



# Universal Design in Parks

## 2016 Report on Universal Design Charrettes in Blue Springs, Missouri, and Roeland Park, Kansas

### INTRODUCTION

Like the rest of the country, the Kansas City region has a rapidly growing population that is 65 years and older. However, the boomer generation does not represent a “flash in the aging pan.” Our region’s increased aging population is attaining a more permanent status. The millennial generation, Americans born between 1982 and 2000, is estimated at 83.1 million, outnumbering the 75.4 million U.S. baby boomers. Communities that proactively establish age-friendly community policies and practices will better position themselves to attract and retain residents for future generations.

Recognizing these trends, the Mid-America Regional Council (MARC) established the KC Communities

for All Ages (KCCFAA) initiative in 2012, providing an organizational home with a regional perspective to build on work started by the Midwest Bioethics Center in 2007. MARC’s commitment to this work reflects a growing understanding that successful aging and the maintenance of independent living is as much the result of well-planned local government transportation, housing and built environment practices as it is a function of health and social services.

KCCFAA partnered with the First Suburbs Coalition to develop and implement a series of awareness building and educational activities to support local municipalities as they develop customized approaches to demographic shifts. Practical tools and resources were developed to guide cities in thinking about public outdoor space and buildings; housing and commercial development; transportation and mobility; social inclusion, communication, and participation; civic participation and employment; and community and health services.

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On Jan. 1, 2011, the first baby boomers turned 65. According to Pew Research Center, starting that day, and every day until 2030, 10,000 boomers will turn 65.

# UNIVERSAL DESIGN

## Getting started

The development of the Communities for All Ages Checklist ([marc.org/KCC\\_Checklist.pdf](http://marc.org/KCC_Checklist.pdf)) involved close interaction with residents, elected officials and staff of four municipalities. During these interactions, project staff observed that many residents and some staff believed that meeting the requirements of the Americans with Disabilities Act (ADA) was sufficient to ensure that residents with different abilities are able to participate fully in community life. At the time, Universal Design (UD), the practice of designing building, products and environments that can be used by people of all ages and abilities, was associated primarily with housing. UD was not a high priority, had an association with institutional settings and expensive, unattractive housing features, and was not typically associated with public spaces or parks.

While compliance with ADA requirements enabled residents to obtain entrance to buildings and events, those residents could not fully participate or engage in activities unless the space was also compliant with UD principles. In essence, residents could be present, but sidelined from fully experiencing the intended benefits of a public space or event.

Concurrent to the rapid increase in the number of Americans aged 65 and older, the number of Americans with disabilities has also risen. The Americans with Disabilities Act defines disability as “a physical or mental impairment that substantially limits one or more major life activities.” Using this definition, The Centers for Disease Control and Prevention estimate that there are 56 million people in the United States



**The need for parks and public spaces that can accommodate a full range of mobility and sensory capabilities spans all ages and touches all communities.**

living with a disability, including one in five adults, at any given time. Moreover, disability is increasingly understood as more than a static “condition.” Individuals can move in and out of disability over a lifetime as a result of illness, injury and developmental challenges, as well as from the aging process.

## Importance of parks and public spaces

The need for parks and public spaces that can accommodate a full range of mobility and sensory capabilities spans all ages and touches all communities. Public spaces, including parks, are integral to satisfying community life. They provide common areas where residents can mingle, engage collectively in physical and cultural activities, and build social relationships through common experiences. This cycle of activity and social interactivity in a public space contributes to the overall perceived quality of life in a city. Quality of life is also an important enticement for business location and investment, providing an additional incentive for local governments to provide quality public spaces and parks.

## Built environments that support all ages and abilities

Housing, transportation and neighborhood characteristics that promote independence, safety and the ability to remain in a familiar environment with established social networks are important to all residents, but can be especially important for older adults seeking to retain their independence. Universally designed built environments are also important to individuals and families with temporary or permanent disabilities.

## What is Universal Design?

Universal design refers to ideas meant to produce buildings, products and environments that are inherently accessible to older people, people without disabilities and people with disabilities.

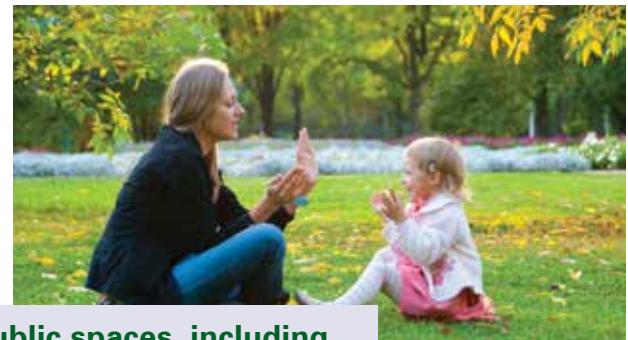
As life expectancy rises and modern medicine increases the survival rate of those with significant injuries, illnesses and birth defects, there is a growing interest in universal design.

### Seven principles of Universal Design

- 1. Equitable use** — Useful and marketable to people with diverse abilities.
- 2. Flexibility in use** — Accommodates a wide range of individual preferences and abilities.
- 3. Simple and intuitive** — Easy to understand, regardless of the user's experience, knowledge, language skills or current concentration level.
- 4. Perceptible information** — Communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
- 5. Tolerance for error** — Minimizes hazards and the adverse consequences of accidental or unintended actions.
- 6. Low physical effort** — Can be used efficiently and comfortably and with minimum fatigue.
- 7. Size and space for approach and use** — Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture or mobility.

## Finding partners

KCCFAA actively looked for opportunities to bring together cities and partners to pilot activities aimed at making the built environment more all-ages friendly through the use of UD. KCCFAA approached AARP Missouri about its interest in partnering to foster pilot activities. AARP Missouri was already active in the St. Louis, Missouri, region to promote improvements in the built environment that provide safety and mobility for older adults. AARP Missouri was interested in this collaboration, and was particularly excited to support an activity that demonstrates how to put policy into action through direct engagement of community residents.



**Public spaces, including parks, are integral to a satisfying community life.**

## Finding pilot projects

Early in 2016, KCCFAA identified two cities that were preparing to plan for the improvement of public park space. The city of Blue Springs, Missouri, was in the initial phases of working with a private developer whose project would alter access to a public park. The city of Roeland Park, Kansas, had a park on a former school site that residents wanted to see improved. Both cities were open to learning how UD could be incorporated in these projects to enhance access to the parks so residents with mobility challenges could fully engage in activities.

# CHARRETTES

## Process and advantages

While the term “charrette” is often used among architects and planners, it is not well known to the general public.

**Charrettes are intensive problem-solving workshops that bring together all interested parties and decision-makers to solve a design problem by developing a design solution in real-time that is acceptable to all.**

Charrettes compress into one to three days the work and decision processes that may normally takes months or even years.

While they require an intense amount of preparation to ensure that the problem is well-defined and that informational resources are available, the inclusiveness and speed of decision making or action planning are significant benefits for projects that might otherwise be prolonged or contentious. Charrettes allow stakeholders to quickly generate visual ideas that build interest and enthusiasm necessary for plans to be implemented.

Charrettes involve a mix of large and small group discussions and activities, briefings or informational presentations about the problem, maps of the area where the problem or challenge is located, and a room large enough to allow small groups to work independently.

## Best Practices

- Target and actively recruit participants and professionals (designers, architects, etc.) to volunteer their time and expertise during the charrette.
- Provide snacks, lunch or a light meal.
- Assemble a broad-based organizing committee with residents, elected officials and staff.
- Provide transportation for participants.
- During the charrette, actively encourage participation and assign participants to groups so that multiple perspectives/demographic groups are at each table.
- When recruiting a facilitator, look for a professional who can encourage engagement and maintain a focused discussion, while also developing visual ideas.

## Steps to Success

- Find a champion or organizational “home” to organize the charrette.
- Contract a primary or head facilitator, experienced in both universal design and charrette planning and implementation.
- When possible, hold a pre-charrette planning session with the facilitator and professionals recruited to facilitate small groups, to review facilitator roles and responsibilities.
- Raise awareness through multiple forms of communication.
- Establish goals for the charrette.
- Measure progress.
- Celebrate accomplishments.
- Set new goals and targets as necessary.
- Advance toward new goals and targets.



Charrette groups in Blue Springs.

## Defining Problems and Outcomes

Establish the desired outcomes of the charrette and the problems the charrette group will work on in advance of the charrette. Two critical components in formulating the charrette problems are:

- The **outcome** (guidelines, ideas, designs, implementation strategies) must be developed and approved by the agency or committee that organized or requested the charrette.
- Clear and concise **problem statements** must be developed and approved by the organizing agency or committee, to give the participants clear direction for the brainstorming and a solid framework for evaluating their ideas.

## Successful charrettes require:

- **Active recruitment** of affected stakeholders and users to provide a broad perspective of opinion and experience.
- **Commitment** from decision makers to participate.
- **A lead facilitator** that can condense the multiple perspectives about a situation into a succinct problem statement to guide charrette discussions.
- **Clear communication** about whether the participants are providing recommendations and guidance, or if decisions will be made.
- **Neutral facilitator/designers** who are comfortable in the dual role of guiding small group discussions, then taking ideas and turning them into drawings.
- **An agreed-upon statement of the problem** to be solved through the charrette, and enough information about the problem to develop a solution.
- The **information** necessary for the group to understand options for solutions and to make informed choices or recommendations.
- **Hospitality** to create a welcoming environment that sets the stage for collaborative thinking.



Anne-Marie Kinerk, leading the Blue Springs charrette.

## Locating a charrette facilitator

In 2015, KCCFAA sponsored “Design for Life: Community Policy and Planning,” a workshop for local government, advocates and other organizations. Anne-Marie Kinerk of Kinerk and Associates presented at the workshop. Kinerk’s architectural practice centered on affordable housing and UD, since many households in need of affordable housing often have a member with health or mobility issues. Kinerk has conducted multiple charrettes for cities to consider how to apply UD principles to housing, public and community spaces, and neighborhoods. She agreed to provide the architectural expertise and facilitation needed to conduct charrettes with both cities.

Once Kinerk was selected as the charrette facilitator, meeting spaces were secured and dates were set. Blue Springs and Roeland Park invited residents and stakeholders in their cities to participate in the charrettes and join in important conversations about incorporating UD to make these parks and public spaces accessible to all.

## BLUE SPRINGS CHARRETTE

### Snapshot of Blue Springs

Incorporated in 1880, Blue Springs, Missouri, is approximately 20 miles east of downtown Kansas City in Jackson County. It has a population of more than 52,000, and tied in 2010 as the 10th largest city in the state. Blue Springs is considered to be an outer-tier suburb. The city of Blue Springs has a mayor/council/administrator form of government as set forth in the Home Rule City Charter. The city council is the governing body of the city, elected by the public. Given its age, the city has a wide range of housing styles, transportation and park facilities.

### A changing community

In 2006, city staff noticed that builders started proposing more low- to no-maintenances homes with smaller floor plans. This trend was in contrast to the more typical suburban template of large house with large yard, and accelerated following the 2009 recession. Older residents were downsizing, and families with young children were having difficulty shouldering the financial cost of larger properties and wanted to spend time with family rather than doing upkeep and maintenance. Adult children were asking the city about options like accessory units where aging parents could live while other family members took on the responsibility of the large house. The accessory dwellings could also be a source of affordable rental units. The number of single parents, single heads of households, and households with non-related adults was increasing. These changes signaled a need for Blue Springs to rethink housing approaches and to provide more alternatives.

### First steps

Blue Springs updated its comprehensive plan in 2013 and 2014. Elected officials and staff understood that the community was changing in many ways, including an increase in older adults, so the plan included policies that would allow the city flexibility to provide a wider variety



of uses within neighborhoods. This included creating more flexibility in locating services like retail, knowing that housing will follow. They understood that integrating housing and other services would make it easier for residents to choose modes of transportation other than private cars for their daily activities. The plan also addressed diversification of housing stock while still tying in stylistically to existing neighborhoods.

### Becoming a Community for All Ages

Jim Holley, assistant director of community development in the planning division of Blue



Springs, and other elected officials and city staff began attending KC Communities for All Ages and Truman-Heartland Community Foundation events geared toward raising awareness and providing information about meeting the needs of the growing population of older adults.

The Blue Springs City Council determined that becoming a Community for All Ages would benefit residents by strengthening the quality of life for residents of all ages and abilities. The council adopted a resolution to proceed with attaining the Bronze Level of Recognition, aimed at building community awareness. The city plans to seek the Silver and Gold Levels of Recognition, based on assessment of the city's opportunities to become more age inclusive and applying age-friendly criteria to a major city plan.

## Opportunity for collaboration

Located along Interstate 70, the Gregory O. Grounds Park encompasses Remembrance Lake. In 2015, a private developer announced plans to develop a residential and retail project on the north side of the lake. Although there would continue to be access to the park through publicly owned roads and land, the easiest access to the north side of the lake and a recreation area, referred to as “the point,” would be through the private development.

Blue Springs had an interest in ensuring that all residents could easily access all parts of the park and lake. The developer, Complete LLC, knew that the park and lake would provide an excellent amenity for prospective residents and businesses. The city believed the proposed uses would be excellent additions to the city. As a result of these shared goals, the city and developer had a joint discussion about how to maximize access and use of the park and lake through the application of UD principles.

## Pre-charrette organizing meeting

In the weeks preceding the charrette, organizational meetings were held with representatives from the city, the developer, KCCFAA, AARP Missouri and the charrette facilitator to provide information on charrette processes, develop a strategy to recruit participants and professional designers to volunteer their expertise at the charrette, to review UD principles and to conceptualize problems for the charrette.

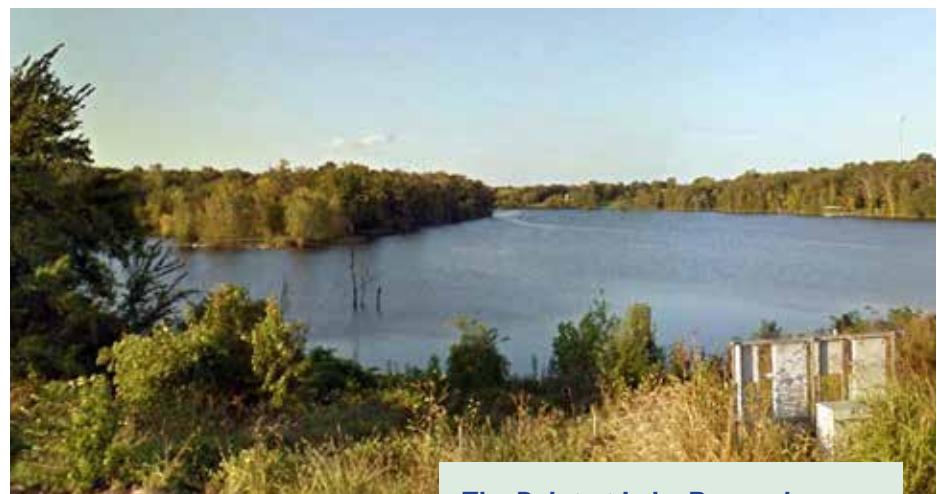
## Charrette goals

Blue Springs wanted the charrette to produce a set of UD guidelines that could be used for the Point at Lake Remembrance and other future projects. The adoption of guidelines, as opposed to adopting ordinances, would provide maximum flexibility for future use. An additional goal focused on a proposed neighborhood development with a private developer on the north side of the lake. The developer and city representative agreed the charrette would also develop a set of UD guidelines for an amphitheater area included in the neighborhood development proposal. The audience for the guidelines and the charrette report would be

the public works, and parks and recreation departments, planning commissioners and other elected officials.

## Community awareness

Holley noted that building community awareness about Communities for All Ages is an on-going process that requires many methods of communication to reach different segments of city residents. For example, some residents look at the website, others like to go to the library and city hall to see displays. Blue Springs is constantly working to find cost-effective ways



The Point at Lake Remembrance

to reach as many residents as possible. Because word-of-mouth continues to be highly effective, the charrette process was particularly effective, because of the opportunity to directly engage residents in a discussion who could then talk with friends and neighbors about what they learned.

Although the city sends out a citizen survey approximately every two years, staff continued to search for a simple, cost-effective method to benchmark changes in resident awareness about issues like Communities for All Ages.

## Blue Springs UD park charrette

The Blue Springs Park Charrette was held on Tuesday, Aug. 2, 2016, at the Blue Springs Public Safety Building. The agenda and list of participants are included in Appendix 1, p. 42.

At the start of the charrette, Holley briefly summarized the unique convergence of opportunities presented by the proposed neighborhood development by a private company and the associated proposed improvements to the city park and the Point at Lake Remembrance, to make the southwest portion of the park more accessible to all Blue Springs residents. He emphasized that the purpose of the charrette was to provide ideas and elements that could be used by the city of Blue Springs in the programming and design of new public spaces and the renovation of existing public spaces.



**The Point at Lake Remembrance**

## Overview of UD concepts

Kinerk provided an overview of how universal design principles were developed in the early 1990s by Ron Mace, defined the seven principles of universal design (p. 3), and encouraged participants to apply them to the defined problems. She noted that some agencies and funders now require that UD principles be incorporated into their designs, and have developed specifications for implementing the principles. However, she reiterated that the goal of this charrette was to develop guidelines rather than rules.

## Overview of the park and adjacent land under development

Holley presented a series of slides with maps and photographs from the existing park, including the lake and trails, to illustrate the location of the park, the proposed private residential development, and the surrounding features that would affect the public's ability to access the park. (See sidebars at right for definitions of the charrette problems.)

