

**Priority Area 1: Accessible Approach/Entrance**

People with disabilities should be able to arrive on the site, approach the building, and enter as freely as everyone else. At least one route of travel should be safe and accessible for everyone, including people with disabilities.

Tri-Cities Historical Museum has one route of travel for a person to enter the building that does not require the use of stairs. The main entrance is off Washington Avenue in downtown Grand Haven and designated as the accessible entrance.

**Parking**

Tri-Cities Historical Museum does not have a parking area dedicated to its business. Parking spaces are located throughout downtown Grand Haven and monitored by city officials.

**Exterior Accessible Route**

The route to Tri-Cities Historical Museum entrance is stable, firm and slip-resistant. The route is over 36 inches wide. No grates or openings exist on the route. The slope does not change on the route.

**Curb Ramps**

Curb ramps are on routes to Tri-Cities Historical Museum. These are located at cross walks throughout the downtown area.

**Ramps**

No ramps are on the route to Tri-Cities Historical Museum.

**Entrance**

The main entrance into Tri-Cities Historical Museum does not have stairs. However, a gradual incline from the sidewalk to the entrance door creates difficulty in opening for those who use wheelchairs, crutches, walkers and strollers. <sup>(Recommendation 1)</sup> There is a clear opening width of the accessible entrance doorway. The entrance has two doors in a series, and the width of the doors when swinging into the space is accessible. Doors are equipped with hardware that is operable with one hand and does not require tight grasping, pinching and twisting of the wrist.

**Recommendations:**

1. Install a low cost automatic door opener (<https://www.adaptadoormi.com/>)

## **Priority Area 2: Access to Goods & Services**

Ideally, the layout of the building should allow people with disabilities to obtain materials or services without assistance.

At Tri-Cities Historical Museum, the accessible entrance provides direct access to the main floor, lobby and elevator.

### **Interior Accessible Route**

All Tri-Cities Historical Museum public spaces are on an accessible route. Routes range from 36 inches and over depending on floor exhibits. The route is stable, firm and slip-resistant. Objects on circulation paths through public areas do not protrude into the path. An elevator is available to all public stories.

### **Ramps**

No ramps are in the Tri-Cities Historical Museum.

### **Elevators**

One public elevator is available at the Tri-Cities Historical Museum. The public elevator provides access to all public floors, and is compliant according to accessible design standards.

### **Platform Lifts**

No platform lifts are at Tri-Cities Historical Museum.

### **Signage**

Accessible permanent signage is lacking at the Tri-Cities Historical Museum. Fixed signage is available at exhibits, but not in an alternative format for individuals who cannot read text.

(Recommendation 2)

### **Interior Doors – to spaces, offices, kitchen, etc.**

There are doorways in all public areas, which meet the opening width of at least 32 inches. Doors are equipped with accessible hardware and usable by all people.

### **Rooms and Spaces - public spaces, rooms, offices, kitchen**

All aisles and pathways to goods and services, and between exhibits, are at least 36 inches wide. Floor surfaces are stable, firm and slip resistant. Programs and activities are available in spaces that are accessible to people with limited mobility.

Evaluation of Facilities at 200 Washington Ave., Grand Haven

There is a kitchen available on the second floor of the Tri-Cities Historical Museum. It is usable for individuals renting space; however, there is no wheelchair access at the sink area. (Recommendation<sup>3)</sup>)

Employee offices are on the lower level, and workstations are adaptable as needed.

A public lecture room is available and can seat up to 80 individuals. There are moveable tables and chairs for a variety of set-ups.

Accessibility at Tri-Cities Historical Museum goes beyond the ability to just enter and exit an area. Customers are able to use the facilities and the services provided. Staff are available to assist in problem solving, and remove any barriers that may

**Recommendations:**

2. Provide fixed signage at exhibits in an accessible format. Accessible formats examples - large print, braille, or recording.
3. When updating kitchen, include at least one sink usable for a person in a wheelchair.

### **Priority Area 3: Toilet Rooms**

When toilet rooms are open to the public, they should be accessible to people with disabilities.

Toilet rooms are available to the public and located on the second and lower level of the Tri-Cities Historical Museum. The second floor toilet rooms male and female, while the lower level ones are unisex.

#### **Accessible Route**

An accessible route to the toilet rooms does not include the use of stairs is available.

#### **Signs at Toilet Rooms**

Signage at toilet rooms comply with design standards for accessibility.

#### **Entrance**

The door opening width is at least 32 inches clear, between the face of the door and the stop, when the door is open 90 degrees. A front approach to the pull side of the door provides at least 18 inches of maneuvering clearance beyond the latch side plus 60 inches clear depth. On both sides of the door, the floor surface maneuvering clearance is level. There is a catch on the threshold of the women's toilet room. <sup>(Recommendation 4)</sup> The door has hardware that is operable with one hand and does not require tight grasping, pinching or twisting of the wrist. Operable parts of the door hardware is no less than 34 inches and no greater than 48 inches above the floor.

<sup>(Recommendation 5)</sup>

#### **In the Toilet Room**

A clear path to at least one of each type of fixture is at least 36 inches wide. Clear floor space is available for a person in a wheelchair to turn around.

