



Your Voice Matters

FACILITIES MASTER PLANNING: PHASE TWO

Burbank Building Team Meeting #1 Feedback

December 3, 2024

Did anything surprise you?

- The facility is at a point where operations can be impacted and the repair option, and while the cost to replace or add on is being discussed there is a balance to the ability to operate and offer the only early childhood program in UA.
- Cost increase in the 10 years
- Certainly cost.
- Not particularly :)
- I think I am so used to the lack of natural light in the building I truly do not think about it on a day to day basis but seeing the visual of the building color coded by access to natural light/how much light in those spaces was very enlightening.
- The cost of just repairs to the building. However, this was explained by the huge increase in building costs occurring currently in the Central Ohio area. And the simple fact that when compared to national averages of classroom size and research of best quality practices in education, the building is far below where it needs to be....it REALLY is time for Burbank to be addressed.
- The gym is not air conditioned. The amount of classrooms with limited to no sunlight. The fact that our classrooms are smaller than they should be for the age of our children
- Cost
- I was surprised by the number and magnitude of the inadequacies related to early childhood education. Those include the lack of restrooms in each classroom, the noise, and the lack of natural sunlight. (I was a bit surprised that one of the slides referenced a study on acoustics that was completed in 1981. Please ensure that a more recent study is used to make decisions regarding acoustics in any new buildings.)
- Costs
- I was most surprised about the cost. I did not realize how costly construction is now and how much it has changed over the past ten years. Also, I was surprised to learn that almost all of our classrooms are not sized appropriately for our population of students. As a teacher in this building, I have noticed many things that need repaired/replaced but it was a little surprising to see just how low the assessment scores were.
- The program is self funded

What building-specific items would you add to the established parameters?

- I would highlight the requirements of licensure and operations (e.g., how heat/temperature of rooms can impact operations).
- Outdoor play and exploration spaces
- A space for adults for school meetings such as PTO, staff meetings, professional development, IEP meetings etc. Currently, we struggle with finding any space to hold these meetings and have to always rearranged the room to fit the need, sometimes using child sized chairs and low tables. It would be wonderful to have a space for adults with adult sized furnishings that doesn't have to be moved, broken down, or rearranged constantly to serve the needs of both children and adults. A sensory room for the needs of our IS students. A safe and appropriate large motor room for when outdoor play is not accessible. Need for both teacher and child storage. Larger sink area in classrooms for handwashing and supply clean up. An actually lunch room for eating and updated itchen for food preparation.
- Safety- main entrance is not secure it goes into the lobby, classroom doors are not able to be locked at all times due to their design, the 2nd floor lobby area is not up to code (kids could fall). Air quality/Water quality- This building has had a significant number of cancer cases and people reporting that their noses run while at Burbank but not at other locations. The air should be tested for cleanliness. Our drinking fountains have been turned off since COVID. There were water bottle fill stations installed years ago. Are the filters ever checked and replaced? Bathrooms: Only two of the classrooms have bathrooms in them. Our bathrooms are down the hallway and teachers often send their children down the hallway to another adult to go to the bathroom- this is a safety concern. We have a significant number of related service providers (OT, PT, SLPs and Itinerant Intervention Specialists), more so than one elementary building tends to have. We need multiple spaces to provide therapy services, Zoom for IEP/ETR meetings, and for documentation. At least one documentation room for 8-10 people (or multiple smaller rooms) and 4 rooms for therapy or Zoom calls. Visual/Acoustics- The new elementary buildings are LOUD. The wide open space for the library at Windermere and other buildings is problematic because all the noise floats to other areas. We cannot have a setup like this in Burbank. There are students who nap in the afternoon and since we are a preschool program, things get loud at times. Prioritizing non-see thru walls and doors is a must. Our students are easily distracted visually and auditorily. We also need to be aware of sound and limiting it traveling from one room to the next or from the hallway to the classrooms.
- None
- New buildings should be constructed with future expansion in mind.
- Bathrooms in classrooms
- Air Quality absolutely needs to be addressed and looked at in this building. There is one classroom in particular (room 105) that has had a lot of water issues and replaced ceiling tiles (even within the last 5 years) and the classroom feels muggy/stuffy in the summer and has heating and cooling issues throughout the year (as many of the classrooms do). For many years, I have suspected mold/mildew to be an issue throughout the building. I would also add to the parameters that the intervention program has a lot of physical

