

Improvements to
JEEP JONES PARK
UPPER AND LOWER TERRACES

nity, I have felt compelled and inspired to do all I can to ensure

s and dreams - and, most importantly, of opportunity



February 23, 2021
Boston Parks and Recreation



MEETING RECORDING



The Boston Parks and Recreation Department will be recording the meeting and posting to our project webpage for those who are unable to attend the Zoom meeting live.

It is possible that participants may also be recording the meeting with their phones cameras or other devices. If you do not wish to be recorded during this meeting, please keep your microphone and camera off.

VIRTUAL MEETING ETIQUETTE

We want to ensure this conversation is a pleasant experience for all and that all community members/ stakeholders are comfortable sharing their comments, questions and feedback.

Please be respectful and mindful of each other's time when asking questions/ providing comments, so that all attendees are able to participate in the meeting.

Keep questions/ comments project-specific and not personal to yield solution-driven discussion.

Please wait until all attendees have had the opportunity to ask a question/ provide a comment before providing additional questions/ comments.

You can always set up a conversation with **Lauren Bryant**, lauren.bryant@boston.gov to further discuss the project or process.

ZOOM TIPS

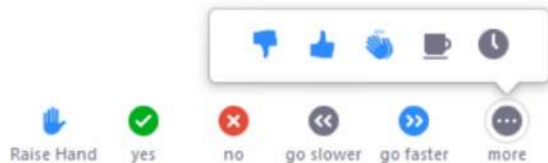
Here is how you can participate during the question and answer part of the presentation.

DURING THE PRESENTATION:



VIA WEB:

Turn video on / off.



To use these non-verbal options click on participants (bottom of screen); these options will pop up in side bar.

DURING THE Q&A:



JOINING VIA PHONE?

Use *9 to raise hand to ask for audio / video permission to ask questions or provide comments.



VIA WEB:

Chat to ask questions / comments or provide responses to poll questions



Raise hand to ask for audio / video permission to ask questions or provide comments.

PROJECT OVERVIEW



AGENDA

1

PROJECT TEAM INTRODUCTION

2

PROJECT OVERVIEW

3

PRESENTATION

4

LISTENING & DISCUSSION

5

CLOSING REMARKS & NEXT STEPS

PROJECT TEAM

LAUREN BRYANT

PROJECT MANAGER

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CHRISTINE BRANDAO

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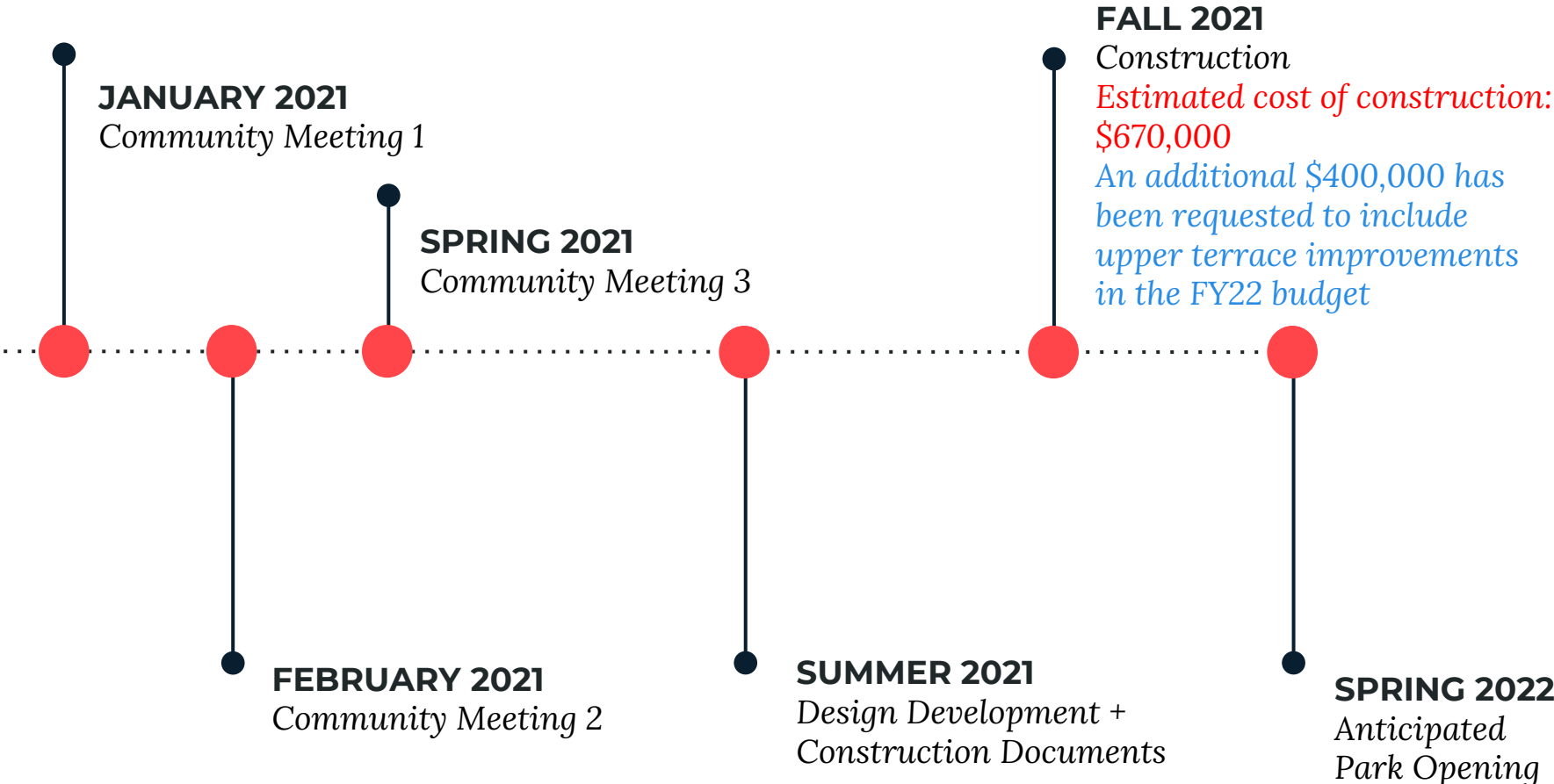
IBI GROUP

CATHERINE OFFENBERG, PRINCIPAL

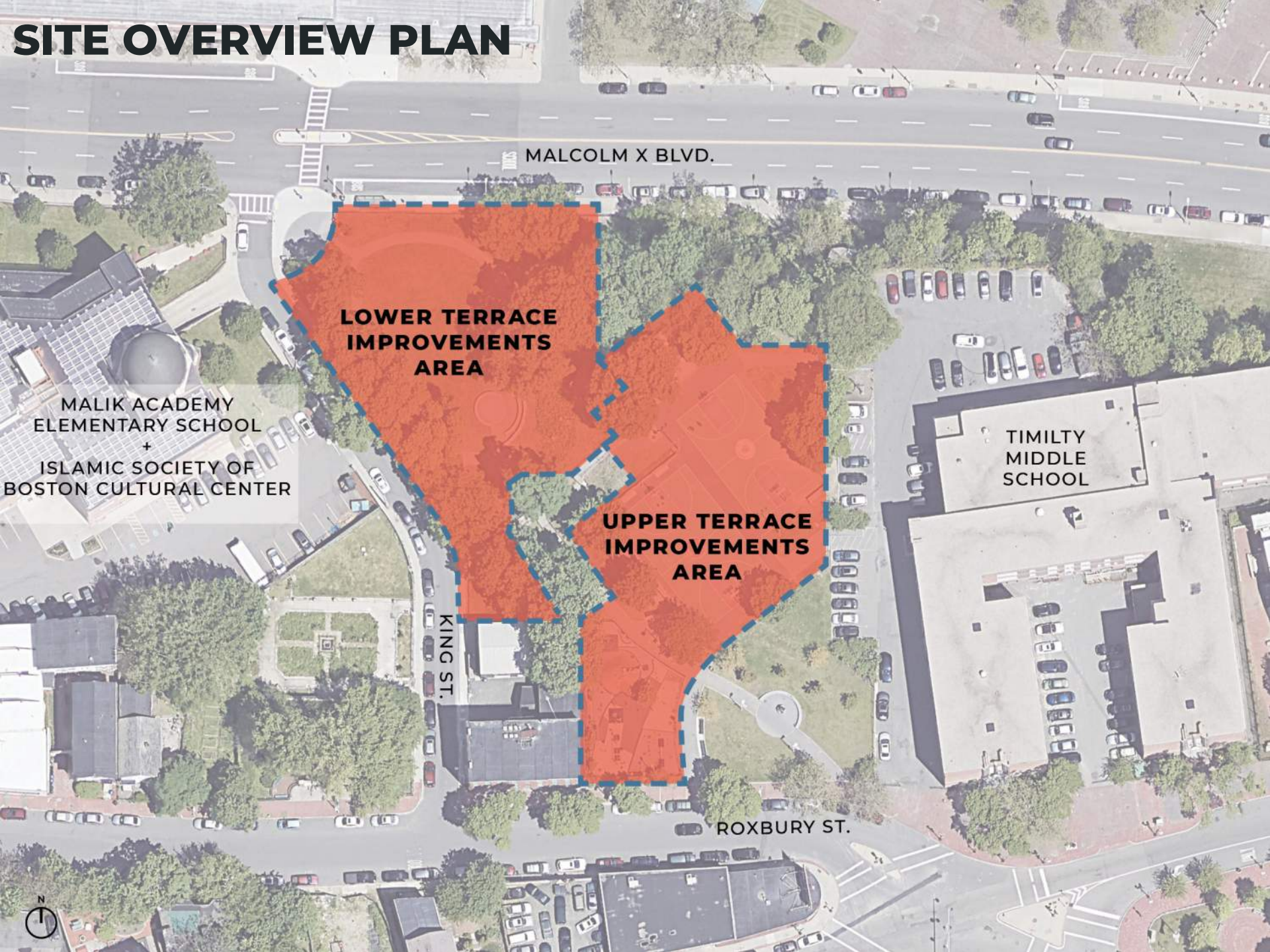
TYLER CROMLEIGH, ASSOCIATE (PROJECT MANAGER)



PROJECT SCHEDULE & FUNDING



SITE OVERVIEW PLAN



MALCOLM X BLVD.

