



Words & Actions: The Impact of Inclusive Restrooms on Student Behavior and Perceptions of Safety



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Agenda

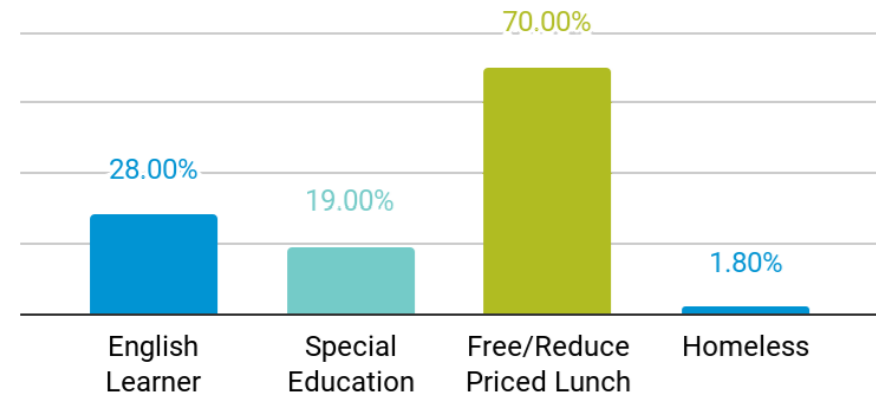
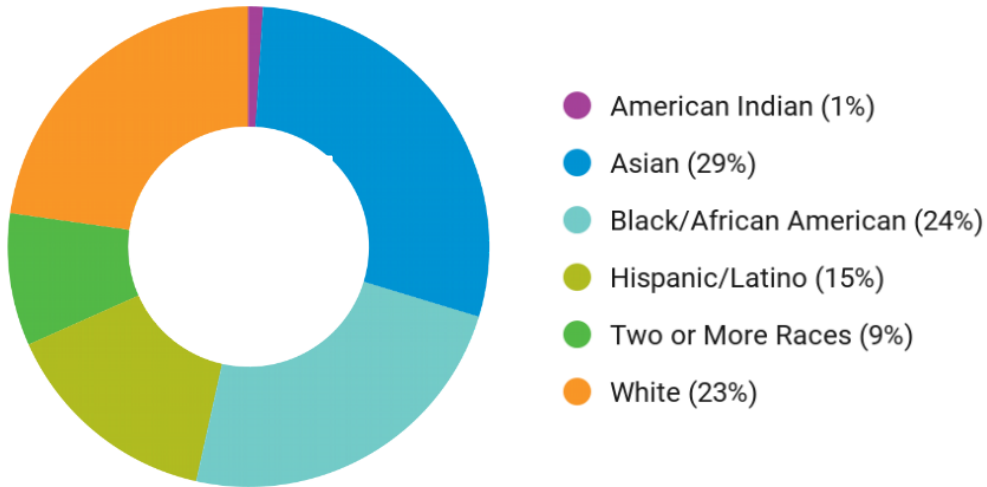
- 01** What Are Inclusive Restrooms?
- 02** Key Design Components
- 03** Who Was Engaged in the Process?
- 04** Building Code + Inclusive Restrooms
- 05** The Urinal Discussion
- 06** Year 1: Security and Safety Survey at Johnson High School
- 07** Year 8: Security and Safety Survey at all SPPS Schools
- 08** Frequently Asked Questions
- 09** Discussion + Questions

St. Paul Public Schools - At a Glance

Enrollment on October 1, 2023



Student demographics



SPPS provides translation services for the four most common languages spoken other than English:

- Hmong (15%)
- Spanish (10%)
- Karen (8%)
- Somali (3%)

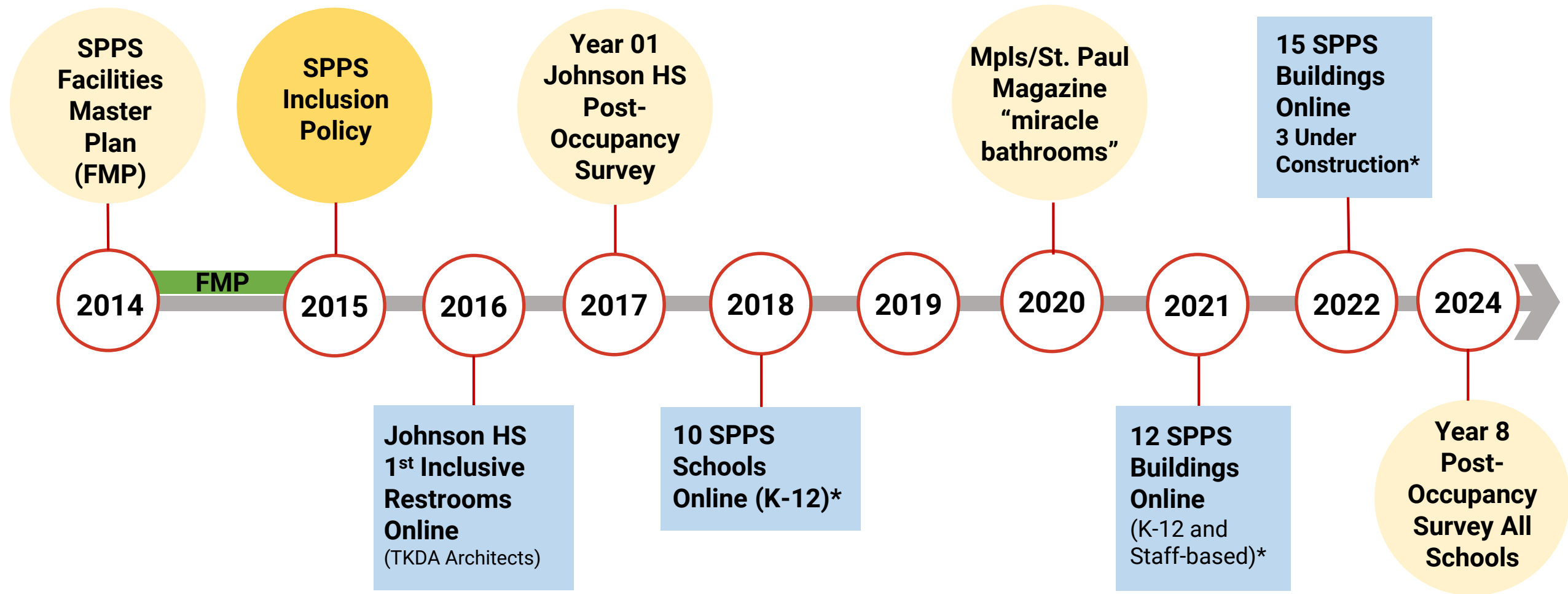
SPPS Inclusion Policy:

“The students of Saint Paul Public Schools (SPPS) deserve respectful and inclusive learning environments that value students’ gender identity and gender expression. SPPS ensures that all students have access to programming and facilities in which they feel comfortable and safe.”

March 17, 2015

<https://www.spps.org/genderinclusion>

Inclusive Restroom Timeline @ SPPS



*SPPS Projects are in partnership with various design firms and district partners

01 *What are Inclusive Restrooms?*

Inclusive restrooms are single-stall restrooms providing universal services to all.

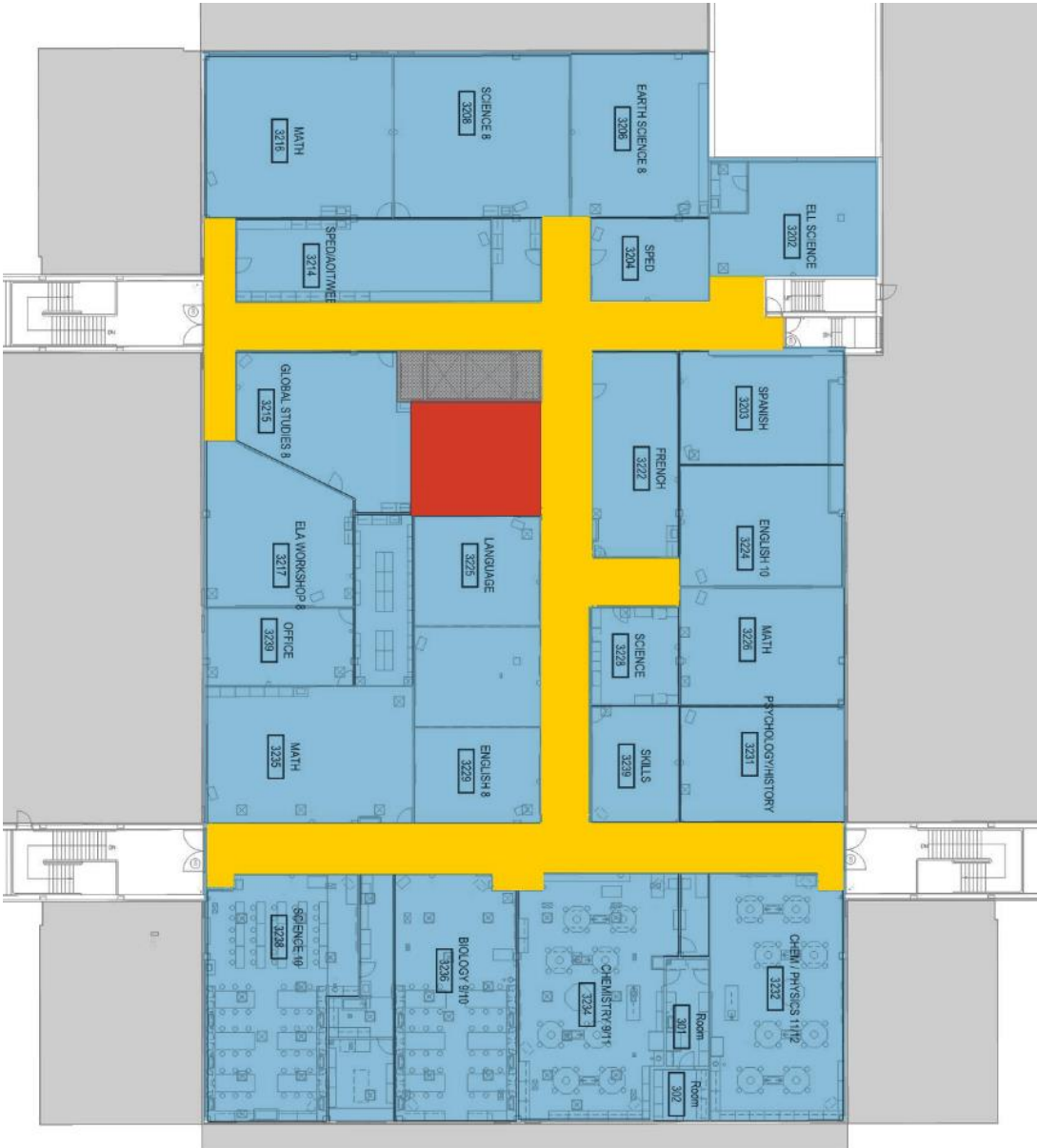
Like at home.

02 *Key Design Components*

Key Design Components

- 1. Location**
- 2. Visibility + Openness**
- 3. Full Height Walls, Doors, and Hardware**
- 4. Mechanical, Electrical, and Plumbing**

