Back to School Facilities Tool Kit

Investigating facility ideas that make the return to school better for ALL students and staff: focused on Brooklyn Laboratory Charter Schools with tools and insights relevant to ALL K-12 facilities.

Version 1: May 26, 2020

BROOKLYN LAB CHARTER SCHOOL

UPC | Gensler | PBDW | PSF PROJECTS ARCHITECTURE DPC | SITU/ | WXY

EXECUTIVE SUMMARY

Brooklyn Laboratory Charter Schools (LAB) is committed to making any return for the 2020 - 2021 school year as safe as possible for all students and staff. Given the current public health pandemic, LAB is exploring ways to adapt school facilities and school operations in a way that prioritizes and protects the school community's health. The initial focus is on LAB's 77 Sands Street middle and high school location.

Our goal is to develop and widely share what we are calling a "back to school facility tool kit" so that other schools can benefit from LAB's strategic reopening process, planning, and approach.

To generate the most creative and comprehensive solutions, LAB has undertaken an intensive study or "charrette" with professionals in the field of architecture and urban design. Our partners include 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.

The resultant tool kit contains potential modifications to our school facilities that support our commitment to meeting the needs of all learners. The tool kit covers operational adjustments that the LAB team is developing and focuses on general education, students with special needs, and small classes.

Our next step in this process will be to gather input and feedback on the ideas in this tool kit from students, faculty, and families. In parallel, we'll be studying all ideas for feasibility based on regulatory, budget, and schedule constraints. We also expect to address additional issues like air quality and hygiene protocol, as guided by the relevant authorities.

The most effective ideas will move forward through design, construction, and installation in preparation for occupancy.

WHAT'S IN THE TOOL KIT

Mapping a safeguarded journey from home to the school. The first set of ideas focus on the arrival and entry process as students and staff transition into the building, taking into consideration the egress challenges LAB and many other schools face.

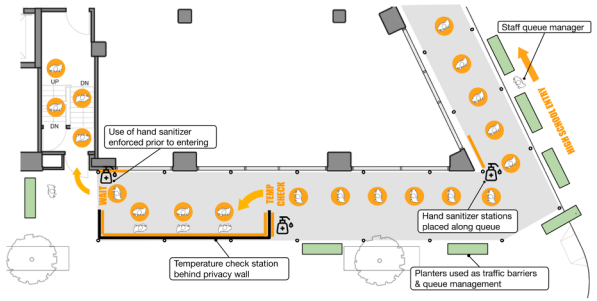
WXY

Sample of Student Visioning

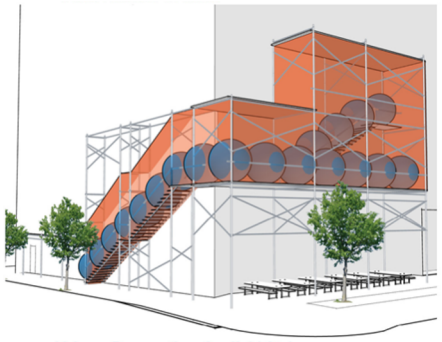
SITU/

Stair B Entry Sequence

Arrival & Entry Strategies



PSF PROJECTS
ARCHITECTURE DPC

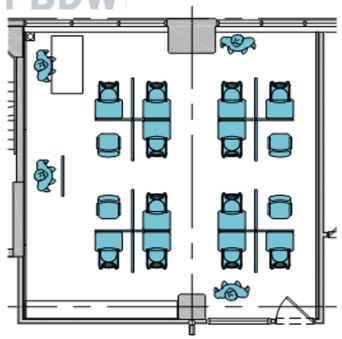


Volume Persepctive: Scaffold Stair

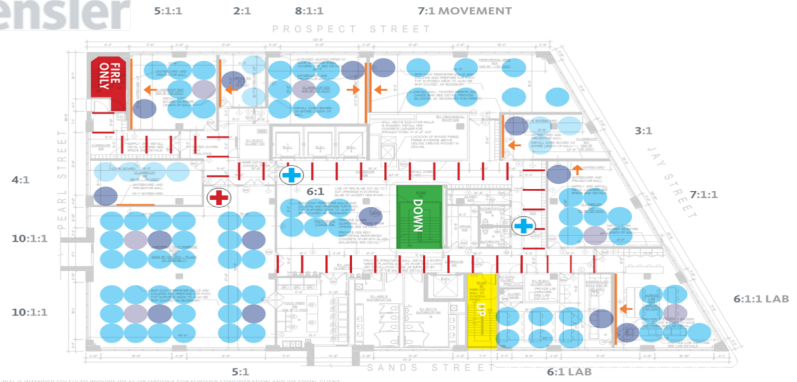
Upgrading classrooms. The second set of ideas focuses on practical and feasible re-mapping of classrooms, breakout rooms, and common spaces to comply with social distancing requirements.

PBDW

PBDW



Gensler



About the Tool Kit

THE PROCESS

As schools move toward reopening, educators face unprecedented complexities, from new logistical challenges to emergent needs for our most vulnerable students.

At LAB, we view the current humanitarian crisis as requiring upgrades to school health and safety.

No school has the time or resources to tackle all challenges related to these upgrades alone, but as a laboratory school, we believe that advancing design solutions and sharing tools for effective adaptation is part of our mission. LAB encourages all schools to take advantage of this opportunity to upgrade and improve aspects of operations. This research and development initiative around facilities solutions is a first step in that direction.

We took the following steps during our 10-day collaborative process:

1. UPC and LAB staff held initial work sessions to identify challenges.
2. Five design firms partnered with LAB and UPC to brainstorm ideas.
3. The five firms held additional work sessions with LAB teachers, special educators, counselors, and administrators to focus on aspects of the challenges they were best equipped to address.
4. The design firms developed ideas based on the school and community's needs and best practices to address social-distancing requirements and health safety.

The result is a tool kit of ideas that can be applied by LAB and in other contexts.

Key Criteria For Ideas:

- *Applicable to ALL students*
- *Practical and feasible to implement*
- *Flexible and easy to adapt as needed*
- *Accessible for use by other institutions*

ABOUT BROOKLYN LAB & THE TEAM

Brooklyn Laboratory Charter Schools (LAB) was co-founded in 2013 by Erin Mote and Eric Tucker with the mission to eliminate the achievement gap by preparing scholars with the academic foundation, digital literacy, and leadership skills necessary to succeed in college and professional life.

LAB is dedicated to serving the highest need students, regardless of their academic level, English language proficiency, or disability. Meeting the needs of these students has continued to be our focus as we re-imagine what the return to school will look like in a post-pandemic setting.

The focus of this planning has been LAB's middle and high school located at 77 Sands Street, but the ultimate goal is to develop a strategic reopening plan that can be applied to other schools both locally and nationally. The findings from these studies will be shared with special education, technology, and educational organizations with which LAB is connected on a local, state, and national level.

UPC provides owner representation services for clients engaged in the design and construction of capital projects and facilities oversight. www.upcnyc.com

PSF Projects is an award-winning firm delivering visionary, customized designs for commercial, institutional, residential, and workplace projects. www.psfprojects.com

Gensler is a global design firm partnering with clients to make the places people live, work, learn, and play more inspiring, resilient, and impactful. www.gensler.com

SITU is an unconventional architecture practice based in New York City, using design, research and fabrication for creative and social impact. www.Situ.nyc

PBDW Architects delivers design with insight and empathy, leveraging the capabilities of architecture to connect people with places and time. www.pbdw.com

WXY is an award-winning, studio-based multidisciplinary practice focusing on innovative approaches to public space, structures and cities. www.wxystudio.com

Supporter: AKA STUDIO Architecture + Interior Design akiiru@akastudio.com

Strategies: Home to Classroom

Ideas from WXY

WXY

Back to School Facility Toolkit

WXY Studio Approach

WXY

This is preliminary information for discussion purposes only.

Project Focus

1

Entry/Exit & Staging Area

Develop a school entry/exit experience, including staging of entry, in response to COVID-19.

2

Flexible Options

Develop a set of flexible options which can respond to new information and guidelines as they are formalized.

3

Student Feedback

Utilize the options to prompt student feedback and collect information on key issues, such as their journey to school.

Options

A

	Information	Assumptions
Queue Type		
Temperature Check	Does this option allow extra time for screening procedures, such as a temperature checks?	Assumes thermal forehead scan temperature check. 10-30 seconds per student.
Entry Speed Five students per minute	How many students can enter the school per minute?	Assumes hand sanitizing upon entry. 5-15 seconds per student. Conservative estimate.
One Group Entry at 8AM	Are arrivals staggered into multiple groups? What times do those groups enter?	Assumes most students arrive at or near their designated arrival time, with some late comers.
One Entrance	How many entrances are available to the school?	One entrance assumes existing Sands St entrance. Two entrances assumes existing Sands St entrance and Pearl St entrance.
Schedule		
8:00	45 — How long does it take for all students to enter?	
8:15	101 — What is the maximum number of students waiting at any one time?	
8:30		
8:45		
9:00		

Options

A

Queue Type

Temperature Check

Entry Speed
Five students per minute

One Group
Entry at 8AM

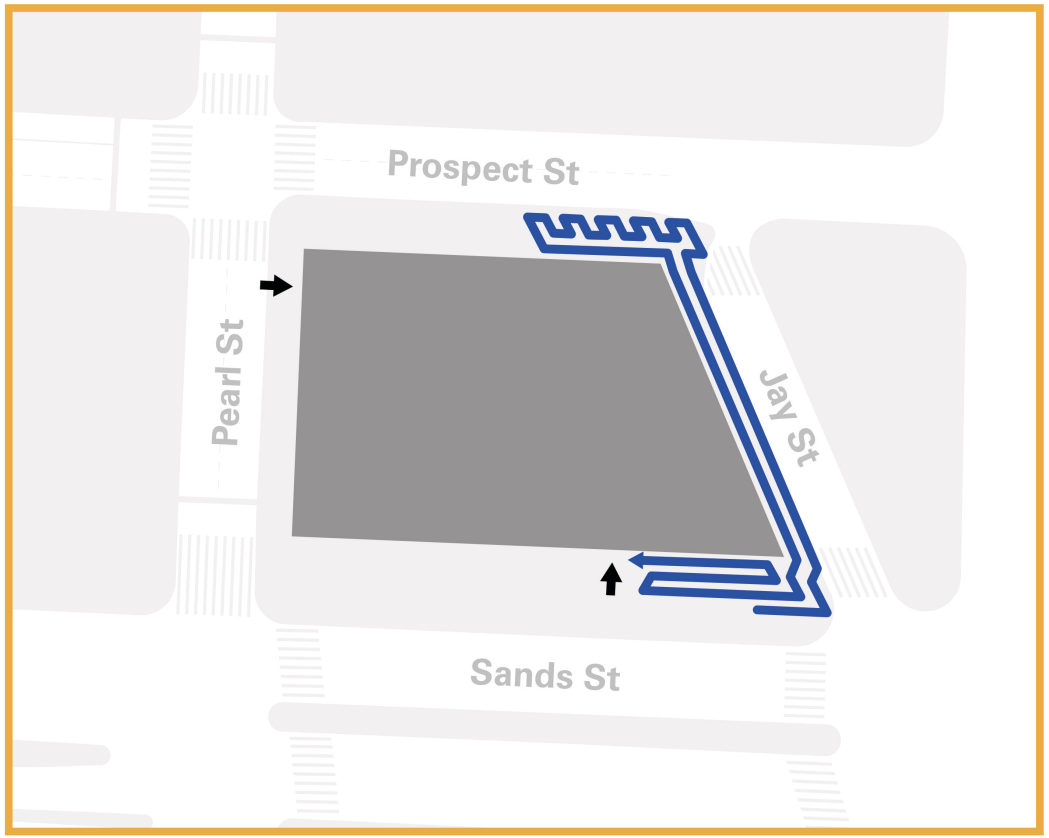
One Entrance

Schedule

8:00
8:15
8:30
8:45
9:00

45
101

One entrance, one group



This is preliminary information for discussion purposes only.

Options

B

Queue Type

Temperature Check

Entry Speed
Five students per minute

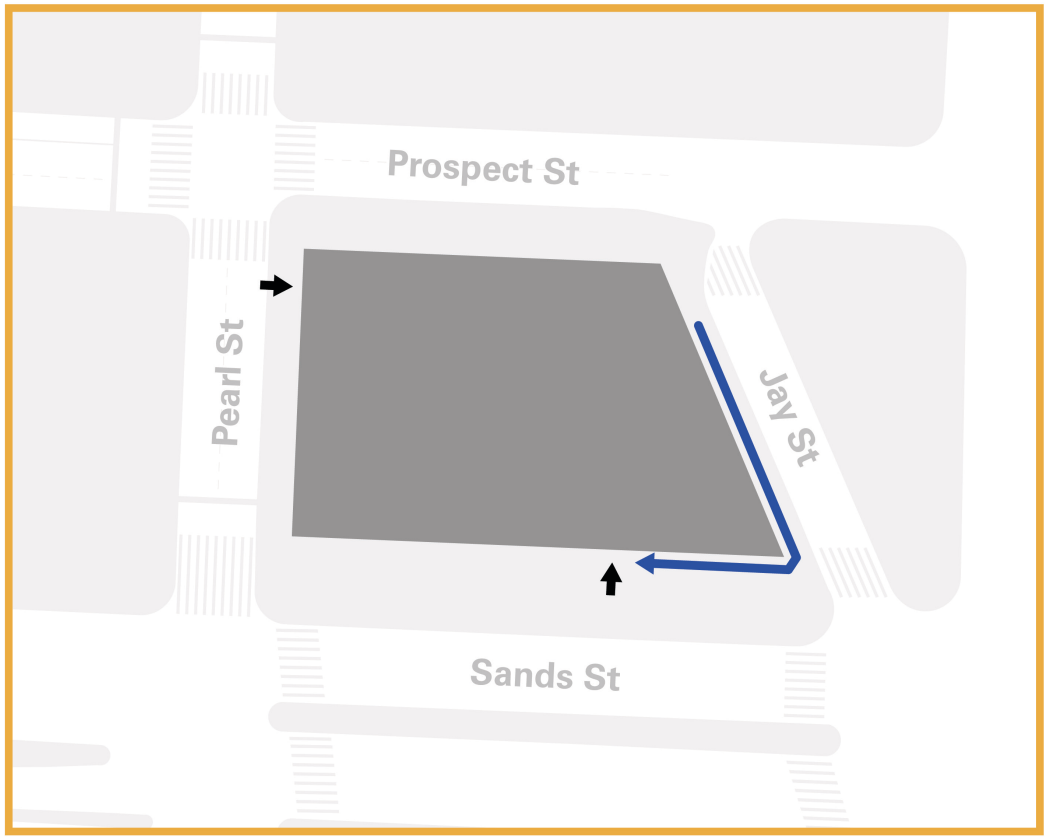
Two Groups
Entries at 8AM, 830AM

One Entrance

Schedule

8:00	
	20
8:15	
	27
8:30	
	20
8:45	
	27
9:00	

One entrance, two groups



This is preliminary information for discussion purposes only.

Options

C

Queue Type

Temperature Check

Entry Speed
3 students per minute

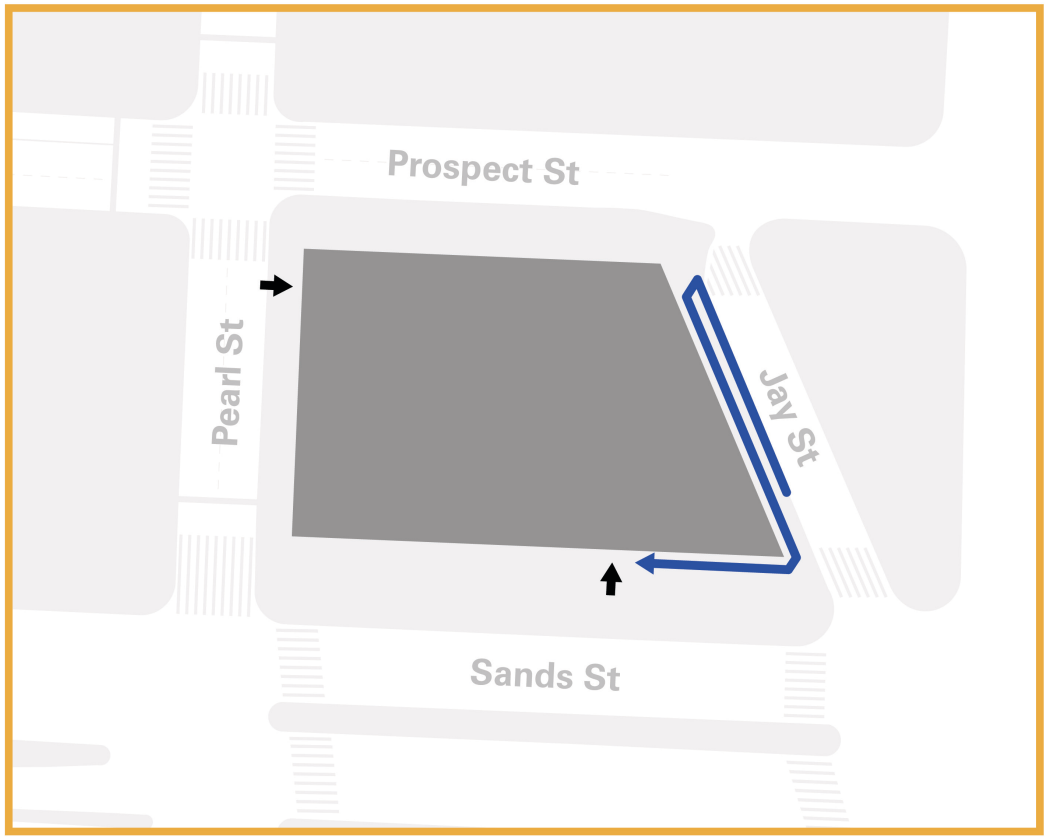
Four Groups
Every 15 min
8-845AM

One Entrance

Schedule

8:00	75	
8:15	41	
8:30		
8:45		
9:00		

One entrance, four groups



This is preliminary information for discussion purposes only.

Options

D

Queue Type

Temperature Check

Entry Speed
3 students per minute

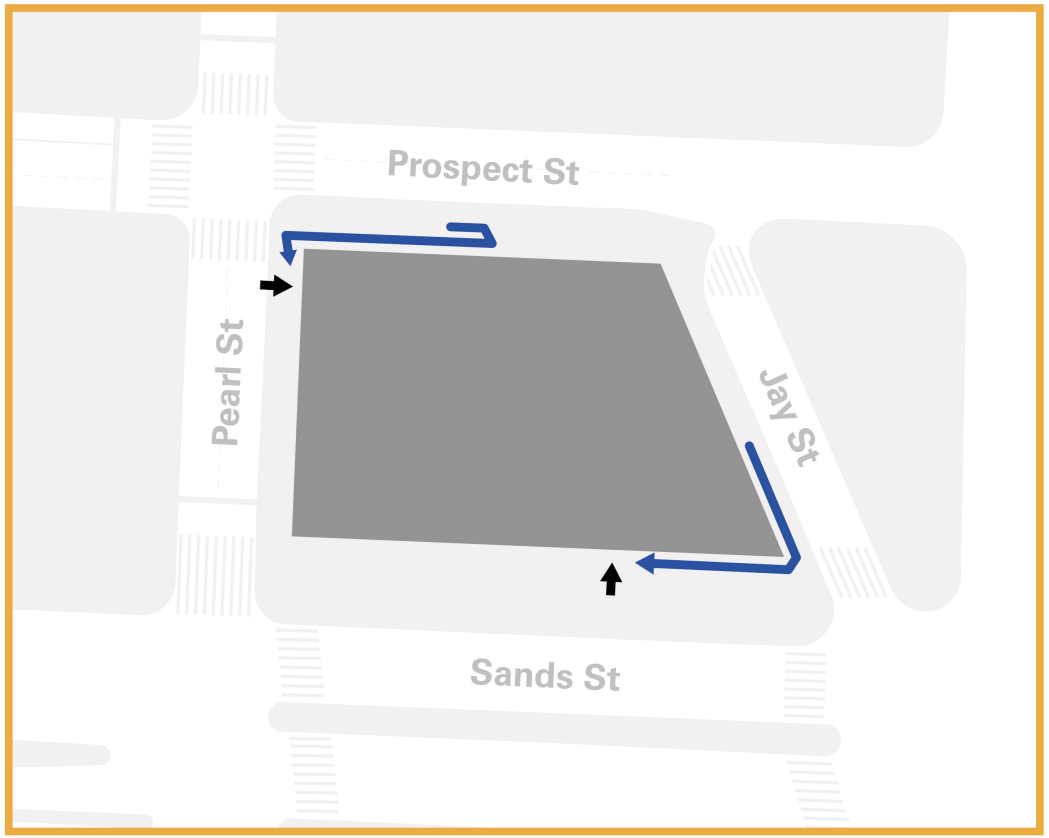
Two Groups
Entries at 8AM, 830AM

Two Entrances

Schedule

8:00		
8:15		10 / 17
8:30		
8:45		10 / 17
9:00		

Two entrances, two groups



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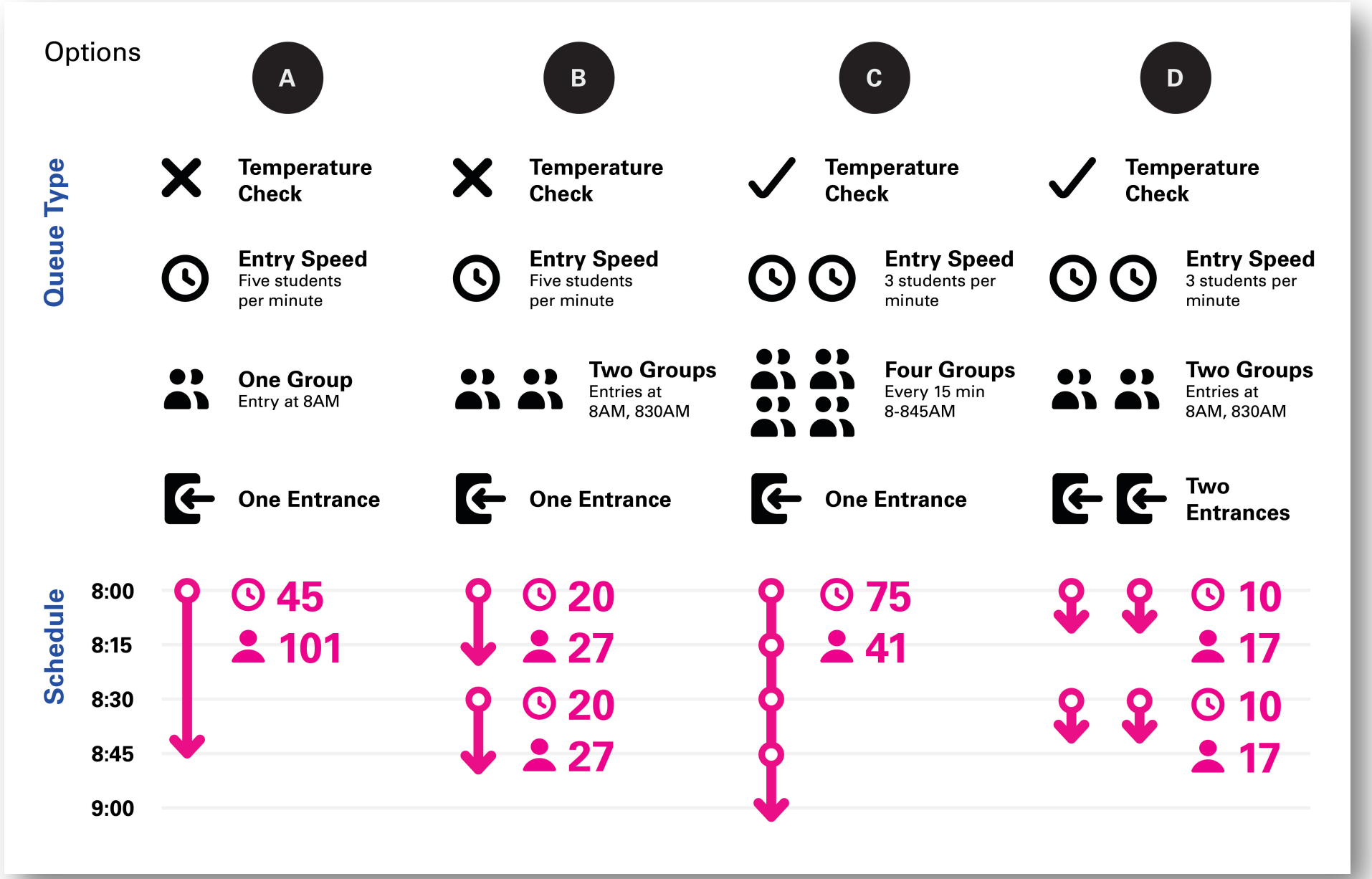