**LOWER TERRACE
IMPROVEMENTS
AREA**

**UPPER TERRACE
IMPROVEMENTS
AREA**

TIMILTY
MIDDLE
SCHOOL

MALIK ACADEMY
ELEMENTARY SCHOOL
+
ISLAMIC SOCIETY OF
BOSTON CULTURAL CENTER

KING ST.

ROXBURY ST.



PRESENTATION AGENDA

1

LOWER TERRACE: 2 CONCEPTS

2

LOWER TERRACE: COMMUNITY FEEDBACK

3

UPPER TERRACE: 2 CONCEPTS

4

UPPER TERRACE: COMMUNITY FEEDBACK

5

PRIORITIZING DESIGN CHOICES BASED ON BUDGET

6

COMMUNITY FEEDBACK ON DESIGN PRIORITIZING

LOWER TERRACE IMPROVEMENTS



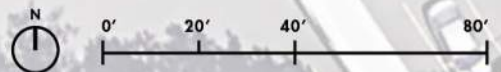
LOWER TERRACE GOALS

- **ENHANCE PERIMETER FENCING AND EDGES WITH GATES AT ALL ENTRANCES ALONG KING STREET**
- **UPGRADE PARK LIGHTING**
- **REPLACE PAVEMENT WITH SMOOTH SURFACES**
- **ENHANCE PARK PLANTINGS**
- **ADD SEATING AND GATHERING SPACES**
- **ADD PLAY AREAS FOR AGES 0-2 AND 2-5**

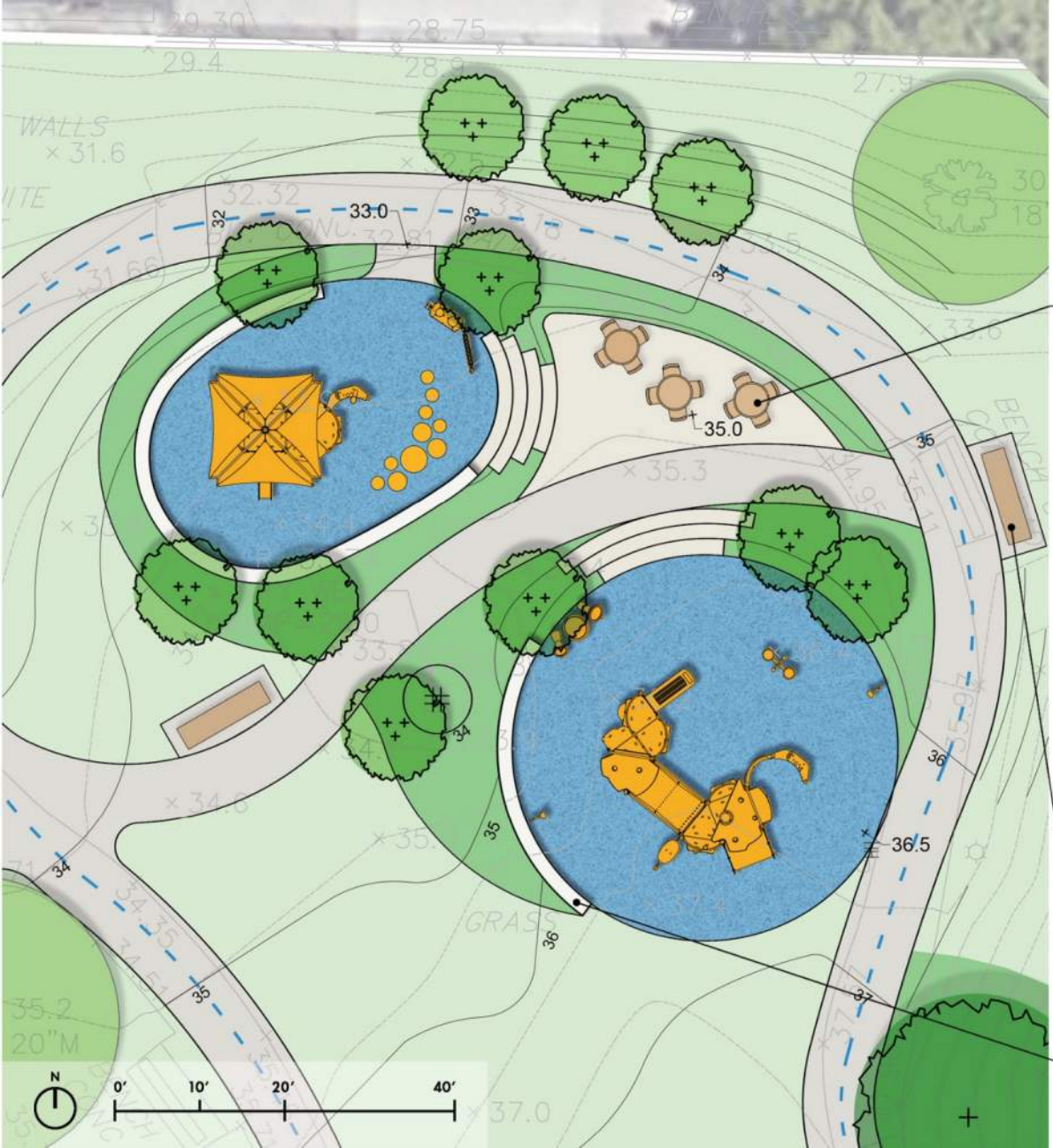
LOWER TERRACE SITE PLAN: CONCEPT 1

MALCOLM X BLVD.

SEPARATE 0-2 AND 2-5 PLAY AREAS



CONCEPT 1: SEATING



SEATING AREA: TABLES WITH INDIVIDUAL SEATS



GAMETOP TABLES

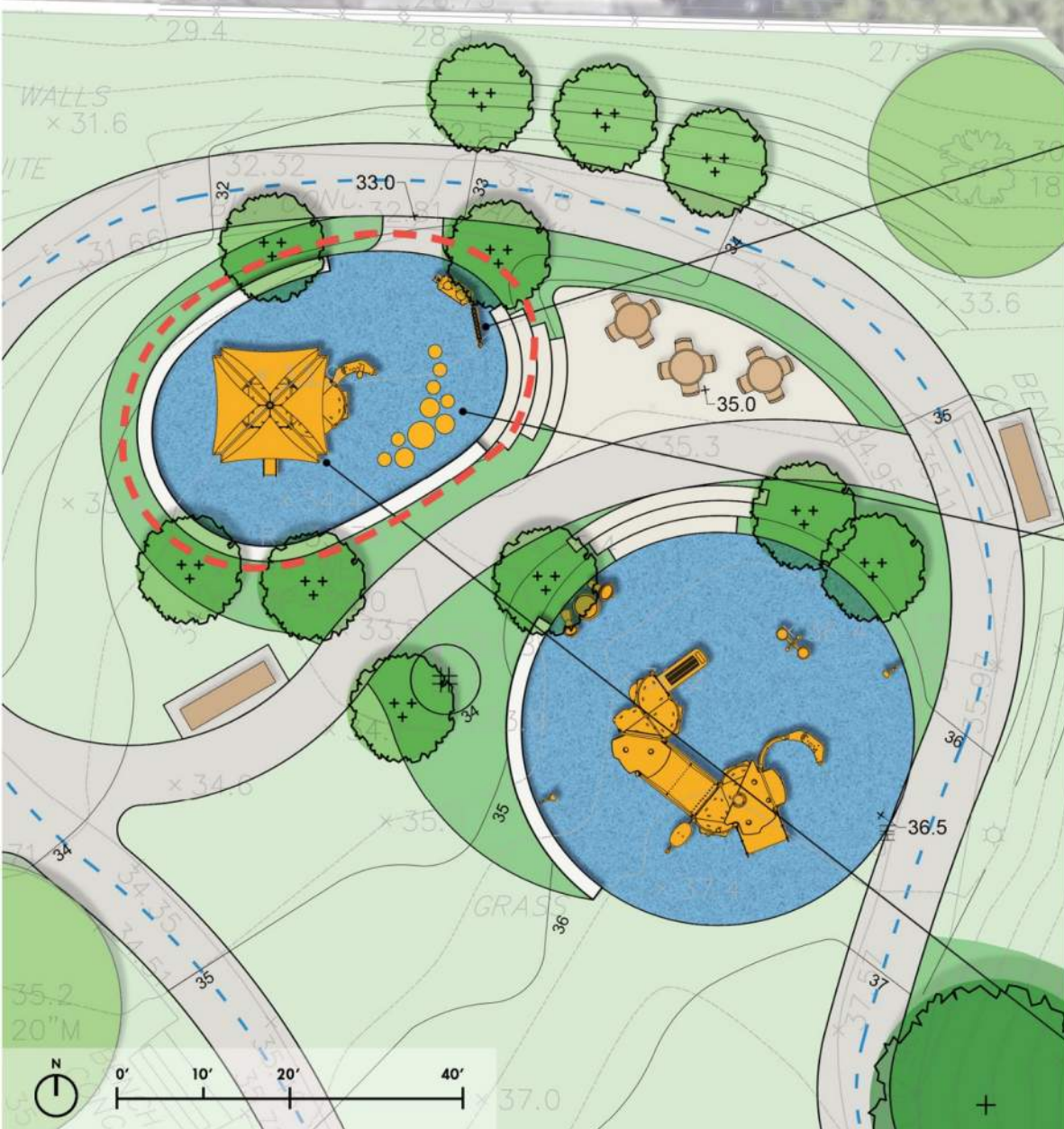


BENCH SEATING



SEATWALLS

CONCEPT 1: AGES 0-2 PLAY



MUSICAL PLAY PANEL



HALF BALL STEPPERS



"JETSETTER" PLAY STRUCTURE

CONCEPT 1: AGES 0-2 PLAY



Flower panel

Social-Emotional: invites cooperation due to the two-sidedness and provides for parallel play.
Cognitive: stimulates cause and effect understanding and logical thinking: making sounds when running flower through vertical grooves.
Creative: children can leave their mark, placing the flowers in different positions.



Sand funnel

Social-Emotional: supports cooperation and turn-taking as children pour water or materials into the funnel.
Cognitive: the passing of materials through funnels develops the children's logical thinking and for younger children the understanding of object permanence: that materials don't vanish, but run through at the other end.



