

Rethinking the Locker Room:

An Interactive Panel Discussion on a Collaborative Vision for Future-Focused, Inclusive PE and Athletic Facilities

30 October 2025



**Edmonds
School District**



Mukilteo School District

mahlum

NAC
ARCHITECTURE



We respectfully acknowledge that we gather on the ancestral and unceded lands of the Akimel O'odham — the O'odham people — who have cared for this place since time immemorial.

We honor their enduring presence, their stewardship of this land, and recognize our responsibility to build meaningful relationships with Indigenous communities today and into the future.

As architects and designers, we acknowledge that the built environment has too often been a tool of exclusion and erasure. We commit to shaping our work in ways that repair harm, center belonging, and uphold Indigenous sovereignty.

What We're Here to Learn

Presentation Objectives

Understand **evolving role of changing spaces** to support students' physical, emotional, and social wellbeing

Learn how schools **align buildings with policies** that promote gender inclusivity and protect against bullying

Explore how **student, family, and educator insights** inform inclusive design

Examine how inclusive **design enhances safety, mental health, privacy, and accessibility** for all learners



Ann Vacek
NAC

*College Place
Middle School*



Becky Hutchinson
Mahlum

*Explorer Middle
School*

New Middle School



Shelly Henderson
Mukilteo School District

*Explorer Middle
School*



Stacey Crumbaker
Mahlum

New Middle School



Taine Wilton
Edmonds School District

*College Place
Middle School*

New Middle School

Neighboring Communities

District Overview



21,090 Students

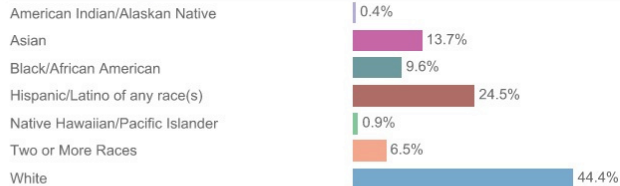
34 Schools

55% BIPOC Learners

134 Languages Spoken

44.4% Low Income

Race/Ethnicity



Mukilteo School District

15,195 Students

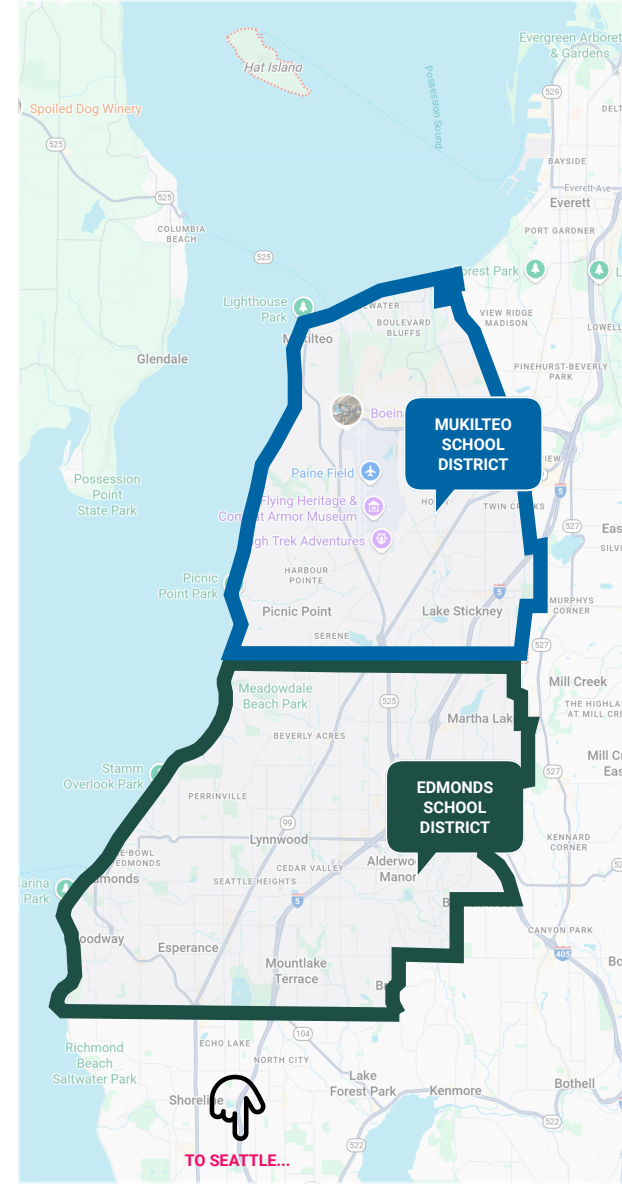
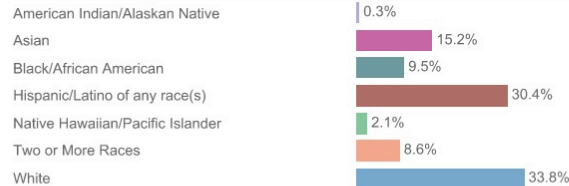
21 Schools

66% BIPOC Learners

117 Languages Spoken

54.6% Low Income

Race/Ethnicity





Why **RETHINK** the locker room?

**LOCKER ROOMS HAVE
LONG BEEN SPACES OF
EXCLUSION AND
DISCOMFORT**



Reinforce Binaries

Understanding the Issue

Binary-based locker room strategies **reinforce exclusion and may increase vulnerability** for transgender and nonbinary students

36% of transgender/nonbinary students denied access to gender-appropriate locker rooms reported sexual assault within a year

(Johns et al., *Pediatrics*, 2019)



Amplify Discomfort

Understanding the Issue

Poor supervision, limited privacy, and exposure in locker rooms amplify body-related anxiety and create conditions for bullying



Undermine Belonging

Understanding the Issue

Bullying and restrictive locker-room practices **drive students away from participation**, eroding safety, wellbeing, and inclusion

A young boy with brown hair is sitting on a grassy field, viewed from the side. He is wearing a white t-shirt with 'AND CAL TO GO' and 'PLAY TO WIN - THE BEST' printed on the back, blue jeans, and white sneakers. He has his right hand pressed against his forehead, looking down, which conveys a sense of distress or sadness.

bullying victims show
higher rates of
absenteeism, anxiety,
and depression

(CDC, 2023)

Adolescent Learners



COGNITIVE DEVELOPMENT

structural changes - ability to think in novel ways and desire for challenge

novel abilities - meta cognition & “higher-order” thinking

Budding emotional processing and regulation

SOCIAL AND IDENTITY FORMATION

break from familial - importance of peer and teacher influence

peer orientation - desire for social approval and heightened awareness of social hierarchies

malleable identity - shaped and re-shaped through exposure and experience

PHYSICAL CHANGES

hormonal changes triggering a cascade of physical, cognitive and social changes

rapid growth and **various body sizes**

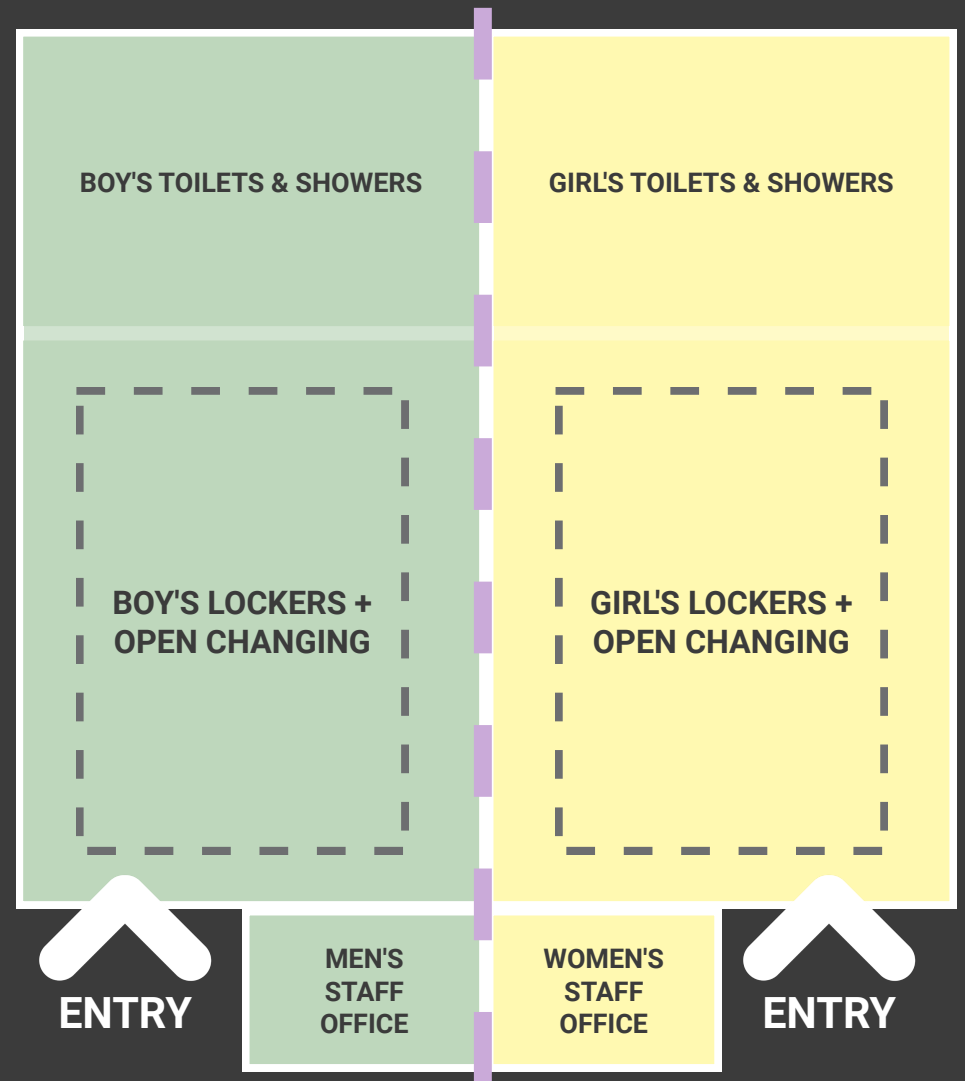
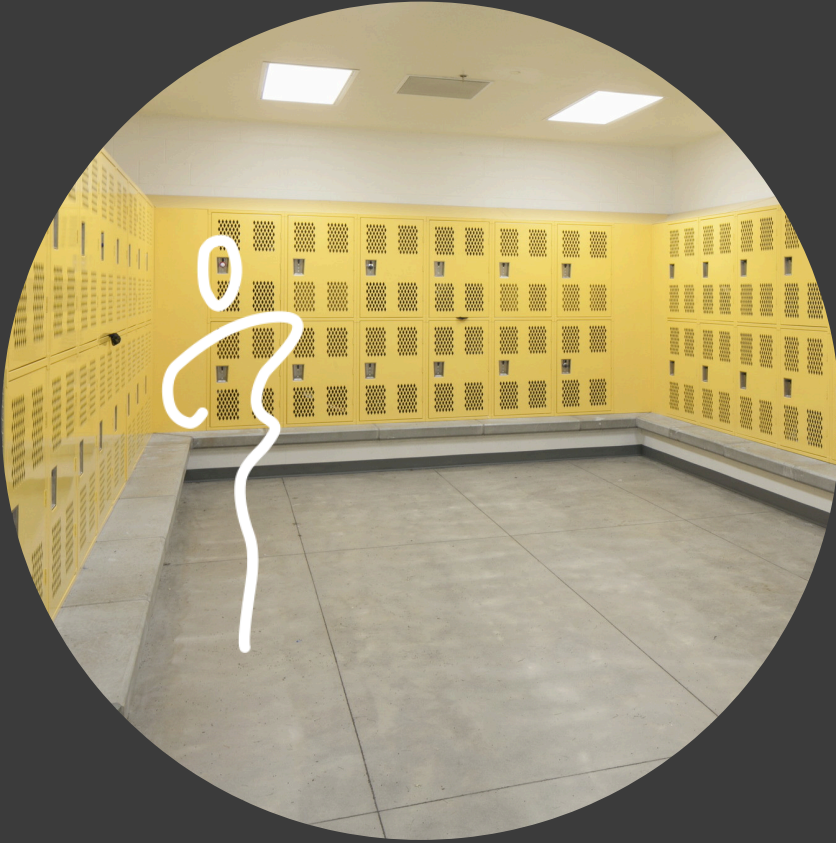
increased need for **sleep** and physical **movement**



Let's **REIMAGINE** the solution!

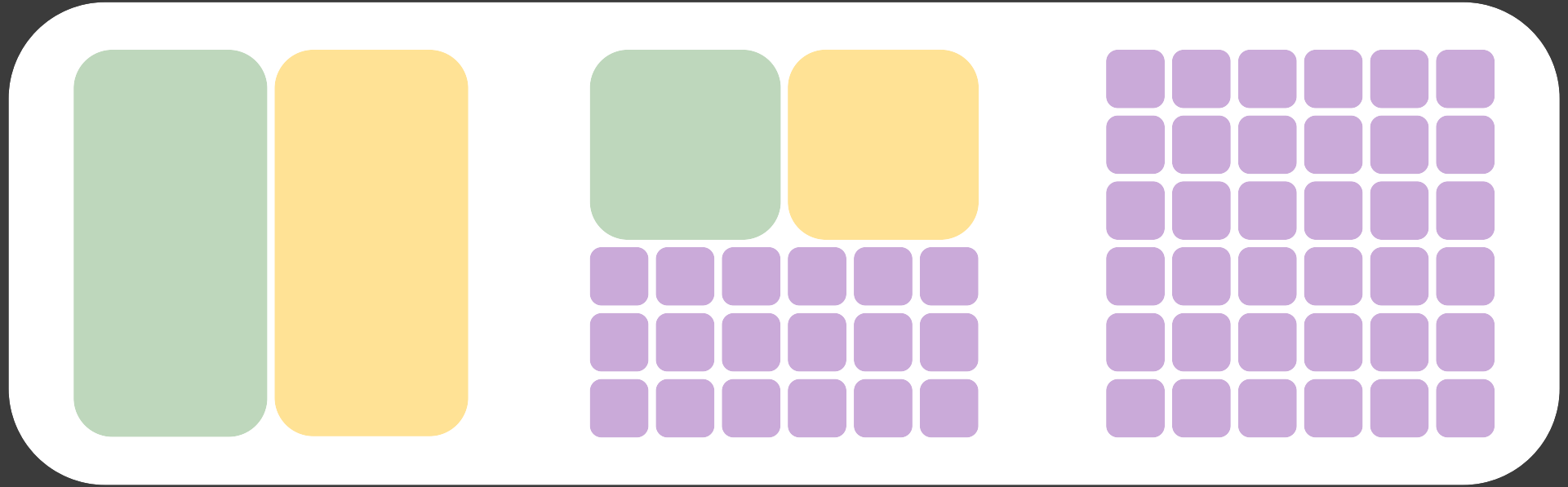
Common Locker Room Model

Functions Organized by Gender



Spatial Organization

Spectrum of Emerging Models



Shared Changing Spaces
Organized by Gender

All Student Single
Occupant Changing

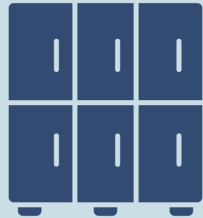
What functions do we need in a 'locker room'?

Types of Activities



Changing

Changing out to
get ready for PE
and Athletics



Individual Storage

Clothing and
equipment
storage



Hygiene Support

Toilets, sinks,
mirrors,
showers, etc



Learning Environment

Peer to peer
connection, team
gathering, teacher
workspace

Common Critical Spatial Problems

Spaces that are...

Unsupervisable

Invite unwanted behavior

Uncomfortable

Provide insufficient privacy

Binary

Necessitate choice and stigmatize

Inaccessible

Isolate and create “othering”
or uneven burden

Common Critical Spatial Problems

Spaces that are...

Unsupervisable

Invite unwanted behavior

Uncomfortable

Provide insufficient privacy

Binary

Necessitate choice and stigmatize

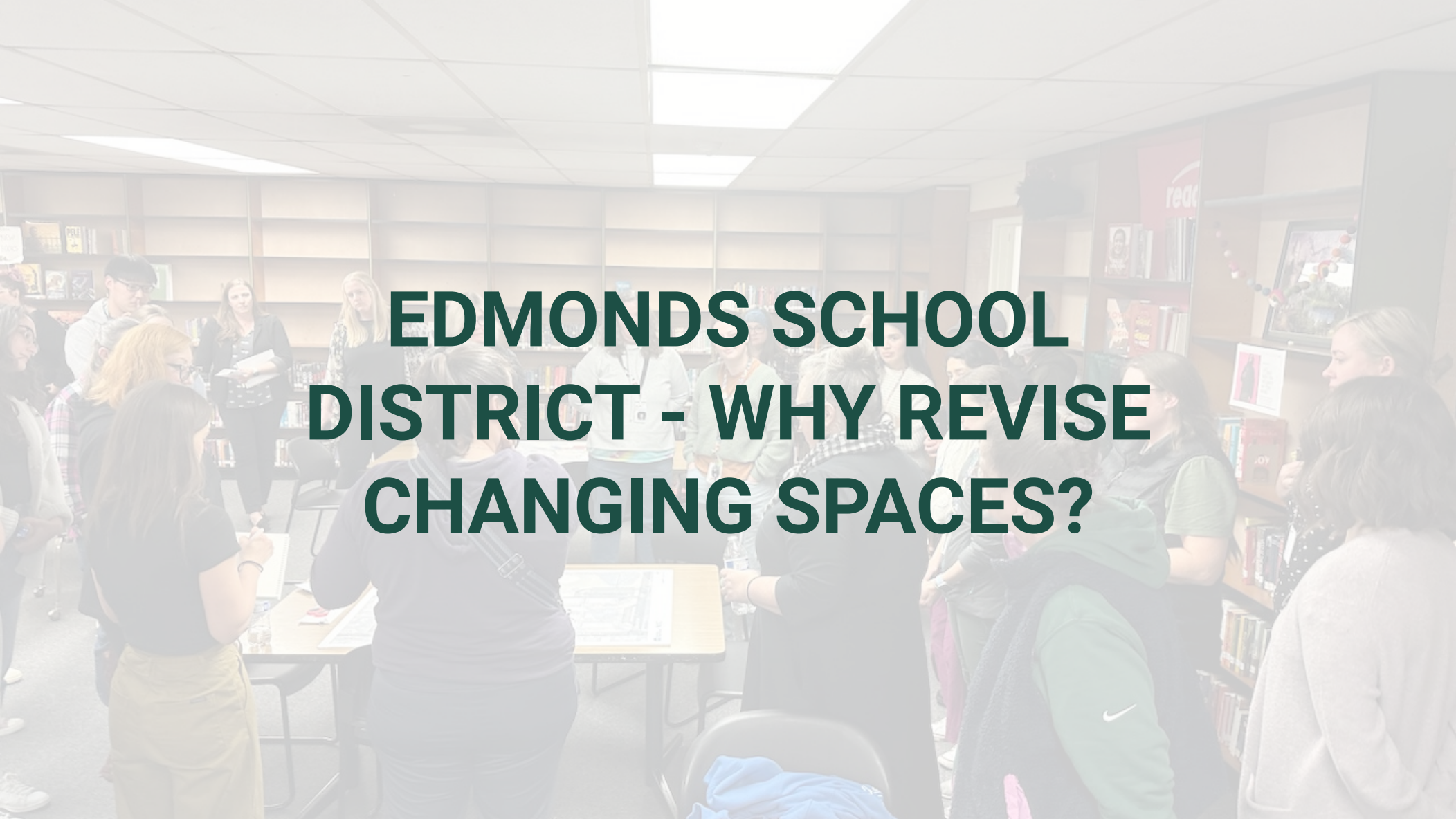
Inaccessible

Isolate and create “othering”
or uneven burden

Aspiration



Socially, emotionally, and physically
safe and respectful experiences
using changing spaces

A group of people, mostly young adults, are gathered in a room that appears to be a library or a study area. In the background, there are tall wooden bookshelves filled with books. Some people are standing and talking, while others are seated at small tables. The lighting is bright, coming from overhead fluorescent lights. The overall atmosphere is one of a community or educational gathering.

