PUBLIC SCHOOL FACILITIES PLANNING IN THE ERA OF COVID-19

How we are preparing for a healthy and safe learning environment **SEPTEMBER, 2021**

IN MEMORIAM

As of this writing, more than 660,000 Americans have died of coronavirus (COVID-19). Like many schools that serve Brooklyn, the Brooklyn Laboratory Charter Schools community has been hit particularly hard: Since school doors closed in March, 2020, our scholars, teachers, and staff members have lost dozens of loved ones. We mourn these losses every day. Even as we strive to honor their lives and process our grief, we feel compelled to do our part to see that this type of tragedy does not happen again. As educators, one way we are paying tribute to those we have lost is by building a shared commitment to and understanding of how to safeguard the health and well-being of our school community during the pandemic.

CONTENTS

Keeping our schools safely open

In the spring and summer of 2021, thanks to an extraordinary, comprehensive effort to combat COVID-19 across our city, our region saw a sharp decline in COVID-19 cases, hospitalizations, and deaths. As trends improved after a challenging year, our school community dared to hope that we were turning a page.

Our schools reopened five days a week in mid-August 2020, and stayed open by safeguarding health and safety during a period when a majority of schools were closed. This fall, the vast majority of schools around the city and country are open for full-time, in-person instruction.

But now our school community, and our country, face a new, more challenging enemy: the Delta variant. While vaccinated school community members are largely protected from this variant, it has been spreading rapidly among unvaccinated people in Brooklyn, filling our hospitals and putting children at risk. Families with children who are not yet eligible for the vaccine, and those with members who are immunocompromised, may have legitimate concerns about the return to in-person school.

At Brooklyn LAB, we believe that all students should have equitable access to academic success, regardless of their circumstances, and we have created school options this year with that in mind. We are reopening our school buildings and taking strong precautions to prevent and control the spread of the virus, including through mask requirements indoors at all times and a vaccination requirement for staff. We are campaigning to get our school community vaccinated, and strongly encouraging scholars to do so.

These decisions have come after months of research and planning that put the health, safety, and well-being of our students and staff first. To get our school open again, we collaborated with some of the best in the design and construction business to identify and implement facilities modifications that support safety and public health. We are prioritizing the social and emotional needs of the scholars we serve, and we are applying common-sense design principles built around the idea that you can be socially distant and still have an intimate and personalized approach to learning.

We are working to make this happen every day, and we fully understand the anxiety and concern that our school community is experiencing.

The best solutions to promote health, well-being, and learning will arise as we engage with and solicit feedback from students, families, and teachers. It's vital that we share approaches transparently, seek input consistently, and endeavor to understand how our scholars, families, educators, and staff may experience potential solutions. Limiting harm is our prime directive.

As a laboratory school, advancing design solutions and sharing tools for effective adaptation is part of our mission. We have benefited greatly from the work of other schools, and we hope our thinking and experience can help others.

As a laboratory school, advancing design solutions and sharing tools for effective adaptation is part of our mission. We have benefited greatly from the work of other schools, and we hope our thinking and experience can help others.

On behalf of the Board of Trustees and school leadership, we are proud to share what meaningful options look like for us. Please consider the document that follows a summary of our thinking and experience to date. We are excited to continue to learn and work together with you.

Sincerely,

Mickey Revenaugh
Adrien Siegfried
Tokumbo Shobowale
Gary Wood
Sujata Rajpurohit
Nadine Augusta
Walter Loughlin

INTRODUCTION

Urban Umbrella

UNDERSTANDING THIS GUIDE

More than 18 months into a global pandemic, schools around the country are grappling with uncertainty about the 2021-22 school year. As much as we had hoped the pandemic would be in rear view by now, it is still very much an immediate crisis that educators must plan for.

This guide is intended to help, offering a range of evidence-based solutions to keep school doors open and classrooms and school facilities safe.

The solutions captured here come from our experience at Brooklyn Laboratory Charter Schools (LAB), which serves students in middle and high school. During the last school year, we offered a mix of remote learning and tiered supports to help roughly 800 scholars in grades 6 through 12 continue their studies. Beginning in mid-April 2020, we started our planning for the 2020-2021 school year, taking a deep dive into research on different strategies that safeguard health and support learning. We also consulted experts in diverse fields ranging from health, to design, to education, to equity. Finally, we embarked on a reflection and discernment process to rebuild a learning environment that prioritizes and protects the safety, health, and well-being of everyone in our community.

That journey enabled us to reopen our doors in August 2020; our hope is to keep our doors open throughout the 2021-2022 school year.

This guide, which chronicles our experience, offers a blueprint schools can follow and adapt for their own planning. Ultimately, we organized these new approaches into four basic categories:

+ *Strategies to prevent the spread;*
+ *Strategies to contain the spread;*
+ *Strategies to facilitate learning and continual improvement; and*
+ *Strategies to establish an ongoing, iterative process.*

At LAB, a public school in Downtown Brooklyn, we embarked on the creation of a COVID-19 facilities plan by leading with our core values of equity, inclusion, and innovation.

LAB exists to serve students from across our borough and city, regardless of their academic level, English language proficiency, or ability. Our school has a rich history of using design thinking to anchor our core approach to teaching and learning. We strive to honor input from diverse stakeholders, fulfill the needs of all learners, and collaborate on tough challenges. The first step in our process was engaging diverse stakeholders: Over the course of 16 weeks between April and August 2020, we held more than 150 meetings (including a set of intensive working sessions, or "charrettes" in design parlance) to gather insights from industry experts, government officials, architects, urban designers, educators, staff members, parents, scholars, and many others.

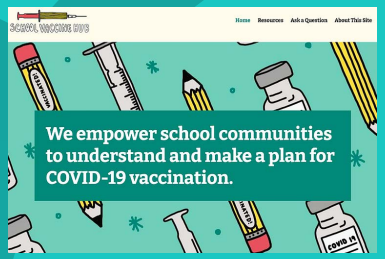
Our core partners included Urban Projects Collaborative (UPC), a company that supports capital projects that improve quality of life and a better built environment, and five design firms: Gensler, PBDW, PSF Projects, SITU, and WXY. We also engaged Tiffany Kimmel Carlin as an architect-in-residence and collaborated with AKA Studios, the architecture firm that designed LAB's high school. Later in the process, we welcomed educational industry experts including the Center for Learner Equity, EdTogether, Public Impact, The New Teacher Project, InnovateEDU, ASU Mary Lou Fulton Teachers College, City Year, EL Education, The Forum for Youth Investment, Transcend, Turnaround for Children, The Center for Black Educator Development, Character LAB, Dr. Anindya Kundu, The Equity x Innovation Lab, Q.E.D., Seton Montessori Institute, and Dezudio.