Location: Humboldt HS Former Plan



LOCATION KEY

RESTROOMS

LEARNING SPACES

CIRCULATION

UTILITIES + STORAGE

Humboldt HS Post Remodel Plan



LOCATION KEY

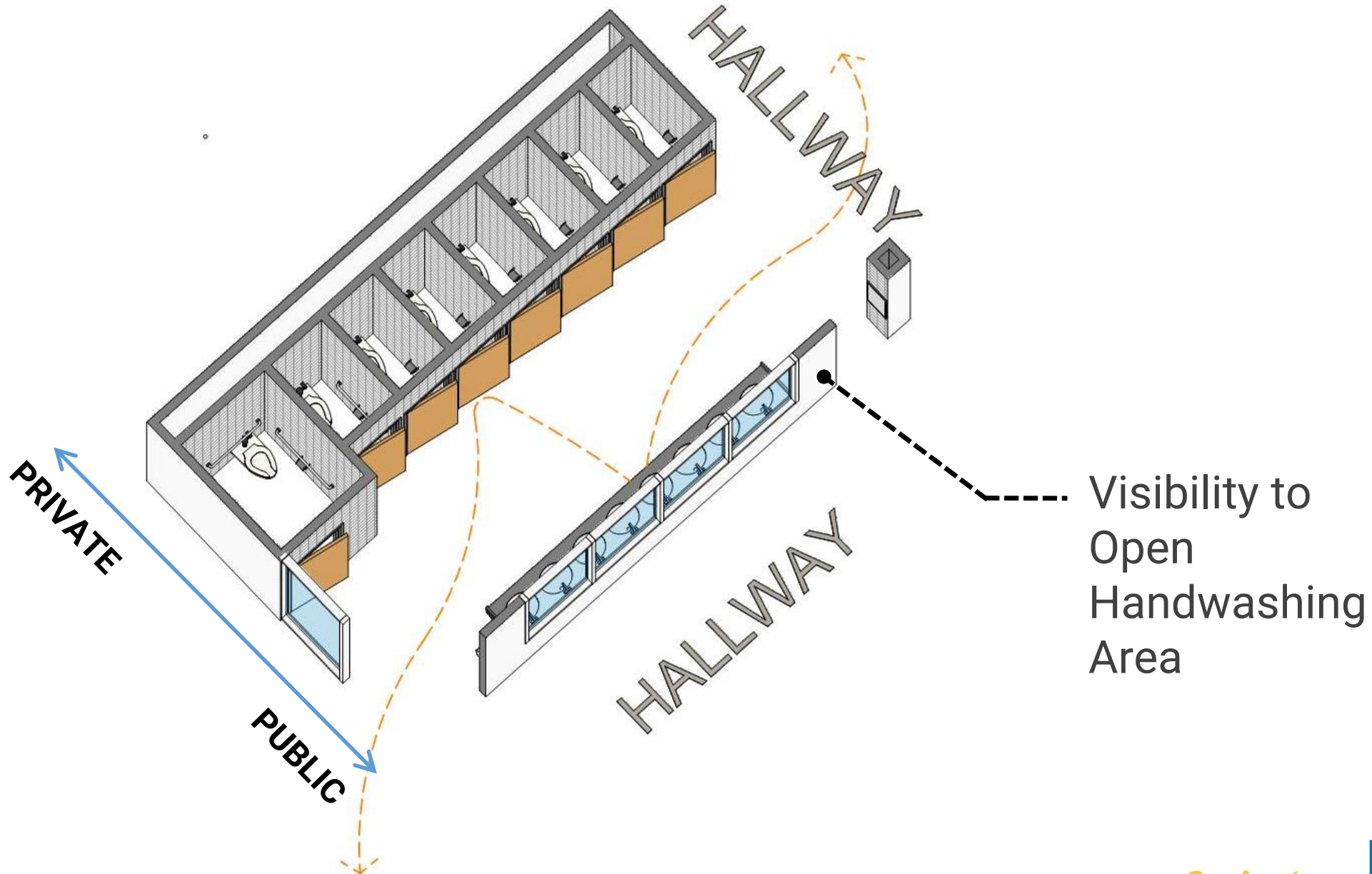
RESTROOMS

LEARNING SPACES

CIRCULATION

UTILITIES + STORAGE

Visibility + Openness



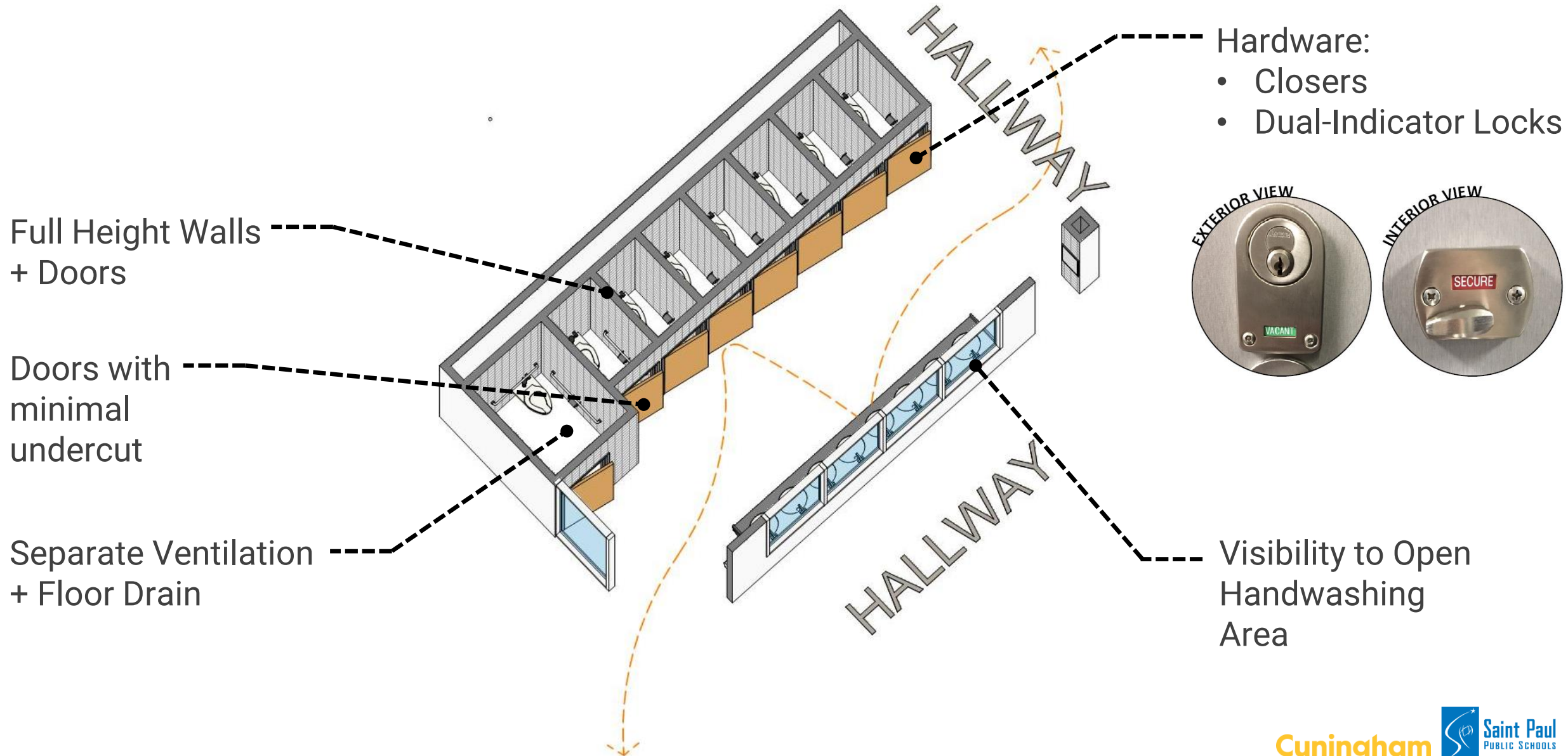
SPPS Elementary + MS Model



SPPS HS Model



Full Height Walls, Doors, + Hardware



Closers



Dual Indicator Locks



OUTSIDE BATHROOM VIEW

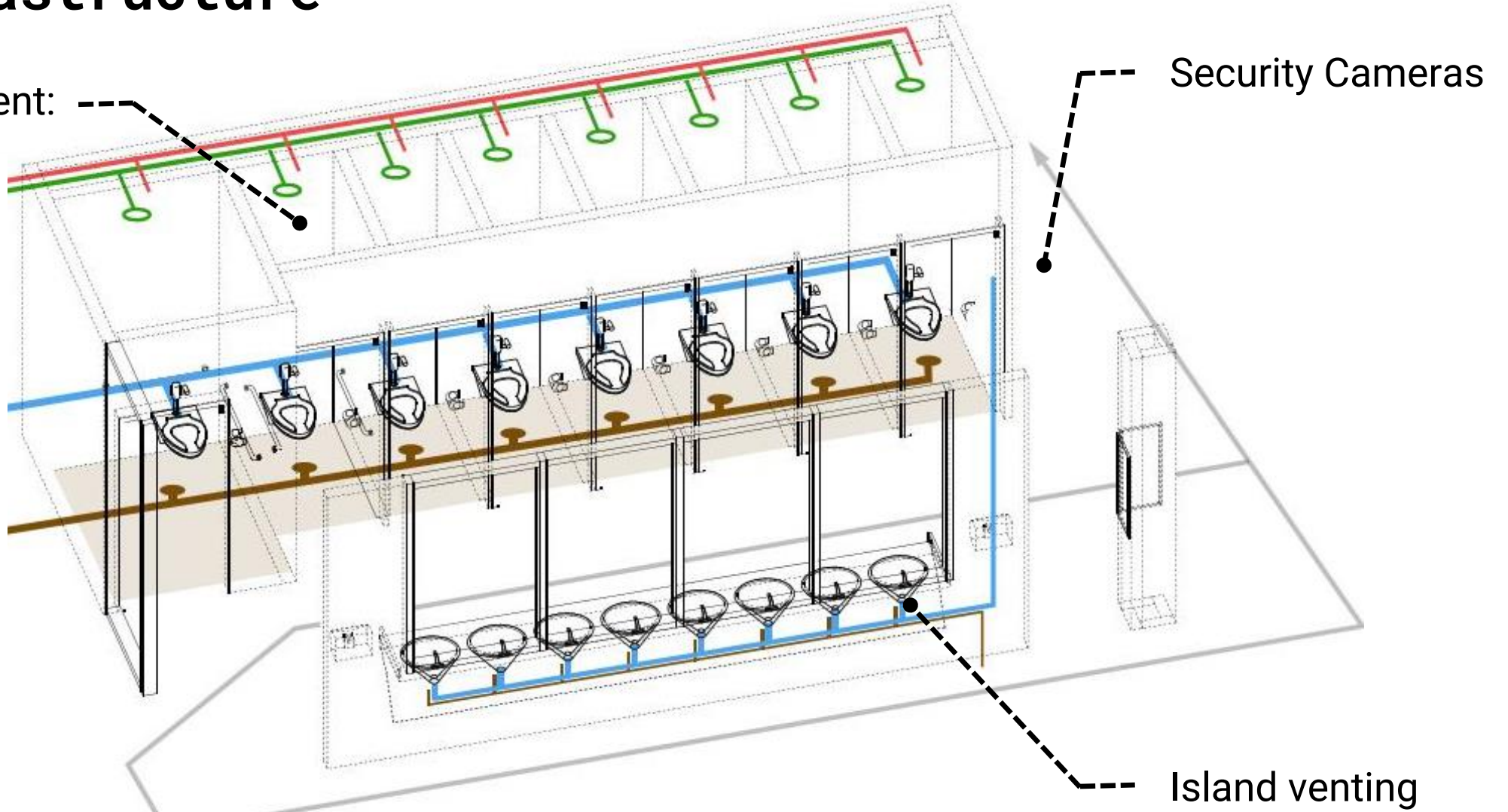


INSIDE BATHROOM VIEW

MEP Infrastructure

Each Compartment:

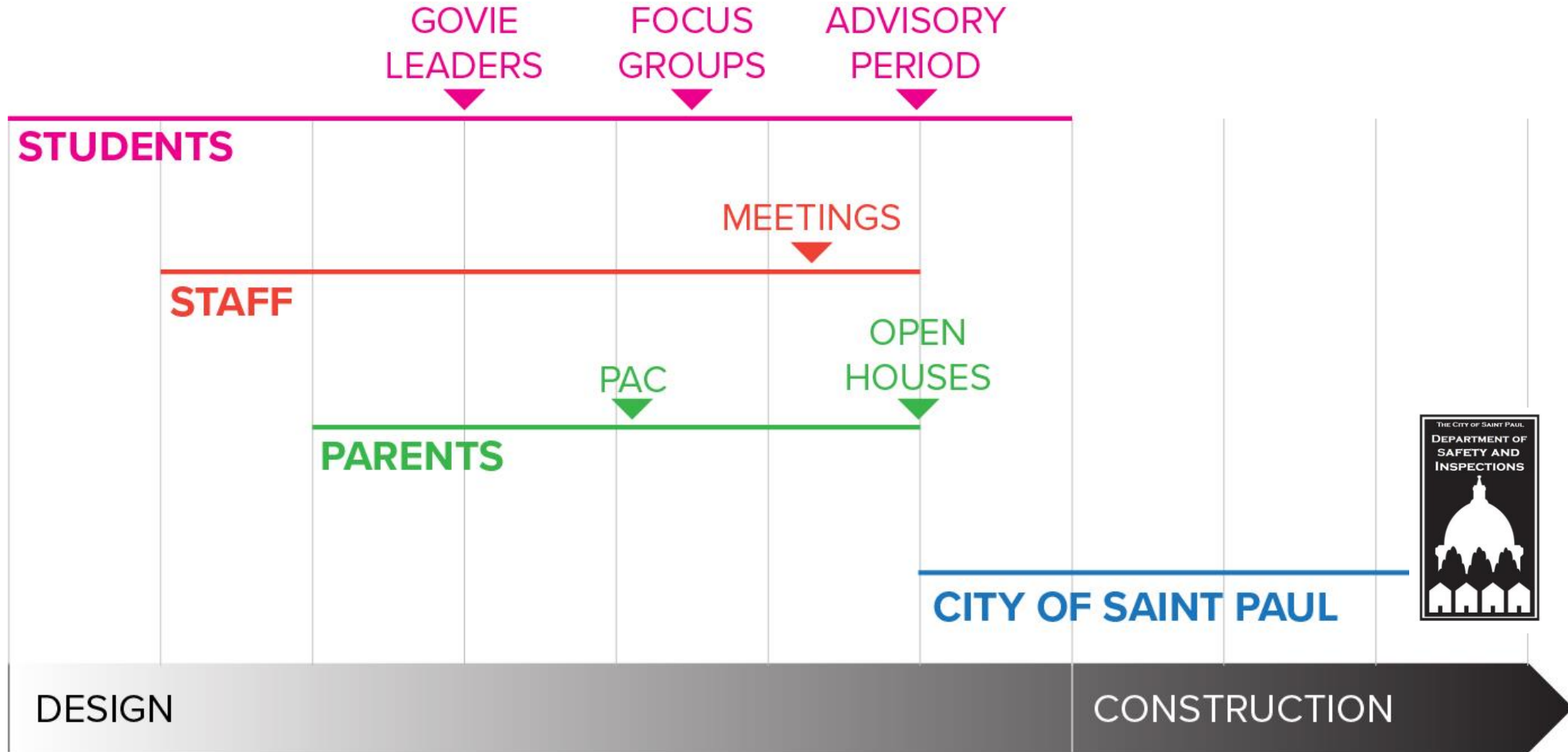
- Sprinkler
- Exhaust
- Light
- Floor Drain



Some school districts are piloting vape detector installation.

