



NORTH SHORE RECREATION AREA

# EASTER LAKE PARK

## UNIVERSAL PARK DESIGN SERIES

### - TOOLS

1. **PROGRAMMING**
2. PARKING & ENTRY
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4. PLAYGROUNDS, TRAILS, & GREEN SPACES
5. BEACHES & WATER ACTIVITIES

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**Disclaimer:** This toolkit is a joint effort between Polk County Conservation, Shive-Hattery, and Uncurbed (“Parties”). This toolkit provides main summary and technical criteria of universal design considerations related to park design; however, the Parties do not warrant or guarantee the accuracy, completeness, adequacy, or currency of any information referenced or linked within this document. In no event, shall the Parties be liable for any direct, indirect, or incidental damages, injuries, losses, costs, or expenses, howsoever caused, arising out of, or resulting from access to, possession of, or use of this toolkit. The detailed guidance provided here does not represent the only possible solution. Clients or designers may develop additional solutions to meet a diversity of users. New materials and technologies that emerge may present further possibilities for accommodating the diversity of users. Each project should engage the services of a qualified and professional access consultant to ensure that project anomalies or other factors do not adversely affect the design intent.

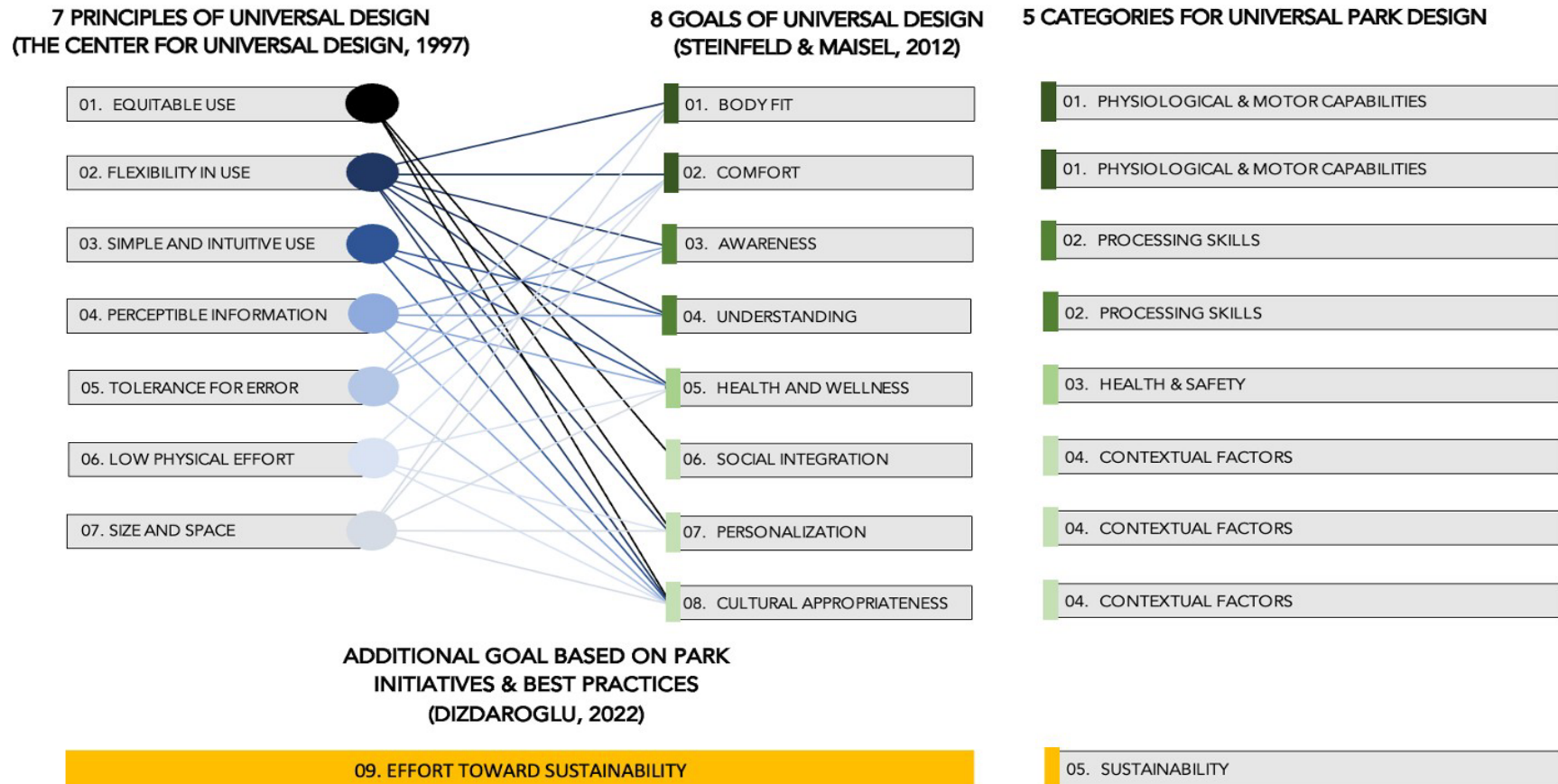
# COVER PAGE

## UNIVERSAL PARK DESIGN TOOL - PROGRAMMING

This tool is a compilation of academic, user, and practical research intended for use during the park design process to help list key universal design (UD) considerations needed to support design decision-making for the design of **programming**. It is recommended that this tool be prioritized first as this may influence UD considerations in the remaining tools. This tool is not a one-size-fits-all. It is one component of the universally designed process used during the design of Athene's Easter Lake North Shore Renovation Project. Each project should incorporate the practice of co-design, engaging active participation from diverse end-users and subject matter experts in universal design and/or other related fields and methodologies (i.e., human-centered design, design thinking, inclusive design, co-design, accessible design, occupational science, etc.) to ensure that project anomalies or other factors do not adversely affect the design intent. UD considerations are provided throughout the tool and while they provide a summary of main considerations and technical criteria, they should not be regarded as an exhaustive list. The detailed guidance provided here does not represent the only possible solution. Members of a co-design team may come up with other ways to meet a diversity of users. New materials and technologies that emerge may open up further possibilities for accommodating the diversity of the population.

Each tool is organized into **5** Categories for Universal Park Design, expanding on the original 7 Principles of Universal Design<sup>2</sup> and 8 Goals of Universal Design<sup>12</sup> to include an effort toward sustainability<sup>3</sup> ([see Figure 1](#)). These categories were selected based on project initiatives and themes collected from academic, user, and practical research. Variation exists in the categories of **program** design due to differences in operations, organizational goals between different clients and designers, and user perspectives. The priorities you have set in place for your particular project, the UD categories, user input, and the key questions that you must ask yourself as clients and designers, are the foundation of this tool. Before using the tool, please first go to the [Home Page](#) to learn more about the UD goals, categories, and how to communicate project priorities.

