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National Park Service | Department of the Interior



Accessibility Self-Evaluation and Transition Plan Overview

TULE LAKE UNIT

WWII VALOR IN THE PACIFIC NATIONAL MONUMENT | CALIFORNIA

MARCH 2016

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 what is accessible by park staff. The park already communicates to the public via the park website about accessibility options 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). Despite the newness of the park, as well as the extensive efforts to develop a comprehensive general management plan and upgrade park facilities, the willingness of park staff to assist visitors having disabilities in all settings and facilities is apparent.



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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.

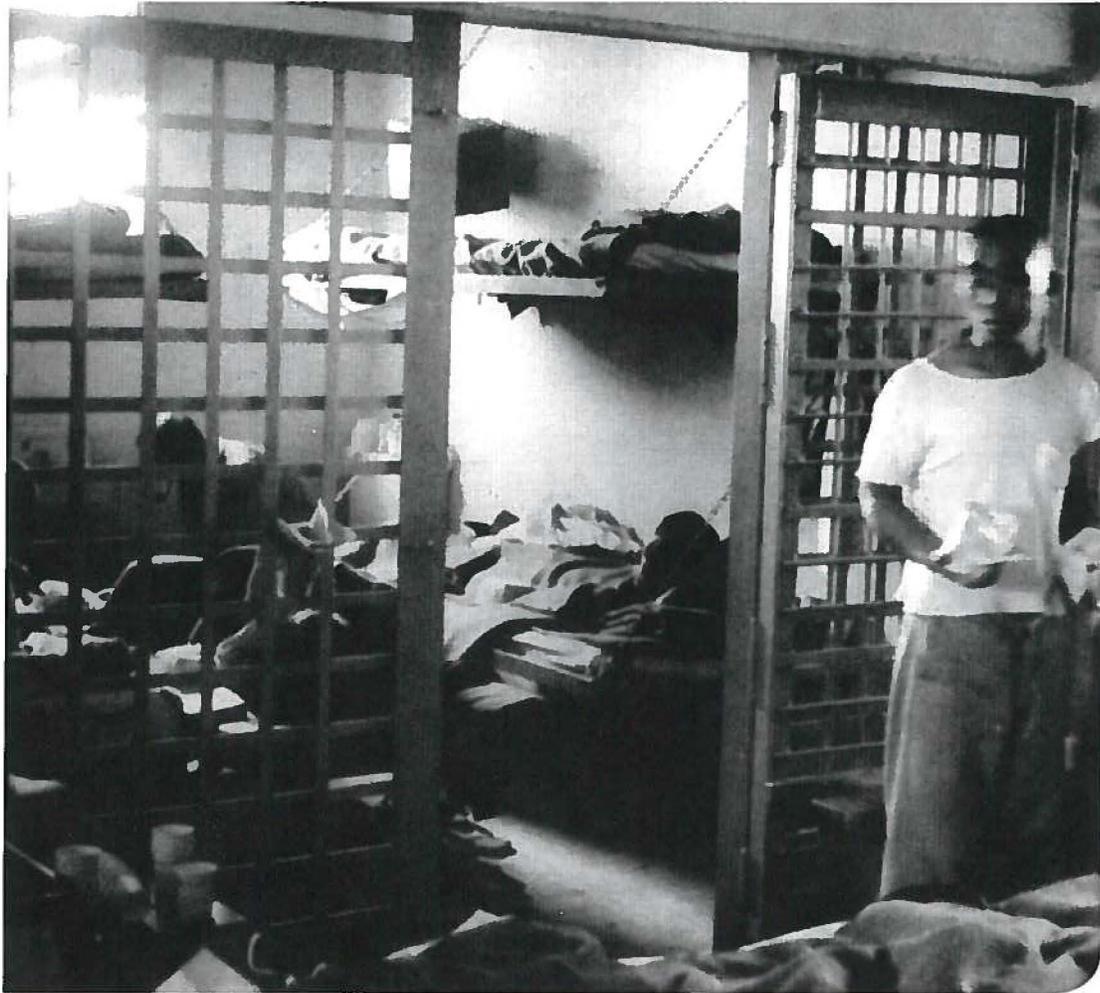
Accessibility Self-Evaluation and Transition Plan

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.