space and material needs that are not being met. The law requires us to serve students in our district with needs. While we are certainly taking amazing strides with new leadership to meet the needs of those children, our physical building limits the opportunities and accommodations that we can offer those students. Whatever we do to our school, the interventions that we offer to preschool-aged students in Upper Arlington needs to be a priority. This community expects their children to be given the best opportunities starting at the preschool level. "

- Classroom sinks and bathrooms. Separate spaces for gross motor activities, intervention therapists, sensory exploration, library, eating area, art exploration. Space for adult meetings. Classroom furniture appropriate for our student population. Space for a staff lounge/workroom
- What is the goal- is the intention to expand the program? Will we be able to continue to meet the needs of the IEP students?

What would you prioritize as top programmatic needs?

- The balance of 21st century early childhood program needs for space. The ability for rooms to be intentionally adaptive and inclusive furnishing and fixtures given the unpredictability of the total number of special education students. Safety and security of outdoor play space. Consideration of landscape of early childhood programs post 2024 within the community, growth of the community, and potential enrollment demands. Additional guidelines or "code" recommendations for those children with disabilities. Bathrooms in classrooms and student teacher ratios. Half wall expansion or rooms to count ratio.
- Main entry steps, safety doors for classrooms.
- Safety needs: security cameras, locked and secured entries.
- Safety concerns are a top priority, bathrooms that are accessible to all students, more spaces for our OT, PT, SLP, and Intervention service providers. Private spaces for phone calls and parent meetings (these happen daily)
- Creating sensory friendly environments that include more natural light, opportunities to reduce clutter with additional storage and decreasing the loud/unpredictable auditory input from the air/heating systems. Solving the bathroom problem (often long lines for the hallway bathrooms and difficulty accessing a bathroom from the playground while maintaining staff to student ratios) and adding more functionality to the spaces we do have. Increasing safety across the building (the back door stays open for awhile after you scan in and the stairwells are very unsafe for our age group). Creating a sensory space to support the regulation needs of our students across both programs and maintaining the library and motor spaces.
- Larger classrooms, daylight and better classroom lighting, more bathrooms , better ventilation and air quality, improved heating/cooling (many rooms run either very hot or very cold). The current gym needs improved. The space is outdated and not appropriate for early childhood needs and curriculum. Safe stairs.
- A sensory room- As a building that hosts a special education program we need to prioritize a space for our students that need sensory breaks. We have a significant

number of related service providers (OT, PT, SLPs and Itinerant Intervention Specialists), more so than one elementary building tends to have. We need multiple spaces to provide therapy services, Zoom for IEP/ETR meetings, and for documentation. At least one documentation room for 8-10 people (or multiple smaller rooms) and 4 rooms for therapy or Zoom calls. Safety- main entrance is not secure it goes into the lobby, classroom doors are not able to be locked at all times due to their design, the 2nd floor lobby area is not up to code (kids could fall). Air quality/Water quality- This building has had a significant number of cancer cases and people reporting that their noses run while at Burbank but not at other locations. The air should be tested for cleanliness. Our drinking fountains have been turned off since COVID. There were water bottle fill stations installed years ago. Are the filters ever checked and replaced? Bathrooms: Only two of the classrooms have bathrooms in them. Our bathrooms are down the hallway and teachers often send their children down the hallway to another adult to go to the bathroom- this is a safety concern. Visual/Acoustics- The new elementary buildings are LOUD. The wide open space for the library at Windermere and other buildings is problematic because all the noise floats to other areas. We cannot have a setup like this in Burbank. There are students who nap in the afternoon and since we are a preschool program, things get loud at times. Prioritizing non-see thru walls and doors is a must. Our students are easily distracted visually and auditorily. We also need to be aware of sound and limiting it traveling from one room to the next or from the hallway to the classrooms.