EDMONDS SCHOOL DISTRICT - WHY REVISE CHANGING SPACES?

Edmonds School District

Policy 3207: Prohibition of Harassment, Intimidation and Bullying

The Edmonds School District Board of Directors is committed to a **safe and civil educational environment** for all students that is free from harassment, intimidation or bullying.

Harassment, intimidation or bullying means any **intentionally written message or image** including those that are electronically transmitted verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- **Physically harms a student or damages the student's property;**
- **Has the effect of substantially interfering with a student's education;**
- **Creates an intimidating or threatening educational environment;**
- **Has the effect of substantially disrupting the orderly operation of the school.**

Edmonds School District

Policy 3211: Supporting Gender Inclusive Schools

The board believes in fostering an educational environment that is **safe and free of discrimination for all students**, regardless of gender expression, gender identity, or sex.

To that end, the board recognizes the **importance of an inclusive approach toward transgender and gender-expansive students** with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, **restroom and locker room use and accessibility, sports and physical education**, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

This policy is a component of the **district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community** and will be implemented in conjunction with comprehensive training of staff and volunteers.



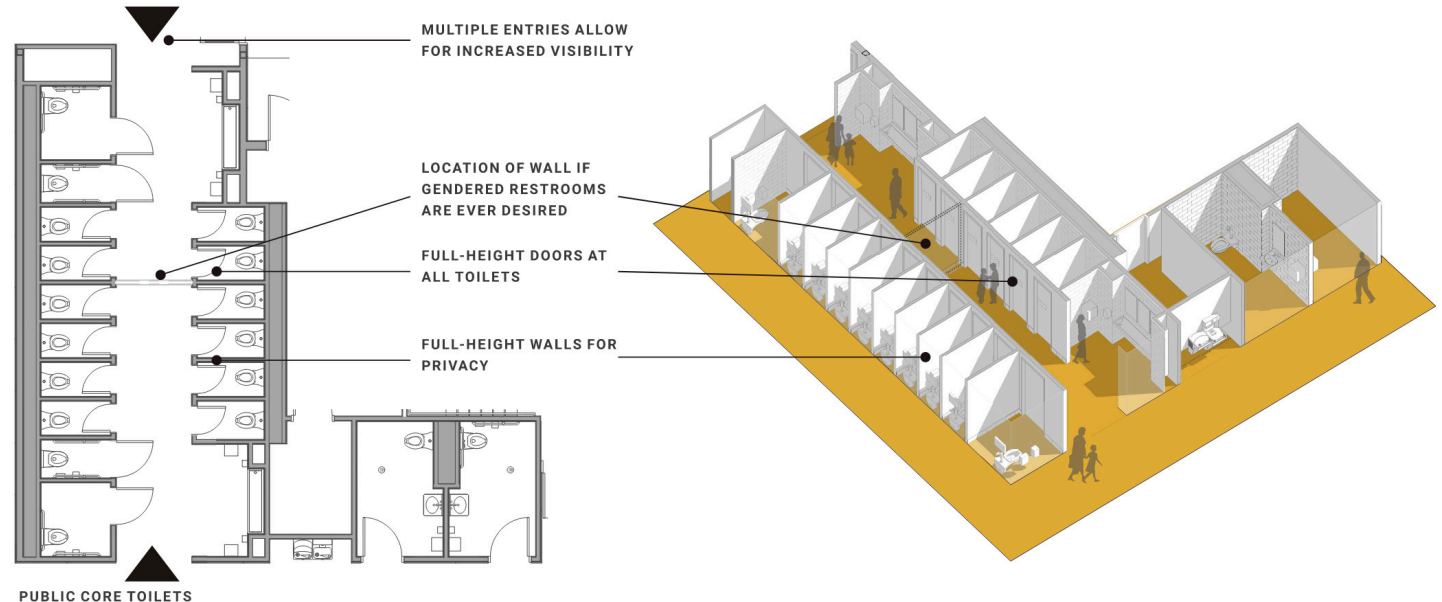
**"Equity, engagement,
and excellence
for each and every
student."**

Strategic Plan, Edmonds School District

Building on Single-Occupant Toilet Strategies



Learning from strategies developed through single-occupant toilet design discussions and applying them to develop future flexible single-occupant changing solutions



The Challenge: Two New Middle Schools, One Strategy

New Middle School at Former Alderwood Middle School



WHAT IF... THERE WERE OPTIONS PROVIDED THAT HELPED ALL LEARNERS FEEL INCLUDED IN PE AND ATHLETIC CHANGING SPACES, AND ALLOWED THEM TO PARTICIPATE?

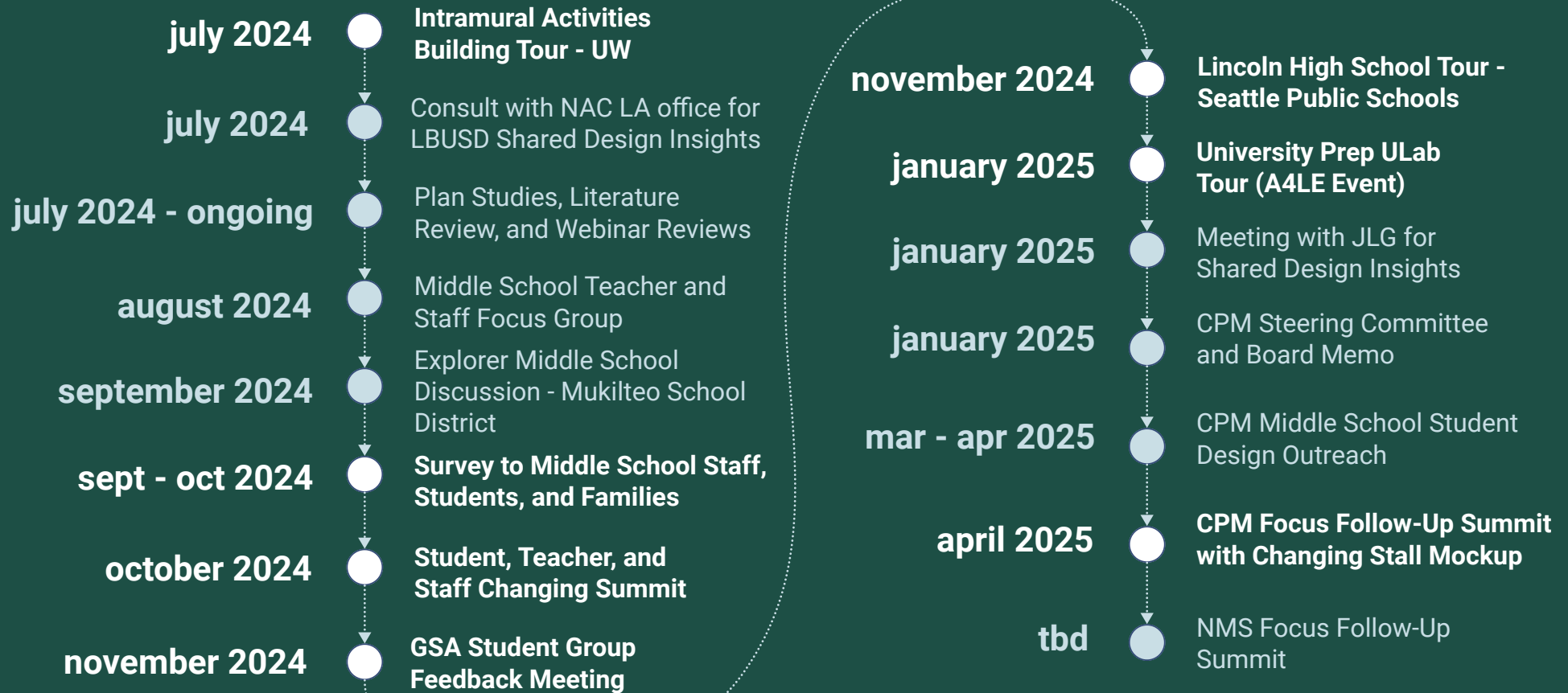


College Place Middle School
and Elementary School

THE EDMONDS PROCESS

A faded background image of a school hallway. On the left, there are rows of purple lockers, some with white combination locks and a blue wheelchair accessibility symbol. In the center, there are wooden benches. On the right, there are white sinks and a tiled wall. The floor is made of light-colored tiles. The text 'THE EDMONDS PROCESS' is overlaid in the center in a bold, dark green font.

timeline:



1

what we did: TOURS

- UW Intramural Activities Building
- SPS Lincoln High School
- University Prep ULab



what we heard:

UW Intramural Activities Building Tour



Locker Areas



Changing Rooms



"Cabanas"



Changing Rooms

what we heard:

Lincoln High School - Seattle Public Schools

Gathering Area:



Changing Rooms:



Locker Area:



Team Room:

what we learned:

ULab - University Prep

Single Occupant Changing:



Acoustic Connection:



Storage:



2

what we did:

STUDENT, PARENT, AND STAFF SURVEY

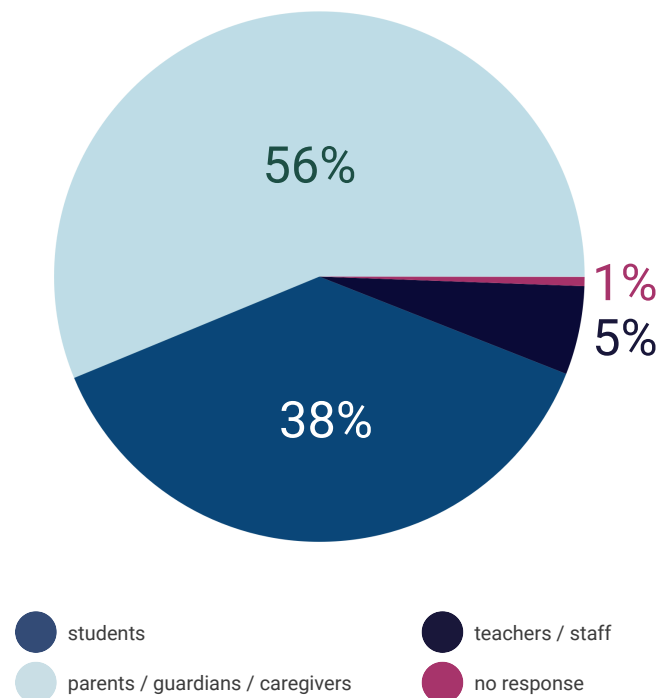
goal: explore **perceptions**
and experiences of spaces
to change and learn for
middle school **physical**
education and athletics

what we heard: SURVEY

203 Students

302 Parents
Guardians
Caregivers

29 Teachers
Staff



what we heard:

SURVEY

My child currently just wears PE clothes all day so that they don't have to change. **Being able to change in privacy would make a huge difference.**

Parent/Guardian/Caregiver

- > 40% of student responders reported they prefer changing in a shower or toilet stall when possible
- > Positive response and general consensus that single occupant changing rooms are acceptable
- > Primary benefits: privacy and comfort; further exploration to understand level of privacy
- > How much privacy is too much privacy?
- > Changing time constraints vs number of stalls provided

what we heard: SURVEY

- > Varied responses to all-student storage areas around student choice, level of openness and possible confusion about approach
- > Shared spaces are important social connection areas for students and teams



**IT'S ABOUT SAFETY AND
SECURITY FOR ALL
GENDERS, AND BY DOING
THAT WE SUPPORT
THOSE THAT ARE MOST
VULNERABLE**

3

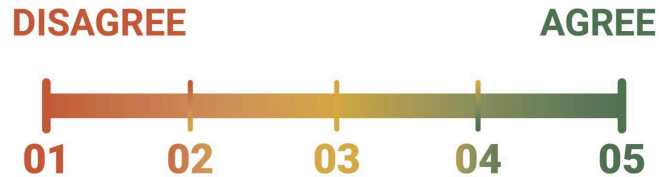
what we did: STUDENT AND STAFF SUMMIT



what we did:

STUDENT AND STAFF SUMMIT

Does your table agree or disagree?
Table Conversation



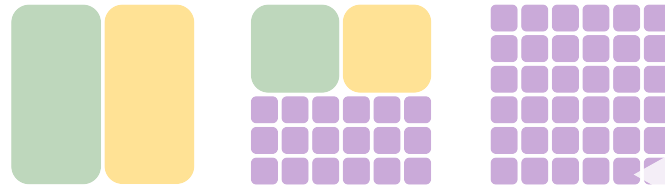
Students should be able to choose a private space to change

warm up: rate of agreement exercise

1



what we did: STUDENT AND STAFF SUMMIT



Shared Changing Spaces
Organized by Gender

All Student Single
Occupant Changing

IS IT IMPORTANT THAT
ALL CHANGING ROOMS
BE DESIGNED AS SINGLE
OCCUPANT CHANGING
ROOMS?

HYBRID
MAY BE A
GOOD IDEA

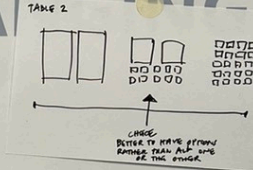
OPTIONS
OR
HYBRID
MAY BE
BETTER

MIDDLE
BETTER TO
HAVE
OPTIONS

ENOUGH
CHANGING
IF DIVIDED
THAT MIGHT
NOT BE TRUE

INCLUDE
OPENING
UP
OPTIONS
FOR
HYBRID

ENOUGH
STALLS TO
HAVE IT WORK



- FEEL LIKE IT SHOULD BE ALL
CONSISTENT
- SOME STUDENTS WOULD NOT BE
COMFORTABLE ANNOUNCING THEIR
CHOOSE BY WHERE THEY GO
- THERE NEED TO BE ENOUGH STALLS
SO THAT IT DOES NOT BECOME A
COMPETITION TO GET TO THEM

BE
CONSISTENT!
DON'T WANT
MIXING GENDER

DO A
HYBRID
MAY BE
A
GOOD
IDEA

Like the idea of options hybrid
model to keep flexible.
Staff have reservations on hybrid
model because of benefits of
inclusive and locker rooms.

CONCERN ABOUT
SUPPORTING
OF
ANOTHER GENDER

table discussion:
design considerations

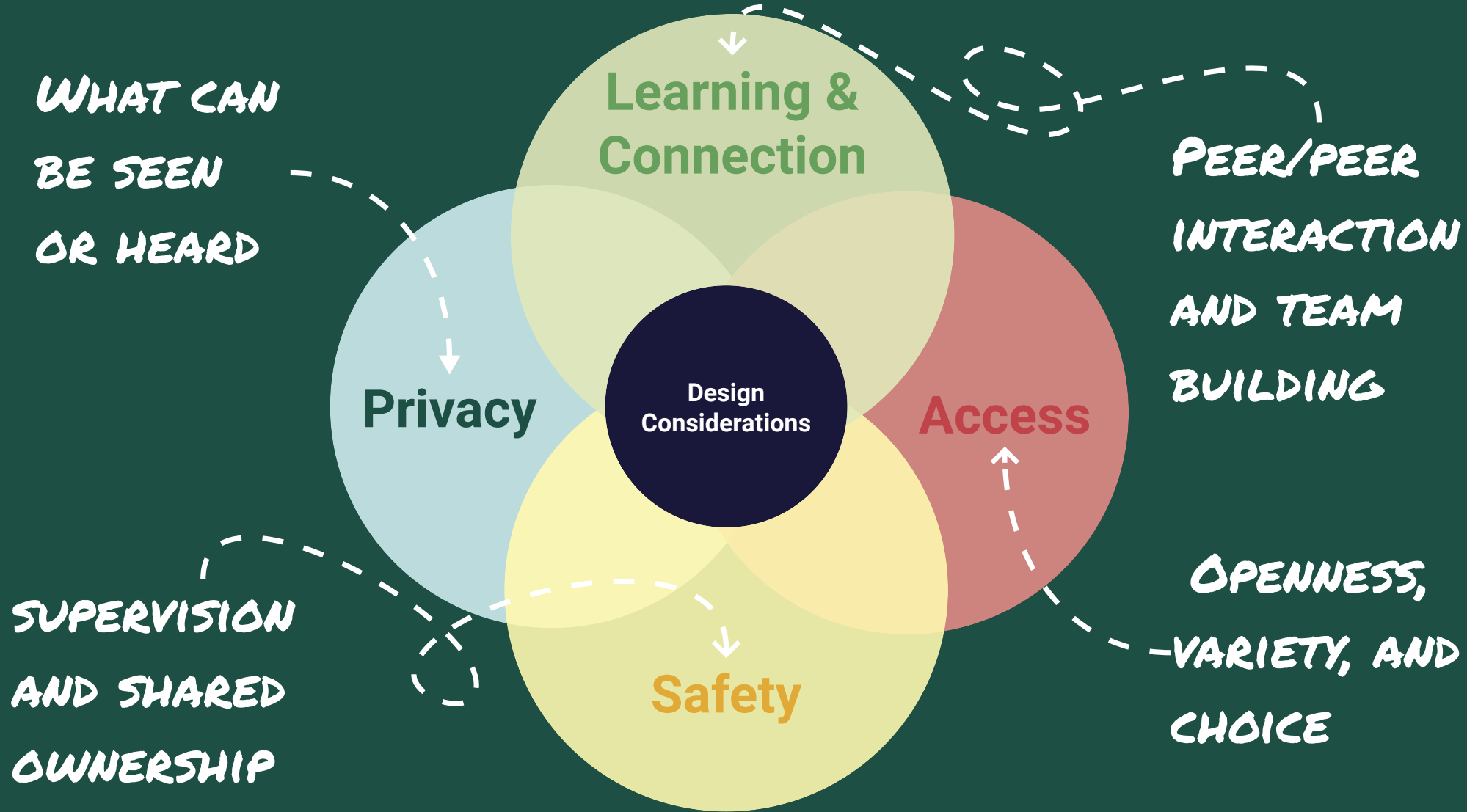
2

what we did: STUDENT AND STAFF SUMMIT

I think that ~~everything~~ everything went pretty good, and the format was good. Discussing in the tables was a good way to show how everyone felt about the question or topic that was being talked about, ~~and~~ ~~to~~