We intentionally sought to make these charrettes safe zones to share our hopes, fears, concerns, and ideas, placing a value on vulnerability as an avenue to learning and growth.

As a group, we set out to answer three questions:

EXPLORE OUR BACK TO SCHOOL RESOURCES

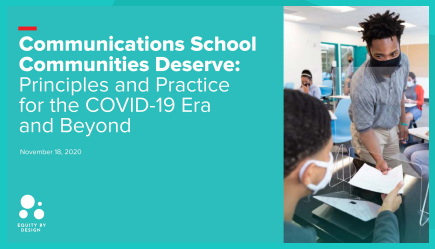
www.equitybydesign.org



School Vaccine Hub

Building Culture Back Better Guide

Success Coaching Playbook



COVID-19 School Communications Tool Kit

- What will classrooms look like and feel like?
- How can we keep students and teachers safe on their way to and from school?
- How will we honor scientific and public health guidelines?

We researched suggestions for school facilities modifications and developed our own guide to support the needs of all learners. We also explored options for serving students with special needs, and how to facilitate learning despite the disruptions to the new classroom space. We then developed detailed plans for implementing best practices.

Our next step was to develop four mission-critical documents based on the insights we gleaned from the stakeholder engagement process. These documents—which are available at www.equitybydesign.org—have become our foundational texts for the COVID-19 era a back-to-school facilities tool kit, an instructional program scheduling map, a playbook for success coaching, and a guidebook to create learning environments that build identity and agency in this new world.

In addition to applying these strategies at LAB, our goal has been to codify and share our findings so other schools can benefit from our strategic reopening process, planning, and approach. We recognize there is no one solution for every school from Brooklyn to Bakersfield, but we are committed to participating in practical conversations from which we can all learn.

We hope you find the insights shared in this resource helpful

PREVENTING THE SPREAD

Brooklyn LAB has adopted a number of strategies and structural solutions to prevent virus spread and support personal health measures.

THE BIG PICTURE

Pandemics never spread on their own; the viruses behind them need human hosts to keep momentum going. While it is impossible to be out in the world and eliminate all risk, it is possible to prevent or mitigate the spread by following specific recommendations and guidelines from public health officials and infectious disease doctors. In the school environment, this means rigorous adherence to personal health measures.

We have adopted the four primary strategies health experts recommend for individuals to limit spread: vaccination, wearing face coverings, practicing physical distancing, and embracing hand hygiene. We also created structural solutions that reduce virus spread and support personal health measures. These include physical barriers, HVAC modifications (increasing fresh air), and signage.

The following pages elaborate on how we are implementing these strategies in practice

PREVENTING THE SPREAD: COVID-19 VACCINATION

The U.S. Centers for Disease Control and Prevention (CDC) states that "vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports."

As part of its commitment to safeguard the health and well-being of our entire school community, Brooklyn LAB is requiring all eligible staff members to be fully vaccinated by September 30, 2021. To encourage families with scholars 12 years and older to vaccinate their children, Brooklyn LAB is offering a $100 gift card promotion program through November 30, 2021, for scholars who have a full vaccine dose.

Brooklyn LAB developed the SchoolVaccineHub.org to provide school leaders, students, and parents clear, trustworthy information to learn about and plan for COVID-19 vaccines.

FACE COVERINGS

The CDC also promotes face coverings as a strategy to prevent the spread of COVID-19 in order to minimize the number of virus particles in the air. At LAB, staffers check to make sure every individual who enters the building is wearing a secured face covering that extends to both the mouth and nose. The school provides masks to anyone who does not have one on arrival. Our teachers and staff members have been trained to help scholars adjust their face coverings to wear them correctly.

PHYSICAL DISTANCING

The CDC indicates social distancing is a simple, yet effective way to prevent potential infection in public spaces. The benefits of social distancing limits the use of common areas such as the cafeteria, offices, and playgrounds. To practice this measure, LAB will:

- Ensure a minimum of 3 feet of distance between individuals in common spaces, consistent with CDC guidance, unless safety or core function/work requires a shorter distance. In those cases, individuals will be placed in cohorts to prevent spread beyond that group.
- Eliminate unnecessary contact such as handshakes or embraces.
- Avoid touching surfaces touched by others to the extent feasible.
- Avoid contact with or proximity to anyone who appears to present symptoms of COVID-19, such as coughing or sneezing.
- Adhere to social-distancing markers denoting 3 feet of space in all common spaces.
- Control capacity as much as possible, including limiting elevator use to no more than 2 people at a time.
- Direct stairwell traffic in one direction.
- Use floor stickers in corridors to indicate flow of direction. These will be spaced 3 feet apart to help people maintain social distancing while moving through the hallways.

HAND HYGIENE

The final component is hand hygiene, which includes sanitizing hands regularly and washing hands as frequently as possible.

Sanitization is more manageable than handwashing since schools can purchase automatic hand-sanitizer dispensers and distribute them across campus. At LAB, we resolved to have at least one dispenser at each of two hygiene stations in every room, and additional units in hallways to guarantee that scholars would never be more than 35 feet from hand sanitizer at any time during the school day. We also provide dispensers at the entrance to school (more information later in this guide) .

In addition to hand-sanitizer dispensers, we decided to increase access to handwashing stations in public areas throughout the building. In some cases, this meant purchasing new standalone sinks. In other cases, it was as simple as reorganizing the flow of students around the buildings to allow for more restroom time. We also installed soap dispensers and sensor-operated, hands-free technology at faucets. In addition to these measures, LAB increased the frequency of cleaning services around the buildings so that surfaces are cleaned and disinfected more often.

We are also engaging in a regular electrostatic misting process, or "fogging." This is a sanitizing procedure that disinfects surface areas in the classroom that are touched frequently throughout the day. The disinfectant used is effective against many communicable diseases, including coronaviruses, and it is safe for human contact.

PREVENTING **THE SPREAD**

PHYSICAL BARRIERS

A supplement to the other strategies is a physical barrier that may help to prevent the spread of COVID-19. We are using plexiglass—a translucent plastic that looks like thick glass, which is often now used at supermarket check-out areas—as a physical barrier designed to stop virus particles in mid-air.

Based on feedback from teachers, who said they prefer to have the barriers on their desks instead of in front of them on the floor, we have provided at least one barrier for teachers in all LAB classrooms.