03 *Who was engaged
in the process?*

Design Process



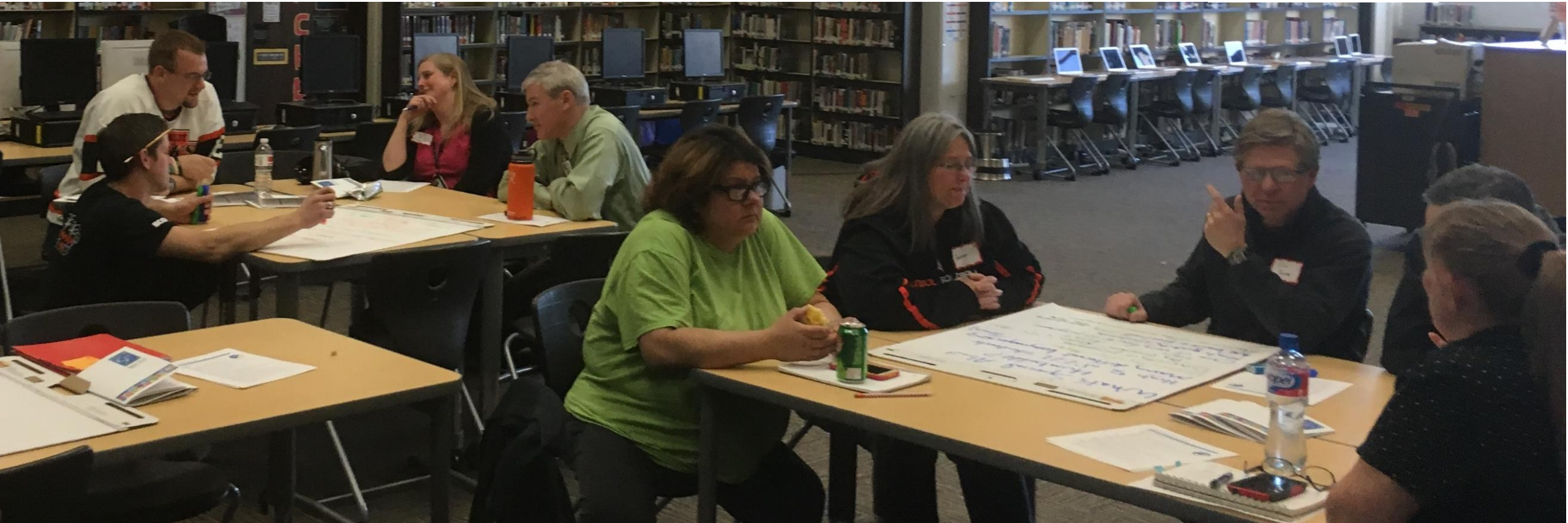
Brave Conversations



PHOTO CREDIT: TKDA Architects in Minneapolis, MN

- ***Why is it any different than at home with a sibling or parent?***
- ***Shared/single room at home with family members***
- ***Used at home by different gender***
- ***Individual private space***

Design Process



Communication Tools:

- SPPS Inclusive Restroom and Project Specific Websites
- Multi-lingual Handouts to families
- SPPS Video “Inclusive Restrooms Improve Student Safety and School Climate”
- SPPS Inclusive Restrooms: A Communication Guide for Site Administrators



SPPS INCLUSIVE
RESTROOMS

Building Code + 04 Inclusive Restrooms

*Case Study: Alternative Code Compliance at Saint Paul
Public Schools*

Reaching Alternative Compliance @ SPPS: 2012 IBC

- 1. Separate Facilities**
- 2. Accessible Routes**
- 3. Accessibility**
- 4. Signage**

With the 2021 IBC, an alternative compliance for separate facilities is no longer required.

2021 / 2024 ICC > slowly getting there

While separate facilities are no longer required to be designated by sex. IBC defines the accepted alternative as a room with both water closets and lavatory fixtures.



2021 International Building Code (IBC)

BASIC



Upgrade to Premium

CHAPTER 29 PLUMBING SYSTEMS

Second Version: Sep 2021

[P] 2902.2 Separate facilities.

Where plumbing fixtures are required, separate facilities shall be provided for each sex.

Exceptions:

1. Separate facilities shall not be required for *dwelling units* and *sleeping units*.
2. Separate facilities shall not be required in structures or tenant spaces with a total *occupant load*, including both employees and customers, of 15 or fewer.
3. Separate facilities shall not be required in mercantile occupancies in which the maximum *occupant load* is 100 or fewer.
4. Separate facilities shall not be required in business occupancies in which the maximum *occupant load* is 25 or fewer.
5. Separate facilities shall not be required to be designated by sex where single-user toilets rooms are provided in accordance with Section 2902.1.2.
6. Separate facilities shall not be required where rooms having both water closets and lavatory fixtures are designed for use by both sexes and privacy for water closets are installed in accordance with Section 405.3.4 of the *International Plumbing Code*. Urinals shall be located in an area visually separated from the remainder of the facility or each urinal that is provided shall be located in a stall.

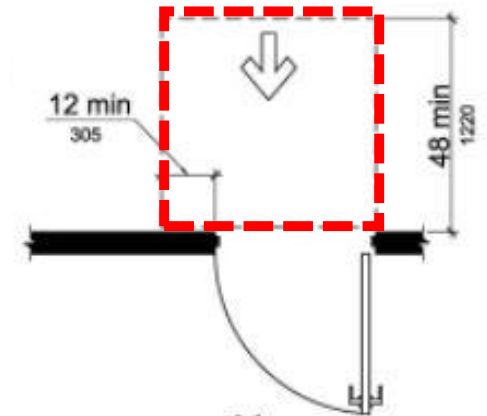
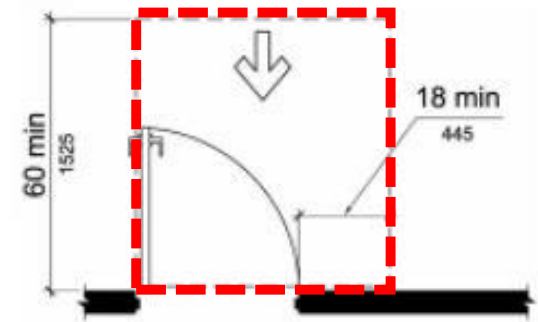
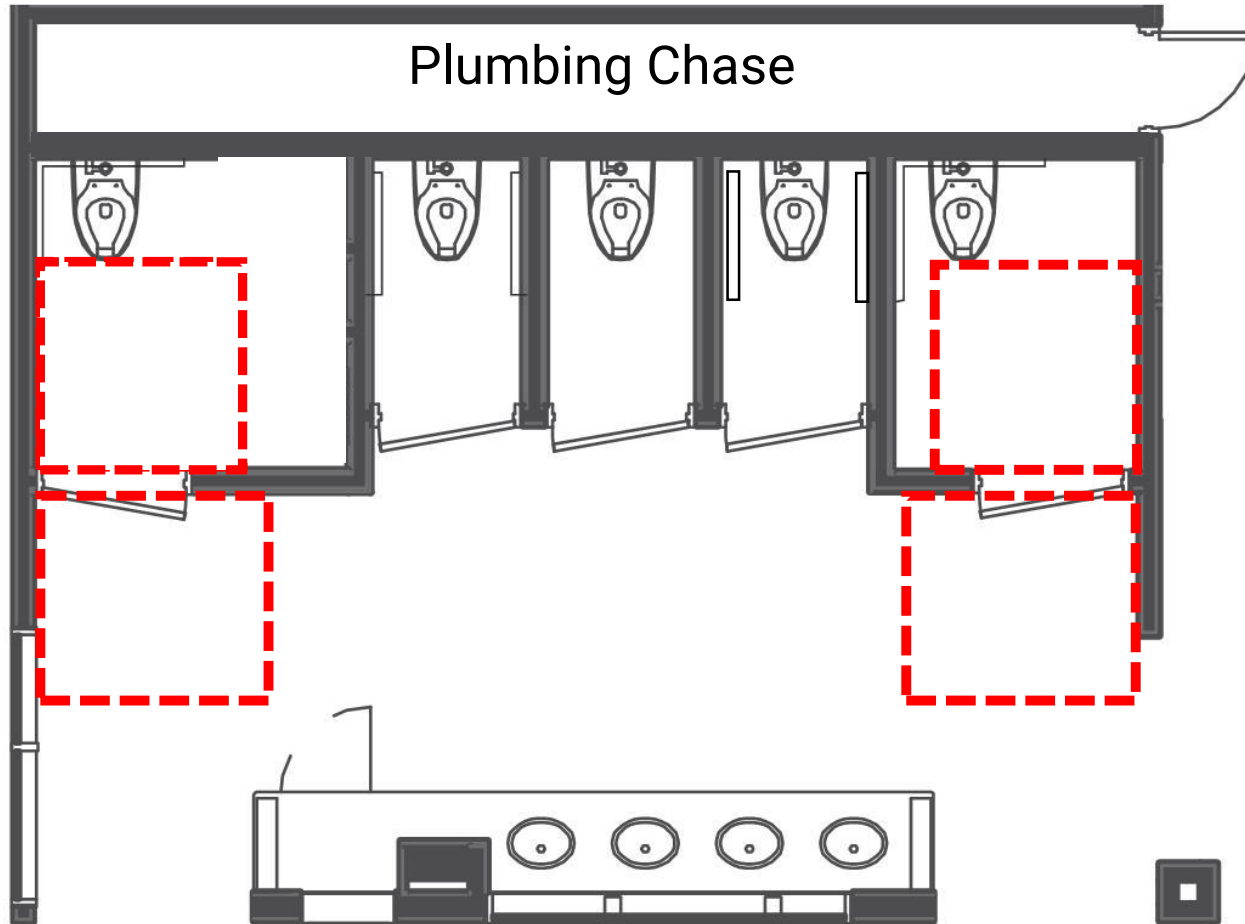
Chapter 29: Separate Facilities

The intent of the code for providing separate facilities for each sex is written in the code commentary,

“The separate facilities requirement for males and females addresses two main concerns: privacy and safety.” 2012 IBC Code Commentary, 29-13



Chapter 4: Accessible Routes



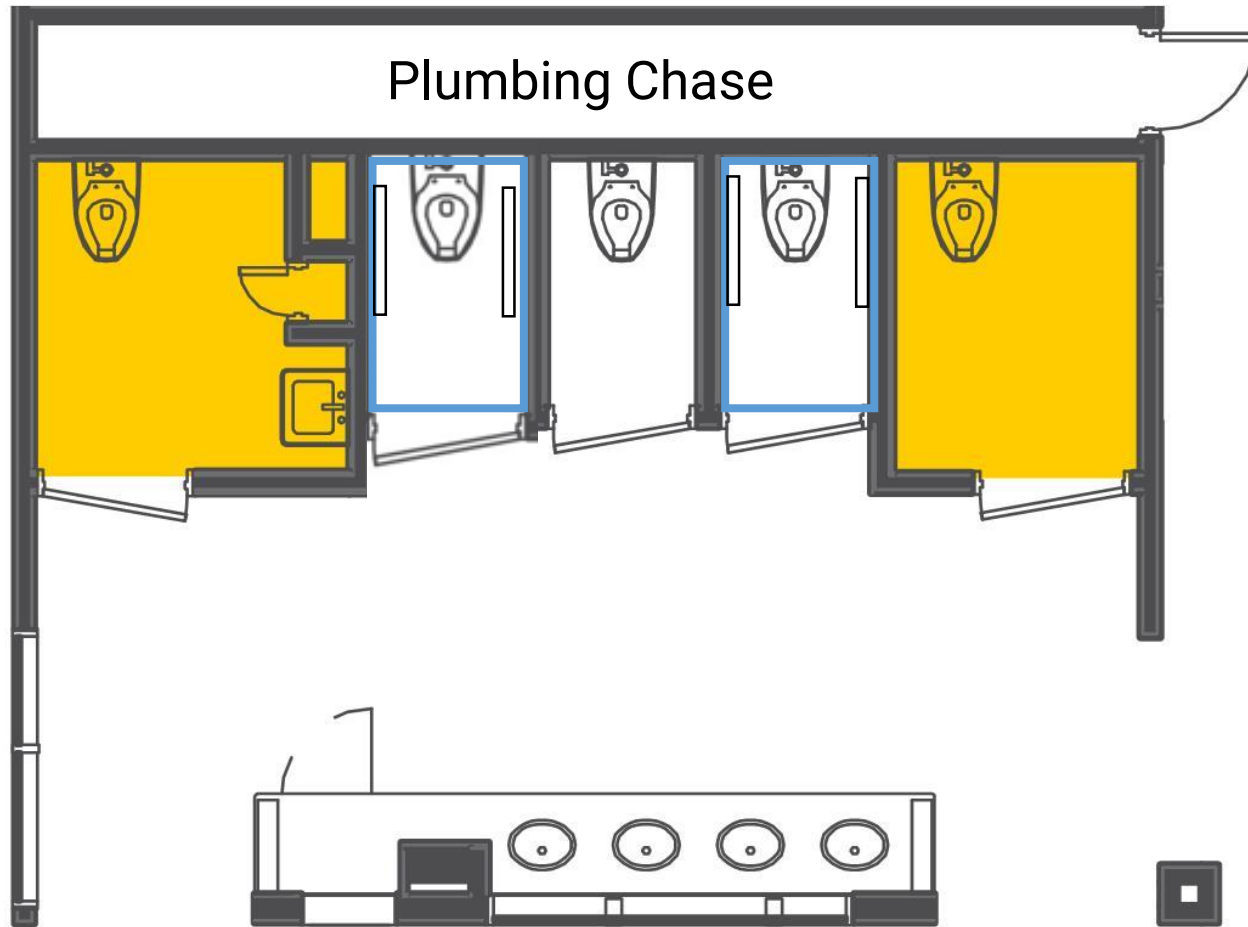
<https://codes.iccsafe.org/public/document/FAC2017/chapter-4-accessible-routes>

Chapter 11: Accessibility

“Where multiple single-user toilet rooms or bathing rooms are clustered at a single location, at least 50 percent but not less than one room for each use at each cluster shall be accessible.”

