

# SELF ASSESSMENT TOOL FOR ENSURING ACCESS FOR PEOPLE WITH DISABILITIES

*For use by sexual assault and domestic violence service providers*

This tool is to be used by sexual assault and domestic violence programs to review their programs and services to ensure that people with disabilities have equal access and an equal opportunity to participate. Accessibility includes removing not only physical barriers to participation, but also cultural and attitudinal barriers. To get the most out of this Tool, first read the accompanying *Accessibility Guide*, which will give you a basic orientation, including the applicable laws and a common vocabulary. The *Accessibility Guide* also will give you practical suggestions and useful ideas to incorporate.

Ensuring accessibility is an on-going process. After you read the *Guide*, use this tool to review your current accessibility to women with disabilities. It's important to discuss these issues with all of your staff, volunteers and Board members. Also, it's particularly important to have participation from people in leadership to ensure agency commitment. Assign a leader from the agency to oversee this review.

The Self Assessment Tool has three sections:

1. Inclusionary policies,
2. Effective communication, and
3. Physical accessibility.

Many of the suggestions about policies and communication are best practices. If you implement them, you will be increasing access for women with disabilities. ***Some of the access elements in this Tool regarding policies and communication are basic minimums required by law. These items are indicated in BOLD within the tool. The physical accessibility section is the longest and most comprehensive, since the law is very specific in this area. All the items in this final section are required by law as basic minimums.*** The ADA is a flexible law that respects the individual needs of people with disabilities and the unique circumstances of places of public accommodation. Because of this flexibility, we cannot provide hard and fast rules for each agency under every circumstance. For example, agencies do not have to make accommodations that cause an undue burden on the agency or fundamentally alter the nature of the services provided. However, we have tried to give specific guidance as much as possible so that you have an understanding of basic minimums for compliance with accessibility laws.

Once you've completely reviewed your current situation, use the Tool to develop your next steps. Make sure you assign a specific person the task of ensuring that each change is made. Prioritize the improvements you want to make. Many of the suggestions to increase accessibility cost little or nothing. These changes might be the easiest place to start. An example would be modifying your policies to allow someone in emergency shelter who has a medical need, such as

diabetes, to have 24-hour access to a refrigerator for food, beverages or medicine. Other changes have a financial impact and you will need to prioritize and plan. You will find resources for assistance in the *Accessibility Guide*.

Sexual assault and domestic violence programs may provide a variety of services in a variety of settings, e.g., medical advocacy in a hospital, peer counseling at a community center, or emergency shelter at a facility owned by a program. Think about all of your programs and services and the physical locations where those services are provided. Review all of your written materials, including policies and procedures, outreach materials and resources provided to staff, volunteers and the public. You only need to complete the sections of the assessment that apply to your organization and places where you provide programs and services. For example, you do not need to complete the sections related to running a shelter if you don't provide or pay for housing. The key is that participants need to be able to access your services, no matter where that service or program is provided.

For your reference, we have included a copy of the U.S. Department of Justice's *Code of Federal Regulations* that apply to places of public accommodation (28 C.F.R. Part 36, Revised as of July 1, 1994). This resource includes pictures, diagrams and descriptions that provide more detailed information about some of the accessibility areas addressed in this *Self Assessment Tool*. Where applicable, we have included page numbers for specific reference. If you have questions or would like assistance as you work through this Tool, please contact the Violence Against Women with Disabilities Project at the Wisconsin Coalition for Advocacy or the ADA Information Line at the U.S. Department of Justice. That number is 1-800-514-0301 (voice), and 1-800-514-0383 (TTY).

| ACCESS ELEMENT  | SUGGESTIONS  | NEXT STEPS TO TAKE  |
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| <b>I. ENHANCING ACCESS WITH INCLUSIONARY POLICIES</b>   |  |   |
| <p>1. Does your agency have a policy stating your commitment and intent to comply with the ADA (known as an ADA Compliance Policy)? <b>If your agency receives federal funding, you are required to have such an ADA compliance policy.</b></p>   | <ul style="list-style-type: none"> <li>• Create a policy using the guidelines provided in the contracts you sign.</li> <li>• Train staff and volunteers on implementation of policy.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p>2. a) Does your agency have a complaint process for people with disabilities who believe they have been denied access to services because of their disability? Is the grievance policy available to the public?</p> <p>b) Is the policy posted where women and employees have easy access to it?</p> | <ul style="list-style-type: none"> <li>• Create and distribute policy, then incorporate into your general complaint policy.</li> <li>• Post policy in visible places.</li> <li>• Train staff on ways to provide notice to women about complaint process.</li> </ul>                          | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p>3. Does your agency offer in-service training for staff and volunteers that facilitate working with women with disabilities?</p>   | <ul style="list-style-type: none"> <li>• Schedule and hold trainings with the assistance of your local disability organizations.</li> <li>• Reference the <i>Technical Assistance and Resource Information</i> section of the <i>Accessibility Guide</i> for contact information.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