Kinerk stated that the developer would provide parking for the public access points to the park. The opportunity would be in melding the public space (the park) with the planned private development (single and multi-family dwellings, and senior living) and commercial development.

One challenge of the project will be how to route people from the public right-of-way (Adams Dairy Parkway) through the private neighborhood and then into the park. The city and developer were aware that pedestrian access from Adams Dairy Parkway into the park site needs improvement. The city also recognized the need to provide parking near this portion of the existing park to improve accessibility.

The park's terrain and gradient inclines must be factored into the development of the park and the interface between the public park and the private neighborhood.

## PRESENTING PROBLEMS

Charrettes pose a design problem to participants and then, with the help of a design facilitator, participants build a common visual solution.

Two pre-identified “problems” were selected for the Blue Springs charrette, and a group was assigned to work on each.

### 1. The Point problem

A piece of land referred to as “The Point” juts into Lake Remembrance, dividing the north/south arm from the east/west arm of the lake, referred to as “the Point.” There are trees along the waterline and other vegetation described as “scrubby.”

A summary was provided that described the main uses for the point, suggested additional potential uses, identified necessary features and suggested additional UD features that would promote accessibility and use by all residents.

- Main uses: water park/feature, reflective space.
- Additional potential uses: garden, vistas across the lake.
- Necessary features: access to the parking lot, access to Lake Remembrance pathway, way-finding support for people with no or limited vision.
- Additional features: bike/pedestrian access/separation, access for strollers, wheelchairs and walking support devices.



In addition, there was discussion about the possibility of a water park or water feature, an area for reflection or contemplation (the Point at Lake Remembrance was named in honor of 9/11 events), and the need to get from the private to the public spaces.

### 2: The amphitheater problem

One idea under consideration for the park is the addition of an amphitheater for events. A summary was provided describing additional potential uses, identifying necessary features, and suggesting additional UD features that would promote accessibility and use by all residents, as follows.

Participants were encouraged to think about features that would improve accessibility while working with the steep grade, making it possible to reach the boat dock, and whether it was possible to develop multi-purpose approaches to restroom locations.

- Main use: amphitheater.
- Additional potential uses: neighborhood market, garden, pathway to the planned Lake Remembrance boat and fishing dock.
- Necessary features: access to the parking lot, access to restroom facilities.
- Additional features: access to a walking path around the lake; way-finding support; access to and through the space for bikes, strollers, motorized wheelchairs and other wheeled vehicles.

**Lake Remembrance area of consideration**  
See larger view in Appendix, p. 43.

## Charrette Process

Participants were invited to choose which problem they wanted to discuss. Kinerk divided the architects, planners and engineers so they were evenly distributed between the two groups. Each working group had an aerial map of the land and lake under discussion, tracing paper to outline ideas, and an assortment of markers and pens for writing and drawing.

Groups worked independently to address the defined problem for each scenario — the amphitheater or the Point at Lake Remembrance.

## The Point at Lake Remembrance work group report

A group representative reported back following ideas and options:

- Include more passive features — things that anyone can enjoy without being physically active, such as water features, focal points or contemplative spaces — to provide activities for more park visitors, regardless of ability.
- Create a trail with multiple purposes. For example, include short “challenge” trails that extend off the main trail to allow for different levels of mobility and energy. Picnic tables and climbing rocks could also be additional components.
- Create a memorial feature using flags, other markers or artifacts.

- Provide a tram or some other transit option besides cars, walking or use of an assistive device.
- Build a dock, possibly for boats. Make it level with the trail so that users do not have to step up or down. Do not allow motor boats (unless possibly those with low horsepower motors). Allow only paddle boats, kayaks and canoes.
- Place a water feature in the lake that could aerate the water. There was discussion about summer algae and other seasonal conditions that might be lessened by aeration. A lighthouse was also discussed as a water feature and one that would be consistent with the theme of Lake Remembrance by inviting contemplation.
- Place restrooms at trail level without a curb or step to facilitate access by all users. In addition, there was discussion about placing the restroom on the grade so that an observation deck could be built on top. The observation deck could provide a location where park users who are unable to make complete use of the trails can still enjoy visual access to the views of the lake and other natural features.
- Change the grade of the trail to maximize access through the use of contouring.
- Include a water feature near the entrance, such as a zero entry splash feature to create a focal point between the parking lot and upper level development.
- Locate parking so individuals who are limited to their car or use assistive devices can appreciate the views and have easier access to the proposed observation deck.
- Use passive education activities, like interpretive signs, that describe the natural features, wildlife, birds and plants.
- Include way-finding signs.



- Include benches and place them to be level with the grade of the trail (people should not have to step up or down to reach the benches).
- Install bollard lighting — lighting the path, rather than the area — to enable access to some parts of the park.
- Use under-lighting under handrails to assist with seeing the paths and trails.

After the report, Kinerk provided feedback to the work group about how their ideas aligned with guidelines established for each of the seven principles of UD. The following matrix illustrates the feedback (Figure 1, p. 12–13).

Noting that the Missouri Department of Conservation is responsible for the lake, participants discussed whether there might be an opportunity to partner with that agency to build the dock or other water features.

Austin Chamberlin from Complete LLC, the developer for the adjacent neighborhood, also provided feedback. Noting the number of ideas presented, he said the next steps would be to think about methods of implementation, scale (size and cost), and avoidance of an “overbuilt” feeling. Mr. Chamberlin also talked about the importance of choosing options that create excitement and demand for the private residential and business properties without a lot of additional cost to the overall development.

## Universal Design objectives

The seven principles of UD can help a user physically manage the built environment in a physical sense. However, the design of the built environment, at its best, can also foster social interaction, which is also the goal of UD, giving people a chance to be together and interact without barriers.

An additional set of principles that could be used in park design are:

- Be fair.
- Be inclusive.
- Be smart.
- Be independent.
- Be safe.
- Be active.
- Be comfortable.



### The Point at Lake Remembrance ideas

See larger view in Appendix, p. 44.

## Feedback on the Point at Lake Remembrance options — Figure 1

Options and ideas for the Point at Lake Remembrance	Universal Design Guidelines*	Universal Design Principles
<ul style="list-style-type: none"> <li>Multiple uses proposed for features, such as the restroom having an observation deck, trails with challenge “spurs,” and making a possible dock level with the trail.</li> </ul>	<ol style="list-style-type: none"> <li>Provide the same means of use for all users, identical whenever possible, and equivalent when not.</li> <li>Avoid segregating or stigmatizing any users.</li> <li>Provisions for privacy, security and safety should be equally available to all users.</li> <li>Make the design appealing to all users.</li> </ol>	<p><b>1. Equitable use:</b> The design is useful and marketable to people with diverse abilities.</p>
<ul style="list-style-type: none"> <li>Providing different levels of effort for the trails to provide choice in method of use.</li> <li>Underlit handrails and bollard lighting promotes a user’s ability to precisely know his/her location.</li> <li>Replacing scrubby plants and trees to provide more visibility (safety and aesthetics).</li> </ul>	<ol style="list-style-type: none"> <li>Provide choice in method of use.</li> <li>Accommodate right- or left-handed access and use.</li> <li>Facilitate the user’s accuracy and precision.</li> <li>Provide adaptability to the user’s pace.</li> </ol>	<p><b>2. Flexibility in use:</b> The design accommodates a wide range of individual preferences and abilities.</p>
<ul style="list-style-type: none"> <li>Way-finding options.</li> <li>Underlit hand rails to tell park users where to stand, and reduce glare, especially important for people with visual impairments.</li> </ul>	<ol style="list-style-type: none"> <li>Eliminate unnecessary complexity.</li> <li>Be consistent with user expectations and intuition.</li> <li>Accommodate a wide range of literacy and language skills.</li> <li>Arrange information consistent with its importance.</li> <li>Provide effective prompting and feedback during and after task completion.</li> </ol>	<p><b>3. Simple and intuitive:</b> Use of the design is easy to understand, regardless of the user’s experience, knowledge, language skills, or current concentration level.</p>
<ul style="list-style-type: none"> <li>Signage to provide print, pictures and tactile information to park users.</li> <li>Flags to provide a clue to the use or purpose for the site.</li> </ul>	<ol style="list-style-type: none"> <li>Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information</li> <li>Provide adequate contrast between essential information and its surroundings.</li> <li>Maximize “legibility” of essential information</li> <li>Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).</li> </ol>	<p><b>4. Perceivable information:</b> The design communicates necessary information effectively to the user, regardless of the ambient conditions or the user’s sensory abilities.</p>

## Feedback on the Point at Lake Remembrance options — Figure 1, cont.

Options and ideas for the Point at Lake Remembrance	Universal Design Guidelines	Universal Design Principles
<ul style="list-style-type: none"> <li>Different ideas for trails, placement of parking in relation to trails and proposed observation deck allow many options for getting from one point to another.</li> <li>Trail helps create “edge” for lake that keeps park users safer.</li> </ul>	<ol style="list-style-type: none"> <li>Arrange elements to minimize hazards and errors; most used elements, most accessible; hazardous elements eliminated, isolated or shielded.</li> <li>Provide warnings of hazards and errors.</li> <li>Provide fail-safe features.</li> <li>Discourage unconscious action in tasks that requires vigilance.</li> </ol>	<p><b>5. Tolerance for error:</b> The design minimizes hazards and the adverse consequences of accidental or unintended actions.</p>
<ul style="list-style-type: none"> <li>Multiple locations for benches.</li> <li>Making connection between dock and trail level for all users.</li> </ul>	<ol style="list-style-type: none"> <li>Allow users to maintain a neutral body position.</li> <li>Use reasonable operating forces.</li> <li>Minimize repetitive actions.</li> <li>Minimize sustained physical effort.</li> </ol>	<p><b>6. Low physical effort:</b> The design can be used efficiently and comfortably and with a minimum of fatigue.</p>
<ul style="list-style-type: none"> <li>Large restrooms with wide doors and paths, with grades appropriate for levels of mobility.</li> <li>Combining uses, for example, a spray water feature could be adjustable so that users can either choose to get wet or it can provide a visual experience enjoyable by all.</li> </ul>	<ol style="list-style-type: none"> <li>Provide a clear line of sight to important elements for any seated or standing user.</li> <li>Make all components within comfortable reach for any seated or standing user.</li> <li>Accommodate variations in hand and grips size</li> <li>Provide adequate space for the use of assistive devices or personal assistance.</li> </ol>	<p><b>7. Size and space for approach and use:</b> appropriate size and space is provided for approach, reach, manipulation and use, regardless of user's body size, posture or mobility.</p>

\* The Universal Design Guidelines were developed in 1997 by the Center for Universal Design at North Carolina State University. More information at [www.ncsu.edu/ncsu/design/cud/about\\_ud/udprinciplestext.htm](http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm)

## Amphitheater work group report

The Amphitheater work group began their report by describing how they toyed with “flipping” the orientation of the amphitheater to begin their thinking process. The group’s reporter shared the following points:

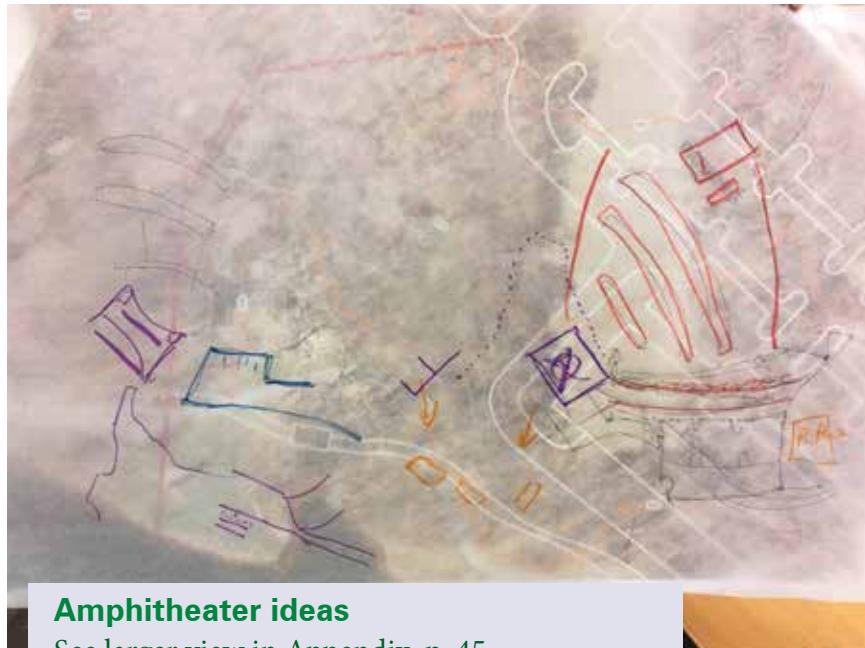
- Include a marina — but the group wondered how it could be “squeezed in.”
- Make the space “highly active,” but maintain green space and provide more passive uses that are not physically demanding. For example, the addition of benches would encourage users to sit and enjoy the view of the water.
- Orient the amphitheater to maintain the view of the water. Possible methods for doing so include changing the grade to maintain the view, as well as to maximize uses, e.g. weddings, small and larger events.
- Incorporate switchback features to provide more moderate inclines that would be easier to walk up or down when going from one point to another.
- Provide vehicle access that is fairly close to the amphitheater so it is more accessible to those with mobility limitations. Consider laying out the parking space with grass pavers to provide parking with a more natural feel.
- Position the trail to run alongside the parking area to facilitate access to the amphitheater as well as other park features.
- Use berm landscaping to screen the parking from the amphitheater and the trail. The berm could also be useful for managing crowd access if the amphitheater hosted a ticketed event.
- Have multiple restrooms.
- Make benches available throughout the amphitheater area.

- Incorporate interpretive signs that describe the UD features in the park so that park users can become informed about the presence and purpose of the features.
- Make the amphitheater flexible to work with both smaller, intimate groups as well as groups possibly as large as 800.
- Work with the topography, as well as the planned adjacent commercial and parking space to make the amphitheater easy to navigate and to accommodate different levels of mobility.

Once again, Kinerk provided feedback to the working group about how their ideas demonstrated UD guidelines. She emphasized how the UD guideline for flexible use was still applicable in the development phase, since that phase is often still marked by uncertainty about the final use. She also noted the importance of having access to both the intimate spaces in the final design as well as the larger spaces that allow for bigger events.

The matrix in Figure 2 (p. 15–17) shows the links she identified between the ideas presented by the work group and the UD guidelines.





## Feedback on the Amphitheater options — Figure 2

Options and ideas for Amphitheater	Universal Design Guidelines	Universal Design Principles
<ul style="list-style-type: none"> <li>Adjacency of parking and road access enables people with wide ranges of mobility to use the amphitheater and attend events there.</li> <li>Long switchback-style ramp through the amphitheater provides more options for seating and points of rest.</li> </ul>	<ol style="list-style-type: none"> <li>Provide the same means of use for all users — identical whenever possible, equivalent when not.</li> <li>Avoid segregating or stigmatizing any users.</li> <li>Provisions for privacy, security and safety should be equally available to all users.</li> <li>Make the design appealing to all users.</li> </ol>	<p><b>1. Equitable use:</b> The design is useful and marketable to people with diverse abilities.</p>
<ul style="list-style-type: none"> <li>Discussion about the possibilities of weddings, large events, ticketed and unticketed events confirms the need for flexibility pending more direction on actual design.</li> <li>Final capacity will affect whether the design can maintain sense of intimacy in the space.</li> </ul>	<ol style="list-style-type: none"> <li>Provide choice in method of use.</li> <li>Accommodate right- or left-handed access and use.</li> <li>Facilitate the user's accuracy and precision.</li> <li>Provide adaptability to the user's pace.</li> </ol>	<p><b>2. Flexibility in use:</b> The design accommodates a wide range of individual preferences and abilities.</p>

## Feedback on the Amphitheater options - Figure 2, continued

Options and ideas for Amphitheater	Universal Design Guidelines	Universal Design Principles
<ul style="list-style-type: none"> <li>Intuitive pedestrian flow from parking area to amphitheater and then throughout the facility.</li> <li>Top side resting area.</li> <li>Smooth grade transitions at the top and bottom of the theater.</li> <li>Clearly identifiable entrance and exit points.</li> <li>Easily identified, accessible vending locations.</li> </ul>	<ol style="list-style-type: none"> <li>Eliminate unnecessary complexity.</li> <li>Be consistent with user expectations and intuition.</li> <li>Accommodate a wide range of literacy and language skills.</li> <li>Arrange information consistent with its importance.</li> <li>Provide effective prompting and feedback during and after task completion.</li> </ol>	<p><b>3. Simple and intuitive:</b> Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.</p>
<ul style="list-style-type: none"> <li>Current users like the natural look of the space, so want to keep design as natural as possible.</li> </ul>	<ol style="list-style-type: none"> <li>Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.</li> <li>Provide adequate contrast between essential information and its surroundings.</li> <li>Maximize legibility of essential information.</li> <li>Differentiate elements in ways that can be described (i.e. make it easy to give instructions or directions).</li> </ol>	<p><b>4. Perceptible information:</b> The design communicates necessary information effectively to the user, regardless of the ambient conditions or the user's sensory abilities.</p>
<ul style="list-style-type: none"> <li>Smooth transitions at the top and bottom of the theater.</li> <li>Broad, uninterrupted pathways.</li> <li>Clearly identifiable entrance and exit points.</li> <li>Minimize the use of steps and steep slopes.</li> </ul>	<ol style="list-style-type: none"> <li>Arrange elements to minimize hazards or errors; most used elements, most accessible; hazardous elements eliminated, isolated or shielded.</li> <li>Provide warnings of hazards and errors.</li> <li>Provide fail safe features.</li> <li>Discourage unconscious action in tasks that require vigilance.</li> </ol>	<p><b>5. Tolerance for error:</b> The design minimizes hazards and the adverse consequences of accidental or unintended actions.</p>
<ul style="list-style-type: none"> <li>Top side resting area.</li> <li>Smooth transitions at the top and bottom of the theater.</li> <li>Clearly identifiable entrance and exit points.</li> <li>Minimize the use of steps and steep slopes.</li> </ul>	<ol style="list-style-type: none"> <li>Allow users to maintain a neutral body position.</li> <li>Use reasonable operating forces.</li> <li>Minimize repetitive actions.</li> <li>Minimize sustained physical effort.</li> </ol>	<p><b>6. Low physical effort:</b> The design can be used efficiently and comfortably and with a minimum of fatigue.</p>

## Feedback on the Amphitheater options - Figure 2, continued

Options and ideas for Amphitheater	Universal Design Guidelines	Universal Design Principles
<ul style="list-style-type: none"><li>Provide level, hard surfaced seating (such as seat walls along the pathways).</li><li>Provide railing for safety and navigations.</li><li>Add visible signage.</li></ul>	<ol style="list-style-type: none"><li>Provide a clear line of sight to important elements for any seated or standing user.</li><li>Make reach to all components comfortable for any seated or standing user.</li><li>Accommodate variations in hand and grips size.</li><li>Provide adequate space for the use of assistive devices or personal assistance.</li></ol>	7. <b>Size and space for approach and use:</b> appropriate size and space is provided for approach, reach, manipulation and use, regardless of user's body size, posture or mobility.