exit feedback: written / verbal feedback exercise

3



4

what we did: GAY-STRAIGHT ALLIANCE STUDENT DISCUSSION

"difficult to picture future
gender inclusive changing
rooms based on what they
currently use and experience"

don't want there to be a
**potential for people to
slide phones under stall
doors or kneel down and
look under**

would be worth figuring
out a way that **teachers
can tell whether or not
more than one person is in
a stall**

the design seems to
lessen bullying



5

what we're doing now: FOLLOW-UP SUMMITS

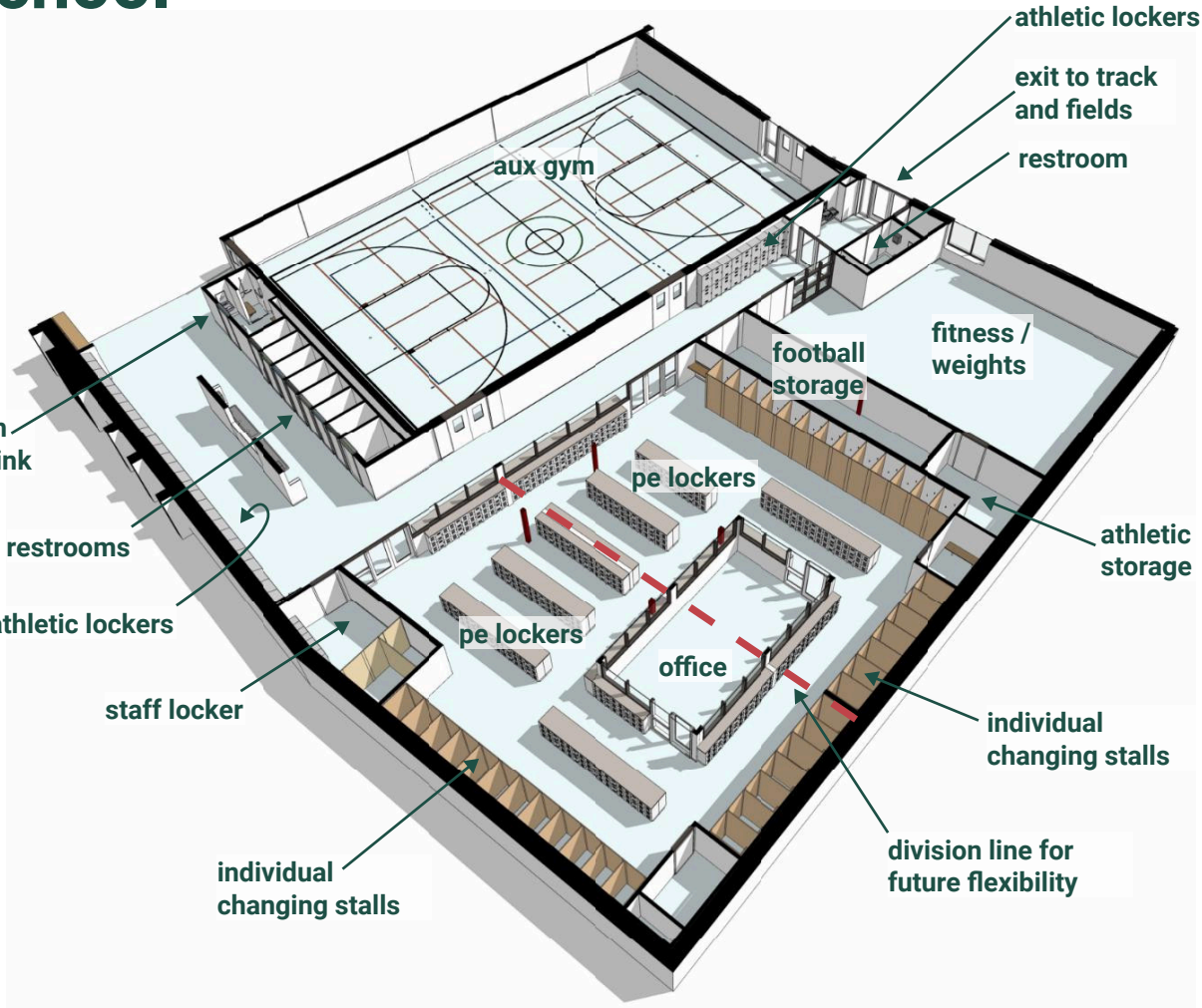
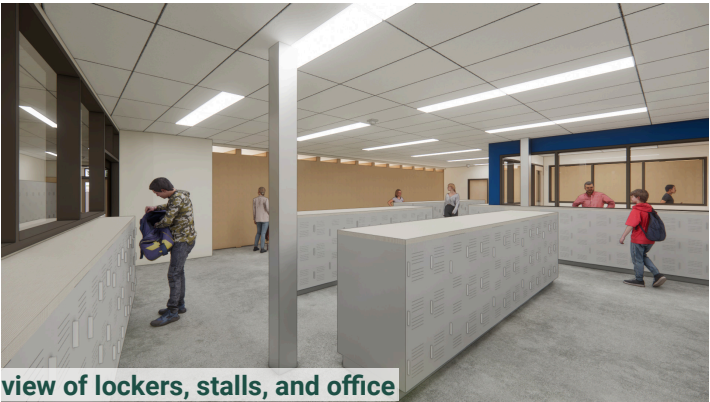
- Right-sizing the number of changing stalls
- Testing scale of changing stalls with students to right-size layout and experience
 - Follow-up testing with students to inform sizing, comfort, and adaptability

what we heard:

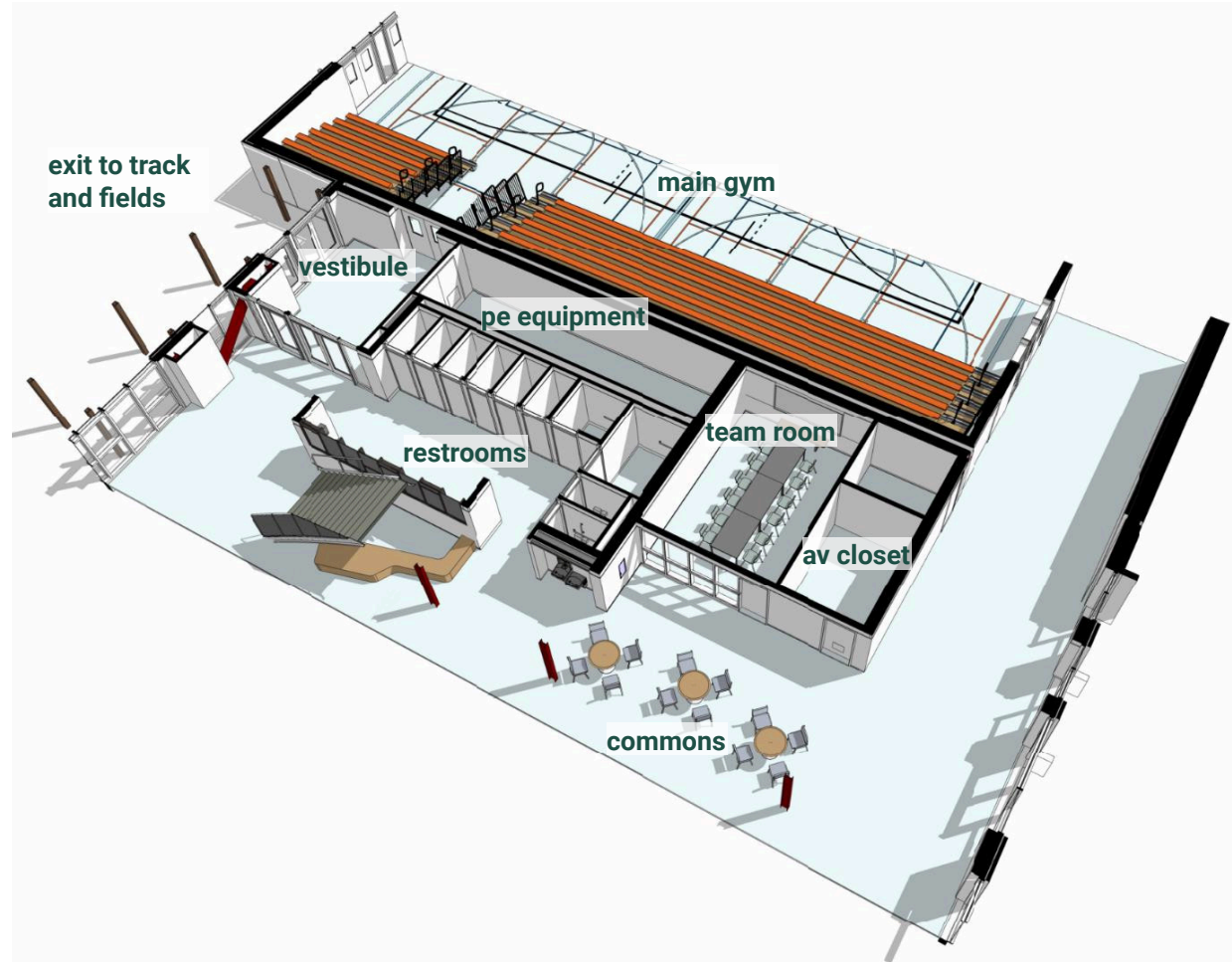
CPM Stall Mockup



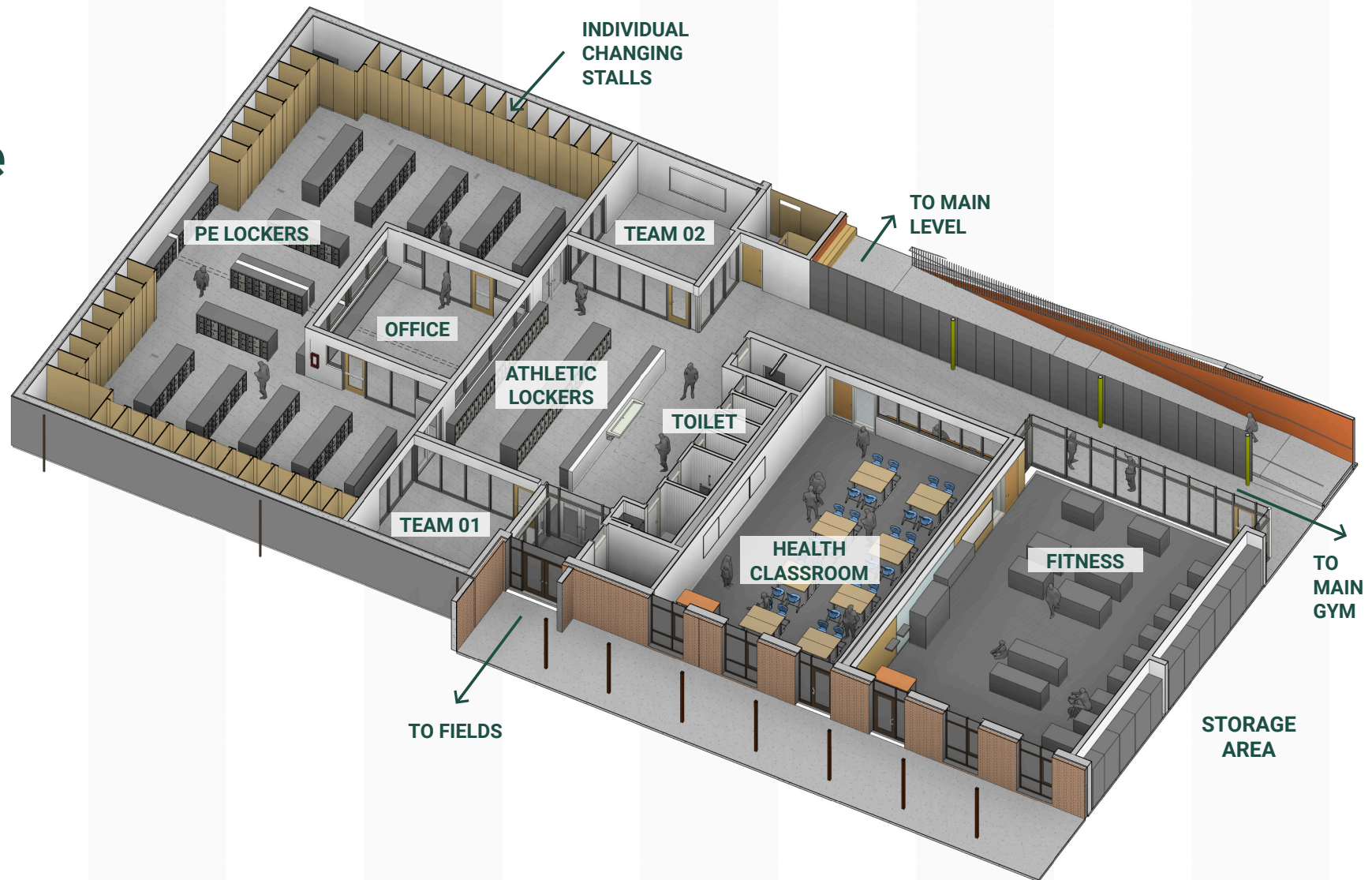
college place middle school



college place middle school



new middle school





MUKILTEO SCHOOL DISTRICT - WHY REVISE CHANGING SPACES?

Mukilteo School District Strategic Plan

Core Values:

- Equity
- Commitment to high expectations
- Relationships
- Collaboration
- Belonging
- Continuous Improvement

Goal 1 Students learn, grow and thrive

1A. Build school and classroom communities where students are acknowledged and valued, feel safe, and know they belong.

We provide a welcoming, safe, and inclusive environment. We support and honor our diverse students and communities. Individuals of all identities, backgrounds, and experiences thrive and have a strong sense of belonging.

Key Activities

- Develop and implement a districtwide vision and model for ensuring our schools are welcoming to all students and families
- Define and implement culturally and linguistically responsive best practices in our schools
- Refine plans to support crisis response teams and mental health services

Mukilteo School District Policy 3211: Gender Inclusive Schools

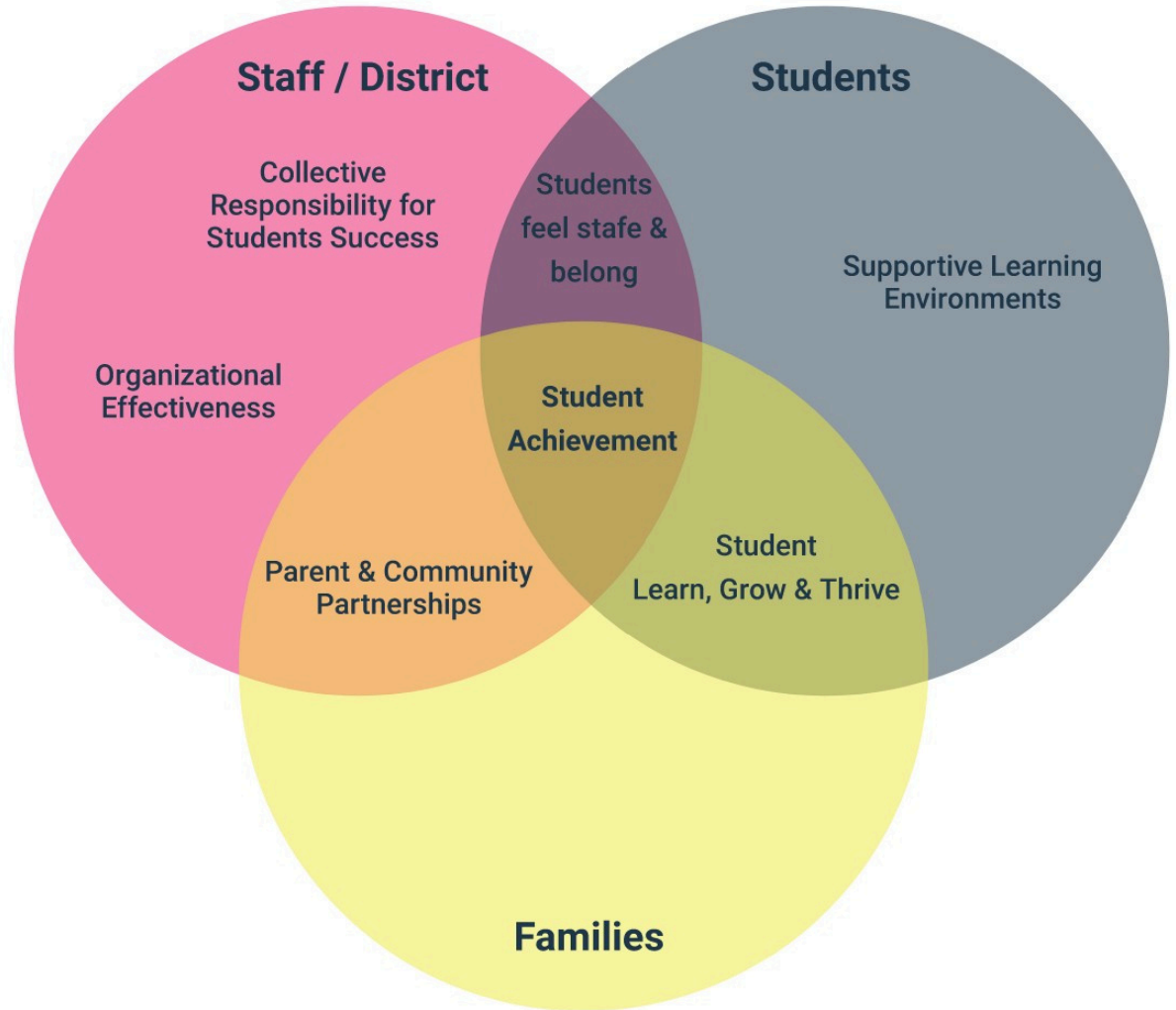
The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, or sex.

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This policy is a component of the **district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community** and will be implemented in conjunction with comprehensive training of staff and volunteers.