PREVENTING **THE SPREAD**

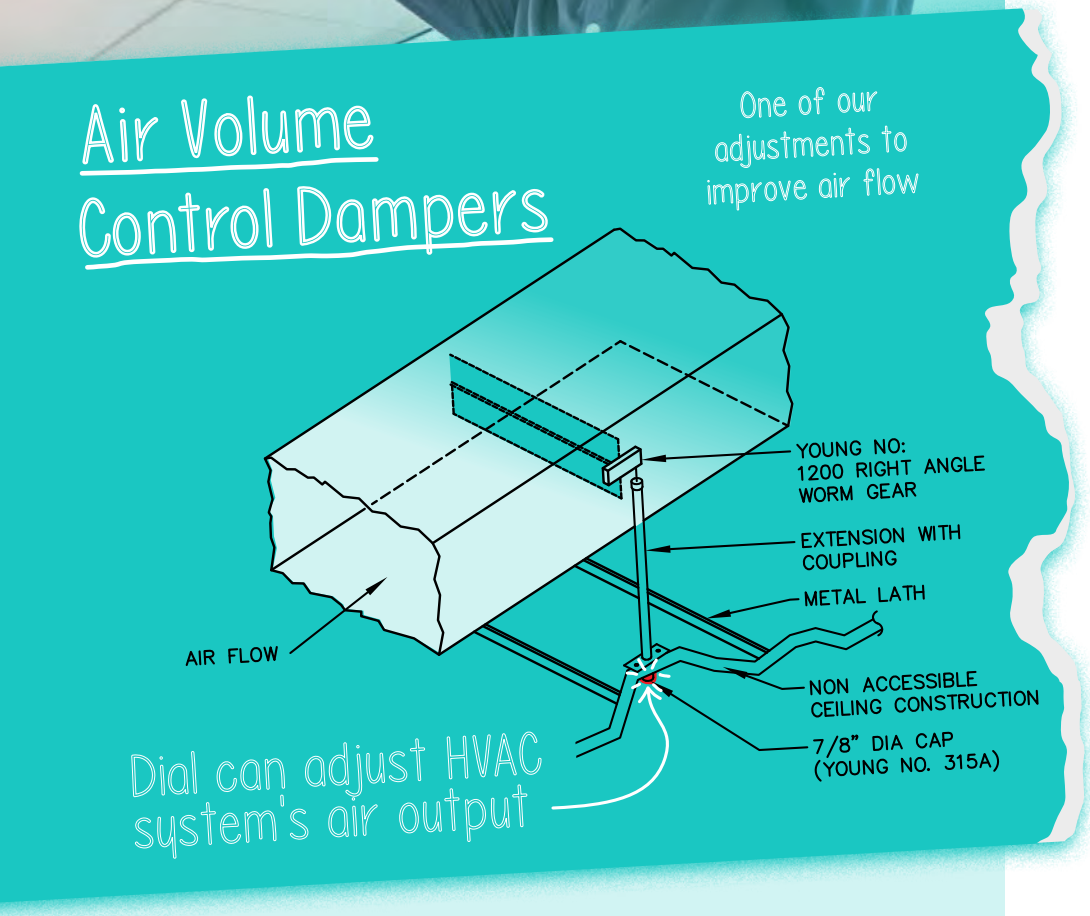
HVAC ASSESSMENT

Air flow is a critical consideration when striving to prevent the spread of COVID-19. Not only did we want to make sure we are moving as much fresh air as possible through our system, we also wanted to maximize ventilation and filtration and equalize distribution. We accomplished this with the landlord in several different ways:

- *replacing existing filters with MERV 13 filters (which catch 90 percent of the smallest particles);*
- *changing filters frequently;*
- *rebalancing the system to maximize the air flow in each space;*
- *adding fresh air;*
- *increasing air speed;*
- *maintaining humidity between 40 and 60 percent; and*
- *sanitizing ducts*

We conducted a thorough audit of our HVAC system to maximize the air exchange rate, and are now replacing air twice per hour. We worked with engineers to modify our HVAC systems to increase the amount of fresh air they let in.We are also erecting parallel HVAC systems to increase air exchange, and we are setting up a system through which we can temper air for both systems by taking in fresh air from a duct on the roof of the building .

Finally, we engaged in a "load-balancing" process, through which we adjusted our HVAC system to make sure that rooms receive the optimal amount of clean air.



SIGNAGE AND FLOOR GRAPHICS

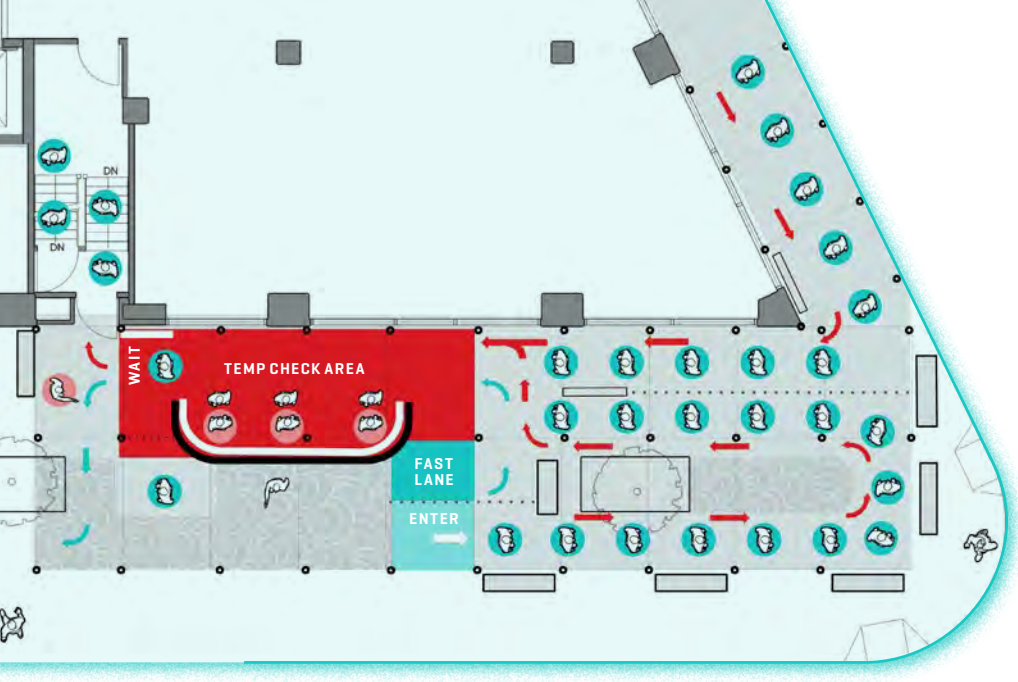
Signage reminds scholars and staff to be smart about COVID-19 protection: to wear face coverings, keep distance from each other, and practice hand hygiene. Many of these signs hang on walls. Others are on the floor so scholars can see where they should be standing and walking to maintain proper distance. The language on these signs is clear, concise, and consistent. We like to think of it as a branding exercise for the new era of prudence and protection.