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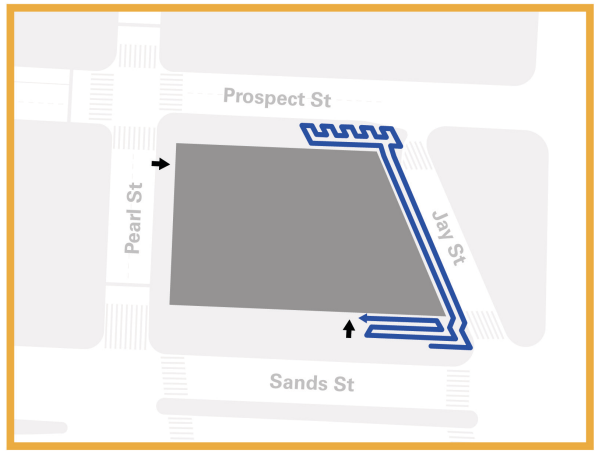
Options

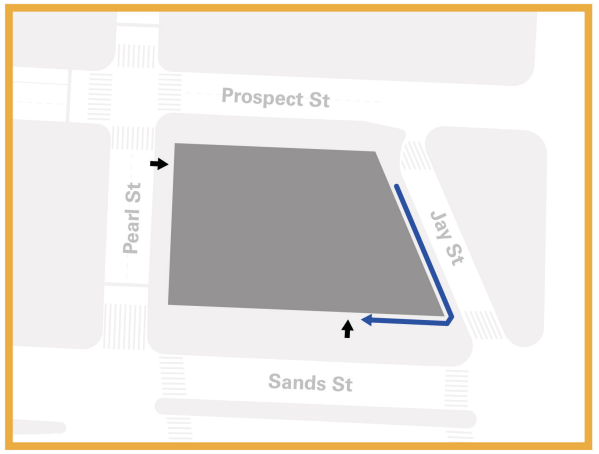
A

One entrance, one group



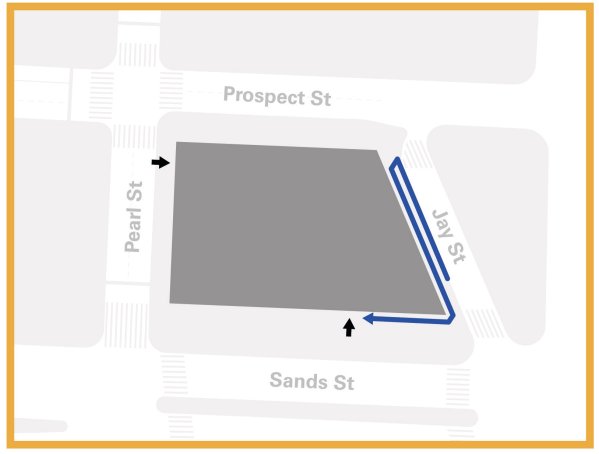
B

One entrance, two groups



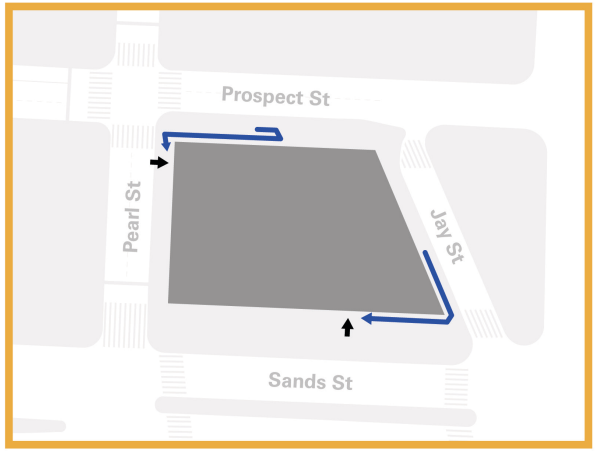
C

One entrance, four groups

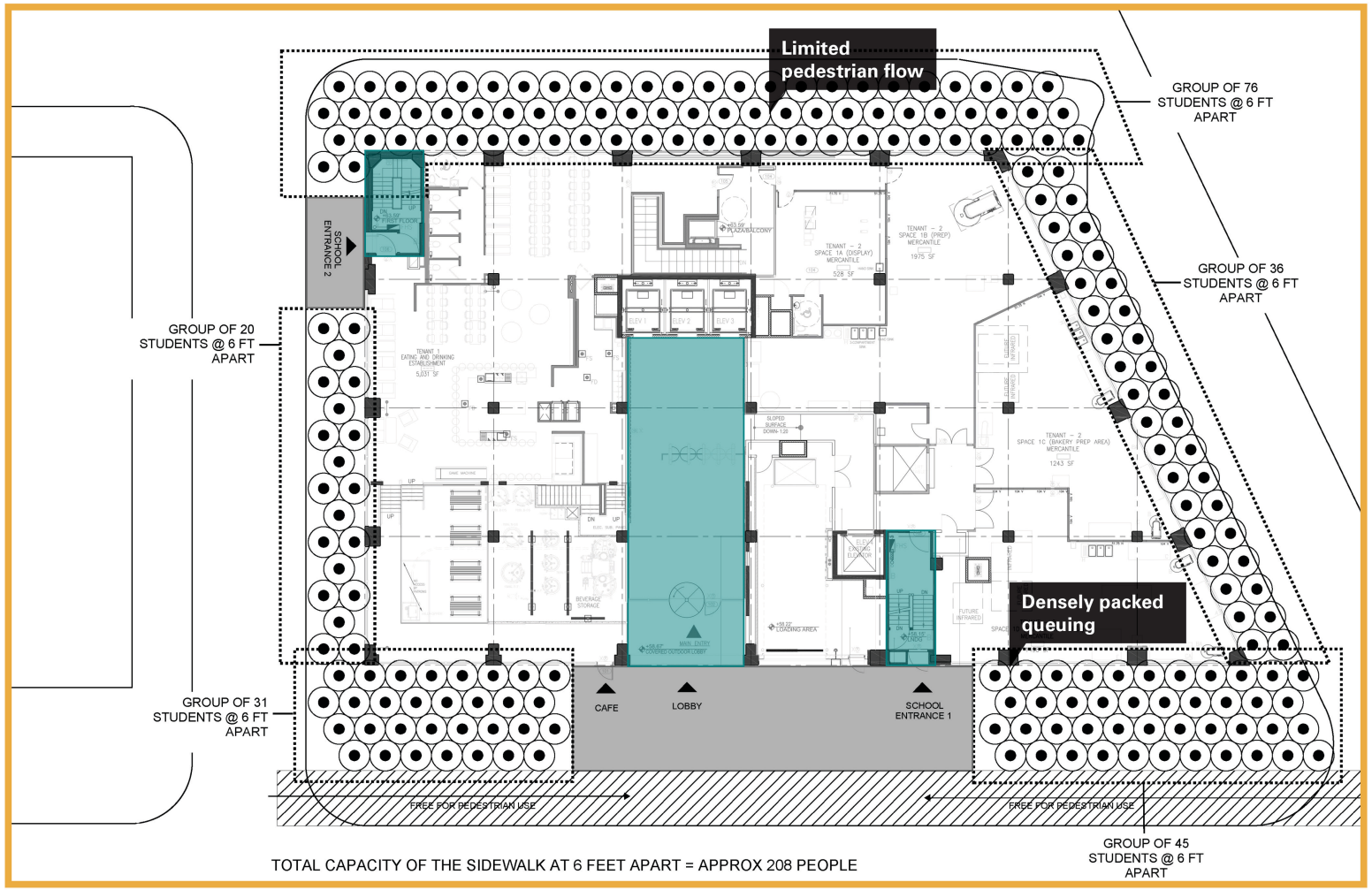


D

Two entrances, two groups



Entry & Exit Points: Maximum Sidewalk Capacity



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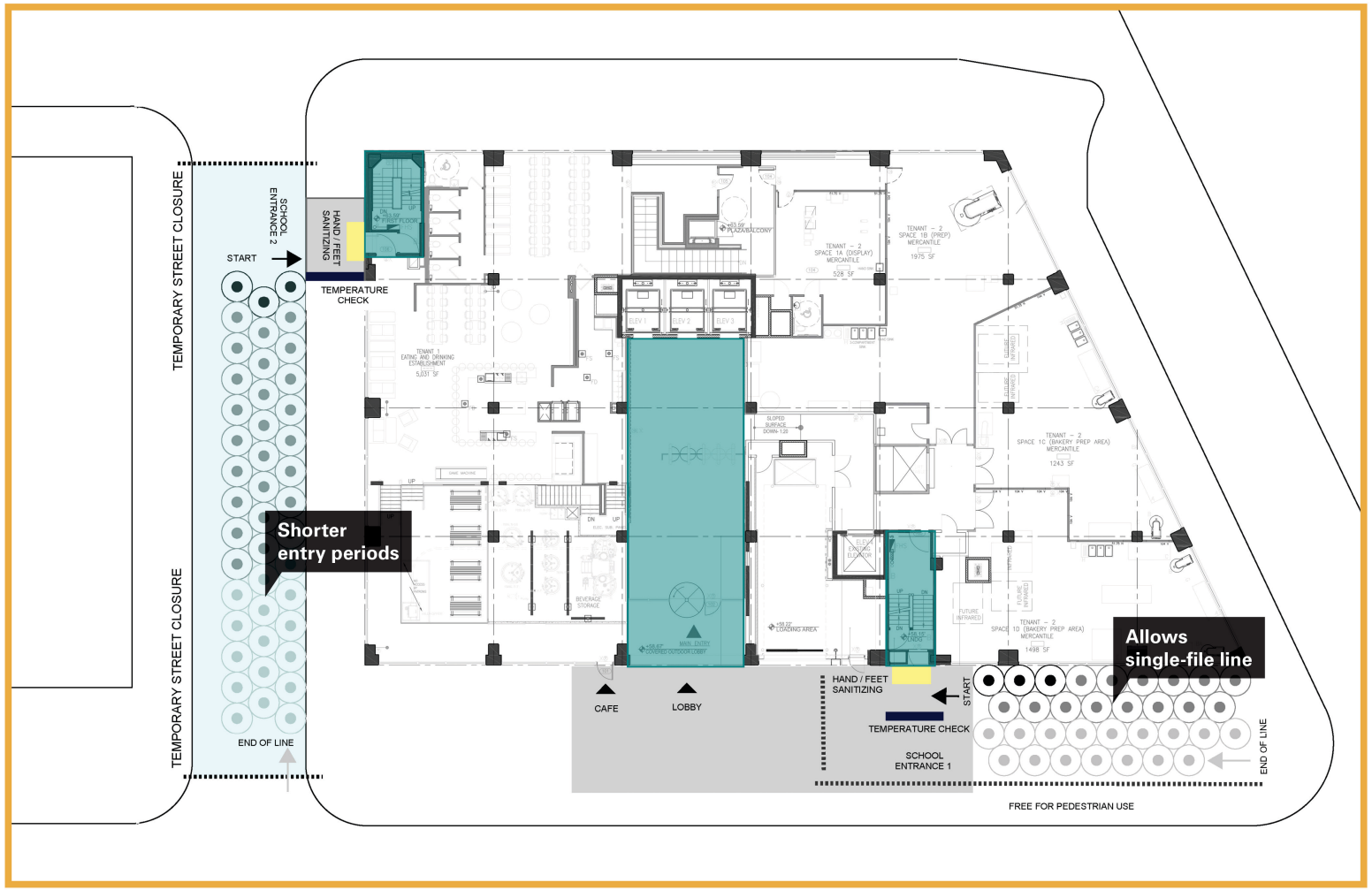
Entry & Exit Points: Preferred Queuing Method (Option D)



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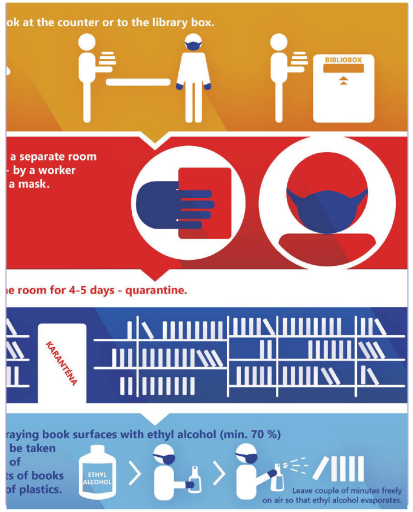
Temporary Furniture & Design Needs

Source: SITU/

Shelter

- Shade
- Weather
- Queue control



Signage & Messaging

- Establish new rules
- Reduce anxiety
- Wayfinding

Lighting

- Daylight
- Color
- Safety at night

Acoustics

- Mitigate bridge noise
- Allow for conversation
- Create a sense of calm

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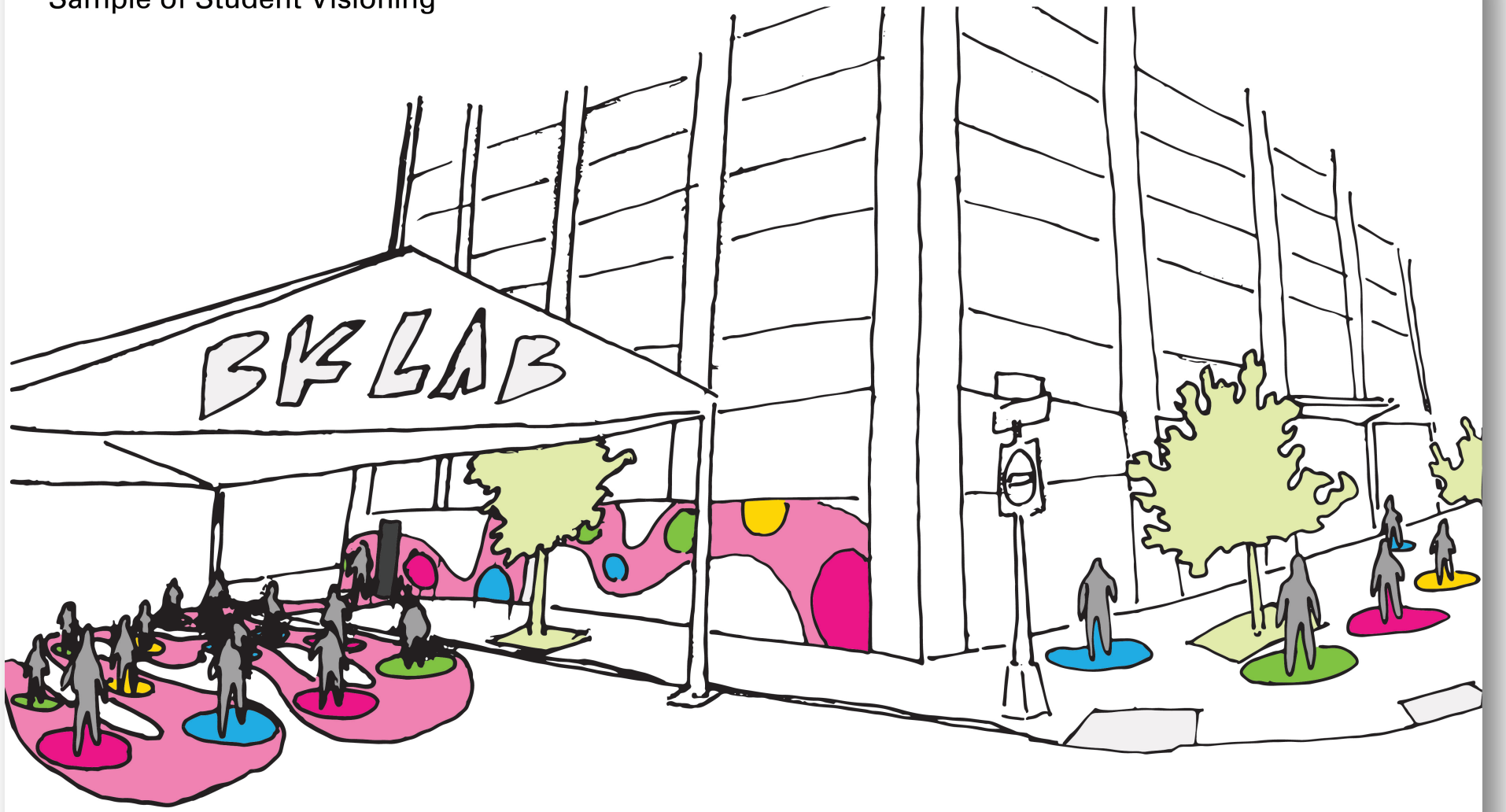
Sample of Student Visioning



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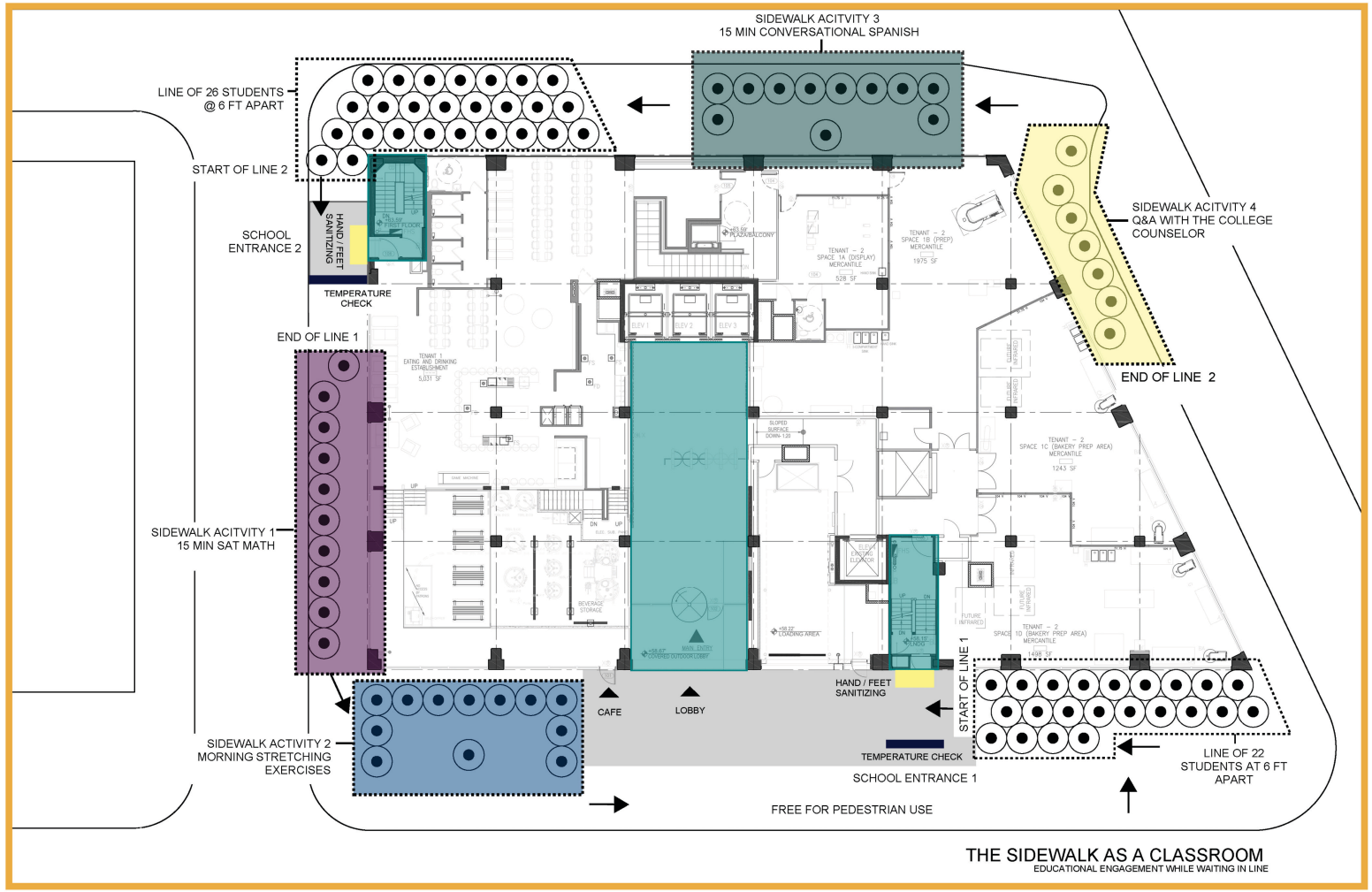
Idea: Set-up temporary waiting pavilions in nearby parks

This is preliminary information for discussion purposes only.

Idea: Re-imagine entry areas as outdoor classrooms



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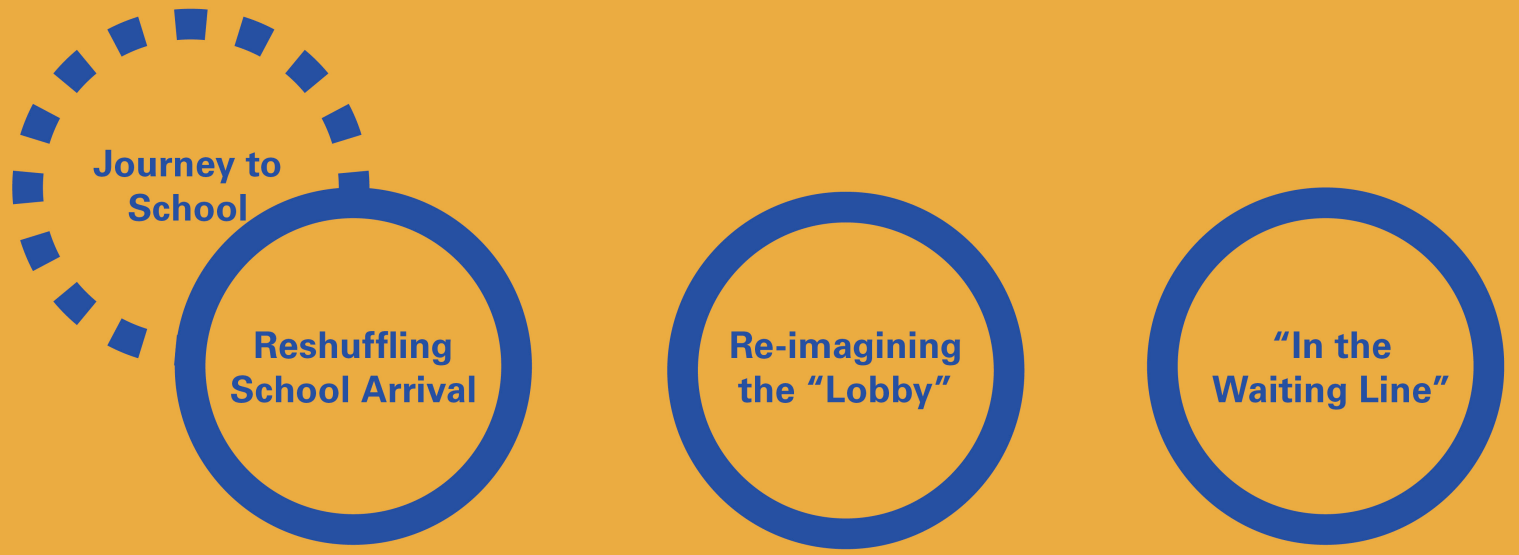
Next Steps:

Student Engagement

Student Feedback



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Student Feedback

Key concerns and challenges related to COVID-19:

What will your journey to school look like?

Where do you need to be careful? What are your transition points from walking or biking to subway or bus?

Where are the entrances or exits that you are nervous about going through?