Lava Beds National Monument, the Tule Lake Unit, and the National Park Service distributed a news release on December 7, 2015 to provide the public with the opportunity to review and comment on the draft Accessibility Self-evaluation and Transition Plans for both Lava Beds National Monument and Tule Lake Unit of WWII Valor in the Pacific National Monument through December 31, 2015. The plans were available for review and comment via the park planning websites and by submitting comments directly to park emails and offices. The plans were also discussed at a community meeting held on November 18, 2015. No comments were submitted that affect either plan, and both plans were finalized with no further revisions.



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



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.

- 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 occurred at the draft stage of the transition plan. Once the draft plan was developed, it was 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. Any necessary changes were made before the implementation strategy was finalized. Once finalized, a notification was sent to the public to announce the plan's availability.

TRANSITION PLAN



Step 6: Draft and Final 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

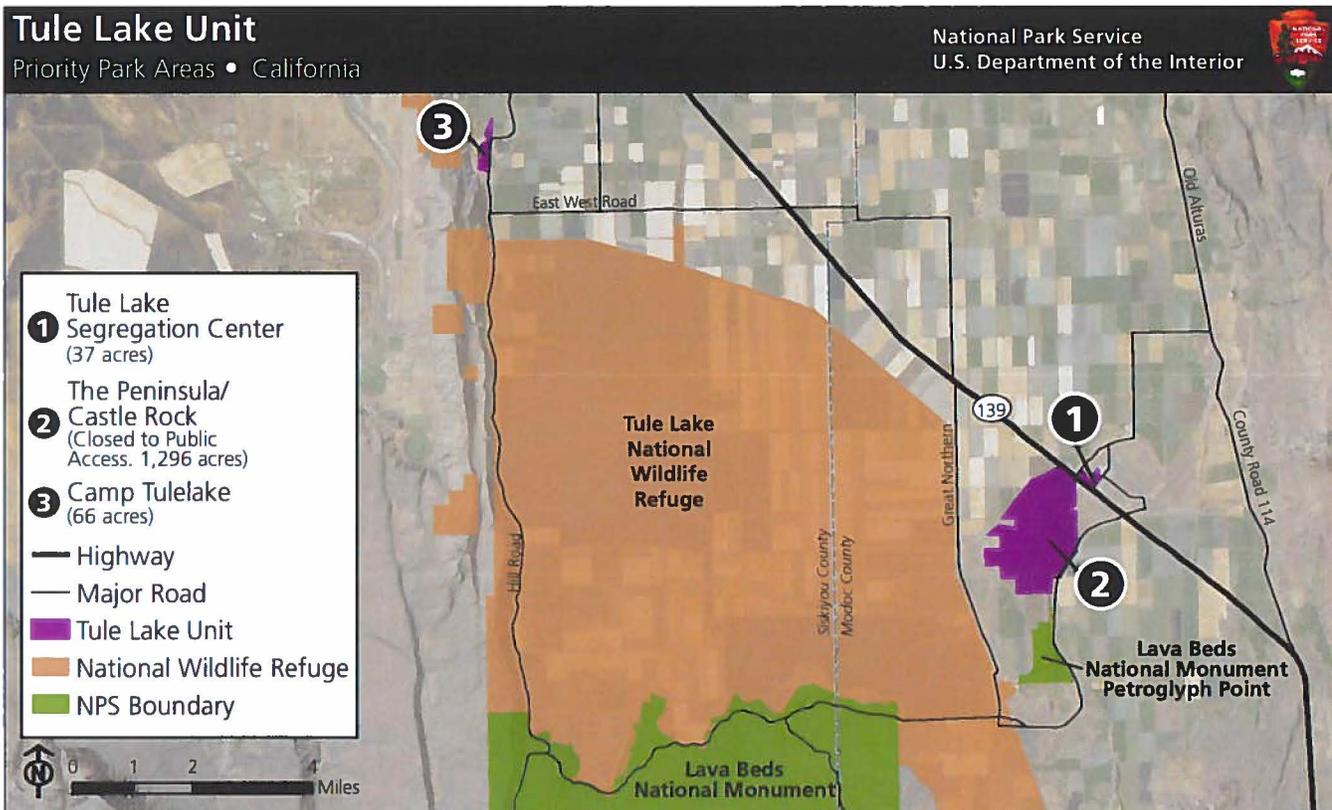


Implementation Strategy for Tule Lake Unit, World War II Valor in the Pacific National Monument

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.