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| <p>4. Does your agency have policies and outreach strategies for recruiting employees, board and committee members and other volunteers with disabilities?</p>  | <ul style="list-style-type: none"> <li>• Create and implement policies.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>                                     |
| <p>5. a) Have all employees and volunteers received training on the ADA, Fair Housing and other laws?</p> <p>b) Has staff received practical training on ways to accommodate women with disabilities so that they have equal access to programs and services?</p> | <ul style="list-style-type: none"> <li>• Conduct training with the help of the local Independent Living Center and/or with technical assistance from the Violence Against Women with Disabilities Project.</li> <li>• Reference the <i>Technical Assistance and Resource Information</i> section of the <i>Accessibility Guide</i> for contact information.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

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| <p>6. Does your organization make changes in rules so that women with disabilities can participate (e.g. allowing an attendant to stay with a woman with a disability in emergency shelter or during a support group session)?</p> | <ul style="list-style-type: none"> <li>• Review rules.</li> <li>• Identify rules that, when applied, exclude women with disabilities.</li> <li>• Utilize technical assistance from the Violence Against Women with Disabilities Project to assist with policy development.</li> <li>• Reference the <i>Technical Assistance and Resource Information</i> section of the <i>Accessibility Guide</i> for contact information.</li> <li>• Develop and distribute revised policies concerning accommodations.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>7. Does your organization have a strong working relationship with local disability groups?</p>  | <ul style="list-style-type: none"> <li>• Reference the <i>Technical Assistance and Resource Information</i> section of the <i>Accessibility Guide</i> for contact information.</li> <li>• Contact these resources to start making connections, building relationships and promoting understanding among domestic violence, sexual assault and disability organizations.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>                         |

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| <p><b>8. Does your agency have policies (explicit or “unwritten” policies or practices) that might exclude women with disabilities, such as women with psychiatric disabilities or alcoholism?</b></p>  | <ul style="list-style-type: none"> <li>• Review policies and practices.</li> <li>• Make any necessary changes to ensure compliance.</li> <li>• Train staff and volunteers on revised policies and practice.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>                                     |
| <p><b>9. a) Does your agency have a policy describing a process for offering accommodations to provide accessibility to programs and services?</b></p> <p><b>b) Is staff aware of this policy?</b></p>  | <ul style="list-style-type: none"> <li>• Develop policy and procedures for offering accommodations.</li> <li>• Train staff on the policy.</li> <li>• Train staff on communicating to women the availability of accommodations.</li> </ul>                         | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>                                     |
| <p><b>10. a) Has your agency identified accessibility needs and developed a budget for modifications and reasonable accommodations (such as interpreters and securing space at an alternate location)?</b></p> <p><b>b) Are there policies developed on accessing these funds?</b></p> <p><b>c) Is staff aware of the policies and how to request use of the funds?</b></p> | <ul style="list-style-type: none"> <li>• Contact agencies that provide these services to learn of costs.</li> <li>• Estimate costs and incorporate improvements into budget annually.</li> <li>• Develop policies.</li> <li>• Train staff on policies.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

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| <p><b>11. Does your agency understand that a woman with a disability can choose to participate in a general program, even if a separate program exists specifically for women with disabilities?</b></p>             | <ul style="list-style-type: none"> <li>• Make sure this point is made in training and incorporated into your policies.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p>12. a) What materials on disability are available to staff?</p> <p>b) Does the manual you use to find/access community resources include those of use to women with disabilities, such as accessible housing?</p> | <ul style="list-style-type: none"> <li>• Review materials.</li> <li>• Review the <i>Technical Assistance and Resources Section</i> of the <i>Guide</i> to learn about other resources you might include for your community.</li> <li>• Make any necessary additions.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>13. Have steps been taken to ensure that contractors or sub-contractors with your agency are aware of their legal obligations to meet the needs of women with disabilities?</p>                                   | <ul style="list-style-type: none"> <li>• Include statements to this effect in your agency's contracts and subcontracts.</li> <li>• Include a provision that requires compliance with state and federal laws regarding people with disabilities.</li> </ul>                      | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |

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| <p>14. a) Does the staff have access to information about transportation for people with disabilities?</p> <p>b) Does your agency provide cab fare, rides, in-home visits or schedule events at alternative, accessible sites as an accommodation?</p> <p>c) Is the staff trained about these resources?</p> | <ul style="list-style-type: none"> <li>• Review resource materials.</li> <li>• Make any necessary additions.</li> <li>• Train staff on policy implementation.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p><b>II. ENSURING EFFECTIVE COMMUNICATION</b></p>   |  |   |



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| <p><b>15. Does your agency make it clear that it offers accommodations to assist participants in accessing services?</b></p> | <ul style="list-style-type: none"> <li>• Add specific language about accommodations to all of your written and audio visual materials.</li> <li>• Example of statement to include in all materials: “If you need any accommodations to participate in our services, please contact us.”</li> <li>• Example of verbal statement: “We have materials available in alternative formats, such as large print, audio tape, Braille. Would you prefer to have our materials in one of these formats?”</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p><b>16. Does the staff have the training and knowledge to make these accommodations?</b></p>                               | <ul style="list-style-type: none"> <li>• Review the <i>Technical Assistance and Resources Section</i> of the <i>Guide</i> to learn about resources you might tap for training.</li> <li>• Train staff on communicating with people with a variety of disabilities.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>   |