Chapter 11: Accessibility, Section 1109.2 Exception 3

Chapter 11: Accessibility + Signage



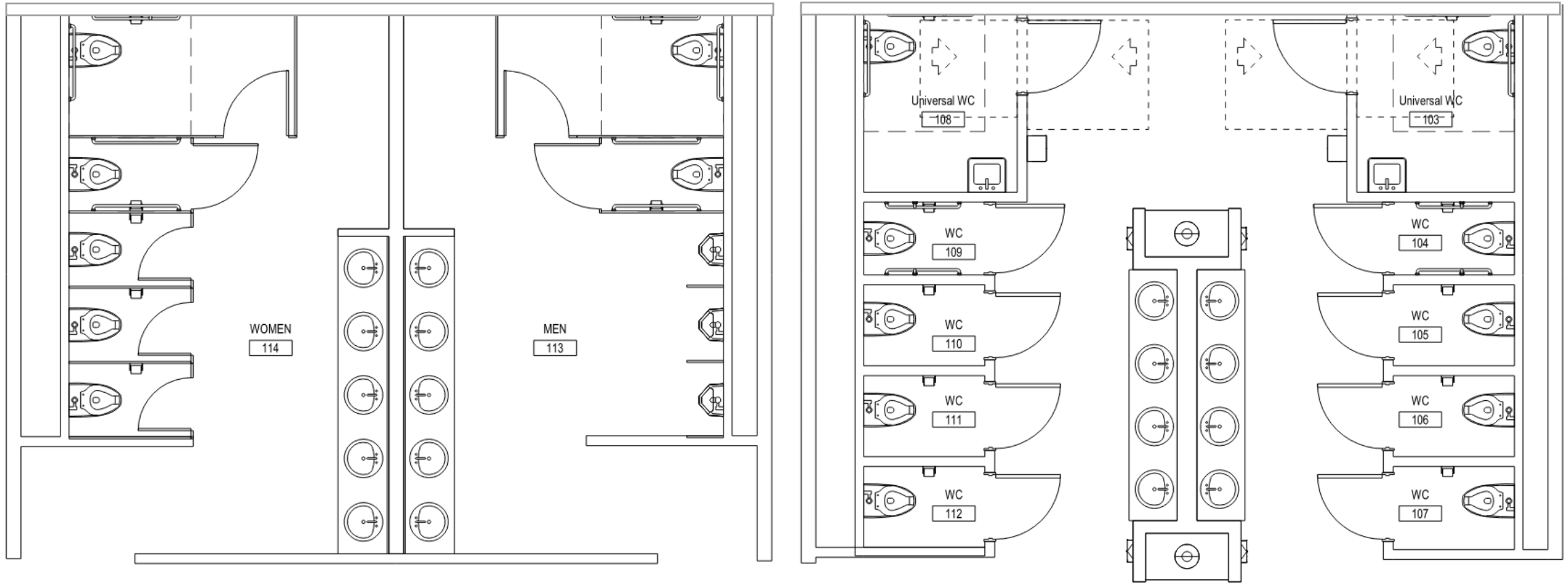
Accessible with signage

Ambulatory



← Braille

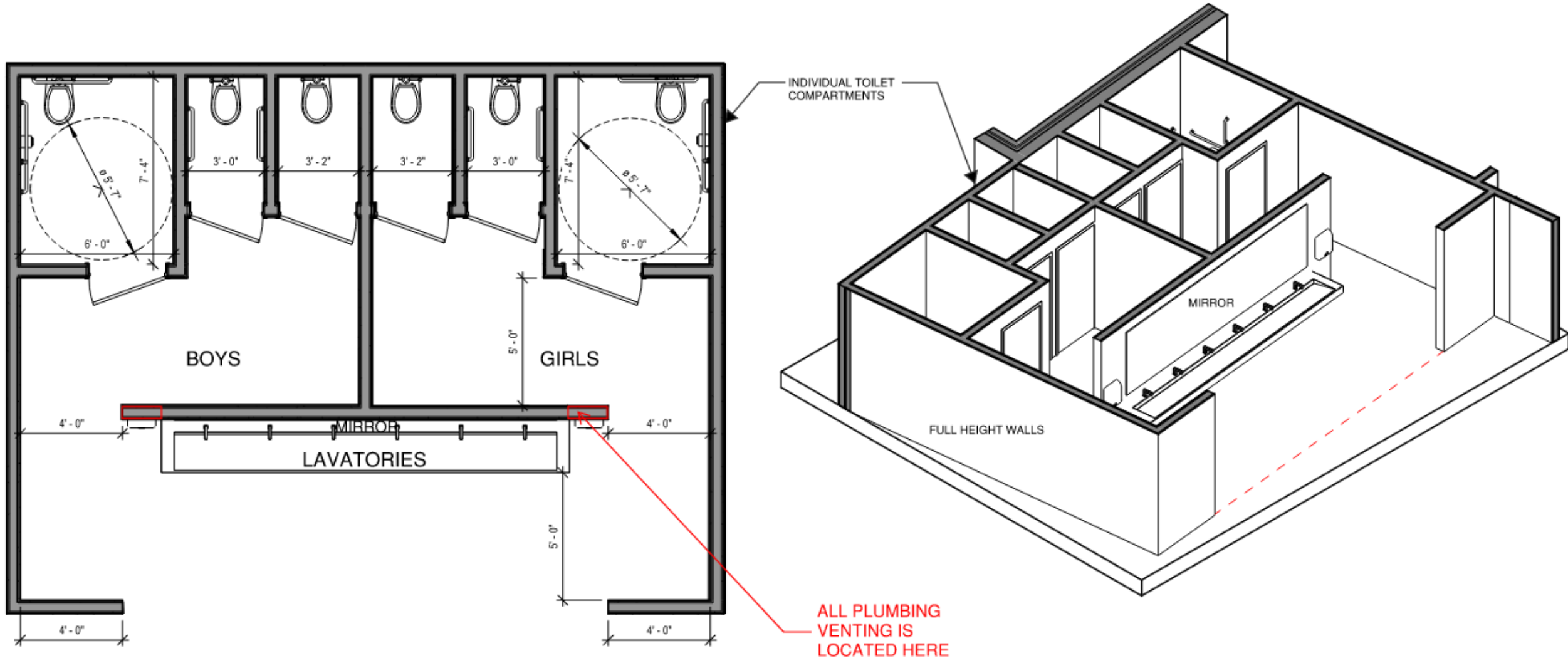
Inclusive Restrooms take up the same amount of space and offer increased privacy.



Comparison of Gender Segregated and Individual and Private Restrooms: Access to ADA compartments and Private Lavatories.

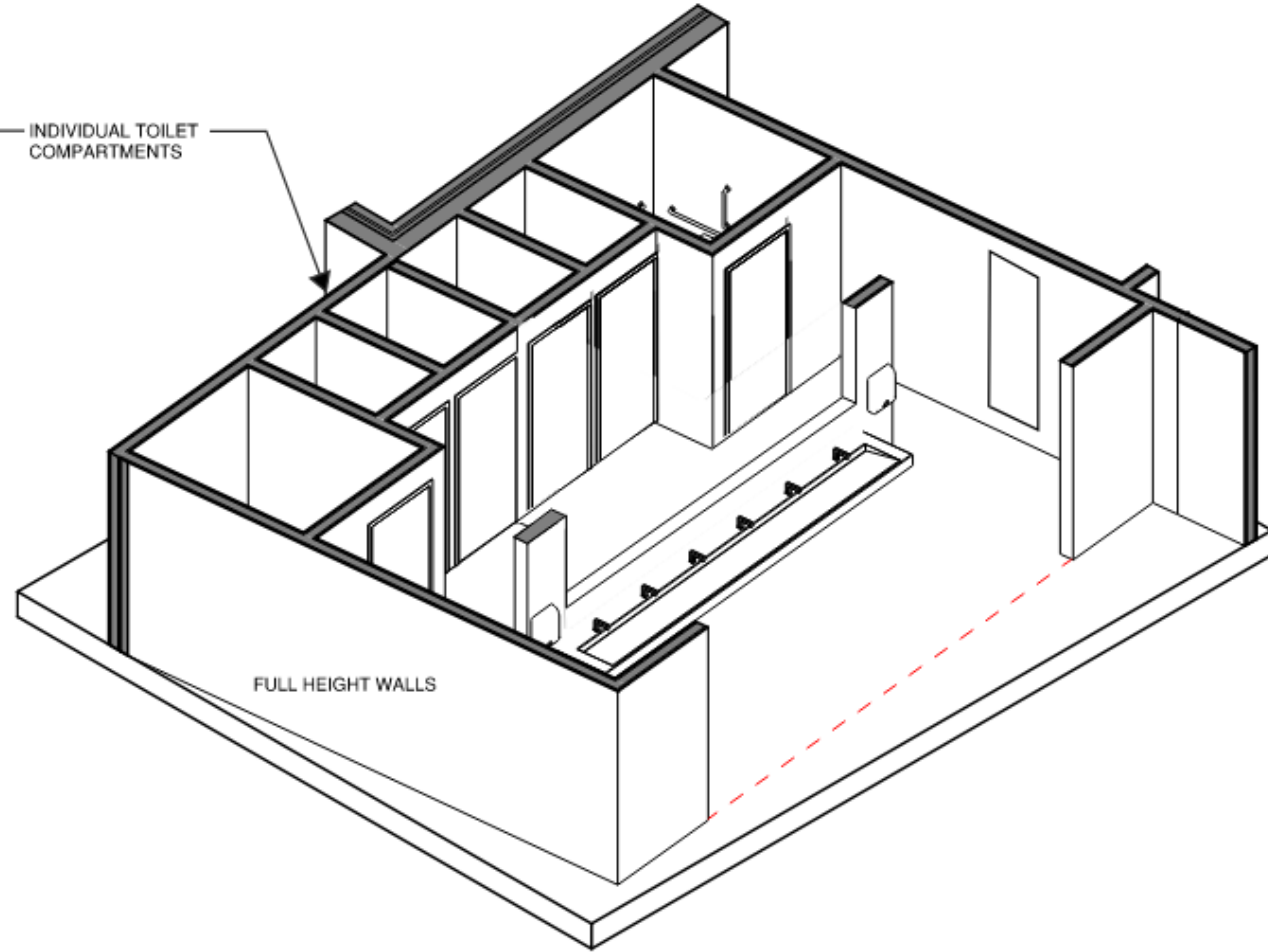
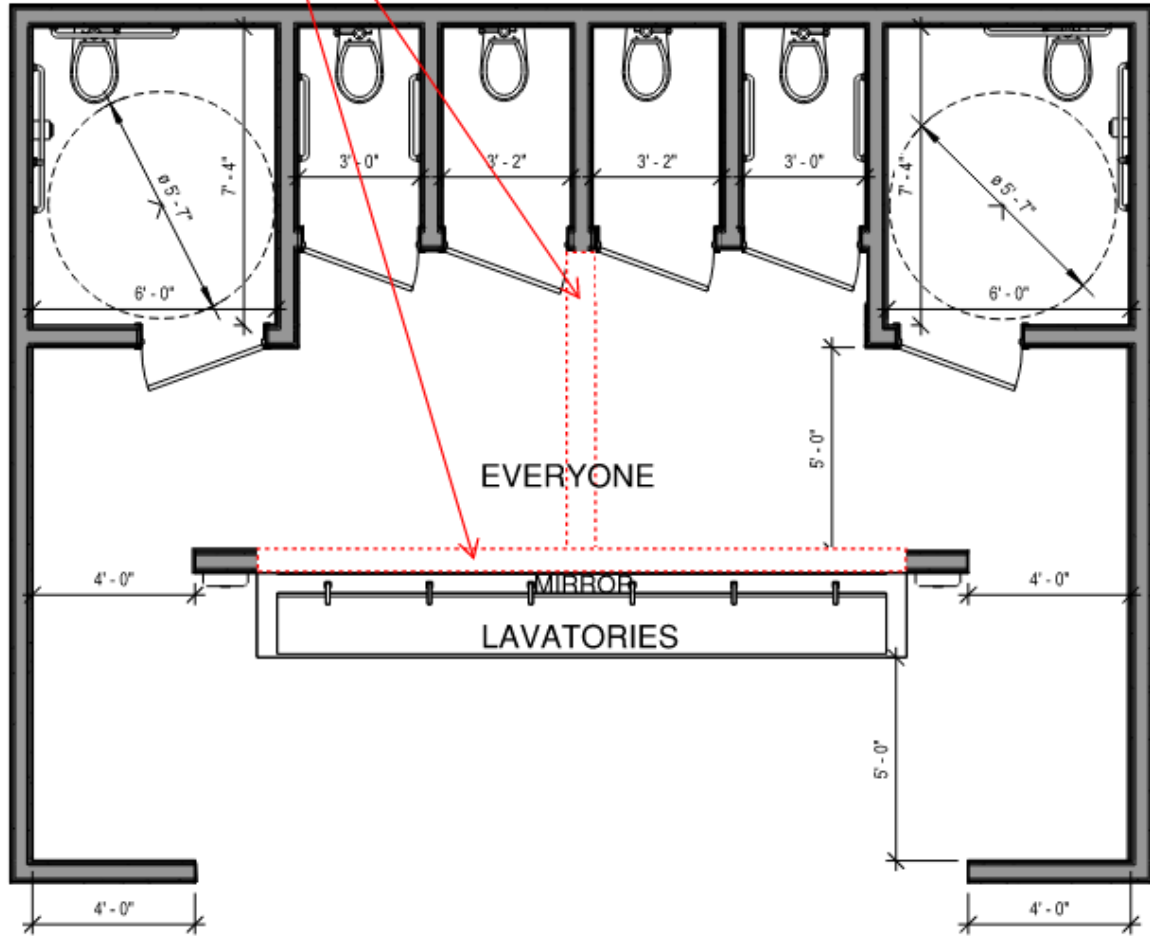
				Only E occupancy counted for both methodologies. Additional toilets are located in all schools in assembly areas.			
				Gender Segregated per student	Inclusive Restroom	Gender Segregated per student	Inclusive Restroom
School	Capacity	Grade Levels	ADA Compartments per student	Private Lavatories per student			
1 Alexandria Area High School	1,550	9-12	129.17			0	
2 Humboldt High School	1,350	6-12			112.5		225.0000
3 Como High School	1,100	9-12			110		220.0000
4 Sartell High School	1,650	9-12	91.67			0	
5 Sartell Middle School	978	6-8	244.5			0	
6 St. Cloud Tech High School	1,825	9-12	152.08			0	
7 Bruce Vento Elementary School	995	PK-5			62.19		110.5556
8 American Indian Magnet School	714	PK-8			71.4		178.5000
9 Rock Ridge HS	1,260	7-12			105		105.0000
10 North Star Elementary School	500	K-6			125		125.0000
11 Adams Spanish Immersion	2,047	PK-5			93.05		35.2931
12 SEA Olson	544	K-5			60.44		19.4286
13 ISLA	640	PK-6	106.67			0	
14 Apollo High School	1,600	9-12	200.00			0	
15 Nashwauk-Keewatin School	700	PK-12	350.00			0	
				182.0119048	92.44717487	0	169.7962051
				Per student access to ADA is increased in inclusive model. This data is reflective of actual constructed conditions.		Per student access to private lavatories is increased in inclusive model. This data is reflective of actual constructed conditions.	