**Figure 1.** Crosswalk between the 7 Principles of Universal Design<sup>2</sup>, 8 Goals of Universal Design<sup>12</sup>, and 5 Categories for Universal Park Design based on project initiatives and themes collected from academic, user, and practical research for Athene’s Easter Lake North Shore Renovation Project.



The [Tool Page](#) lists key questions relevant to the 5 specific UD categories for consideration. Below each question, a detailed design feature list is provided and serves as a menu item for clients to choose from and share with the design team at the onset of any park project based on the foundations of UD mentioned above. Designers can refer to the selected menu items throughout the design process and use the tool to validate their design choices. The design considerations and features are based on a review of research literature, best practices, and expert opinions. Clients and/or designers can add new design features based on their literature review, experiences, or user input. There may be instances of trade-offs between the UD categories, and there may be instances where you use some, but not all of the features, depending on the evaluation of value vs. cost by the client (see important notes).

**Notes:**

**Each tool is not meant to be an exhaustive list of minimal standards already covered in available design guidelines. Rather, it provides a structured way for clients and designers to consciously focus on key evidence-based design considerations to optimize design decision-making resulting in the best value for the investment.**

**Gathering user input is one important step in decision-making. This is referred to as co-design. As a design tool, this is not meant to be a one-size-fits-all prescription for design. In many cases, no prescriptive numbers (e.g., space size or length of headwall) are provided because the optimized numbers depend on a thorough understanding of the needs of those affected by the project and the constraints of the project (e.g., operations and costs). Clients and designers should use the key design considerations and design features included in the tool as a basis to determine what are "adequate" or "sufficient" numbers or sizes. Likewise, the client and future users should be consulted regarding subjective aspects (e.g., attractive design). Environmental simulation (e.g., mock-ups, and renderings) may be used in gathering input on these issues.**

**Disclaimer: The tool is based on currently available research evidence and expert opinions therefore may not exhaustively cover all design aspects impacting outcomes. The results produced by using the tool may vary depending on conditions/users.**

# HOME PAGE

## UNIVERSAL PARK DESIGN TOOL – PROGRAMMING

To begin, please complete the following information:

Client Name:

Project Name:

Client Contact Person:

Lead Designer:

Tool Completion Date:

On the next page is a list of each universal design goal and category, in addition to the category of sustainability. Some goals and categories may be more important for a particular park project. If you are the client, please confirm or change priority ratings based on their relevance to **program** design by selecting a rating (High, Medium, or Low) from the dropdown list in each cell of Column C. It is recommended to limit the 'High' priority rating to 4 UD goals and categories.