Reshuffling School Arrival:
Journey to School

A

leave home

get out at York St

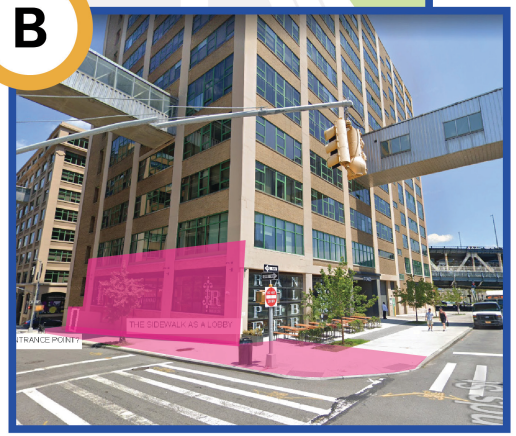
arrive at school

citibike to subway

A

Brooklyn Lab Study Area

B



Brooklyn Lab.

Questions:

A How do you plan to travel to school in the fall? Subway? Bus? Bicycle? Walk?

B When you arrive at school, which side of the street do you come from? Do you have any public art or design ideas that can help kids know where to gather?

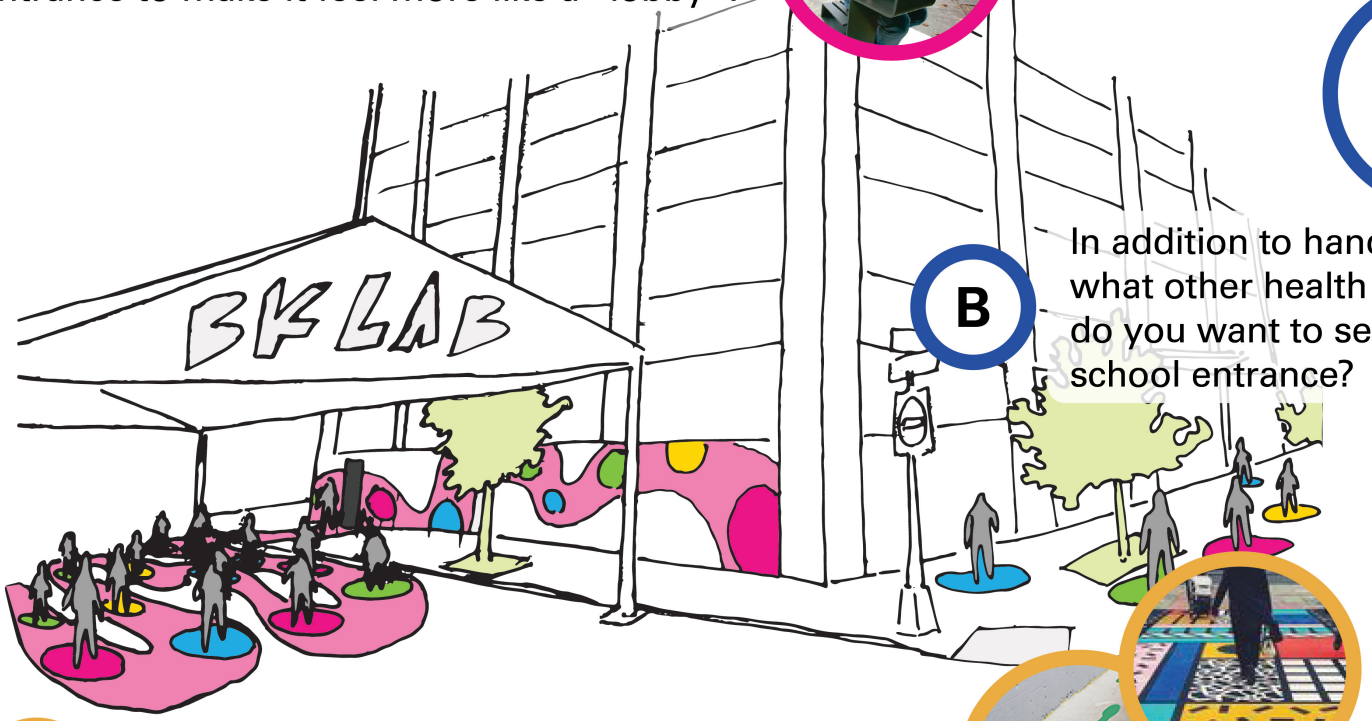
C How often do you arrive early or late for school? Do you have ideas for where to wait outside (or inside) the school on arrival? Do you think that waiting inside of temporary structures or furniture would work for you? If not, what are your concerns?

C

Trial Glass Booths. Amsterdam, Netherlands.

Re-imagining “The Lobby”

A What types of temporary structures or furniture should be outside of the school entrance to make it feel more like a “lobby”?

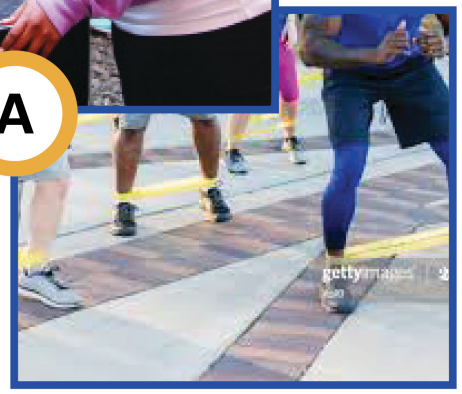


B In addition to hand sanitizer, what other health precautions do you want to see at your school entrance?

C Do you have ideas for what types of designs can most successfully help your peers stay 6 feet apart?

The Hive NYC

A



Outside Gym Class

Questions:

A What types of academic or physical activities would you like to participate in while lining up to enter school?

B If BLS were able to install a TV monitor outside, what type of school or health-related programming would be useful for you? Would you be interested in working on a weekly student broadcast for this?

B

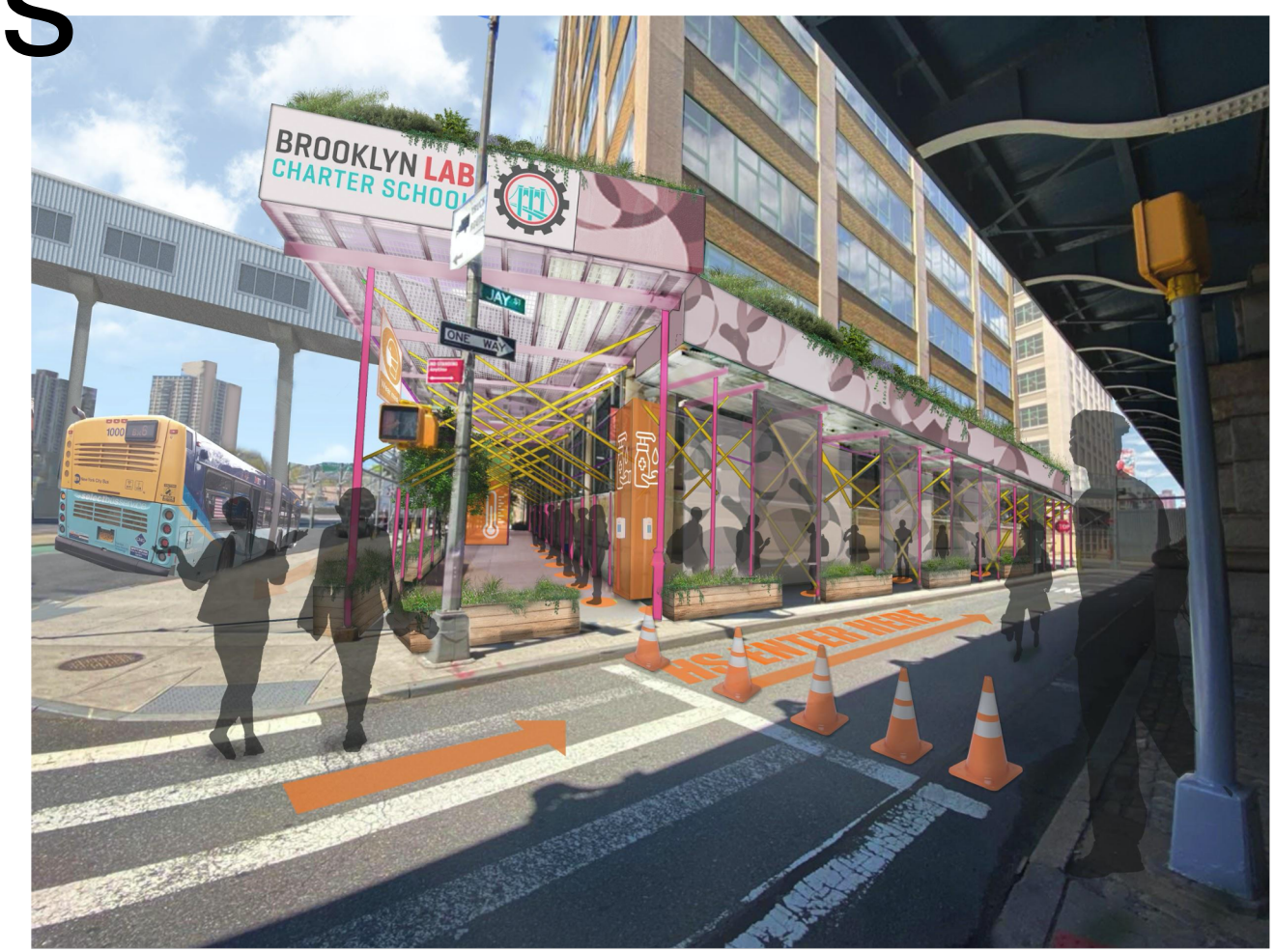
Educational School Announcement / TV Monitor

Ideas from SITU

SITU

Re-imagining Arrival in Urban Schools

May 2020



About
This document was created by SITU, a design, research and fabrication firm based in the Brooklyn Navy Yard.

Assistance was provided by
Nadine J. Cohen MD FAAP FACP
Internal Medicine and Pediatrics

Contact
Basar Girit, Partner
basar@situ.nyc

CONTENTS

01 The Challenge

This is preliminary information for discussion purposes only.

Problem-set

Urban schools located in multistory buildings typically face challenges of limited points of entry, shortage of space and overcrowding of classrooms.

In order to accommodate social distancing and daily temperature checks prior to entry, many schools will have to extend deeper into public space during the arrival and dismissal periods.

The long term nature of such measures demand well-designed ideas that respect the surrounding public space and community.

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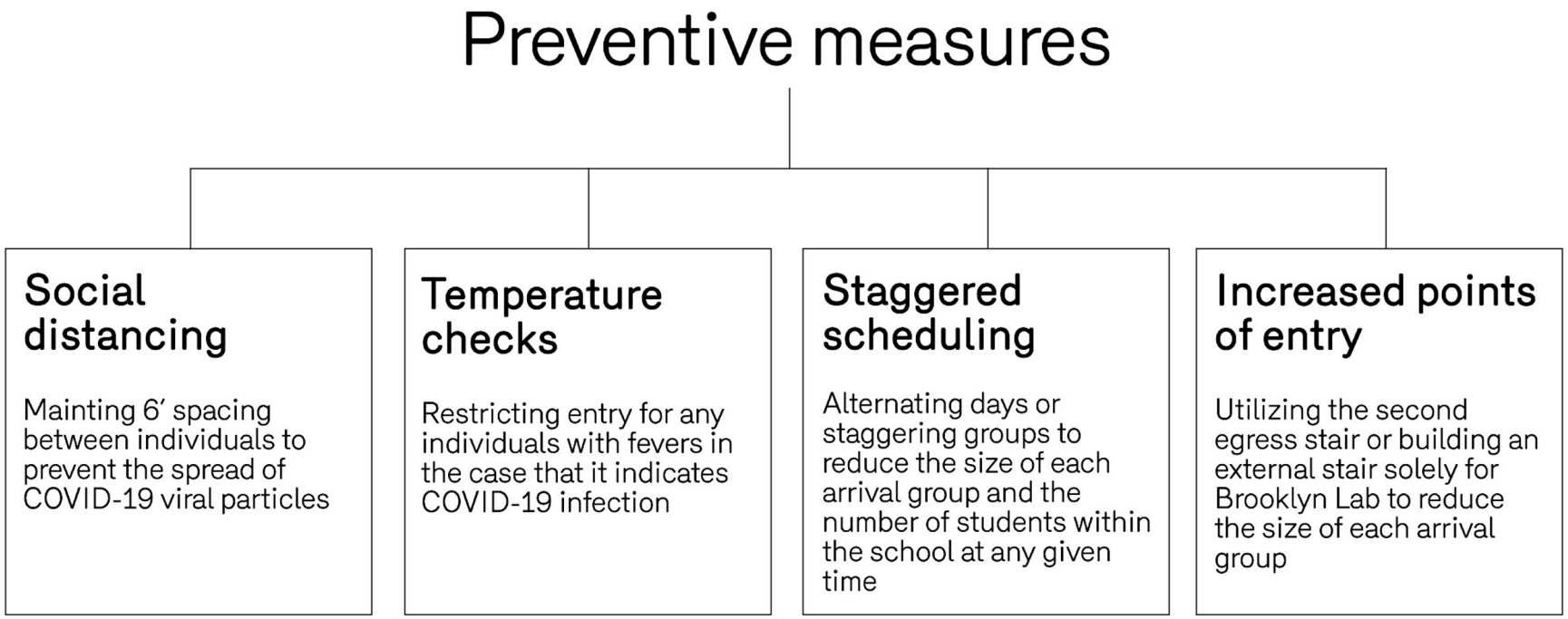
A four-pronged strategy for safe arrival



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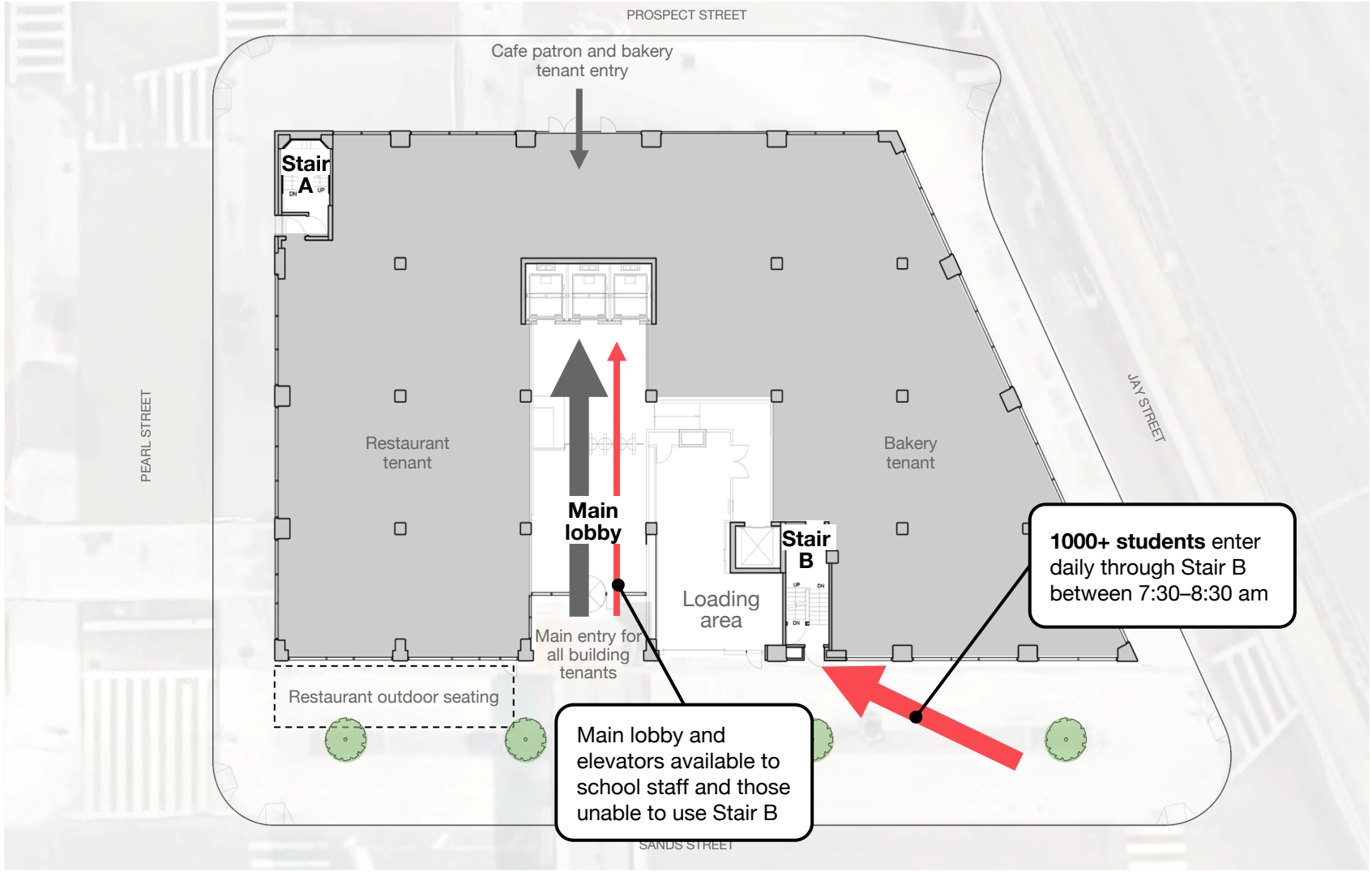
Before COVID-19



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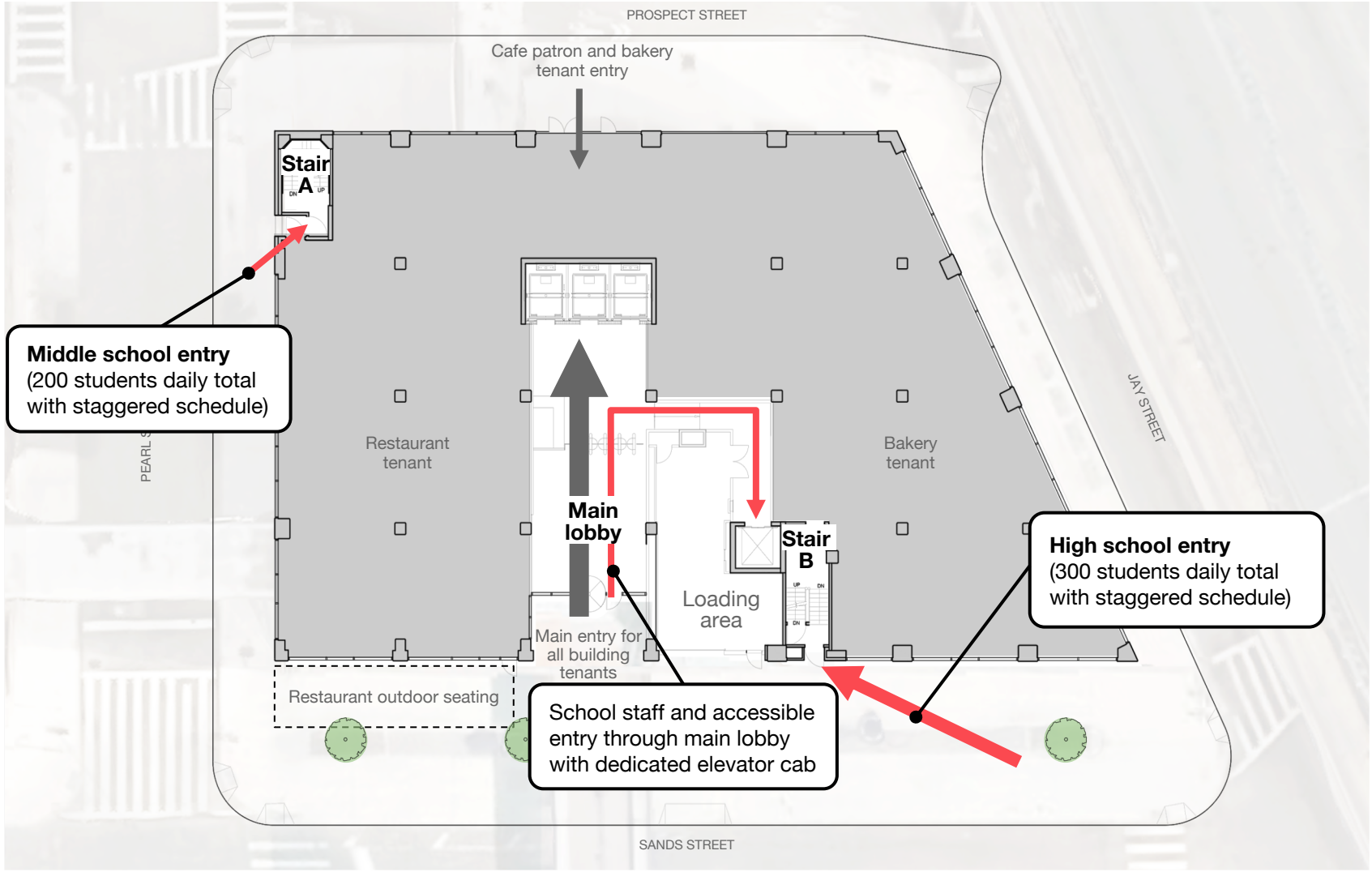
After COVID-19



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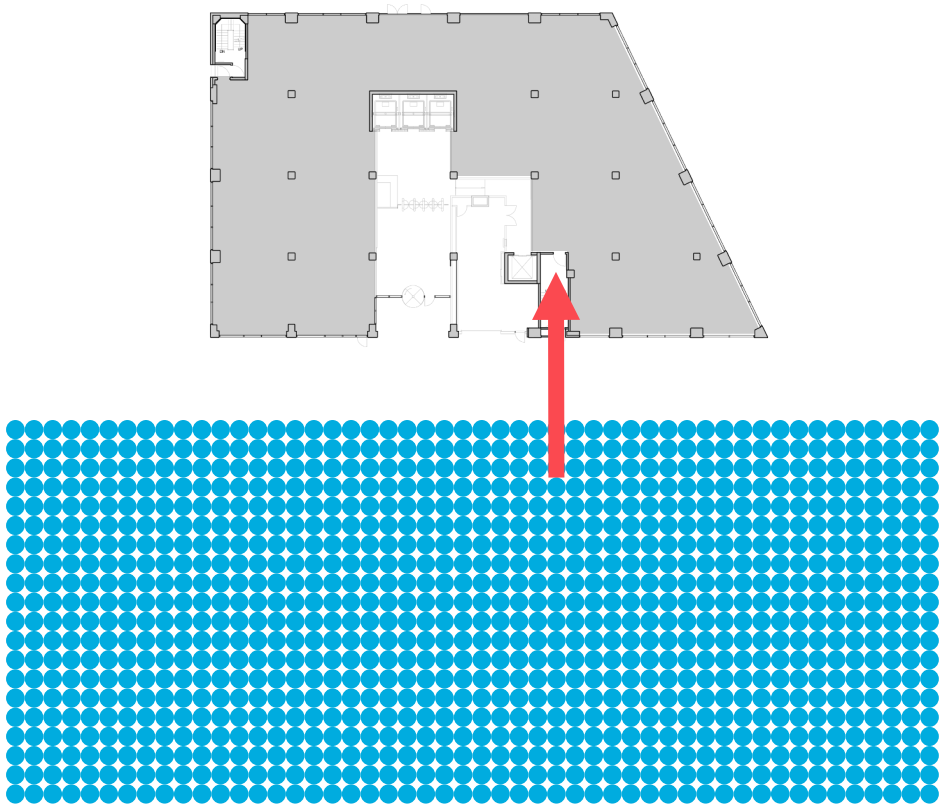
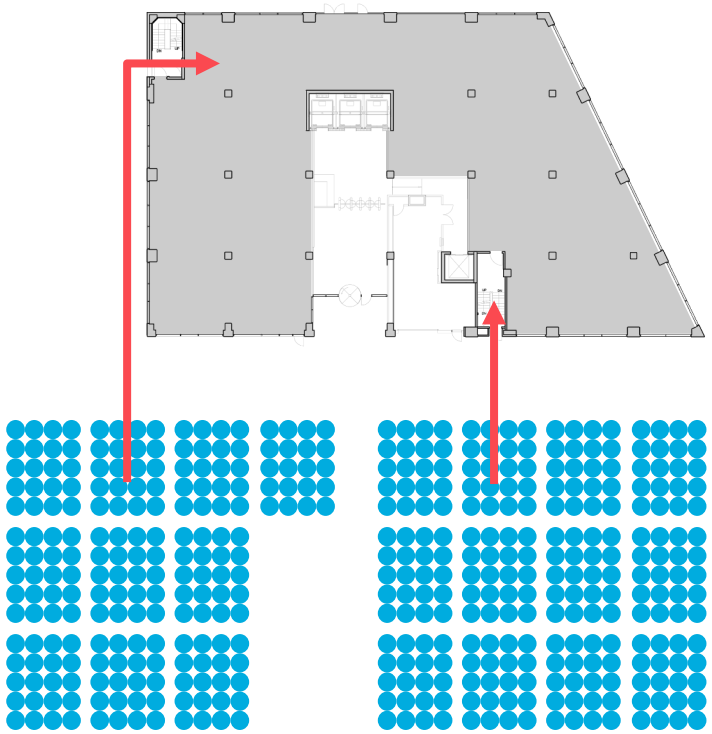
Arrival volume with social distancing



1000 students
arriving at once
250 min. total*



200 students
arriving 10 min. apart
50 min. total*

300 students
arriving 10 min. apart
75 min. total*

* assuming 15 seconds per person for temperature check

CONTENTS

01 The Challenge

02 Design Opportunities

This is preliminary information for discussion purposes only.