Desk

Social-Emotional: fine meeting place and a space creator. Sharing and cooperation from both sides create a social scenario that supports communication and cooperation.



Slide

Physical: sliding develops spatial awareness and a sense of balance. Furthermore, the core muscles are trained when sitting upright going down.
Social-Emotional: empathy stimulated by turn-taking.
Cognitive: young children develop their understanding of space, speed and distances when sliding down quickly.



Gear wheels panel

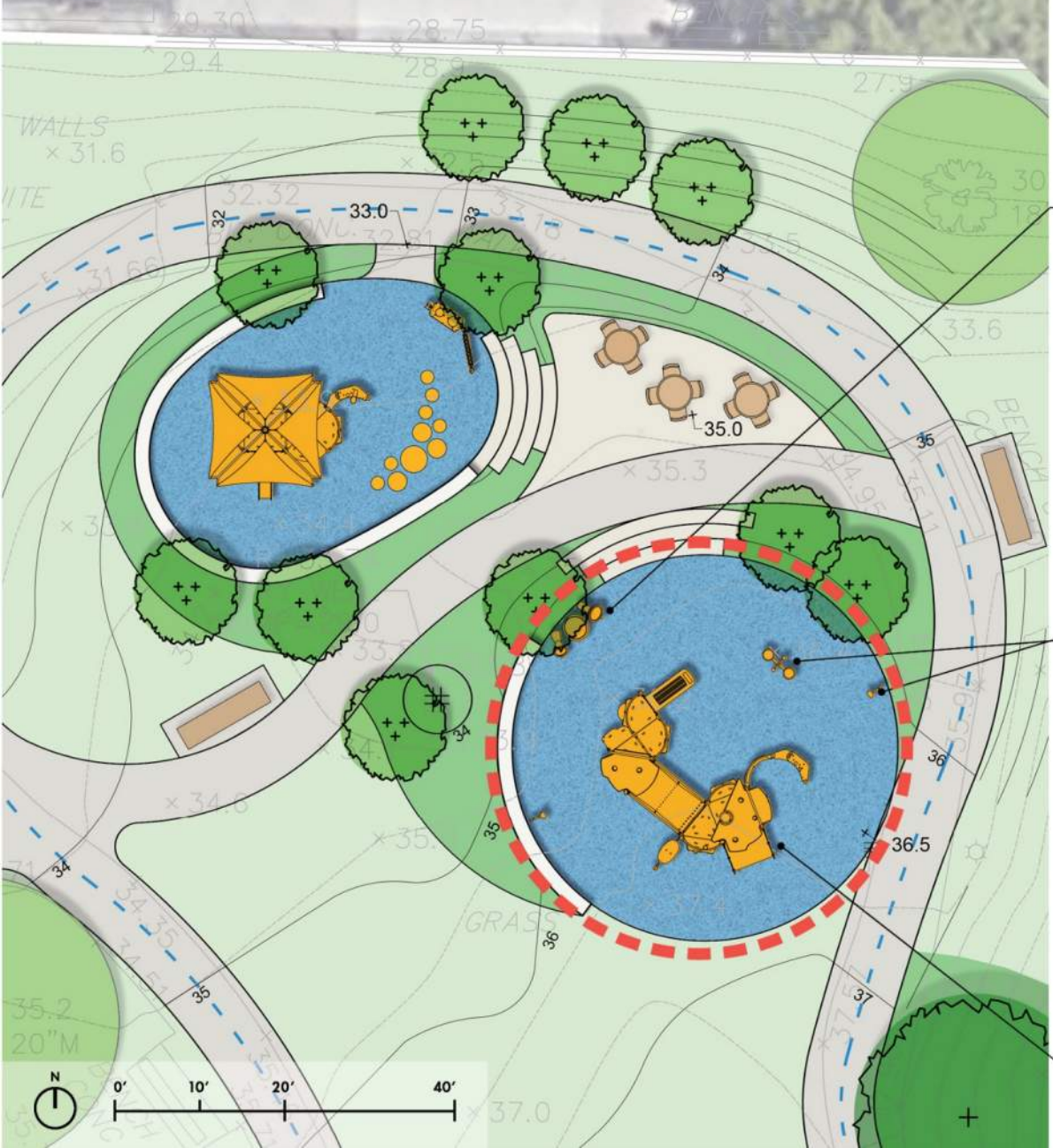
Social-Emotional: invites cooperation due to the two-sidedness and provides for parallel play.
Cognitive: the gears stimulate cause and effect understanding and logical thinking.



Bubble window

Social-Emotional: invites interaction between outside and inside.
Cognitive: distorts the sound of the voice, developing logical thinking.

CONCEPT 1: AGES 2-5 PLAY



MUSICAL PLAY PANEL



DOUBLE ROCKER



SENSORY PLAY



"JUMPER" PLAY STRUCTURE

CONCEPT 1: AGES 2-5 PLAY

Jumper

PCE2050



Membrane bridge

Physical: agility, balance and coordination, force of movement and sense of effort. Development of bone density when jumping.

Social-Emotional: turn-taking, problem solving and cooperation when bouncing others. Relaxation when lying or sitting, being bounced by others.

Cognitive: understanding of cause and effect, logical thinking.



Funnel panel

Social-Emotional: trains cooperation and turn-taking as children put materials into the funnel from both sides.

Cognitive: the passing of materials through funnels supports the children's logical thinking and for younger children the understanding of object permanence: that materials don't vanish, but run through at the other end.



Conveyor panel

Physical: tactile stimulation from running hands over rolling spheres on conveyor belt.

Social-Emotional: spurs group play and conversations with its two-sidedness.

Cognitive: understanding of object permanence when pictures roll away and reappear.



Megaphone

Social-Emotional: inspires communication and turn-taking skills.

Cognitive: distortion of sound evokes curiosity and stimulates an understanding of cause and effect.



Bubble window

Social-Emotional: invites interaction between outside and inside.

Cognitive: distorts the sound of the voice, developing logical thinking.



Slide

Physical: sliding develops spatial awareness and a sense of balance. Furthermore, the core muscles are trained when sitting upright going down.

Social-Emotional: empathy stimulated by turn-taking.

Cognitive: young children develop their understanding of space, speed and distances when sliding down quickly.

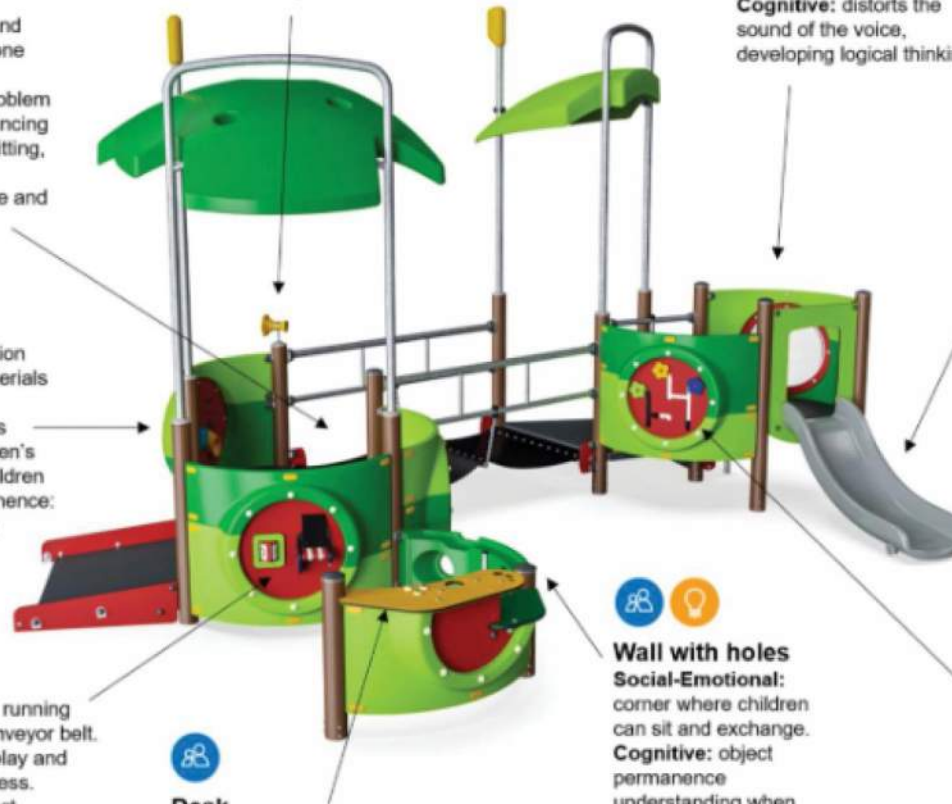


Flower panel

Social-Emotional: invites cooperation due to the two-sidedness and provides for parallel play.

Cognitive: stimulates cause and effect understanding and logical thinking: making sounds when running flower through vertical grooves.

Creative: children can leave their mark, placing the flowers in different positions.



Desk

Social-Emotional: fine meeting place and a space creator. Sharing and cooperation from both sides create a social scenario that supports communication and cooperation.



Wall with holes

Social-Emotional: corner where children can sit and exchange.

Cognitive: object permanence understanding when sticking things through the panel holes.

LOWER TERRACE SITE PLAN: CONCEPT 2

COMBINED 0-2 AND 2-5 PLAY AREAS

MALCOLM X BLVD.



MALIK ACADEMY
ELEMENTARY SCHOOL
+
ISLAMIC SOCIETY OF
BOSTON CULTURAL CENTER

SEATING AREA
BENCH SEATING

AGES 0-2 AND 2-5
PLAY AREA

PLANTING ON
HILLSIDE
OVERLOOK
SPACE

BENCH SEATING

OPEN
LAWN

SMALL PLAY AREA

KING ST.