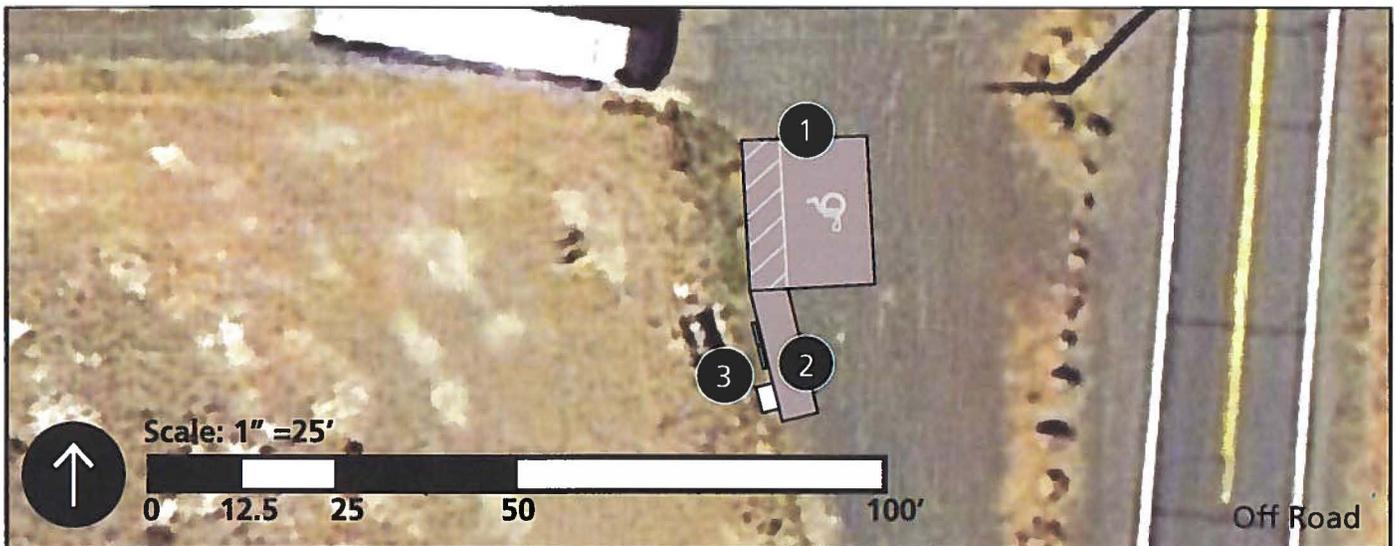
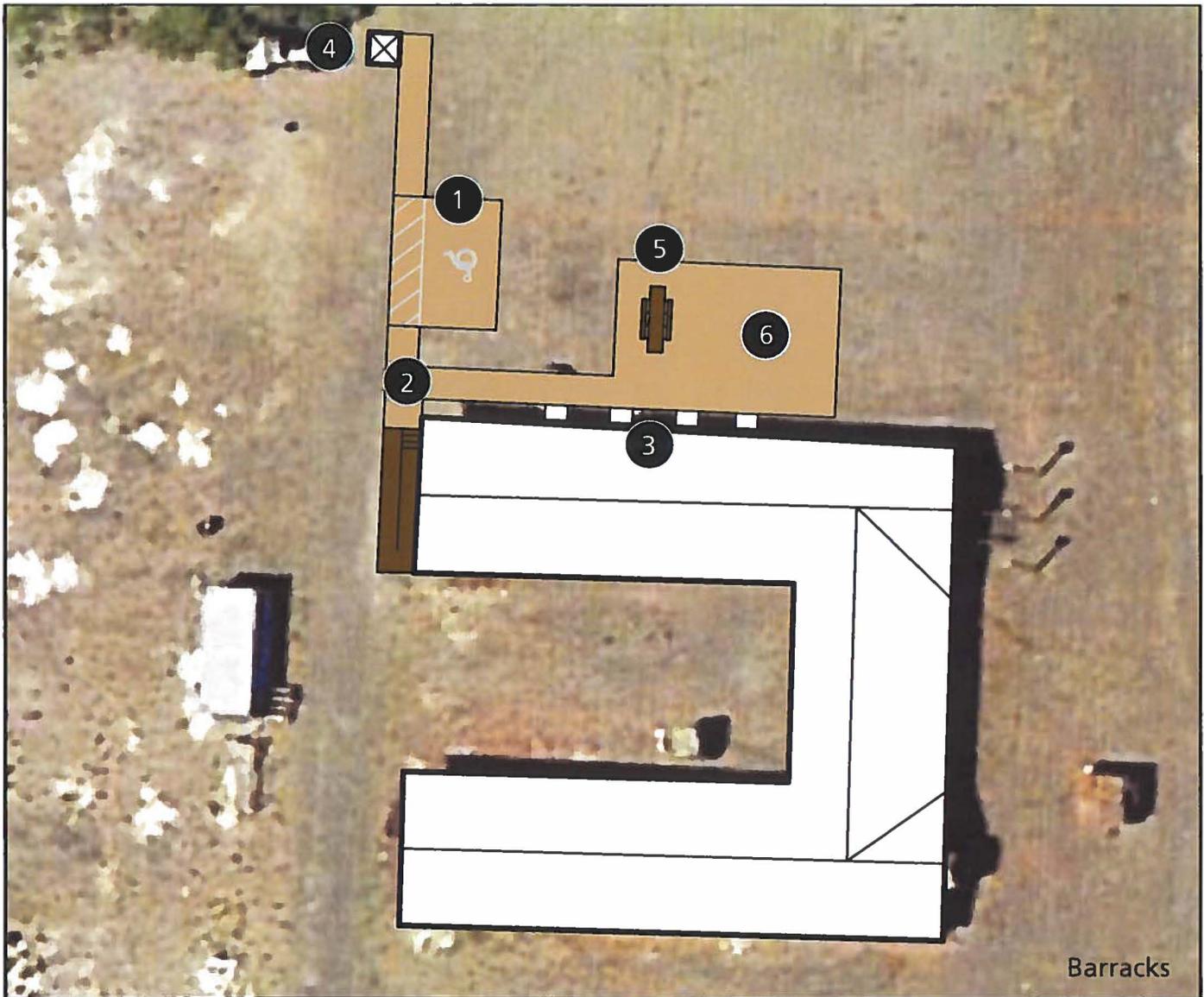
Dependent upon the date of a building's construction or alteration, different design standards would apply (i.e., pre-1984, post-1984, post-2006, or post-2011). In conducting the transition plan facility assessments, the 2011 ABAAS standards were used for ease of using only one standard for on-site assessments. 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 Plan



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 internees 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 ¼". 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