Signage by Gensler

CONTAINING THE SPREAD

Brooklyn Lab devised a number of strategies to contain the spread of COVID-19, including rethinking arrival routines, redesigning pedestrian flow, establishing a contact-tracing ecosystem, and addressing shared amenities.

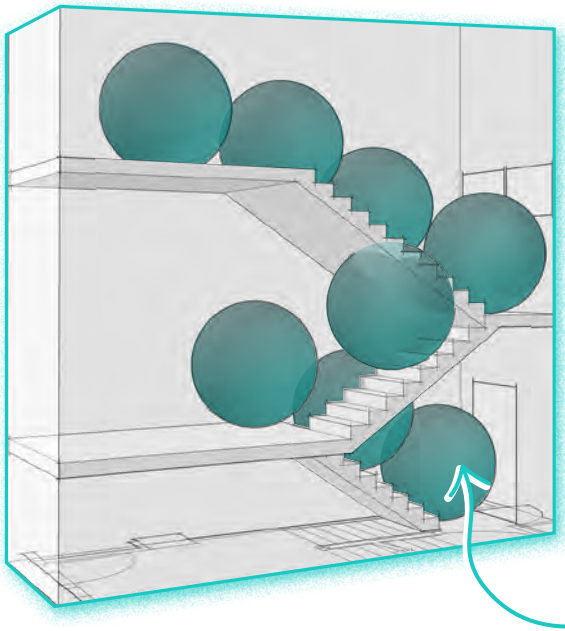
RETHINKING ARRIVAL ROUTINES AND PROCEDURES



SITU/WXY

We made it safer get into the school . . .

. . .



. . . and studied capacities for getting around safely inside.

PSF Projects

Another critical component of our efforts to contain the spread: rethinking how scholars enter our facilities. We approached this in two ways: a staggered schedule and increased entry points. First, we are implementing a staggered schedule designed to reduce the number of people entering, exiting, or moving through our school buildings at any time. Second, we increased the number of entry points at 77 Sands to reduce bottlenecks during arrival and departure periods. We also opened a second stairwell that was not being used by the school prior to the pandemic to facilitate smoother (and physically distanced) ingress and egress.

ESTABLISHING A CONTACT TRACING ECOSYSTEM

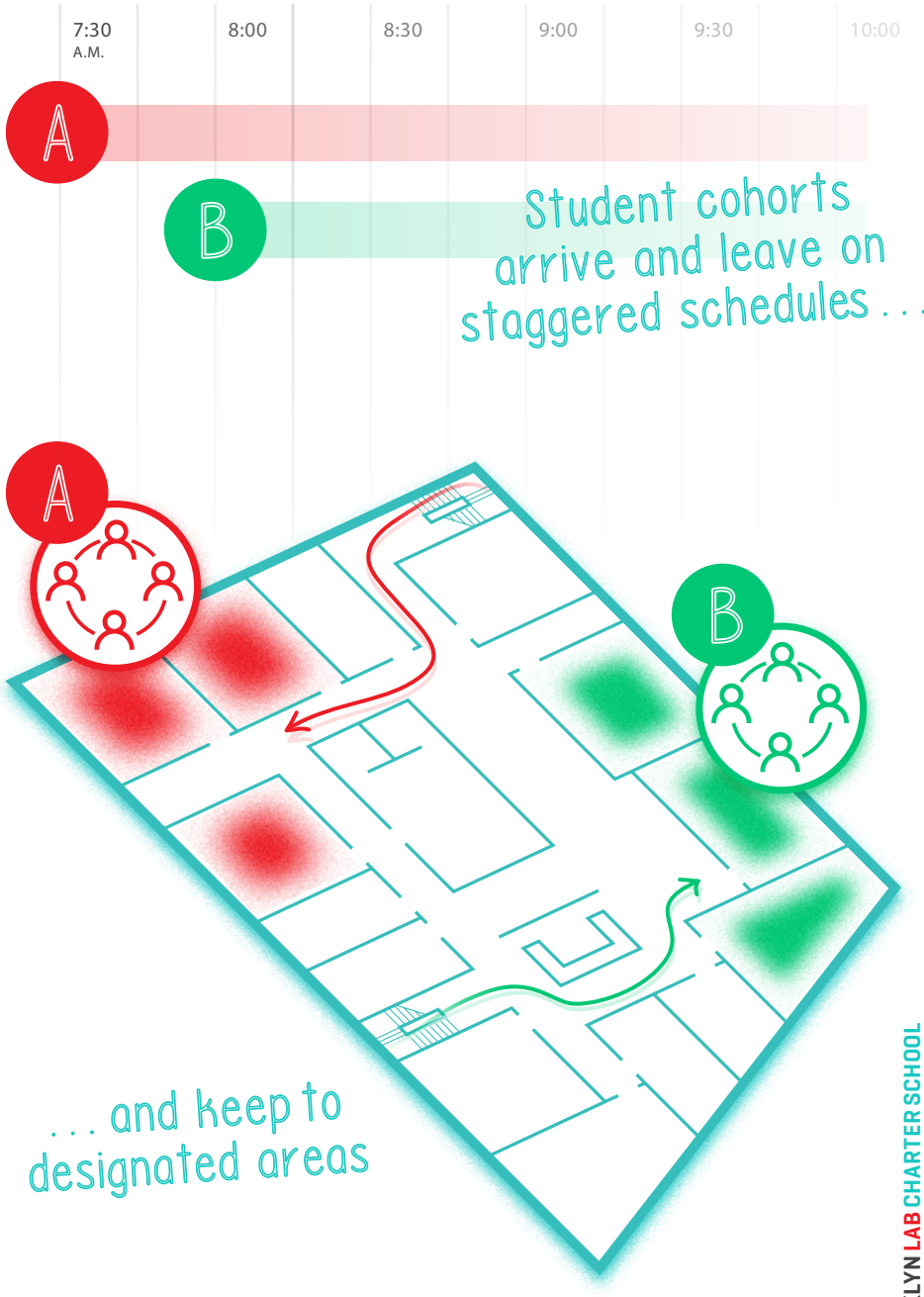
To manage potential COVID-19 outbreaks, LAB addressed some of the limitations to pedestrian flow and implemented our own contact-tracing ecosystem, which is devised to keep scholars separate and keep track of who went where, when.