TRICYCLE TRACK

CONCRETE STAIRS
W/ RAILING

UPPER
TERRACE



CONCEPT 2: SEATING



SEATING AREA: TABLES WITH BENCH SEATS



BENCH SEATING

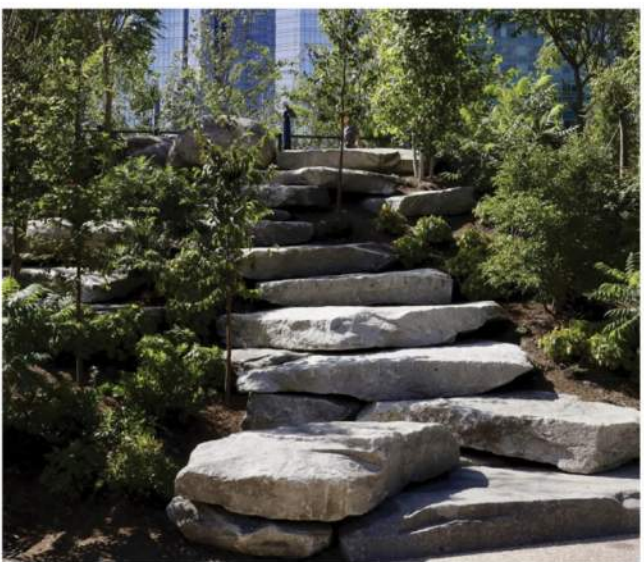


SMOOTH OR NATURAL SEATWALLS

CONCEPT 2: NATURAL PLAY



EXPLORATORY PLAY



ROCKY SCRAMBLE

CONCEPT 2: 0-2 AND 2-5 PLAY



HOME AND GARDEN PLAYHOUSE



COZY DOME



AGES 2-5 PLAY STRUCTURE

CONCEPT 2: AGES 0-2 PLAY



CONCEPT 2: AGES 2-5 PLAY



ACTIVATE THE OVERLOOK SPACE

Potential Improvements:

- Add furniture
- Add play elements such as a telescope or sensory and learning play structures
- Create a connection between upper and lower terraces through the overlook space



ACTIVATE THE OVERLOOK SPACE



ACTIVATE THE OVERLOOK SPACE



QUESTION 1:

Do you prefer two separate or one combined play area for ages 0-2 and 2-5 in the lower terrace?

- I prefer separated play areas for ages 0-2 and 2-5



- I prefer one combined play area for ages 0-2 and 2-5



QUESTION 2:

What type of outdoor table seating would be best for your family and community needs?

- **Tables with individual seats**



- **Tables with bench seating**



QUESTION 3:

Which play structure do you like best for ages 0-2?

- **Jetsetter (or similar)**



- **Home and Garden Playhouse (or similar)**



QUESTION 4:

Which play structure do you like best for ages 2-5?

- **Jumper (or similar)**
 - Modern, organic shapes
 - Variety of active and passive play options

- **Dynamic Play Structure (or similar)**
 - Traditional post and Platform
 - More active play options



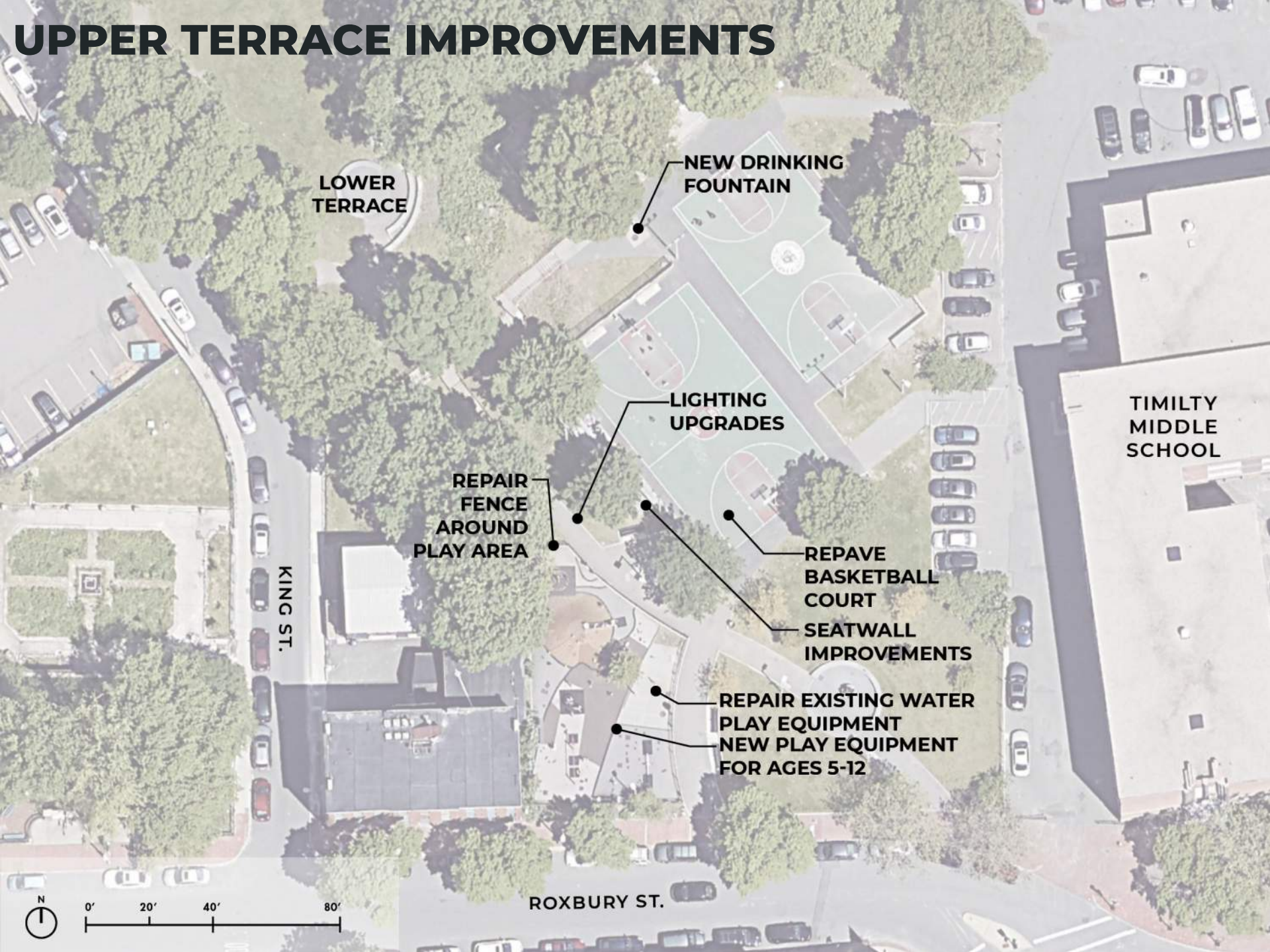
UPPER TERRACE IMPROVEMENTS



UPPER TERRACE GOALS

- **UPGRADE PARK LIGHTING**
- **BASKETBALL COURT AND SEATWALL IMPROVEMENTS**
- **REPAIR OR REPLACE WATER PLAY ELEMENTS**
- **IMPROVE PLAY AREA FOR AGES 5-12**
- **INSTALL NEW DRINKING FOUNTAIN**
- **REPAIR FENCE AROUND PLAY AREA**

UPPER TERRACE IMPROVEMENTS



LOWER
TERRACE

NEW DRINKING
FOUNTAIN

LIGHTING
UPGRADES

REPAIR
FENCE
AROUND
PLAY AREA

REPAVE
BASKETBALL
COURT

SEATWALL
IMPROVEMENTS

REPAIR EXISTING WATER
PLAY EQUIPMENT
NEW PLAY EQUIPMENT
FOR AGES 5-12

TIMILTY
MIDDLE
SCHOOL

KING ST.

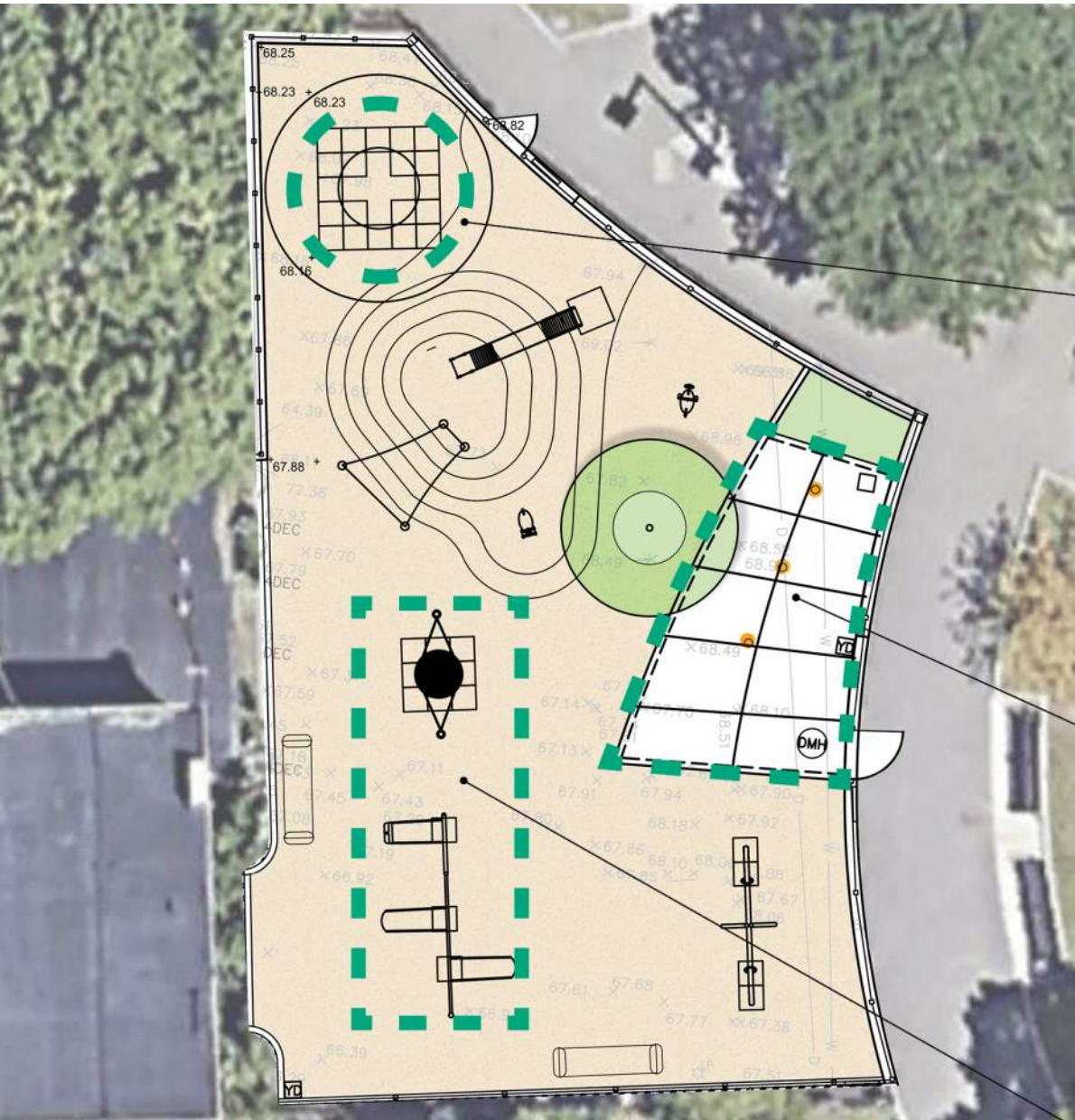
ROXBURY ST.