#### **Lavatories**

The lavatory has a clear floor space for a forward approach. A clear floor space under the lavatory is available so that a person using a wheelchair can get close enough to reach the faucet. The front of counter surface is no more than 34 inches above the floor. There is space below the lavatory for knee and toe clearance. Pipes below the lavatory have insulation to protect against contact. <sup>(3)</sup> The faucet is operable without tight grasping, pinching, or twisting of the wrist. The force required to activate the faucet is no greater than five pounds.

### **Soap Dispensers and Hand Dryers**

The soap dispenser and paper towel dispenser are within reach ranges and operable without tight grasping, pinching or twisting of the wrist.

### **Toilet Compartments (Stalls)**

The second floor men and women's toilet rooms have one compartment designated as the accessible stall. Clearance is around the toilet, and grab bars are at appropriate locations and heights.

### **Recommendations:**

4. Bevel threshold at women's toilet room door.
5. Install a low cost automatic door opener (<https://www.adaptadoormi.com/>)

**Priority Area 4: Additional Access**

When amenities such as drinking fountains and public telephones are provided, they should also be accessible to people with disabilities.

The Tri-Cities Historical Museum did not have public telephones. It provided drinking fountains, which are located on an accessible route and usable by persons with disabilities. (Recommendation 6)

**Recommendations:**

6. Provide small cups near the water fountain.

**Additional Considerations:**

- Floor plans – both print and tactile – designate accessible exits/or refuge areas. Floor plans are in view of staff and visitors.
- Access services are publicized in programs, registration forms, brochures and subscription materials.
- Aisles and pathways between exhibits are at least 36” of clear width; however, 60” is preferred in aisle to allow room for passing.
- The lowest viewing point of display cases, stands, and tables measure no more than 36” from the floor. This permits objects to be in clear view of people in seated or standing positions, as well as people of short stature.
- Access symbols are used to communicate information. Symbols not only highlight access accommodations but also are understood by people who do not read English, including young children. Downloadable Disability Access Symbols are available at ([https://graphicartistsguild.org/tools\\_resources/downloadable-disability-access-symbols](https://graphicartistsguild.org/tools_resources/downloadable-disability-access-symbols))

## **Tips for providing information in alternative formats**

### **Large Print**

Many people with visual disabilities have some sight and can read large print. Large print material may be produced using a photocopier or a computer. When someone requests a document in large print, remember to ask if there is a preferred font style and/or font size because individual needs vary.

One person may request the document in Univers 14-point font, while another may request Arial 18-point bold font. As a default, use Arial font. The contrast and color choices you use for your printed documents may either reduce or can enhance people the visual effectiveness of the information.

- Paper
  - The best contrast with the least glare is off-white or yellow paper. Shiny white paper produces glare.
  - If white paper is used, use an off-white paper.
  - The paper should not be larger than standard 8 1/2" X 11."
- Formatting
  - Simplify formatting. Remove formatting codes that make the document more difficult to read. For example, centered text is difficult for some people to track.
  - Text should begin at the left margin.
  - Avoid the use of columns.
  - Use dot leaders linking title to page for tables of contents.
  - Use one-inch margins and use right margins that are ragged, not justified.
  - The line of text should be no longer than 6". Anything longer than 6" will not track well for people who use magnifiers.
- Color and Contrast
  - Exaggerate lightness differences between foreground and background colors, and avoid using colors of similar lightness adjacent to one another.
  - Choose dark colors with hues, and avoid contrasting light colors.
  - Avoid contrasting hues from adjacent parts of the hue circle, especially if the colors do not contrast sharply in lightness.

### **Braille**

Not all people who are blind can read braille, but for those who do, provide printed materials in Grade 2 braille. It is recommend that you save your documents in Word, or a text file; then you can e-mail the document to your braille vendor.

- Formatting
  - When possible, provide the original material in disk format. Transcription is more efficient and less expensive when working from a disk than printed copy. There are scanning or retyping charges when the document is not supplied in electronic format.
- Length and complexity
  - Prices for braille documents are estimated by the number of pages. Price increases if the document includes complex formatting (e.g. tables, and diagrams).



- Binding
  - Binding is recommended for documents over 10 pages long. It is best to spiral bind braille publications and have a flexible cover on the back and front of long documents.
  - If a document is to be kept for reference purposes, it should have a cover to keep the dots from wearing down from the wear and tear of surface contact. Braille documents should lie flat for ease of reading.

### **Audio Formats**

When recording material:

- The reader should have a clear crisp reading voice and read at a moderate speed, or the material can be read professionally.
- Recording should be done in a room where there is no background noise. At the beginning of the tape, identify the reader, i.e.: "This document is being read by Darrell Jones."
- On each side of an audio tape, identify the document and the page number where the reader is continuing, i.e.: "tape 2, side 1, Guide to Barrier Free Meetings, continuing on page 75."

### **CD-ROM, Computer Disk or Email**

- A growing number of people prefer to receive materials on disks or by e-mail, so they can then listen by utilizing voice output on their personal computers. They read the documents by utilizing print enlarging software or hardware.