This approach is predicated on regular health and wellness checks that happen daily when scholars arrive, as well as limited mobility once scholars enter the learning space. Under the new approach, our scholars remain in one or two classrooms throughout the day for instruction and breaks. They also take organized breaks to the restrooms and water fountains.

We also have established scholar cohorts—instructional groupings of scholars who enter the building together and stay together for their time at school. Currently, LAB has assigned specific teachers and paraprofessionals to follow each cohort throughout the day. This means that educators and aides are part of the contact-tracing ecosystem.

With these precautions in place, if one scholar or staff member tests positive for COVID-19, LAB does not have to shut down the entire school—just the parts of the school that the cohort encountered.

This empowers the school to be surgical and intentional about its virus response. Contact tracing enables LAB to notify families, staff, and contractors immediately when a confirmed COVID-19 case is detected—reducing the possible spread of the virus.



CONTAINING THE SPREAD

OUTFITTING ANNEXES FOR THE UNEXPECTED

Given our strict new arrival process, we created a new space to accommodate scholars who arrive late and miss the morning entry procedures. To accommodate unexpected scheduling events and related needs for space, we have created special annexes on every floor. Each is easily accessed by the main entry staircase. After checking in with reception, the scholar can proceed to the annex until additional accommodation can be made for them to reconnect with their cohort. All the annexes implement the same health and safety measures we have instituted elsewhere in the building.

CONTAINING THE SPREAD

ADDRESSING SHARED AMENITIES

Finally, we recognize that there will always be several shared amenities to monitor, and we are committed to minimizing the potential for spread of COVID-19 in those spaces. Some of these areas include restrooms, stairwells, and our reception/ lobby area.

Here, our approach revolves around two key activities: strategic use and rigorous sanitization. We strive to stagger when we cycle scholars through these shared spaces, and we try to build in enough time after each use to clean. When the spaces are not in use, we deploy sanitation teams with electrostatic misters and wipes.

CONTINUING TO LEARN

Our new approaches to facilitate learning and continually improve include reconfiguring classrooms, developing a cadre of adults who will serve as scholar success coaches, and empowering staff members to be ambassadors of our new identity.

CONTINUING TO LEARN

DEVELOPING SUCCESS COACHES

Given the financial and health challenges created by COVID-19, as well as ongoing racial violence and oppression, it was clear to us from the beginning of our reopening journey that scholars would need one-on-one support in a variety of learning contexts.

To meet this need, we built a team of adults who work with Brooklyn LAB scholars to serve as success coaches—trusted, loving, caregivers who can guide each student in diverse learning environments.

Ultimately, these success coaches ensure students have the physical, social, and emotional supports they need to achieve their learning goals. Success coaches help students tackle just about everything, from school work to their anxieties, concerns, and insecurities. We like to think of success coaches as personal guidance counselors for our scholars. The idea is that every adult plays the role of advocate.

This is uncharted territory for our school, so we called upon partners—including Turnaround for Children, Transcend, City Year, The Mary Lou Fulton Teachers College at Arizona State University, The Forum for Youth Investment, EL Education, Community Success Institute, and Dezudio—to help compile the Success Coaching Playbook. This playbook uses research-based frameworks to build a multi-tiered system of supports, protocols, and resources to help success coaches work with youth one on one and in small-group settings. We are excited to implement these strategies again in the school year ahead.

CONTINUING **TO LEARN**

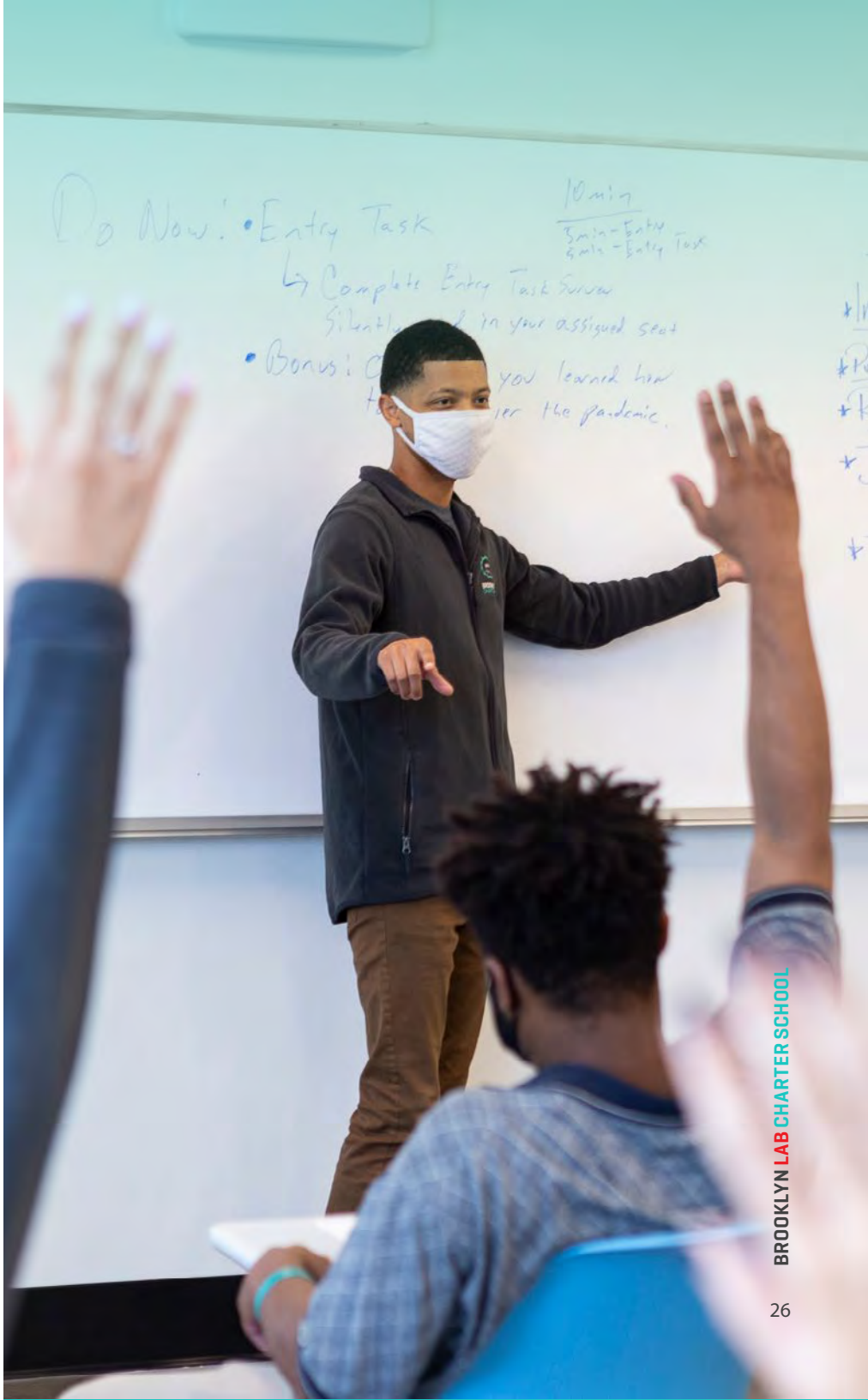
EMPOWERING STAFF MEMBERS TO BE ADVOCATES