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| <p><b>17. Is staff able to communicate effectively with women who use alternative means of communication, such as communication boards?</b></p>   | <ul style="list-style-type: none"> <li>• Make sure staff understand types of accommodations that are available for communication and who can provide training on these accommodations.</li> <li>• Reference the <i>Technical Assistance and Resource Information</i> section of the <i>Accessibility Guide</i> for contact information.</li> </ul>                       | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p><b>18. a) In the past, has your agency actually made accommodations for participants with disabilities seeking services?</b></p> <p>b) What were they and how successful were they for the woman receiving services?</p> | <ul style="list-style-type: none"> <li>• Develop list of accommodations made to serve as samples for staff.</li> <li>• Identify any modifications needed in providing effective accommodations.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>                                     |
| <p><b>19. Are materials available in alternate formats (e.g., audio tape, large print, Braille)?</b></p>  | <ul style="list-style-type: none"> <li>• Review all of your materials.</li> <li>• For large print, use at least 16 point font.</li> <li>• Make audio tapes of your materials.</li> <li>• Put your vital documents, such as your agency brochure, intake forms, release forms, and other documents in Braille and have these materials available upon request.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

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| <p><b>20. Does your agency offer interpreters for participants who are Deaf or hard-of-hearing?</b></p>   | <ul style="list-style-type: none"> <li>• Make sure staff has access to a list of qualified interpreters.</li> <li>• See the <i>Technical Assistance and Resource Information</i> section of the <i>Guide</i> for interpreter information.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>                                     |
| <p><b>21. Do written materials make it clear that your agency welcomes women with disabilities?</b></p>   | <ul style="list-style-type: none"> <li>• Add statement to written materials.</li> <li>• Add a statement that your agency provides accommodations, upon request, to any woman seeking services.</li> <li>• Include visual images and examples of women with disabilities in your agency materials.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p><b>22. a) Does your agency share information and communicate regularly with disability services and advocacy groups?</b></p> <p>b) Do your agency materials include statements specifically informing others that accommodations will be provided?</p> | <ul style="list-style-type: none"> <li>• Send out agency brochures and information to disability groups.</li> <li>• Make contact and schedule in-services between agencies to increase communication and collaboration.</li> <li>• Include a statement in your training materials and presentations indicating accommodations are provided to women with disabilities.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

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| 23. Is the commitment to access reflected in the composition of staff, Board and volunteers?   | <ul style="list-style-type: none"> <li>Recruit people with disabilities for your staff, Board and volunteers.</li> </ul>  | ><br>>             |
| 24. If the agency has a web site, is it accessible?  | <ul style="list-style-type: none"> <li>Check accessibility of site through using systems such as “Bobby” at: <a href="http://bobby.watchfire.com/bobby/html/en/index.jsp">http://bobby.watchfire.com/bobby/html/en/index.jsp</a>.</li> </ul>  | ><br>><br>>        |
| 25. Can a person with a disability talk with a staff member or volunteer with a disability, if requested?  | <ul style="list-style-type: none"> <li>Include statement to this effect in your agency materials.</li> </ul>  | ><br>>             |
| 26. If your agency makes computers available to women, is technology available that would allow women with disabilities to access this equipment (e.g., voice recognition software)? | <ul style="list-style-type: none"> <li>Talk with your regional independent living center (ILC) for software, devices, and other assistive technology ideas.</li> <li>Reference the <i>Technical Assistance and Resource Information</i> section of the <i>Accessibility Guide</i> for contact information.</li> </ul> | ><br>><br>><br>>   |
| 27. Does your agency target outreach to women with disabilities (e.g., presentations to brain injury support groups)?  | <ul style="list-style-type: none"> <li>Meet with your regional ILC or other local disability organizations to create an outreach plan.</li> <li>Reference the <i>Technical Assistance and Resource Information</i> section of the <i>Accessibility Guide</i> for contact information.</li> </ul>                      | ><br>><br>><br>>   |

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| <p><b>Information in Alternative Formats:</b></p> <p><b>28. Upon request, are you able to provide literature, posted information, and audio-visual materials in formats which are understandable to persons with visual, hearing, learning and cognitive impairments (disabilities)?</b></p> | <ul style="list-style-type: none"> <li>• Write materials at a fifth grade reading level and use graphics.</li> <li>• Develop and keep up-to-date Resource List of services available in your area for taping, Brailing and putting materials in large print.</li> <li>• Any time you create new materials, make sure that you have them available on tape, in large print and in Braille, and announce their availability.</li> <li>• Ensure that your video resources have closed or open captioning.</li> <li>• Develop an active network with community based organizations that serve individuals with disabilities.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