### Additional discussion

City staff stated that the cost of maintaining specific features will be considered by staff as they move from the brainstorming phase to the actual selection of park amenities that reflect UD principles.

A participant suggested seeking state or federal grants to assist with costs. The services of a grant writer could be useful to the city as it moves forward with its plans.

### Charrette Impact on Blue Springs

Blue Springs' ultimate goal for this charrette was to provide a transferable checklist that can be used to evaluate future projects in the city. It is not the city's intention to apply all aspects of UD to all projects, but rather to seek what makes sense and equitably evaluate how and when to implement UD design features. The city will continue to work with Kinerk to develop a list

of design solutions that can be used to address UD criteria and guidelines. It is anticipated that UD will become a part of the Community for All Ages lens and will apply to the functions of the city in a similar and parallel fashion.

The two projects discussed in the charrette exercise are heavily reliant upon private developer funds. As such, the city will work cooperatively with the developer to ensure that whatever is constructed in the public realm will, to the extent of economic feasibility, meet the "options and ideas" listed here. The city also will keep in mind the general UD concepts that can be applied to all buildings, spaces and thoroughfares, and encourage the developer to implement these ideas whenever possible.

## ROELAND PARK CHARRETTE

### Snapshot of Roeland Park

Roeland Park, Kansas, is a city located in northeast Johnson County, Kansas. A part of the metropolitan Kansas City region, it was incorporated in 1951 and is a City of the Second Class as defined in Kansas Statutes. Roeland Park has a mayor/council/administrator form of government. In 2015, the U.S. Census Bureau estimated the population at 6,827.

Roeland Park is “built out” (all available land developed) and considered a first-tier suburb, located outside the center cities of Kansas City, Missouri, and Kansas City, Kansas, but inside the outer ring of suburbs that continue to grow in the metropolitan area.

### First steps

Teresa Kelly, Roeland Park councilmember and co-chair of the First Suburbs Coalition, began attending Communities for All Ages events geared toward raising awareness and providing information about meeting the needs of the growing population of older adults. She encouraged the city council to increase awareness of demographic changes and how these might impact the city.

### Becoming a Community for All Ages

The Roeland Park City Council determined that becoming a Community for All Ages would benefit residents by strengthening the quality of life for all ages and abilities. The council adopted a resolution to proceed with attaining the Bronze Level of Recognition, aimed at building community awareness. The city plans to next seek the Silver and Gold Levels of Recognition, based on assessment of the city’s opportunities to become more all-ages friendly and applying an age-lens to a major city plan.



### Invitation to participate in the Universal Design Park Charrette

KCCFAA and AARP Missouri

approached Kelly about the potential interest of Roeland Park to participate in a UD Park Charrette. Kelly identified the Park Board as the logical group to review the request and make a determination on participation.

### Selection of park

Due to demographic shifts, Roeland Park Elementary school was closed in 1994. Considered as a possible development site, residents preferred that the site become a city park, and the site became R Park. The city surveyed residents about the improvements they would like to see, and residents raised funds for park improvements. The city and its residents have actively worked to enhance the park by adding recreational features and other amenities to support community activities.

### CHARRETTE ORGANIZING MEETINGS

Six weeks before the charrette, a planning meeting was held to inform the planning committee in more detail about the purposes of the charrette, develop a strategy to recruit participants and professional designers to volunteer their expertise at the charrette, review UD principles, and to define the design problems for the charrette.

Approximately 10 residents attended, including members of the city’s Planning Commission, Parks Committee, Community Events Committee, and the Communities for All Ages Committee. The director of public works, representatives from KCCFAA and AARP Missouri, and the charrette facilitator also attended.

## Defining the charrette's purpose

The organizing committee decided that the charrette would focus on vision planning for the park at a schematic level, concentrating on the plan for the park, rather than on the park itself. Solutions resulting from the charrette needed to be broad enough to guide improvements to the R Park and to provide guidance for future parks or other public spaces in Roeland Park.

## Universal Design overview

Anne Marie Kinerk provided an overview of UD principles at the organizing meeting, and how they can be applied in a public space like a park.

Using a diagram of the park's existing features, Kinerk outlined the features where incorporating UD principles could make it possible for a broader range of people to experience and participate in activities at the park. These include the nature pathways, access to the center of the park and use of current activity locations, such as the soccer field. She noted that advance planning could also make proposed features, such as a community garden, more accessible to all residents.

## Defining the charrette problem

Kinerk led the charrette organizing group through a discussion to define the problem to be discussed at the charrette. Keeping UD principles in mind to maximize all residents' enjoyment of the park, the participants brainstormed a list of ideas for improvements. For example, if a community garden is built, participants discussed what design features would ensure that all residents can get to and into the garden.



Using that framework, the charrette organizing committee was encouraged to think about "connectivity" — how park users can move from one to another feature in the park.

The discussion focused on three possible ways to define the charrette problem:

1. Overall access to the park, such as parking, the placement of curb cuts, and other adaptations that make it possible for people using mobility assistance devices or those with limited strength and stamina to enter the park space.
2. Access to the activity areas around the perimeter of the park.
3. Access to the central activity area, and the flow between it and other park features.

**Anne Marie Kinerk, left, talks with councilwoman Teresa Kelly, right.**



## Identifying participants for the charrette

Involving a broad range of residents and stakeholders' perspectives results in the best charrette-based solutions. Led by Kelly, the organizing committee discussed the perspectives and viewpoints to be invited to the charrette. The following groups and perspectives were identified as important to the charrette:

- Current park users.
- People who might use the park if it were more accessible.
- City personnel who maintain the park.
- Specific demographic categories like families with young children, grandparents who care for children, people who use assistive devices like wheelchairs or walkers, millennials and empty-nesters.

## Targeted recruiting strategy

Individual participants volunteered to act as points of contact with the following groups to promote involvement in the charrette and to act both as recruiters and conduits of information. These groups reflected participants' knowledge of the individuals and affinity groups active in Roeland Park.

- Park Commission.
- Planning Commission.
- Residents using over 55 programming at the Roeland Park Community Center.
- Families with children.
- The Whole Person (local advocacy group).
- Principals and PTAs at Horizon Academy and Roesland Park Elementary School.

Organizing group members agreed that it was important to reach out to people and groups who don't normally participate in city-sponsored discussions to broaden the perspectives represented at the charrette.

## Special guests and observers

Cities participating in the KCCFAA Recognition Program were invited to attend the charrette to learn and observe. The organizing committee agreed that individual invitations — in person or in writing — would be more effective for the residents who may not be very active in the community. The group tracked recruitment assignments, groups and individuals targeted for recruitment, contacts and commitments made, and other information on a shared computer drive.

## Role for charrette participants

Kelly clarified that charrette participants will function like a task force and develop recommendations for others to consider, rather than making policy. The charrette organizing group agreed it was important to accurately

describe that role to avoid misunderstandings or confusion about how the results of the charrette would be applied by the city.

## Staffing the charrette with volunteer facilitators

Kinerk discussed how the charrette would work, explaining that participants would be divided into groups of eight to 10 to consider the final problems, discuss, and then turn their ideas into maps of the park. Each table would have a volunteer facilitator or designer to lead the discussion, ensure that everyone has the opportunity to contribute their ideas, and to assist in developing the graphic representation of those ideas to be shared with the group.

The organizing group discussed how to recruit facilitators, and decided to invite both the architects that did the original R Park plan, as well architects from Pillars, a leadership program for architects sponsored by the Kansas City Chapter of the American Institute of Architecture, since one of the committee members had ties to that group.

The group decided that facilitators should have the following skills:

1. The ability to manage a discussion as well as turn ideas into images by drawing.
2. The ability to keep the discussion flowing by engaging all participants.
3. The ability to avoid making premature conclusions during the brainstorming process.

The organizing group decided to start the charrette with a brief PowerPoint presentation to provide an overview of UD principles, how they might be applied in a park or public space, and a presentation of the problems to be discussed. Charrette participants would then work in small groups, after which they would report out their ideas and suggestions to the rest of the group, using both the visual diagrams and notes taken to record the ideas and recommendations.

## Desired outcomes

The organizing group decided that the ideas for applying UD to R Park amenities and spaces would be provided to the city for its consideration as UD guidelines for park and public spaces improvements in the future. The group agreed to reconvene for a second meeting to report on preparations and to make final plans.

The organizing team met again two weeks before the charrette to discuss assignments from the first meeting, confirm logistics and finalize the agenda, with an emphasis on refining the UD problem that charrette participants would discuss.

## Expected number of participants

Thirty participants were expected to attend the charrette, including representatives from cities who have received recognition through the KCCFAA. Because the city of Leawood, Kansas, had just opened an all-inclusive, accessible playground, the organizing committee decided to also invite a Leawood representative to participate in the charrette.

## Synergy of diverse viewpoints

The charrette organizing committee agreed it was important to ensure there would be different viewpoints and experiences represented in the charrette working groups. For example, people with and without mobility challenges.



Roeland Park Charrette

## ROELAND PARK UD PARK CHARRETTE

The Roeland Park UD Charrette was held on Saturday, Sept. 24, 2016 at the Roeland Park Community Center. The agenda and list of participants are included in Appendix 2, p. 46.

## Welcome and Introductions

Kelly welcomed participants to an opportunity to apply Universal Design principles in Roeland Park. She thanked AARP Missouri for its financial sponsorship of the charrette and the Mid-America Regional Council, First Suburbs Coalition and KC Communities for All Ages initiative for their leadership. She recognized the elected officials and city staff who were participating and introduced Kinerk, who would be lead facilitator. Kelly explained that the outcomes of the charrette would not be decisions, but rather recommendations for ongoing park development to be provided to the Roeland Park Parks Committee and City Council.



A view of R Park

## Overview of Charrette Goals and Process

The stated goal of the Roeland Park charrette was to provide UD-oriented ideas and elements that can be used by the city of Roeland Park in the ongoing programming and development of R Park. Kinerk provided a brief overview of the R Park features, with a focus on two design problems predefined by the organizing committee for the Roeland Park UD Park Charrette:

### 1. Pavilion/Greenway problem

(see Figure 3, p. 23)

There is an area in R Park currently used as a performance space, picnic shelter and event area. It is flat, and adjacent to a parking lot, but could be developed to be used as a neighborhood market, garden, or game viewing area.

- Necessary features:
  - Access to the parking lot.
  - Access to current and future restroom facilities.
  - Access from major public ways (for people parking on the streets or walking to the park).
  - Good sightlines to the pavilion for use as a stage.
  - Loading and unloading at the pavilion for performance equipment, picnic supplies, etc.
- Additional features:
  - Location of future restrooms.
  - Connection to a newly developed park pathway.
  - Lighting for evening uses.
  - Access for motorized wheelchairs and other wheeled vehicles.

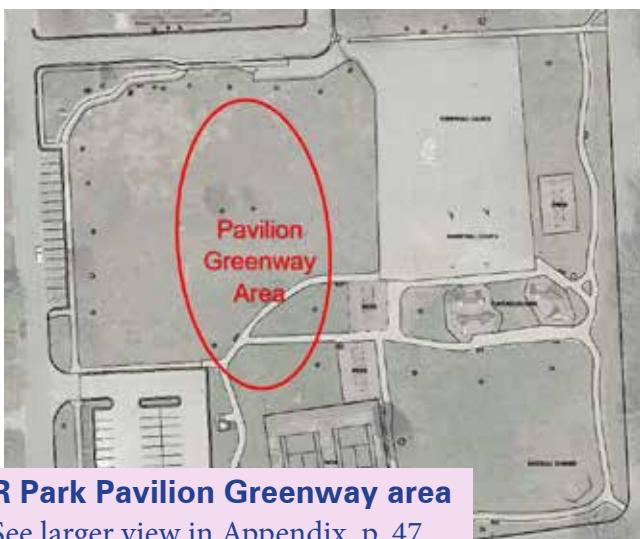
### 2. Park Focal Point/Entry Point problem

(see Figure 4, p. 23)

R Park currently lacks a focal that could serve as an entrance and welcome visitors for events. Such an area could be developed to provide a meeting space, event “lobby,” and/or to provide park and neighborhood information, and serve other purposes.

- Necessary features:
  - Access from the parking lots and street parking.
  - Access from park entry points.
  - Access to other program spaces in the park (play courts and fields, playgrounds, restrooms — current and future).
  - Way-finding support for people with no or limited vision and people with limited physical strength.
- Additional features:
  - Location of future restrooms.
  - Connection to a newly developed park pathway.
  - Lighting for evening uses.
  - Access for motorized wheelchairs and other wheeled vehicles.
  - Proximity to all park activities.
  - Proximity to park amenities.

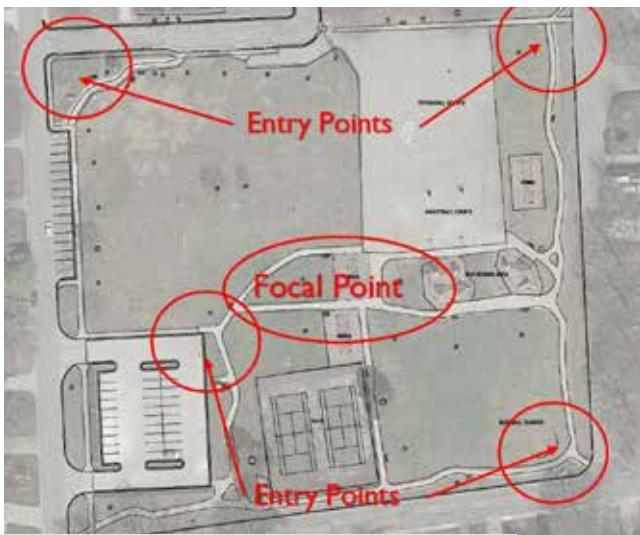
Figure 3



**R Park Pavilion Greenway area**

See larger view in Appendix, p. 47.

Figure 4



**R Park Focal Point/Entry Points**

See larger view in Appendix, p. 47.

Acknowledging the work that has already gone into improving facilities at the park, Kinerk emphasized that participants were not being asked to design the park, but to focus on how UD principles could be used to enhance 1) the park's entry points and 2) the proposed pavilion.

Kinerk reminded participants that another charrette goal was the development of UD guidelines that the city could refer to as it considers future additions or improvements to R Park, other parks and public spaces, and encouraged them to apply the seven principles of UD (p. 3) to the defined problems.

For additional background, she provided an overview of the Blue Springs Charrette that addressed how the city and a private developer in control of access to a city park could jointly apply UD principles to the park's access and enhance the park experience for all users.

Charrette participants watched a brief PowerPoint presentation that reinforced the scope of the day's design problem discussions, provided a synopsis of the seven principles of universal design, and described additional factors to be considered when applying UD principles in a park.

## Volunteer facilitators

Kinerk introduced each volunteer facilitator, whose roles were that of discussion leaders who made sure everyone's ideas were included, and that discussions focused on the design problem.

## Charrette participants, their roles and goals

Each work group contained a mix of park users and experts knowledgeable about public space. The participants introduced themselves, stated why they volunteered and what their goals were. Here are some highlights from the introductions:

- Wants the R Park to have more usage, wants to draw people to the park, park contributes to what makes Roeland Park a good place to live. (Park Committee and Branding Committee member)
- Parks are important to the city and wants to have input in R park development.
- Interested in continuing to improve the R Park. (Architect)
- Wants to share his insight today and to make the park a true attraction. (Public Works department)
- Would like to see interactive art included in the park.