Public health considerations

Infrared temperature gun

Time per test: 10-20 sec.
Cost: $150 each

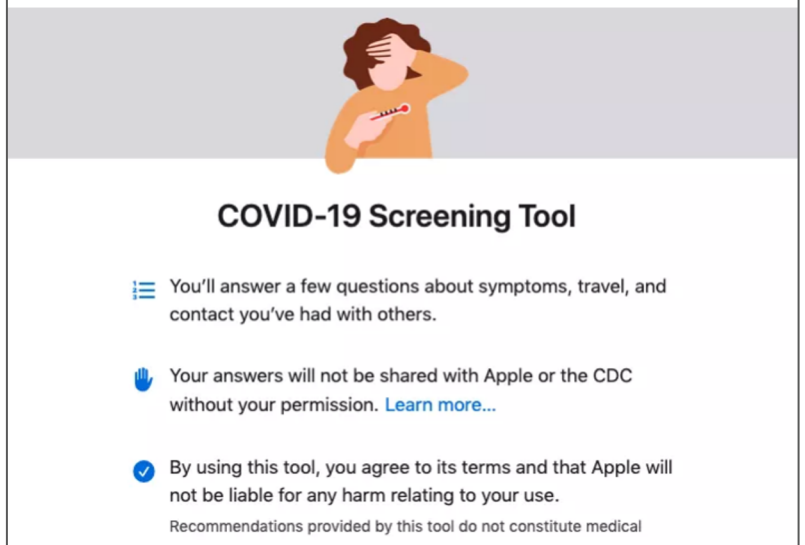
- Slow
- Staff intensive
- Inexpensive
- Simple to learn
- Can have multiple scanners

Thermal imaging stations

Time per test: instantaneous
Cost: $5,000-$20,000+

- Fast
- Minimal staff
- Expensive
- Complicated tech
- Temperature gun required for backup

Home self-check + online survey



Time per test: 1-5 min at home
Cost: TBD

- Fastest
- Inexpensive
- Relies on trust
- Good option for staff and students requiring lobby access

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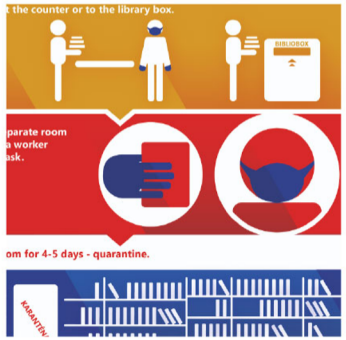
Design guidelines

Shelter

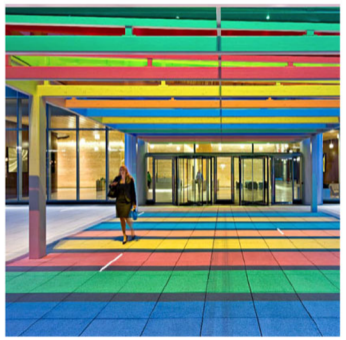
- Shade
- Weather
- Queue control

Signage and messaging



- Establish new rules
- Reduce anxiety
- Wayfinding

Lighting



- Daylight
- Color
- Safety at night

Acoustics

- Mitigate bridge noise
- Allow for conversation
- Create a sense of calm

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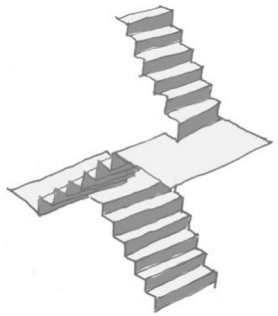
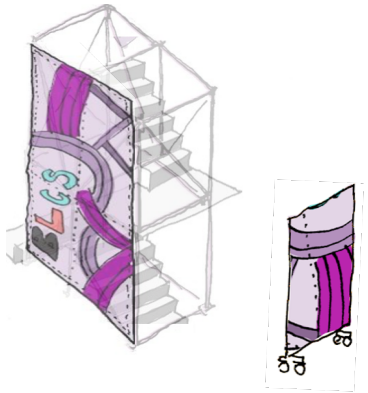
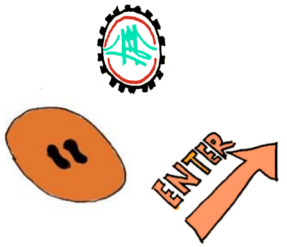
Design components



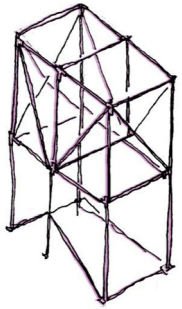
Exterior stair
Vertical circulation to new building entry on 2nd floor



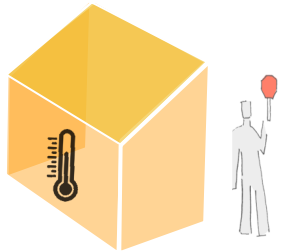
Screens & partitions
Privacy, messaging, acoustics



Wayfinding & distancing signage
Mobile and fixed signage on structure, ground and additional surfaces



Structure / Shed
Shelter, lighting



Greeting station
Check-in, temperature check

Barricades
Traffic and pedestrian control, artwork, planters

This is preliminary information for discussion purposes only.

Improved sidewalk shed

Sidewalk sheds are pre-engineered systems with well-known permitting processes that could allow for rapid deployment.

These structures could be easily modified to become more inviting, thoughtfully designed, light-filled exterior lobbies that support new entry sequences without negatively impacting the surrounding neighborhood.

Urban Umbrella shed system with daylighting panels

Wendy PS1 scaffolding installation

Urban Umbrella shed system with nighttime lighting

Sketch of modified sidewalk shed with exterior stair proposed

This is preliminary information for discussion purposes only.

Integrated solar covering

Modular rooftop canopy system designed by SITU for Brooklyn Solar Works

Creative fabric structures

Retractable fabric walkways and covers

Inflatable canopy systems

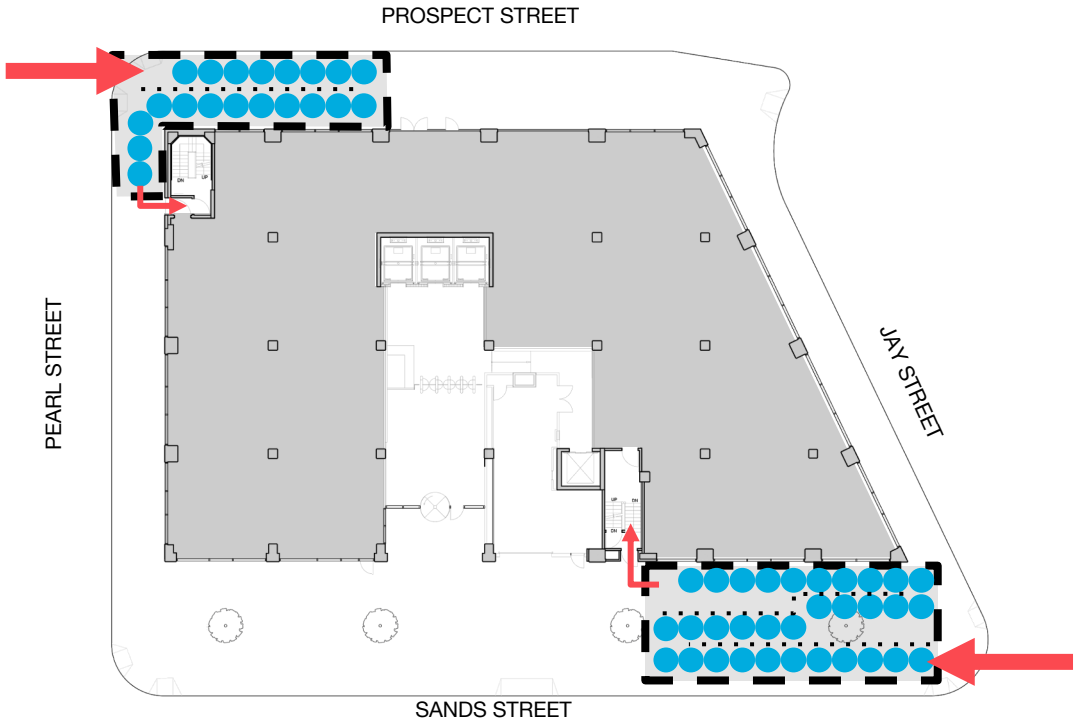
Tent structures

CONTENTS

01 The Challenge
02 Design Opportunities
03 Arrival Strategies

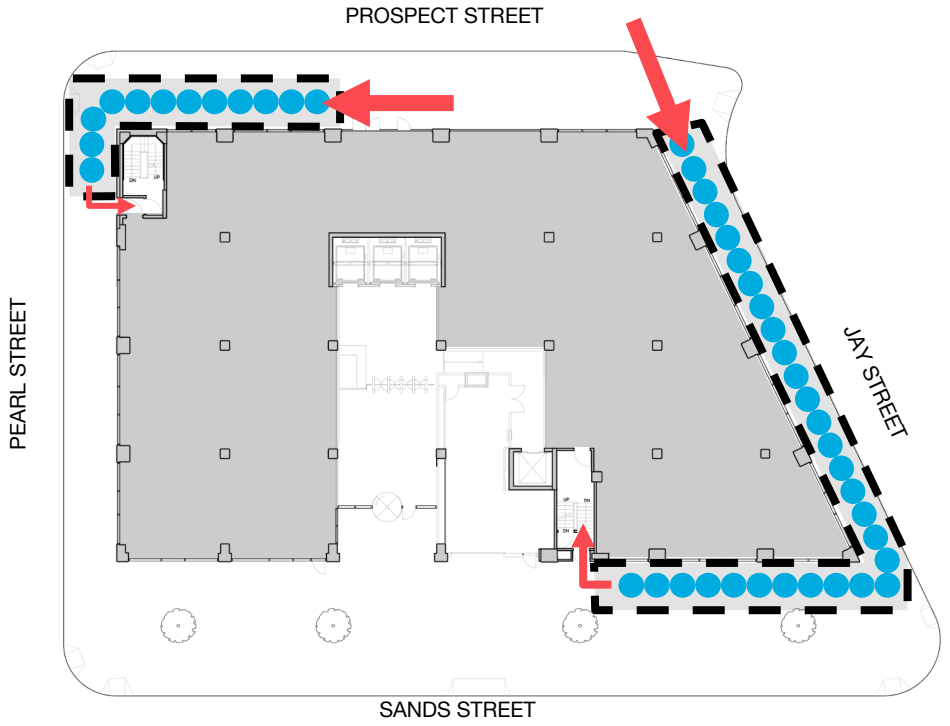
This is preliminary information for discussion purposes only.

Queuing strategies



Stacked

- Greater capacity for students
- Smaller footprint / more contained - less structure
- Greater impact on Sands St sidewalk & building entry
- Higher density of students within shelter



Linear

- Lower density - better student distancing
- Single line easier to monitor by staff
- Greater impact on less-trafficked Jay St. sidewalk
- Jay St. is very loud due to bridge train traffic

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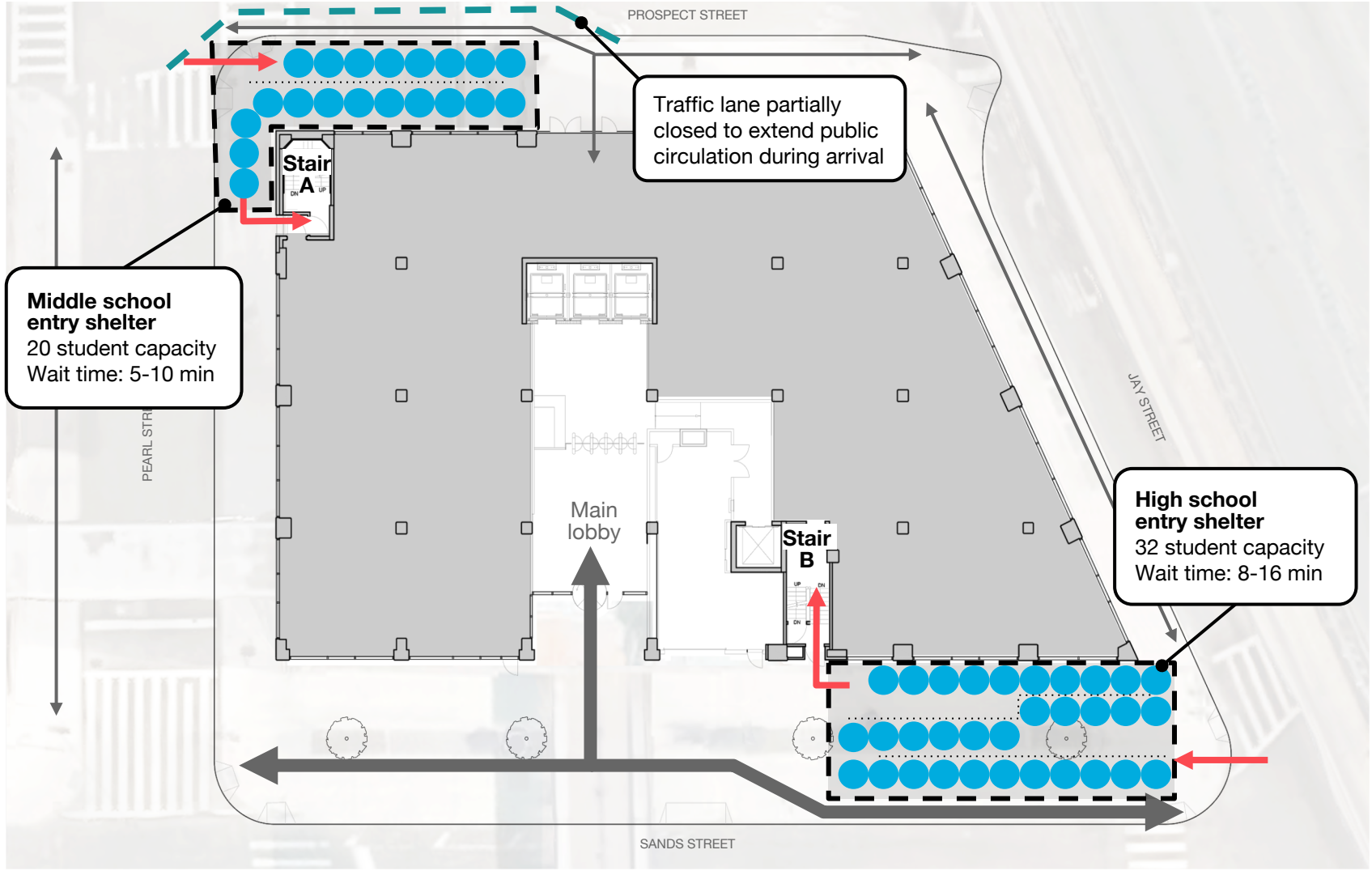
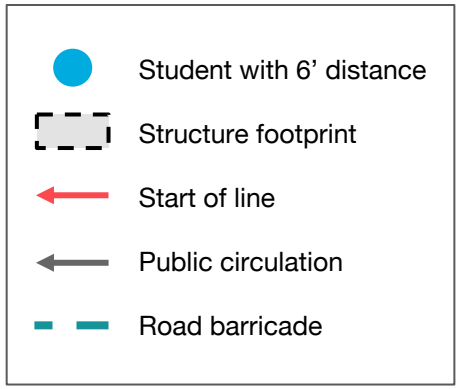
Arrival experience with stacked queue





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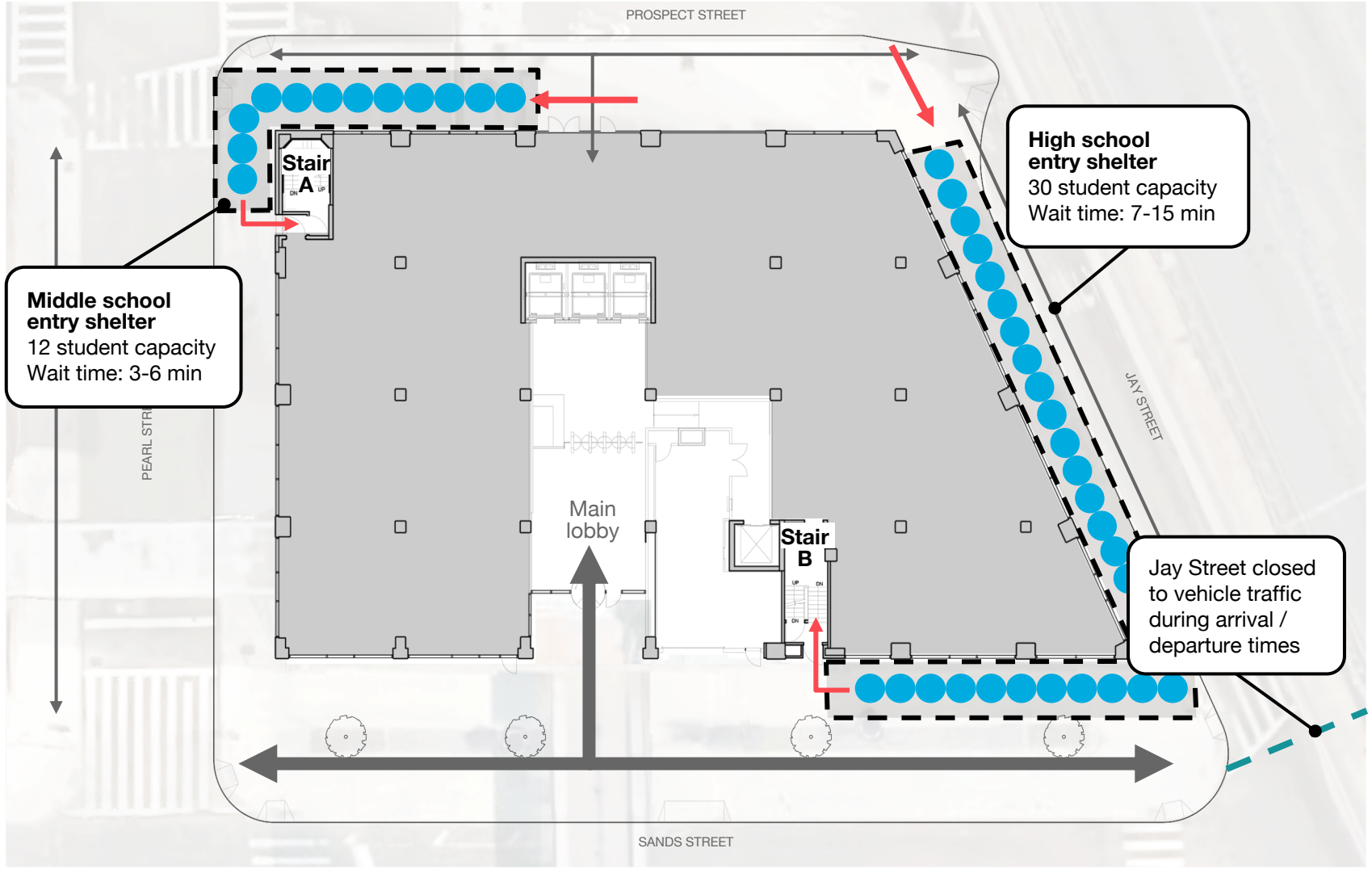
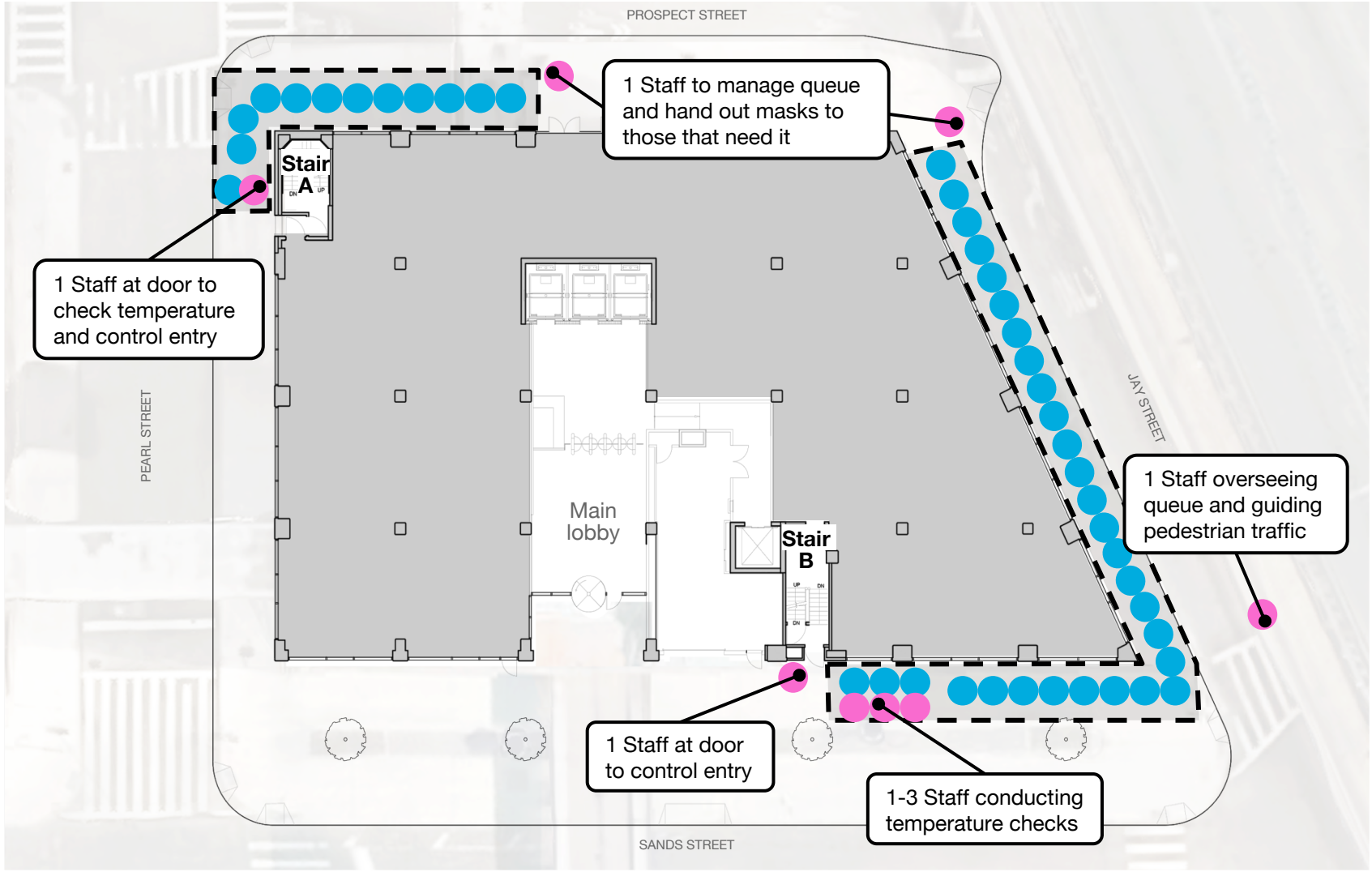
Arrival experience with linear queue



Staffing needs with linear queue

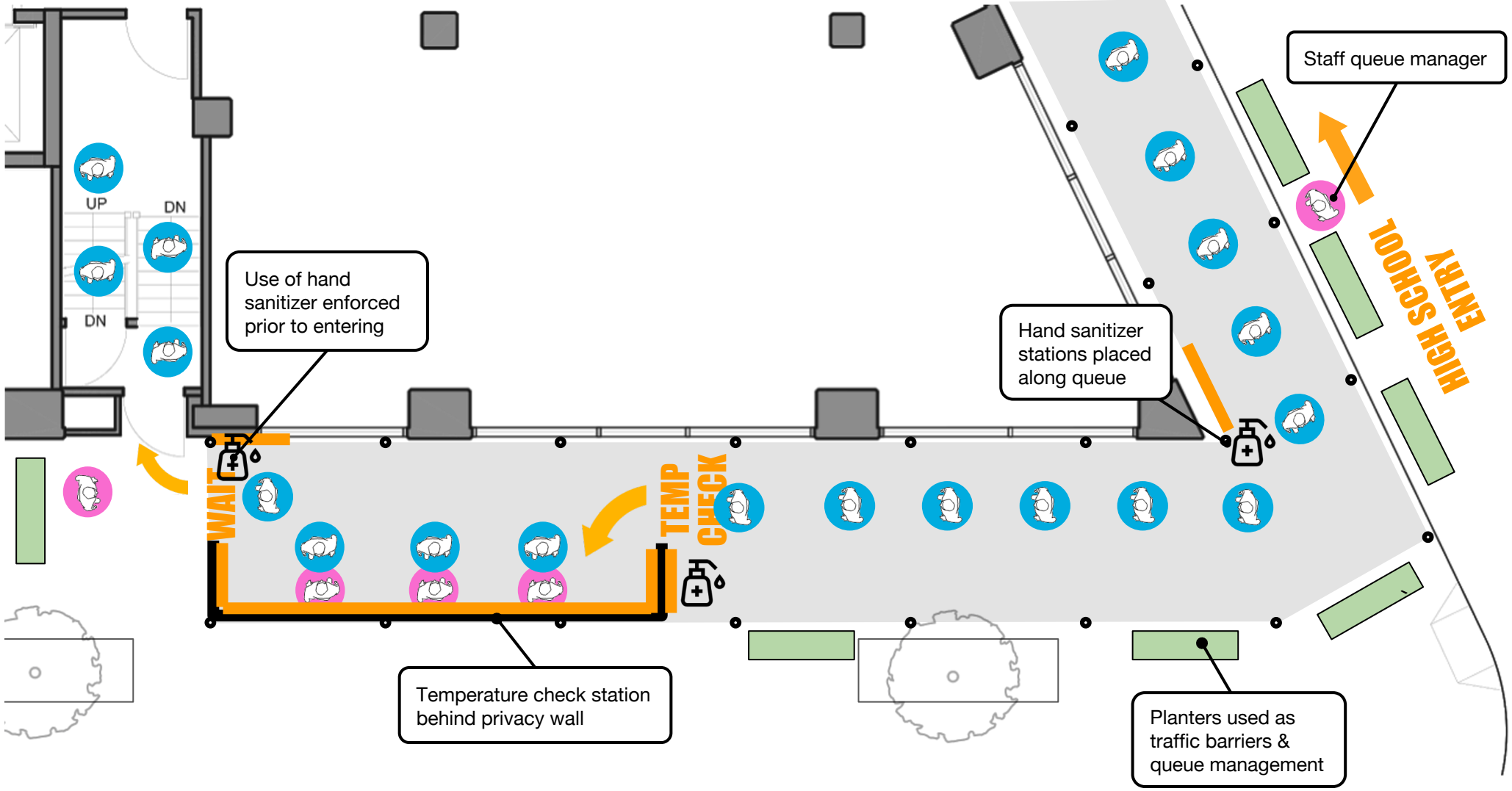


Student with 6' distance

Staff with 6' distance

This is preliminary information for discussion purposes only.