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| <p><b>Auxiliary Aids:</b></p> <p><b>29. Are you able to provide appropriate auxiliary aids to ensure that communications with individuals with hearing, vision or speech impairments are as effective as communications with others?</b></p> <p><i>(Note that a written plan should be available so that all staff can locate, request, and obtain auxiliary aids.)</i></p> | <ul style="list-style-type: none"> <li>• Qualified interpreters.</li> <li>• Assistive listening headsets.</li> <li>• Television captioning and decoders for videos.</li> <li>• Videotext displays.</li> <li>• Readers.</li> <li>• Taped texts.</li> <li>• Brailled materials, large print materials and on computer diskette.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

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| <p><b>30. Telephone Access:</b></p> <p><b>a) Does the agency have a TTY and is staff trained in using the TTY?</b></p> <p><b>b) Does staff know how to use the relay?</b></p> <p><b>c) Does staff know to provide choices to a caller which form of communication would be most effective?</b></p> | <ul style="list-style-type: none"> <li>• Purchase a TTY. Ultratec is one resource that sells TTYs. Their web site provides information on models and prices, which range from \$240 for nonprinting TTYs and \$600 with a printer. Go to: <a href="http://www.ultratec.com/ShopATTY.html">http://www.ultratec.com/ShopATTY.html</a>.</li> <li>• Train staff on use of a TTY.</li> <li>• Train staff on use of Relay System.</li> <li>• Reference the <i>Technical Assistance and Resource Information</i> section of the <i>Accessibility Guide</i> for contact information.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p><b>31. a) If you have a phone for public use, is it equipped with a TTY?</b></p> <p><b>b) Is signage posted above telephones to either indicate the presence or the location of the TTY?</b></p>  | <ul style="list-style-type: none"> <li>• Install a text telephone.</li> <li>• Have a TTY available.</li> <li>• Provide a shelf and outlet next to the standard phone to place the TTY.</li> <li>• Post signs indicating location of TTY.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>   |

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| <p><b>III. ENSURING PHYSICAL ACCESSIBILITY</b></p> <p><b>Your bottom line is to provide the most accessible environment for people with disabilities so that they can access your services.</b> Please review the <i>Accessibility Guide</i> and the U.S. Department of Justice <i>Code of Federal Regulations</i> for Public Accommodations for details. For example, as the <i>Guide</i> explains, you have an obligation to immediately do things that are “readily achievable,” meaning it is easy to do so “without much difficulty or expense.” Your obligations depend, somewhat, upon your agency resources. Because your obligation is to make sure your programs are accessible, you can switch the location of a program if the physical location isn’t accessible. If your agency or your landlord has built or renovated a building since 1992, you have additional requirements on accessibility. Due to all of these variables, we can’t give you a listing of legal obligations, because each agency will be different. In general, look to the things you can change easily with little expense. If you have questions, contact the Wisconsin Coalition for Advocacy or other technical assistance resources listed in the <i>Guide</i>.</p> |   |   |
| <p>32. Has your agency contacted the local independent living center (ILC) or staff from the Violence Against Women with Disabilities Project at the Wisconsin Coalition for Advocacy (WCA) to conduct a thorough assessment of physical accessibility?</p>   | <ul style="list-style-type: none"> <li>• Conduct physical accessibility review.</li> <li>• Contact the ILC nearest you. Information to locate the ILC in your region is found at <a href="http://www.dhfs.state.wi.us/Disabilities/Physical/ILCs.htm">www.dhfs.state.wi.us/Disabilities/Physical/ILCs.htm</a>.</li> <li>• Contact the Violence Against Women with Disabilities Project (phone: 608-267-0214 or email: <a href="mailto:amyj@w-c-a.org">amyj@w-c-a.org</a>).</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |



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| <p><u>Parking and Drop-off Areas</u></p> <p>33. If you have a parking lot, are there enough accessible spaces?</p> <p><u>Total Spaces in Lot = Required Minimum Number of Accessible Parking Spaces</u></p> <p>a) 1-25 total spaces = <b>1 parking space</b> with a 96-inch access aisle for either car or van.</p> <p>b) 26-50 total spaces = <b>2 parking spaces</b> - one with a 60-inch access aisle for a car and one with a 96-inch access aisle for a van.</p> <p>c) 51-75 total spaces = <b>3 parking spaces</b> - two with 60-inch access aisles (access aisle can be placed between two parking spaces to serve them both), and one with a 96-inch access aisle.</p> <p>d) 76-100 total spaces = <b>4 parking spaces</b> - 3 with 60-inch access aisles, and one with a 96-inch access aisle.</p> <p>e) 101-150 total spaces = <b>5 parking spaces</b> - 4 with 60-inch access aisles, and one with a 96-inch access aisle.</p> | <ul style="list-style-type: none"> <li>• Reconfigure a reasonable number of spaces by repainting stripes.</li> <li>• See page 497 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