- Curious about what other people think should be done with the park.
- Highly invested in making the park the best it can be.
- Want to become involved with the community. (New resident)
- Today's charrette fits with the role of advocating the for implementation of the strategic plan. Feel fortunate to be a resident of Roeland Park and this is an opportunity to give back in gratitude. (Strategic Plan Committee member)
- The park is an extension of my front yard; uses it every day. Also want to represent the views of families. (Events Committee member)
- Want to be sure that plans move forward to solidify a park design that residents can live with. Want to have an approved set of design guidelines for the park. Involved as a disability advocate, work at The Whole Person. Worked on the original Americans with Disabilities Act (ADA) legislation. While physical disability is a barrier, attitudinal accessibility is also a barrier. (Parks and Events Committee member)
- Very excited about the R Park. Want to get a good plan that residents can support. R Park is a great asset and want to get higher use. (mayor and architect)
- Interested in placing interactive art in the park.



**Roeland Park charrette participants.**

- Here to represent families. Want to see amenities get better in all the parks.
- Want to make progress on the park. Like the diversity of the group here today, both in terms of city leadership and different perspectives.
- Noted history of frustration with neglect of parks, excited about the opportunities for the R Park.
- Making great strides in improving parks. Important to be here today to contribute and to be a part of the process.
- Hope the groups can think of ideas that will make the R Park different from the standard park. Have spent time in other cities without green space so very appreciative of parks. Through travel, have also seen lots of unique park ideas for play and recreation. Personal life stage is changing and has broader interest in how recreation is defined. (Sustainability Committee member)
- Challenging to keep the process moving, want to have input into the concepts. (Park Committee member)
- Want to get background on the ideas that will come from the charrette. Implementation will take years and it's good to know what the original thinking was.
- Lives two houses away from park and sees this as a fantastic opportunity to get the park plan moving. (Public Works department, city forester)
- Here to represent the views of families with children.
- Have also been involved with R Park fundraising. Personal attachment to the space because daughter attended the elementary school formerly on the site. (Sustainability Committee member)

**"Getting in has been made easy; fitting in is still a barrier."**

~ Charrette participant

## Working Sessions

Participants were divided into four working groups, each led by at least one volunteer facilitator. Each group was encouraged to choose which of the two park design problems to discuss: the Pavilion/Greenway problem or the Park Focal Point/Entry Point problem. The groups had approximately an hour and fifteen minutes to discuss the problem, brainstorm ideas and for the volunteer facilitators to create pictures or diagrams on tracing paper.

**"Wouldn't it be neat if we could..."**

~ Charrette participant

- It was agreed that there needs to be a hard surface pathway for wheelchairs, strollers, walkers and any user who might be unsteady on their feet — from toddlers to seniors.
- The group noted that a low wall along the east side could also assist with mobility.
- Diagram A shows an idea for a drop-off area close to the pavilion and options for an apron in front of the covered part of the pavilion that would function like a front porch. The goal is to make it convenient for all users, including those with mobility challenges. This diagram also includes sketches of possible pavilion designs.
- A sketched idea in the orange area of the diagram shows where restrooms and storage space might be included and could be easily accessible to all users because of the hard pathway.
- The group included an idea for integral landscape seating in half circles radiating out from the pavilion to create more seating choices for users.

## Pavilion/Greenway report (Table 1)

The participants from Pavilion/Greenway group 1 described two rounds of discussion before they began brainstorming:

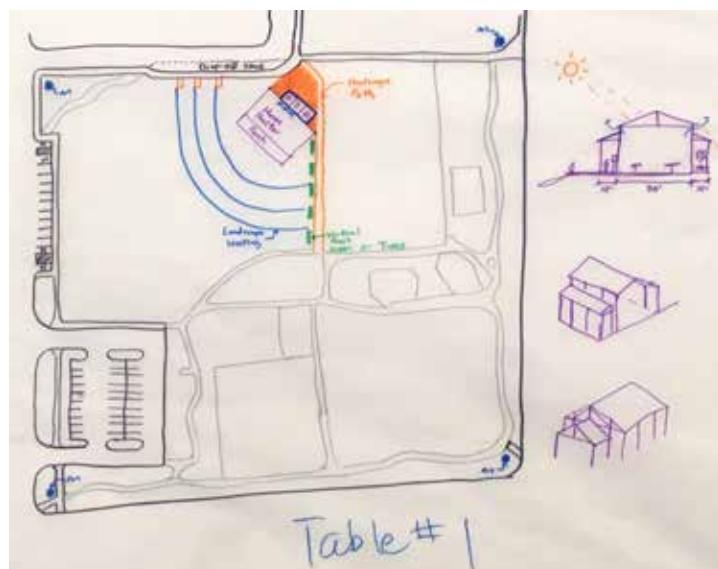
### 1. What we would like to see people do in this space? How might they use the pavilion?

All the ideas revolved around how to involve the community such as art camps for kids, an arboretum, a sensory garden for people with autism or other sensory challenges (low vision, deaf and hard of hearing), a natural play area. The pavilion would be the focal point that could be used for weddings, events, concerts, picnics and just relaxing. Table 1 also discussed how dog owners and their pets might use the space, and the possibilities of seeking private financial support from the Hall or Kauffman Foundations.

### 2. How do we want the greenway to be used?

Use the greenspace to both define and buffer the different spaces in the park, including that between the big green space and the soccer field.

Next, the group discussed how park users would reach the pavilion (Diagram A).



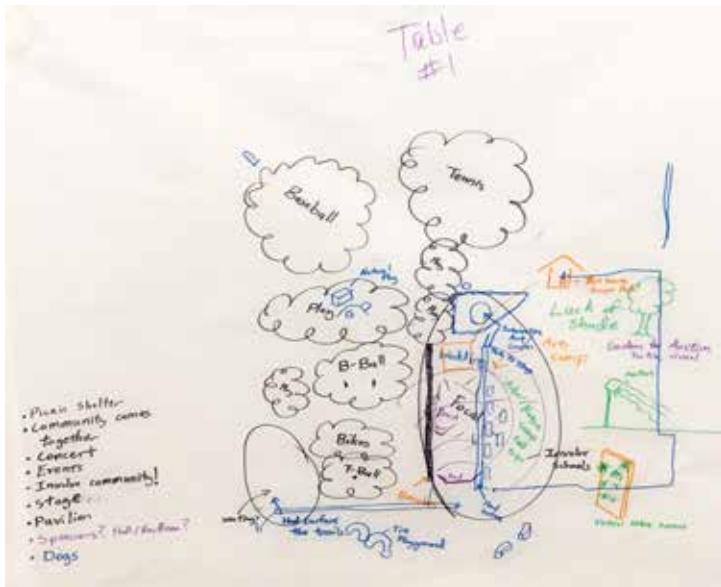
**Diagram A — Pavilion/Greenway (Table 1)**  
See larger view in Appendix, p. 48.

- They also included ideas for vertical planting walls or trees along the hard path to provide shade (Diagram B).
- There was also discussion about a heat source that could allow use of the pavilion during cooler months of the year.
- The group also discussed the possibility of having art installations at each of the entry points into the park.

Kinerk reviewed how Table 1's ideas incorporate the UD principles (Figure 5, p. 27):

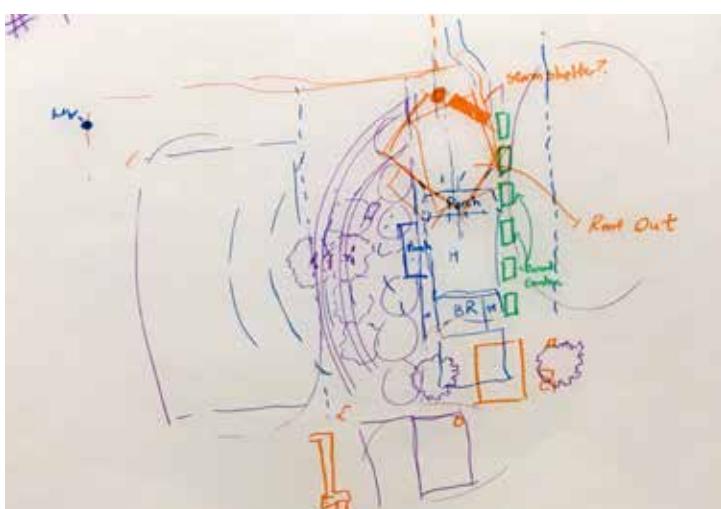


## Roeland Park charrette Table 1 work group.



### Diagram B — Pavilion/Greenway (Table 1)

See larger view in Appendix, p. 49.



### Diagram C — Pavilion/Greenway (Table 1)

See larger view in Appendix, p. 49.

## Feedback on the Pavilion/Greenway options (Table 1) — Figure 5

Options and ideas for the pavilion and access	Universal Design Guidelines	Universal Design Principles
<ul style="list-style-type: none"> <li>(Diagram A) Addition of hardscape path makes it more accessible for wheelchairs, mobility devices and unsteady walkers.</li> <li>Proposed drop-off area makes it more accessible than current location of handicap parking.</li> <li>Proposed location of paths provides deeper access into park, makes the overall experience more accessible.</li> </ul>	<ol style="list-style-type: none"> <li>Provide the same means of use for all users, identical whenever possible, equivalent when not.</li> <li>Avoid segregating or stigmatizing any users.</li> <li>Provisions for privacy, security, and safety should be equally available to all users.</li> <li>Make the design appealing to all users.</li> </ol>	<p><b>1. Equitable use:</b> The design is useful and marketable to people with diverse abilities.</p>
<ul style="list-style-type: none"> <li>Multiple choices to enter pavilion.</li> <li>Grass-scape and benches provide options for seating.</li> <li>Terraces can be accessed from either end.</li> <li>(Diagram B) Envisions multiple uses beyond picnicking.</li> <li>Lots of seating choices.</li> </ul>	<ol style="list-style-type: none"> <li>Provide choice in method of use.</li> <li>Accommodate right- or left-handed access and use.</li> <li>Facilitate the user's accuracy and precision.</li> <li>Provide adaptability to the user's pace.</li> </ol>	<p><b>2. Flexibility in use:</b> The design accommodates a wide range of individual preferences and abilities.</p>
<ul style="list-style-type: none"> <li>Vegetation screen provides marker for low vision users.</li> </ul>	<ol style="list-style-type: none"> <li>Eliminate unnecessary complexity.</li> <li>Be consistent with user expectations and intuition.</li> <li>Accommodate a wide range of literacy and language skills.</li> <li>Arrange information consistent with its importance.</li> <li>Provide effective prompting and feedback during and after task completion.</li> </ol>	<p><b>3. Simple and intuitive:</b> Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.</p>

## Feedback on the Pavilion/Greenway options (Table 1) — Figure 5, cont.

Options and ideas for the pavilion and access	Universal Design Guidelines	Universal Design Principles
<ul style="list-style-type: none"> <li>Sensory and tactile garden makes aesthetic experience more broadly accessible.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.</li> <li>b. Provide adequate contrast between essential information and its surroundings.</li> <li>c. Maximize “legibility” of essential information.</li> <li>d. Differentiate elements in ways that can be described (i.e. make it easy to give instructions or directions).</li> </ul>	<p><b>4. Perceptible information:</b> The design communicates necessary information effectively to the user, regardless of the ambient conditions or the user's sensory abilities.</p>
<ul style="list-style-type: none"> <li>Tree screen to help define path and separate uses.</li> <li>Use hard surface paths in some areas.</li> <li>Define path edges.</li> </ul>	<ul style="list-style-type: none"> <li>a. Arrange elements to minimize hazards, errors; most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.</li> <li>b. Provide warnings of hazards and errors.</li> <li>c. Provide fail safe features.</li> <li>d. Discourage unconscious action in tasks that requires vigilance.</li> </ul>	<p><b>5. Tolerance for error:</b> the design minimizes hazards and the adverse consequences of accidental or unintended actions.</p>
<ul style="list-style-type: none"> <li>Hardscape path minimizes effort for users of wheelchairs, strollers, mobility devices.</li> <li>Flat design conserves energy.</li> <li>Access from hard surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>a. Allow users to maintain a neutral body position.</li> <li>b. Use reasonable operating forces.</li> <li>c. Minimize repetitive actions.</li> <li>d. Minimize sustained physical effort.</li> </ul>	<p><b>6. Low physical effort:</b> the design can be used efficiently and comfortably and with a minimum of fatigue.</p>
<ul style="list-style-type: none"> <li>Location of restrooms makes them more approachable by all users.</li> <li>Multiple seating options.</li> <li>Multiple entry points into pavilion.</li> </ul>	<ul style="list-style-type: none"> <li>a. Provide a clear line of sight to important elements for any seated or standing user.</li> <li>b. Make reach to all components comfortable for any seated or standing user.</li> <li>c. Accommodate variations in hand and grips size.</li> <li>d. Provide adequate space for the use of assistive devices or personal assistance.</li> </ul>	<p><b>7. Size and space for approach and use:</b> appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.</p>

## Pavilion/Greenway report (Table 4)

Pavilion/Greenway Table 4 discussed three options and the accompanying pros and cons for each. Some of the initial discussion centered on the following questions:

1. Will people bring their own chairs or should there be permanent seating in the performance space?
2. How could needed shade be provided to the space?
3. Could the space be used for dual purposes, such as both picnicking and performances, maybe even simultaneously? Could enough space (1000 square feet) be provided to accommodate 40-60 picnickers?

The following ideas were discussed for the performance space:

- Placing the structure on the northeast corner could provide easy access for loading and unloading equipment and will also dampen sound into the surrounding neighborhood.
- The surrounding green space provides seating all around.

For the picnic shelter:

- Have the west, north and east sides of the structure open (south enclosed with restrooms on the outside).
- Closing off the south side increases the shadiness of the structure.
- This location is also close to existing water, sewer and electric utilities.
- Another option is to keep the same three-sides-open option but situate it so that more of the playground is visible; would still have all the green space.
- Two options were suggested that were not so close to the edge, for noise control and to more fully experience nature.

For access:

- A paved, hard surface is preferable to limestone. The group suggested making the path six feet wide to improve maneuverability.
- Low wattage lighting would mark the edges of the path for those users with low vision.
- Use highly fragrant plants and flowers as a way to assist with way-finding.
- Place the restrooms next to the parking in the southwest quadrant. Placing the restrooms closer to cars might encourage parents to use that parking. This placement makes the facilities easier to use upon entering the park and aids clean up upon leaving. There was a suggestion for a small spigot for rinsing off dirt.

Kinerk complimented Pavilion/Greenway Table 4's consideration of the "why" and "how" the location will be used as an excellent way to stimulate good ideas and decisions for applying the UD principles in a park or public space.



**Diagram D — Pavilion/Greenway (Table 4)**

See larger view in Appendix, p. 51.

## Feedback on the Pavilion/Greenway options (Table 4) — Figure 6

<b>Options and ideas for the pavilion and access</b>	<b>Universal Design Guidelines</b>	<b>Universal Design Principles</b>
<ul style="list-style-type: none"> <li>Locate pavilion in northeast corner for easy access from off-site.</li> <li>Widen pathway and provide hard surface for ease of use.</li> </ul>	<ul style="list-style-type: none"> <li>a. Provide the same means of use for all users, identical whenever possible, equivalent when not.</li> <li>b. Avoid segregating or stigmatizing any users.</li> <li>c. Provisions for privacy, security, and safety should be equally available to all users.</li> <li>d. Make the design appealing to all users.</li> </ul>	<b>1. Equitable use:</b> The design is useful and marketable to people with diverse abilities.
<ul style="list-style-type: none"> <li>Locate the picnic shelter so that it provides visibility to the playground area.</li> <li>Attach restrooms to the picnic shelter so the restrooms are available to multiple park users.</li> <li>Two parking areas and multiple pedestrian entries would allow users multiple ways into the park and allow them to reach their destination more easily.</li> </ul>	<ul style="list-style-type: none"> <li>a. Provide choice in method of use.</li> <li>b. Accommodate right- or left-handed access and use.</li> <li>c. Facilitate the user's accuracy and precision.</li> <li>d. Provide adaptability to the user's pace.</li> </ul>	<b>2. Flexibility in use:</b> The design accommodates a wide range of individual preferences and abilities.
<ul style="list-style-type: none"> <li>Low wattage lighting to help identify pathways.</li> <li>Fragrant flowers as edges to help identify locations in the park.</li> </ul>	<ul style="list-style-type: none"> <li>a. Eliminate unnecessary complexity.</li> <li>b. Be consistent with user expectations and intuition.</li> <li>c. Accommodate a wide range of literacy and language skills.</li> <li>d. Arrange information consistent with its importance.</li> <li>e. Provide effective prompting and feedback during and after task completion.</li> </ul>	<b>3. Simple and intuitive:</b> Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
<ul style="list-style-type: none"> <li>Use of native grasses softens the transitions from the flat grassy area to the pavilion.</li> <li>Provides textures, adds interesting sounds, and can help users identify the edges of different areas in the park.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.</li> <li>b. Provide adequate contrast between essential information and its surroundings.</li> <li>c. Maximize "legibility" of essential information.</li> <li>d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions</li> </ul>	<b>4. Perceptible information:</b> The design communicates necessary information effectively to the user, regardless of the ambient conditions or the user's sensory abilities.