8 Universal Design Goals <sup>12</sup>	5 Universal Park Design Categories <sup>2, 12, 3</sup>	Priorities
1. Body Fit	1.1. Physiological & Motor Capabilities	
2. Comfort	1.2. Physiological & Motor Capabilities	
3. Awareness	2.1. Processing Skills	
4. Understanding	2.2. Processing Skills	
5. Health & Wellness	3. Health & Safety	
6. Social Integration	4.1. Contextual Factors	
7. Personalization	4.1. Contextual Factors	
8. Cultural Appropriation	4.1. Contextual Factors	
	5. Sustainability	

# TOOL PAGE

## UNIVERSAL PARK DESIGN TOOL – INTERIOR SPACES

The below tool is more than a tick box. It is a menu list and communication tool for potential UD considerations/features relevant to **program** design for clients and designers. Marked boxes should be reviewed by both clients and designers to determine whether a UD feature is applicable, relevant, and achievable for your park project.

### Complete the following steps at the onset of a project:

If you are the client:

1. Place an **X** in the Client column to indicate which design features should be considered for the project. Items selected should be consistent with project goals, user and expert input, and prioritized based on budget. The Notes column can be used to elaborate on each UD consideration as needed. Please include the date when inserting a note. It is recommended that clients engage in user and professional input when determining a UD consideration.
2. If a UD consideration is not relevant to the project, clients should leave the UD consideration in the Client column unmarked.
3. Share the completed tool with the Lead Designer by the agreed-upon completion date.

If you are a designer:

1. Discuss each marked UD consideration with the client and add to the Notes column to further elaborate on specifications (please include the date).

In general:

1. If you are the client or a designer and wish to add additional design features to the tool, you can add them in the cell beginning with "other:" under each UD category. Please enter only UD considerations supported by academic (newly published or existing unpublished research conducted by design firms, and others), user, and practical research.

Complete the following steps throughout the project as needed:

If you are a designer:

1. Place an **X** in the Designer column to indicate whether a UD consideration is included in the current design.
2. If during the design process, a UD consideration is no longer achievable due to unknown or unforeseeable circumstances, designers can flag a UD consideration by placing an **R** in the Designer column to indicate that the UD consideration requires further review with the client.
3. If a UD consideration can only be partially met, place a **P** in the Designer column, and explain in the Note column (please include the date). This explanation may include an alternative option.

## UNIVERSAL PARK DESIGN TOOL – PROGRAMMING

### LEGEND

**X** in the Client column indicates that a UD consideration has been requested

**X** in the Designer column indicates that a UD consideration has been met

**R** in the Designer column indicates that a UD consideration requires review

**P** in the Designer column indicates that a UD consideration was partially met

Reminder: UD considerations left unmarked indicate that they are not relevant to the project

Client

Designer

BEACHES AND WATER ACTIVITIES		Notes
Client	Designer	
<b>INTERPRETATIVE INFORMATION</b>		
<b>2.2. How should or will physical inclusion be achieved when interpreting information about the experience?</b>		
		Involve(d) persons with physical (i.e., mobility, visual, sensory) needs in the planning of the project.
		A minimum of 16 pt. font is used on all forms of interpretive communication.
		Text is easy to read. Fonts that are highly decorative, bold, condensed, underlined or in italics are avoided. <sup>7</sup>
		Text is in upper and lower case rather than all BLOCK CAPITALS.
		Sans-serif fonts (i.e., Helvetica, Tahoma, Futura, etc.) are used on all forms of interpretive communication. The type of Sans-serif font used is consistent across all forms of interpretive communication.
		Text is aligned to the left.
		Text is set horizontally rather than at an angle or following a curved line to avoid people having to rotate their head to read it.
		Alt-text, descriptions, and/or captions are provided for all images.
		Plain text or an image is used for all hyperlinks.
		Produce media in an accessible form as required by law under Section 508. This includes captions on all audio and video.

		Transcripts for all audio and video clips are available when needed.	
		High contrast colors in matte finish and low gloss were used on all forms of interpretive information.	
		All controls used to operate or activate interpretive information can be used with a closed fist.	
		Educational information or program furnishings meet or exceed the Smithsonian Guidelines for Accessible Exhibition Design. <sup>4</sup>	
		Educational and interpretive information can be accessed by wheelchair users, cane users, and/or persons who are blind. <sup>9</sup>	
		Comfort features such as distance to locations on interpretive information, adequate seating and lighting levels for various physical needs are provided.	
		Specimens and artifacts are mounted so that they are touchable wherever possible. When this is not possible, touchable models of artifacts and specimens are mounted next to the artifacts and specimens contained in protective cases. <sup>9</sup>	
		Simplified tactile illustrations and graphs are available when necessary.	
		Physical sound buttons with distinguishable tactile shapes are used in lieu of touch-screen displays and mouse pointing devices. Buttons/switches to activate sound are consistently placed.	
		Tactile sound transducers to translate very low bass sound frequencies into physical movement of chair seats and platforms, thus making sound-based experiences accessible to those who cannot hear are considered. <sup>9</sup>	