It will take time for our school community to adjust to the many changes we have made, and we are working with our teachers and staff members to become ambassadors of our new approach. We know people will have legitimate fears about returning to the school setting during a pandemic, and we are helping our staff members understand and feel comfortable with our new procedures and schedules so they, in turn, can help students and families feel comfortable. We also want our whole school community to feel they can share their worries, questions, and any experiences with our staff so we can work to meet their needs.

We are doing this in several ways. First, we are working with educators and staff to understand any concerns or misgivings they have about brick-and-mortar school in the time of COVID-19. We are taking time to talk with them about the real changes we have made to our facilities, schedules, and procedures that are intended to uphold the highest standard of safety.

We are also creating accessible, easy-to-read resources and other artifacts about our new protocols for our people to share with parents and others.

Finally, we are encouraging our staff to share their own journeys with both parents and prospective community members, and we are making sure our staff are available to listen, have conversations about, and respond to any concerns that arise. In a time of great uncertainty about the future of school, and great changes within our school, we are dedicated to opening up more communication channels for our staff.



MOVING FORWARD

In our process to safeguard the health and safety of our school community, we consulted dozens of experts, listened to hundreds of parents, and surveyed scholars, teachers, and staff members. These conversations are ongoing.

MOVING **FORWARD**

RELEASE PLANS AND SOLICIT FEEDBACK

As a school that anchors our approach in design thinking, we strive to honor input from diverse stakeholders, fulfill the needs of all learners, and collaborate on tough challenges—and this means our plan will change dynamically, based on both experience and ongoing feedback.

Over the first few months of the 2021-2022 school year, we intend to release our plans and solicit feedback from three groups of constituents:

- *insiders (parents, teachers, staff members, and scholars);*
- *outsiders (education experts, architects, urban designers, and engineers); and*
- *public health experts.*

While we may not incorporate every piece of feedback we receive, we intend to listen intently and carefully consider every suggestion, just as we have from the beginning of this process.