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| <p>34. For people parking in the accessible spaces, are they able to travel to the facility's entrance, e.g., is the path sufficiently wide and flat?</p> | <ul style="list-style-type: none"> <li>• Add curb ramps.</li> <li>• Reconstruct sidewalk.</li> <li>• See pages 516-519 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>35. Are accessible spaces on the flattest ground, closest to accessible entrance?</p>  | <ul style="list-style-type: none"> <li>• Reconfigure spaces.</li> <li>• See page 516 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | <p>&gt;</p> <p>&gt;</p>                         |
| <p>36. Are accessible spaces marked with identification signs?</p>  | <ul style="list-style-type: none"> <li>• Install signs in parking lots.</li> <li>• Add/update signs.</li> <li>• Place signs so they are not obstructed by cars. (4 feet high from bottom of sign WI State code: Trans 200.07(3)).</li> <li>• See page 516 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

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| <p><u>Ramps</u></p> <p>37. If the building has outside ramps, is the grade of the ramp no steeper than 1 inch of slope for each 12 inches of ramp?</p> | <ul style="list-style-type: none"> <li>• Check grade of ramp.</li> <li>• If not in compliance, lengthen ramp.</li> <li>• See pages 518-520 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p><u>Entrance</u></p> <p>38. If there are stairs at the main entrance, is there also a ramp, lift or other accessible entrance?</p>                   | <ul style="list-style-type: none"> <li>• If the main entrance cannot be made accessible, create a dignified alternate accessible entrance.</li> <li>• Make sure the accessible parking is near this entrance.</li> <li>• See pages 507 and 527 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>39. Do all the inaccessible entrances have clearly visible signs giving the location of the nearest accessible entrance?</p>                        | <ul style="list-style-type: none"> <li>• Install signs.</li> <li>• See page 498 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |

| ACCESS ELEMENT   | SUGGESTIONS   | NEXT STEPS TO TAKE  |
|--|---|---|
| <p>40. Does the entrance door have at least 32 inches clear opening (at least one 32-inch leaf of a double door with a 32-inch clear opening)?</p> | <ul style="list-style-type: none"> <li>• Widen the door to 32 inches clear.</li> <li>• Install offset (swing-clear) hinges to widen opening.</li> <li>• See page 527 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p>41. Is there a threshold edge 1/4 inches high or less, or beveled edge from 1/4 to 1/2 inch high?</p>   | <ul style="list-style-type: none"> <li>• If there is a single step with a rise of 6 inches or less, add a short ramp.</li> <li>• If the threshold is greater than 1/2 inch high, remove it or modify to be a ramp.</li> <li>• See page 527 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>42. a) Are carpeting or mats a maximum of 1/2 inches thick?<br/>b) Are the edges secured?</p>   | <ul style="list-style-type: none"> <li>• Replace or remove mats.</li> <li>• See page 515 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>                         |

| ACCESS ELEMENT   | SUGGESTIONS   | NEXT STEPS TO TAKE                              |
|--|---|---|
| <p>43. a) Is the door handle no higher than 48 inches above the finished floor?</p> <p>b) Is the door handle operable without grasping, twisting or turning?</p> | <ul style="list-style-type: none"> <li>• Lower handle.</li> <li>• Replace inaccessible knobs with a lever or loop handle.</li> <li>• Retrofit with an add-on level extension.</li> <li>• See pages 527-528 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>             | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>44. Can doors be opened without too much force (exterior doors, maximum 8.5 lb, and interior 5 lb)?</p>   | <ul style="list-style-type: none"> <li>• To measure force, use an accurate fish scale, available at any local hardware store or bait shop.</li> <li>• Retrofit with an add-on lever extension.</li> <li>• See page 528 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>45. Does the accessible entrance provide direct access to the main floor, lobby or elevator?</p>  | <ul style="list-style-type: none"> <li>• Add ramps or lifts.</li> <li>• Make another entrance accessible.</li> <li>• See pages 507 and 531 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

| ACCESS ELEMENT   | SUGGESTIONS  | NEXT STEPS TO TAKE                              |
|--|--|---|
| <p>46. Are all public spaces on an accessible route of travel which is at least 36" wide (42" at doorways)?</p>  | <ul style="list-style-type: none"> <li>• Provide access to all public spaces along an accessible route of travel.</li> <li>• Move furnishings such as tables, chairs, display racks, vending machines and counters to make more room.</li> <li>• Rearrange furnishings, displays and equipment.</li> <li>• See page 507 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p><u>Doors</u></p> <p>47. a) Do all doors have at least a 32-inch clear opening?<br/>b) Can the doors be opened without too much (5 pounds) force?</p> <p><i>Although not required by law for older buildings, best practice would be to install an electric, power door.</i></p> | <ul style="list-style-type: none"> <li>• Identify/widen/replace doors.</li> <li>• Install off-set hinges to widen opening.</li> <li>• Adjust/replace door closer.</li> <li>• Move/remove obstructing partitions.</li> <li>• See pages 527-528 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