EXISTING UPPER TERRACE PLAY AREA



PLAY EQUIPMENT TO KEEP



KEEP SPINNER

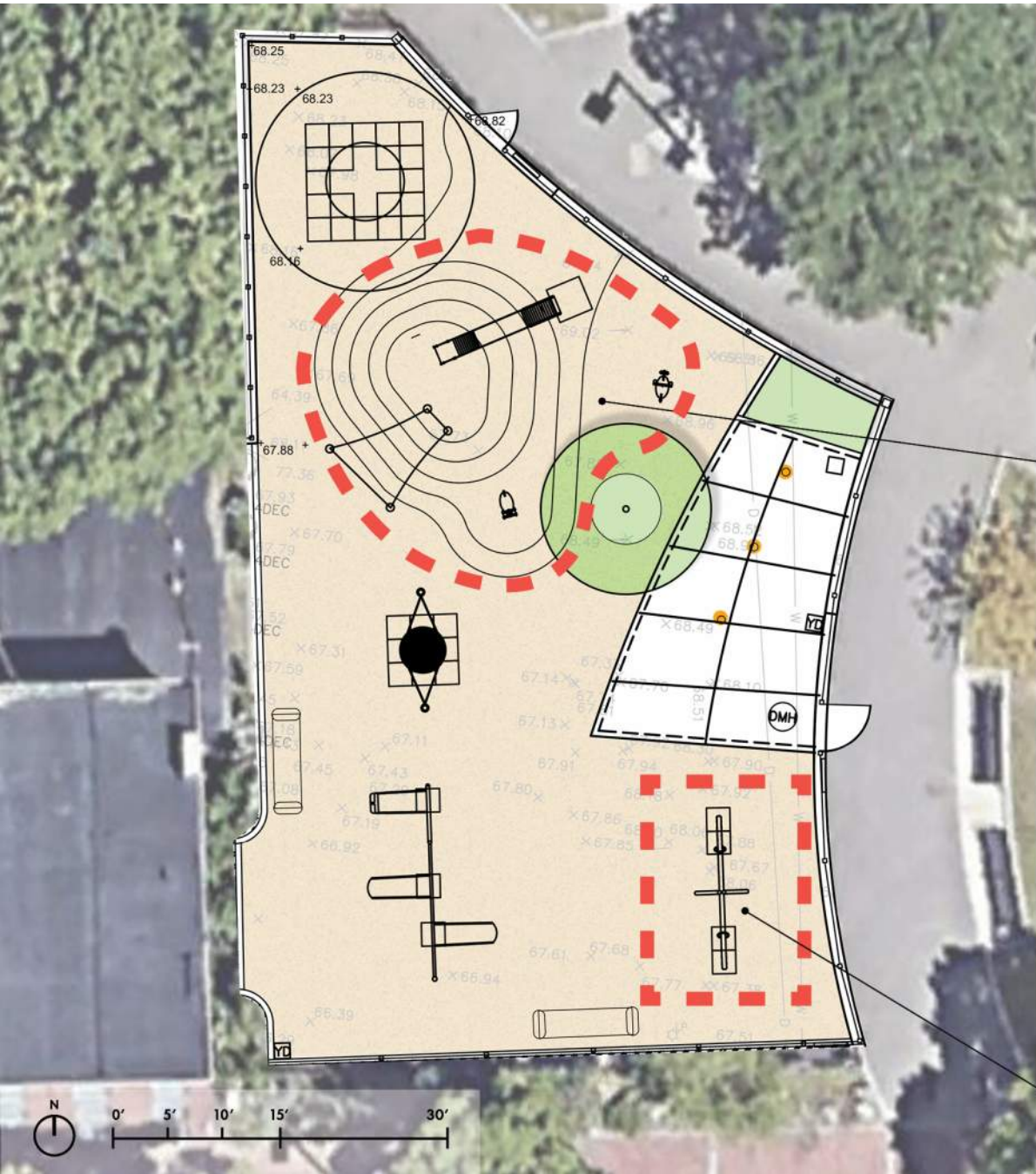


REPAIR OR REPLACE WATER PLAY EQUIPMENT



KEEP DISH SWING AND/OR TRADITIONAL SWINGS

PLAY EQUIPMENT TO REPLACE

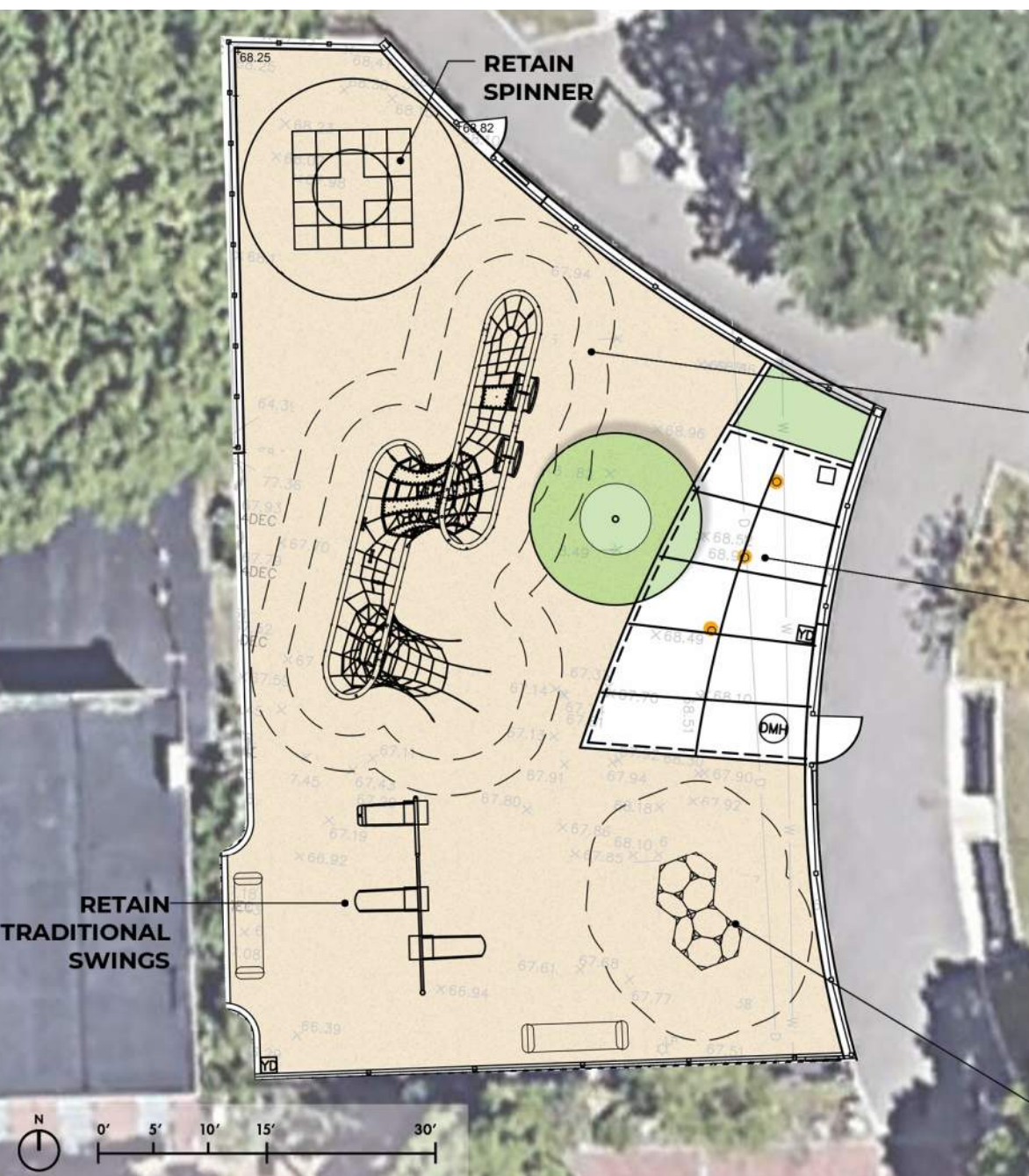


REMOVE MOUND WITH CLIMBING NET, SLIDE AND BEE ROCKERS



REMOVE SEESAW

UPPER TERRACE CONCEPT 1A: CLIMBING PLAY



NEW DOUBLE BUTTERFLY PLAY STRUCTURE

REPAIR OR REPLACE EXISTING WATER PLAY EQUIPMENT



NEW BLOQX CLIMBING STRUCTURE

UPPER TERRACE CONCEPT 1A: CLIMBING PLAY

BUTTERFLY, DOUBLE

COR17800



Talk tube

Social-Emotional: encourages communication and social interaction.
Cognitive: evokes curiosity and stimulates an understanding of cause and effect and object permanence: objects and persons exist also when out of sight.



Vertical climbing funnel

Physical: develops cross coordination and trains major muscles when climbing up or down.
Social-Emotional: socializing and friendly competition when climbing up and down with friends.



Membrane

Physical: the bouncy membrane develops the sense of balance when the child stands, steps or sits here.
Social-Emotional: great point for a break or meeting with friends.



Climbing net

Physical: the net allows for climbing around, which supports motor skills, proprioception and spatial awareness. Children use muscle strength of arms, legs, and core when climbing.