## Feedback on the Pavilion/Greenway options (Table 4) — Figure 6, cont.

<b>Options and ideas for the pavilion and access</b>	<b>Universal Design Guidelines</b>	<b>Universal Design Principles</b>
<ul style="list-style-type: none"> <li>Provide hard surface on at least the main sections of the pathway that lead to park features.</li> <li>Locate restrooms and water spigot close to parking so users have access to critical facilities upon entering and leaving the park.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange elements to minimize hazards, errors; most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.</li> <li>Provide warnings of hazards and errors.</li> <li>Provide fail safe features.</li> <li>Discourage unconscious action in tasks that requires vigilance.</li> </ul>	<b>5. Tolerance for error:</b> the design minimizes hazards and the adverse consequences of accidental or unintended actions.
<ul style="list-style-type: none"> <li>Increase overall edge parking and accessible parking so all users can access the park with less effort.</li> <li>Add an access aisle at parallel parking area on the southeast corner to make access easier.</li> </ul>	<ul style="list-style-type: none"> <li>Allow users to maintain a neutral body position.</li> <li>Use reasonable operating forces.</li> <li>Minimize repetitive actions.</li> <li>Minimize sustained physical effort.</li> </ul>	<b>6. Low physical effort:</b> the design can be used efficiently and comfortably and with a minimum of fatigue.
<ul style="list-style-type: none"> <li>Locate major elements (pavilion, shelter, restroom) along pathway and provide easy visibility to major elements.</li> <li>Provide curb cuts at pedestrian entry points, being mindful of landing sizes and access aisle configuration so people crossing the street or getting out of their cars are not in traffic lanes.</li> <li>Provide stones for seating which can be a variety of heights and can be located so that people have room to get around the stones with wheelchairs, strollers, walkers, etc. A variety of heights allows more people to sit comfortably, or use stones for balance or leaning.</li> <li>Provide multiple ways into the pavilion such as a ramp or gently sloped sidewalk or shallow steps and provide access from several directions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a clear line of sight to important elements for any seated or standing user.</li> <li>Make reach to all components comfortable for any seated or standing user.</li> <li>Accommodate variations in hand and grips size.</li> <li>Provide adequate space for the use of assistive devices or personal assistance.</li> </ul>	<b>7. Size and space for approach and use:</b> appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

## Park Focal Point/Entry Point report (Table 2)

The Park Focal Point/Entry Point Table 2 group reported that they focused on the importance of the entry points to convey an invitation to enter the park, and to set the tone for the experience once inside and provide the first impression of the park. The pavilion creates a reason to come to the park. Table 2 participants observed that the current park entrances are not accessible, but should be in the future. They also focused on how people would move through the park to access different features. (All references to the “focal point” below refer to a pavilion.)

Brainstormed ideas:

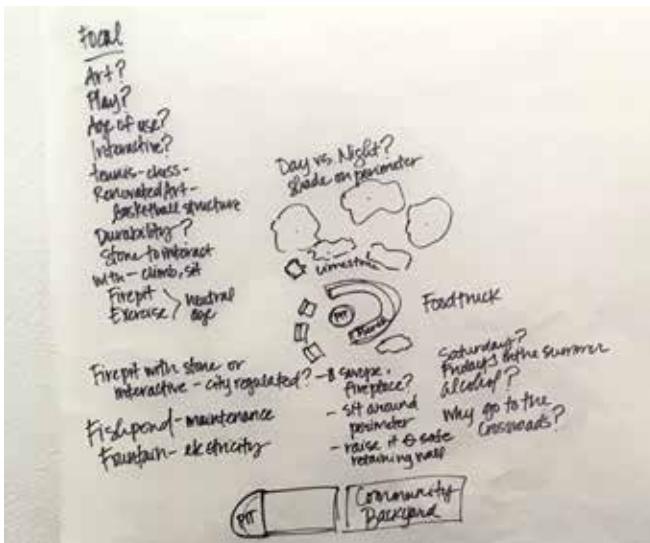
- Incorporate signage on sculpture.
- The name “R” park could mean “Art” or “Our” park.
- Include a sculpture series.
- Make entry accessible for all, including visual-, physical- and hearing-impaired users.
- Art may be used as way-finding for the visually impaired. Ideas for sculpture: 1) children playing as a nod to the site’s history as a school; 2) Native American children playing and a teepee as nod to an earlier era; 3) Trolley, also representing an earlier era of Roeland Park.
- Incorporate speed bumps along park roadways.
- A sidewalk is needed on the side street to the corner entry, with the necessary grade for accessibility.
- East side of park:
  - To add parking, grading work is needed, or else make street one-way.
  - Add four accessible parking spots.
  - Create an access aisle to provide room to maneuver at accessible parking spots.
  - Provide adequate water/storm drainage.

The group also identified the following values of having distinct entry points::

- Safety.
- Comfort.
- Directs user to focal points.
- Aesthetics / inviting.
- Defines purpose of space.
- Simplicity.
- Perceptible information for people with visual impairments: e.g., audible, tactile.
- Change the grading to require low physical effort.
- Flexibility.

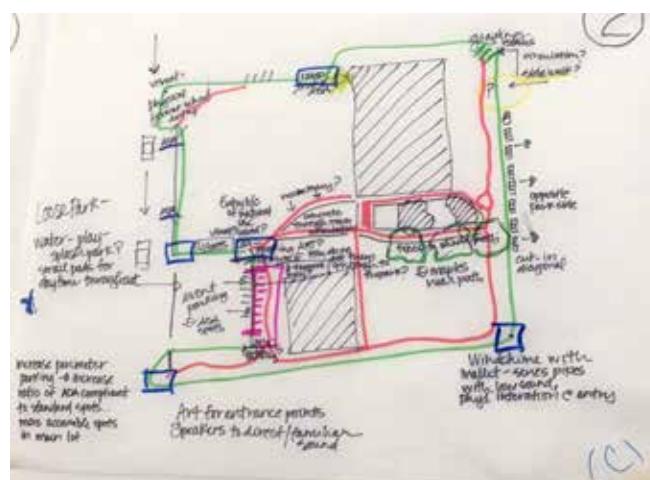
Table 2’s Diagram E included a number of ideas that were woven into the two drawings of ideas on Diagram F and the day/night ideas for the focal point.

- Gardens featuring aesthetic and physical boundaries.
- Play areas for art, a water pad, community interaction.
- Educational features such as sculpture, information about the old school building, and intergenerational displays.
- A focal point area that could serve as a “community backyard” with a fire pit, stone walls doubling as seating, landforms, gathering events and sculptural elements.
- No dead-end paths, and paths should be wide enough to pass a person in a wheelchair (6 or 8 feet wide).
- Interactive art: wind chimes at fire pit, maybe the use of limestone.
- Exercise.
- Materials for path: stone with grass, but be mindful of how different surfaces affect accessibility.



## Diagram E — Park Focal Point/Entry Point (Table 2)

See larger view in Appendix, p. 52.



## Diagram F — Park Focal Point/Entry Point, (Table 2)

See larger view in Appendix, p. 53.

Diagram E contained multiple visual representations of the ideas discussed:

- Provide two parking areas that enable entry from a vehicle at two separate entrances while having pedestrian entry from all four entrances.

- There are problems with slope in the northeast corner of the drawing, so this group discussed the possibility of a larger, colorful and unique piece of art that would create a visual identity point for people with low vision. The group discussed including an audio element that, when combined with physical interaction, would sound whenever someone enters the park. Examples included wind chimes with a mallet, or a series of pipes with low tones.
- Although there's currently no sidewalk in the northeast corner of the drawing, it is probably in the city's sidewalk plan, and can be included in common improvements.
- There is a need to increase perimeter parking, and to increase the ratio of ADA-compliant parking to standard parking spots. There is also a need for more accessible spots in the main lot.
- Add an access aisle to the parallel parking area on the southeast corner of the diagram. There could also be added safety features and visual identity by striping or adding small islands for visual distinction. The current parking situation makes it hard to see children as they run to waiting cars. Additional signage would be helpful.
- Curb cuts are needed on the southwest corner that is adjacent to the neighborhood and is a common access point for walkers. Parking in the southwest corner would be more accessible if made double-sided. Drivers could then park toward the curb while adding accessible spaces.
- The northwest corner would benefit from the addition of signs, as well as low-vision and audio signals. The addition of two to three accessible parking spaces would

Diagram E captured the group's thinking about the focal point.

- Use large stones for seating, climbing, active play and group gatherings.
- The fire pit and exercise elements would be age-neutral. Members of this group discussed the possibility of adding a fireplace similar to that at Swope Park. Places to sit around the perimeter would need to be added, possibly raised. A retaining wall could also be used for seating.
- Stone walls and “bumped up” earthen areas could provide seating.
- The group discussed the possibility of a fish pond or a similar water feature.
- Consider providing both formal and informal ledge rocks for seating (passive use) and play (active use).
- The group wondered about city regulations regarding a fire pit and stone elements. These elements could “activate” the space.
- Building on the idea of a “community backyard,” the group wondered about getting permission to allow alcohol on Fridays and Saturdays (“Why go to the Crossroads?”) It could be a place for book clubs to meet, have open mic for music or other entertainment. They discussed possible access for food trucks.
- The diagram also includes ideas for trees or other shade structures on the perimeter of the fire pit area. The adjacent shelter could also provide shade and cover.
- Sculptures could be included that identifies the park toward the center of the site that could lead users to the focal point.
- The group discussed including a small water splash feature, possibly several little paths with a single spout, possibly scattered around the entire park. A fishpond was also mentioned. The group was aware that the city would have to take into account maintenance issues and access to electricity.

- The Table 2 group discussed the difficulty of maneuvering wheelchairs and other mobility-assisting devices on pea gravel. There was a discussion about the pros and cons of concrete, asphalt and gravel.

Other participants posed questions and offered additional ideas:

- There is a need for a bike rack.
- Bump outs in the parking area are a good idea because they decrease the distance across the crosswalk, resulting in greater visibility and improved safety.
- Adding distinct colors to the proposed art for the four entry points would aid in wayfinding.

Kinerk offered the following feedback about the ideas presented by Park Focal Point/Entry Point Table 2 through the lens of the seven UD principles:

## Park Focal Point/Entry Point (Table 2) — Figure 7

Options and ideas for the pavilion and access	Universal Design Guidelines	Universal Design Principles
<ul style="list-style-type: none"> <li>Provide exercise opportunities that are “age-neutral”, that can be used in a variety of ways by people with different abilities.</li> <li>The fire pit idea as a focal point encourages community which provides an opportunity for passive interaction with others, giving people an opportunity to mingle.</li> </ul>	<ul style="list-style-type: none"> <li>a. Provide the same means of use for all users; identical whenever possible; equivalent when not.</li> <li>b. Avoid segregating or stigmatizing any users.</li> <li>c. Provisions for privacy, security, and safety should be equally available to all users.</li> <li>d. Make the design appealing to all users.</li> </ul>	<p><b>1. Equitable use:</b> The design is useful and marketable to people with diverse abilities.</p>
<ul style="list-style-type: none"> <li>Water feature should be easy to maintain and use – a splash feature is usable by many people in a variety of ways as opposed to a fountain or pond.</li> <li>Stone walls and earth berms can be used in a variety of ways — walls can define pathways, can be used for sitting or provide a landmark for people.</li> </ul>	<ul style="list-style-type: none"> <li>a. Provide choice in method of use.</li> <li>b. Accommodate right- or left-handed access and use.</li> <li>c. Facilitate the user’s accuracy and precision.</li> <li>d. Provide adaptability to the user’s pace.</li> </ul>	<p><b>2. Flexibility in use:</b> The design accommodates a wide range of individual preferences and abilities.</p>
<ul style="list-style-type: none"> <li>Simplicity of the entry ideas contribute to intuitiveness.</li> <li>Shade trees provide additional clues as to location for people with low vision and can be seen from further away.</li> <li>Water feature adds sound for help in finding way.</li> </ul>	<ul style="list-style-type: none"> <li>a. Eliminate unnecessary complexity.</li> <li>b. Be consistent with user expectations and intuition.</li> <li>c. Accommodate a wide range of literacy and language skills.</li> <li>d. Arrange information consistent with its importance.</li> <li>e. Provide effective prompting and feedback during and after task completion.</li> </ul>	<p><b>3. Simple and intuitive:</b> Use of the design is easy to understand, regardless of the user’s experience, knowledge, language skills, or current concentration level.</p>
<ul style="list-style-type: none"> <li>Use of color in entry sculptures will help those not proficient with traditional directions (north, south, etc.), as well as for low literacy users.</li> <li>Color makes the cues strong.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.</li> <li>b. Provide adequate contrast between essential information and its surroundings.</li> <li>c. Maximize “legibility” of essential information.</li> <li>d. Differentiate elements in ways that can be described (i.e. make it easy to give instructions or directions).</li> </ul>	<p><b>4. Perceivable information:</b> The design communicates necessary information effectively to the user, regardless of the ambient conditions or the user’s sensory abilities.</p>

## Park Focal Point/Entry Point (Table 2) — Figure 7, cont.

Options and ideas for the pavilion and access	Universal Design Guidelines	Universal Design Principles
<ul style="list-style-type: none"> <li>Provide way-finding by using art/sculptures as part of the directional signage; maybe using sound and scents also as another way of directing people.</li> <li>Splash feature vs a fountain or pond would allow people to enjoy the water feature without hazard.</li> </ul>	<ol style="list-style-type: none"> <li>Arrange elements to minimize hazards, errors; most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.</li> <li>Provide warnings of hazards and errors.</li> <li>Provide fail safe features.</li> <li>Discourage unconscious action in tasks that requires vigilance.</li> </ol>	<p><b>5. Tolerance for error:</b> the design minimizes hazards and the adverse consequences of accidental or unintended actions.</p>
<ul style="list-style-type: none"> <li>Everything is organized on one simple route.</li> <li>No dead ends.</li> <li>Flexible exercise options that do not require high physical effort, but could be used in a more physical way — for example, berms with rocks set in them could be used for sitting, stretching, climbing, etc. Berms can also be shallow or steep for multiple-use opportunities.</li> </ul>	<ol style="list-style-type: none"> <li>Allow users to maintain a neutral body position.</li> <li>Use reasonable operating forces.</li> <li>Minimize repetitive actions.</li> <li>Minimize sustained physical effort.</li> </ol>	<p><b>6. Low physical effort:</b> the design can be used efficiently and comfortably and with a minimum of fatigue.</p>
<ul style="list-style-type: none"> <li>Providing speed bumps on surrounding streets would slow traffic and provide a safer approach for park users.</li> <li>Provide “bump outs” at street corners to allow more safety to pedestrians crossing into the park.</li> </ul>	<ol style="list-style-type: none"> <li>Provide a clear line of sight to important elements for any seated or standing user.</li> <li>Make reach to all components comfortable for any seated or standing user.</li> <li>Accommodate variations in hand and grips size.</li> <li>Provide adequate space for the use of assistive devices or personal assistance.</li> </ol>	<p><b>7. Size and space for approach and use:</b> appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.</p>

## Park Focal Point/Entry Point report (Table 3)

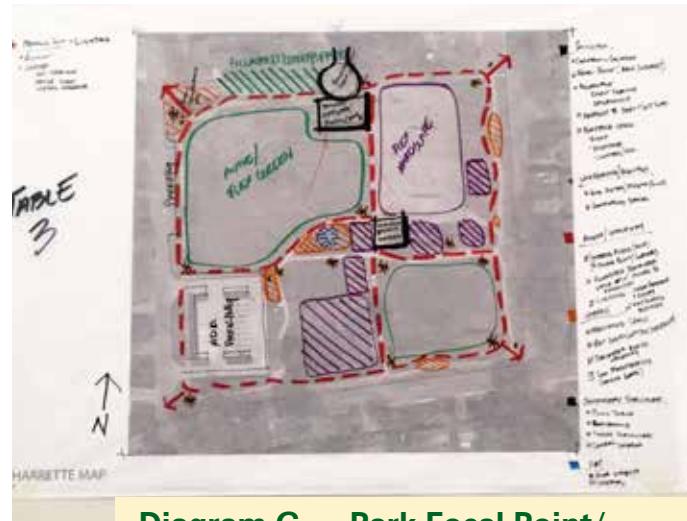
(This group worked on both problems.)

Participants in Park Focal Point/Entry Point Table 3 group thought placing the pavilion at the perimeter of the park, rather than in the center could open additional possibilities for use.

- This placement would make it possible to reclaim parking space and use instead for drop-offs by creating a cul-de-sac where a park user could pull in and exit directly to a hard scape path with their wheelchair or other assistive device.
- Way-finding and signage could be placed at each entry, access points and at gathering spaces.
- Placing the pavilion on the perimeter could improve access at the corners, especially if combined with smooth paths like concrete.
- Make the entire perimeter accessible with hard paths and add secondary hard paths through the center to improve equitable access.
- For way-finding and access, include lighting at the entry points, intersections. Consider use of bollard lights.
- Adding gardens around the edges (represented by orange cross-hatching on Diagram G) would add meditative spaces and other locations for art installations in the park. They would provide places to sit down, take a breath and experience the park in a passive manner. The group acknowledged that garden maintenance could be a challenge to the city, and considered the use of volunteers or of native and other low-maintenance plants as a way to address that concern.
- The group proposed a secondary structure

for restrooms central to the entire site so that restrooms are more easily accessible from any point in the park. This could also be a location for shade structures that still allow visibility of entire park site — a concern especially important to parents.

- The group wondered whether the structures themselves could be art. They also thought about having a large central piece of art that could be a counterpoint to the pavilion.
- They discussed the need for lighting in the parking area, preferably to match street level, and to be less intrusive.
- The only change in parking would be the addition of ramps and curb cuts to get from parking to walkways. Striping seemed to be most practical.
- Overall, they sought to have both active, program zones combined with flexible green space to accommodate many uses and users.
- They proposed a network of walkways to provide access to all amenities, not expecting that they all need to be hard paths.



## Diagram G — Park Focal Point/Entry Point, (Table 3)

See larger view in Appendix, p. 54.