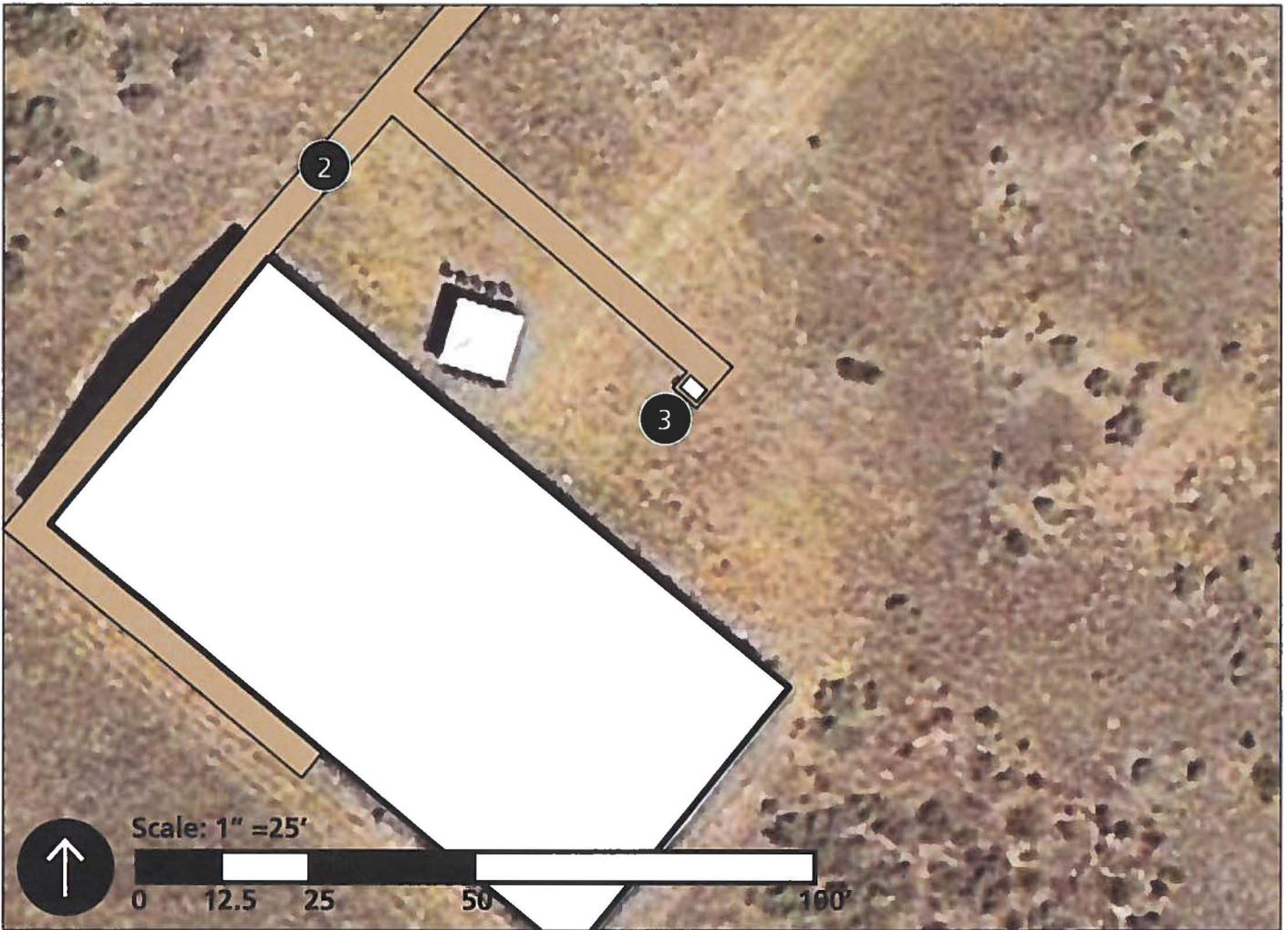
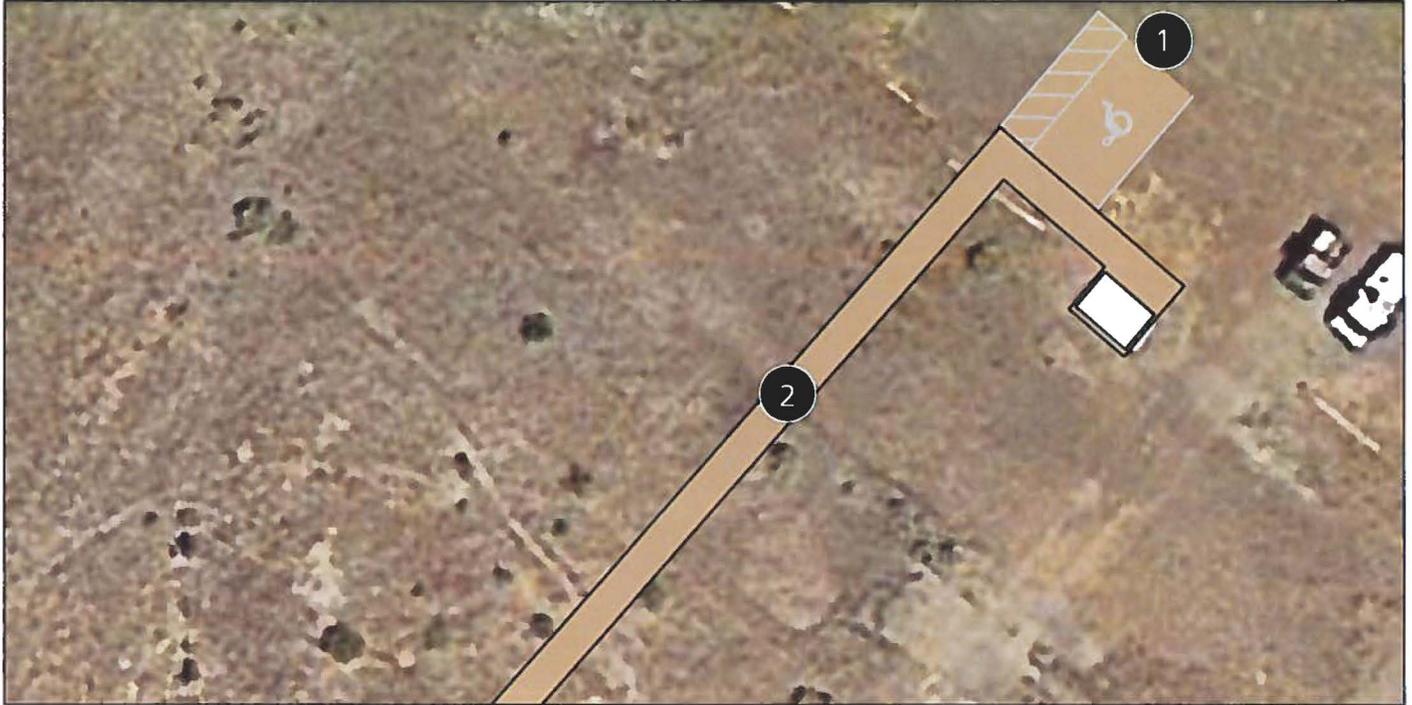
6 **Gathering Area.** 1) Provide a gathering area adjacent to the picnic area and ensure that 20% of available seating is accessible. Surfaces must be firm and stable with no more than 2% slope in any direction. Changes in vertical level shall not be greater than ¼".

