. [ADAAG 4.32.3-.4]</p>
<p>Controls (e.g., levers, buttons) for interactive exhibits are designed or modified to be accessible to people with disabilities. [ADAAG 4.27]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Mechanisms to be manipulated on exhibits should be mounted at a maximum height of 54" for a side approach and a maximum height of 48" if only a frontal approach is available.</p>
<p>Controls are operable with one hand and do not require tight grasping or twisting of the wrist.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Controls should be at least 3/4" in their smallest dimension.</p>



Display Case Short






Display Case Tall




Display Case Wall Mount



Tactile Display

<p>Video displays are:</p> <ul style="list-style-type: none"> • Open or closed captioned • Audio described 	<input type="checkbox"/>	<input type="checkbox"/>	<p>In some situations, an alternate accommodation would be to place scripts of the program (with pictorial cues) next to the video display for use by the public.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Closed Captioning</p> </div> <div style="text-align: center;">  <p>Open Captioning</p> </div> </div>
<p>Manipulatives or devices requiring people to speak directly into them or put their ears next to the objects to listen are no higher than 41" from the floor.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Receivers for audio presentations have individual volume controls.</p>	<input type="checkbox"/>	<input type="checkbox"/>	 <p>Assistive Listening System</p>
<p>Instructions that are approachable within 3" are presented in high contrast, sans serif or simple serif fonts, with a minimum capital height of 1/4".</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>If the keyboard is not in standard QWERTY format, it should have raised letters or symbols.</p>




<p>Protruding wall mounts displays/objects do not protrude more than 4" from the wall unless there is a cane-detectable barrier with 27" of the ground. [ADAAG 4.4.1-2]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>For example, the backside of staircase that is not enclosed.</p> <p>See diagram in <i>Design for Accessibility: A Cultural Administrator's Handbook</i>, Chapter 3, pg. 69.</p>
<p>There should be at least 80" of clear headroom along any pathway.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>If headroom is less than 80", there should be a cane-detectable barrier within 27" of the ground.</p>
<p>Selected artifacts and objects may be touched.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Exploring it through touch will substantially enhance a blind or partially sighted person's appreciation of an object. The multi-sensory approach not only benefits people with vision loss, but also enhances the experience and interpretation for children and people with learning disabilities.</p>
<p>Small tactile models of large sculpture or objects.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Everyone, including a person in a seated position, should be able to reach all sides of the model.</p>
<p>Audio described tours are offered of paintings, prints, and objects that cannot be touched.</p> <p>How often? _____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Docents and volunteers must receive specific training to describe art and objects for individuals who are blind or partially sighted. See Part 2 the "Visual Arts Resource Directory".</p>
<p>Sign and oral interpreted tours.</p> <p>How often? _____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Many people who are deaf use American Sign Language, a distinct language, other use Signed English or oral interpretation. In any case, it is important to have a qualified interpreter who is able to effectively convey the presentation.</p>
<p>Signed or oral interpreted lectures and other programs.</p> <p>How often? _____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>See <i>Design for Accessibility: A Cultural Administrator's Handbook</i>, Chapter 3, pg. 69.</p>

Assistive listening system for lectures, films and other programs.	<input type="checkbox"/>	<input type="checkbox"/>	 Assistive Listening System
Tours and materials are offered for people with learning and developmental disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	Accommodations may include recorded and print materials; touch tours, and speaking in short clear sentences.
Docents and volunteers receive regular training on touring individuals with various disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	Your Access Advisory Committee and organizations that serve people with various disabilities may assist with the training.

N. Exhibition Labeling

Questions	Yes	No	Guidance
<p>Signs and labels may be read from a seated position.</p> <p>They are:</p> <ul style="list-style-type: none"> • Vertically at the back of the case • On the outside of the case • At a slant inside a transparent case. 	<input type="checkbox"/>	<input type="checkbox"/>	<p>There are a number of factors that contribute to a person's ability to read exhibit text and labels, including viewing distance, viewing angle, lighting, character style, leading, color and contrast.</p> <p>Labels and exhibit text should be mounted between 48" and 67" from the floor. Ideal installation height is centered 54" flat against the wall.</p> <p>See <i>Design for Accessibility: A Cultural Administrator's Handbook</i>, Chapter 6, pp. 117-119.</p>
<p>Labeling is:</p> <ul style="list-style-type: none"> • In large, clear type with adequate spacing between characters • Characters are in sans serif or simple sans fonts. • With high contrast of colors 	<input type="checkbox"/>	<input type="checkbox"/>	<p>Print should measure a minimum of 1/4" high (18 point). Size should depend on closest viewing distance. One point equals 1/72". Sighted person at a distance of six feet or more may read 5/8" high letters comfortably.</p> <p>A minimum of 70% contrast is considered high contrast. Black and white 100% contrast.</p> <p>18- Point Print</p>