Arrival experience, zooming in



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BROOKLYN LAB
CHARTER SCHOOL
JAY
ONE WAY
HS ENTER HERE

BROOKLYN LAB
CHARTER SCHOOL
JAY
ONE WAY
HS ENTER HERE

BROOKLYN LAB
CHARTER SCHOOL
BROOKLYN LAB
CHARTER SCHOOL
New York City Bus

Thank you!

PSF PROJECTS
ARCHITECTURE DPC

Ideas from PSF

Back To School Toolkit
Brooklyn Lab Charter School

PSF PROJECTS
ARCHITECTURE DPC

FACTS & CHALLENGES
APPROACH
EXPLORATIONS
METHODOLOGY

About
This work was created by **PSF Projects.** Our team thrives on viewing challenges as opportunities to create innovative solutions that improve the quality of life.

Contact
Barrett Feldman: barrett@psfprojects.com
www.psfprojects.com

FACTS & CHALLENGES

This is preliminary information for discussion purposes only.

FACTS & CHALLENGES

PREMISE:

IF students are required to follow 6’-0” social distancing practices in a world with COVID,

THEN we think schools will need to increase entrances and stairs in order to reduce resulting wait times.

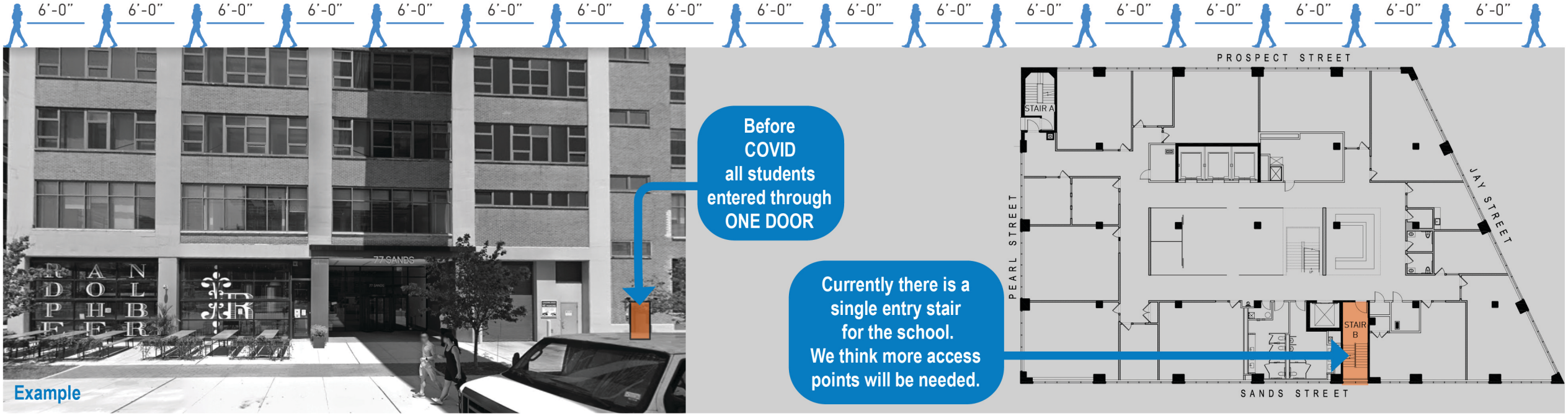
HYPOTHETICAL:

We base our analysis and example case study on a 1000 student school.

A line of 1000 students socially distanced 6’-0” apart is 1 1/2 miles.
That is longer than the Brooklyn Bridge!

PROPOSAL:

Our design proposal presents a response to the challenge of entry into School Buildings in a world with COVID and social distancing. What follows is a modular approach to solving this new quandary.



This is preliminary information for discussion purposes only.

APPROACH

FACT
AVERAGE ATTENTION SPAN OF A MIDDLE SCHOOLER IS 10-12 MINUTES

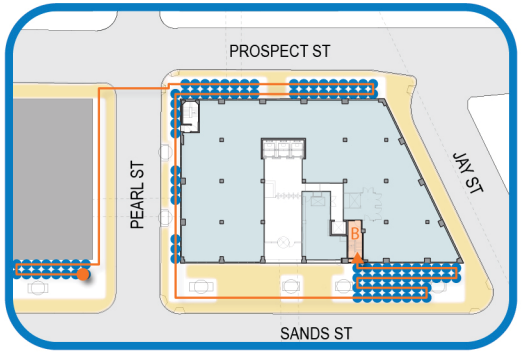
CHALLENGE
REDUCE WAIT TIMES TO 10 MINUTES

STRATEGY

DESIGN

ADD SECURE ENTRANCES & STAIRS

CONSIDERATE OF NEIGHBORS

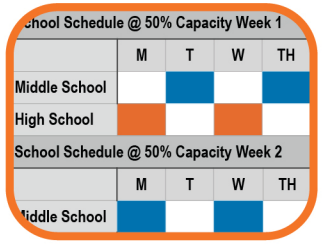


AFFORDABLE & EASILY DEPLOYED

FUN & PRODUCTIVE

SCHEDULING

ALTERNATE ATTENDANCE



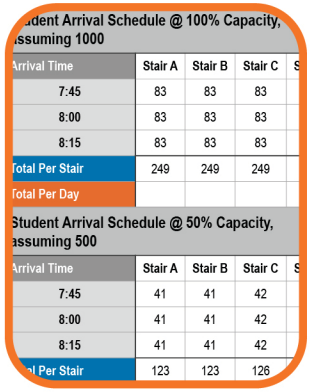
School Schedule @ 50% Capacity Week 1

	M	T	W	TH
Middle School				
High School				

School Schedule @ 50% Capacity Week 2

	M	T	W	TH
Middle School				

STAGGER ARRIVAL



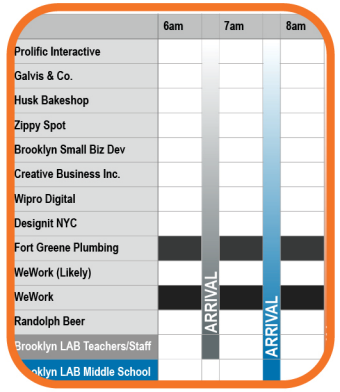
Student Arrival Schedule @ 100% Capacity, Assuming 1000

Arrival Time	Stair A	Stair B	Stair C
7:45	83	83	83
8:00	83	83	83
8:15	83	83	83
Total Per Stair	249	249	249
Total Per Day			

Student Arrival Schedule @ 50% Capacity, Assuming 500

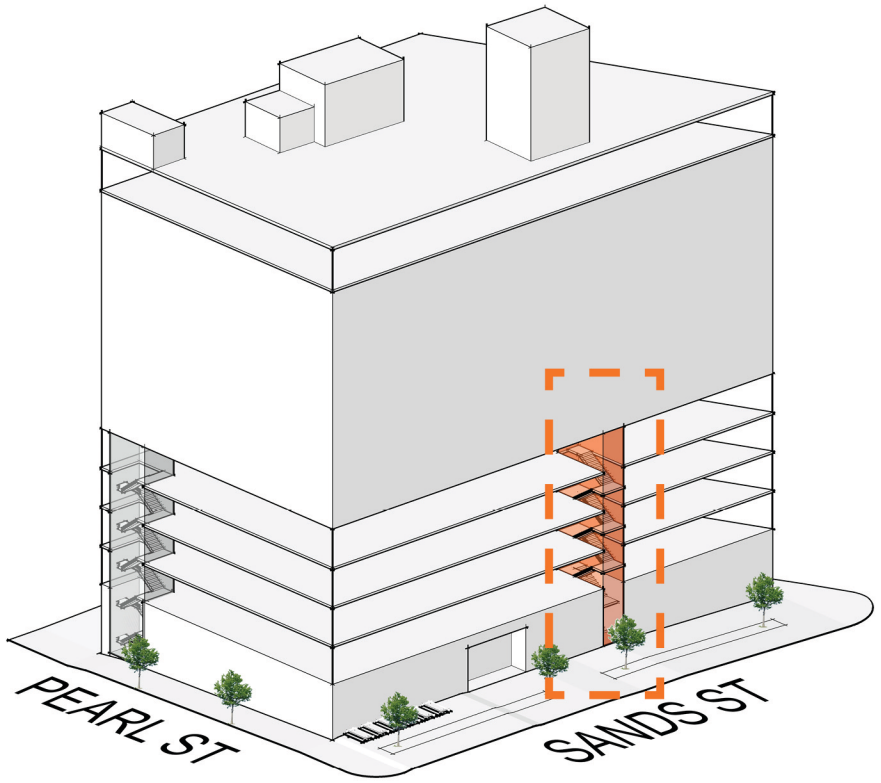
Arrival Time	Stair A	Stair B	Stair C
7:45	41	41	42
8:00	41	41	42
8:15	41	41	42
Total Per Stair	123	123	126

SCHEDULE OF NEIGHBORS

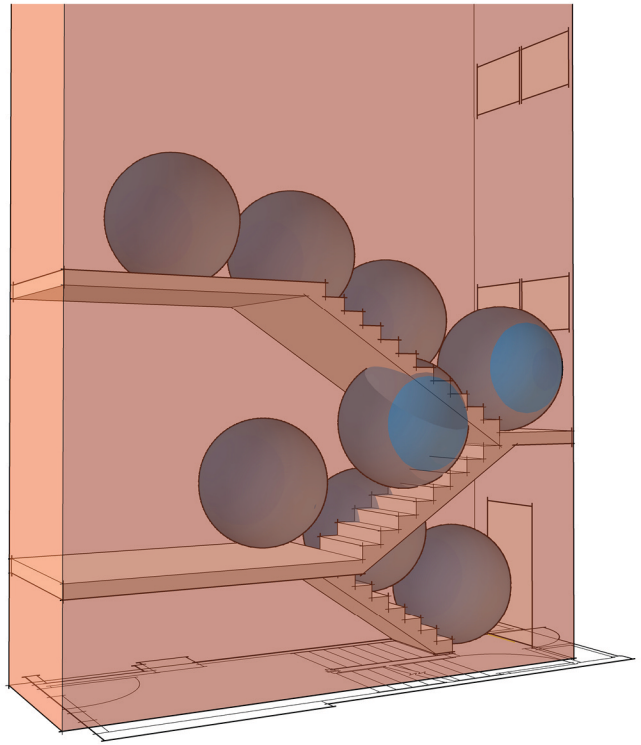


This is preliminary information for discussion purposes only.

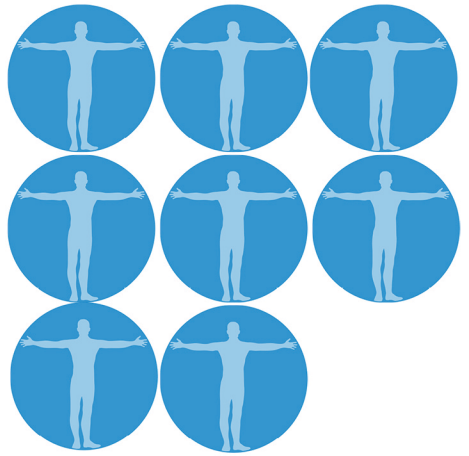
1st SCENARIO: MAIN ACCESS STAIR (Stair B)



We analyzed the stair to find the maximum capacity using a 6’-0” volumetric spacing.



Capacity = 8 students



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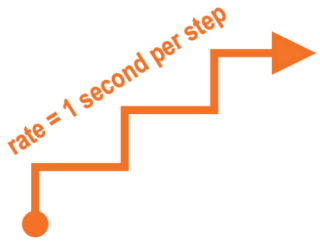
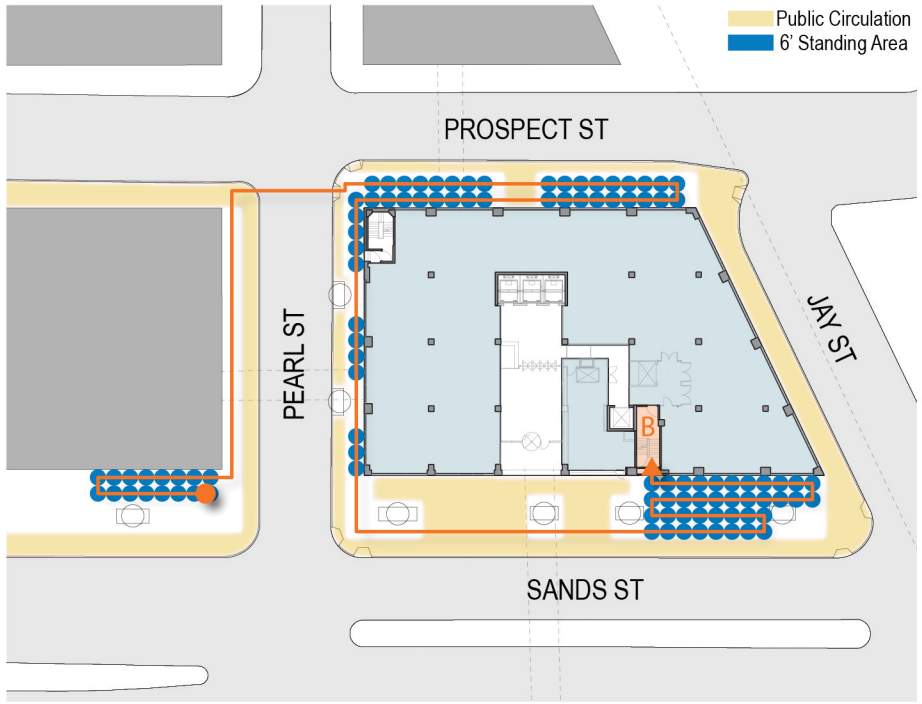
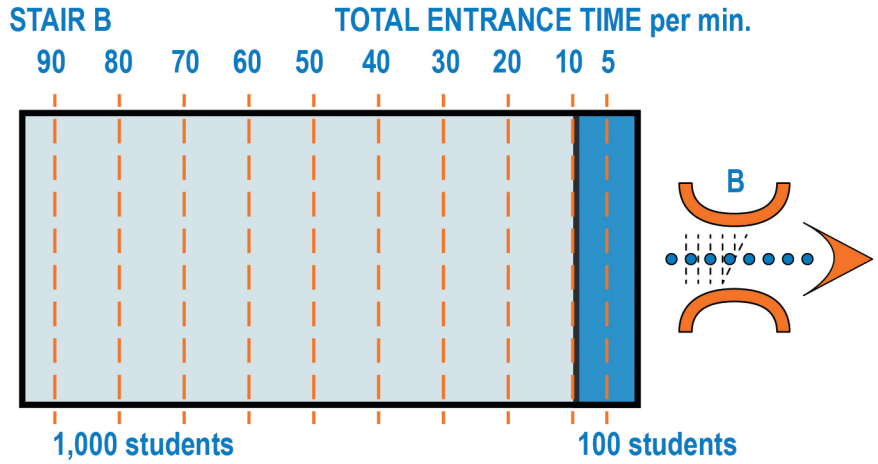
1st SCENARIO: MAIN ACCESS STAIR (Stair B)



The sidewalk will be overwhelmed with even 100 students and it will be impossible to provide covered waiting zones.



IF 1000 socially distanced students use this one entrance and stair, THEN it will take 90 minutes to enter.

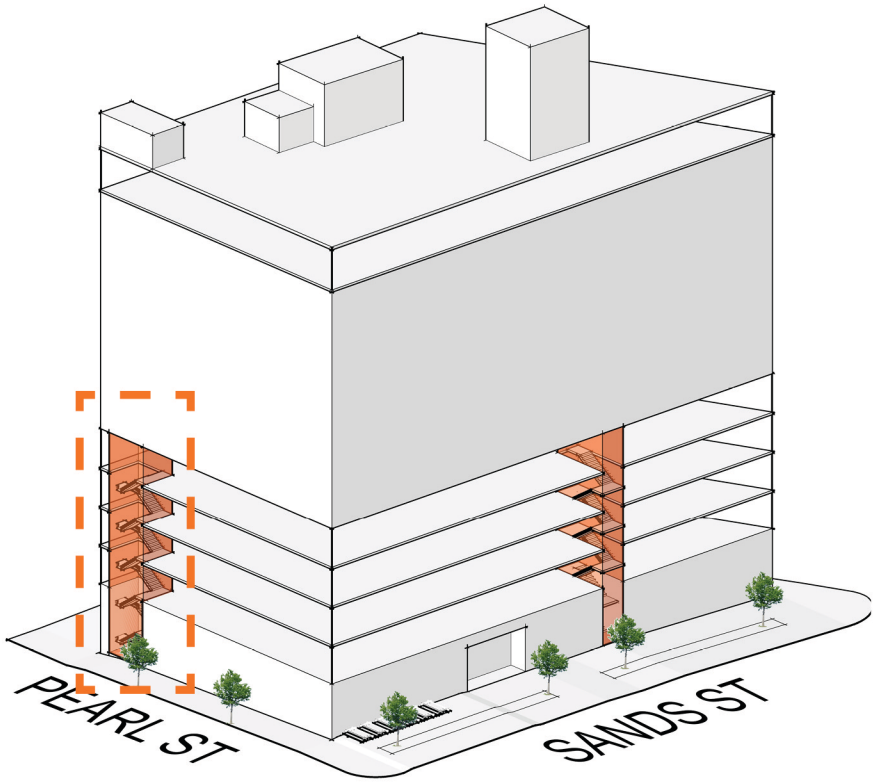


This is preliminary information for discussion purposes only.

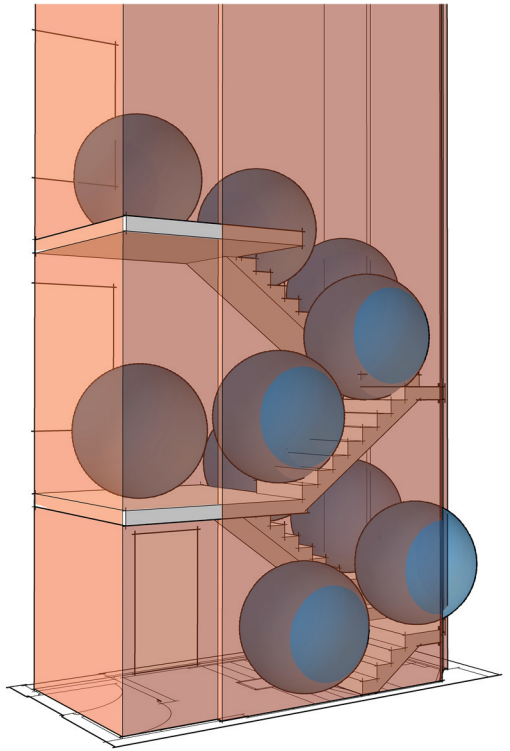
APPROACH

This is preliminary information for discussion purposes only.

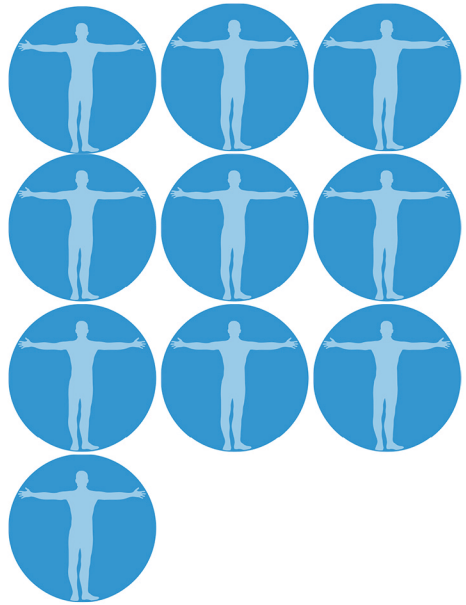
2nd SCENARIO: UNUSED EXISTING STAIR (Stair A)



We analyzed the stair to find the maximum capacity using a 6’-0” volumentric spacing.