- The group suggested capitalizing on the existing location of the picnic tables by adding a shelter there that would be smaller than the pavilion, although might require and alteration to the trail.
- They envisioned the pavilion as being taller, with rental space for bigger events, and including restrooms. This would be close to the existing trails.
- They suggested placing ADA compliant parking in a location that makes it possible for all park users to access the shade.
- Following a question from the audience, the recorder clarified the intent that all the entry points be accessible by improving all four corners plus the parking lots.
- The red dashed areas on the diagram show ideas for improved parking access points so that all users can have the full experience of the park.

Kinerk provided feedback to the group, linking their ideas to the seven UD principles:



**A view of R Park**

## Park Focal Point/Entry Point (Table 3) — Figure 8

Options and ideas for the pavilion and access	Universal Design Guidelines	Universal Design Principles
<ul style="list-style-type: none"> <li>Hard surface important to accessibility.</li> <li>Locating major elements along perimeter could allow for “drop-off” options for users that can’t walk far.</li> <li>Gardens and art installations located around the edges of the park would allow users to enjoy the park in a more passive way and still feel part of the park experience.</li> </ul>	<ol style="list-style-type: none"> <li>Provide the same means of use for all users; identical whenever possible; equivalent when not.</li> <li>Avoid segregating or stigmatizing any users.</li> <li>Provisions for privacy, security, and safety should be equally available to all users.</li> <li>Make the design appealing to all users.</li> </ol>	<b>1. Equitable use:</b> The design is useful and marketable to people with diverse abilities.
<ul style="list-style-type: none"> <li>Putting green space in the location to buffer the pavilion benefits users and neighbors in relation to sound and any odor.</li> <li>The current large hard surface is actually flexible for many uses, in addition to being accessible. Organizing the space around it will make it more pleasant and usable.</li> </ul>	<ol style="list-style-type: none"> <li>Provide choice in method of use.</li> <li>Accommodate right- or left-handed access and use.</li> <li>Facilitate the user’s accuracy and precision.</li> <li>Provide adaptability to the user’s pace.</li> </ol>	<b>2. Flexibility in use:</b> The design accommodates a wide range of individual preferences and abilities.
<ul style="list-style-type: none"> <li>A point should include necessities such as the restroom and shade structures. People would be drawn to the focal point in part by the facilities.</li> <li>Include lighting at focal point and at entry points to help identify these features.</li> <li>Signage could be sculptural and informative to clearly identify where people are and help them find their way.</li> </ul>	<ol style="list-style-type: none"> <li>Eliminate unnecessary complexity.</li> <li>Be consistent with user expectations and intuition.</li> <li>Accommodate a wide range of literacy and language skills.</li> <li>Arrange information consistent with its importance.</li> <li>Provide effective prompting and feedback during and after task completion.</li> </ol>	<b>3. Simple and intuitive:</b> Use of the design is easy to understand, regardless of the user’s experience, knowledge, language skills, or current concentration level.

## Park Focal Point/Entry Point (Table 3) — Figure 8, cont.

Options and ideas for the pavilion and access	Universal Design Guidelines	Universal Design Principles
<ul style="list-style-type: none"> <li>A garden can provide non-directional way-finding (“meet me at the herb garden”).</li> <li>Native grasses and planting add texture, sound.</li> </ul>	<ol style="list-style-type: none"> <li>Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.</li> <li>Provide adequate contrast between essential information and its surroundings.</li> <li>Maximize “legibility” of essential information.</li> <li>Differentiate elements in ways that can be described (i.e. make it easy to give instructions or directions).</li> </ol>	<b>4. Perceptible information:</b> The design communicates necessary information effectively to the user, regardless of the ambient conditions or the user's sensory abilities.
<ul style="list-style-type: none"> <li>Adding stripping on the street and curb cuts to allow easier access and provide visual cues to other users to be more cautious.</li> <li>Add lighting, especially at entry points and intersections; bollards are good because they don't add extra light at night to the surrounding neighborhood.</li> </ul>	<ol style="list-style-type: none"> <li>Arrange elements to minimize hazards, errors; most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.</li> <li>Provide warnings of hazards and errors.</li> <li>Provide failsafe features.</li> <li>Discourage unconscious action in tasks that requires vigilance.</li> </ol>	<b>5. Tolerance for error:</b> the design minimizes hazards and the adverse consequences of accidental or unintended actions.
<ul style="list-style-type: none"> <li>Placing gardens around the perimeter of the site increases options for passive enjoyment.</li> <li>A shelter by the playground provides opportunity to sit and protection from elements.</li> </ul>	<ol style="list-style-type: none"> <li>Allow users to maintain a neutral body position.</li> <li>Use reasonable operating forces.</li> <li>Minimize repetitive actions.</li> <li>Minimize sustained physical effort.</li> </ol>	<b>6. Low physical effort:</b> the design can be used efficiently and comfortably and with a minimum of fatigue.
<ul style="list-style-type: none"> <li>Turn-around space helpful for less flexible portion of pavilion.</li> <li>Stripping and curb ramps should be located so people are not forced into traffic to access the park.</li> <li>Drop-off areas also provide easier access to park elements, provided they are located out of the traffic zones.</li> </ul>	<ol style="list-style-type: none"> <li>Provide a clear line of sight to important elements for any seated or standing user.</li> <li>Make reach to all components comfortable for any seated or standing user.</li> <li>Accommodate variations in hand and grips size.</li> <li>Provide adequate space for the use of assistive devices or personal assistance.</li> </ol>	<b>7. Size and space for approach and use:</b> appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

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## CHARRETTE IMPACT ON ROELAND PARK

The Roeland Park Parks Committee is incorporating the concept maps into the revised city Parks Plan, which will ultimately be incorporated into the city's Master Plan. Additionally, the Parks Committee is recommending the Universal Design Principles be added to the Parks Plan as an addendum to ensure these principles will be used in actual construction planning. The Parks Committee will present the Parks Plan at the January 2017 City Council meeting for discussion and approval.



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## APPENDIX 1 — BLUE SPRINGS CHARRETTE MATERIALS

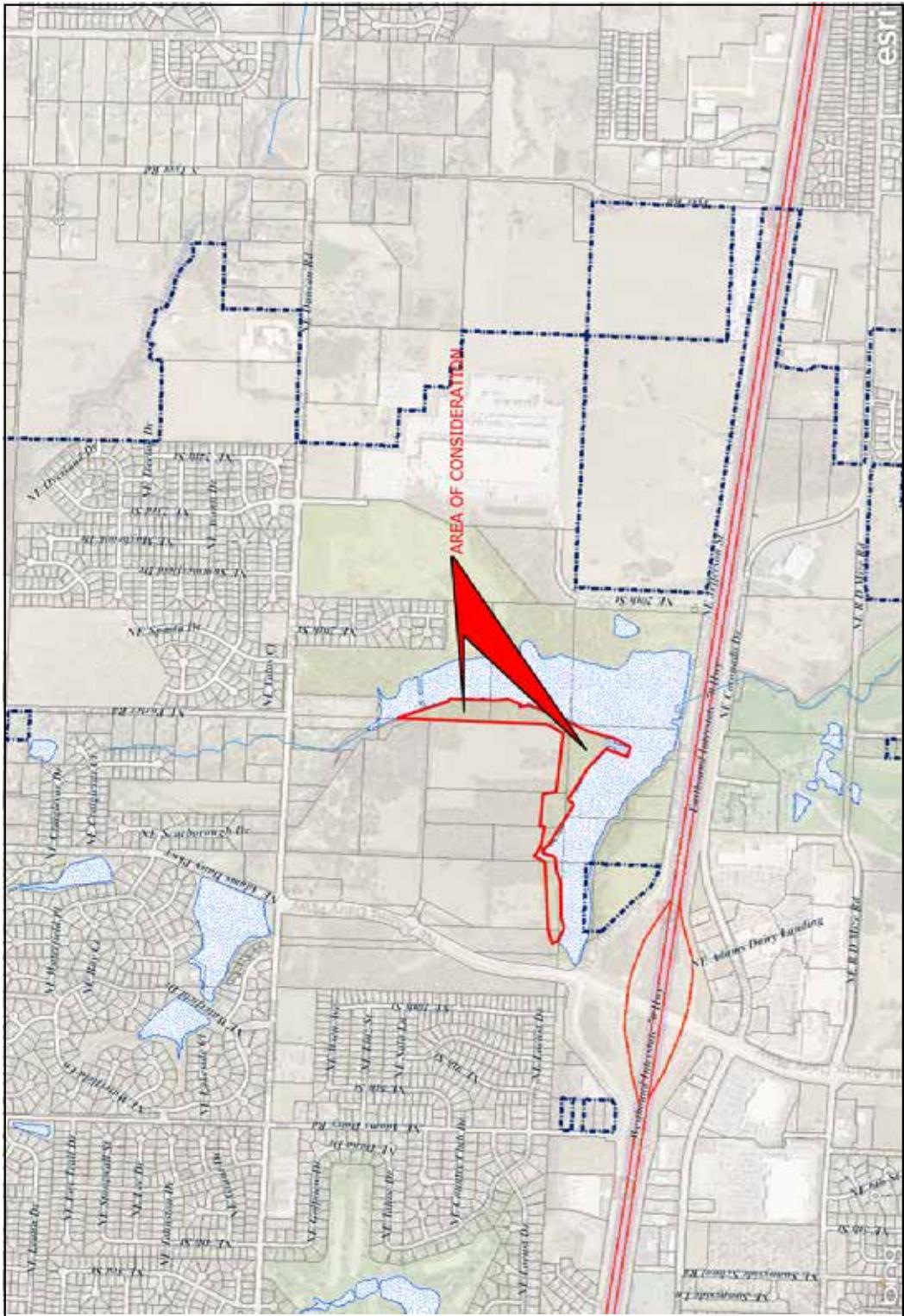
### Blue Springs charrette agenda

- 10 a.m. **Welcome and Introduction of Participants**, *Craig Eichelman, Director, AARP Missouri*
- 10:10 a.m. **Purpose and goals of the charrette**, *Anne Marie Kinerk, Anne Marie Kinerk & Associates*
- 10:15 a.m. **Overview of universal design concepts**, *Anne Marie Kinerk*
- 10:20 a.m. **Review of resource materials**, *Jim Holley, AICP, CFM, Assistant Director, Community Development, Blue Springs, Missouri; Anne Marie Kinerk*
- 10:30 a.m. **Video walk-through, discussion and lunch**
- 11:00 a.m. **Group design work**, *Anne Marie Kinerk*
- Noon **Group presentations and critique**, *Anne Marie Kinerk*
- 12:30 p.m. **Prioritization of design concepts**, *Anne Marie Kinerk*
- 12:50 p.m. **Next steps and closing remarks**, *Jim Holley*

### Blue Springs charrette participants

- Colleen Argotsinger, resident
- Linda Barber, resident
- Chris Birkenmeir, Hoefer Wysocki
- Cathy Boyer-Shesol, Mid-America Regional Council
- Austin Chamberlin, Complete LLC
- Randy Cooper, city of Blue Springs
- Dennis Dovel, city of Blue Springs
- Ray Haydaripoor, city of Raytown, Missouri
- Chris Hazler, Davidson AE
- Mary Hunt, city of Independence
- Teresa Kelly, city of Roeland Park, Kansas
- Dennis O'Connell, resident
- Chris Sandie, city of Blue Springs
- Laura Smith, city of Mission, Kansas
- Steve Willman, city of Blue Springs
- Matt Wright, city of Blue Springs
- Hilary Zerr, Davidson AE

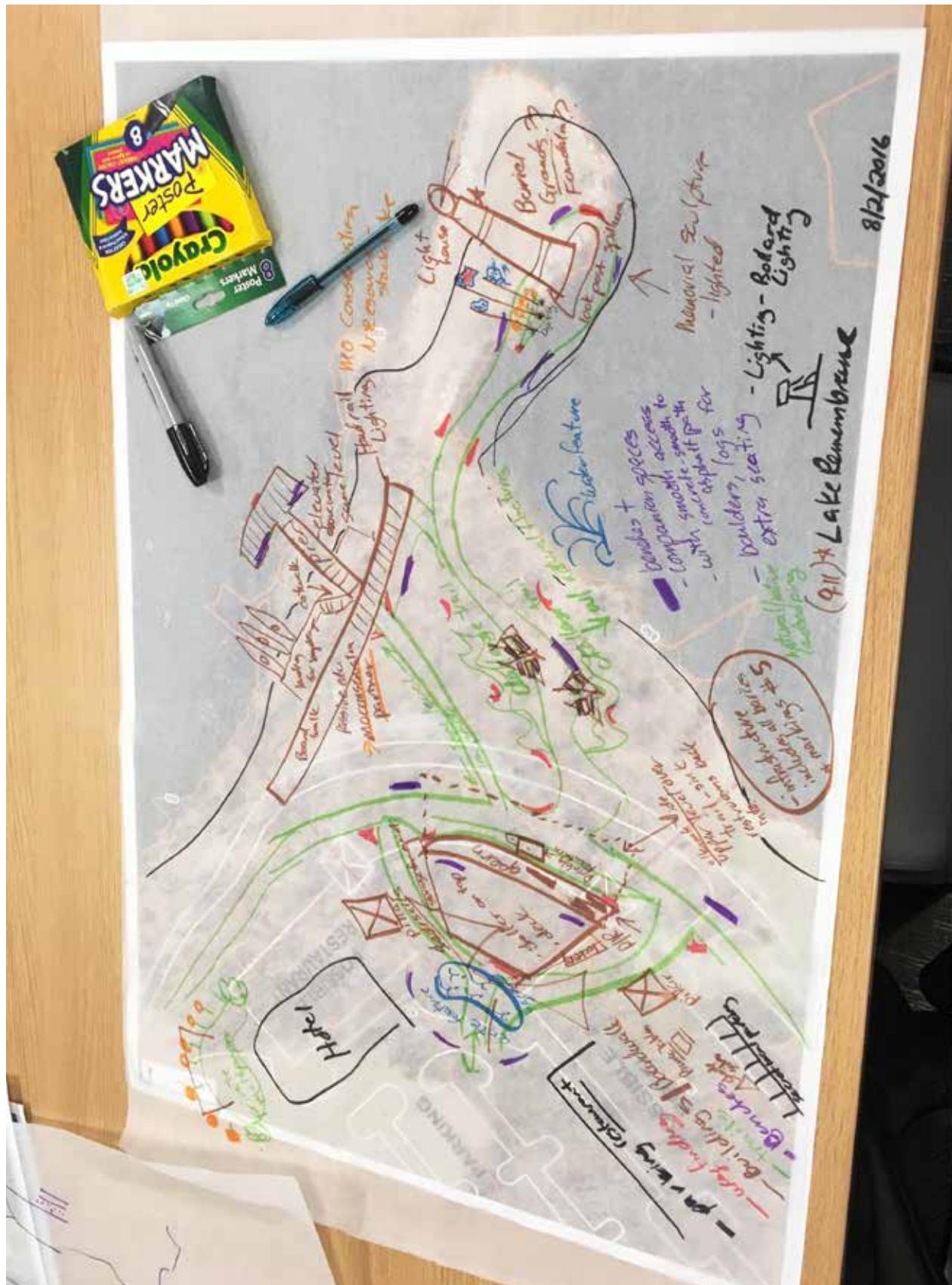
Area to be considered in the Charette



The City of Blue Springs uses the most current and complete data available. However, GIS data and product accuracy may vary. GIS data and products may be developed from sources of differing accuracy, accuracy only at certain scales based on modeling or interpretation, incorporate values being created or revised etc. The City of Blue Springs reserves the right to update, update, modify, or replace, GIS products without notice. The City of Blue Springs cannot assure the accuracy, completeness, reliability, or suitability of this information for any particular purpose. Utilizing GIS data for purposes other than those for which they were created may yield inaccurate or misleading results. The user accepts any and all responsibility for any use of this information or representation it to anyone as either City Government-produced information. The City of Blue Springs shall not be liable for any damages resulting from the use of this information or any interpretation of the same.