		Vibrating touch pads that reproduce the lower frequencies of sound as tactile vibrations that can be sensed through visitors' hands are considered. These pads are effective at transmitting frequencies lower than 800 Hz and corresponds to the lower frequencies of a human speaking voice. It is encouraged to explore the use of vibrating touch pads for components and programs that involve significant sounds at lower frequencies, and adopt them where they enhance accessibility. <sup>9</sup>	
		The size of letters on signs are related to the type of sign and viewing distance. The list below provides recommended letter height for a range of viewing distances in inches (""). <sup>8</sup> <ul style="list-style-type: none"> <li>▪ 1" letter height at 30" (2.5 feet) viewing distance</li> <li>▪ 2" letter height at 60" (5 feet) viewing distance</li> <li>▪ 3" letter height at 90" (7.5 feet) viewing distance</li> <li>▪ 4" letter height at 120" (10 feet) viewing distance</li> <li>▪ 5" letter height at 150" (12.5 feet) viewing distance</li> <li>▪ 6" letter height at 180" (15 feet) viewing distance</li> </ul>	
		Good contrast between a signboard and any mounting or background surface is used. <sup>7</sup>	
		Good contrast between the text/symbols and background sign color is used. <sup>7</sup>	
		A minimum of 70% Light Reflectance Value (LRV) contrast between sign text and background color is achieved. <sup>13</sup>	
		For those with color-vision impairments, interpretive information is provided in another way as well. For example, trails could be marked by types of dotted lines/shapes along with colors.	

		Signs have a matte or satin finish to avoid shiny reflective surfaces and prevent glare. <sup>8</sup>	
		Signs are evenly illuminated, with a lighting level of 200 lux. signage	
		Position signs where people reading them will not cause an obstruction. <sup>8</sup>	
		When appropriate, embossed signs are used with the following considerations: letters are raised above the surface of the sign by 1 to 1.5 mm and have a stroke width of 1.5 to 2 mm; <sup>7</sup> letters are between 16 to 50 mm in height. Engraved and indented letters and symbols are avoided.	
		When Braille is provided on signage, it is positioned below the related text.	
		2D or 3D tactile maps are available at decision points.	
		Braille and/or tactile symbols are used to describe a situation or view.	
		In situ Braille labels are provided for all cranks, knobs, switches, and loose parts. <sup>9</sup>	
		Braille translations for components without audio descriptions are provided and will communicate each component title, topic, sentence, and focus headline. <sup>9</sup>	
		Braille and/or tactile symbols are used to describe a situation or view.	
		Interpretive information including tactile and Braille is available at a maximum height of 48".	

		When appropriate, a qualified reader or alternative forms of interpretive information such as information in large print, Braille, or electronically for use with a screen-reading program; or an audio recording of printed information is available for use. <sup>11</sup>	
		When appropriate, a qualified note-taker, sign-language interpreter, oral interpreter, cued-speech interpreter or tactile interpreter; real-time captioning; written materials; or a printed script of a stock speech (such as given on a museum or exhibit tour) are available for use. <sup>11</sup>	
		When appropriate, a qualified speech-to-speech transliterator, paper and pencils, or training staff to allow more time to communicate with someone who uses a communication board or device are provided. <sup>11</sup>	
		When appropriate, the incorporation of technologies are provided including but not limited to: assistive listening systems and devices; open captioning, closed captioning, real-time captioning and closed caption decoders and devices; telephone handset amplifiers, hearing-aid compatible telephones, text telephones (TTYs), videophones, captioned telephones, and other voice text, and video-based telecommunication products; videotext displays; screen reader software, magnification software, and optical readers; video description and secondary auditory programming (SAP) devices that pick-up video-described audio feeds for television programs; accessibility features in electronic documents and other electronic and information technology that is accessible (either independently or through assistive technology such as screen readers). <sup>11</sup>	