| ACCESS ELEMENT   | SUGGESTIONS   | NEXT STEPS TO TAKE  |
|--|---|---|
| <p>48. a) Are door handles no higher than 48 inches from the floor?</p> <p>b) Are door handles operable without grasping, twisting or turning?</p> | <ul style="list-style-type: none"> <li>• Lower handles.</li> <li>• Replace inaccessible knobs or latches with lever or loop handles.</li> <li>• Retrofit with add-on levers.</li> <li>• Install power-assisted or automatic door openers.</li> <li>• See pages 527-528 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>49. Are all threshold edges 1/4 inch high or less, or beveled from 1/4 to 1/2 inch high?</p>  | <ul style="list-style-type: none"> <li>• If there is a threshold greater than 1/4 inch high, remove it or modify to be a ramp.</li> <li>• If between 1/4 and 1/2 inch high, add bevels to both sides.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>                         |
| <p><u>Rooms and Spaces</u></p> <p>50. Are all aisles and pathways to materials and services at least 36 inches wide?</p>                           | <ul style="list-style-type: none"> <li>• Rearrange furniture and fixtures to clear aisles.</li> <li>• See page 507 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>                         |

| ACCESS ELEMENT   | SUGGESTIONS   | NEXT STEPS TO TAKE                              |
|--|---|---|
| 51. If there are changes in elevation, are there ramps, wheelchair lifts or elevators to all public areas?                                     | <ul style="list-style-type: none"> <li>• Install ramps or lifts.</li> <li>• Modify a service elevator.</li> <li>• Relocate goods/services to an accessible area.</li> <li>• See page 510 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| 52. If there are stairs between the entrance and/or elevator and essential public areas, is there an accessible alternate route on each level? | <ul style="list-style-type: none"> <li>• Post clear signs directing people along an accessible route.</li> <li>• See page 497 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <u>Stairs</u><br>53. a) Do treads have a non-slip surface?<br>b) Are there continuous rails?   | <ul style="list-style-type: none"> <li>• Add non-slip surface to treads.</li> <li>• Add or replace handrails within existing floor plan.</li> <li>• See page 521 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>                         | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |



| ACCESS ELEMENT  | SUGGESTIONS   | NEXT STEPS TO TAKE |
|---|---|--------------------|
| <u>Elevators</u> (if any)<br><b>54.</b> Are call button in hallway no higher than 42 inches?  | <ul style="list-style-type: none"> <li>• Lower call buttons.</li> <li>• Provide permanently attached reach stick.</li> <li>• See page 521 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | ><br>><br>><br>>   |
| <b>55.</b> Do controls in the elevator cab (the part you ride in) have raised and Braille lettering?  | <ul style="list-style-type: none"> <li>• Install raised lettering and Braille next to buttons.</li> <li>• Install tactile signs to identify floor numbers, no higher than 48 inches from the floor.</li> <li>• See pages 525-526 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | ><br>><br>><br>>   |
| <u>Restrooms</u><br><b>Getting to Restrooms</b><br><b>56.</b> If rest rooms are available to the public, is at least one of the rest rooms (one for each sex or unisex) fully accessible? | <ul style="list-style-type: none"> <li>• Reconfigure toilet room.</li> <li>• Combine toilet rooms to create one unisex accessible toilet room.</li> <li>• See pages 536 and 538 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | ><br>><br>><br>>   |

| ACCESS ELEMENT  | SUGGESTIONS  | NEXT STEPS TO TAKE                              |
|---|--|---|
| 57. Are there signs at inaccessible rest rooms that give directions to the accessible ones?         | <ul style="list-style-type: none"> <li>• Install directional signs.</li> <li>• See pages 497 and 498 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>                                | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p><u>Doorways &amp; Passages</u></p> <p>58. Are the doorways at least 32 inches clear opening?</p> | <ul style="list-style-type: none"> <li>• Install offset (swing-clear) hinges.</li> <li>• Widen the doorway.</li> <li>• See page 527 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

| ACCESS ELEMENT  | SUGGESTIONS   | NEXT STEPS TO TAKE  |
|---|---|---|
| <p>59. a) Can the doors be opened easily (5 lb. maximum force)?</p> <p>b) Are doors equipped with accessible handles (operable with a closed fist)?</p> <p>c) Are those handles 48 inches high or less?</p> | <ul style="list-style-type: none"> <li>• To measure maximum force, use an accurate fish scale, available at any local hardware store or bait shop.</li> <li>• Adjust/replace door-closers.</li> <li>• Install power-assisted or automatic door openers.</li> <li>• Lower handles.</li> <li>• Replace knobs/latches with lever or loop handles.</li> <li>• Add lever extensions.</li> <li>• See pages 527-530 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