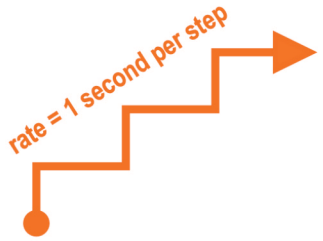
Capacity = 10 students

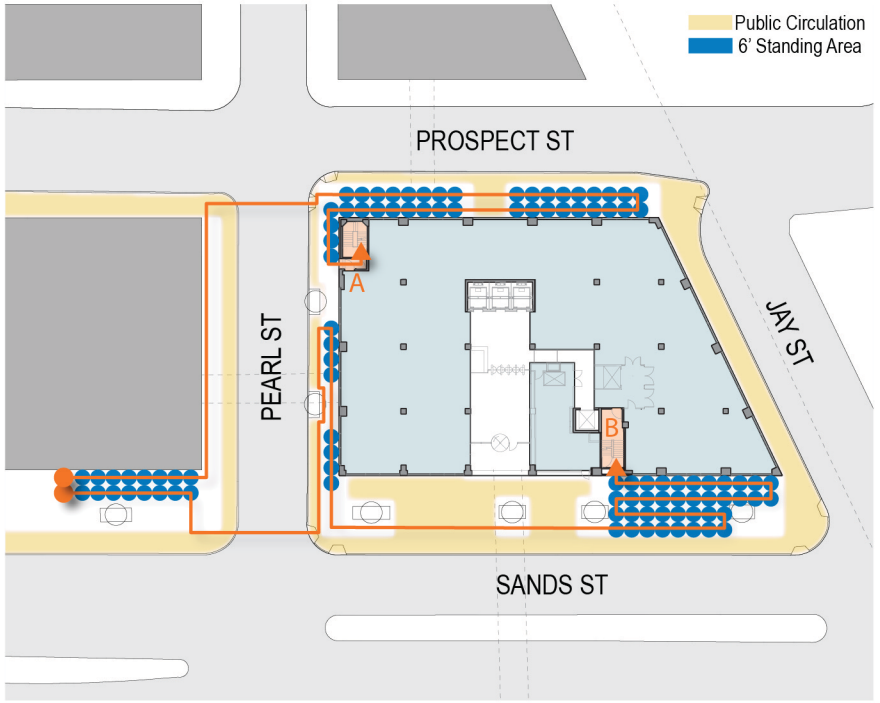


This is preliminary information for discussion purposes only.

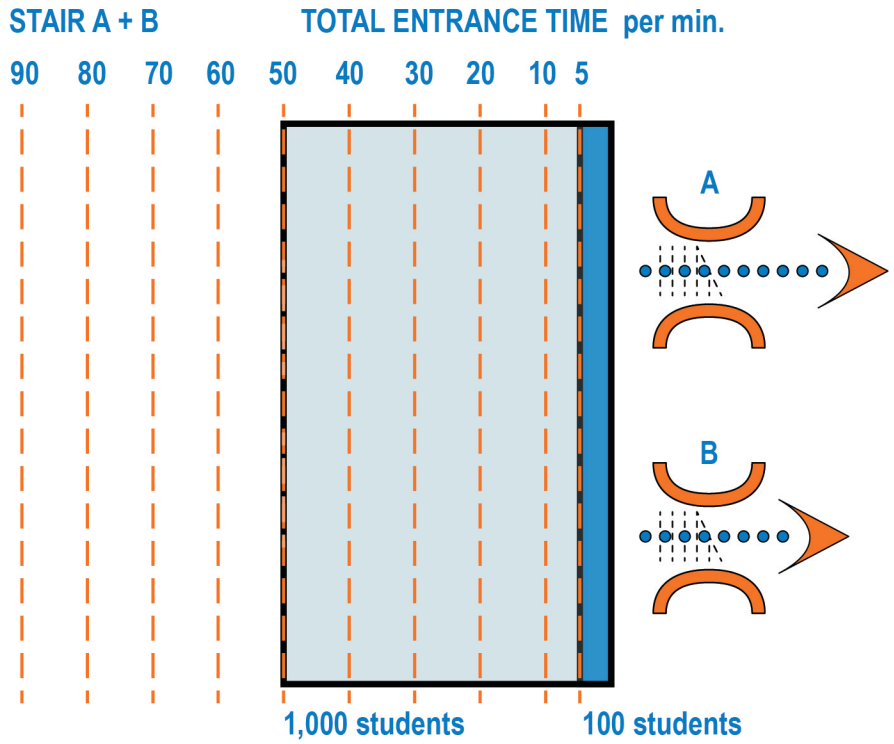
2nd SCENARIO: ADD UNUSED EXISTING STAIR (Stair A + B)

The sidewalk will still be overwhelmed with students and it would be nearly impossible to provide covered waiting zones. Scheduling student arrivals can further reduce the wait time and length of the line.





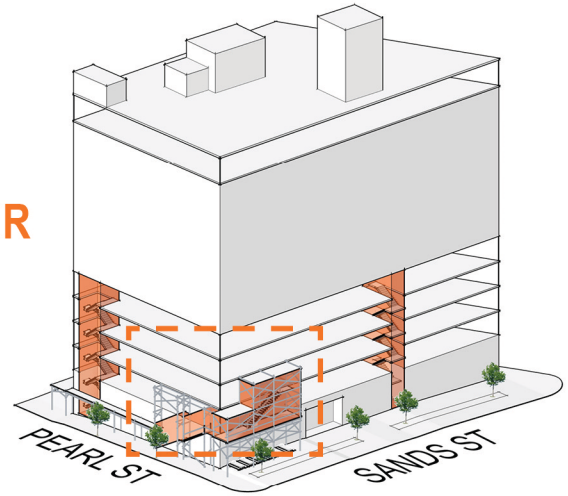
IF 1000 socially distanced students use two existing entrances and stairs, THEN it will take 50 minutes to enter.

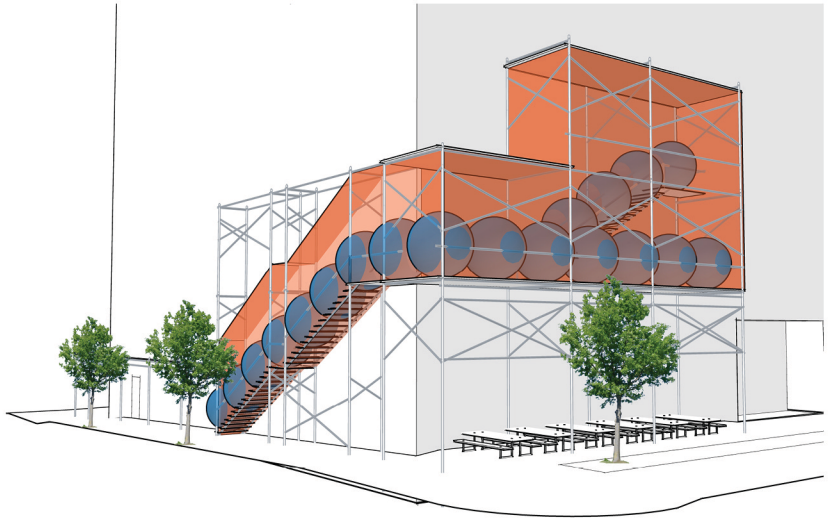


This is preliminary information for discussion purposes only.

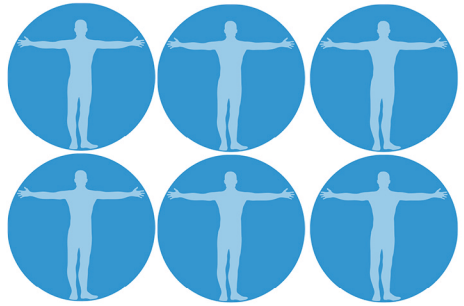
3rd SCENARIO: TWO NEW TEMPORARY SCAFFOLD STAIRS (Stairs C & D)

STAIR C

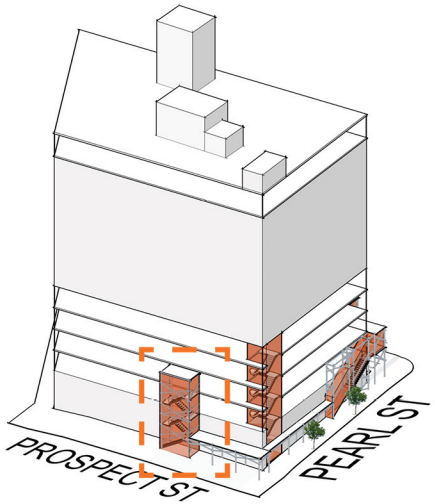


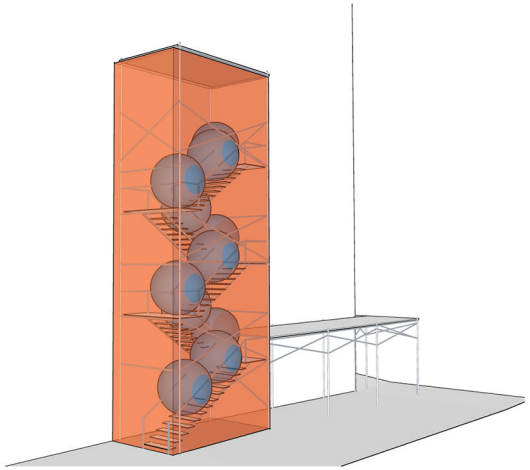


Capacity = 6 students

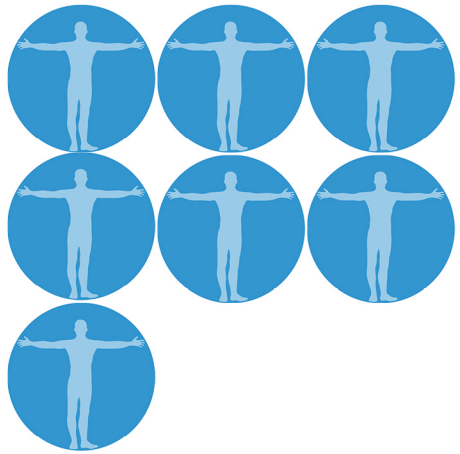


STAIR D





Capacity = 7 students

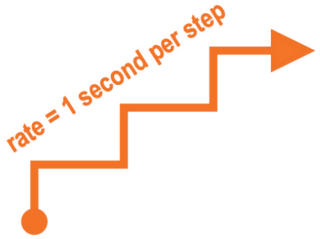


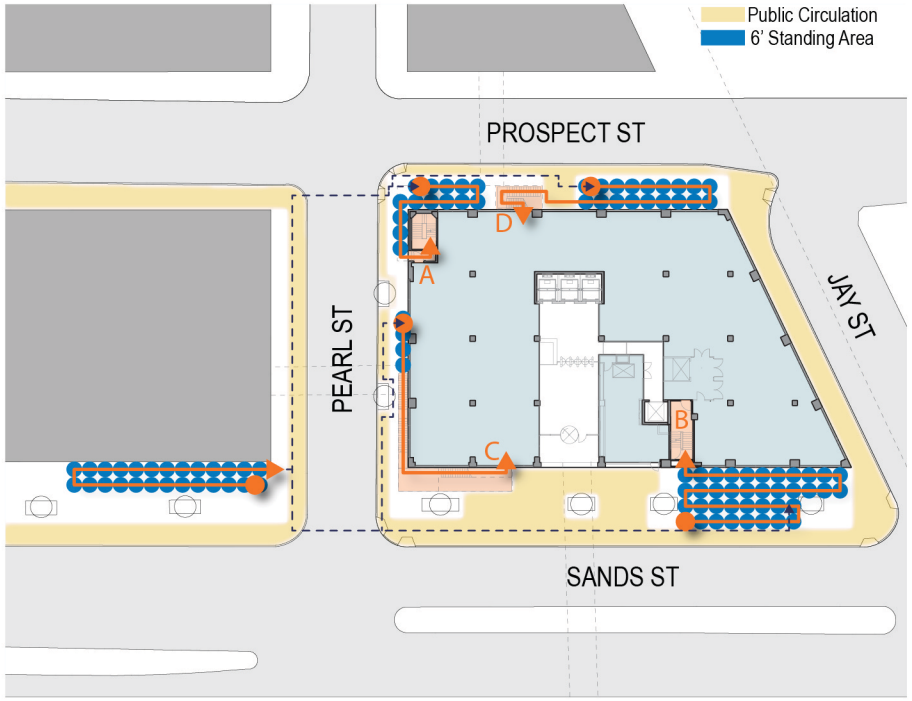
This is preliminary information for discussion purposes only.

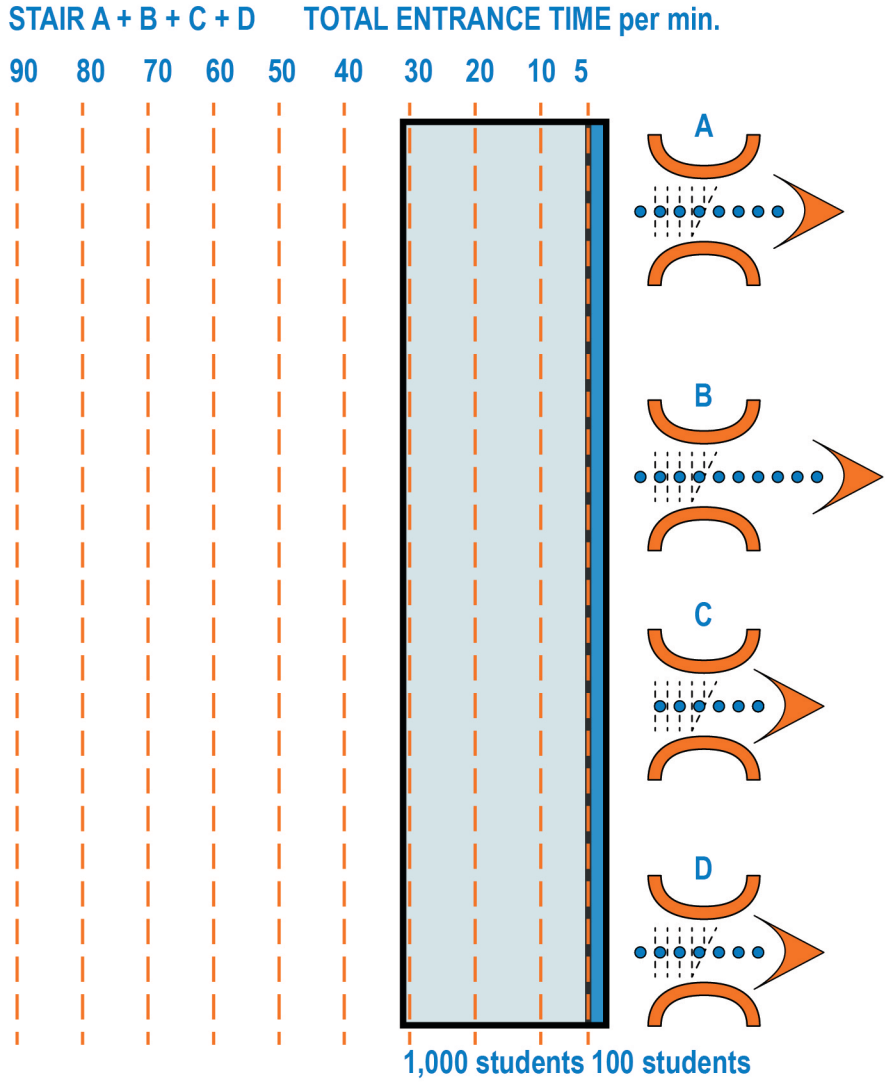
3rd SCENARIO: ADD TWO NEW TEMPORARY SCAFFOLD STAIRS (Stair A + B + C + D)

IF 1000 socially distanced students use two existing entrances and stairs,
THEN it will take 30 minutes to enter.

The sidewalk will no longer be overwhelmed with a crowd.







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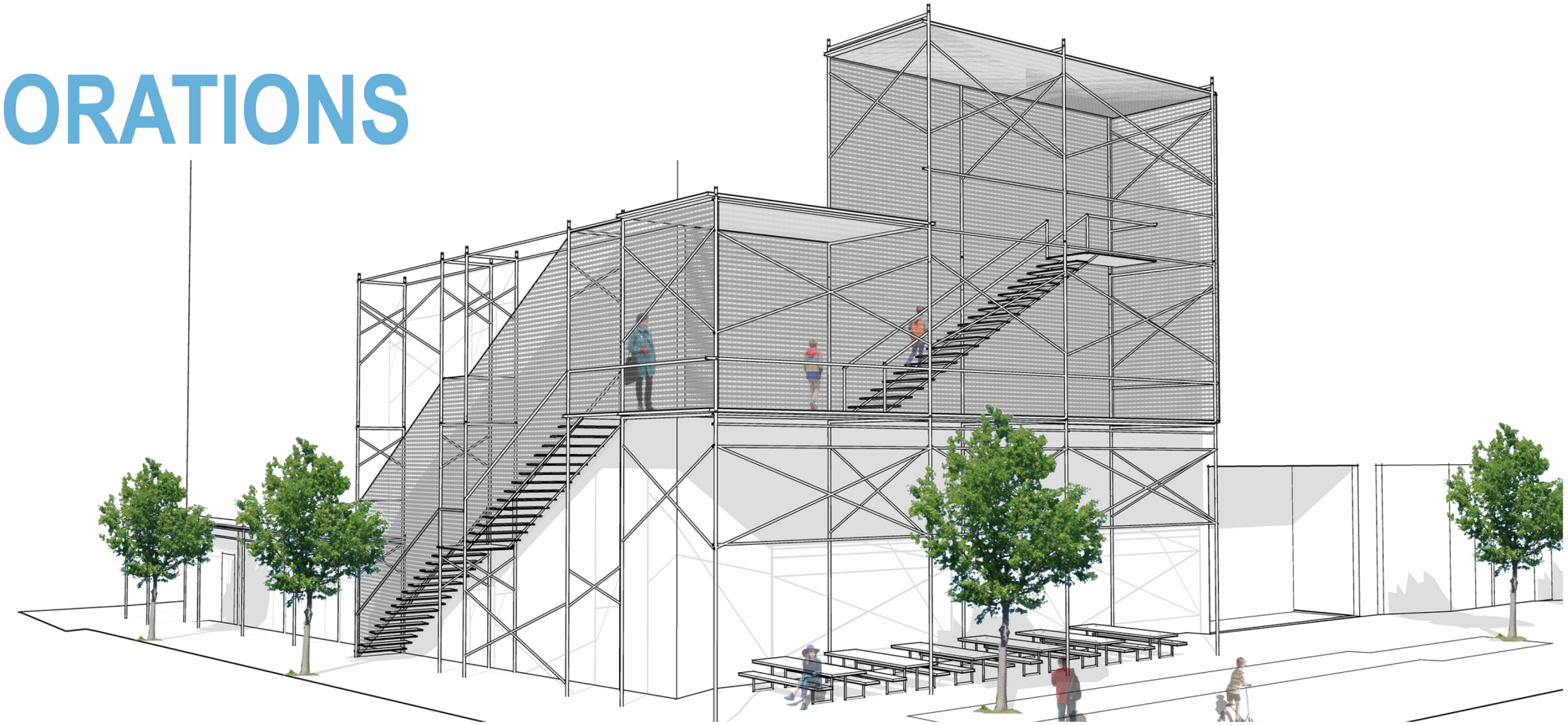
EXPLORATIONS



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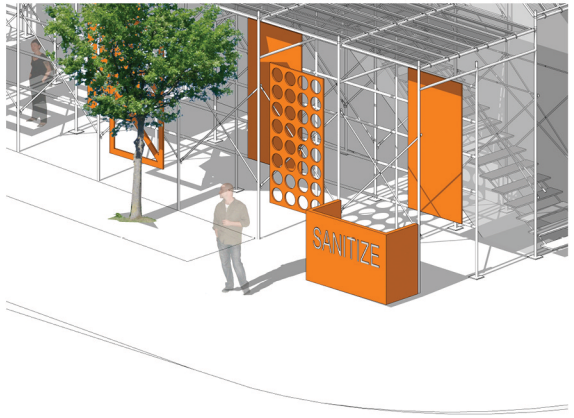
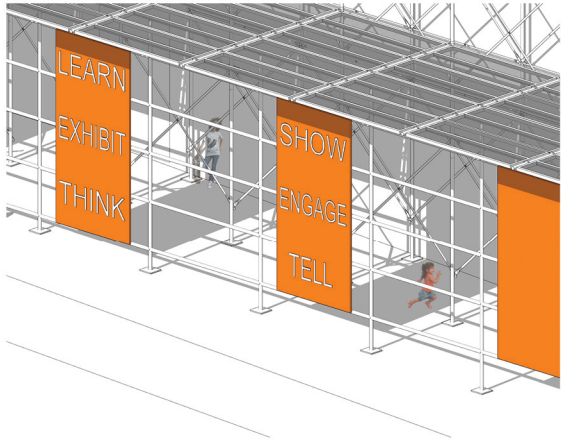
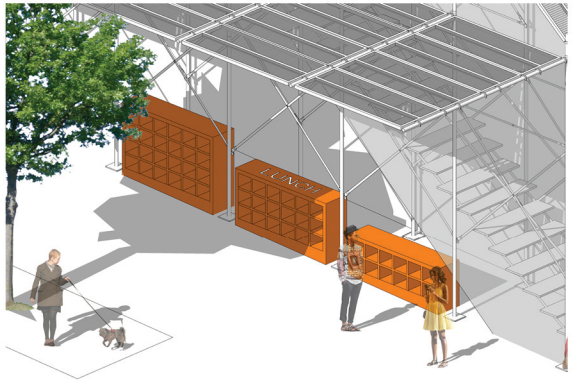
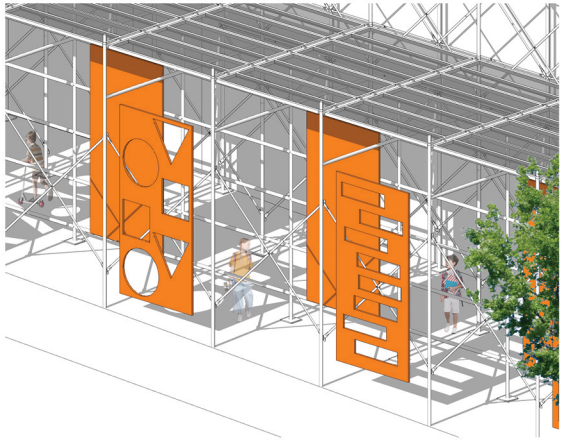
AFFORDABLE & EASILY DEPLOYED EXAMPLES: SCAFFOLD

NEW FRONT PORCH: FUN & PRODUCTIVE





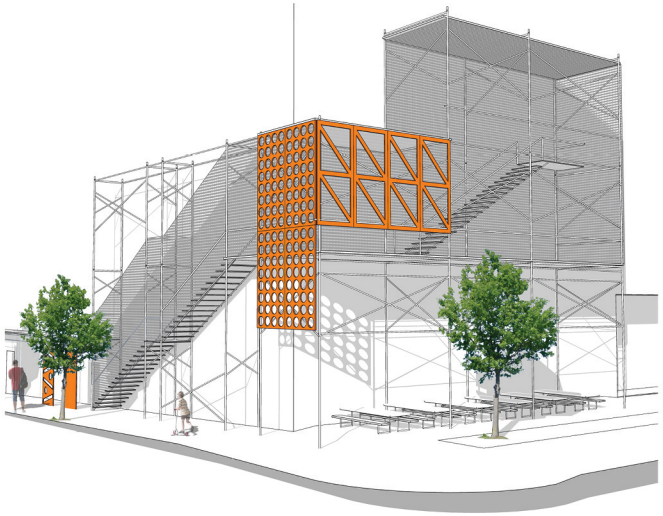




The scaffold can be transformed into a dynamic framework for engaging between students, staff, teachers, parents, and the community.