Moirée optic panels

Physical: sitting, hanging and leaning on the rope suspended panels train balance and cross-coordination.
Social-Emotional: discussing the patterns and reasoning with others about how the patterns differ supports negotiating and listening skills, training tolerance and empathy.
Cognitive: wondering about, understanding and explaining the reasons for the pattern occurrence support logical thinking skills.



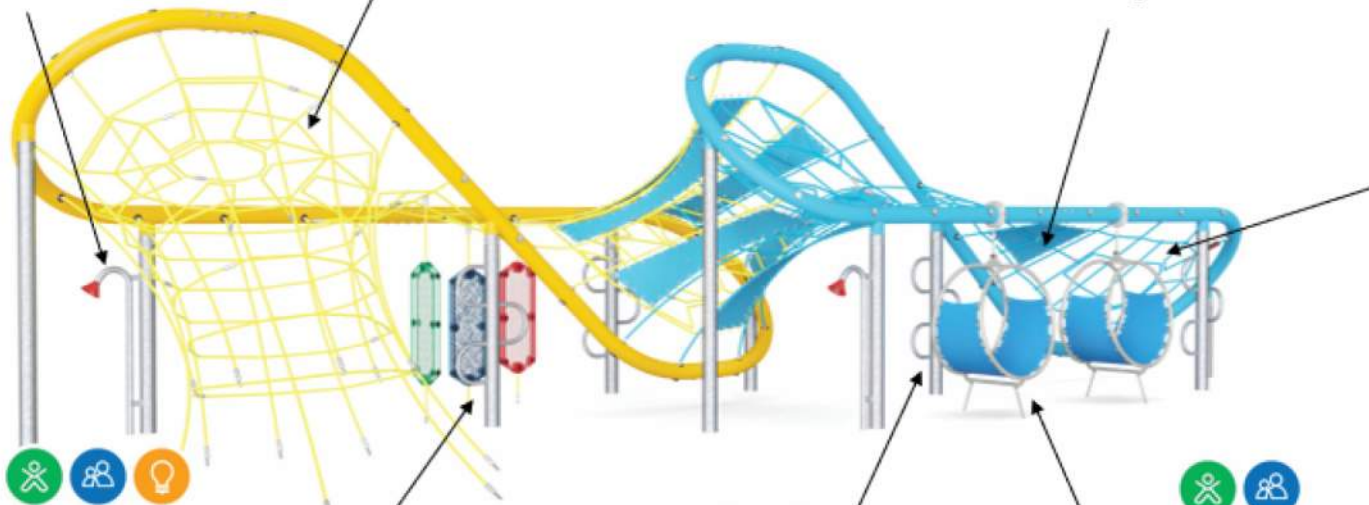
Climbing pole

Physical: cross coordination and muscle strength are trained.
Social-Emotional: turn-taking and cooperation.

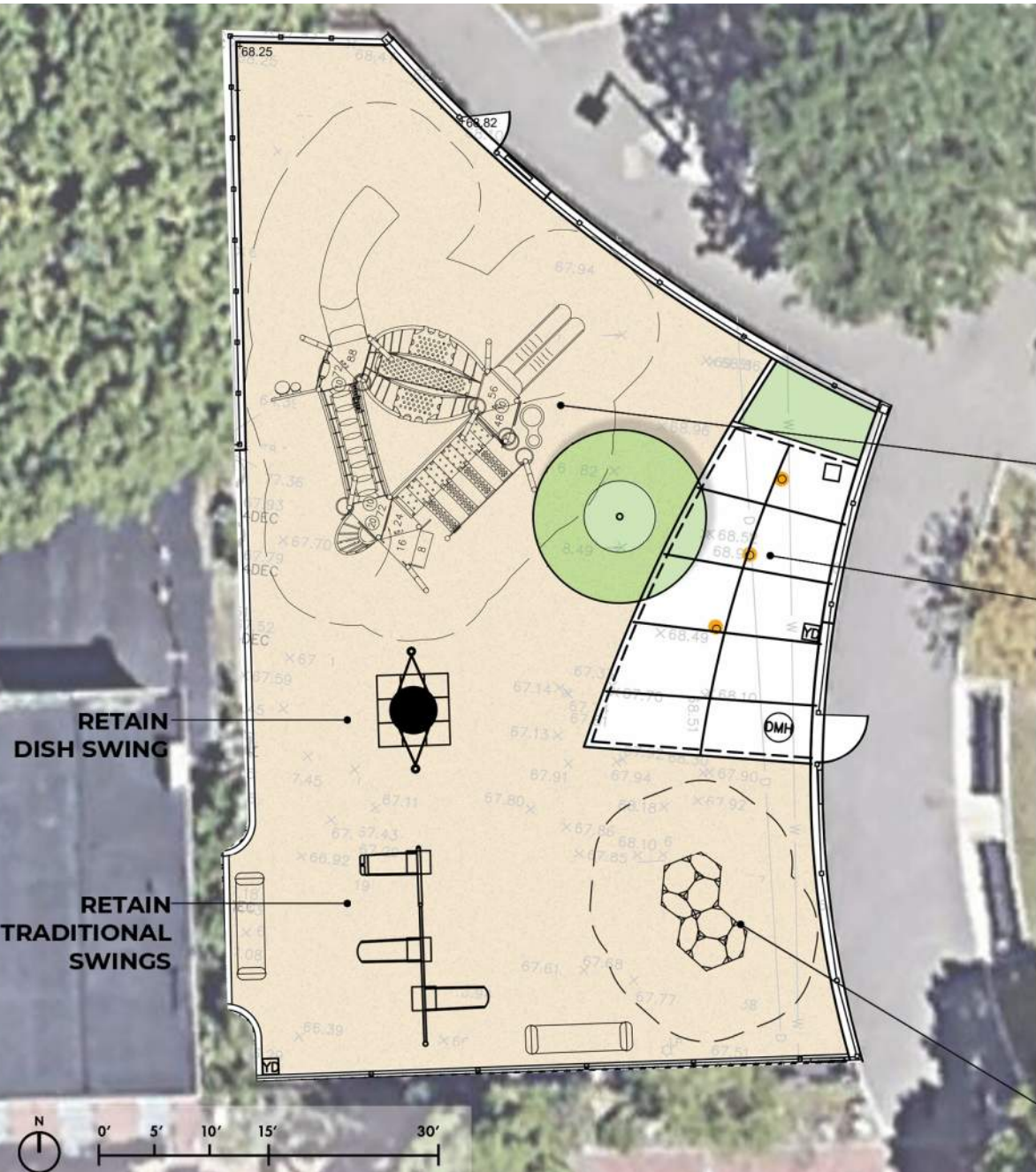


Hangout pod

Physical: sitting and lying enjoying the swaying movements stimulate the sense of balance.
Social-Emotional: meeting, taking a break is invited. Turn-taking supports the skills necessary to learn how to avoid conflicts.