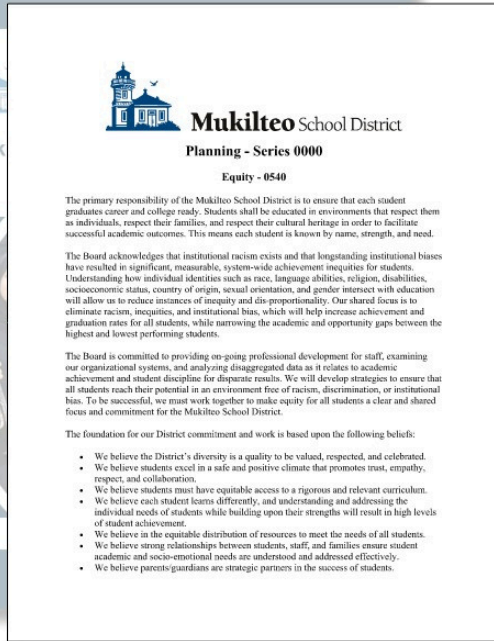
Mukilteo School District

Strategic Plan & Goals



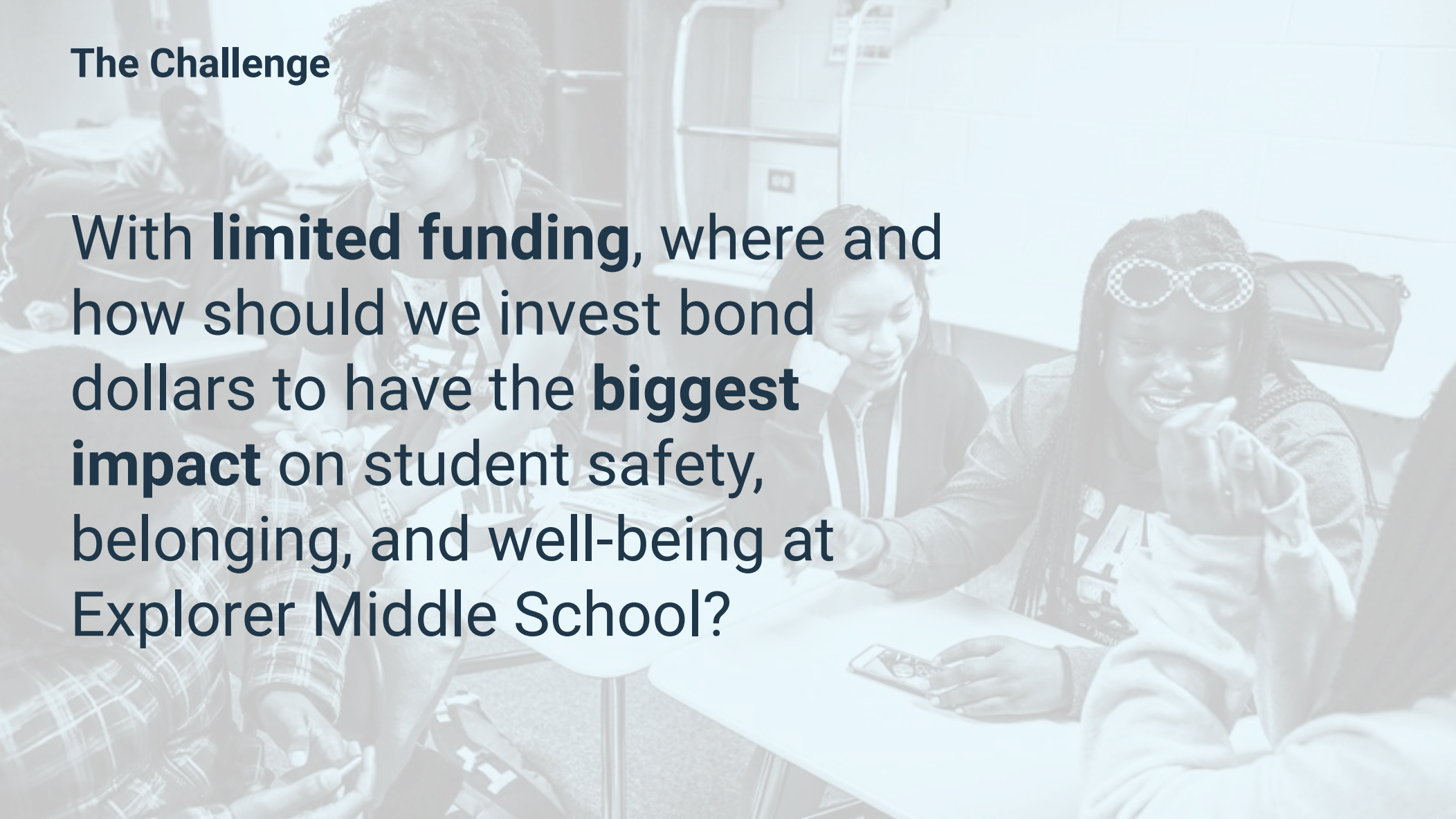
Mukilteo School District

Board Equity Policy 0540



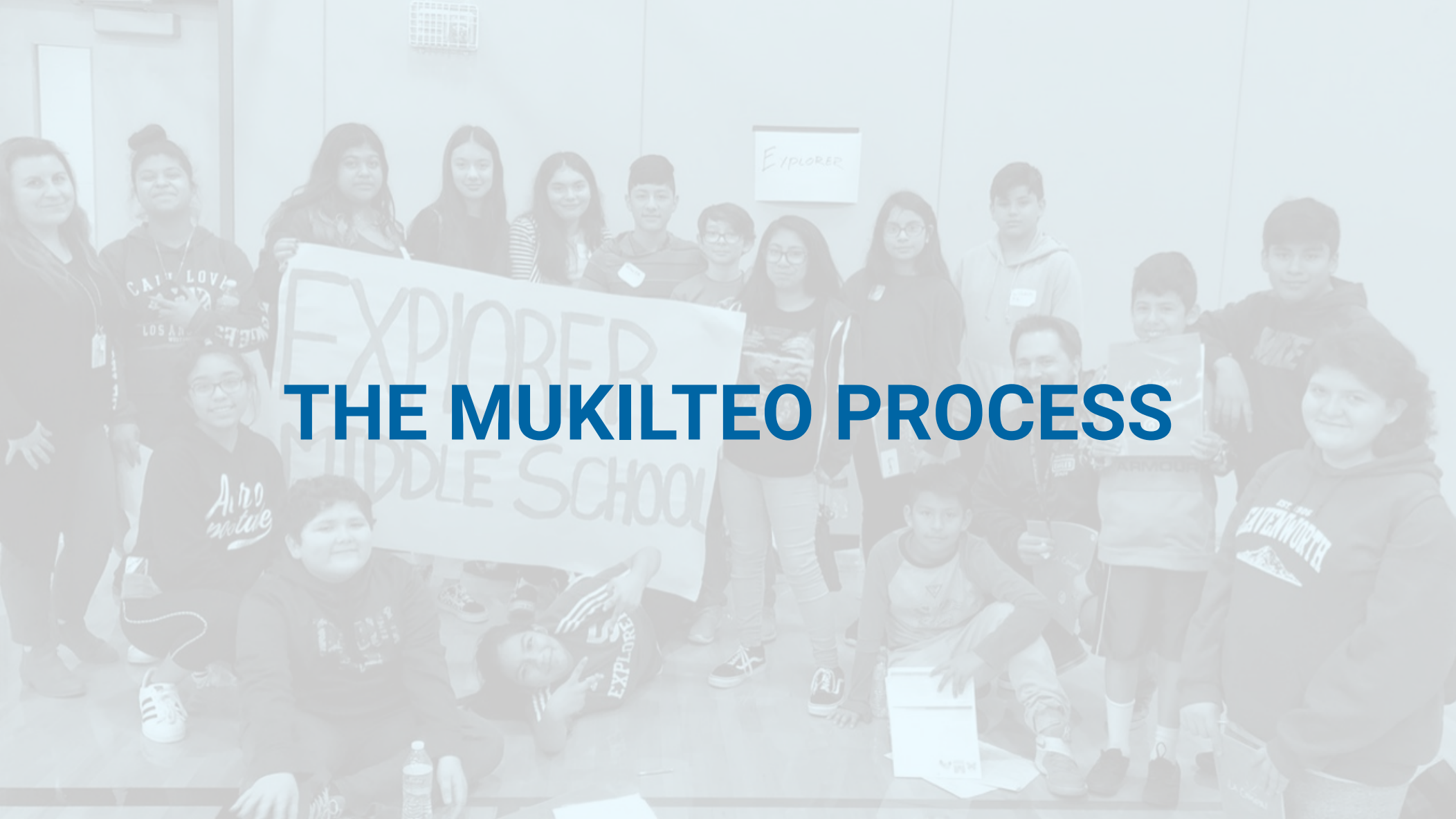
Students shall be educated
in **environments** that
respect them as individuals,
respect their families,
and respect their cultural
heritage...

Each student is known by
name, strength, and need.

A background image of students in a classroom, overlaid with a semi-transparent light gray filter. The students are engaged in various activities, such as looking at a phone and talking. The text is overlaid on the left side of the image.

The Challenge

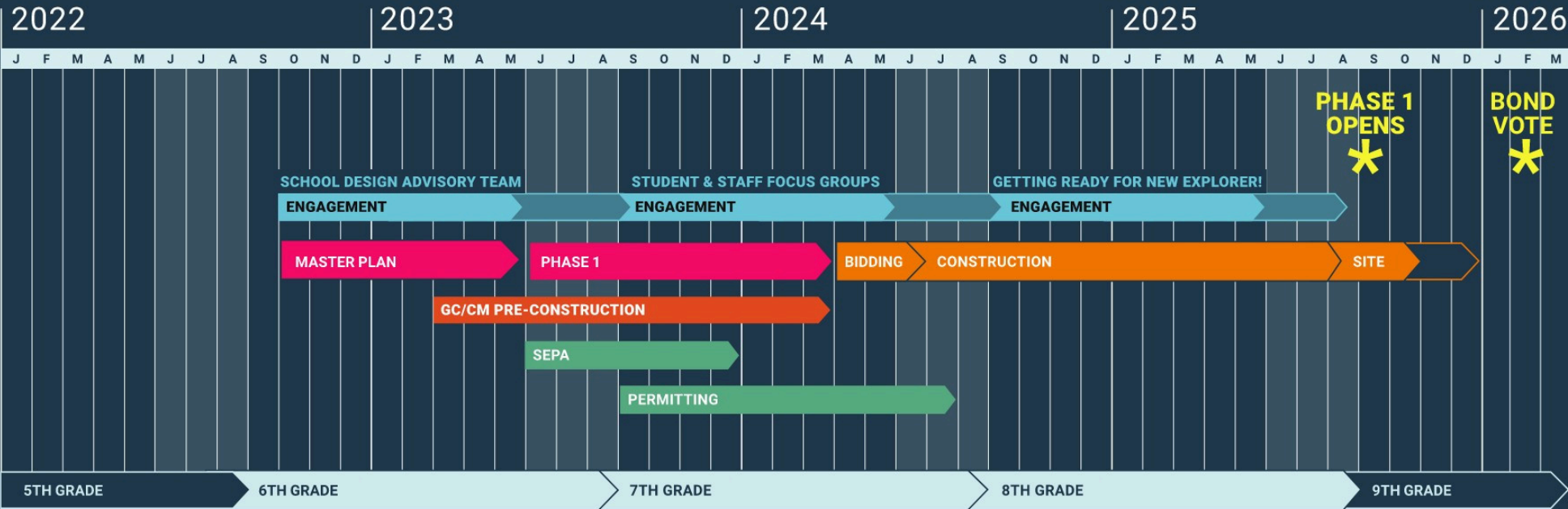
With **limited funding**, where and how should we invest bond dollars to have the **biggest impact** on student safety, belonging, and well-being at Explorer Middle School?

A group of approximately 15 students and two adults are posing for a photo in a school hallway. They are holding a large white banner that reads "EXPLORED MIDDLE SCHOOL". The students are dressed in casual clothing, including hoodies and t-shirts. One student in the foreground is lying on the floor. A small sign on the wall in the background also says "EXPLORED".

THE MUKILTEO PROCESS

Explorer Middle School

Schedule



School Design Advisory Team

To ensure the school reflects
diverse cultural values

To ensure the new school
supports current and future
educational needs

To ensure the new school
supports **partnerships** with
families and the community

To assess, evaluate, and
synthesize what we've heard
from the other engagement
processes

Participants:

Families, Teachers,
Neighbors, Capital
Projects Team, Principal



Programming & Assessment

To learn how the Explorer
community is experiencing their
school today - **what's working
and not working**

To learn about **program needs**,
experiences, expectations,
hopes and dreams

To connect **district and site-
specific** facility priorities in
support of **long-term building
operations**

Participants:

Teachers, Staff,
Facilities
(District + Site Specific)



Listening & Learning

To learn about **perceptions and
lived experiences**

To invite **socio-spatial
storytelling** to understand how
school spaces act

To imagine ways to activate
the new Explorer building to
communicate values and
messages of **belonging and
inclusion** and **strengthen social-
emotional learning**

Participants:

Students, Families,
Teachers, Neighbors



timeline:



1

what we did: LISTENING & LEARNING

To learn about **perceptions and lived experiences**

To invite **socio-spatial storytelling** to understand how school spaces act

To imagine ways to activate the new Explorer building to communicate values and messages of **belonging and inclusion** and strengthen **social-emotional learning**

Participants

Students, Families,
Teachers, Neighbors

Student Survey - House 4 Feedback



What about **House 4** makes you feel comfortable and tells you that you **BELONG**?

- House is good because of the classes they're big
- student office is welcoming and makes me feel safe, the bedrooms, student store, the country flag, dance room and weight room, the pool
- The woodshop, I love the woodshop so much and same with the student office
- The rooms in the student office
- The pictures and motivating messages on the walls.

Do any parts of **House 4** makes you feel uncomfortable or **EXCLUDED**?

- Too many hidden corners where kids hide, needs more bathrooms especially in the locker room, more privacy in the locker room, easier access to the gym
- The worn out colors and low ceiling in the gym is very bad for volleyball
- the nasty locker rooms
- I don't like the changing rooms.
- What makes me uncomfortable is the bathrooms

What **changes** would make **House 4** be your favorite place at school?

- you can choose the locker room your gender identifies with
- to not make anyone feel excluded/uncomfortable with their own body in the locker room
- I wish it had more space in the commons.
- bigger gym with higher ceiling, bigger bathrooms, cleaner gyms/ bathrooms, more colorful
- you can choose the locker room your gender identifies with

Student Listening Sessions

Issues with Existing Locker Rooms



Student Listening Sessions

Ideas for a Reimagined Locker Room



How can we design a school that communicates loud and clear - **EVERYONE BELONGS! EVERYONE IS WELCOME!**

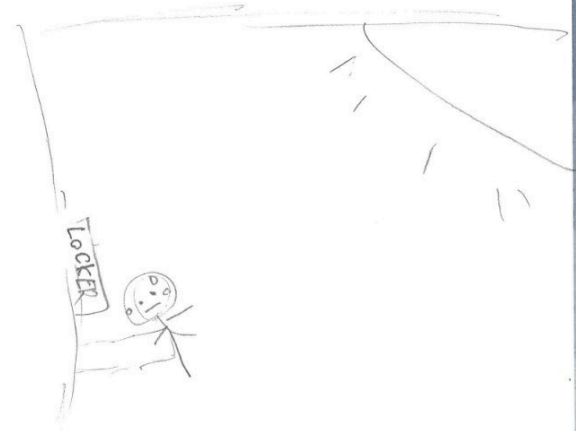
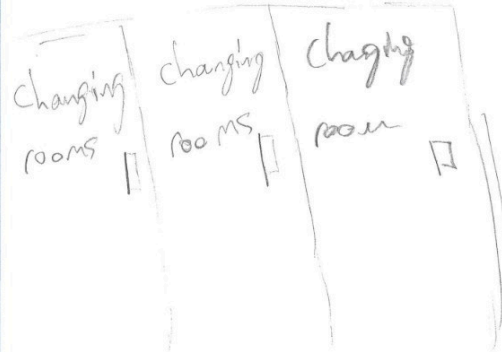
Imagine a world
where everyone is
treated equal...
What would PE &
Changing look like?



- Changing rooms for people who don't feel comfortable changing in front of everyone.

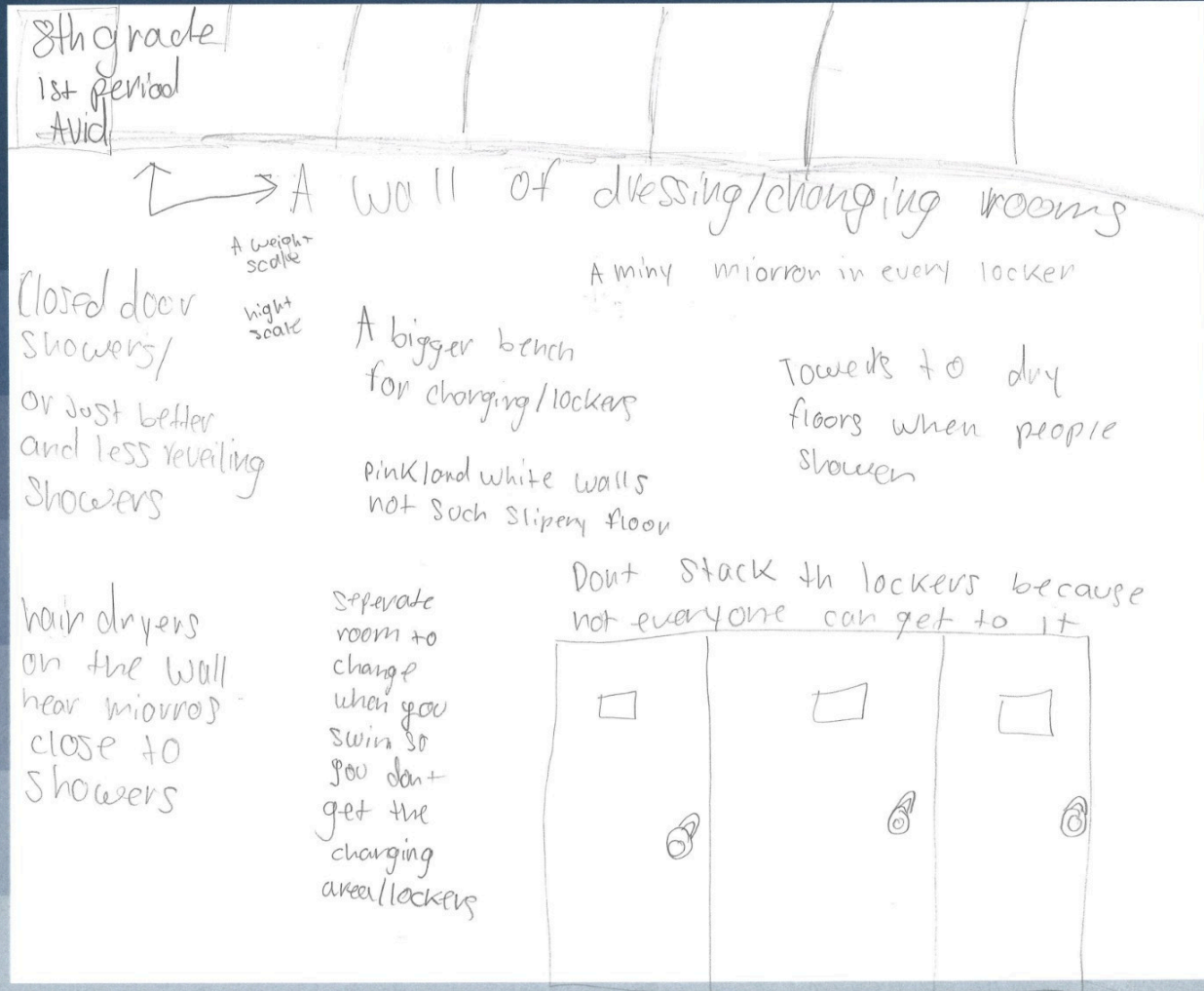
- Air Conditioning because it gets so hot in the locker room, it's like the sun is IN the locker room.