The scaffold can provide a place to:

- get cover from rain & snow
- sanitize hands and cell phone
- get grab ‘n go breakfast
- exhibit student work
- learn & teach
- engage



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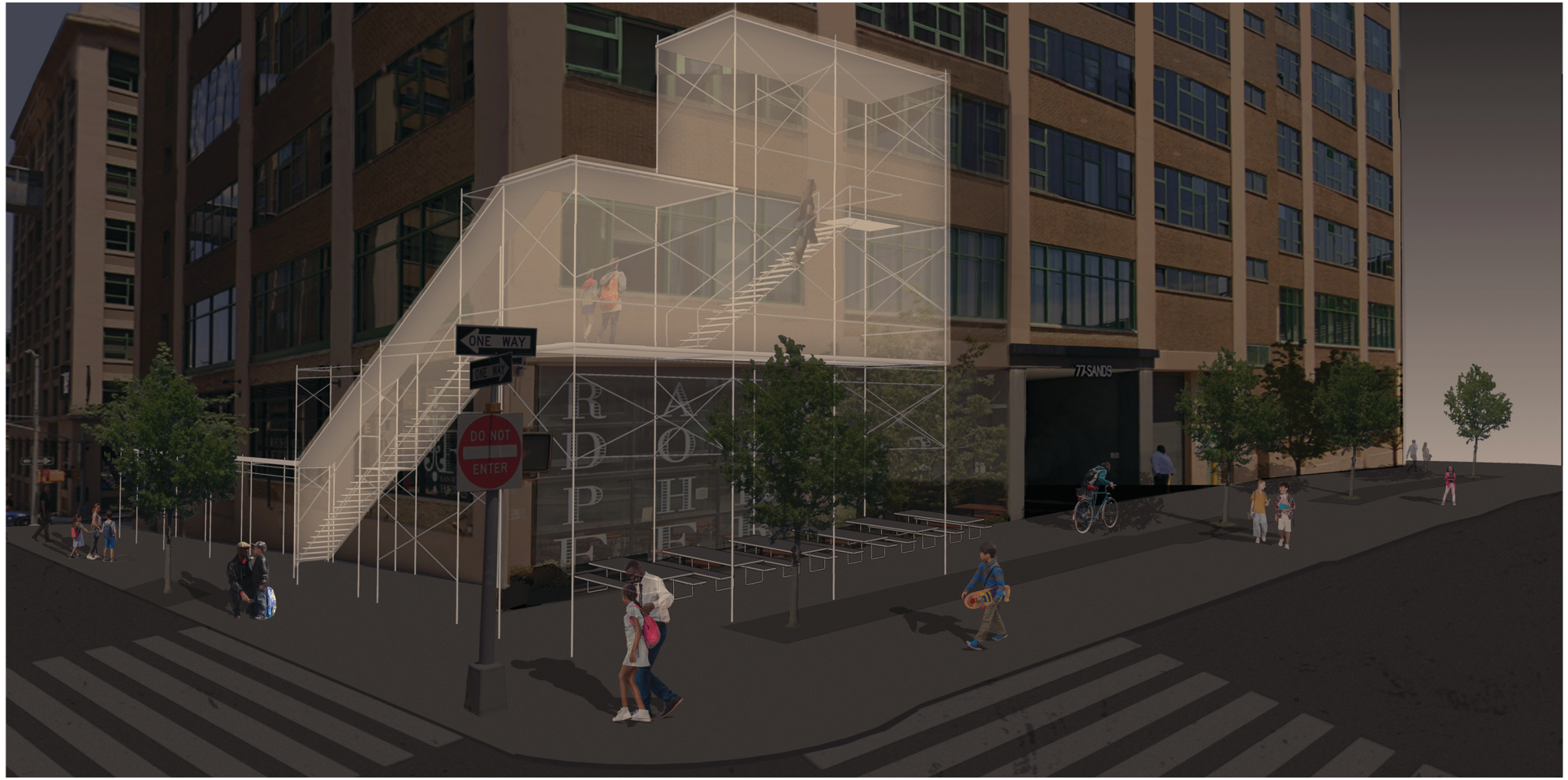
LANTERN



METHODOLOGY

This is preliminary information for discussion purposes only.

ANALYSIS: EXISTING STAIRS

1st Scenario: Stair B

# of stair climbers	# in stairwell at once	Minutes to enter/climb/exit	Total minutes	Hours
100	8	0.75	9	0.16
1,000	8	0.75	94	1.56

2nd Scenario: Stair A+ B

# of stair climbers	# in stairwell at once	Minutes to enter/climb/exit	Total minutes	Hours
Stair B				
50	8	0.75	5	0.08
500	8	0.75	47	0.78
Stair A				
50	10	1	5	0.08
500	10	1	50	0.83

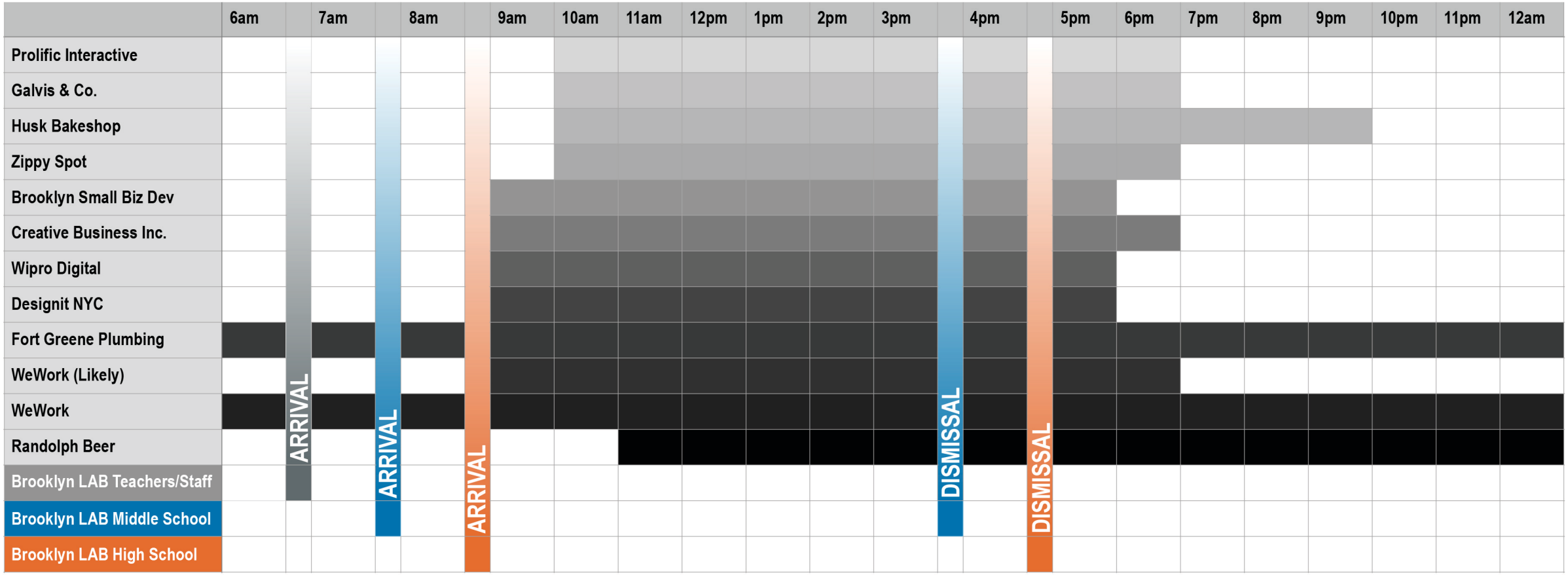
ANALYSIS: EXISTING STAIRS + NEW STAIRS

3rd Scenario: Stair B + A + C + D

# of stair climbers	# in stairwell at once	Minutes to enter/climb/exit	Total minutes	Hours
Stair B				
25	8	0.75	2	0.04
250	8	0.75	23	0.39
Stair A				
25	10	1	3	0.04
250	10	1	25	0.42
Sands Street				
25	6	0.75	3	0.05
250	6	0.75	31	0.52
Prospect Street				
25	7	0.75	3	0.04
250	7	0.75	27	0.45

SCHEDULE: NEIGHBORS

Example Tenant Schedule: 77 Sands Street



School ingress and egress does not conflict with the business hours for most tenants.

This is preliminary information for discussion purposes only.

SCHEDULE: SCHOOL DAY

Alternate Attendance

School Schedule @ 50% Capacity Week 1					
	M	T	W	TH	F
Middle School					
High School					

School Schedule @ 50% Capacity Week 2					
	M	T	W	TH	F
Middle School					
High School					

Stagger Arrival Times

Student Arrival Schedule @ 100% Capacity, assuming 1000				
Arrival Time	Stair A	Stair B	Stair C	Stair D
7:45	83	83	83	84
8:00	83	83	83	84
8:15	83	83	83	84
Total Per Stair	249	249	249	252
Total Per Day				999

NOTE: For simplicity, example chart assumes all stairs on site have the same capacity.

Student Arrival Schedule @ 50% Capacity, assuming 500				
Arrival Time	Stair A	Stair B	Stair C	Stair D
7:45	41	41	42	42
8:00	41	41	42	42
8:15	41	41	42	42
Total Per Stair	123	123	126	126
Total Per Day				498

Thank You!

PSF
PROJECTS
ARCHITECTURE DPC

This is preliminary information for discussion purposes only.

Strategies: Classrooms & Learning Spaces

Ideas from PBDW

PBDW ARCHITECTS

PBDW ARCHITECTS

Back-to-School Facilities Toolkit

Classrooms & Learning Spaces

This is preliminary information for discussion purposes only.

EXECUTIVE SUMMARY

DESIGN STRATEGIES

- SOCIALLY DISTANCED CONFIGURTIONS
- PHYSICAL BARRIER CONFIGURATIONS

DESIGN GOALS

- WORK WITHIN THE LIMITS OF EXISTING FACILITIES
- BE REVERSIBLE
- FACILITATE COMMUNICATION
- PROVIDE FLEXIBILITY
- ACCOMMODATE ALL LEARNERS

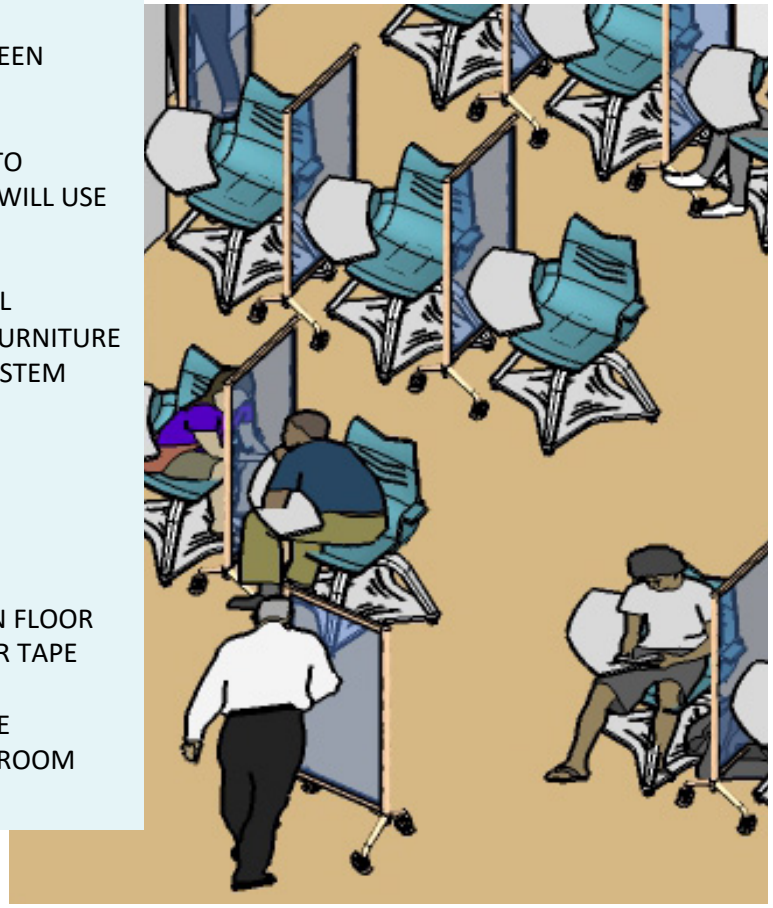
CLASSROOM STRATEGIES

SOCIALLY DISTANCED

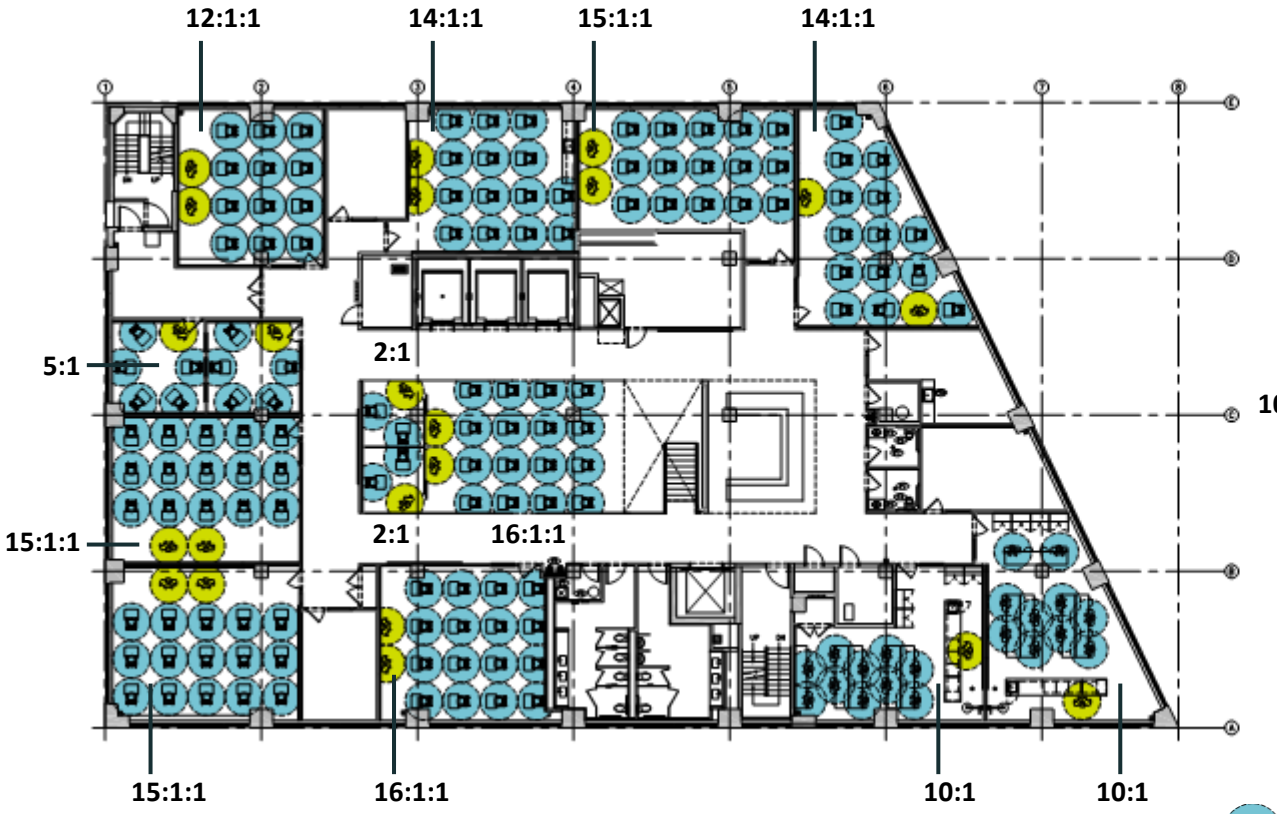
- MAXIMIZES DISTANCE BETWEEN OCCUPANTS
- CLEAR PATH OF CIRCULATION FOR TEACHERS AND PARAS
- LIMITED PHYSICAL MODIFICATIONS TO FURNITURE
- EASY TO IMPLEMENT
- LIMITED COST IMPACT
- LAYOUTS MARKED ON FLOOR WITH VARIOUS COLOR TAPE
- MOST LIMITING IN NUMBER OF STUDENTS PER CLASSROOM

PHYSICAL DIVIDERS

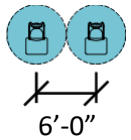
- LESS DISTANCE BETWEEN OCCUPANTS
- FOR CLOSER ACCESS TO STUDENTS, TEACHER WILL USE PPE
- TEMPORARY PHYSICAL MODIFICATIONS TO FURNITURE DEPENDENT UPON SYSTEM USED
- EASY TO IMPLEMENT
- COST IMPACT
- LAYOUTS MARKED ON FLOOR WITH VARIOUS COLOR TAPE
- ACCOMODATES MORE STUDENTS PER CLASSROOM

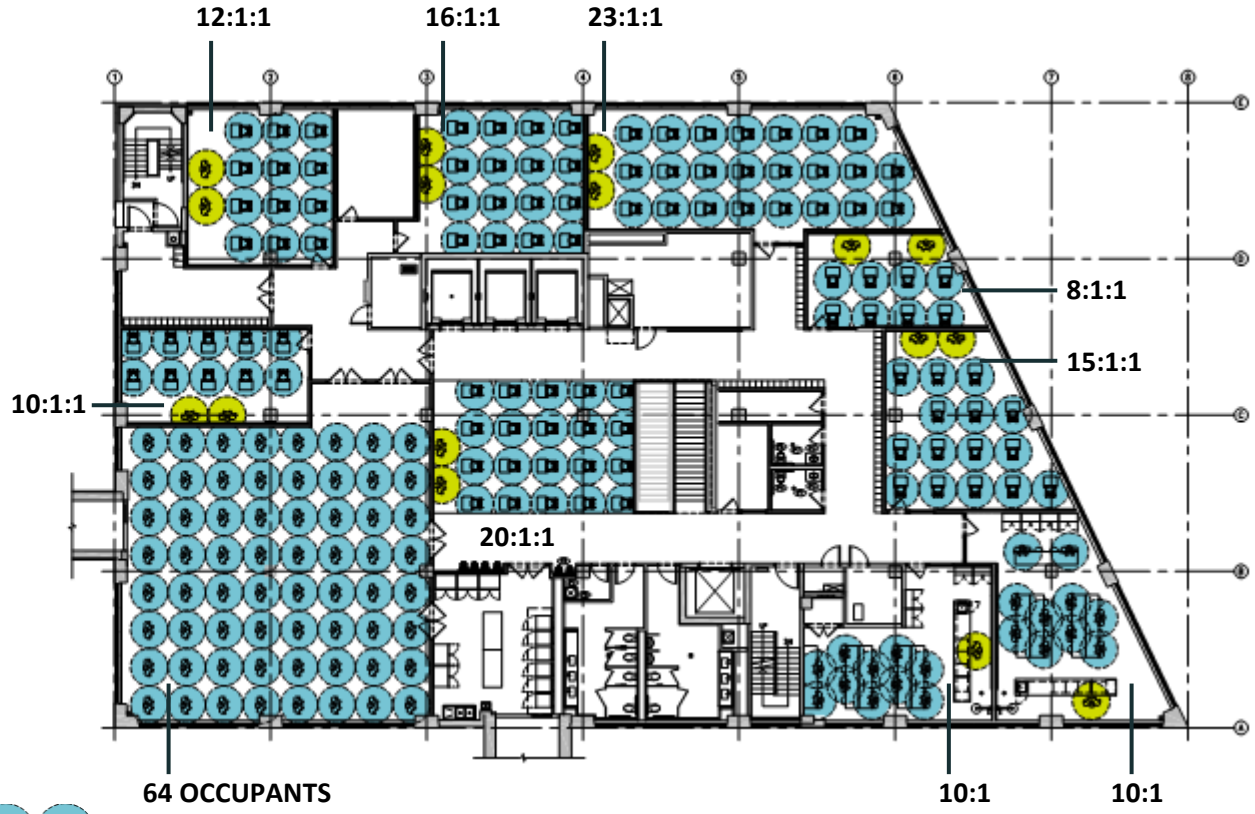


DISTANCE DIAGRAMS



SECOND FLOOR PLAN





FIFTH FLOOR PLAN

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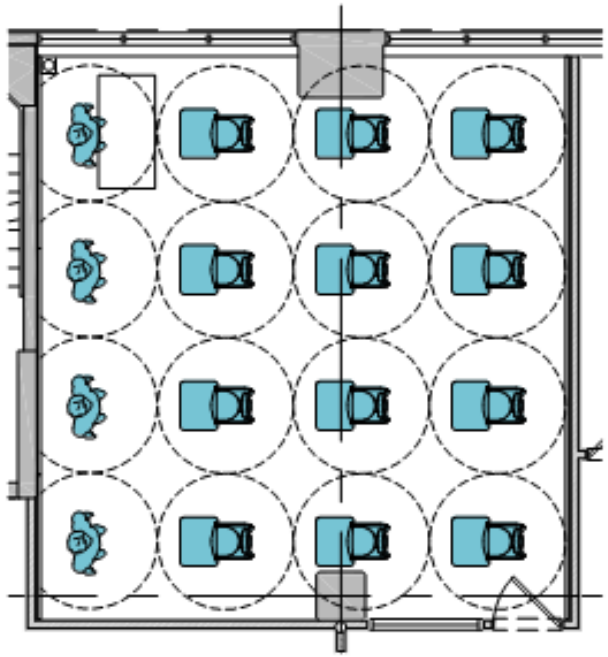
SOCIALLY DISTANCED



FACING SAME DIRECTION
12 STUDENTS
2 TEACHERS
2 PARAPROFESSIONALS

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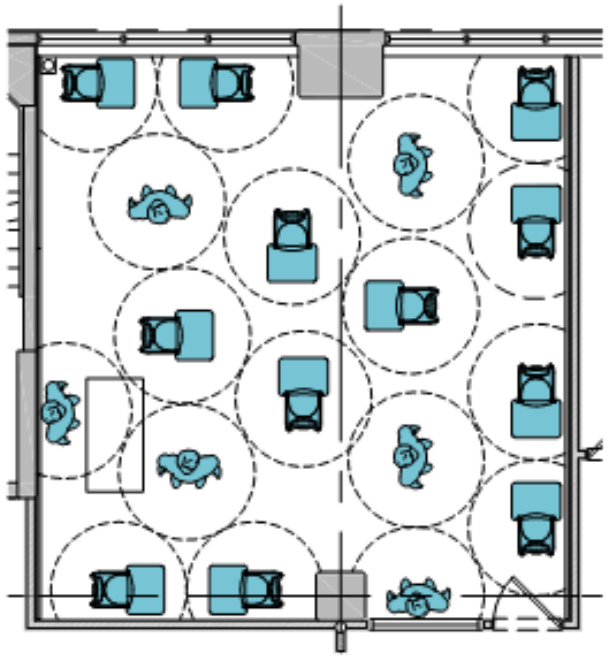
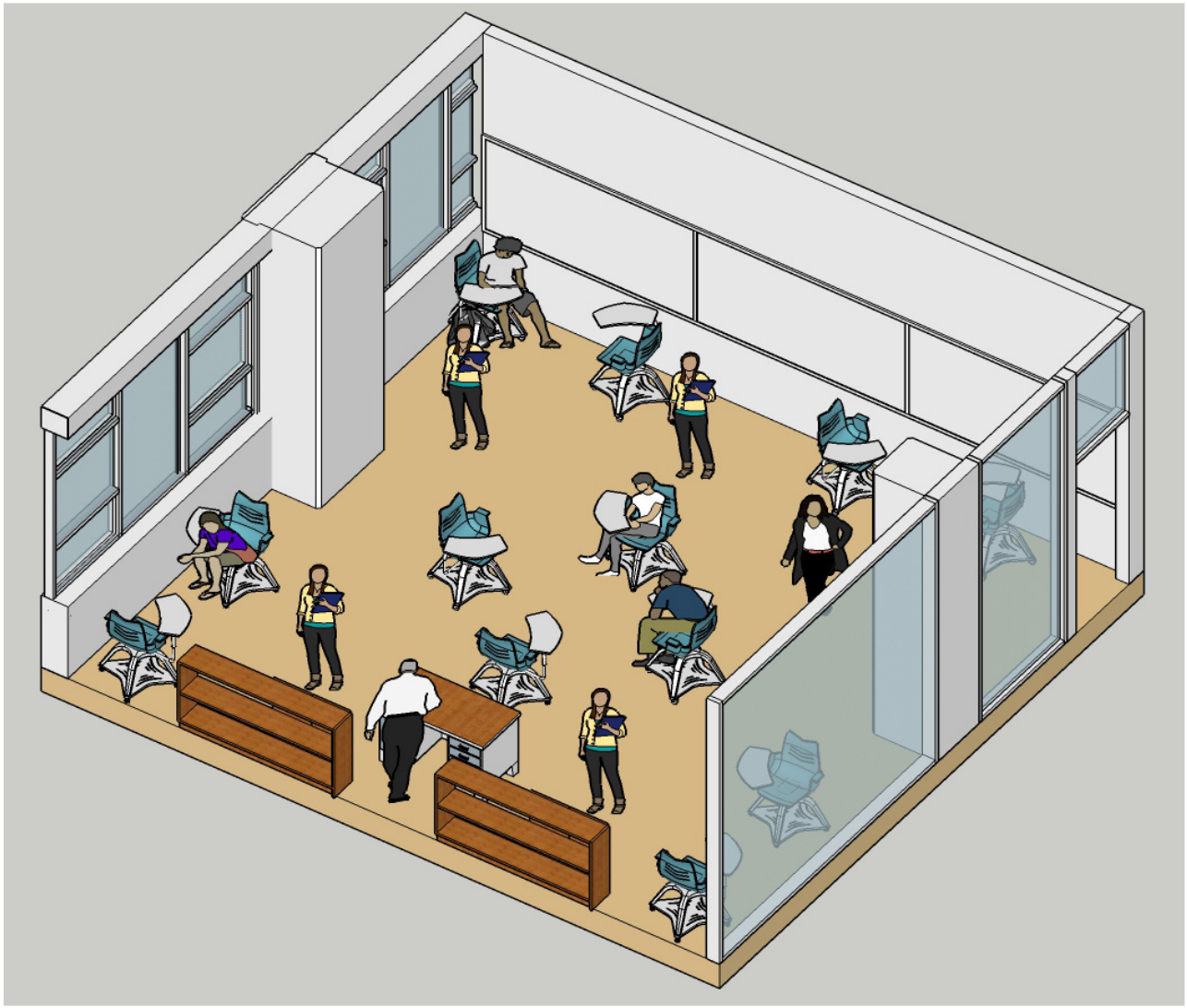
SOCIALLY DISTANCED