| ACCESS ELEMENT   | SUGGESTIONS   | NEXT STEPS TO TAKE  |
|--|---|---|
| <p>60. a) Does the entry setup provide adequate maneuvering space for a person using a wheelchair?</p> <p>b) Is there a 36 inch path to all fixtures (42” aisle to stall doors)?</p> <p><i>(A person using a wheelchair needs 44 inches of clear width for forward movement, and 5-foot diameter or T-shape clear space to make turns. A minimum 48 inches clear of the door swing is needed between the two doors of an entry vestibule.)</i></p> | <ul style="list-style-type: none"> <li>• Rearrange chairs, trash cans, etc.</li> <li>• Remove inner door, if there is a vestibule with two doors.</li> <li>• Move or remove obstructing partitions.</li> <li>• See pages 527-529 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p><u>Toilet Stalls</u></p> <p>61. Is the stall door operable from both sides without grasping, twisting or turning?</p>   | <ul style="list-style-type: none"> <li>• Replace inaccessible knobs/latches with lever or loop handles.</li> <li>• Add lever extensions.</li> <li>• See pages 527 and 527 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>                         |
| <p>62. Is there a wheelchair accessible stall with a clear area at least 5 feet by 5 feet from the door swing, or is there a stall that is less accessible, but that provides greater access than a typical stall (either 36 inches by 69 inches, or 49 inches by 69 inches)?</p>  | <ul style="list-style-type: none"> <li>• Move or remove partitions between stalls.</li> <li>• Reverse the door swing if it is safe to do so.</li> <li>• See pages 533-534 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>                         |

| ACCESS ELEMENT  | SUGGESTIONS  | NEXT STEPS TO TAKE                              |
|---|--|---|
| <p>63. a) In the accessible stall, are there grab bars securely fastened on the wall behind and on the side wall nearest to the toilet?</p> <p>b) Are grab bars 1 ¼ to 1 ½ inches in diameter and mounted 1 ½ inches from the wall?</p> | <ul style="list-style-type: none"> <li>• Add grab bars.</li> <li>• See pages 534-535 and 541 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p>64. Is the toilet seat 17 to 19 inches high?</p>   | <ul style="list-style-type: none"> <li>• Add raised toilet seat.</li> <li>• See page 531 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p><u>Sinks</u></p> <p>65. Does one sink have a 30-inch wide by 48-inch deep clear space in front, centered on the sink?</p>  | <ul style="list-style-type: none"> <li>• Rearrange furnishings.</li> <li>• Replace sink.</li> <li>• Remove/alter cabinetry to provide space.</li> <li>• Make sure hot pipes or sharp projections underneath sink are covered.</li> <li>• See page 535 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

| ACCESS ELEMENT  | SUGGESTIONS   | NEXT STEPS TO TAKE                              |
|---|---|---|
| <p>66. Is there at least 29 inches from the floor to the bottom of the sink apron, excluding pipes?</p>   | <ul style="list-style-type: none"> <li>• Adjust or replace sink.</li> <li>• See page 535 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p>67. Can the faucets be operated without grasping, twisting or turning?</p>   | <ul style="list-style-type: none"> <li>• Replace with paddle or lever handles.</li> <li>• See page 535 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p>68. Are operable parts of soap and other dispensers and hand dryers within reach ranges (maximum height of 48 inches from the floor) and usable without grasping, twisting or turning?</p> | <ul style="list-style-type: none"> <li>• Lower dispensers.</li> <li>• Replace with or provide additional accessible dispensers.</li> <li>• See pages 532 and 543 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

| ACCESS ELEMENT  | SUGGESTIONS   | NEXT STEPS TO TAKE                              |
|---|---|---|
| <p><u>Bathtubs</u> (if any)</p> <p>69. Does the bathtub area provide adequate maneuvering space for a person using a wheelchair?</p> <p><i>(A person using a wheelchair needs 44 inches of clear width for forward movement, and 5-foot diameter or T-shape clear space to make turns.)</i></p> | <ul style="list-style-type: none"> <li>• Rearrange bathroom furnishings, such as trash cans.</li> <li>• Replace vanity with wall-attached sink to increase space.</li> <li>• Remove/alter cabinetry to provide space.</li> <li>• See pages 536-537 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>               | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>70. a) Is there an in-tub seat or seat at the head of the bathtub (opposite end from where the faucet is located)?</p> <p>b) Is the seat securely mounted?</p>   | <ul style="list-style-type: none"> <li>• Install a secure tub seat.</li> <li>• Check to see if tub seat is secure.</li> <li>• If not stable, tighten or reinstall.</li> <li>• Periodically check to insure seat remains secure.</li> <li>• See pages 536 and 541 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

| ACCESS ELEMENT   | SUGGESTIONS   | NEXT STEPS TO TAKE                              |
|--|---|---|
| 71. Can the bathtub faucets be operated without grasping, twisting or turning (“closed-fist” test)?  | <ul style="list-style-type: none"> <li>• Replace faucet handles.</li> <li>• See pages 536-537 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| 72. Are there grab bars on the side and back walls (24 inches minimum, 48 inches if the seat is located at the back of the tub)?   | <ul style="list-style-type: none"> <li>• Add grab bars.</li> <li>• See pages 536-537 and 541 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p><u>Shower Stalls</u> (if any)</p> <p>73. Does the accessible shower stall provide adequate maneuvering space for a person using a wheelchair?</p>   | <ul style="list-style-type: none"> <li>• Consult an expert to determine what changes need to be made to the shower stall.</li> <li>• See pages 536 and 538 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>74. a) Is the rim of the bathtub clear of the shower door tracks?</p> <p>b) Is the stall curb no higher than 1/2 inches high (in stalls 36 inches by 36 inches) or is there no curb (in stalls 30 inches by 60 inches)?</p> | <ul style="list-style-type: none"> <li>• Lower stall curb or remove.</li> <li>• See page 536 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |



| ACCESS ELEMENT  | SUGGESTIONS   | NEXT STEPS TO TAKE                              |
|---|---|---|
| <p>75. a) Is there a seat in the shower stall?</p> <p>b) Is it securely mounted?</p> <p>c) Are there grab bars on the walls, other than the one behind the seat?</p>  | <ul style="list-style-type: none"> <li>• Install securely fastened seat.</li> <li>• Remount seat.</li> <li>• Install grab bars.</li> <li>• See pages 527, 539 and 541 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>  | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>76. a) Are faucet controls located within reach of the seat?</p> <p>b) Can the controls be operated without grasping, twisting or turning (“closed-fist” test)?</p> <p>c) Does the shower have a spray unit that can be used as a hand held or fixed shower head?</p> <p>d) Is the hand-held shower head mounted no higher than 48” high?</p> <p>e) Does hand-held shower have a hose no less than 60” long?</p> | <ul style="list-style-type: none"> <li>• Install larger controls with lever handles.</li> <li>• Install hand-held shower spray unit.</li> <li>• Add a second holder for hand-held shower head no more than 42” high.</li> <li>• See page 536 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

| ACCESS ELEMENT  | SUGGESTIONS   | NEXT STEPS TO TAKE                              |
|---|---|---|
| <p><u>Drinking Fountains</u> (if any)</p> <p>77. a) Is there at least one fountain with clear floor space at least 30 inches by 48 inches in front?</p> <p>b) Is the spout no higher than 36 inches from the ground?</p> <p>c) If the fountain is not in an alcove, is the underside of both high and low fountains no higher than - and no lower than - 27 inches?</p> | <ul style="list-style-type: none"> <li>• Clear more room by rearranging or removing furnishings.</li> <li>• Provide cup dispensers for fountains with spouts that are too high.</li> <li>• Provide accessible water cooler.</li> <li>• See pages 531-532 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>78. a) Are the fountain controls (such as electrical and cabinets) mounted on the front or on the side near the front edge?</p> <p>b) Are the controls operable without grasping, twisting or turning (“closed-fist” test)?</p>  | <ul style="list-style-type: none"> <li>• Replace the controls.</li> <li>• Move/change the fountain cabinet handles.</li> <li>• See pages 531-532 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p><u>Seats, Tables and Counters</u></p> <p>79. Are spaces for wheelchair seating available in all common areas (for trainings, meetings, conferences, and counseling sessions)?</p>  | <ul style="list-style-type: none"> <li>• Remove furnishings, including chairs.</li> <li>• Clear pathways for wheelchair access.</li> <li>• See pages 547-548 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |

| ACCESS ELEMENT  | SUGGESTIONS   | NEXT STEPS TO TAKE                              |
|---|---|---|
| <p>80. Are the tops of tables or counters between 28 and 34 inches high?</p>  | <ul style="list-style-type: none"> <li>• Lower counters.</li> <li>• Replace tables.</li> <li>• See pages 547-548 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p><u>Additional Questions for Shelters</u></p> <p>81. a) Is there a portion of the food preparation and serving counter areas that are no more than 34 inches high?</p> <p>b) Are counters open underneath -- clear floor space at least 30 inches by 48 inches in front?</p> <p>c) Do all features (range, refrigerator, sink) have a clear floor space of at least 30" by 48", centered on that feature?</p> | <ul style="list-style-type: none"> <li>• Lower part of counter.</li> <li>• Add on extension to counter that is lower.</li> <li>• Remove one cabinet below counters.</li> <li>• See pages 547-548 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |
| <p>82. a) Is there at least 36 inches of maneuvering space on each side of the bed?</p> <p>b) Is there either a 60-inch diameter or T-shaped turning space in the room?</p>   | <ul style="list-style-type: none"> <li>• Rearrange furnishings.</li> <li>• See pages 547-548 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul>   | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>             |
| <p>83. <i>Best practice:</i> Is there a hospital bed on site?</p>   | <ul style="list-style-type: none"> <li>• Purchase or seek donation of hospital bed.</li> </ul>  | <p>&gt;</p> <p>&gt;</p>                         |

| ACCESS ELEMENT  | SUGGESTIONS  | NEXT STEPS TO TAKE                              |
|---|--|---|
| <p>84. Is at least 50% of the refrigerator and cabinet shelf space within reach?</p> <p><i>(For forward reach this is 48 inches maximum height, 25 inches maximum depth; side reach is 54 inches maximum height and 24 inches maximum depth.)</i></p> | <ul style="list-style-type: none"> <li>• Lower adjustable refrigerator shelves.</li> <li>• Lower adjustable cabinet shelves.</li> <li>• See pages 506 and 509 of the <i>Code of Federal Regulations</i> booklet accompanying this <i>Accessibility Guide</i>.</li> </ul> | <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p> |