8th grade first period



How can we design a school that communicates loud and clear - **EVERYONE BELONGS! EVERYONE IS WELCOME!**

Imagine a world
where everyone is
treated equal...
What would PE &
Changing look like?



How can we design a school that communicates loud and clear - **EVERYONE BELONGS! EVERYONE IS WELCOME!**

Imagine a world
where everyone is
treated equal...
What would PE &
Changing look like?



Wakiaiah Hernandez

↑ had part of Joseph

socially,
emotionally, and
physically **safe**
and **respectful**
experiences
using toilets
and changing
spaces

We would have had choice to change in the bathroom. I like to keep **my privacy**. So I would like if they let us go to the bathroom and change. I am Muslim so I don't feel comfortable changing in from of other people. I care about my privacy a lot.
-Student

A space were you can change and feel safe
-Student

Changing room for people who don't feel comfortable changing in front of everyone
-Student



socially,
emotionally, and
physically **safe**
and respectful
experiences
using toilets
and changing
spaces

Spaces that support...



2

what we did: PROGRAMMING & ASSESSMENT

What's working and not working

To learn about **program needs**, experiences, expectations, hopes and dreams

To connect **district and site-specific** facility priorities in support of **long-term building operations**

Participants

Teachers, Staff,
Facilities

Programming & Assessment

January 18, 2023

Program Goals

- What do you hope will be achieved with this project?
- How could you see it impacting the way you teach? What are you looking forward to?

Future Trends

- What future trends in learning do you anticipate?
- How will these affect the way you teach in the new school?

Program Relationships

- How should your instructional area be organized?
- Are there functions in your program that could be shared as common space or shared with other users?

Special Equipment

- Describe any special equipment, fixtures or furniture requirements specific to your program and teaching needs that the new school should accommodate

Programming & Assessment

January 18, 2023

Locker Rooms

- Issues happen because we can't see students
- Changing areas are too tight
- Locker rooms are not attached to the gym and transition times are where problems occur
- Showers are not used unless for swimming

Gymnasium

- Need a bigger gym
- Ceiling is too low for volleyball

Weight Room

- Need more capacity

Adjacencies

- Locker room and gym

3

what we did:

SCHOOL DESIGN ADVISORY TEAM MEETINGS

To ensure the school reflects **diverse cultural values**

To ensure the new school supports current and future **educational needs** and **partnerships** with families and the community

To assess, evaluate, and **synthesize** what we've heard from other engagement processes

Participants

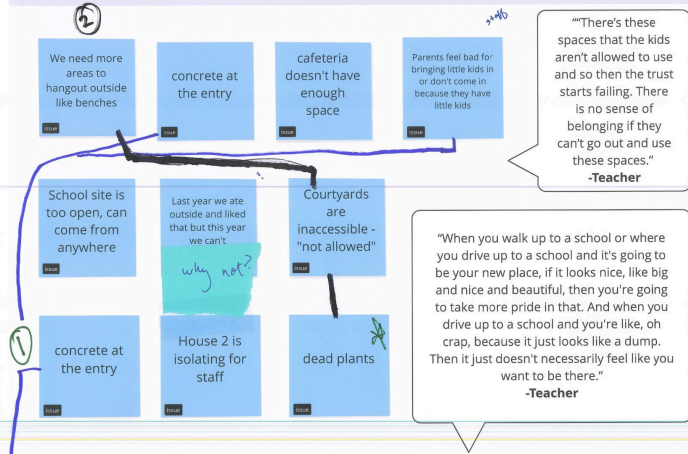
Families, Teachers,
Neighbors, Capital
Projects Team,
Principal

CONVERSATION :: COMMUNITY & CONNECTION

CONTRIBUTORS :: Tracy, Kalena, Keashia

PRIDE Instills MORE PRIDE
FIRST IMPRESSIONS.. AS SOON AS YOU HIT THE CAMPUS

ISSUES

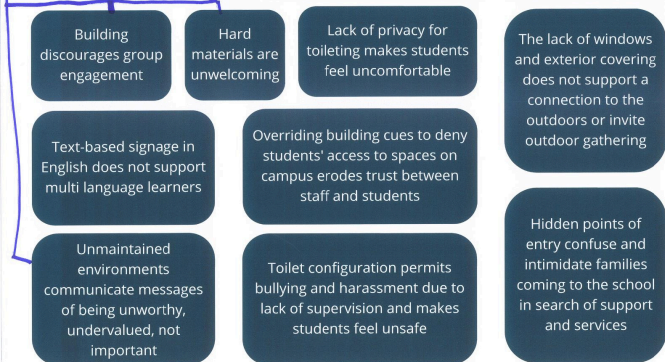


WHAT WE HEARD

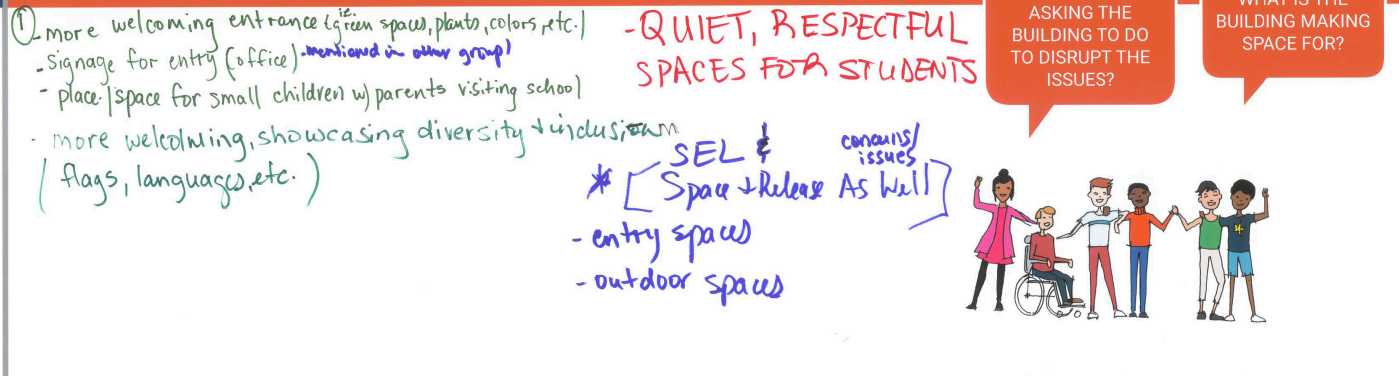
IDEAS



ISSUES SYNTHESIZED



SPATIAL ASPIRATIONS



CONTRIBUTORS :: MEGAN, TERRY, KRISTIN

MEGAN, TERRY, KRISTIN

WHAT WE HEARD

IDEAS

Want more plants
in the classroom.

Last year we ate
outside and liked
that but this year
we can't

I feel like that's one place that we are really lacking as a school is a beautiful outdoor space. We have some greenery in nature obviously but it could be so much more and culturally, outdoor space is a huge piece of that for indigenous students. -Teacher

My memories of middle school with my friends were outside. I feel like that is something that is missing at Explorer is good covered congregating areas. All of our seats are not covered and there is not really welcoming spaces. I mean concrete slabs like everywhere. **-Teacher**

Need More
walking Space

Tight hallways

cafeteria doesn't
have enough
space

Students use bathroom passes to walk the hallways during class time

cold
cement
gray, sad
prison

A garden that a club of students tend to and the lunch ladies can use for lunch and you can get a shake from

Green nature walking

A park

a place to take
care of your own
plants

Bunch of plants

Garden Club

More Green like plants around the school

a play ground:
Please put a
playground I beg
you.

Add on
enhance

↑ clean grass
people can sit and hangout at lunch

When I was a kid, my school had this outdoor common area called the blocks and it was this structure of cement blocks and we were allowed to sit and hang out in that space during unstructured times, whether it was lunch before school, after school...it was like you liked going there. You knew that that was the place to go to see your friends at the end of the day and say goodbye before you went home.

-Teacher

I love house 3, the huge skylight makes it more open and comfortable
-Student

More green areas
with benches cause
when you sit on the
floor you get grass
marks

rock climbing wall

Make a big space
to hang out

Some type of covering outside for the people that want fresh air but not get burnt

Hand-drawn floor plan of a house. The rooms are labeled as follows:

- Play Room
- Garden
- Outside
- Kitchen
- Blacktop
- Garden? Kitchen? Viro

Gordon?
Rotary, YmCA
Farm Frog
? Partner opportunities

ISSUES SYNTHESIZED

The lack of windows and exterior covering does not support a connection to the outdoors or invite outdoor gathering

The areas allowed for student play and movement are limited when they are not able to be supervised by staff

Space is very segmented and broken up.
Lack of open spaces

There's a lack of social emotional regulation spaces that are easily accessible to the students throughout their day

Spaces that are confined, crowded, & noisy create feelings of nervousness, claustrophobia, anxiety, & stress.

Space for
students to
calm down outside
of class
Bench, cube??

native plants
could be used
for class/
learning

Inspiration
Challenge
Court yard
Release +
safe

Clear
welcoming
Joy

WHAT ARE WE ASKING THE BUILDING TO DO TO DISRUPT THE ISSUES?

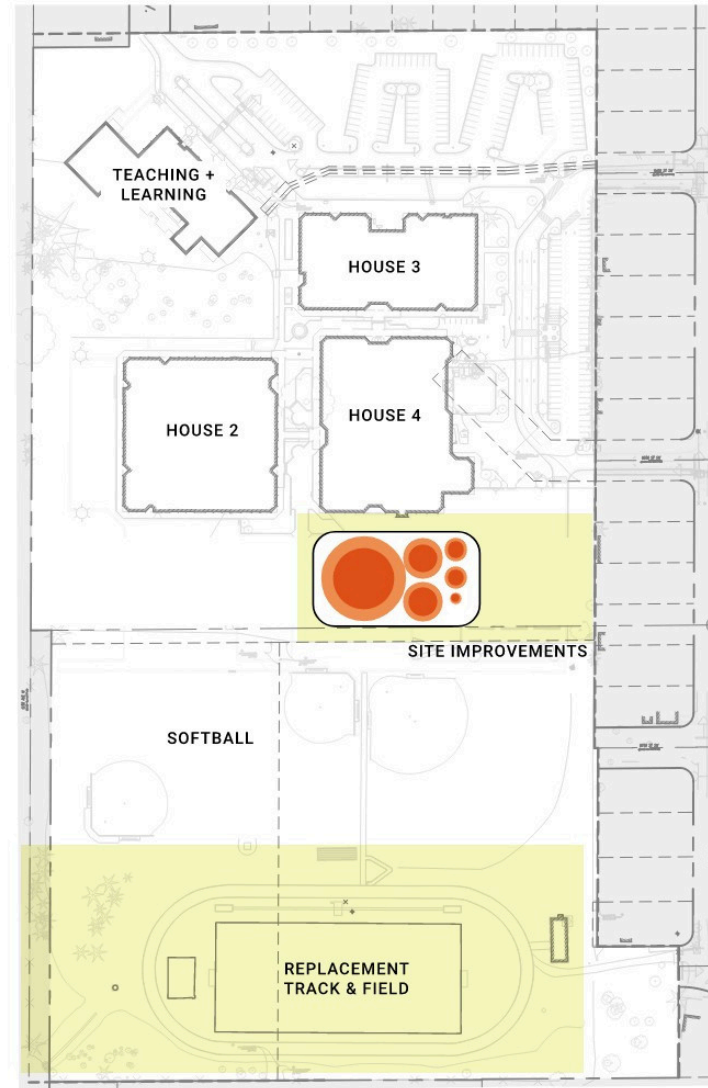
WHAT IS THE BUILDING MAKING SPACE FOR?



Scenario A Community + Athletics

Considerations

- > Provides missing / deficient Ed Spec programs including Auxillary Gym and fitness room
- > Replaces areas of the current campus that cause emotional stress and operational challenges: locker rooms, congestion between Commons and Gym, all-school assemblies
- > Provides a new, right-sized space for community gathering
- > Creates possibility to demolish the existing gym and pool



4

what we did:

ED SPECS VISIONING & PROGRAMMING

Understanding the Mukilteo School
District's **Vision for Secondary Education**
and how the built environment plays a
role in that Vision

Consider the District's Strategic Plan:

What does this look like at Mukilteo School District?

How do your **educational facilities** support or get in the way?

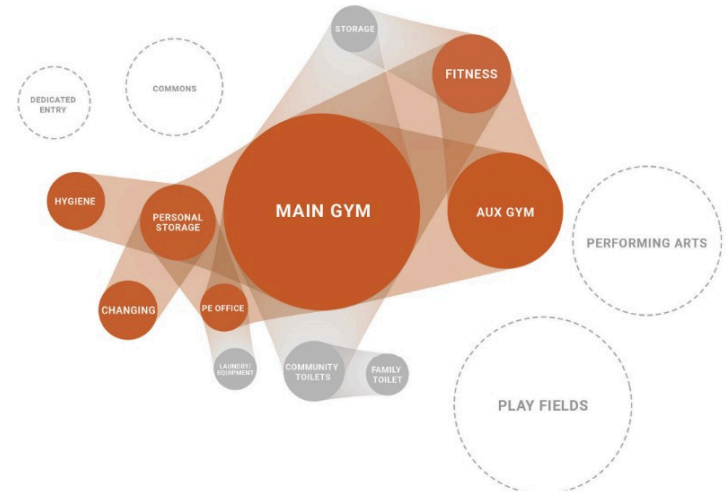
mahlum

MUKILTEO SCHOOL DISTRICT

Middle School
Educational
Specifications

Mukilteo School District
Everett, Washington
Project No 2022914.00

PHYSICAL EDUCATION & ATHLETICS



OBJECTIVES

- > Supports school and district athletics program, indoors and outdoors
- > Large gathering space for school and community events, including athletics, performing arts, and assemblies
- > Safe and secure personal storage, changing and toileting facilities that accommodate all users

BASIC PROGRAM ELEMENTS

- > Main Gymnasium
- > Auxiliary Gymnasium
- > Fitness Room
- > Storage, Athletic
- > Storage, PE Storage
- > Storage, Football
- > Storage, Field Equipment
- > Storage, Community
- > Personal Storage
- > Changing
- > Hygiene
- > Staff Toilet / Shower
- > Office, PE Teacher
- > Laundry Room