What if you encounter resistance with your Local / State Building Officials?



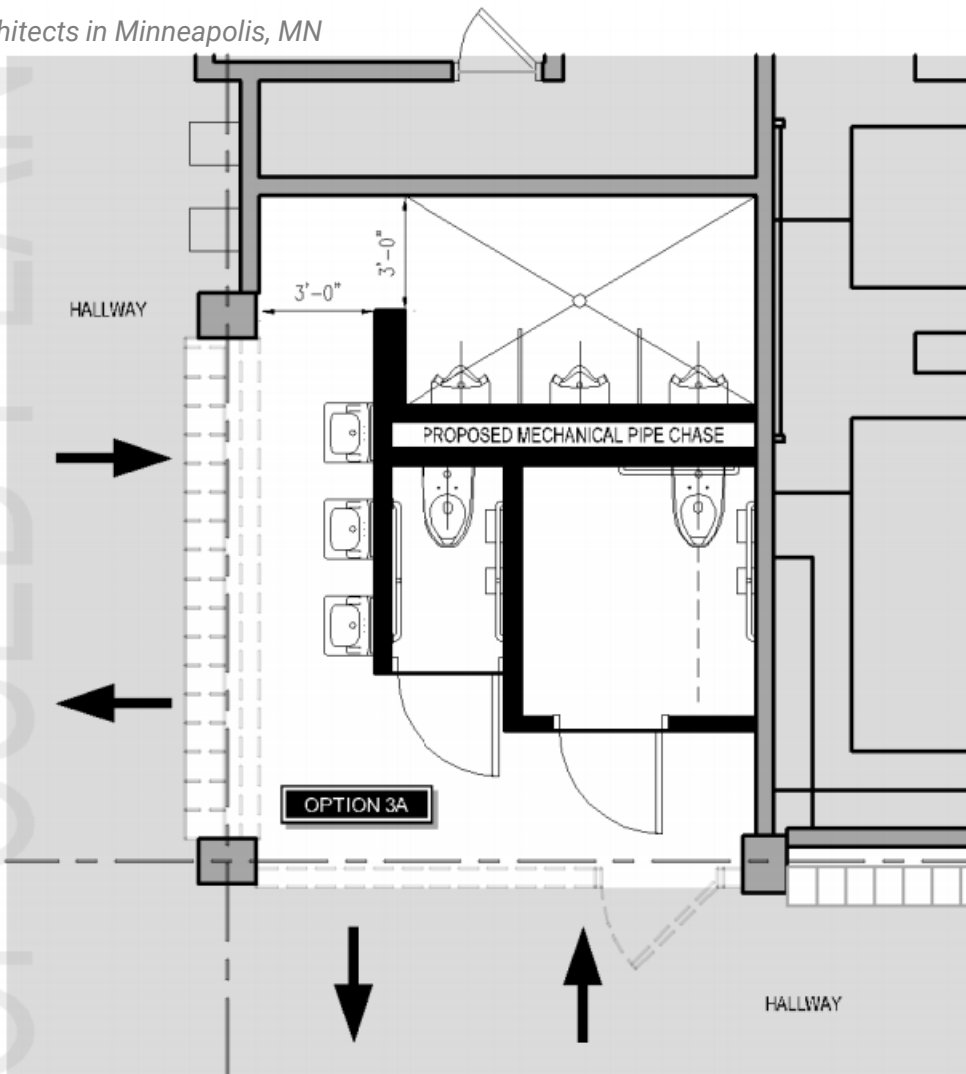
Future-proof your design.

FUTURE
WALL
DEMO

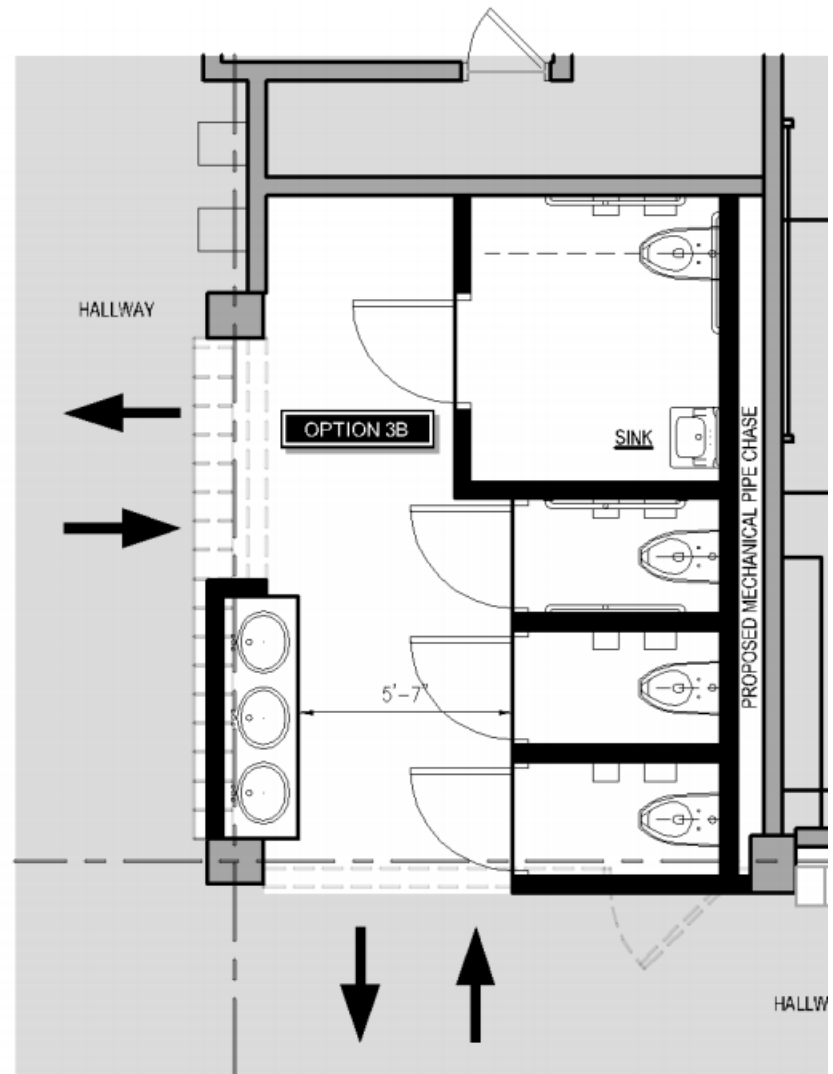


05 *The Urinal Discussion:
To Be or Not to Be?*

PROPOSED PLAN



3 | LOCALIZED FIXTURE LAYOUT
 A | RESTROOM 2202 FULL DEMOLITION



3 | FIXTURES @ OPPOSITE WALLS
 B | RESTROOM 2202 FULL DEMOLITION

05 Urinals: To Be or Not to Be?

06 *Year 01: Post
Occupancy Survey*

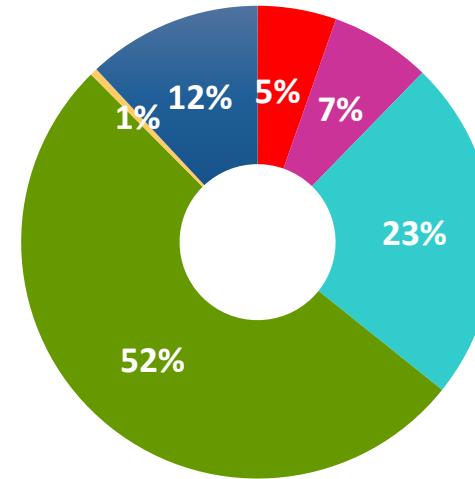
Johnson High School At a Glance*:

Grades: 9-12

Enrollment: 1,189

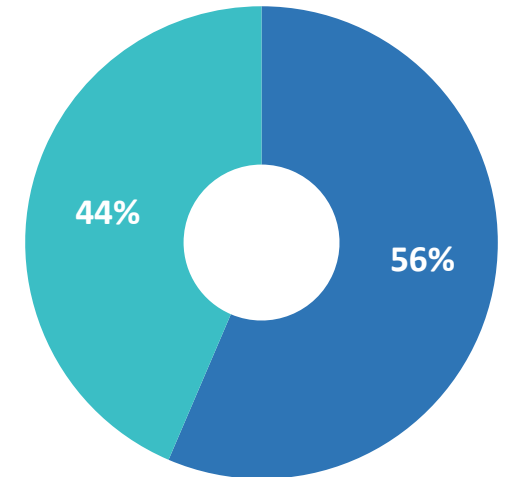


Student Race/Ethnicity



- Two or More Races
- White
- Native Hawaiian/Pacific Islander
- Black/African American
- Asian

Student Gender



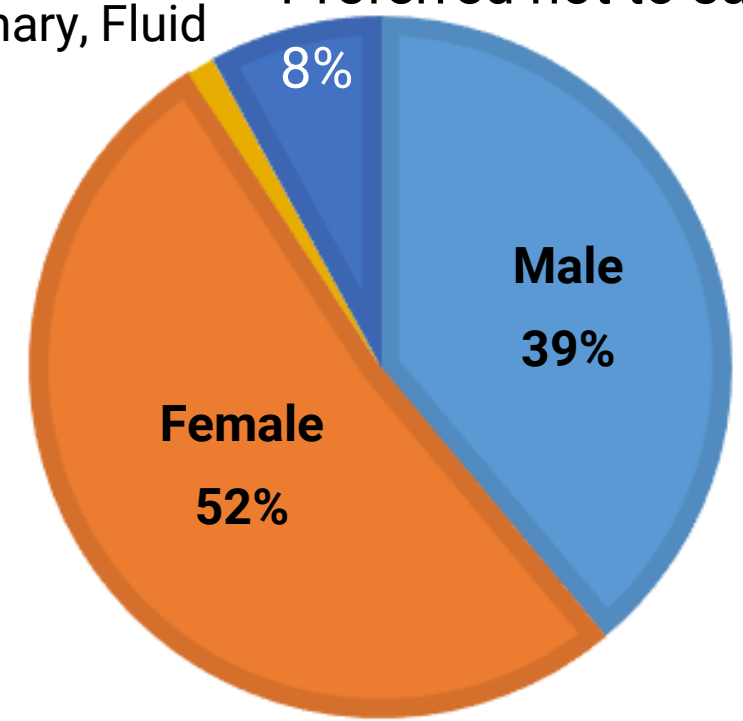
- Male
- Female

*Based on October 1, 2021 data as posted by Saint Paul Public Schools Data Center.



The DATA:
Responses: Nearly 800 of 1,200 students

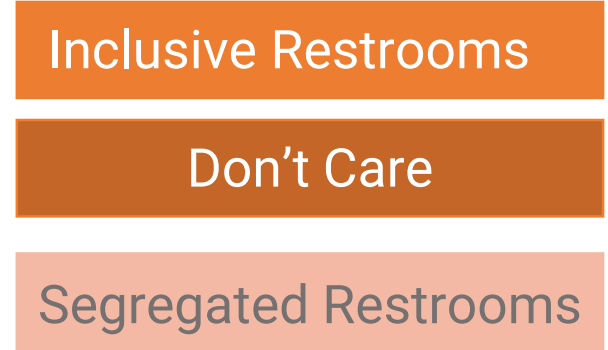
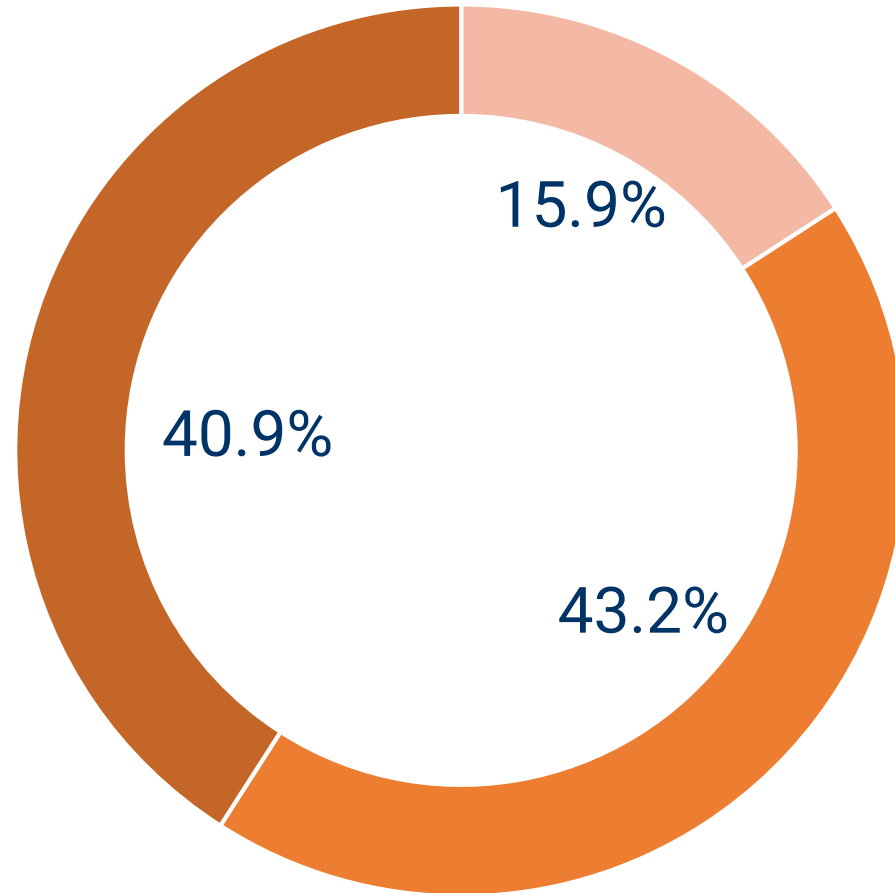
1% Transgender,
Non-Binary, Fluid
Preferred not to say
8%