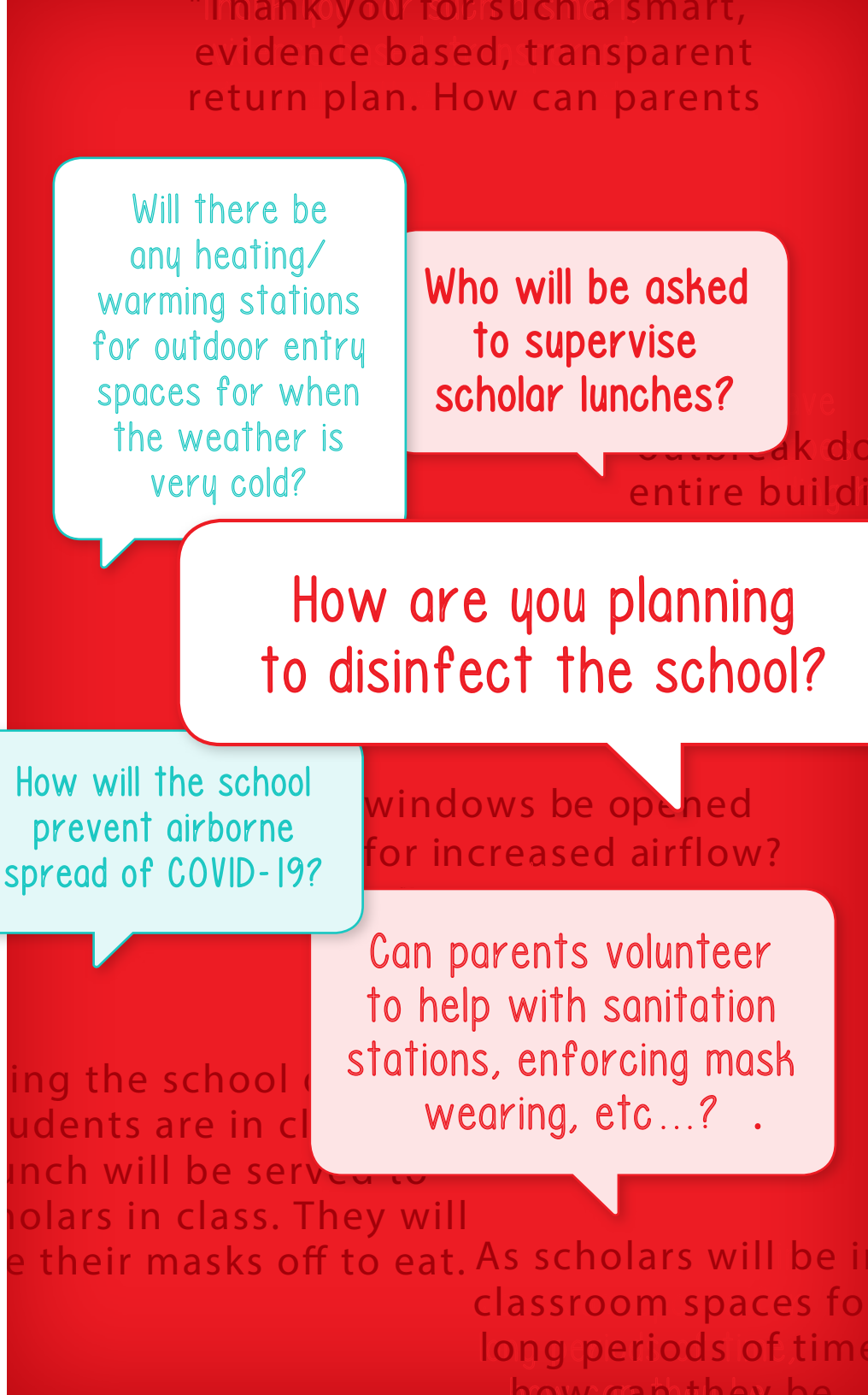
MOVING **FORWARD**

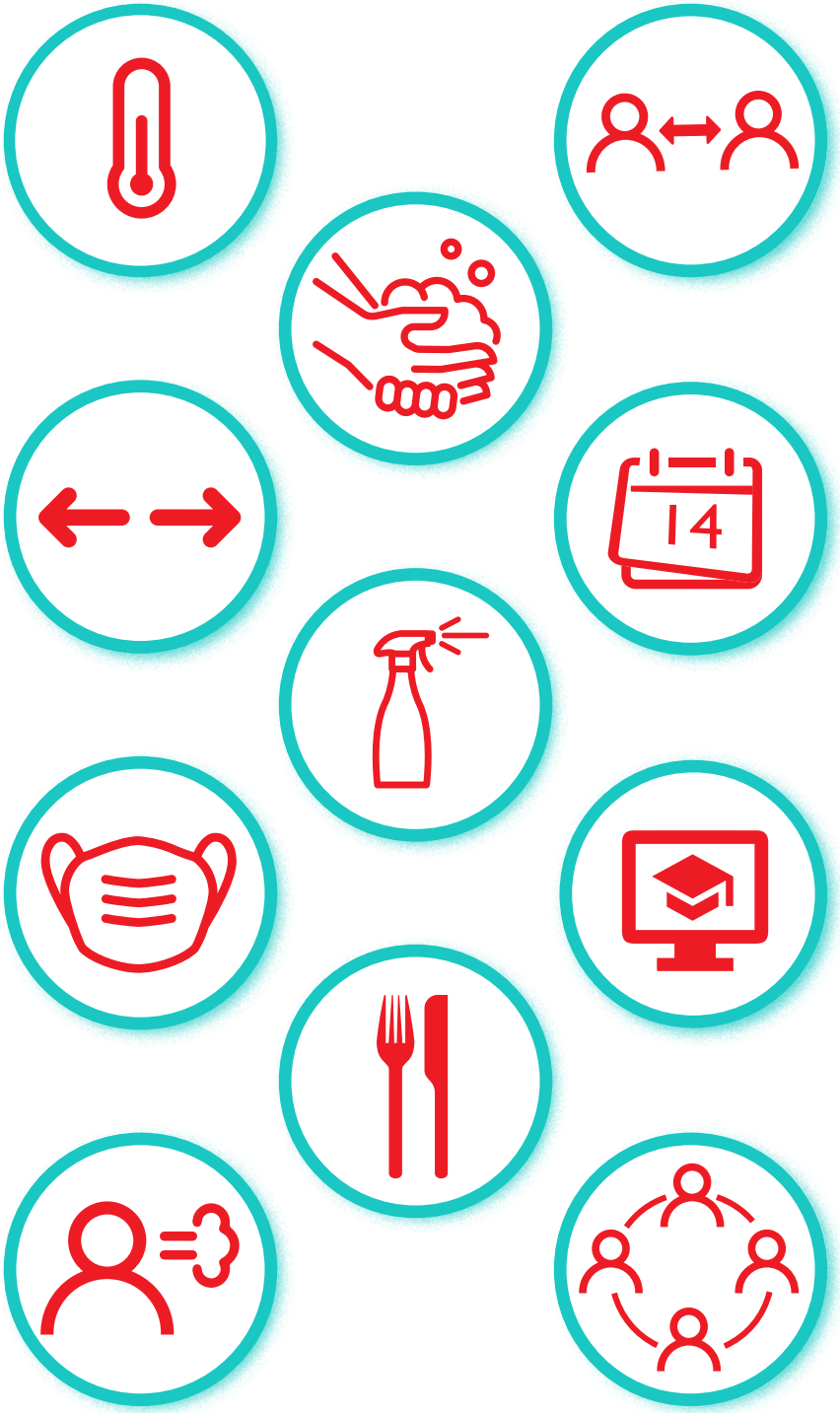
CONTINUALLY ENGAGE WITH STAFF AND FAMILIES

We will also continue to engage the core constituents who matter most to us—the parents, teachers, staff members, and scholars (the "insiders" group on the previous page)—through more focus groups, town halls, and conversations. We will be in constant communication.

We also recognize there are parents, teachers, and staff members who still are not entirely comfortable with the idea of brick-and-mortar school amid a global pandemic, even with widely available vaccines. We want to hear from them about their concerns, and we will continually reevaluate our approach to ensure it is addressing their worries from a public health perspective.

Since Preparation Academy (our student summer orientation) at LAB began in August 2021, we have been reassessing protocols regularly and revising our strategies accordingly to maximize the health and safety of our community.



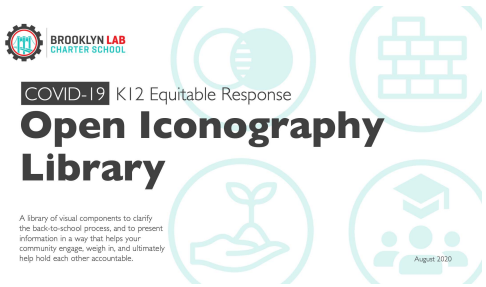


MOVING **FORWARD**

LEVERAGE VISUAL EXPLANATION

We're developing visual language to clarify components of the back-to-school process, and looking at how to ensure our plans communicate expectations clearly to all. One of the ways we're aiming to accomplish this goal is a COVID-19 K-12 Equitable Response Open Iconography Library.

As the name suggests, this is a library of icons that relate to safety in the COVID-19 era. The icons became important to us during our planning process as we safeguarded the school. We are sharing these icons through our open library in the hopes that other schools might adopt them as well. We hope that by sharing these tools we can advance a broader conversation about school safety by introducing important questions, proposing potential solutions, and defining the new concepts we need to discuss and make improvements.