short-term

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Segregation Center Jail

Site Plan



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 incarcerated experienced during World War II, 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 Temporary Visitor Center (Ditch Rider House)

Site Plan



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

Unisex 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

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

Park Features



Explore This Park

[Park Home](#)

[Plan Your Visit](#)

[Learn About the Park](#)

[Get Involved](#)

Park Tools

- [FAOs](#)
- [Contact Us](#)
- [Site Index](#)
- [Español](#)

Welcome to the Tule Lake Unit of WWII Valor in the Pacific National Monument

The Tule Lake Unit became a National Monument along with eight other units in Hawaii and Alaska by Presidential proclamation in December 2008. The Tule Lake Unit includes a Civilian Conservation Corps camp, a Prisoner of War camp, and sites where Japanese Americans were incarcerated during WWII.

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Features



Tule Lake Unit Staff Participate in Accessibility Workshop

This month, the Tule Lake Unit and Lava Beds National Monument hosted an accessibility workshop with a multidisciplinary team of servicewide leaders. The goal of the project was to analyze core park experiences, priority park areas, and the services and programs as well as to identify areas in order to develop a plan for improvements. From November 3-7, park staff and accessibility leadership from regional and national offices, as well as with external partners, participated in the workshop.

The team analyzed eight areas at the Tule Lake Unit, including the jail, carpenter's shop, and the visitor center. The goal is to improve the experience for future visitors.



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

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 Publications language 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)

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>

Accessibility Standards for Shared Use Paths

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

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>

Draft Accessibility Standards for Public Rights-of-Way

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

Effective Communication

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

Other Powered Mobility Devices

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

Reasonable Accommodations

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

Section 17.549 Program Accessibility: Discrimination Prohibited

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

Section 17.550 Program Accessibility: Existing Facilities

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

Section 17.551 Program Accessibility: New Construction and Alterations

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

Section 508 of the Rehabilitation Act of 1973

<http://www.section508.gov/>

Service Animals

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

NATIONAL PARK SERVICE DIRECTOR'S ORDERS AND MANAGEMENT POLICIES

A policy is a definite course of action adopted and pursued 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 42

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

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

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

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/>

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.

People-first Language: A type of disability etiquette which aims to avoid perceived and subconscious dehumanization when discussing people with disabilities. It emphasizes the person rather than the disability, noting that the disability is not the primary defining characteristic of the individual but one of several aspects of the whole person.

Policy: A policy is a definite course of action adopted and pursued 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.

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

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

Dave Kruse, PWR Facility Management

Golden Gate National Recreation Area

Kelly Wyrsh, 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

Melody Bentfield, Contract Librarian

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

Danielle Stevens, Contract Editor

TULE LAKE UNIT WWII VALOR IN THE PACIFIC NATIONAL MONUMENT

Accessibility Self-Evaluation and Transition Plan Overview

March 2016

This Accessibility Self-Evaluation and Transition Plan Overview has been prepared as a collaborative effort between Tule Lake Unit WWII Valor in the Pacific National Monument, Pacific West Regional staff, and the Denver Service Center and is recommended for approval by the superintendent.


APPROVED 3/31/16
Superintendent, Date
Tule Lake Unit WWII Valor in the Pacific National Monument

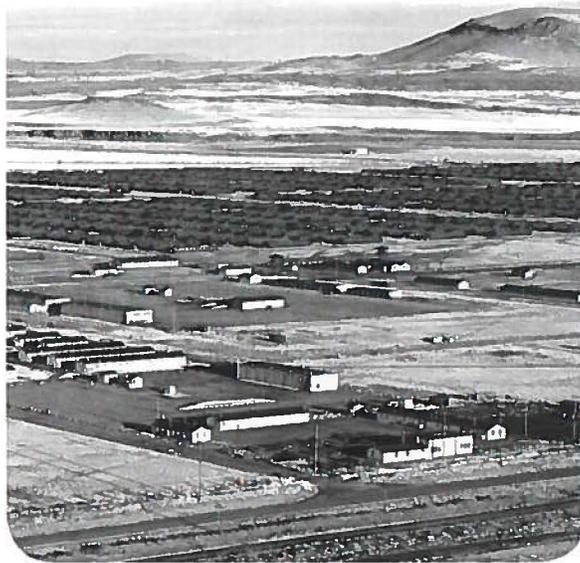


As the nation's principal conservation agency, the Department of the Interior has responsibility for most of our nationally owned public lands and natural resources. This includes fostering sound use of our land and water resources; protecting our fish, wildlife, and biological diversity; preserving the environmental and cultural values of our national parks and historic places; and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people by encouraging stewardship and citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under U.S. administration.

TULE 501/132089

March 2016

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Accessibility Self-Evaluation and Transition Plan Overview

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