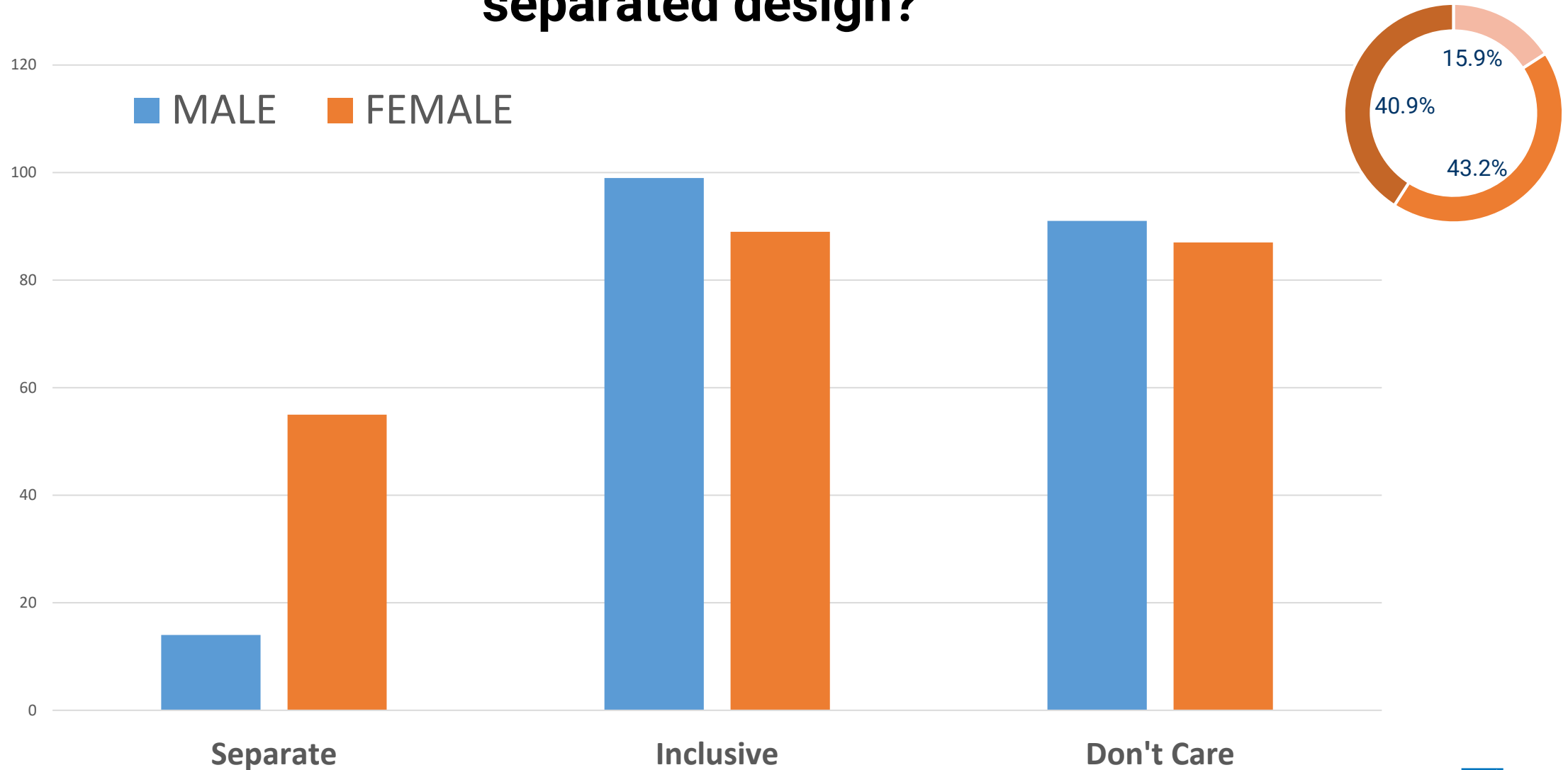
Post Occupancy Survey

If you were a student at Johnson High School before the renovation, do you prefer the new restroom design over the previous, gender separated design?

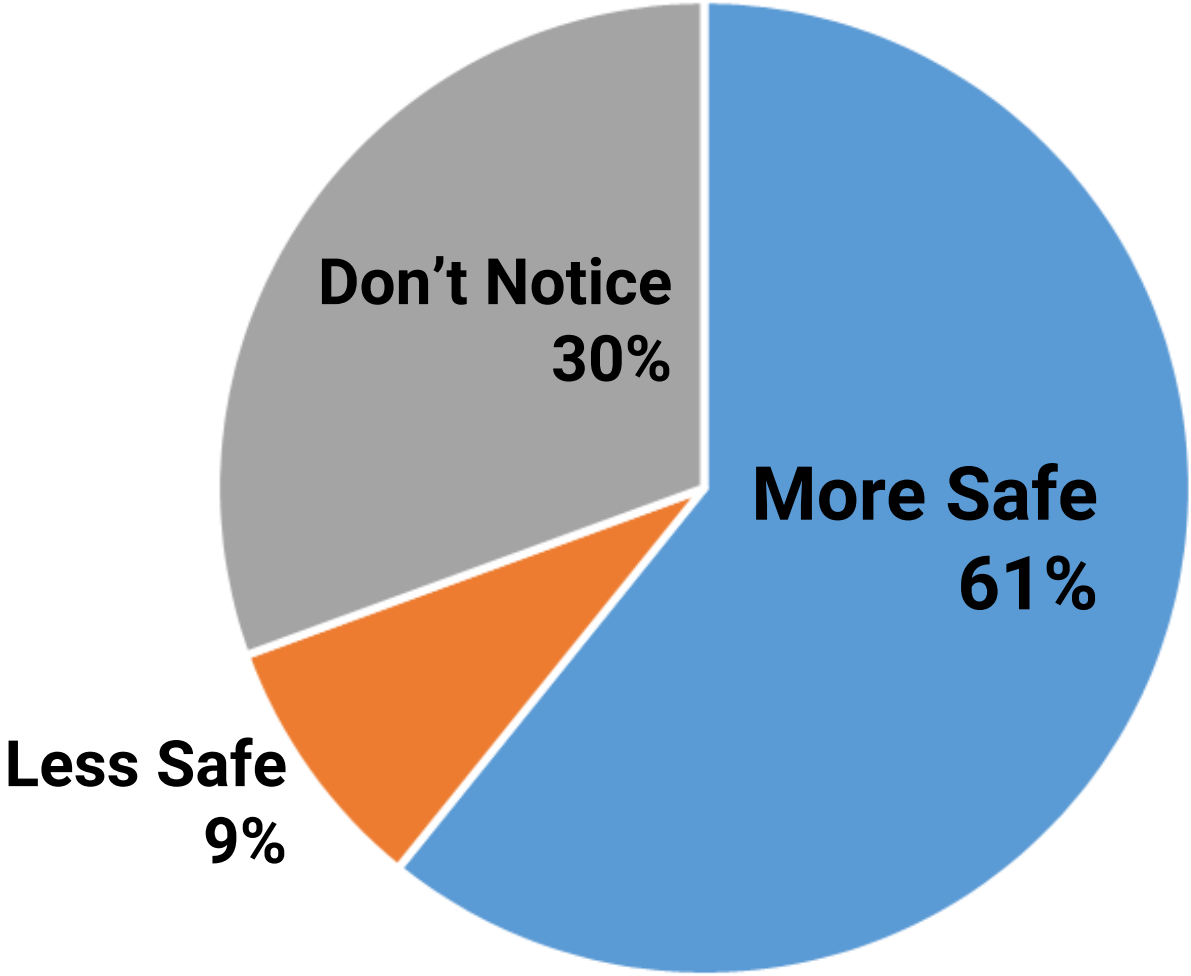
“It took 2 hours before students became blasé about in the restrooms.”
Assistant Principal



If you were a student at Johnson High School before the renovation, do you prefer the new restroom design over the previous, gender separated design?

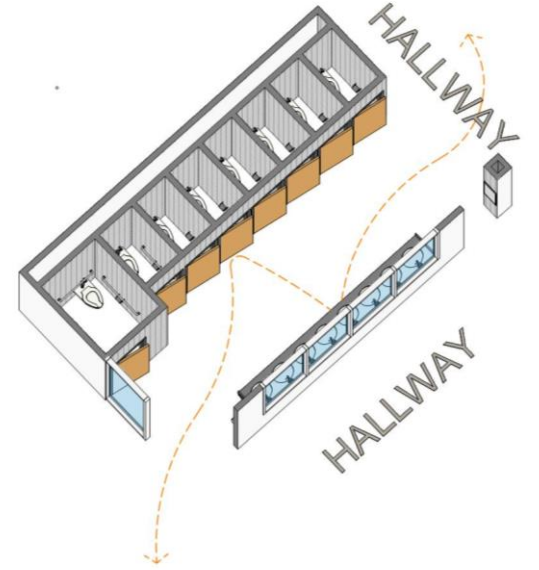


Do you feel the inclusive restrooms are more or less safe than the previous restrooms?

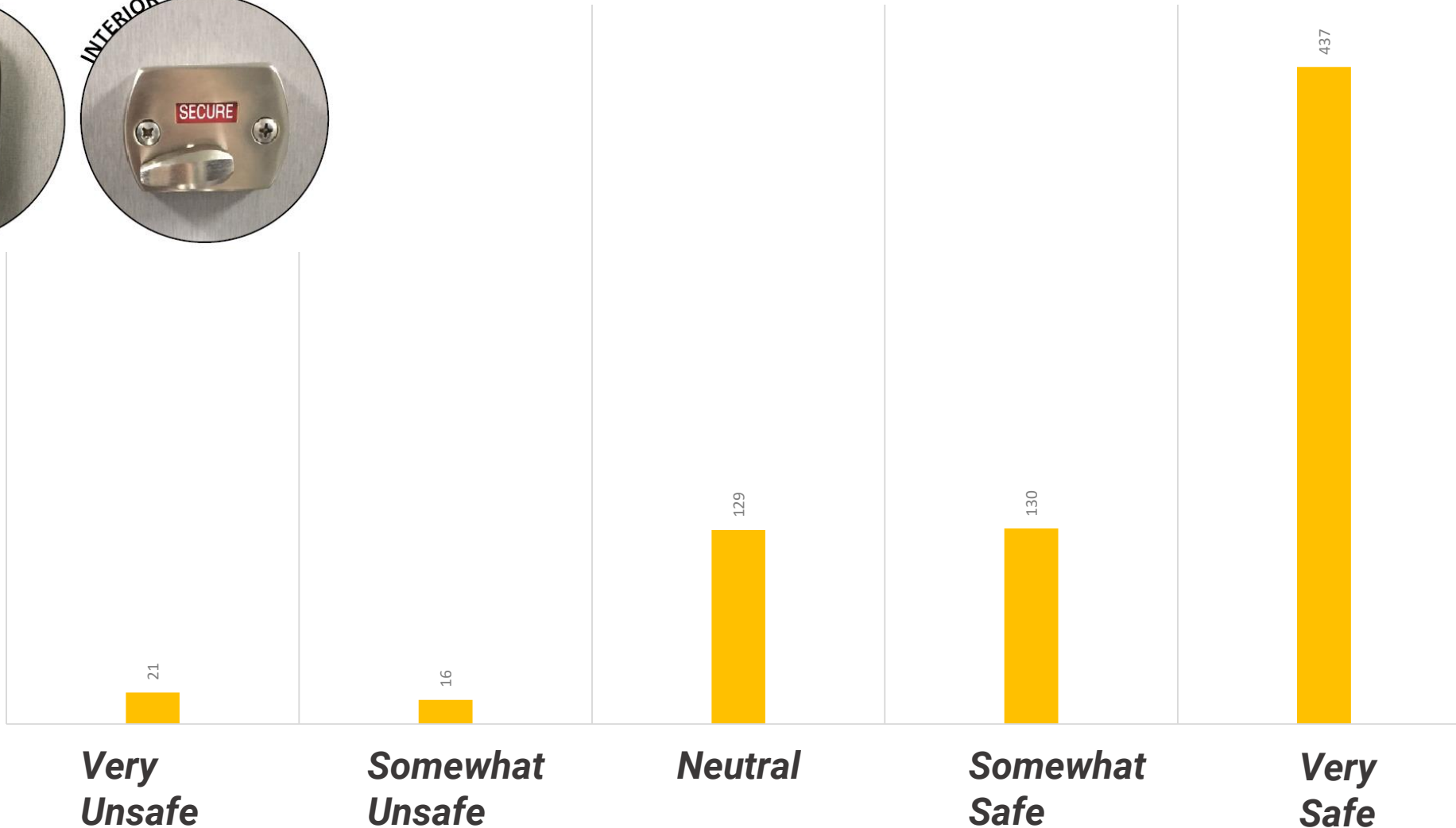


Having a / an.....makes me feel:

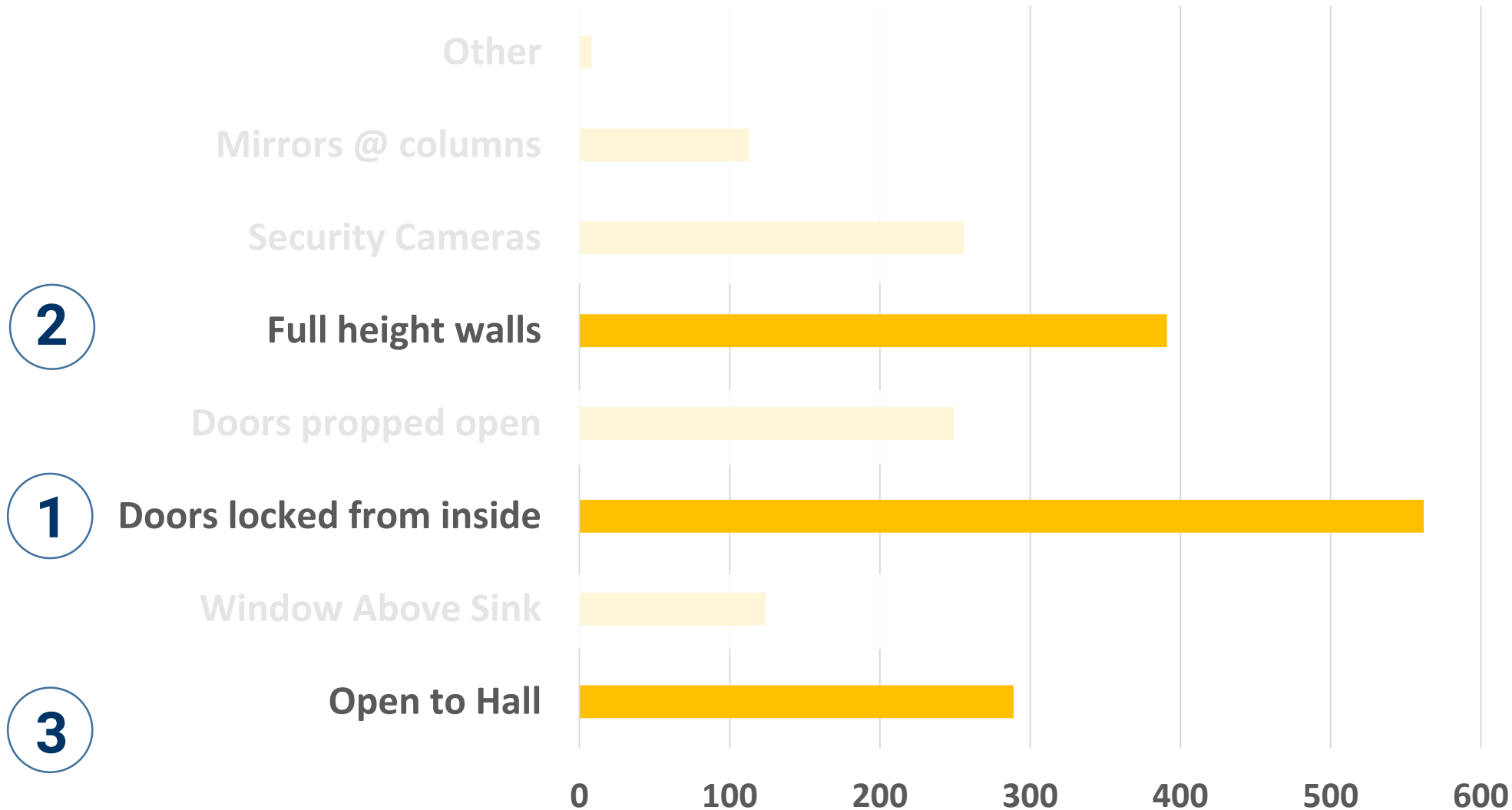
1. Stall Doors that Can be Seen From the Hall
2. Access to Individual Bathrooms
3. Security Cameras in the Hallways
4. Window Above the Sink Area
5. Mirrors on Columns
6. Knowing the Bathroom Doors are Locked From Inside



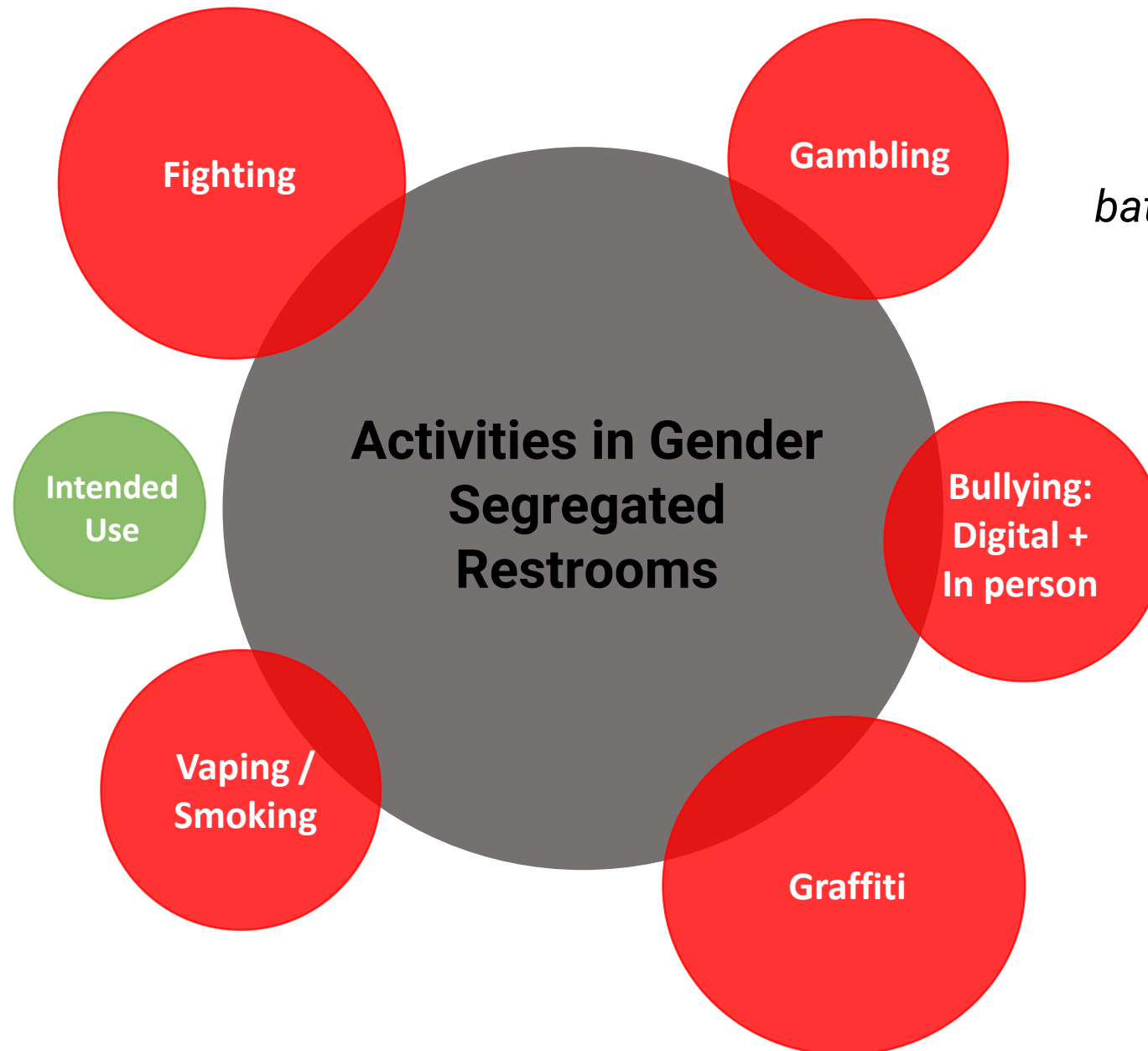
Knowing the bathroom doors are locked from the inside makes me feel:



What TOP 3 features are MOST important for safety in the design of Inclusive Restrooms:



Pre-Inclusive Restrooms @ SPPS



"I didn't feel like I wanted to use the bathroom, I would wait until I would go home" – SPPS Student

"The old bathrooms were dark and gloomy" – SPPS student

"Traditional bathrooms have a sort of public and a private space, and in the public space... that is where the problems were for personal bullying" – SPPS Administrator

Post-Inclusive Restrooms @ SPPS



“There is a lot more privacy, and you just feel comfortable. And you just don’t have to worry about little things you would have to worry about in a traditional bathroom.” – SPPS Student

“There’s no place to bully kids in the physical sense now because we can see it.” – SPPS Student

During the past “TikTok” Bathroom Challenge, the only restrooms that suffered damage in the SPPS District were gender segregated restrooms.

07 Year 8: *Post
Occupancy Survey*

Data Collection



Surveys

- Three surveys were administered for students, parents/guardians and staff



Student Listening Sessions

- 13 student listening sessions at all high schools facilitated by Board of Education members



Community Conversations

- One Marnita's Table event hosted at Washington Technology Magnet



Parent Meetings

- Four language-specific safety meetings with Parent Advisory Councils
- One safety meeting with the African American Parent Community
- One safety meeting with the Hmong Parent Community
- One safety meeting at Harding that included seven languages



School Board Listening Sessions

- Two Principal listening sessions with Board of Education members

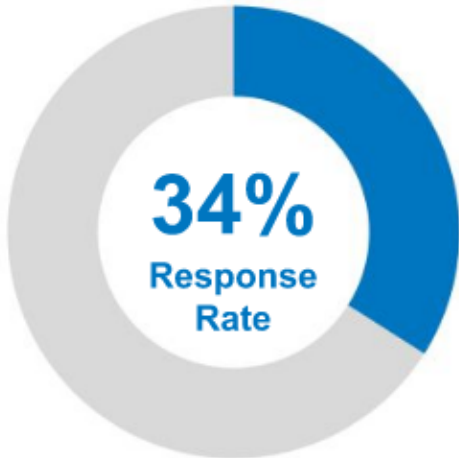
Survey Procedures and Response Rates

8,346
Responses

Students
(Grade 6-12)

Parents/Guardians
(Grade PreK-12)

All Staff



Total Sent: 10,575
Total Responses: 3,557
Timeline: 4/18-28
Administration: Survey pushed to student iPads



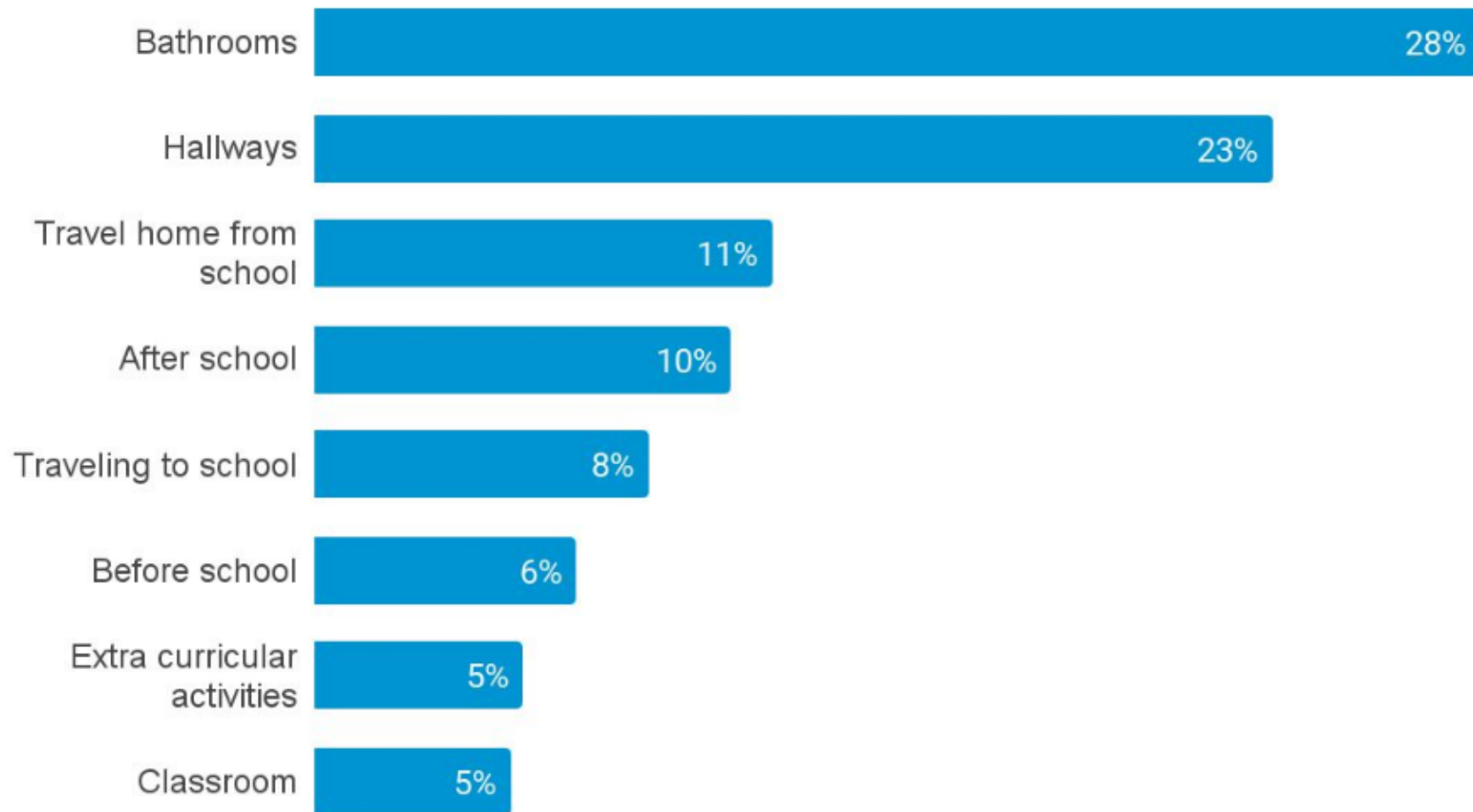
Total Sent: 31,020
Total Responses: 2,371
Timeline: 4/25-5/1
Administration: Email



Total Sent: 6,995
Total Responses: 2,418
Timeline: 2/24-3/3
Administration: Email

Safety Perceptions of Students by Location

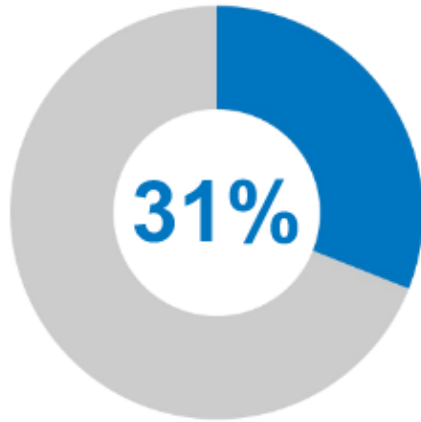
Students reported feeling most *unsafe* or *very unsafe* in bathrooms, hallways, and traveling to and from school



Student Safety Perceptions by Bathroom Type

Students feel safer in inclusive restrooms

Traditional Restrooms



31% of students feel *unsafe* or *very unsafe* in traditional restrooms

Inclusive Restrooms



12% of students feel *unsafe* or *very unsafe* in inclusive restrooms

My student will not use the bathrooms at school for fear of violence and exposure to drugs. They try and “hold it” all day.