5

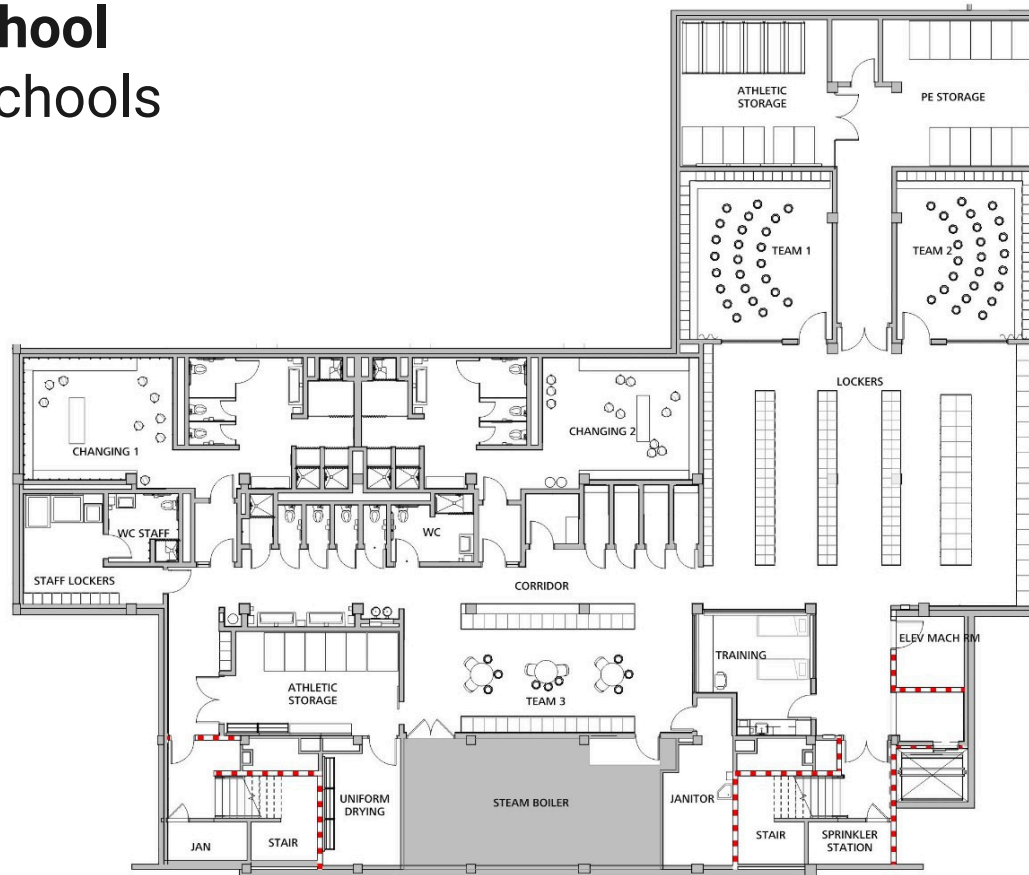
what we did:
SCHOOL TOURS

Lincoln High School
Seattle Public Schools

Kellogg Middle School
Shoreline School District

Lincoln High School

Seattle Public Schools



5 Single Occupant
Changing Stalls

2 Gendered
Changing Rooms

Changing



306 PE Lockers
411 Athletic
Lockers

Personal Storage



2 Dedicated Team
Rooms

3 Flex Team
Rooms

Gathering



2 Single Occupant
Shower Rooms

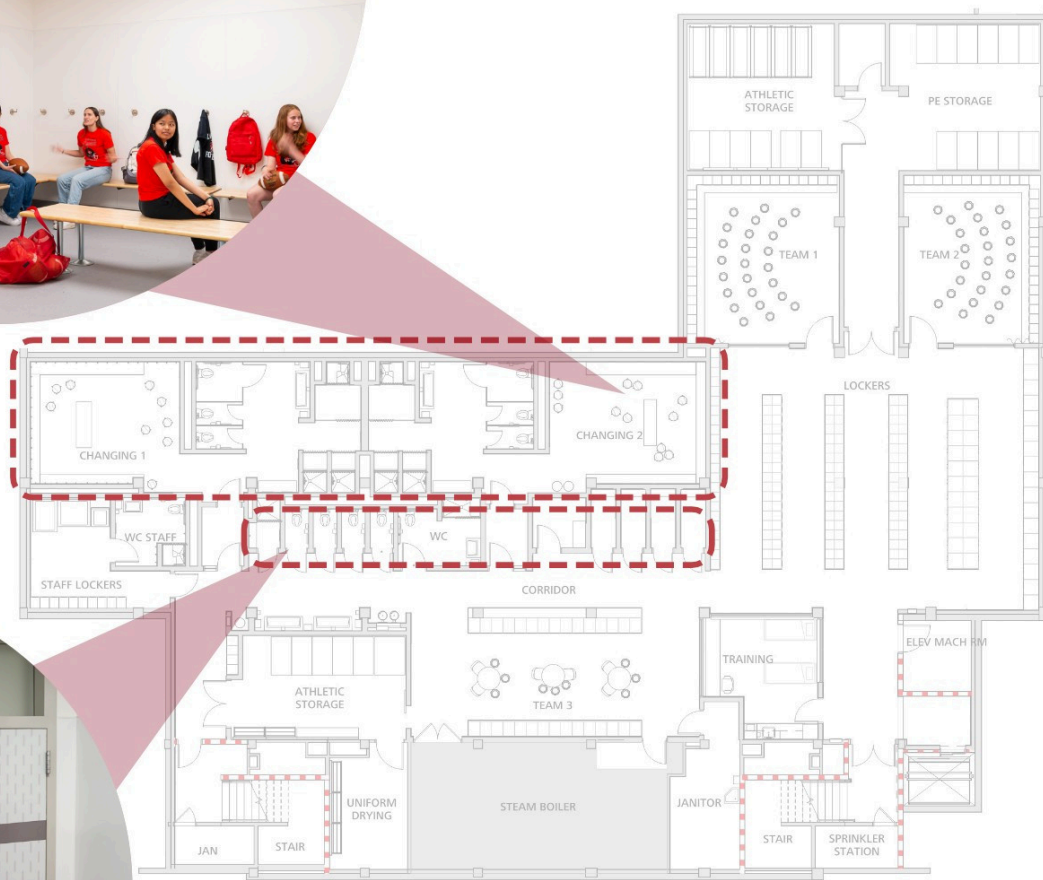
5 All Gender Toilet
Rooms

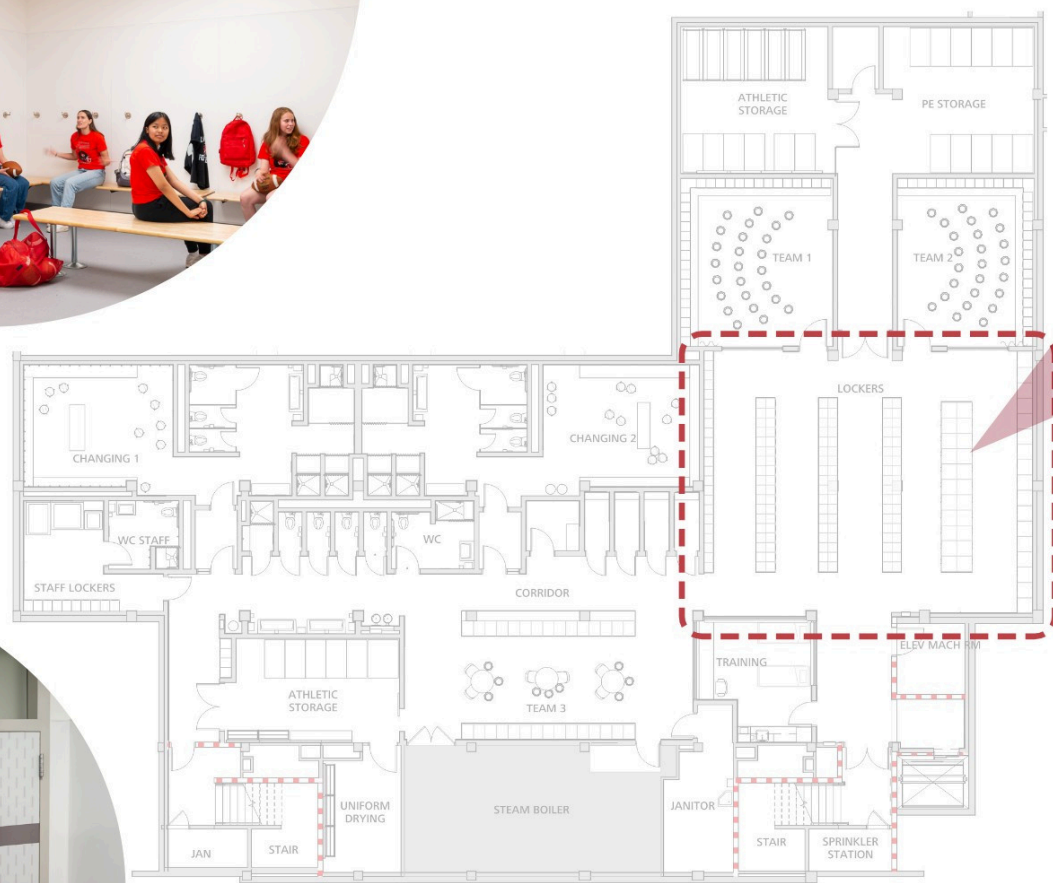
6 Gendered
Shower Rooms

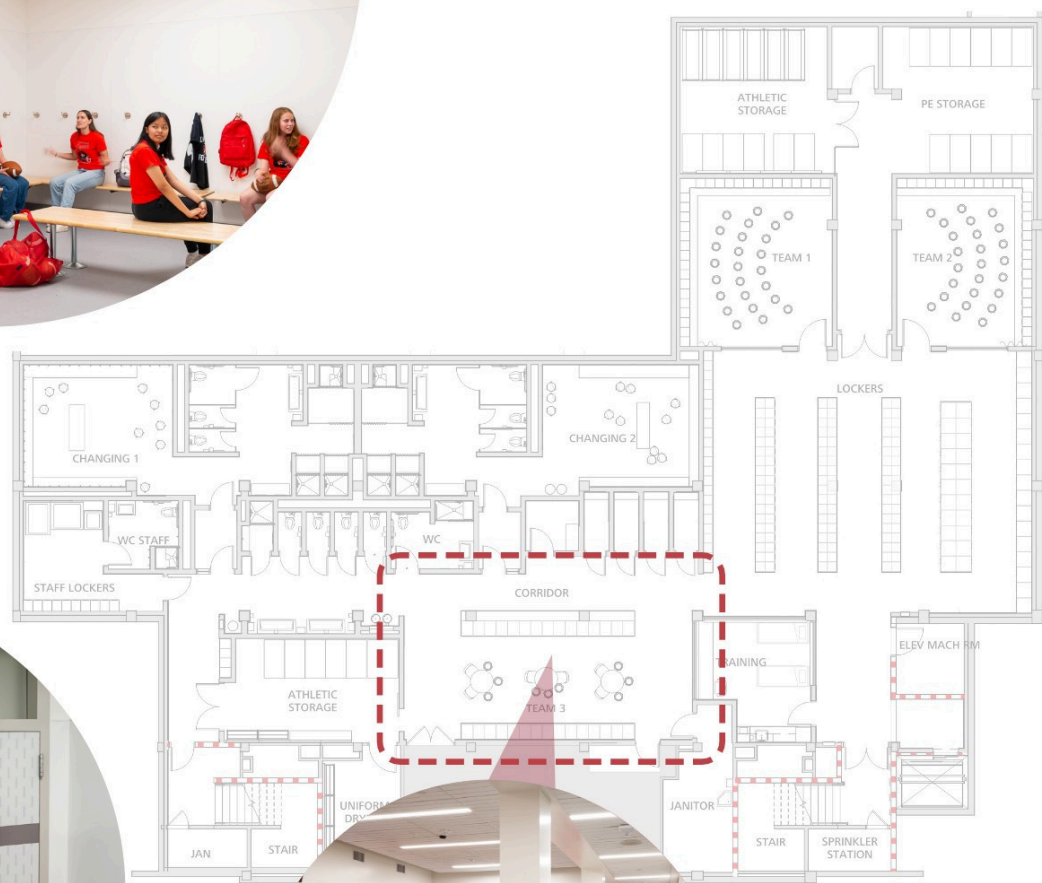
6 Gendered Toilet
Rooms

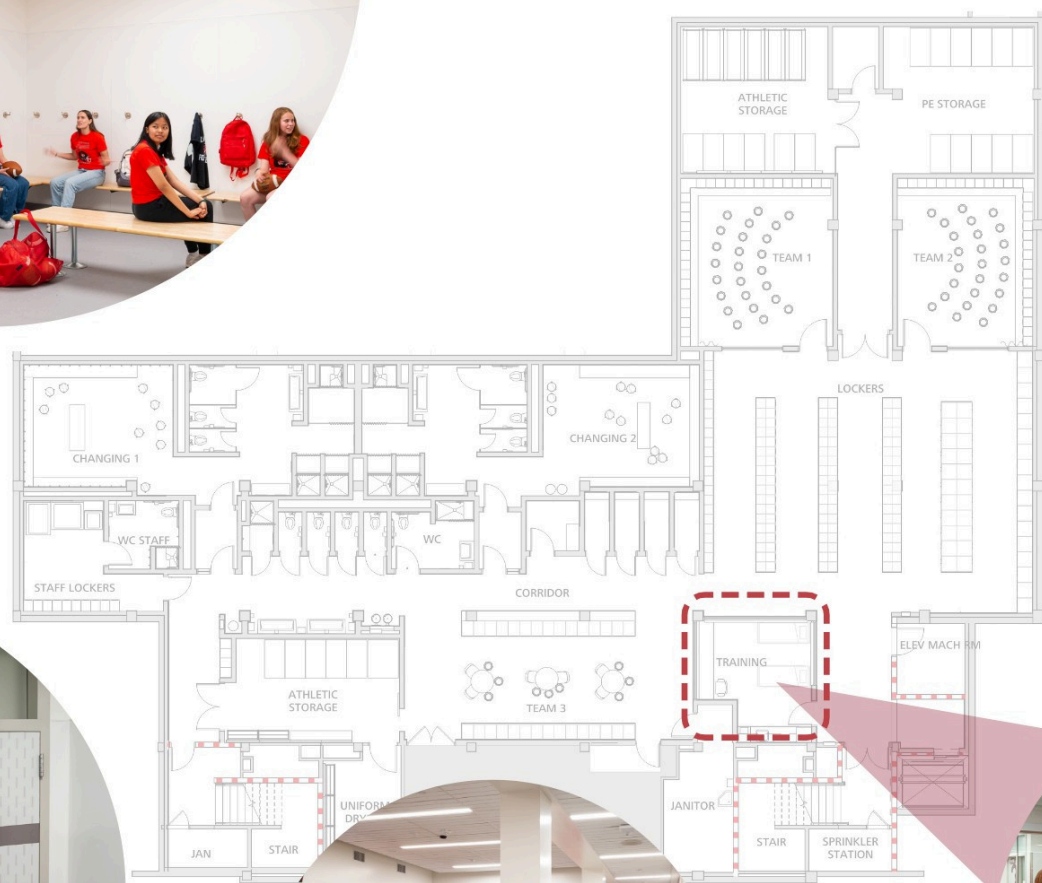
Hygiene Support









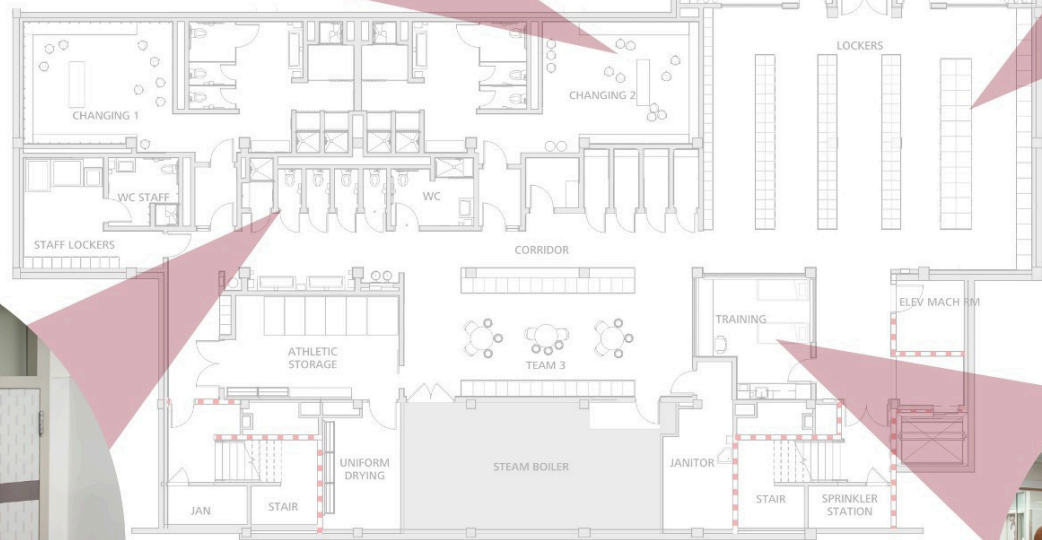




"Middle school spaces want to be very basic, single-function"



"Lockers need to be **lower height** so that adults can see across the student storage area"



"We want to provide more options for **single-occupant changing**"

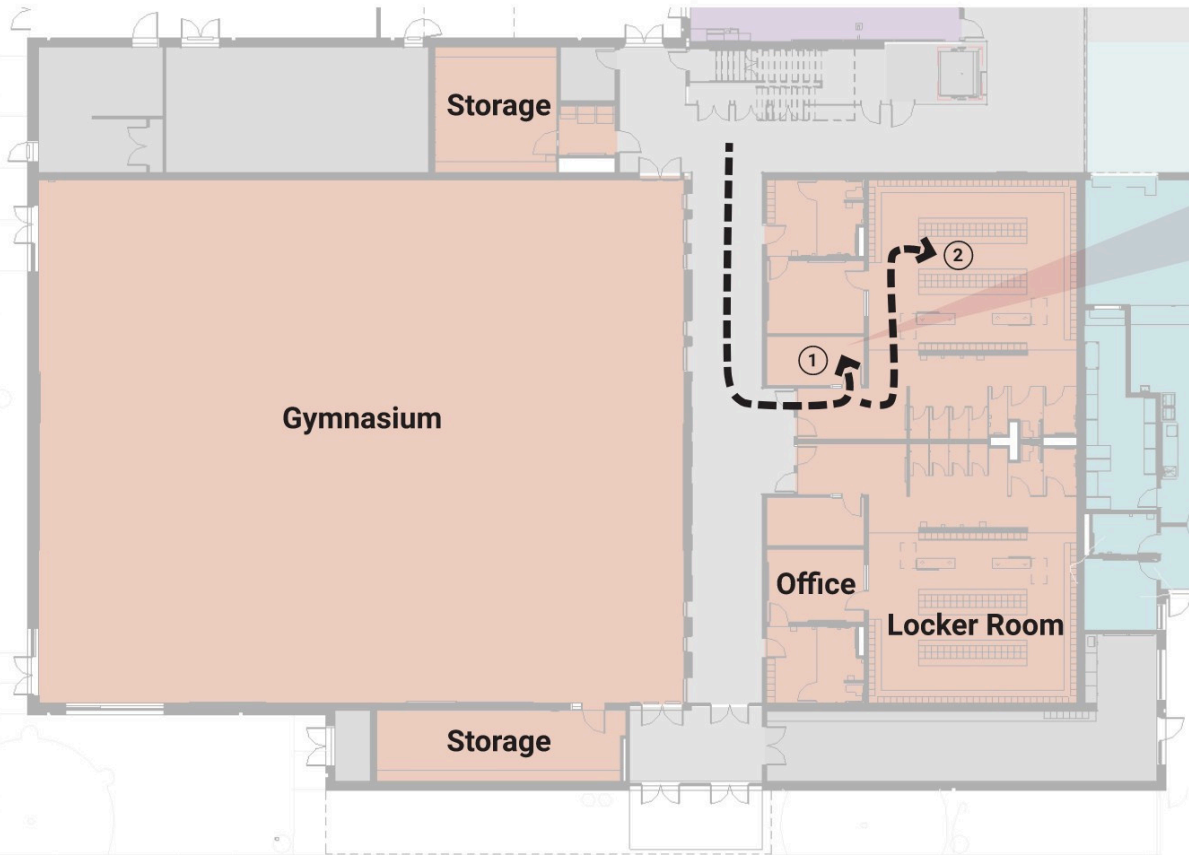


"With a new building, we can optimize lines of sight to improve **supervision**"



Kellogg Middle School

Shoreline School District



“Backpack rooms allow student items to be secured during class and reduce clutter in the locker area”