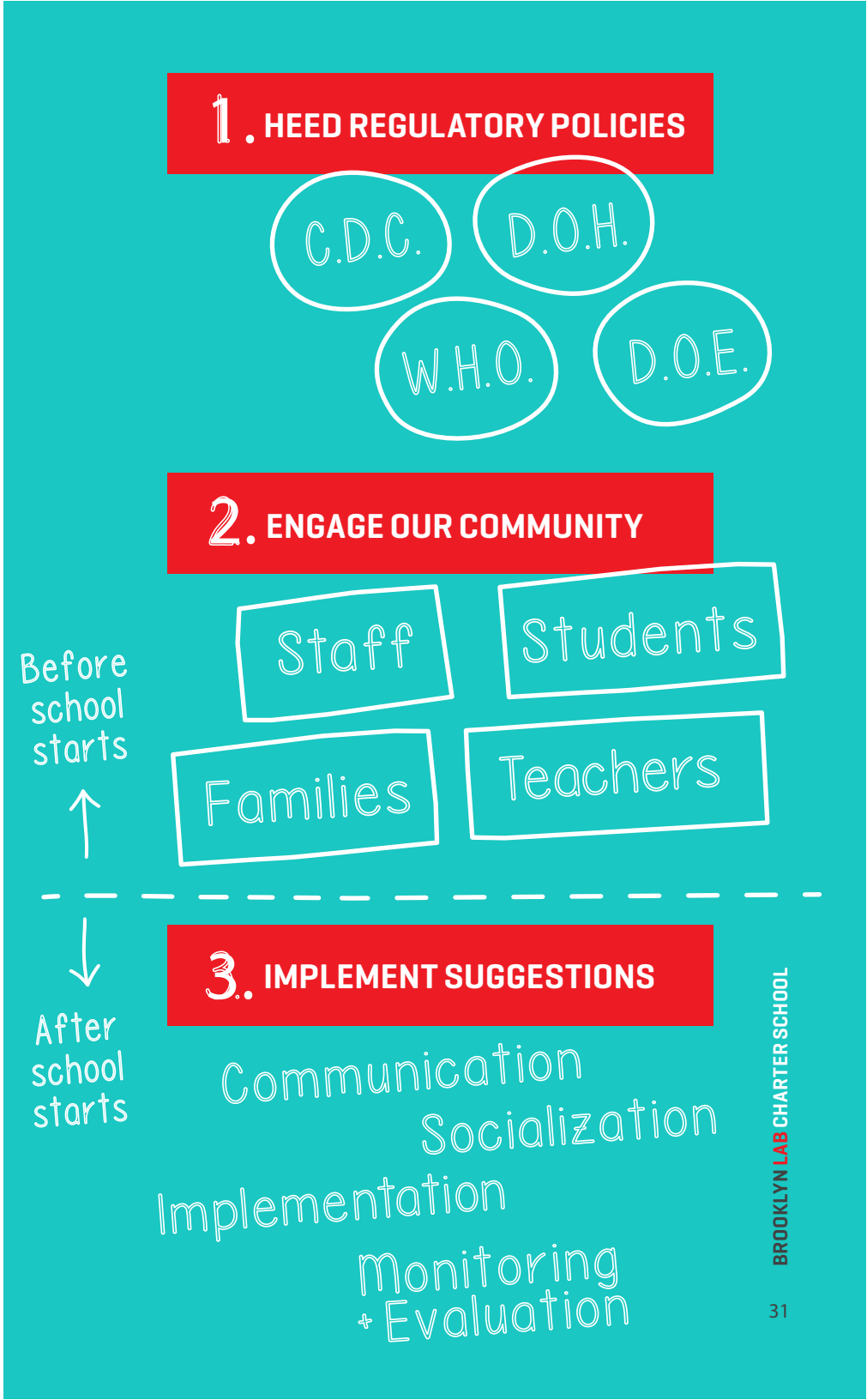


Download our Iconography Library

MOVING **FORWARD**

REGULARLY EVALUATE WHAT IS WORKING

Down the road, we will continue to evaluate our approach to see what is working, what isn't, and what we can do better.To do this in a meaningful way, we will need to convey to our constituents a broad understanding of who on our team owns what, and who is responsible for process improvements at every step. For this, we will continue to engage the same partners who helped us develop these protocols.



CONCLUSION

Our goal with this guide has been to codify and share lessons from our journey to safeguard our school community's health so other schools can learn from our process, planning, and approach.

Education is one of the many aspects of life that looks vastly different against the backdrop of the COVID-19 pandemic. At LAB, we have accepted the new reality, but we remain committed to implementing a brick-and-mortar school because we know the value of educating scholars face-to-face. Beyond the benefits of learning, the safe reopening of schools prevents possible harm in the forms of learning loss, nutritional insecurity, and lack of access to services. In-person school also supports scholars' social and emotional well-being.

We remain steadfast in our commitments to serving the highest need scholars and maximizing wellness and health. Right now, we believe the best way for us to deliver on these promises is to create an environment where learning can happen safely. As others follow this same path, we hope this guide becomes a resource and reference for all.

www.equitybydesign.org

Thank you to all firms and individuals who contributed in so many ways to make these preparations possible:

BROOKLYN LABORATORY CHARTER SCHOOLS
Aaron Daly, Chief Operating Officer
Sheryl Gomez, Chief Financial Officer
Kelly King, Partnerships Director
Bb Ntsakey, Senior Director, Academics
Eric Tucker, Co-Founder and Executive Director
Yunqi Yang, Digital Media and Design Associate
Mickey Revenaugh, Trustee
Adrien Siegfried, Trustee
Tokumbo Shobowale, Trustee
Gary Wood, Trustee
Sujata Rajpurohit, Trustee
Walter Loughlin, Trustee
Nadine Augusta, Trustee

FRIENDS OF BROOKLYN LAB CHARTER SCHOOLS
Tifffany Kimmel Carlin, Architect in Residence
Sarah Pactor, Senior Project Coordinator

FRIENDS OF BROOKLYN LAB CHARTER SCHOOLS
Kate Cochran, Chief of Staff
Erin Mote, Executive Director

WRITER
Matt Villano

GRAPHIC DESIGNER
Robert Bolesta

PHOTOGRAPHER
Ethan Covey Photography

EDITORIAL CONSULTANT
Eva Dienel

URBAN PROJECTS COLLABORATIVE
Tricia Forrest, Partner & Project Manager
Sarah Haga, Partner & Principal
Idalia Ferreras, Assistant Project Manager
Marley Heredia, Assistant Project Manager
Mia Narell, Project Manager

GENSLER
Mark Thaler
Sean Auyeung
Joanne Fernando
Santiago Rivera

PBDW ARCHITECTS
James Seger, Partner
Serena Losonczy, Associate Partner
Erica Gaswirth, Senior Associate
Kylee Pierce Daniel Schumacher

PSF PROJECTS ARCHITECTURE D.P.C.
Barrett Feldman
Mark Sofield
Jonah Pregerson
Luke Butler
Jonathan Watkins
Estrella Vanini
Ed Fabian

SITU/
Katie Shima
Basar Girit

W X Y ARCHITECTURE + URBAN DESIGN
Claire Weisz
Adam Lubinsky
Kaija Wuollet
Christopher Rice
Cara Michell
Max Dowd
Amina Hassen
Raphael Laude

AKA STUDIO
Anthony Kiiru, President

URBAN UMBRELLA
Benjamin Krall
Melissa Schwartz
Ashley Feldman
Paul DeFeo
Spencer Beattie
Leanne Iverson
Nicole Jodoin