Parent comment during listening session

Discipline Incidents Reported

	All Restrooms	Inclusive Restrooms
All Grades	1.Tobacco and Tobacco Related Devices 2.Out of Area 3.Fighting	1.Out of Area 2.Disruptive Behavior 3.Drugs or Controlled Substances
K-5	1.Disruptive Behavior 2.Physical Contact, No Bodily Harm 3.Out of Area	1.Physical Contact, No Bodily Harm 2.Disruptive Behavior 3.Physical Aggression, Bodily Harm
Grades 6-8	1.Tobacco and Tobacco Related Devices 2.Drugs or Controlled Substance	1.Out of Area 2.Drugs or Controlled Substances 3.Defiance of Authority
Grades 9-12	1.Tobacco and Tobacco Related Devices 2.Out of Area 3.Drugs or Controlled Substance	1.Out of Area 2.Disruptive Behavior 3.Absence, Chronic Truancy

**Inclusive Restrooms did not remove all negative activity.
 Negative Activities differ between traditional and inclusive.**

Vandalism and Physical Environment Impacts

Building Type	# of Work Orders	Work Orders per 100,000 Sq. Ft.
Elementary	17	0.49
Middle Schools	14	1.41
Secondary / High Schools	112	4.93

Work Order Type (Ranked by frequency)
Painting / Graffiti
Toilet Paper / Paper Towel / Sanitary Napkin Dispenser Replacement
Plumbing Fixture Repair
Signage Repair
Other

These work orders were generated by intentional acts of vandalism that took place in a bathroom.

Vandalism and Physical Environment Impacts

Restroom Type	# of Work Orders	Work Orders per 100,000 Sq. Ft.
Inclusive Restroom	6	.76
Traditional Restroom	106	7.16

Each work order averages 7 hours of time. That's 700 hours of time saved.

08 *Frequently Asked Questions*

What do they look like / how do they work?



Search



- For You
- Following
- Explore **New**
- LIVE

Log in to follow creators, like videos, and view comments.

Log in

Create effects

About Newsroom Contact Careers

What do gender neutral bathrooms look like in a public school

150.6K

6218

6629

3706

00:01 / 00:40

Speed

Volume

Fullscreen

More options

Is there funding available?

Grants for FY2024 + FY2025	LTFM Funds for FY2025 and later
<p>Approximately \$925,000 per Fiscal Year 2024 and 2025 is available in grant funding.</p> <ul style="list-style-type: none">• Maximum award for this grant is \$150,000 which can be spent over two years.• Applicants may apply to remodel, construct, or repurpose space for gender-neutral single-user restrooms across multiple sites, however no more than \$75,000 may be spent per site.• At least 80% of funds must be used for remodeling, constructing, and repurposing space for single-user, gender-neutral restrooms.• Up to 20% of funds in this program may go toward engagement and implementation.	<p>Allowed Uses of Revenue (Minn. Stat. 123B.595, subd. 10) Long-term facilities maintenance revenue may be used for the following purposes:</p> <ul style="list-style-type: none">• Remodeling or constructing a gender-neutral single-user restroom at each school site (Effective for FY 2025 projects and later).

Have there ever been incidents of boys and girls in the same compartment?

While there have been incidents of boys and girls (and two students of the same gender) in the same compartment, these incidents actually occur much less frequently than in the previous gender segregated models.

Additionally, because the Inclusive model is more open to hallways, this type of behavior is easier to notice and correct.

What hardware group is used to support this model?

Important to the success of this model are dual indicator locks and door closer that hold the door open 10 degrees when not in use signaling the compartment is open.

QTY	DESCRIPTION	CATALOG	NUMBER	MFR
EA	HINGE	AS REQUIRED		IVE
1 EA	CORRIDOR LOCK W/ IND.	L9456 L583-363 L283-722		SCH
1 EA	INSIDE INDICATOR TRIM	L283-711		
1 EA	SURFACE CLOSER	4111 TELE EDAW/62G SRI ST-2730		LCN
1 EA	OH STOP	90S		GLY
1 EA	KICK PLATE	8400 10"		IVE
1 EA	GASKETING	188S		ZER
1 EA	COAT HAT AND HOOK	582		IVE

FUNCTION: (F13) KEYED PRIVACY LOCK WITH INDICATOR. OUTSIDE LEVER LOCKED/UNLOCKED BY OUTSIDE KEY OR INSIDE THUMB TURN. DEADBOLT THROWN/RETRACTED BY OUTSIDE KEY OR INSIDE THUMB TURN. TURNING INSIDE LEVER RETRACTS DEADBOLT AND UNLOCKS OUTSIDE LEVER. INSIDE LEVER ALWAYS UNLOCKED. OUTSIDE TRIM INDICATES OCCUPIED/VACANT STATUS. INSIDE TRIM INDICATES LOCKED/UNLOCKED STATUS.



Cunningham

How do I talk about this model to those that are hesitant?

An effective way to guide how parents and students think about the Inclusive restroom model prior to their construction is to point out that this model is no different than the restroom at home.

Additionally, using a three-dimensional (physical or digital) model is helpful in communicating the attributes of this model.

This model benefits ALL students.

Beyond the inherent safety and security benefits of this model, the following additional benefits for students include:

- Satisfying physiological needs is fundamental to achieving growth in Maslow's Hierarchy of Needs.
- **Being able to use the restroom to tend to bodily functions is a physiological need, for everyone.**
- Reduction in negative incidents related to restrooms, including bullying, gambling, fighting, predatory digital images, vaping and graffiti
- Provision of equitable access to all, including LGBTQ+ Community (supports Diversity, Equity, and Inclusion)
- Increased sense of safety as restrooms are visible and provide passive security
- Ability for caretakers (parents, elderly, students with disabilities) of opposite genders to have a space for toileting activities (schools are often centers of community activity)
- Increased opportunities for Social Emotional Support
- Health and Wellness benefits as restrooms are being utilized more often



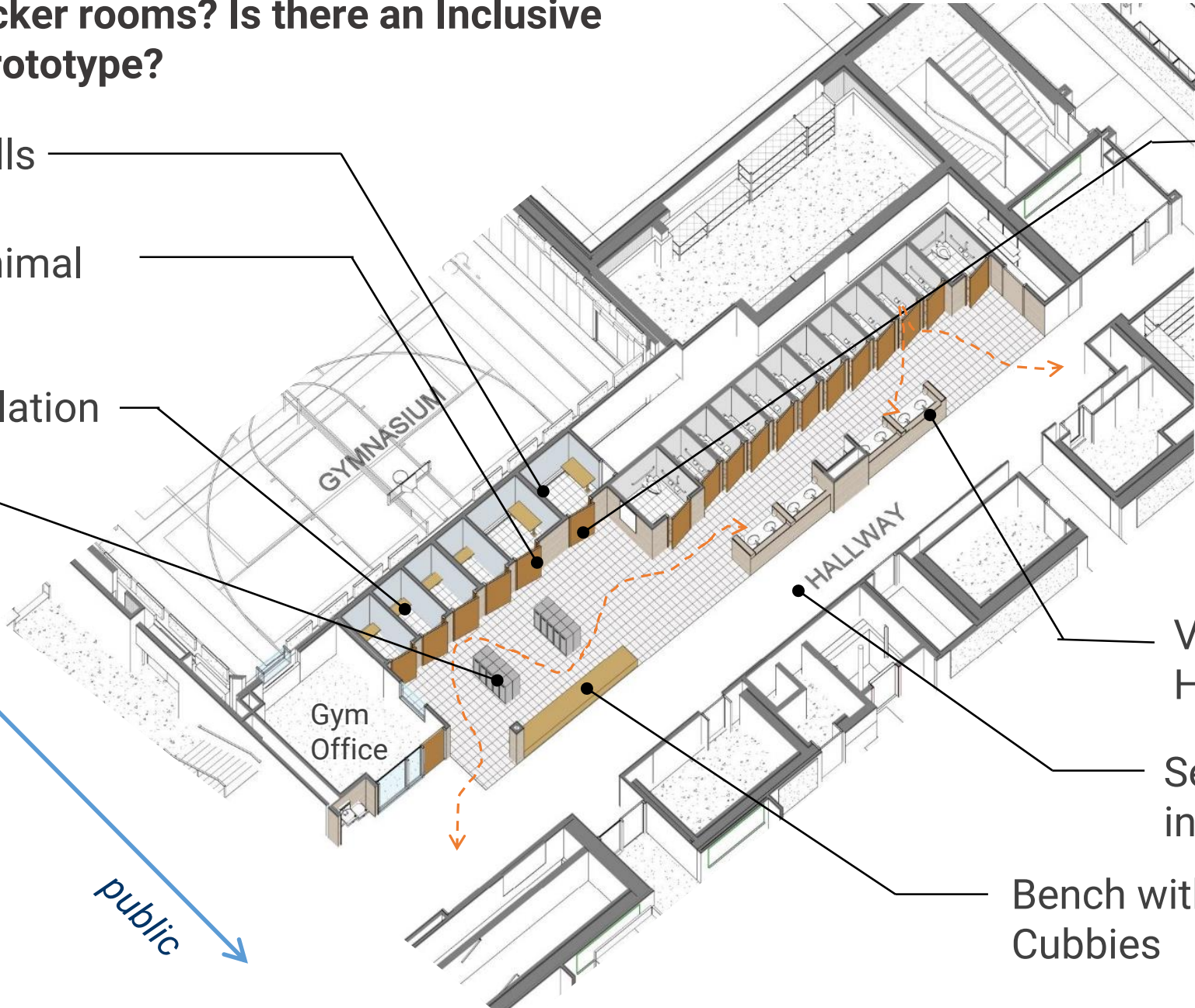
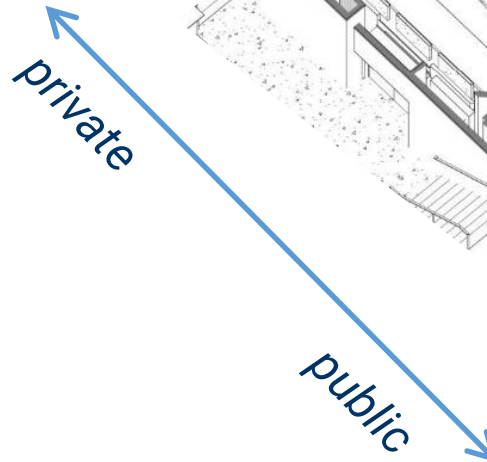
Cunningham

What about locker rooms? Is there an Inclusive locker room prototype?

Full Height Walls + Doors
Doors with minimal undercut

Separate Ventilation

Lockers



Hardware:
• Closers
• Dual-Indicator Locks



Visibility to Open Handwashing Area

Security Cameras in Hallways

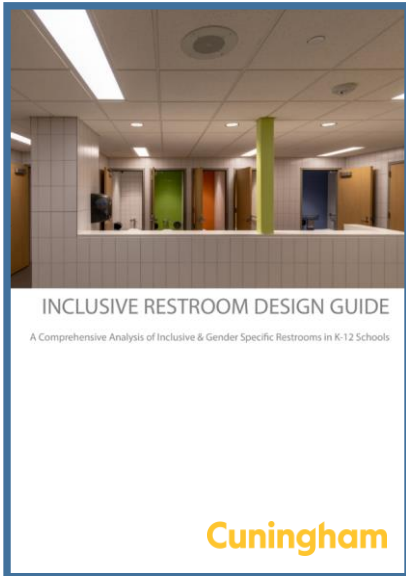
Bench with Cubbies



Are there any additional resources available?

[Video of administrators and students discussing their restrooms](#)

Link to [SPPS Information Page](#)



Story in *MplsStPaul Magazine* – [Royal Flush: Is the solution to awkward adolescence hiding in the school bathroom?](#)

<https://mspmag.com/arts-and-culture/royal-flush/>

Inclusive Restrooms [Research](#)

flipdocs.cunningham.com/rsch/18inclsv/

Discussion + Questions

Thank you