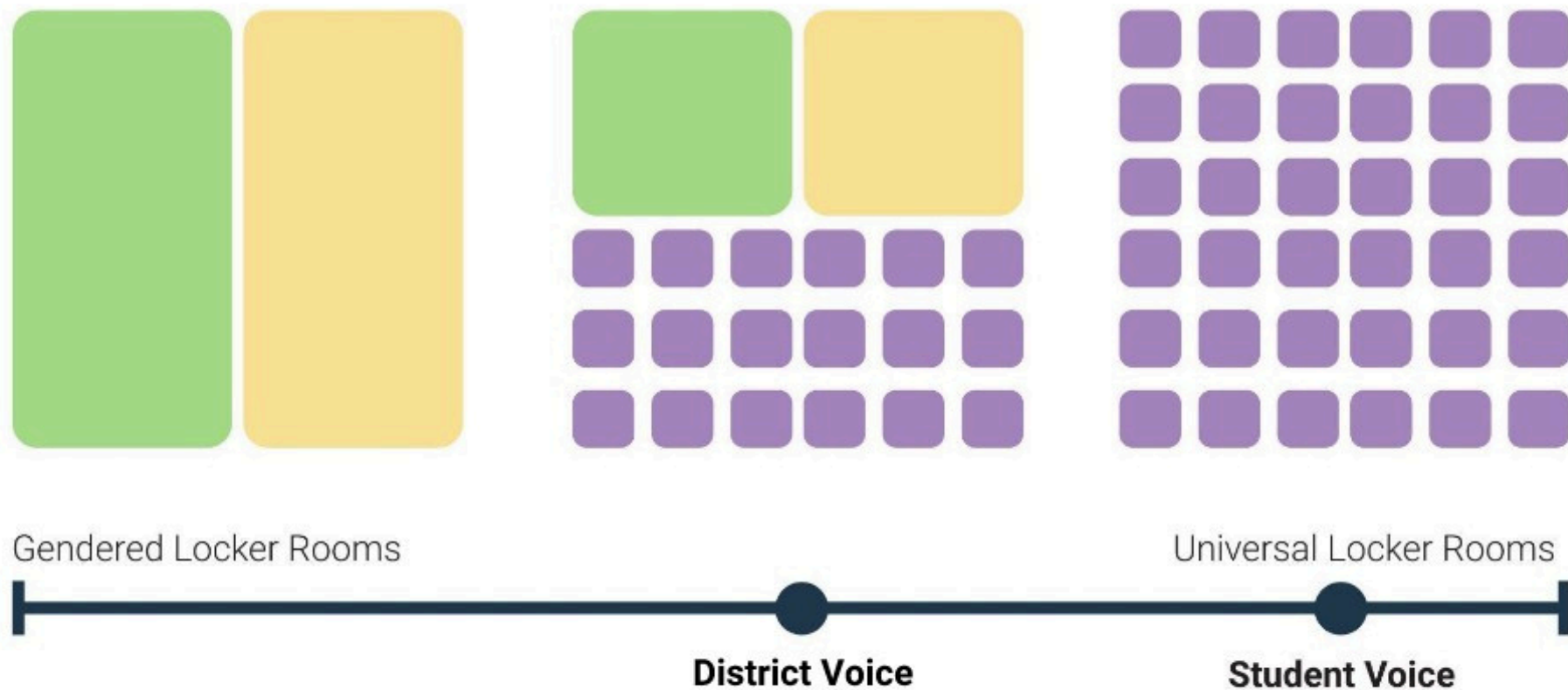


6

what we did: DESIGN & CONSTRUCTION

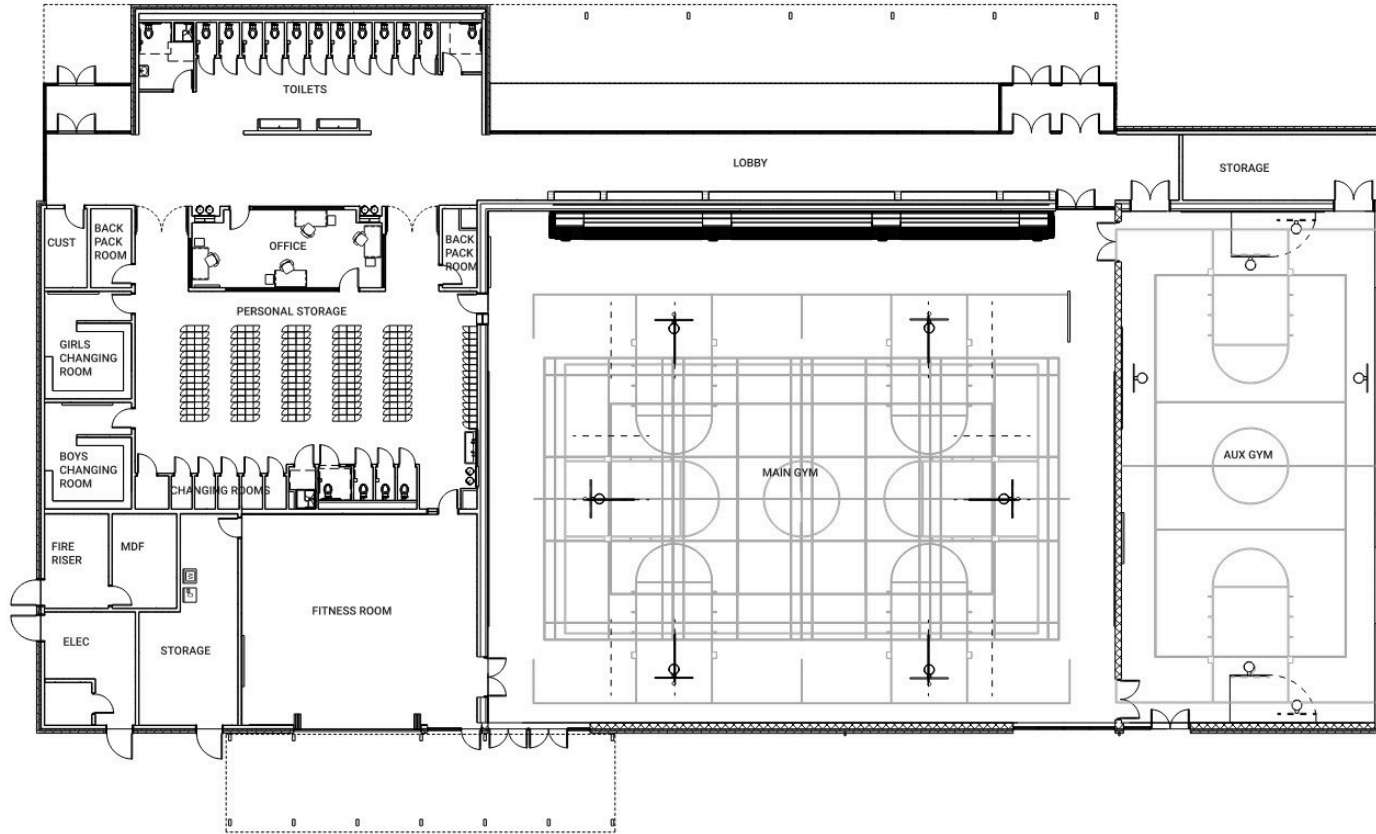
"It was really important to that team to take the **student voice** and bring it to life with this project. It truly is an **innovative space** that has students' **learning, growth and well-being** in mind in every corner of this space."

Inclusivity Spectrum



Explorer Phase 1

Floor Plan



How does a backpack room work?

How do I access storage from the main gym?

What are the types and quantities of lockers for PE and Athletics?

How many kids can change at one time?

Once kids are done changing, where do they go?

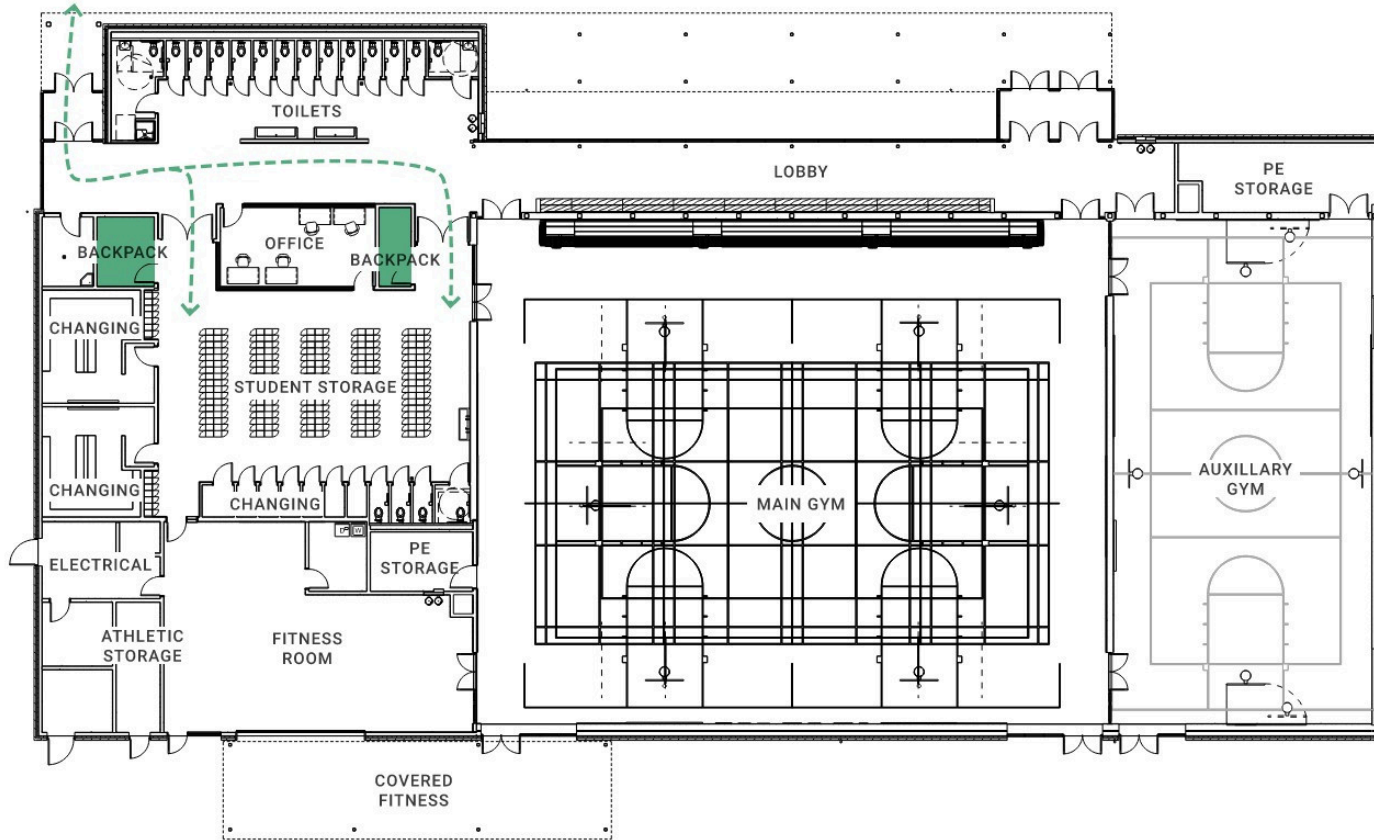
How does supervision of group changing work?

Where are the primary supervision sightlines?

Explorer Phase 1

Floor Plan Updated

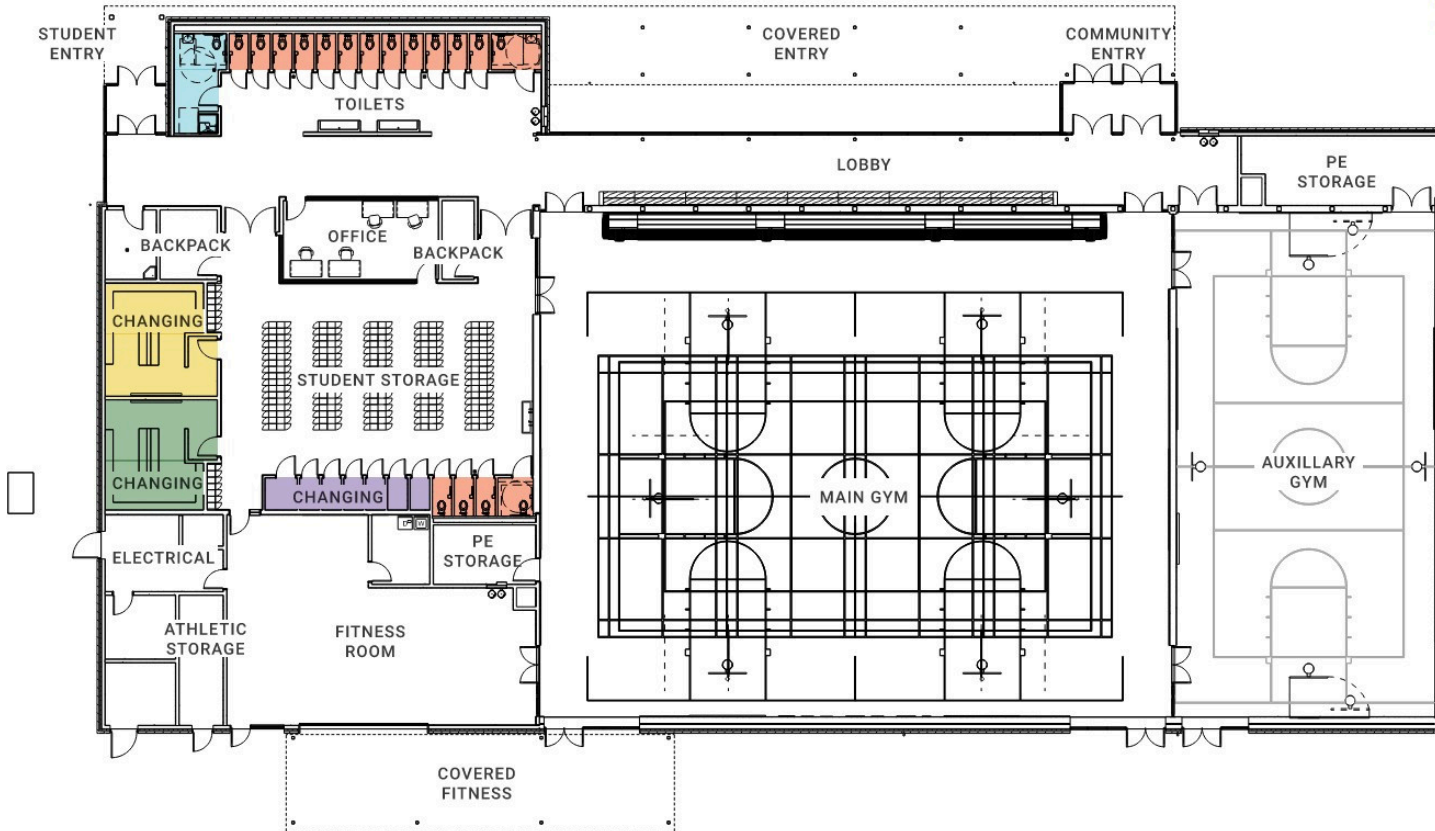
How does
a backpack
room work?



Design Development

Frequently Asked Questions

What options do students have to change?

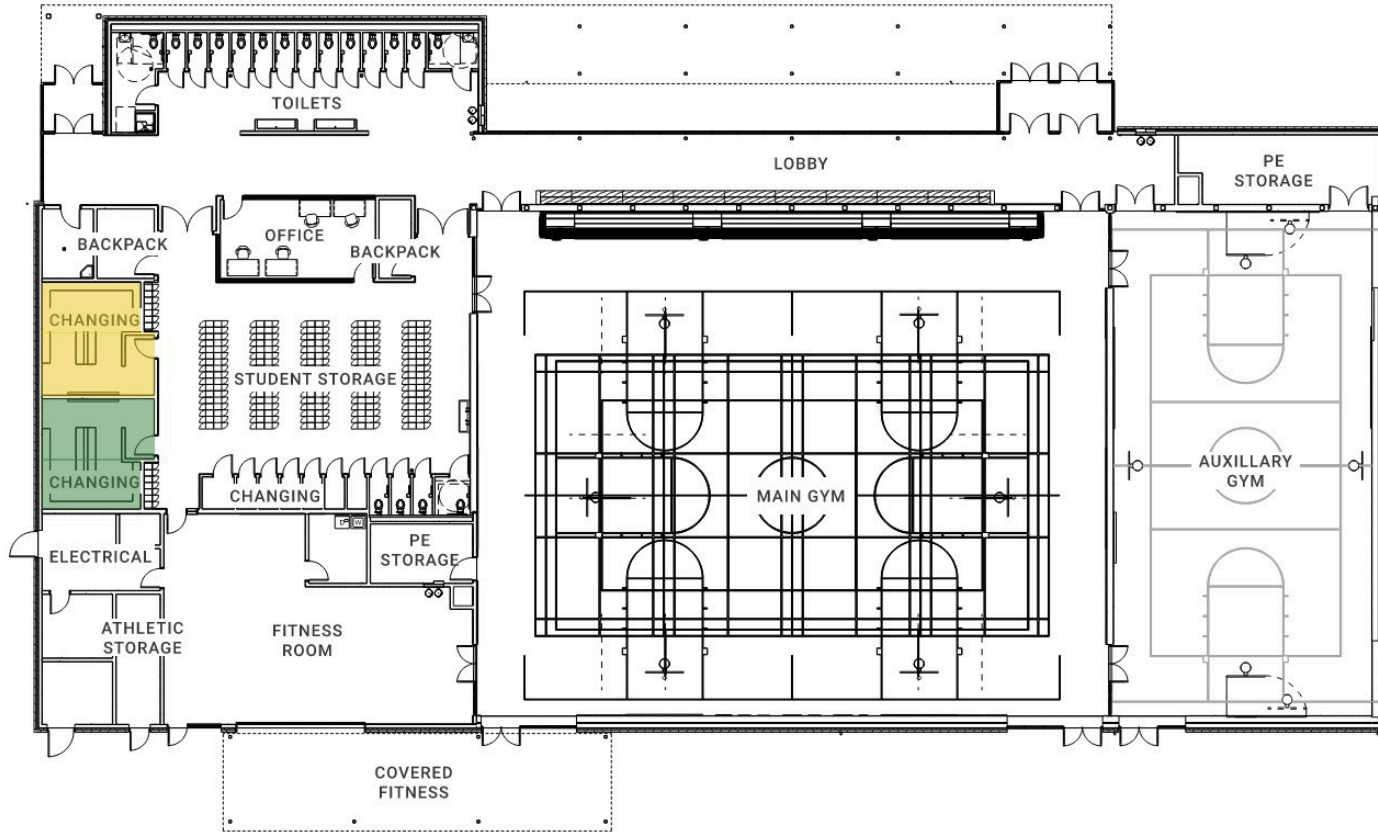


Changing / Hygiene

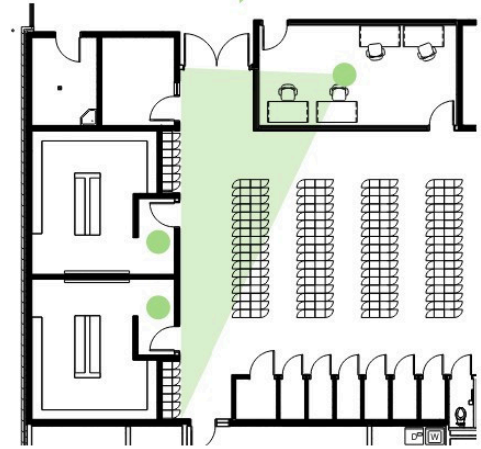
- Single Changing
7 Stalls
 - M. Group Changing
~15 Students
 - F. Group Changing
~15 Students
 - Toilet Stalls
17 Stalls
 - Showers
1 Staff Stall
-
- ~55 students