		A video tour is provided on the website for those who may not be able to physically travel to the destination.	
		Ramps and stepped routes are clearly visible or well signed. <sup>6</sup>	
		Other:	
2.1. How should or will an increase in awareness be achieved when interpreting information about the experience?			
		A bolder weight type or larger-sized font is used to emphasize a word or words in lieu of using bold for all text.	
		Good contrast between a signboard and any mounting or background surface is used to help draw attention to the sign itself. <sup>7</sup>	
		Good contrast between the text/symbols and background sign color is used to help draw attention to the sign itself. <sup>7</sup>	
		Tactile symbols are used to describe a situation or view.	
		Signs are positioned at important points along a route (i.e., decision points), wherever routes intersect or diverge.	
		Signs are positioned where people reading them will not cause others to become distracted.	
		A node for local information exchange with a bulletin board and a newsstand are available and maintained.	
		Directional signs that help people to retrace their steps and identify alternative locations within a space, without having to return to the main entrance are provided. <sup>7</sup>	
		Educational information or exhibits incorporate multi-sensory elements into each experience. If multi-sensory options are not feasible, complimentary experiences that engage in a different sense are available. <sup>9</sup>	

		Audio descriptions (delivered through a handset, speaker or headphone) provide verbal descriptions of visual elements when necessary. Buttons/switches to activate audio descriptions are consistently placed. <sup>9</sup>	
		Images are used to support and replicate information communicated through text and audio. Images provide an indication of what to do as well as specific content. <sup>9</sup>	
		A video tour is provided on the website to increase awareness of special affordances.	
		Other:	
<b>2.2. How should or will an increase in understanding be achieved when interpreting information about the experience?</b>			
		Wording is as simple as possible. Reading level is no higher than 8th grade.	
		The use of unfamiliar abbreviations is avoided.	
		Content on all forms of interpretive communication is organized in a simple and intuitive manner, such as listed alphabetically or grouped logically.	
		Wording, font, and images are consistent throughout the experience when possible.	
		Arabic numbers (1, 2, 3) are used, not Roman numerals (I, II, III).	
		Alt-text, descriptions, and/or captions are provided for all images.	
		Plain text or an image is used for all hyperlinks.	
		Produce media in an accessible form as required by law under Section 508. This includes captions on all audio and video. <sup>9</sup>	

		Transcripts for all audio and video clips are available when needed.	
		Universally recognized symbols are used in place of or in combination with text where possible.	
		Arrows are used to indicate directions and are pointing in a logical direction.	
		Color coding is used where possible and colors are easy to differentiate. For example, integrate color schemes into wayfinding plan.	
		Symbols accompany text as part of the wayfinding plan. For example, animal characters are used for kid-friendly Interior.	
		2D or 3D tactile maps are available at decision points.	
		Signs are positioned at important points along a route (i.e., decision points), wherever routes intersect or diverge.	
		Signs are positioned where people reading them will not cause others to become distracted.	
		Directional signs that help people to retrace their steps and identify alternative locations within a space, without having to return to the main entrance are provided. <sup>7</sup>	
		Educational information or exhibits incorporate multi-sensory elements into each experience. If multi-sensory options are not feasible, complimentary experiences that engage in a different sense are available. <sup>9</sup>	
		Audio descriptions (delivered through a handset, speaker or headphone) provide verbal descriptions of visual elements when necessary. Buttons/switches to activate audio descriptions are consistently placed. <sup>9</sup>	

		Graphic panels and slant surfaces include text in English and removable boards with text from other languages to the right of the English text. Removable boards can be changed for specific situations. <sup>9</sup>	
		Spanish text is available for all interpretive information. For example, removable boards with Spanish text, QR codes with links to Spanish text versions, or separate stationary panels with Spanish text are available.	
		A front-end language switcher is available on the website.	
		Images are used to support and replicate information communicated through text and audio. Images provide an indication of what to do as well as specific content. <sup>9</sup>	
		A video tour is provided on the website to increase understanding of special affordances.	
		Other:	
<b>3. What sanitary methods should or will be effectively communicated throughout the experience?</b>			
		The website contains clear information that is provided using a variety of alternative communication formats regarding the number of and locations of restrooms and other sanitization areas.	
		Effective wayfinding strategies are incorporated at the destination regarding restrooms and other sanitization areas. For example, signage includes accessible font types, sizes; embossed letters; Braille; arrows that point in a logical direction; universal symbols for restrooms, etc.	
		Other:	
<b>3. What safety measures should or will be effectively communicated throughout the experience?</b>			

		The website contains clear information that is provided using a variety of alternative communication formats regarding rules of the destination, hours of operation, contact information for interconnected service providers, etc.	
		Effective wayfinding strategies are incorporated at the destination to prevent visitors from getting lost. For example, signage includes accessible font types, sizes; embossed letters; Braille; arrows that point in a logical direction; or an organizational communication system (i.e., color-coding, symbols).	
		Signage at the site contains clear information using a variety of alternative communication formats regarding rules of the destination, hours of operation, contact information for interconnected service providers, etc.	
		Other:	
<b>4.2. What opportunities for personalization should or will be effectively communicated throughout the experience?</b>			
		The website contains information about public transportation options to and from the destination, and universal design programming considerations.	
		A video tour is provided on the website to share opportunities for personalization at the destination. For example, the video shows persons who may need mobility devices where to find them on site.	
		Other:	
<b>4.1. How should or will social inclusion be achieved when interpreting information about the experience?</b>			