- Bathrooms in classrooms
- Safety (I believe that the high school is an example of something we should not repeat which is creating classrooms with walls of glass. I cannot imagine what would happen if an intruder with a firearm entered that building.)
- Flexibility
- Updating the safety features in this building as well as adding accessible bathrooms are top priorities. Providing accommodations to students with IEPs and offering appropriate gross-motor opportunities also needs to be a priority.
- Safety/security, classroom sizes, daylighting, mechanical units in classrooms, toilets/sinks in classrooms
- Safety and meeting educational needs

Are there any other thoughts you would like to add?

- Education on the learning environment for early childhood age children may be required/beneficial for the community. Explore expansion and pilot program funding from the Department of Children and Youth and InnovateOhio as they were willing to fund pilot programs. Licensure of mobile/portable classrooms, who licenses Burbank?"
- Where do you place students during a repair, rebuild
- This a very special and unique place. Thinking of our outstanding well tenured teachers (and staff), and bright future teachers and staff, feels like a top priority, they make the moment, day, month, year. When they feel seen and appreciated it trickles straight down

to our children. Substantial and creative spaces that reflect the excellence of the BECS team.

- Sensory rooms/spaces, office spaces for therapists, SACC office is housed here. Having rooms with usable wall space--many of our rooms have walls but they are not usable because of electrical outlets that stick out, etc.
- I think it will be important to showcase the importance and uniqueness of Burbank to the community to increase support for whichever proposal is presented. Burbank is a school that not all community members utilize as there are a lot of other community preschool options in the area, so they may not see the value it provides to UA as a whole.
- Appreciative that our thoughts and suggestions are being valued and taken into consideration and that we are given the opportunity to voice our concerns and be part of the process. Also wondering what the district and board see as necessary to help Burbank. Is there a probability of expanding the preschool program in UA since there seems to be such a great need in Central Ohio.
- I think the community needs to understand the setup of Burbank. We are a dual program housed in one building. There is a tuition based full day general education preschool program and there is a special education program for Upper Arlington students serviced by district employees. I think people have misconceptions as to who the students are in this building and why they should be involved in the process. The students here (especially the special education students) are Upper Arlington students. These are community members and individuals who will be attending other buildings in the district and should be treated and prioritized the same way as Kindergarten-12th grade students.
- I would like to see Burbank expanded to serve the community. We are landlocked and we don't have the ability to add, just grow.
- Should we consider three-story school buildings to shrink the footprint to accommodate future expansion or to create more room for student drop off and pick up?
- Burbank should look at expansion. Schooling for preschoolers is hard and harder to find for parents. We are land locked and can't add new but can look to expand. With a waitlist as large as it is and has been Burbank should be looked as a community resource to families with young children!
- I would love to know how the district views our school and what the vision is for the future of our school. Having a new building would be a great opportunity for district leadership to pave the way for different (and better) opportunities for the preschool students in Upper Arlington. Or, the district could move away from the current model of having a very much needed and wanted full-day childcare program and create a school that aligns more closely with neighboring districts. Either way, all of these considerations need to be a part of the building planning process, and communicated with the Upper Arlington community with transparency. Adding classrooms and growing our program could be so beneficial to the community!
- How do you intend to address community concern that the preschool isn't for everyone why should everyone pay? Only a small percentage will benefit. What is the breakdown of tuition costs vs IEP student costs? How are those services funded? Why are we not intending to expand or raise tuition to cover costs and anticipated need in community?