<ul style="list-style-type: none"> On non-glare surface 	<input type="checkbox"/>	<input type="checkbox"/>	<h1>36- Point Print</h1> <p>When a font this difficult to read is used to convey a message (i.e., a time period or theme), duplicate text with sans serif and simple serif fonts may be mounted adjacent to it.</p>
<p>No labels are silk-screened on plexiglass without a screened-on contrasting color background.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Labels are mounted so a person may approach within 3” of the label without encountering a barrier or protruding object or setting off an alarm.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Low vision devices (e.g., a magnifier) often require that individuals be quite close to objects.</p>
<p>In addition, labeling text is available on Braille brochure or audiocassette as part of an audio description presentation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Refer to guide publish by the Smithsonian.</p>

P. Media			
Questions	Yes	No	Guidance
<p>The following services are provided to make audio visual materials accessible:</p>			<p>Open captioning is always visible; closed captioning provides the choice of whether or not the viewer wishes to display the caption.</p>
 <p>Closed captioning</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Lighting and placement of interpreter are important considerations in events and performances.</p>
 <p>Sign language interpretation</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Audio description is generally written, pre-recorded on a separate audio track, and produced with the particular television program, video, or film. Further, it may also be offered live with a particular film, video, television, or slides. This is done in the same way theater performances are audio described and heard by each person wearing an earphone that is connected to a transmitter.</p>
 <p>Audio description</p>	<input type="checkbox"/>	<input type="checkbox"/>	

<ul style="list-style-type: none"> • Presentations/participation in regional/state/local meetings of cultural, disability, and aging groups 	<input type="checkbox"/>	<input type="checkbox"/>	
<p>TTY (TT/TDD) number is listed whenever the organization's phone numbers are listed, including on letterhead, in programs, and in phone directories.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Provide an access brochure that describes services for people with disabilities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Access brochures are helpful to many and highlight the wide variety of services offered. However, it is not a substitute for advertising in the multiple media.</p>
<p>Staff is aware of all access services and can answer question accordingly.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>See Step 8 of <i>Design for Accessibility: A Cultural Administrator's Guide</i>.</p>

Additional Guidelines and Survey Tools

ADA Checklists

Checklist for Building and Facilities (1992)

(<http://www.access-board.gov/adaag/checklist/a16.html>) This checklist was prepared by the Access Board to assist individuals and entities with rights or duties under Title II and Title III of the Americans with Disabilities Act (ADA) in applying the requirements of the Americans with Disabilities Act Accessibility Guidelines (ADAAG) to buildings and facilities subject to the law. The checklist presents information in summary form on the Department of Transportation (DOT) and the Department of Justice (DOJ) regulations implementing the ADA. The checklist must be used with the DOT and DOJ regulations and ADAAG to ensure accuracy.

NJ Arts Access Task Force's ADA Self-Assessment Survey and Planning Tool

(2003)

(<http://www.njartscouncil.org/ADA%20Self%20Assesmt%20Survey%20Plan%20Tool.pdf>) The New Jersey Arts Access Task Force has developed and instituted a survey and planning tool to meet the needs of arts organizations as they endeavor to write comprehensive and usable ADA plan that would assist them in their efforts to make their programs and facilities accessible to people with disabilities. It is a self-assessment tool, meets ADA planning requirements for NJSCA grant applications, and is required for organizations to be listed in the state accessibility resource guide. The survey is based on the ADA Accessibility Guidelines (ADAAG), the National Endowment for the Arts' *Arts Accessibility Checklist (1994)*, VSA arts of Massachusetts' *Cultural Facility Access Survey and Teaching Instrument* and Adaptive Environment Centers' *ADA Title II Action Guide*.

Readily Achievable Checklist: A Survey for Accessibility (1993)

(<http://adaptenv.org/publications/ae.php?f=1>) This easy-to-use survey tool, published by Adaptive Environments based on ADAAG, helps owners and managers of public accommodations identify barriers in their facilities. Each survey question is followed by suggestions for easily-accomplished, "readily achievable" access solutions. Includes illustrated measurement guides to aid in surveying your facility for accessibility and planning worksheets for setting priorities. The completed checklists and worksheets are the kind of documentation places of public accommodation should keep on file to demonstrate that they are making a good faith effort to comply with the requirements of the ADA. Reviewed for accuracy by the [U.S. Department of Justice](#).

Smithsonian Guidelines for Accessible Exhibition Design (1996)

(<http://www.si.edu/opa/accessibility/exdesign/start.htm>) This guide was written and published by the Smithsonian Accessibility Program for designers, curators, registrars, conservators, collections managers, designers, editors, developers, educators, and other exhibition team members. It outlines topics and provides diagrams/illustrations that serve to present the information in a clear and understandable manner. Sections

include guidelines and tools (exhibition items, label design and, audiovisuals, circulation route, furniture, color, lighting, public programming spaces, emergency egress and children's environments); resources; glossary; and appendix (checklist for publications, language usage, access symbols, list of illustrations, production notes).

The guidelines are, in part, based on construction standards established for the Architectural Barriers Act of 1968, the Rehabilitation Act of 1973 and the ADA of 1990.

Universal Design Tools

[The Principles of Universal Design, Version 2.0](#) (1997)

Raleigh, NC: North Carolina State University.

(http://www.design.ncsu.edu/cud/univ_design/principles/udprinciples.htm) The principles of universal design were developed by the Center for Universal Design in collaboration with a consortium of universal design researchers and practitioners across the United States. The document contains the principles as well as guidelines and a list of key elements that should be present in a design that adheres to the principle.