	Interpretive information promotes opportunities for two-way communication. For example, social stories are included on the website or on communication boards.	
	Interpretive information provides opportunities for two-way communication. For example, communication board panels are available in locations where communication may occur the most. Communication board panels may include pictures, sign language, letters, etc.	
	Graphic panels and slant surfaces include text in English and removable boards with text from other languages to the right of the English text. Removable boards can be changed for specific situations. <sup>9</sup>	
	A front-end language switcher is available on the website.	
	Spanish text is available for all interpretive information. For example, removable boards with Spanish text, QR codes with links to Spanish text versions, or separate stationary panels with Spanish text are available.	
	Educational content or exhibits includes welcoming and inclusive language to the broadest possible audience. <sup>10</sup>	
	Educational content or exhibits does not segregate certain types of learners from other types. Every effort should be made to ensure that any technology, aid, or service does not socially isolate a person with a disability or who speaks a different language from their learning group. <sup>9</sup>	
	When applicable, images used for communication purposes should include persons with disabilities, or from different cultural backgrounds and accurately reflect the culture.	

		A video tour is provided on the website to showcase different communicative aids on site that may benefit those who have communicative impairments.	
		A video tour is provided on the website to prepare those with social-communicative impairments on what to expect when on-site.	
		Other:	
<b>4.3. How should or will cultural considerations be considered in the delivery of interpretative information regarding the experience?</b>			
		The website contains information about public transportation options to and from the destination, special events or exhibits, and universal design programming considerations.	
		Nonbinary pronouns are used in all interpretive information.	
		Graphic panels and slant surfaces include text in English and removable boards with text from other languages to the right of the English text. Removable boards can be changed for specific situations. <sup>9</sup>	
		A front-end language switcher is available on the website.	
		Educational content or exhibits includes welcoming and inclusive language to the broadest possible audience. <sup>10</sup>	
		When applicable, images used for communication purposes should include persons with disabilities, or from different cultural backgrounds and accurately reflect the culture.	
		A video tour is provided on the website to showcase the different affordances that may enhance the experience from a cultural perspective.	
		Other:	
<b>PARKING &amp; ENTRY</b>			

**1.2. How should or will parking & entry promote physical inclusion?**

		Around-the-clock bus transportation with a bus-stop near destination is available.	
		Free public parking is offered. If free public parking is not an option, prepay ticket machines or parking meters are conveniently located, accessible and useable (i.e., available in different heights to accommodate wheelchair users or shorter people). <sup>6</sup>	
		Tram services from the parking lot to an activity access point is provided.	
		Concrete and asphalt surfaces are even and maintained.	
		Adequate lighting, especially if the park is open in the evenings, is provided and maintained to enhance visibility in high traffic areas.	
		Tram services from the parking lot to an activity access point is provided.	
		Snow and ice removal is provided as needed.	
		Other:	

**2.1. What features that promote awareness should or will be provided within the parking lot and entrance?**

		Adequate lighting, especially if the park is open in the evenings, is provided and maintained to increase awareness of surroundings.	
		Other:	

**2.2. What features within the parking lot and entrance should or will be easy to understand?**

		If free public parking is not an option, prepay ticket machines or parking meters are understandable when used.	
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		Adequate lighting is provided to emphasize priority areas or information within the parking lot and entrance.	
		Other:	
<b>3. How should or will the parking lot and entrance include the promotion of sanitization efforts?</b>			
		Stationary sanitization stations are provided at each entry area.	
		Other:	
<b>3. What safety programming in the parking lot and at the entrance should or will be considered?</b>			
		Around-the-clock bus transportation with a bus-stop near destination is available.	
		Safety provisions (i.e., security cameras, hotline numbers, and safety alert systems) are available.	
		Tram services from the parking lot to an activity access point is provided.	
		Snow and ice removal is provided as needed.	
		Sand and salt are used when necessary to reduce risk of injury.	
		Other:	
<b>4.2. What opportunities for personalization should or will be available within the parking lot and entrance?</b>			
		Around-the-clock bus transportation with a bus-stop near destination is available.	
		In addition to handicapped designated parking spaces, designated parking spaces for parents with children, and veterans are provided close to the entrance.	
		A minimum of one designated car charging stall is offered.	
		Other:	
<b>4.1. How should or will the parking lot and entrance promote social inclusion?</b>			