UPPER TERRACE CONCEPT 1B: CLIMBING AND TRADITIONAL PLAY



NEW BEACH COMBER PLAY STRUCTURE

REPAIR OR REPLACE EXISTING WATER PLAY EQUIPMENT

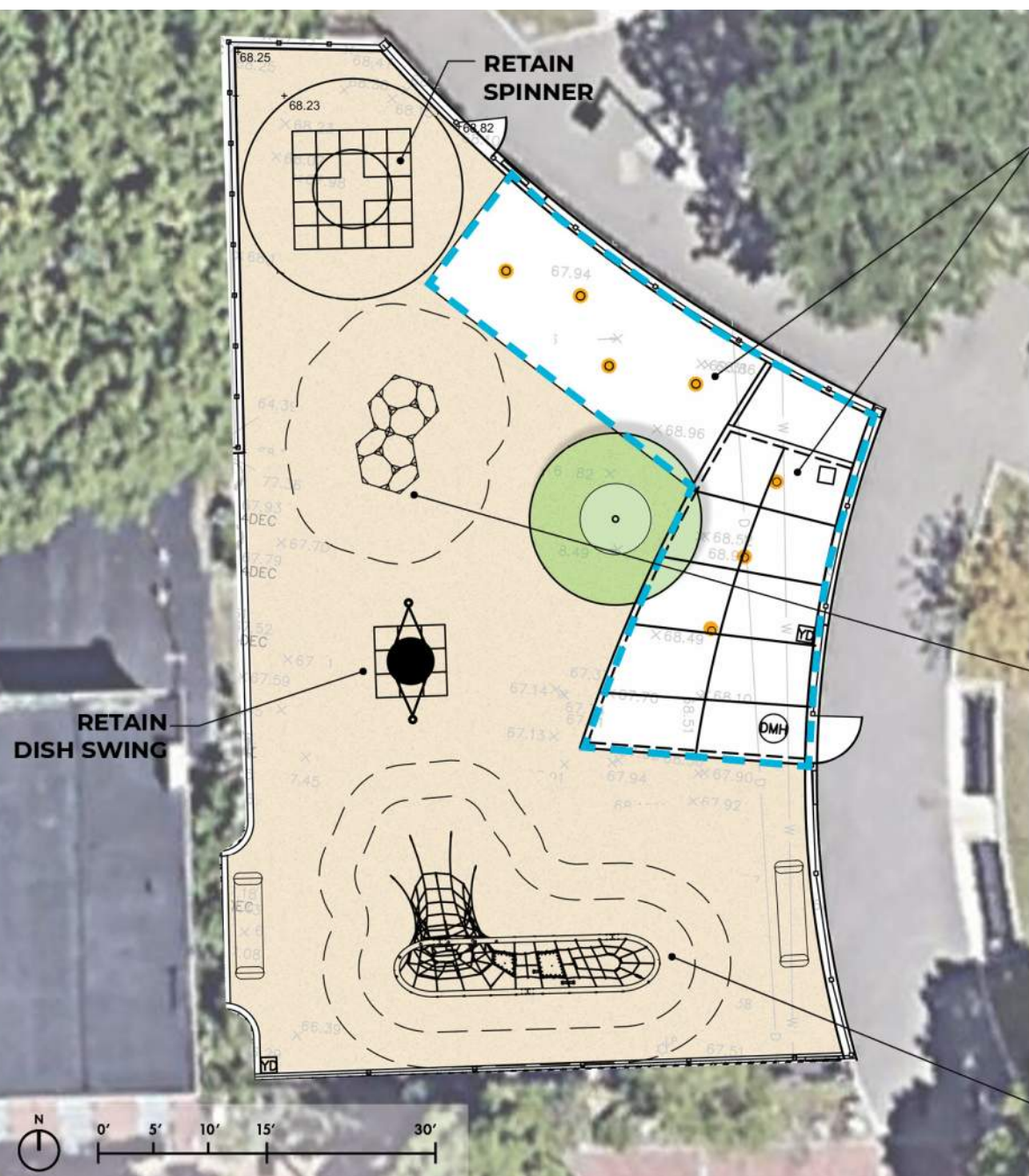


NEW BLOQX CLIMBING STRUCTURE

UPPER TERRACE CONCEPT 1B: CLIMBING AND TRADITIONAL PLAY



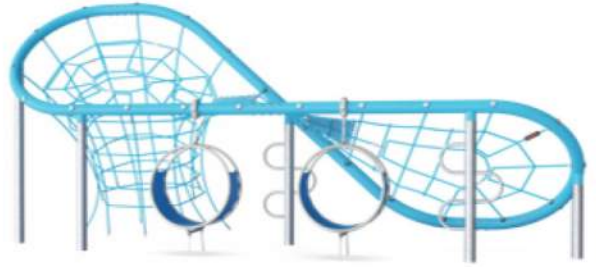
UPPER TERRACE CONCEPT 2A: EXPANDED WATER PLAY



EXPANDED WATER PLAY AREA WITH NEW EQUIPMENT



NEW BLOQX CLIMBING STRUCTURE



NEW SINGLE BUTTERFLY PLAY STRUCTURE

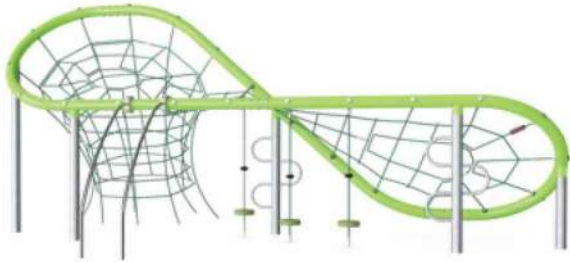
UPPER TERRACE CONCEPT 2

Three single loop versions

Corocord Butterfly Loops

Physical

COR17510



- ✦ Physical climbing net
- ✦ Pipe climber access
- ✦ Banister bars egress

Social

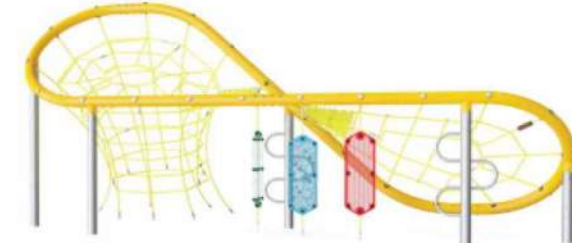
COR17520



- ✦ Social: meeting points with membranes
- ✦ Hangout pods
- ✦ Pipe climber access

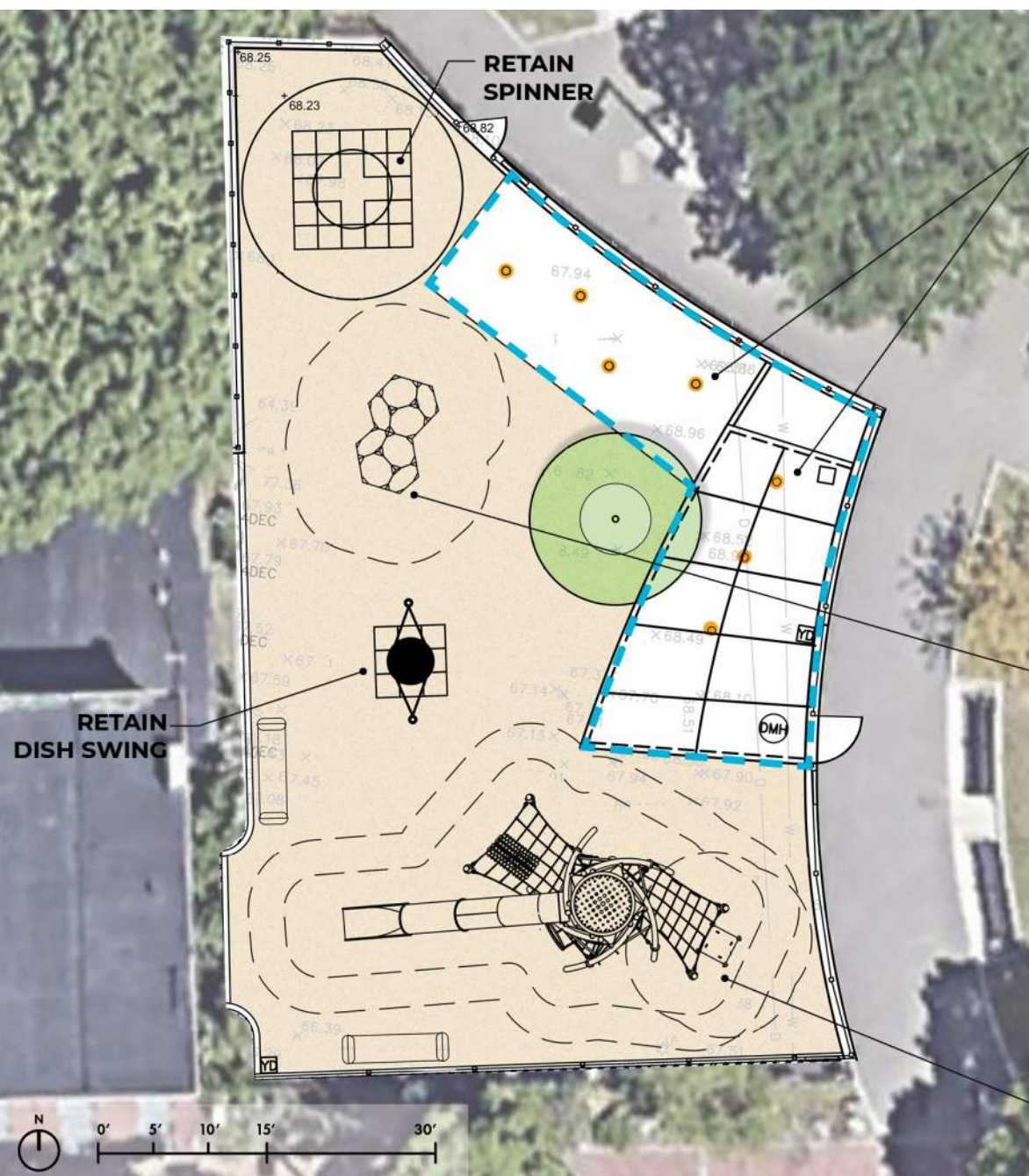
Sensory

COR17530



- ✦ Physical climbing net
- ✦ Ground level optic panels
- ✦ Pipe climber access

UPPER TERRACE CONCEPT 2B: EXPANDED WATER PLAY



EXPANDED WATER PLAY AREA WITH NEW EQUIPMENT



NEW BLOQX CLIMBING STRUCTURE



NEW SKY TWISTER PLAY STRUCTURE

UPPER TERRACE CONCEPT 2

SKY TWISTER, SENSORY

COR29910



Twisted dichroic tower top

Social-Emotional: the soft, bouncy floored-meeting point placed up high adds a feeling of achievement to meeting friends here. The entry supports turn-taking skills and empathy.

Cognitive: the hugely appealing dichromatic panels make children wonder about how the colors are created and reflected, which supports thinking skills.



Climbing net

Physical: the net allows for climbing around, which supports motor skills, proprioception and spatial awareness. Children use muscle strength of arms, legs, and core when climbing.



Rollers

Physical: the rolling feel adds body pressure when lying and trains the balance when seated. This impacts physical stability.

Social-Emotional: the body pressure of the rolls give a soothing, relaxing feel when lying, and the stimulation when moving invigorates.

Creative: the rollers' two sidedness and different colors makes possible changing the patters of the rollers, which stimulates creativity.



Embankment net

Physical: space for varied body positions: lying, seated, standing, crawling, climbing, all stimulating coordination, balance and muscle strength. Usable for all abilities and ages.

Social-Emotional: easy entry for all and lots of space for socializing and bouncy breaks.



Tube slide

Physical: sliding develops spatial awareness and a sense of balance. Furthermore, the core muscles are trained when sitting upright going down.

Social-Emotional: thrill when going down fast. Empathy stimulated by turn-taking.



Hangout pod

Physical: sitting and lying enjoying the swaying movements stimulate the sense of balance.

Social-Emotional: meeting, taking a break is invited. Turn-taking supports the skills necessary to learn how to avoid conflicts.



Ropes with rubber discs

Physical: children develop cross-body coordination and muscle strength when stepping onto the disc and climbing the rope.

Their sense of balance is trained when swaying gently. The sense of balance is important for instance for being able to sit still.

Social-Emotional: socializing and turn-taking when deciding who should sit here.



Moiré optic panels

Physical: sitting, hanging and leaning on the rope suspended panels train balance and cross-coordination.

Social-Emotional: discussing the patterns and reasoning with others about how the patters differ supports negotiating and listening skills, training tolerance and empathy.

Cognitive: wondering about, understanding and explaining the reasons for the pattern occurrence support logical thinking skills.

QUESTION 5:

Which Upper Terrace play concept do you prefer?

Concept 1:

- Repair/Replace existing water play equipment. Water play area does not increase.
- More room for new play equipment.

Concept 2:

- Expand water play area and install new water play equipment.
- Less room for new play equipment.

QUESTION 6:

Which play structure do you like best for Concept 1?

- **Double Butterfly**
(or similar)



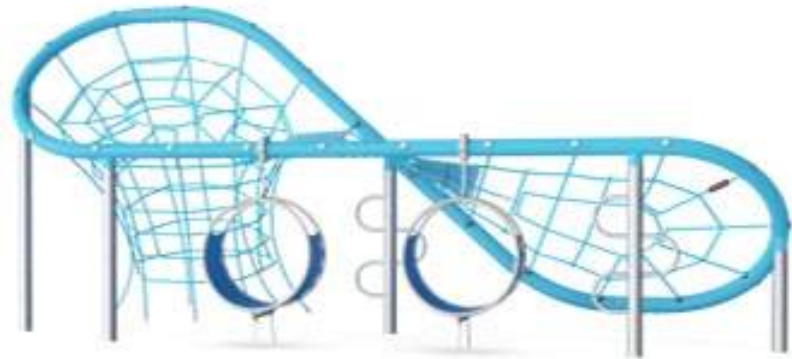
- **Beach Comber**
(or similar)



QUESTION 7:

Which play structure do you like best for Concept 2?