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## Lake Remembrance area of consideration



## The Point at Lake Remembrance ideas

## Amphitheater ideas



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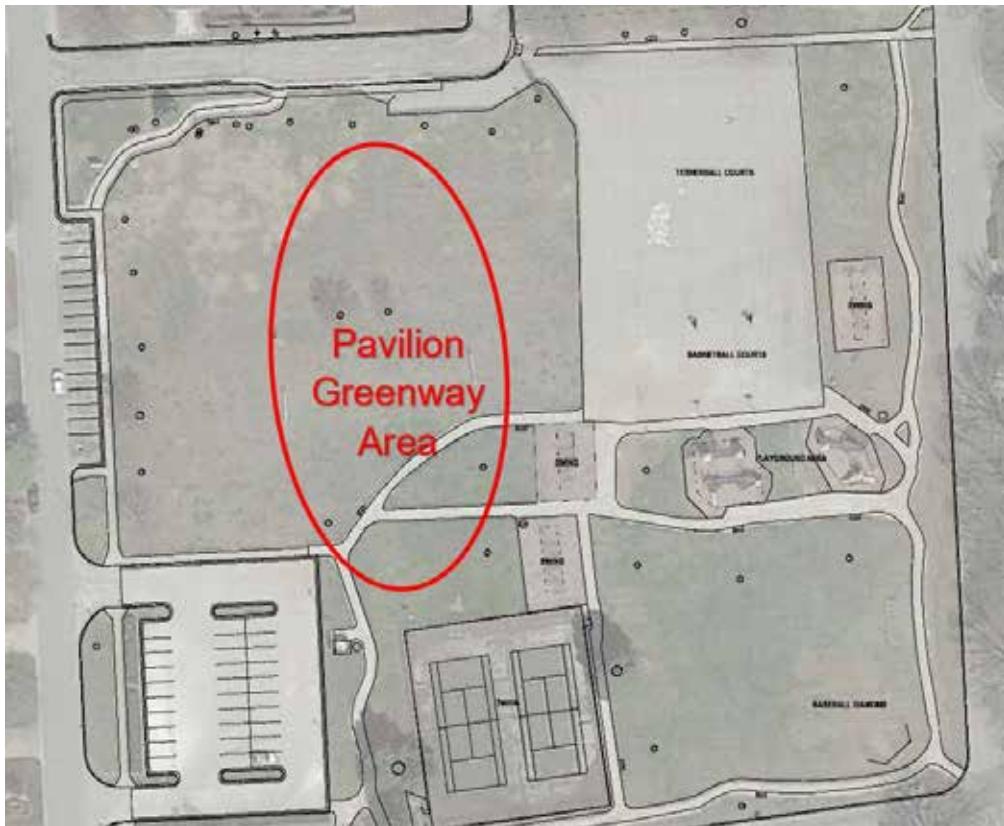
## APPENDIX 2 — ROELAND PARK CHARRETTE MATERIALS

### Roeland Park charrette agenda

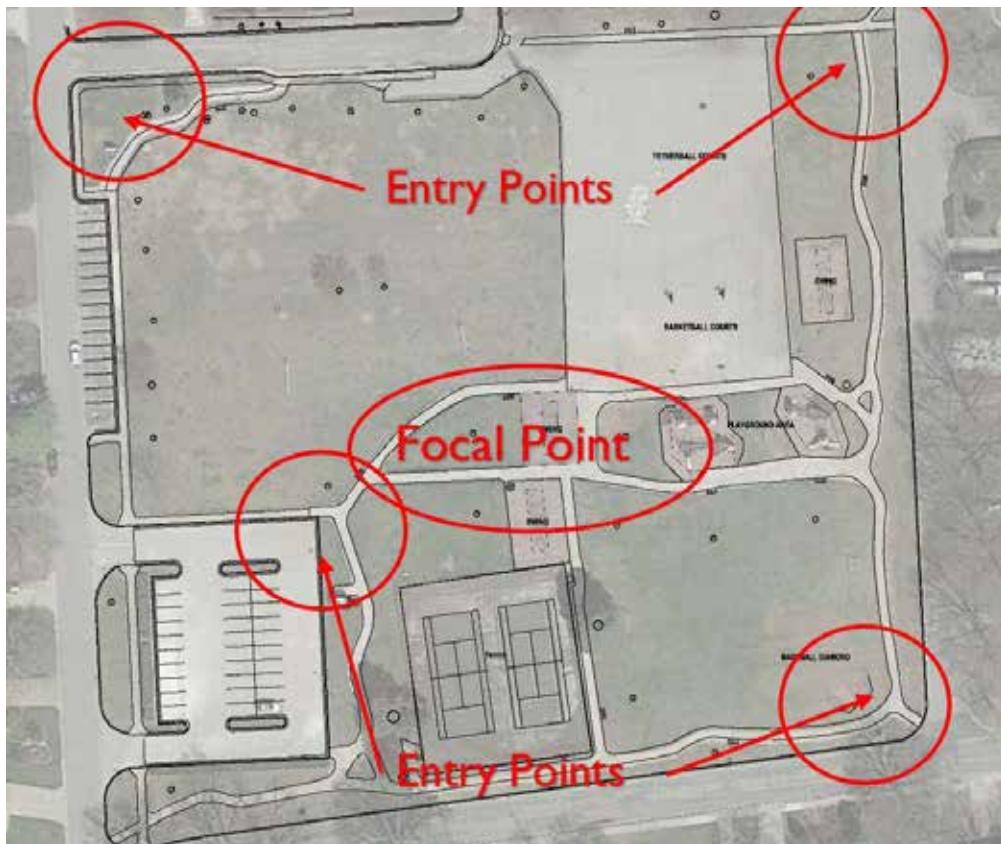
- 9 a.m. Welcome and introduction of participants, Craig Eichelman, Director, AARP Missouri
- 9:15 a.m. Purpose and goals of the charrette, Anne Marie Kinerk, Anne Marie Kinerk & Associates
- 9:25 a.m. Overview of universal design concepts, Anne Marie Kinerk
- 9:40 a.m. Review of resource materials and Roeland Park “R Park” plans and maps, Teresa Kelly, Roeland Park Councilmember; Kyle Rogler, Member, Roeland Park Planning Commission; Anne Marie Kinerk
- 9:30 a.m. Questions and discussion
- 9:45 a.m. Group design work, Table Participants
- 11:00 a.m. Group presentations and critique, Table Participants, Anne Marie Kinerk
- 11:30 p.m. Prioritization of design concepts, Anne Marie Kinerk
- 12:50 p.m. Next steps and closing remarks, Teresa Kelly

### Roeland Park charrette participants

- Cathy Creed, resident
- Jennifer Ediger, resident
- Becky Fast, Roeland Park City Council
- Moffett Ferguson, resident
- Scott Ferrel, resident
- Patrick Franken, resident
- Andrew Gieseke, resident
- Jan Grebe, resident
- Mike Hickey, resident
- Judy Hyde, designer
- Teresa Kelly, Roeland Park City Council
- Anne-Marie Kinerk, Architect, Kinerk Associates
- Jose Leon, Public Works Department
- Julie MacLachlan, recorder
- Joel Marquardt, Mayor, architect
- Joseph Matovu, The Whole Person, resident
- Tim McDonnell, architect
- Sheri McNeil, Roeland Park City Council
- Keith Moody, City Administrator, planner
- Jennifer Provyn, resident
- Kyle Rogler, designer
- Donnie Scharff, Public Works Department
- Mary Schulteiss, resident
- Laura Steele, resident
- Tyler Steele, resident
- Erin Thompson, resident
- Matt Turley, engineer
- Daniel Vandenbos, Public Works Department
- Lauren Vaughn, designer
- Mary Vrla-Mohr, resident
- Kathleen Whitworth, resident
- Carl Wisdom, Public Works Department



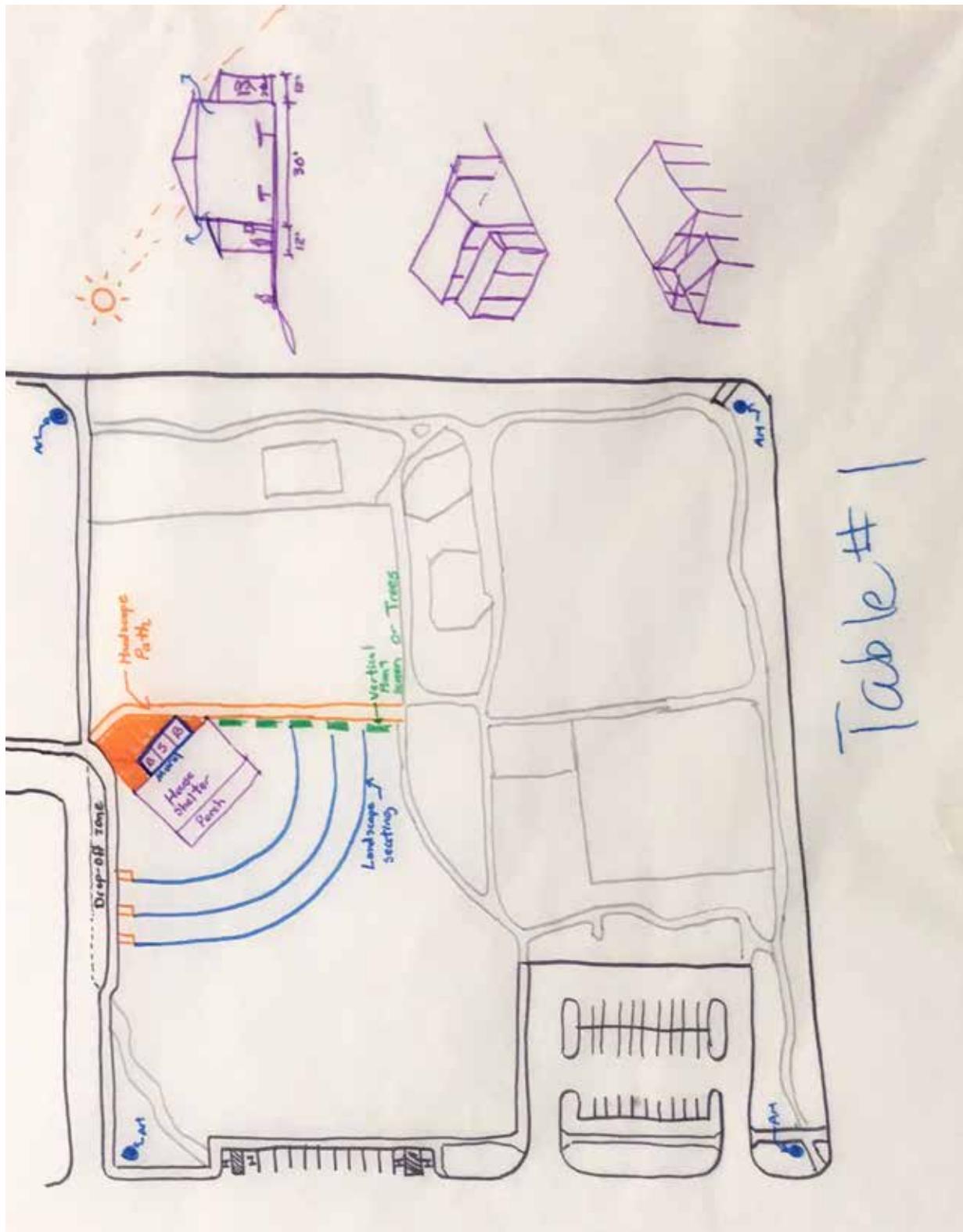
**R Park Pavilion Greenway area**



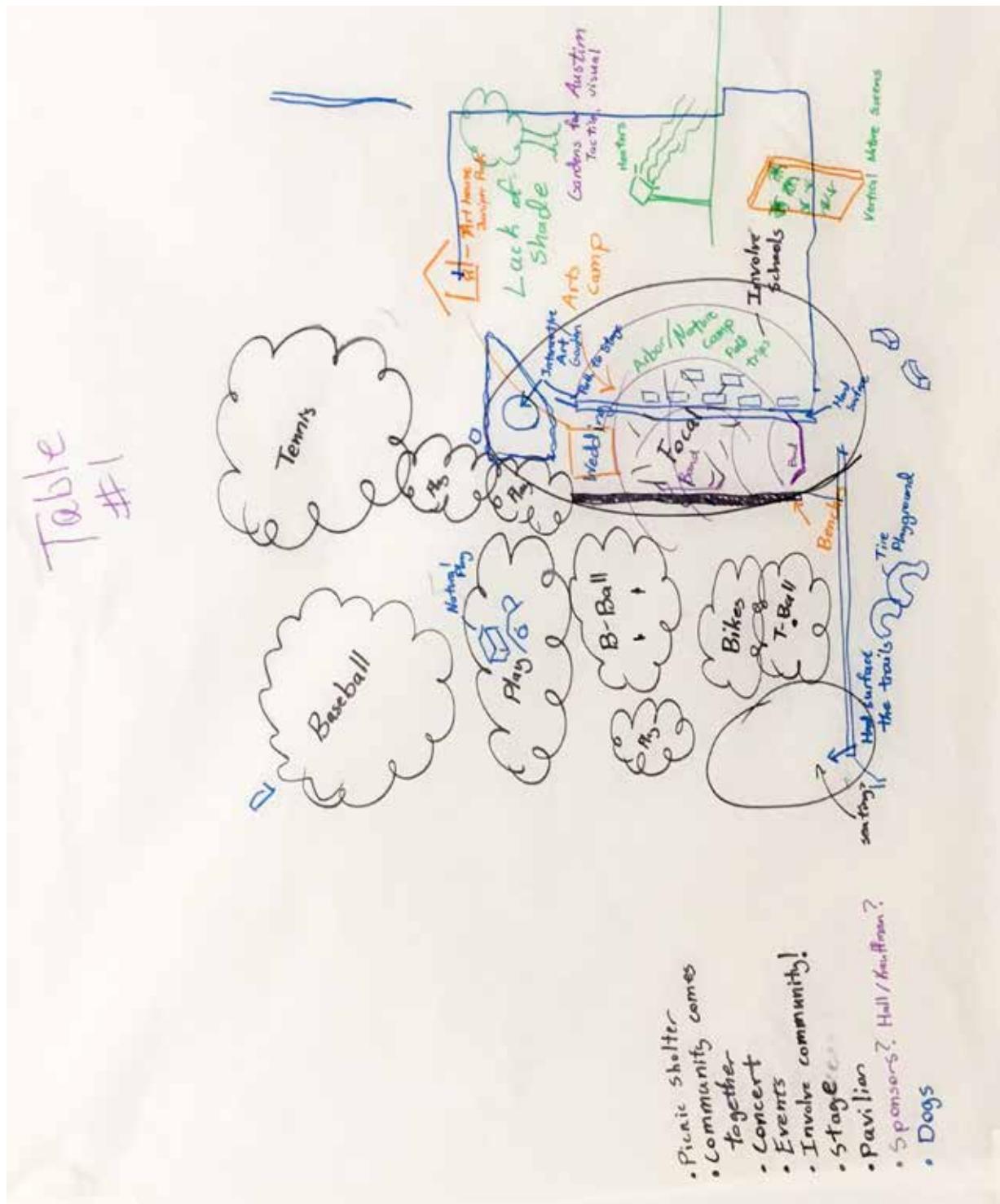
**R Park Focal Point/Entry Points**

Diagram 1 — Pavilion/Greenway (Table 1)