		Around-the-clock bus transportation with a bus-stop near destination is available.	
		Other:	
<b>4.3. What cultural considerations should or will be included throughout the parking and entrance spaces?</b>			
		Around-the-clock bus transportation with a bus-stop near destination is available.	
		Financial assistance program that reduces or covers the cost of transportation to and from the destination is available.	
		A minimum of one designated car charging stall is offered.	
		Other:	
<b>5. What efforts towards sustainability should or will be made within the parking lot and entrance?</b>			
		A maintenance plan includes the inspection of lots on yearly basis to determine if markings of spaces, fire lanes, and other markings are visible.	
		A maintenance plan includes checking parking lot lights at least twice per year.	
		A maintenance plan includes roadway markings and wall- or post-mounted signs for designated parking spaces. <sup>6</sup>	
		A minimum of one designated car charging stall is offered.	
		Other:	
<b>PROGRAM ACTIVITIES</b>			
<b>1.2. How should or will the program activities promote physical inclusion?</b>			
		Waivers for visitors renting equipment are required.	
		An access consultant (i.e., OT or otherwise regulated professional) was consulted to identify strategies that promote physical inclusion during activities.	

		Rentals that assist with accessibility needs are available. For example, transport wheelchairs, special mobility equipment such as floating beach wheelchairs, adaptive kayaks, etc.	
		Wench system is used to help pull boats out of the water and back into the rack to exit/transfer out. <sup>5</sup>	
		Even walking surfaces are maintained and clear of debris.	
		Ground level flushes with walking surface.	
		Furnishings for program activities are accessible. For example, different styles of seating and tables; grills that can be lowered/raised with one hand; raised fire building surfaces to prevent leaning too far over when standing or in a seated position.	
		Some tables are fixed to the surface to ensure they remain accessible.	
		Program activities account for service animals.	
		Over-water fishing, shore fishing, in water fishing, etc., is offered. <sup>5</sup>	
		Splash pad is considered for those who are unable to submerge in water.	
		Wheelchair accessible fitness equipment or a transfer system is provided.	
		Fitness equipment includes graded exercises with interpretive information provided for each piece of equipment.	
		Other:	

2.1. How should or will enhanced awareness be considered in the execution of program activities?

		An access consultant (i.e., OT or otherwise regulated professional) was consulted to identify strategies that enhance awareness during participation in program activities.	
		Other:	
<b>2.2. How should or will enhanced understanding be considered in the execution of program activities?</b>			
		Waivers for visitors renting equipment are required.	
		An OT was consulted to identify a strategies to enhance understanding during participation in program activities.	
		Other:	
<b>3. How should or will sanitization be considered in all program operations?</b>			
		Recycling receptacles are placed throughout the destination and routinely disposed of properly.	
		Trash receptacles are placed throughout the destination and routinely disposed of properly.	
		Trash liners placed by dog parks, dog water stations, pavilions, and player areas are removed and replaced daily regardless of how much or how little the containers are filled. <sup>1</sup>	
		A maintenance plan includes the sanitization of all returned equipment immediately after use.	
		An outdoor shower station is considered when there is access to a beach.	
		Sanitization stations are provided with automatic dispensers.	
		Other:	
<b>3. How should or will safety be considered in all program operations?</b>			
		Waivers for visitors renting equipment are required.	

		Vandalized areas that create a public safety hazard are immediately secured upon identification. This may include securing the areas for safety reasons, removing the object or placing a barrier around the area to prevent possible public access. <sup>1</sup>	
		A maintenance plan includes prioritizing repairs for program activities based on urgency.	
		A maintenance plan includes a schedule for checking proper movement and possible wear of all dynamic elements and lubricate as needed. For example, an inspection of all nuts, bolts, pins, clamps, s-hooks, and parts is completed routinely to ensure that they are securely attached in the proper locations. <sup>1</sup>	
		Missing or broken equipment or furnishings are immediately restored to a safe condition. If permanent repairs are not immediately possible, immediate measures to restrict access to the equipment site and to adequately warn visitors of the hazardous situation are taken. This may include securing the area for safety reasons, removing the object or placing a barrier around the area to prevent possible public access. <sup>1</sup>	
		A maintenance plan includes pruning trees and shrubs two times per year. For example, in the early Spring & Summer (depending on the species).	
		A maintenance plan includes pruning low-hanging limbs to eliminate potential hazards (8 ft. clearance minimum) on a yearly basis. <sup>1</sup>	
		A maintenance plan includes the immediate removal of fallen limbs and debris.	
		Snow and ice removal is provided as needed.	