- **Single Butterfly**
(or similar)



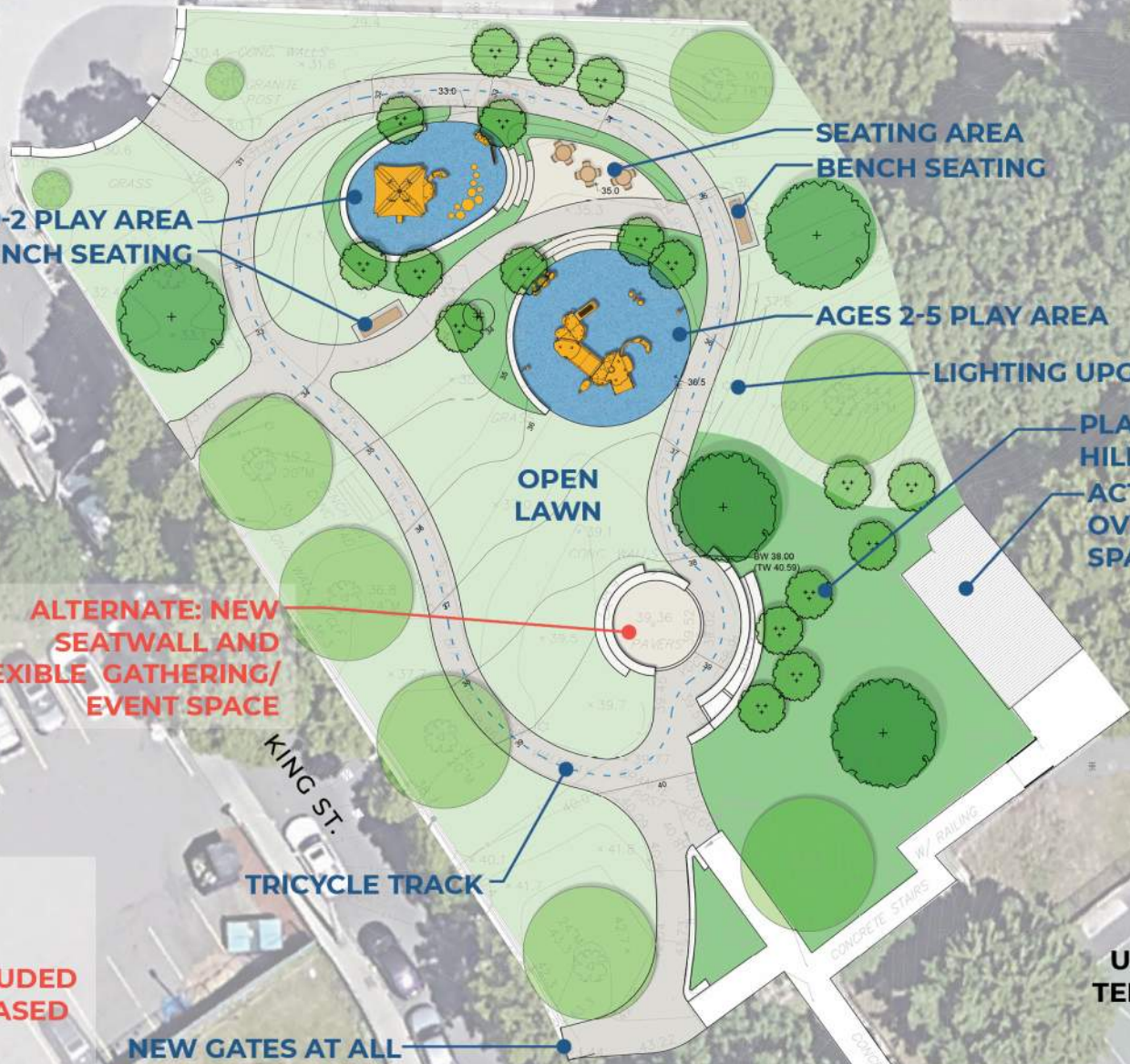
- **Sky Twister**
(or similar)



PRIORITIZING DESIGN CHOICES BASED ON BUDGET

MALCOLM X BLVD.

MALIK ACADEMY
ELEMENTARY SCHOOL
+
ISLAMIC SOCIETY OF
BOSTON CULTURAL CENTER



AGES 0-2 PLAY AREA
BENCH SEATING

SEATING AREA
BENCH SEATING

AGES 2-5 PLAY AREA

LIGHTING UPGRADES

OPEN LAWN

PLANTING ON
HILLSIDE
ACTIVATE
OVERLOOK
SPACE

ALTERNATE: NEW
SEATWALL AND
FLEXIBLE GATHERING/
EVENT SPACE

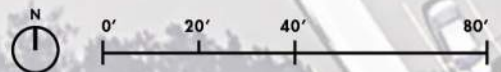
KING ST.

TRICYCLE TRACK

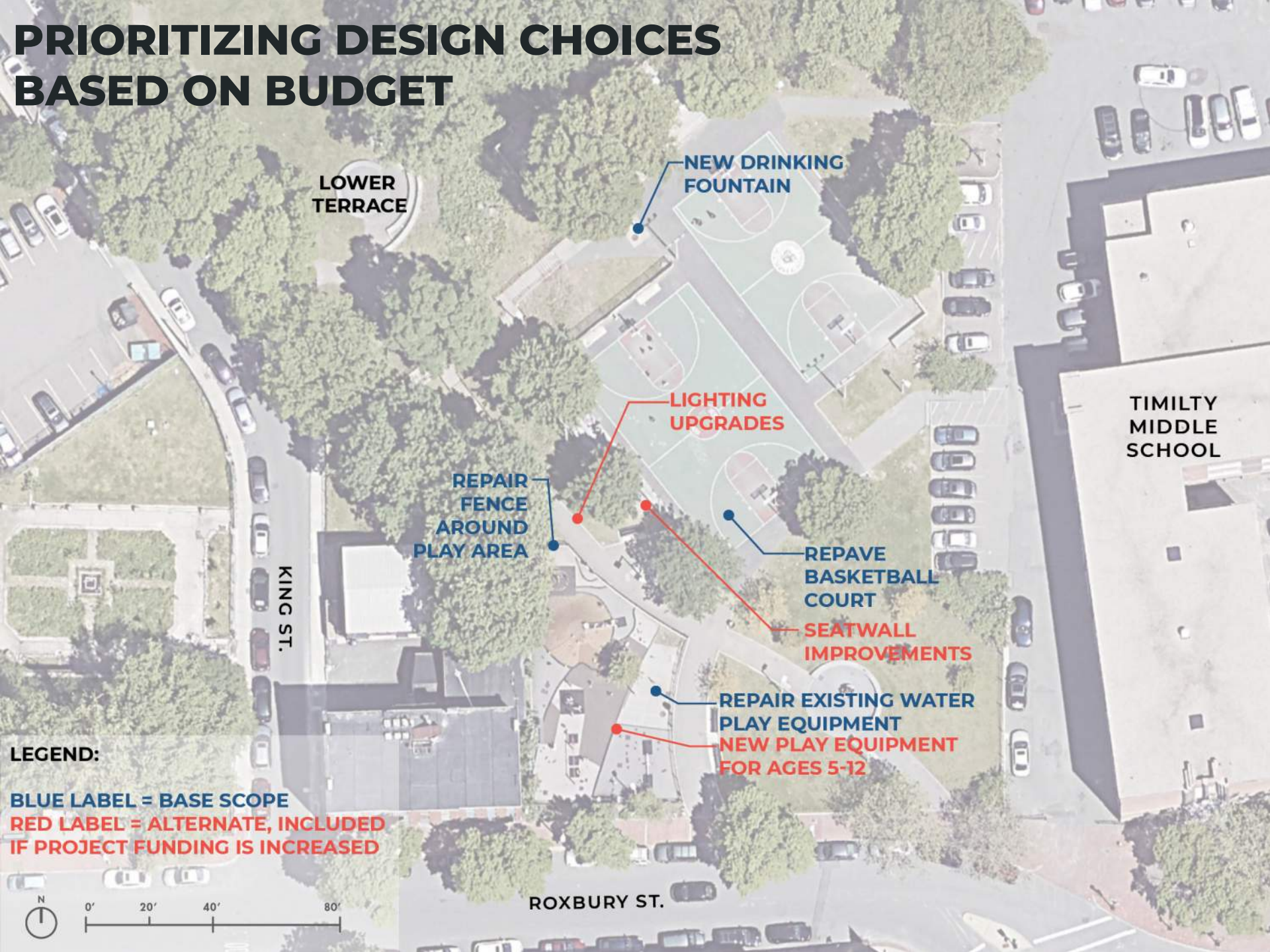
UPPER
TERRACE

NEW GATES AT ALL
ENTRANCES ALONG
KING STREET

LEGEND:
BLUE LABEL = BASE SCOPE
**RED LABEL = ALTERNATE, INCLUDED
IF PROJECT FUNDING IS INCREASED**



PRIORITIZING DESIGN CHOICES BASED ON BUDGET



LOWER
TERRACE

NEW DRINKING
FOUNTAIN

LIGHTING
UPGRADES

REPAIR
FENCE
AROUND
PLAY AREA

REPAVE
BASKETBALL
COURT

SEATWALL
IMPROVEMENTS

REPAIR EXISTING WATER
PLAY EQUIPMENT

NEW PLAY EQUIPMENT
FOR AGES 5-12

TIMILTY
MIDDLE
SCHOOL

KING ST.

ROXBURY ST.

LEGEND:

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LISTENING & DISCUSSION

Help us build great parks.
Let us know what matters to you.



THANK YOU!

Next Meeting March, 2021 Zoom Meeting at 6:00pm

For questions, maintenance requests or
concerns regarding any of our
parks contact 311



February 23, 2021
Boston Parks and Recreation