SMALL GROUPS
12 STUDENTS
2 TEACHERS
4 PARAPROFESSIONALS



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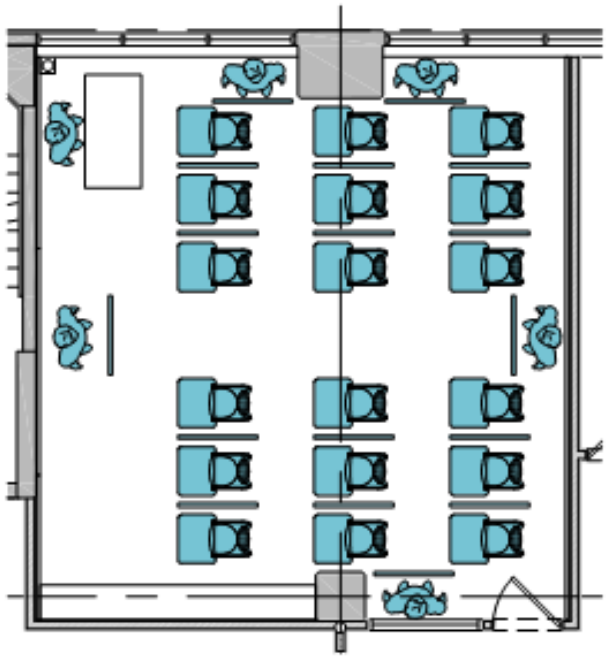
PHYSICAL DIVIDERS



FACING SAME DIRECTION
18 STUDENTS
2 TEACHERS
4 PARAPROFESSIONALS

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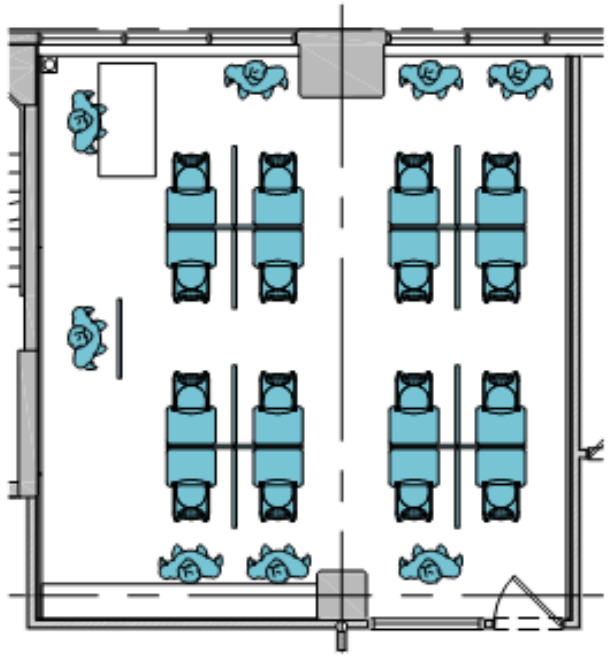
PHYSICAL DIVIDERS



SMALL GROUPS
16 STUDENTS
2 TEACHERS
6 PARAPROFESSIONALS

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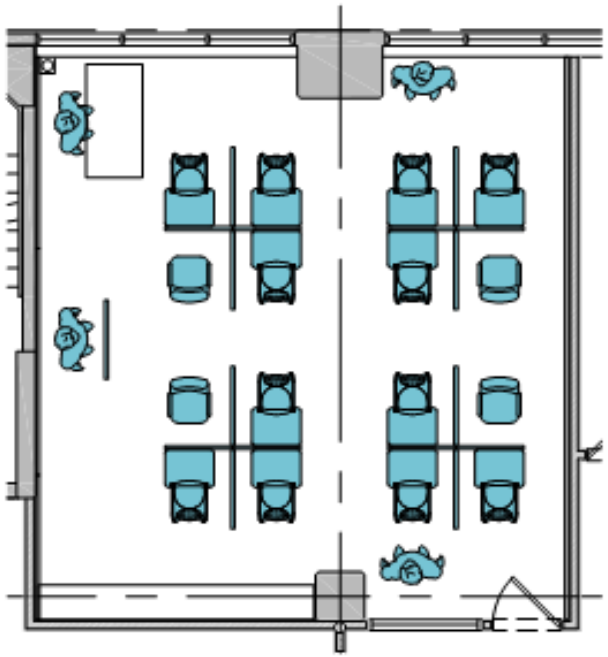
PHYSICAL DIVIDERS



SPECIAL NEEDS
12 STUDENTS
2 TEACHERS
6 PARAPROFESSIONALS

AIDES USE PLEXIGLASS BARRIERS WITH TRANSACTION WINDOW TO INTERACT WITH STUDENTS

OTHER STRATEGIES

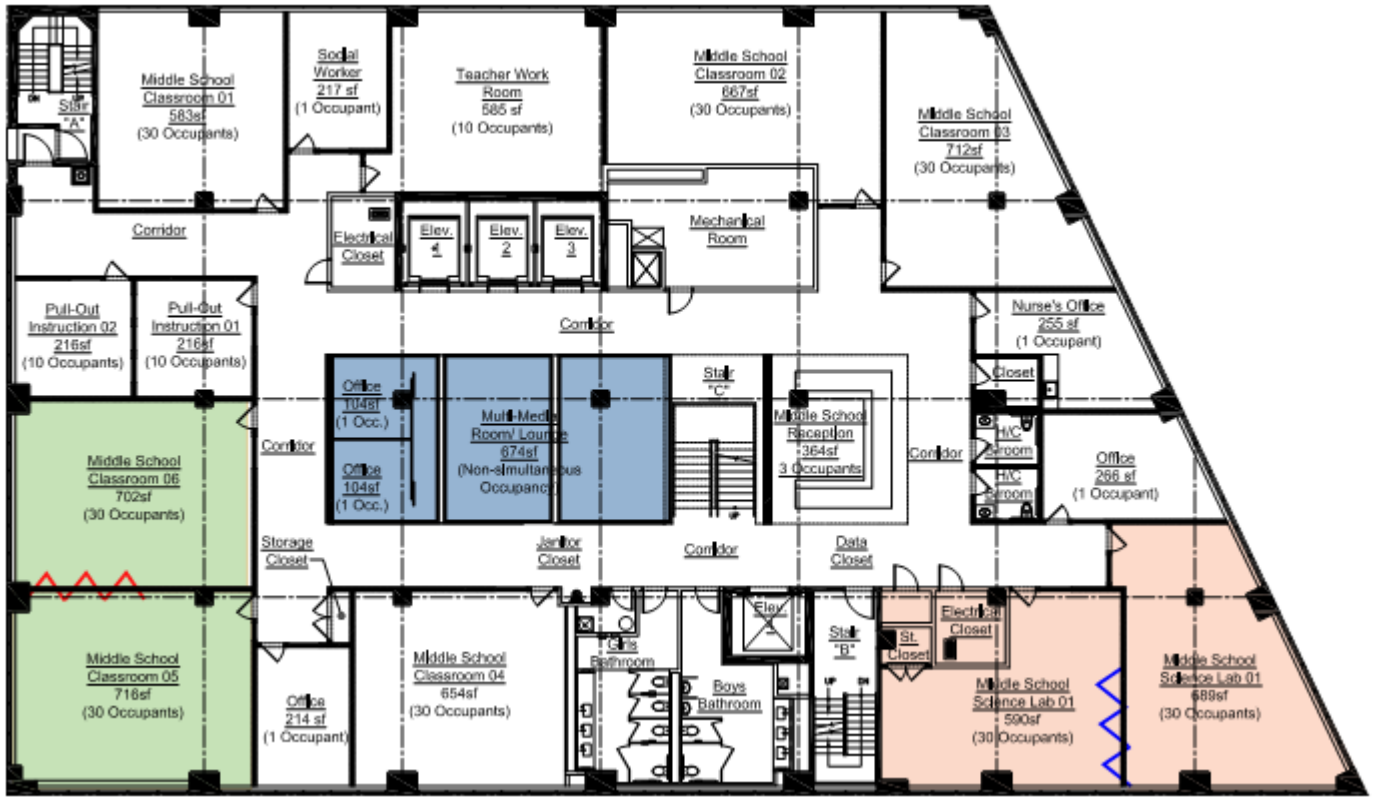
EDUCATIONAL SPACES
- Avoid use of shared supplies
- Provide hand sanitizer and cleaning wipes adjacent to shared equipment and copiers

DOOR SOLUTIONS
- Add hand sanitizer stations next to doors
- Use smart building technologies for door lock controls
- Install foot controls for doors

RESTROOMS
- Install sensor-operated hands-free technology at faucets & flushometers in restrooms
- Tape off alternate lavatory & urinal to facilitate social distancing
- Increase frequency of cleaning and disinfecting surfaces
- Modify drinking fountains into bottle fillers

AIR QUALITY
- Increase ventilation by opening windows
- Sanitize ducts
- Replace existing HVAC air filters with MERV 13 filters
- Change HVAC filters frequently
- Maintain humidity between 40-60%

SIGNAGE
- Colored tape on floors to demarcate various furniture Layouts
- Demarcate circulation patterns



CREATE FLEXIBILITY for class sizes or activities with movable acoustic and whiteboard walls

ENCLOSE CENTER FISHBOWL AREA to create more pull-out and therapy rooms

COMBINE LABS with movable acoustic and whiteboard walls to accommodate more students per session

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STRATEGIES IN PRACTICE

DENMARK

Jens Kristian Vang/EPA-EFE/Shutterstock

SOUTH KOREA

Yonhap/EPA-EFE/Shutterstock

THAILAND

Gemunu Amarasinghe/AP

TAIPEI

Ann Wang / Reuters

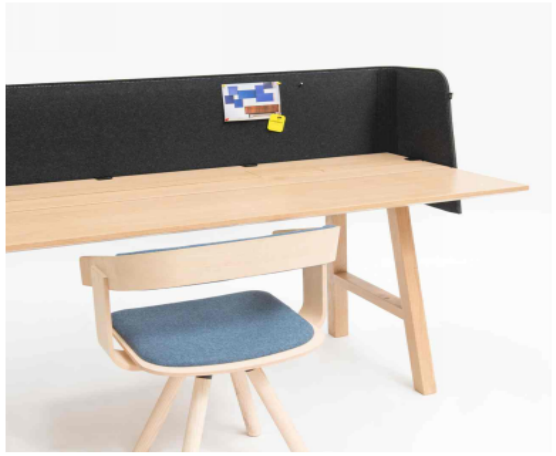
HONG KONG

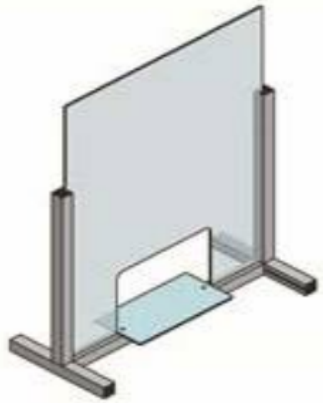
Jerome Favre/EPA/Bloomberg News

DENMARK

Thibault Savary/AFP/Getty Images

EQUIPMENT EXAMPLES





PBDW ARCHITECTS

This is preliminary information for discussion purposes only.

Ideas from Gensler

Gensler

HIGH SCHOOL SUMMARY

CLASSROOMS

WHAT IS A SETUP FOR EACH ROOM SIZE AND TYPE THAT FOLLOWS SOCIAL DISTANCING AND SUPPORTS INSTRUCTION FOR GENERAL EDUCATION AND SPECIAL NEEDS STUDENTS?

CIRCULATION

HOW CAN WE REDUCE THE NUMBER OF STUDENT CONTACTS WITHIN THE HALLWAYS AND STAIRWELLS?

HYGIENE

HOW CAN DESIGN PROVIDE FOR AND PROMOTE STUDENT HYGIENE?

THIS MATERIAL IS INTENDED SOLELY TO PROVIDE IDEAS OR OPTIONS FOR FURTHER CONSIDERATION AND IDEATION. CLIENT SHOULD MAKE DECISIONS RELATED TO YOUR BUSINESS CONTINUITY OR PREPARATION PLANS IN COLLABORATION WITH EXPERTS IN PUBLIC HEALTH AND SAFETY. SEE CURRENT CDC GUIDELINES WWW.CDC.GOV/CORONAVIRUS/2019-NCOV/COMMUNITY/

3RD FLOOR

(9) SGI/CLASSROOMS
6-9 STUDENT CAPACITY

(1) SCI LAB
6 STUDENT CAPACITY

(3) SPECIALIST ROOMS
2-4 STUDENT CAPACITY

(2) SPECIALIST ROOMS
1 STUDENT CAPACITY

*CAPACITY OF STUDENT & PARA PAIRS TBD ON INDIVIDUAL ROOM BASIS

- TEACHER
- ASSISTANT OR PARAPROFESSIONAL
- STUDENT
- EX. MAIN WALL
- 6'-0" MARKERS
- TEMPERATURE CHECK AT ARRIVAL
- HANDWASH/ HYGIENE STATION

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4TH FLOOR

(8) SGI/CLASSROOMS
6-9 STUDENT CAPACITY

(2) SCI LAB
6 STUDENT CAPACITY

(2) SPECIALIST ROOMS
2-4 STUDENT CAPACITY

(1) SPECIALIST ROOM
1 STUDENT CAPACITY

*CAPACITY OF STUDENT & PARA PAIRS TBD ON INDIVIDUAL ROOM BASIS

TEACHER

ASSISTANT OR PARAPROFESSIONAL

STUDENT

EX. MAIN WALL

6'-0" MARKERS

TEMPERATURE CHECK AT ARRIVAL

HANDWASH/ HYGIENE STATION

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5TH FLOOR

(4) SGI/CLASSROOMS
6-8 STUDENT CAPACITY

(2) SCI LAB
6 STUDENT CAPACITY

(2) SPECIALIST ROOMS
2-5 STUDENT CAPACITY

MOVEMENT ROOM AND CAFETERIA FLEXIBLE FOR MULTIPLE SCENARIOS

*CAPACITY OF STUDENT & PARA PAIRS TBD ON INDIVIDUAL ROOM BASIS

- TEACHER
- ASSISTANT OR PARAPROFESSIONAL
- STUDENT
- EX. MAIN WALL
- 6'-0" MARKERS
- TEMPERATURE CHECK AT ARRIVAL
- HANDWASH/ HYGIENE STATION

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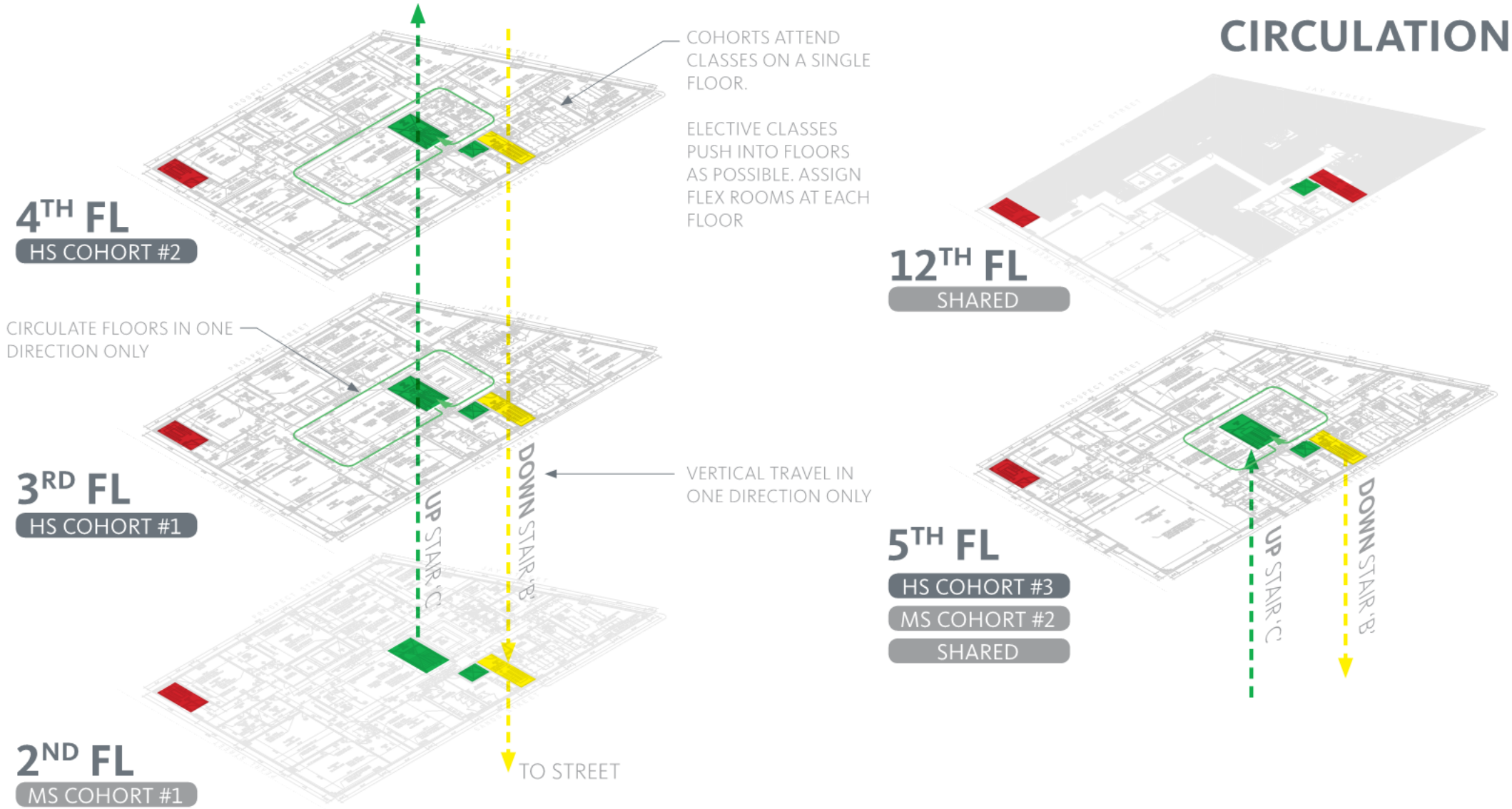
CIRCULATION



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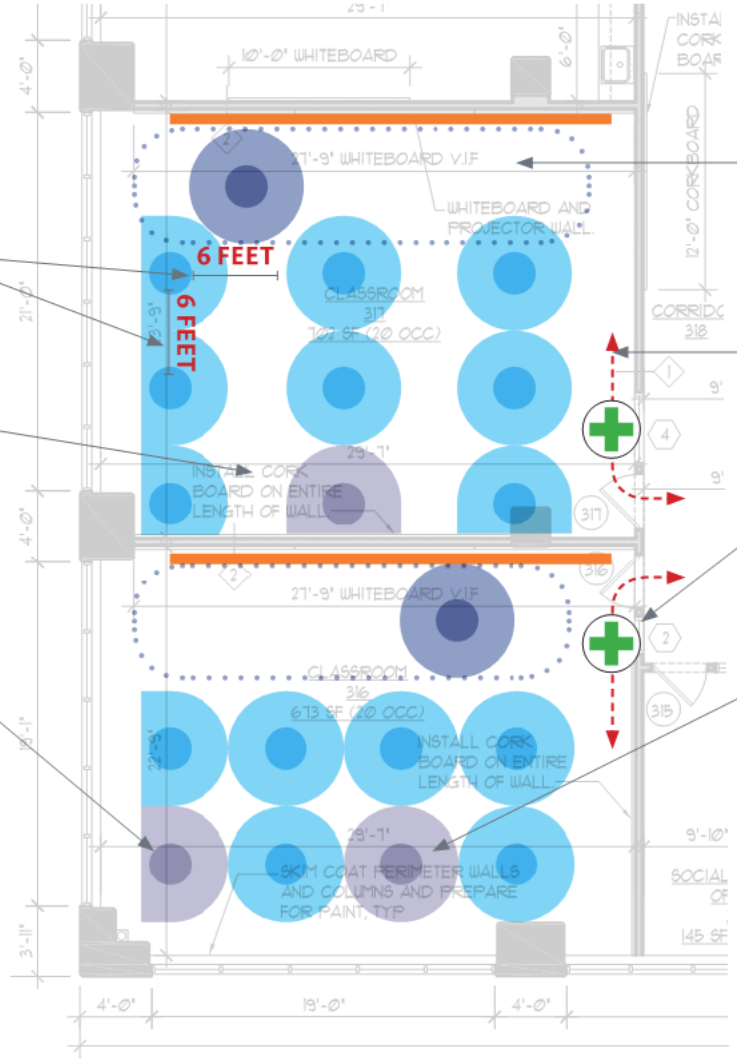
CLASSROOMS



APPROXIMATELY 6 FT. CLEAR BETWEEN STUDENTS AND TEACHERS

ADDITIONAL SPACE AT AISLES FOR TEACHER MOVEMENT

PARAPROFESSIONALS
CLASSROOM CAPACITY MUST BE FLEXIBLE TO ALLOW FOR STUDENT + PARA SEATING ARRANGEMENTS BASED ON INDIVIDUAL STUDENT NEEDS

*SEAT COUNT REDUCED IF PARA IN CLASSROOM

TEACHING ZONE
MAINTAIN AREA AT EXISTING MAIN WHITEBOARD FOR TEACHER ZONE

CIRCULATION
MAINTAIN CIRCULATION AISLE

HYGIENE STATION
EACH ROOM CAN PROVIDE HYGIENE SUPPLIES AT ENTRY

TEACHING ASSISTANTS
IF SMALLER GROUPS REQUIRE AN ASSISTANT, A CENTRAL SEAT CAN BE USED TO PROVIDE INSTRUCTIONAL HELP

SPECIALISTS
FOLLOW PULL-OUT FORMAT. SMALLER ROOMS AND OFFICES CONTINUE TO FUNCTION AS SPECIALIST ROOMS FOR INDIVIDUALS AND SMALL GROUPS

LOCKERS
BACKPACKS AND PERSONAL ITEMS CAN BE KEPT WITH STUDENTS. LOCKERS CAN BE ASSIGNED ADJACENT TO HOME ROOMS WITH EMPTY LOCKERS BETWEEN OR STAGGERED ACCESS TIMES

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Next Steps

FROM IDEAS TO IMPLEMENTATION

The ideas outlined in this document are the steps to reopening. The actions summarized below describe the implementation process for the ideas.

Month One

- **Wide distribution of ideas: s**olicit feedback from all stakeholders, including teachers, students, families, and community members.
- **Generate Additional Ideas:** address needs like new or modified furnishings, mechanical system modifications (increased air flow), and plumbing additions/modifications (for handwashing).
- **Study Feasibility:** evaluate ideas based on regulatory, budget, and schedule constraints.

Month Two

- **Confirmation of ideas:** to be implemented.
- **Project implementation plan:** developed including scope, budget, and schedule alignment.
- **Team engagement**: design and construction teams brought on board.
- **Mock-ups:** of selected ideas.

Month Three

- **Construction and installation:** interior and exterior ideas implemented.

HOW TO ENGAGE

Our success and safety is tied to yours. We are sharing our process and plan widely so that we can get input from as many people as possible, and so that our process can help inform yours. Here are various ways to engage with us and help give families and students the option to return to school safely this fall.

- Provide feedback through our survey.
- Register for a focus group conversation.
- Attend a webinar with the American Federation of Teachers, teachers and educators from Brooklyn LAB, and members of the design team.
- Share the V1 Back to School Toolkit with leaders in your school community, reviewing the relevance of questions and ideas developed in relation to the Brooklyn LAB facility to your own context.
- Reach out to offer input or propose ways that we might work together to move this agenda forward in communities around the country.