		Sand and salt are used when necessary to reduce risk of injury.	
		Maintenance plan includes the closure of pathways when deemed dangerous for pedestrian use.	
		A maintenance plan includes inspecting all sidewalks and paths for cleanliness and safety and reporting any areas of concern. <sup>1</sup>	
		All equipment and furnishings are in good condition; no splinters or broken hardware.	
		Gated area is provided for pets, service animals.	
		Natural shade or rentable shade options are available.	
		Sand sifters are used to clean and haul away debris on a beach.	
		Major debris presenting risk is removed from any public water source.	
		Other:	
<b>4.2. How should or will the program activities contain opportunities for personalization?</b>			
		An OT was consulted to identify a broad scope of activities based on human factors.	
		Activities and services are provided at a free or reduced rate.	
		The freemium model, which allows visitors to either pay a rental fee, receive a full refund for returned rentals, complete a post-survey, refer a friend or group, or post to a social network, is offered.	
		Community activities, such as exchanges with food, physical activity classes, community supported learning, exhibits, etc., are facilitated.	
		Incorporated outdoor and indoor activities. For example, maintain an outdoor reading room.	

		A variety of table styles, some with clear sitting space on the side, some with extended tabletops on the end, some circular in shape, and some with natural shade or coverage are available during program activities. <sup>5</sup>	
		Over-water fishing, shore fishing, in water fishing, etc., is offered. <sup>5</sup>	
		Special programming is offered through reservations or a set schedule.	
		Other:	
<b>4.1. How should or will the program activities promote social inclusion?</b>			
		Activities and services are provided at a free or reduced rate.	
		Community activities, such as exchanges with food, physical activity classes, community supported learning, exhibits, etc., are facilitated.	
		An access consultant (i.e., OT or otherwise regulated professional) was consulted to identify strategies that promote social integration during activities.	
		A variety of table styles, some with clear sitting space on the side, some with extended tabletops on the end, some circular in shape, and some with natural shade or coverage are available during social gatherings. <sup>5</sup>	
		Splash pad is considered at beach level to avoid segregation for those who may not be able to or want to fully submerge in water.	
		Other:	
<b>4.3. What cultural considerations should or will be made throughout program activities?</b>			
		Activities and services are provided at a free or reduced rate.	

		Community activities, such as exchanges with food, physical activity classes, community supported learning, exhibits, etc., are facilitated.	
		Consultation with an access consultant on the development and execution of culturally appropriate program activities and services.	
		Other:	
<b>5. What efforts should or will be made towards sustainability in program operations?</b>			
		Recycling receptacles are placed throughout the destination and routinely disposed of properly.	
		The freemium model, which allows visitors to either pay a rental fee, receive a full refund for returned rentals, complete a post-survey, refer a friend or group, or post to a social network, is offered.	
		A maintenance plan includes prioritizing repairs for program activities based on urgency.	
		A maintenance plan includes a schedule for checking proper movement and possible wear of all dynamic elements and lubricate as needed. For example, an inspection of all nuts, bolts, pins, clamps, s-hooks, and parts is completed routinely to ensure that they are securely attached in the proper locations. <sup>1</sup>	
		Missing or broken equipment or furnishings are immediately restored to a safe condition. If permanent repairs are not immediately possible, immediate measures to restrict access to the equipment site and to adequately warn visitors of the hazardous situation are taken. This may include securing the area for safety reasons, removing the object or placing a barrier around the area to prevent possible public access. <sup>1</sup>	

		A maintenance plan includes pruning trees and shrubs two times per year. For example, in the early Spring & Summer (depending on the species).	
		A maintenance plan includes pruning low-hanging limbs to eliminate potential hazards (8 ft. clearance minimum) on a yearly basis. <sup>1</sup>	
		A maintenance plan includes the immediate removal of fallen limbs and debris.	
		Snow and ice removal is provided as needed.	
		A maintenance plan includes mowing all common turf areas once every four weeks at the proper levels for each type of turf. <sup>1</sup>	
		A maintenance plan includes trimming and edging, and providing weed control outside normal turf areas to prevent encroachment. <sup>1</sup>	
		Install mulch and recycled compost from on-site plant material where possible. <sup>1</sup>	
		Pest control is managed using eco-friendly, highly effective products.	
		Waterfowl control techniques are used to manage excrement, such as signage banning, feeding waterfowl, eco-friendly repellents, etc.	
		A maintenance plan includes inspecting all sidewalks and paths for cleanliness and reporting any areas of concern. <sup>1</sup>	
		Erosion is avoided due to routine installation of trail materials and inspection.	
		A maintenance plan includes the inspection of all returned equipment immediately after use and proper storage of equipment until the next use.	

		Sand sifters are used to clean and haul away debris on a beach.	
		Fishing activities are managed to maintain federal and state laws and regulations.	
		Staff receive trainings on DEI and Basic Life Support CPR, require staff to be mandatory reporters, and to be compliant and up-to-date on immunizations.	
		Other:	

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