Table # 1



## Table 1#1



## Diagram B — Pavilion/Greenway (Table 1)

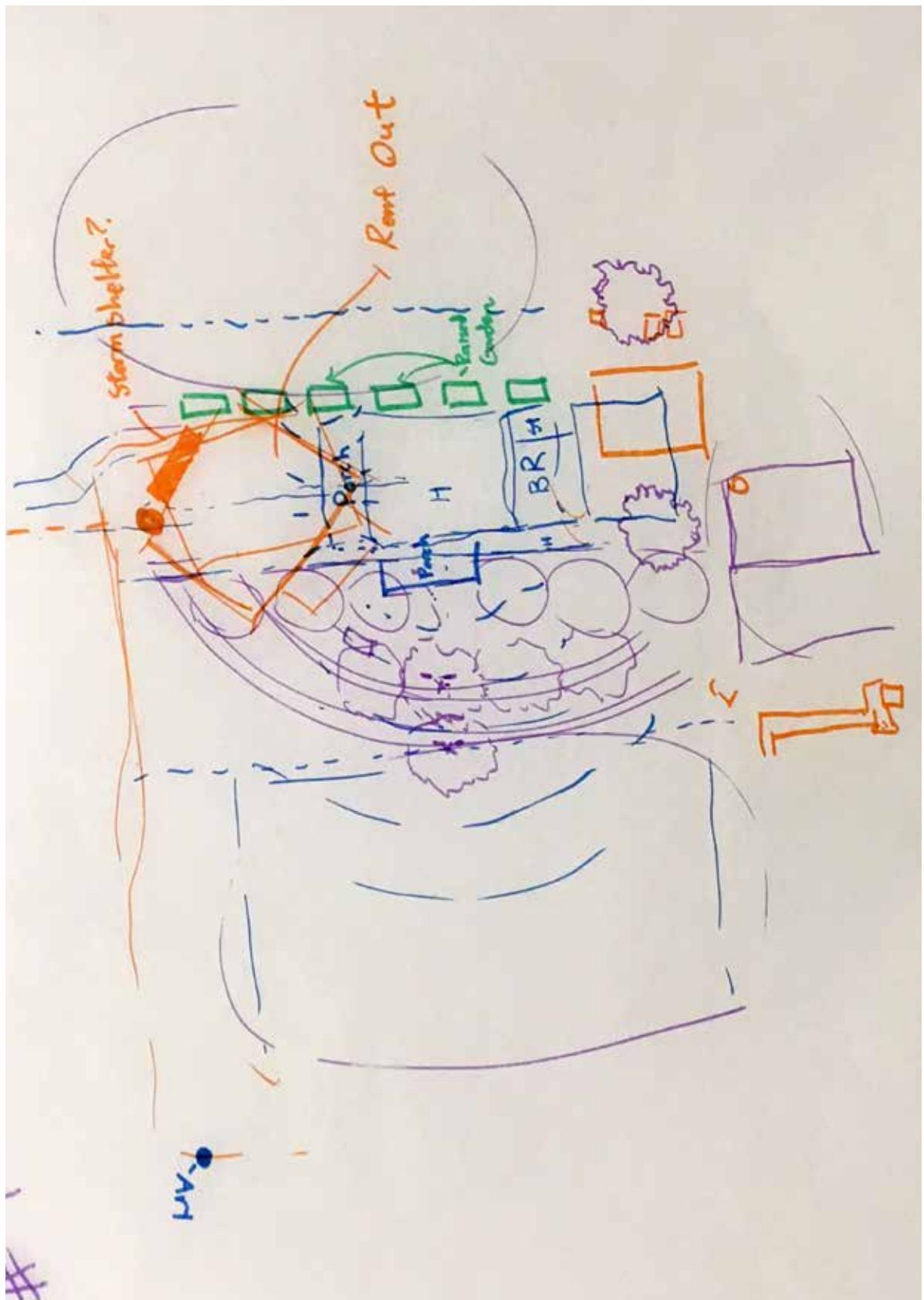
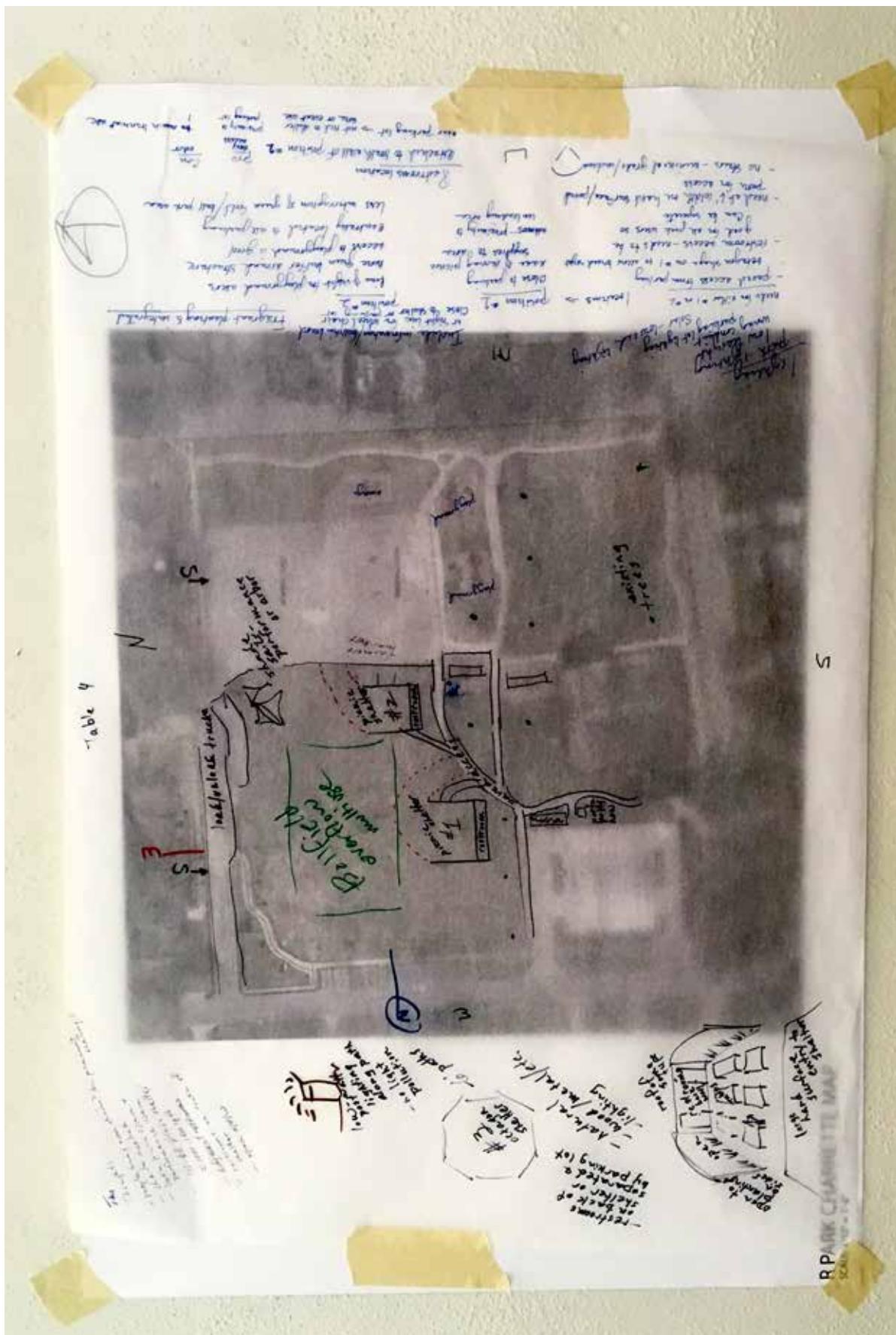


Diagram C — Pavilion/Greenway (Table 1)

Diagram D — Pavilion/Greenway (Table 4)



## road

Art?

Play?

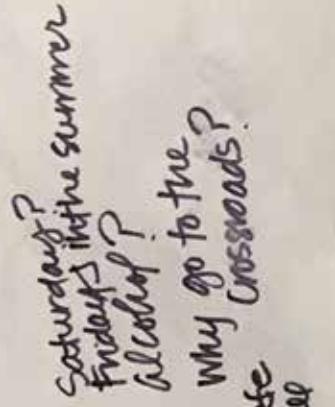
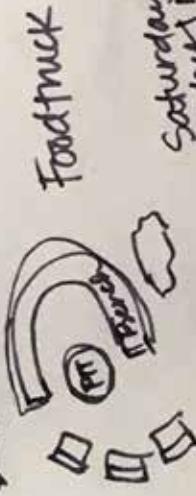
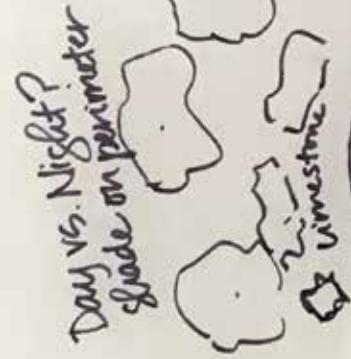
How of use?  
Interactive?

Tennis - dress -  
Renovated Art -  
Basketball structure

Durability?

Stone to interact  
with - climb, sit

Firepit → Neutral  
Exercise → Off



Firepit with stone or  
interactive - city regulated? → change!  
fireplace? - sit around  
firepond - maintenance  
firepit - electric  
firepit - electric

Day vs. Night?  
shade on perimeter

Saturday?

fireday?

alcohol?

Why go to fire  
crossroads?

raise it & safe  
retaining wall



Diagram E — Park Focal Point/Entry Point (Table 2)

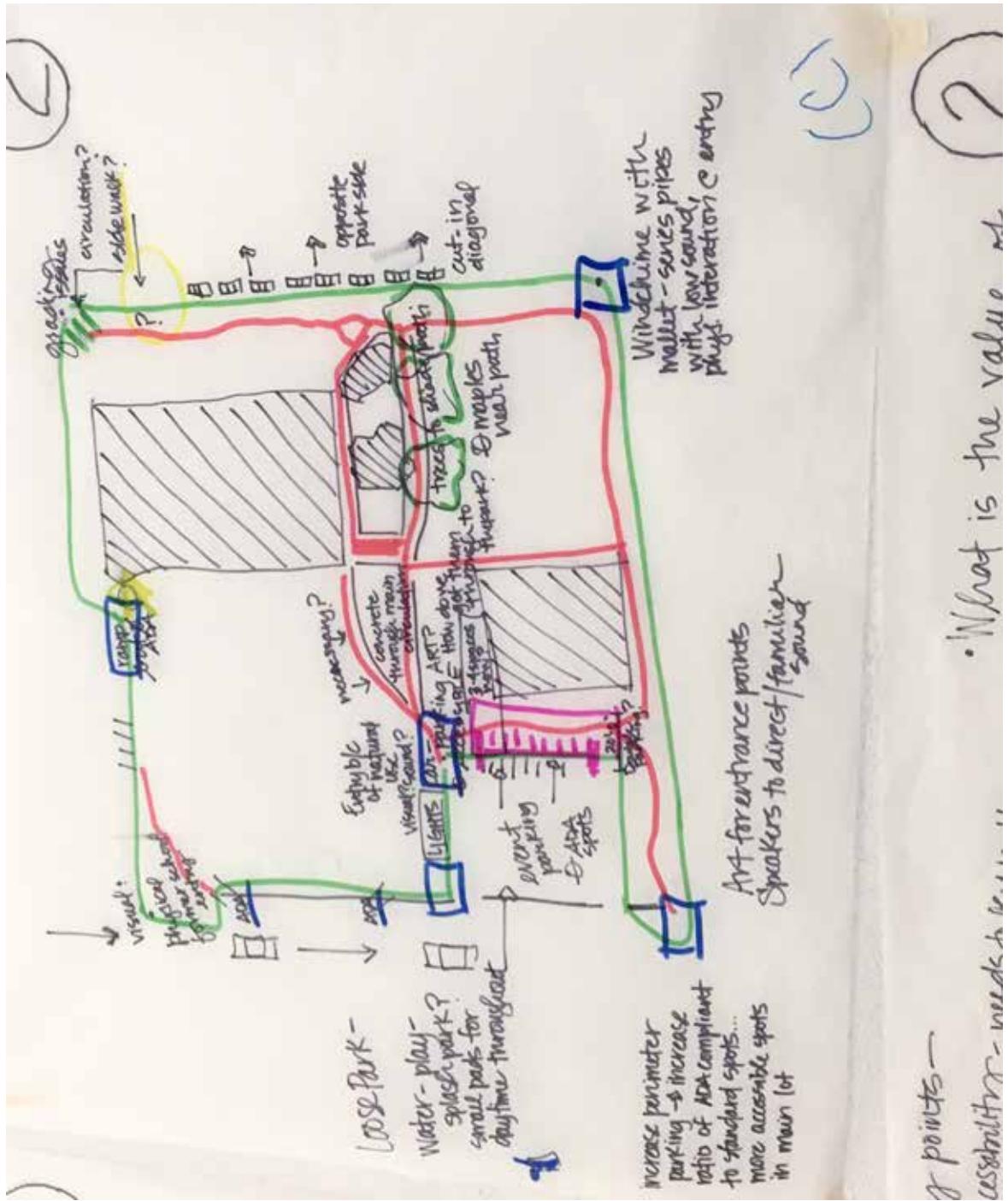
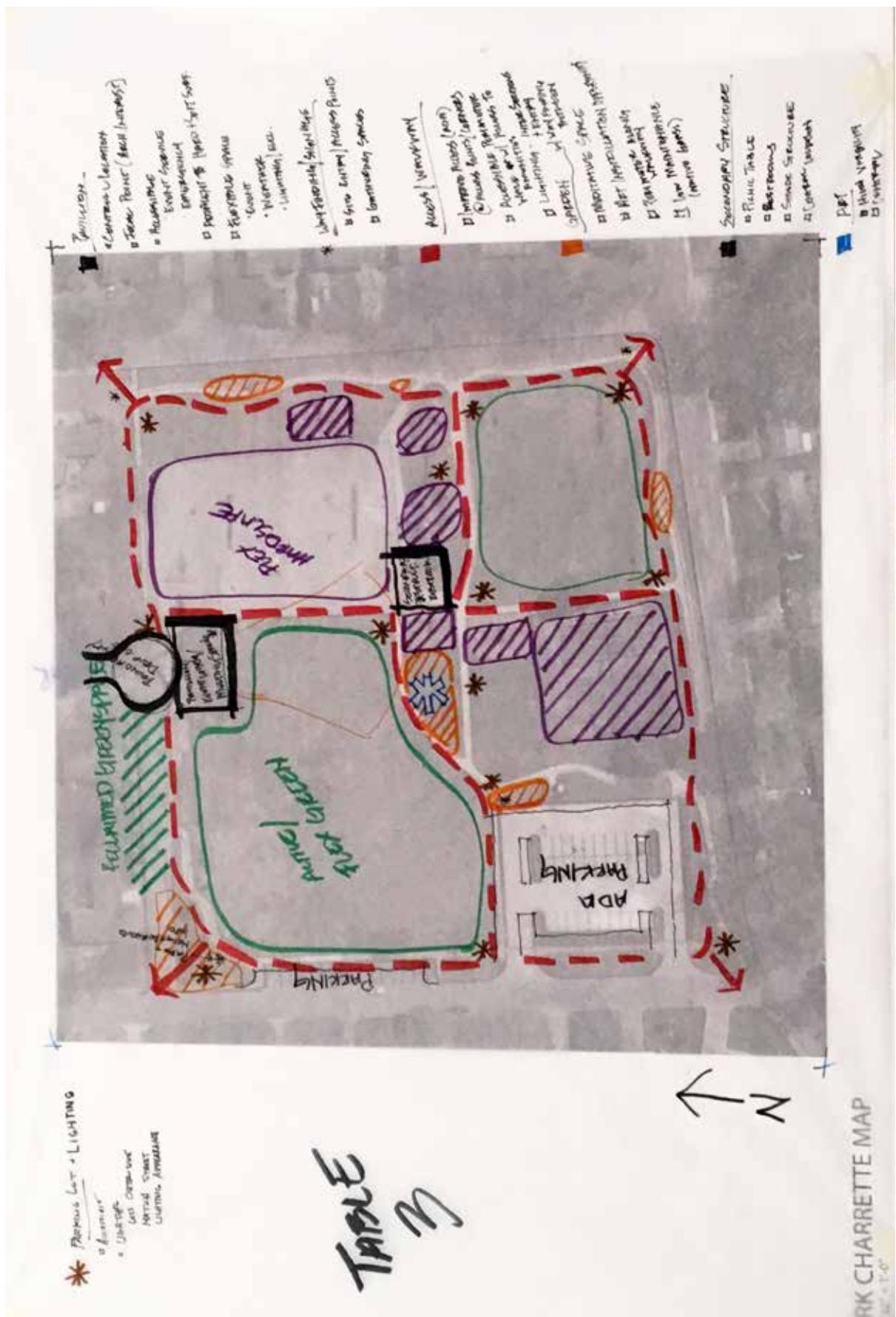


Diagram F — Park Focal Point/Entry Point (Table 2)



**Diagram G — Park Focal Point/Entry Point (Table 3)**

## Appendix 3 — Resources

### KCCFAA Resources

These resources are available from KC Communities for All Ages, in both hard copy and online:

- **Become a Community for All Ages, a checklist to help you become age friendly** [www.marc.org/KCC\\_Checklist.pdf](http://www.marc.org/KCC_Checklist.pdf)
- **Making Your City Work for All Ages: A Toolkit for Cities** [www.marc.org/KCC\\_ToolKitforWeb.pdf](http://www.marc.org/KCC_ToolKitforWeb.pdf)
- **Communities for All Ages**, a unique recognition program that recognize cities taking steps to become more welcoming to residents of all ages. The progressive levels of recognition encourage cities to maintain momentum as they move from Bronze Recognition (Awareness) to Silver (Assessment) and to Gold (Implementation), then work to maintain their recognition status.  
[marc.org/Community/KC-Communities-for-All-Ages/Initiatives/Communities-for-All-Ages-Recognition-Program](http://marc.org/Community/KC-Communities-for-All-Ages/Initiatives/Communities-for-All-Ages-Recognition-Program)
- Additional region-specific demographic information can be viewed at [www.marc.org/Community/KC-Communities-for-All-Ages/Issues/Demographic-Changes](http://www.marc.org/Community/KC-Communities-for-All-Ages/Issues/Demographic-Changes)

### AARP Resources:

- **The Livability Index: Great Neighborhoods for All Ages:** [www.aarp.org/livabilityindex](http://www.aarp.org/livabilityindex)
- **PPI Livable Communities The Livability Index policy page** (this page also includes links to AARP's livable communities related blogs): [www.aarp.org/content/aarp/en/home/ppi/issues/livable-communities/info-2015/livability-index.html](http://www.aarp.org/content/aarp/en/home/ppi/issues/livable-communities/info-2015/livability-index.html)
- AARP Foundation Housing Website: [www.aarp.org/aarp-foundation/our-work/housing/](http://www.aarp.org/aarp-foundation/our-work/housing/)

- **Future of Housing video on accessibility:** [www.youtube.com/watch?v=T2f\\_LzgSX98](http://www.youtube.com/watch?v=T2f_LzgSX98) (This video is one of five Future of Housing videos. The remaining four are currently in production.)
- **PPI Livable Communities Housing policy page:** [www.aarp.org/content/aarp/en/home/ppi/issues/livable-communities/housing.html](http://www.aarp.org/content/aarp/en/home/ppi/issues/livable-communities/housing.html)
- **Increasing Home Access: Designing for Visitability:** [www.aarp.org/home-garden/livable-communities/info-08-2008/2008\\_14\\_access.html](http://www.aarp.org/home-garden/livable-communities/info-08-2008/2008_14_access.html)
- **Strategies to Meet the Housing Needs of Older Adults:** [www.aarp.org/home-garden/housing/info-03-2010/i38-strategies.html](http://www.aarp.org/home-garden/housing/info-03-2010/i38-strategies.html)
- **Home Fit Guide:** [www.aarp.org/livable-communities/info-2014/aarp-home-fit-guide-aging-in-place.html](http://www.aarp.org/livable-communities/info-2014/aarp-home-fit-guide-aging-in-place.html)
- **Home Fit Downloads — Resources and Worksheets:** [www.aarp.org/livable-communities/info-2014/home-fit-resources-worksheets.html](http://www.aarp.org/livable-communities/info-2014/home-fit-resources-worksheets.html)

### Other Resources:

- **Housing America's Older Adults — Meeting the Needs Of An Aging Population** [www.jchs.harvard.edu/research/housing\\_americas\\_older\\_adults](http://www.jchs.harvard.edu/research/housing_americas_older_adults)
- **Home Matters:** [www.homemattersamerica.com/](http://www.homemattersamerica.com/)
- **Center for Inclusive Design and Environmental Access** <http://udeworld.com/>
- **Inclusive Housing: A Pattern Book Design for Diversity and Equality:** <http://books.wwnorton.com/books/978-0-393-73316-7/>
- **MIT Age Lab:** <http://agelab.mit.edu/>
  - **Housing & Home Services:** <http://agelab.mit.edu/housing-home-services>



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