Explorer Phase 1

Floor Plan Updated



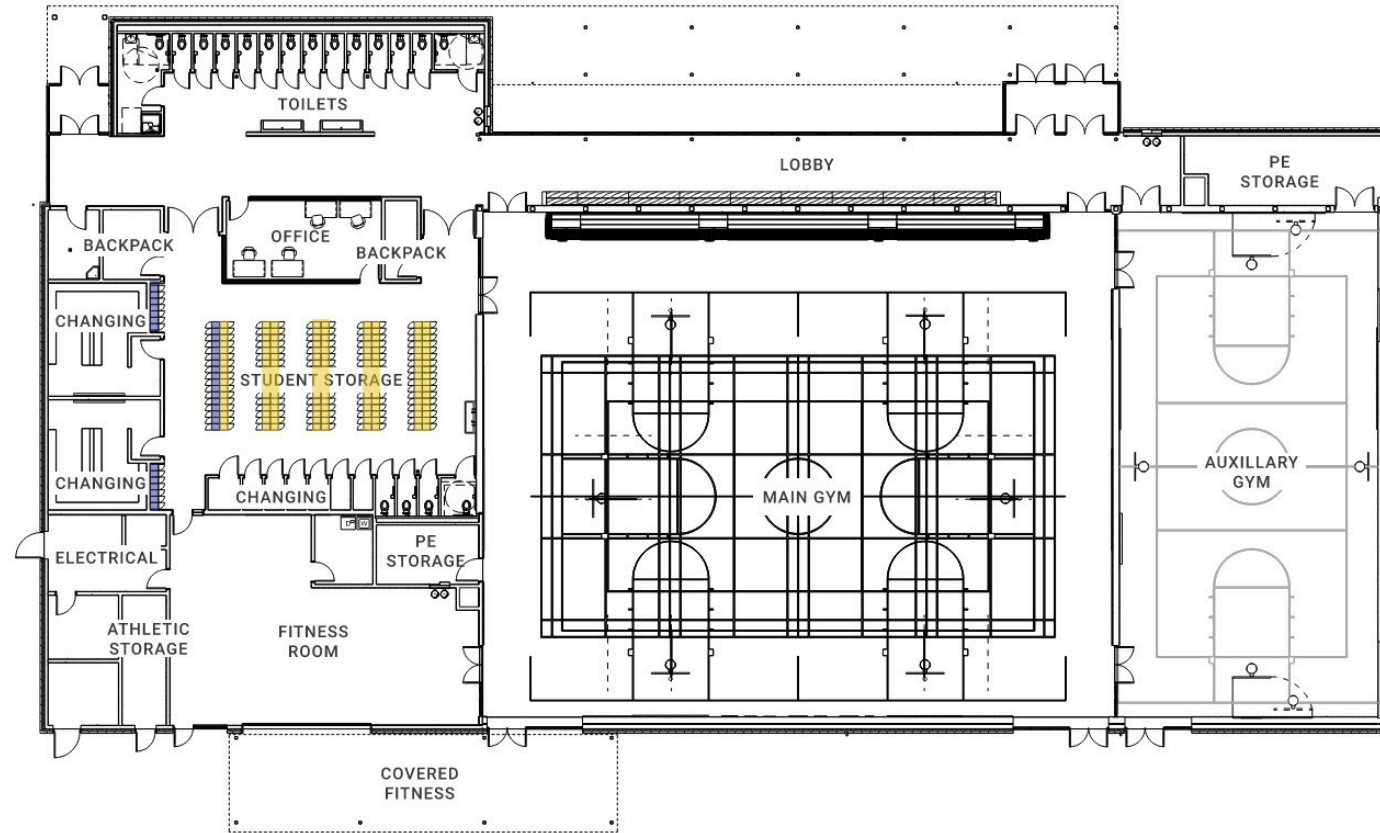
How does supervision of group changing work?



Explorer Phase 1

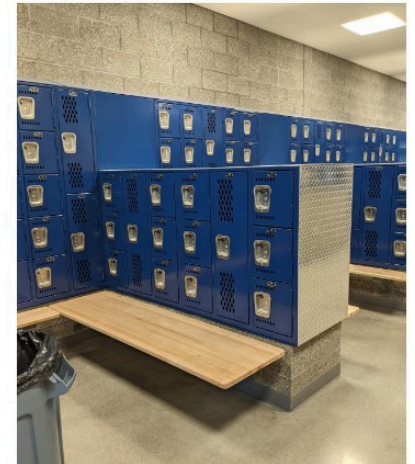
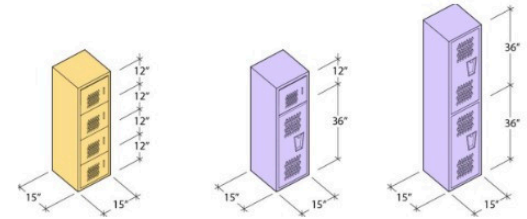
Floor Plan Updated

What are the types and quantities of lockers for PE and Athletics?



Lockers

- PE - Qty 629
- Athletics - Qty 49



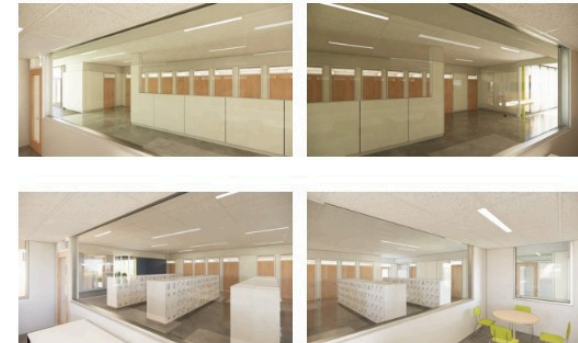
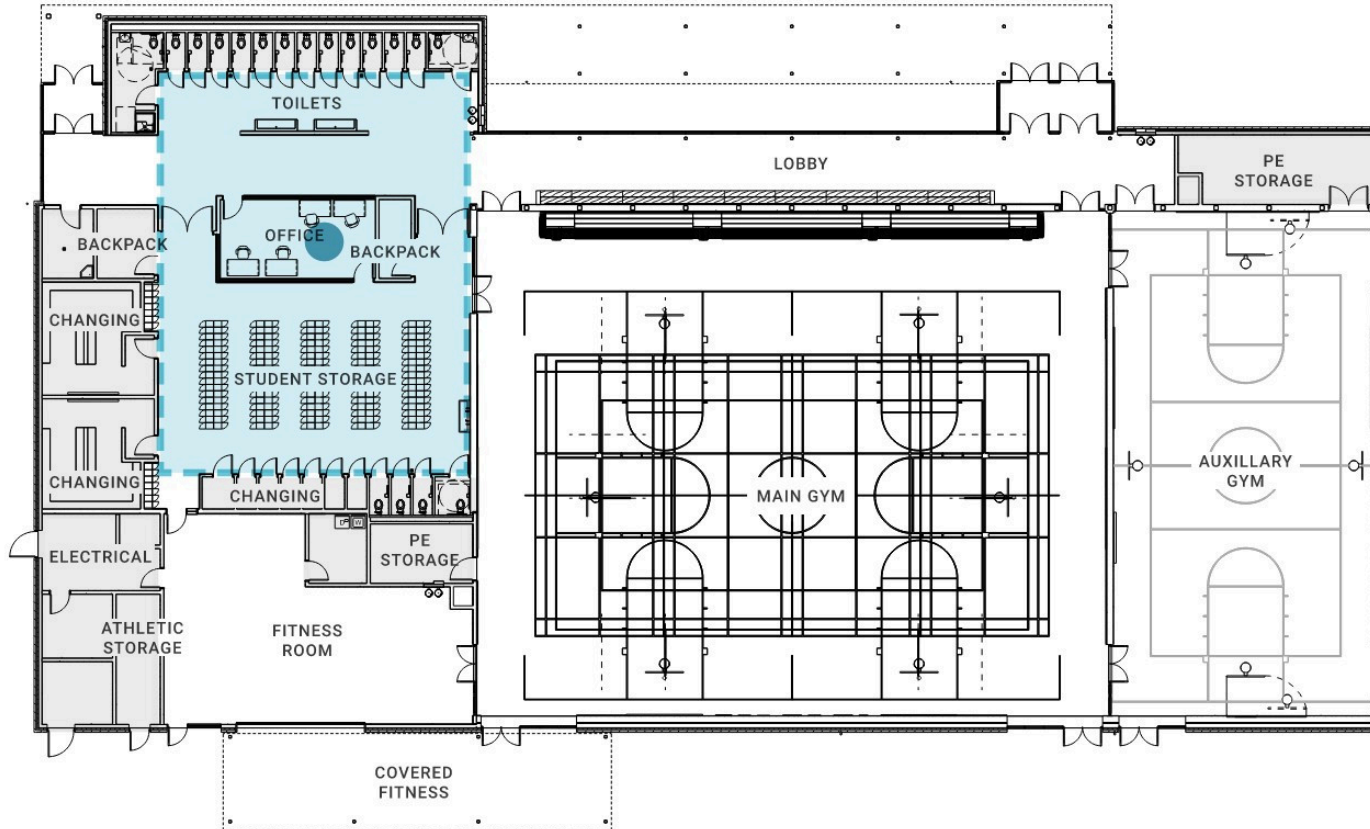
Explorer Phase 1

Floor Plan Updated

Where are the primary supervision sightlines?

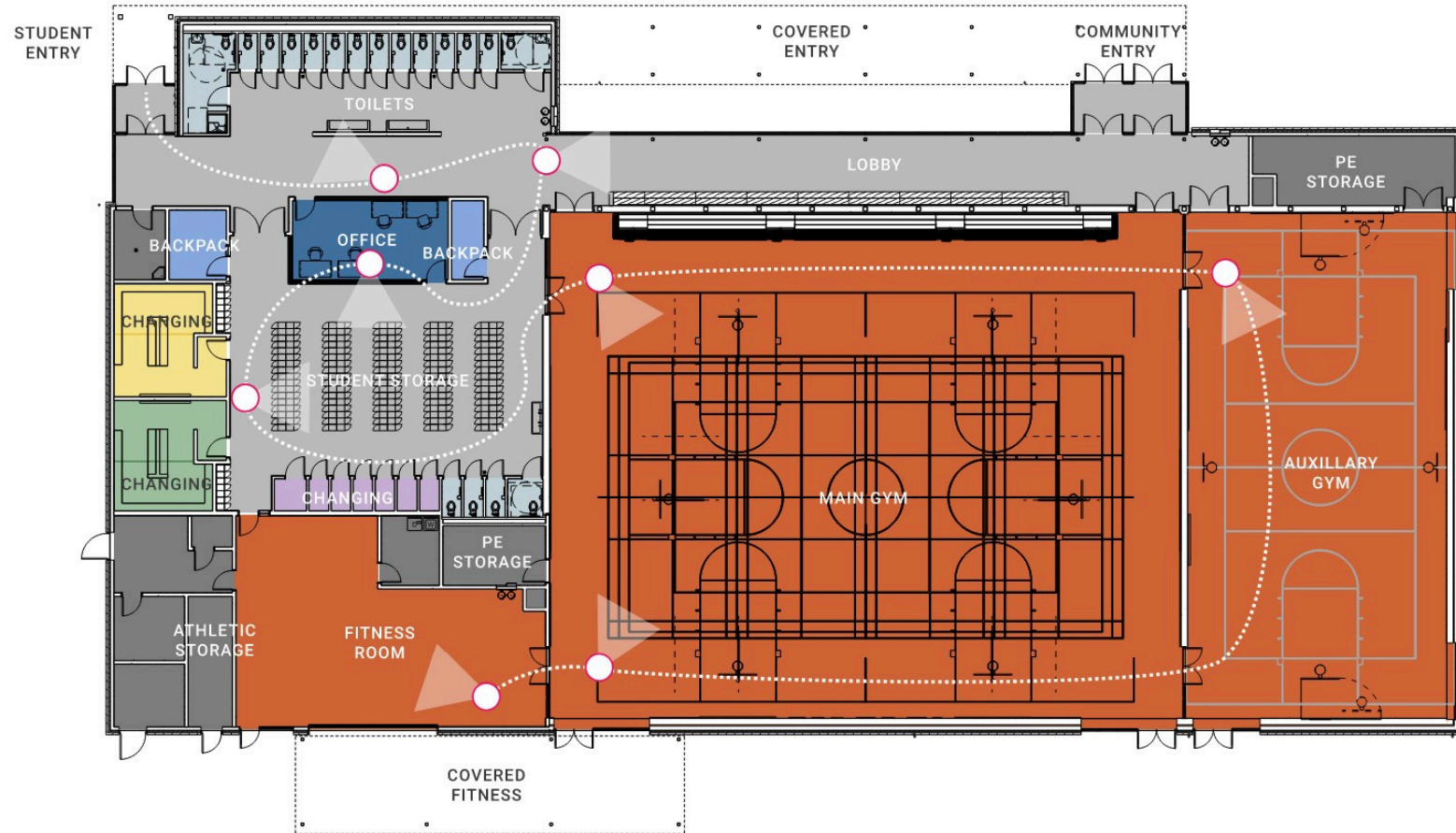
Supervision

- Office
- Student Storage
- Changing
- Hygiene
- Main Gym
- Student Entry
- Lobby
- Fitness



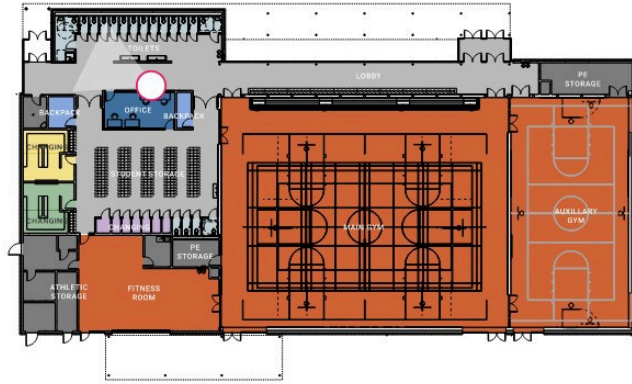
Design Development

Walk-through



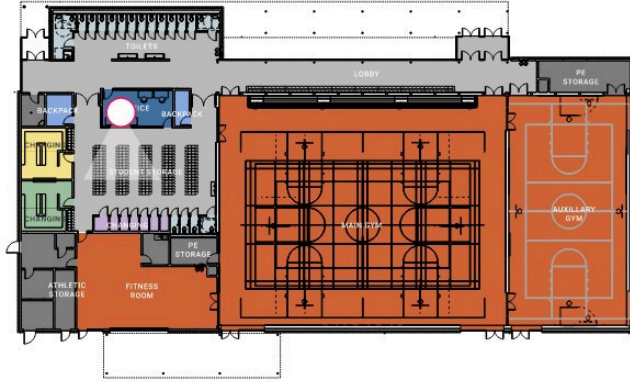
Design Development

Student Entry



Design Development

Student Storage





Teacher videos showing students how to use the new PE & Athletics support areas



7

what we're doing now:
INVITING FEEDBACK!

Less shenanigans
than last year, **no
hiding spots**

Height of lockers
is okay

PE office is good for
collaboration, don't have
to have multiple
conversations because
women/men are in
different places, it is faster
to communicate

7

what we're doing now: INVITING FEEDBACK!

Backpack room
management is still
getting sorted out

Staff are more tired at
the end of the day
because they are
supervising during
transitions

Some kids are taking more
time to change and are
tardy to class

Would like more
single-occupant
changing rooms

BAY A LOCKERS

↶↷ PE

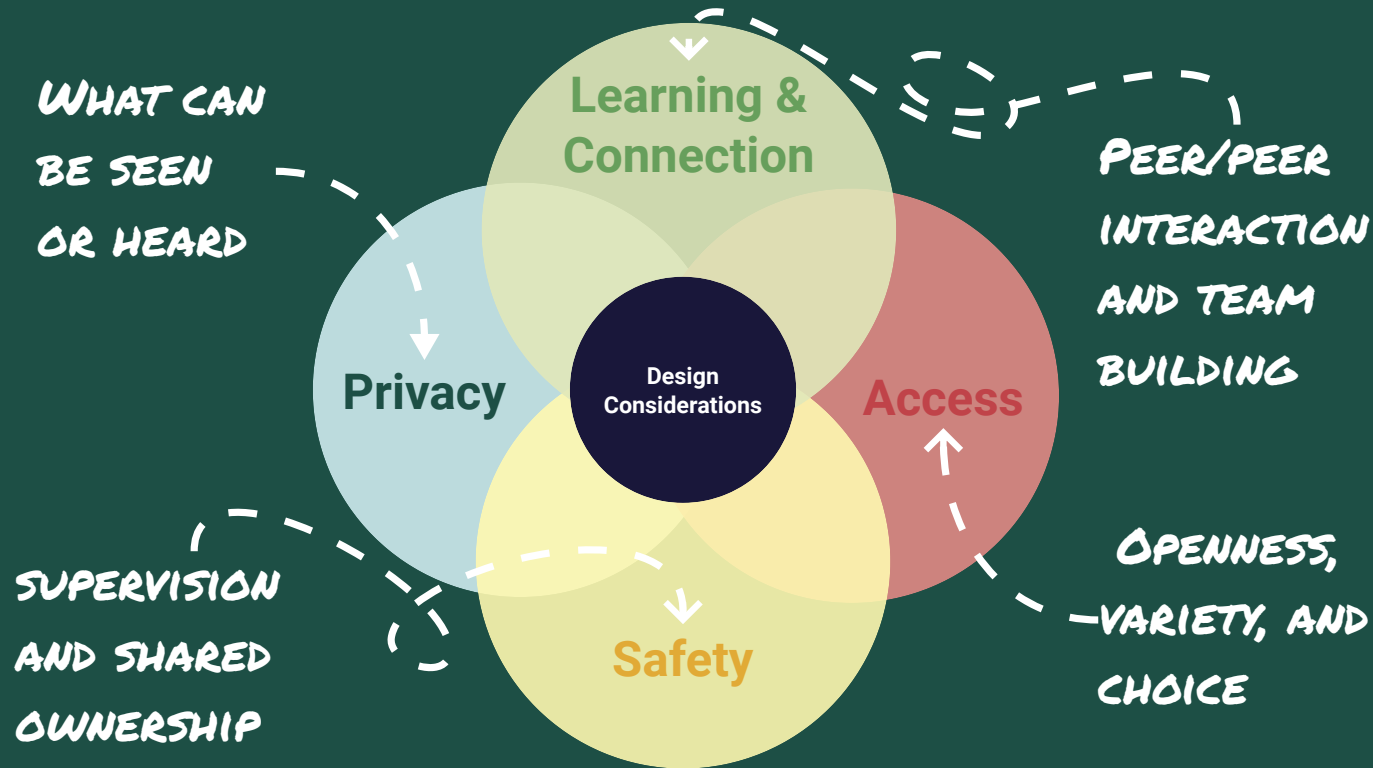
Let's Talk!

↶ TEAM 01



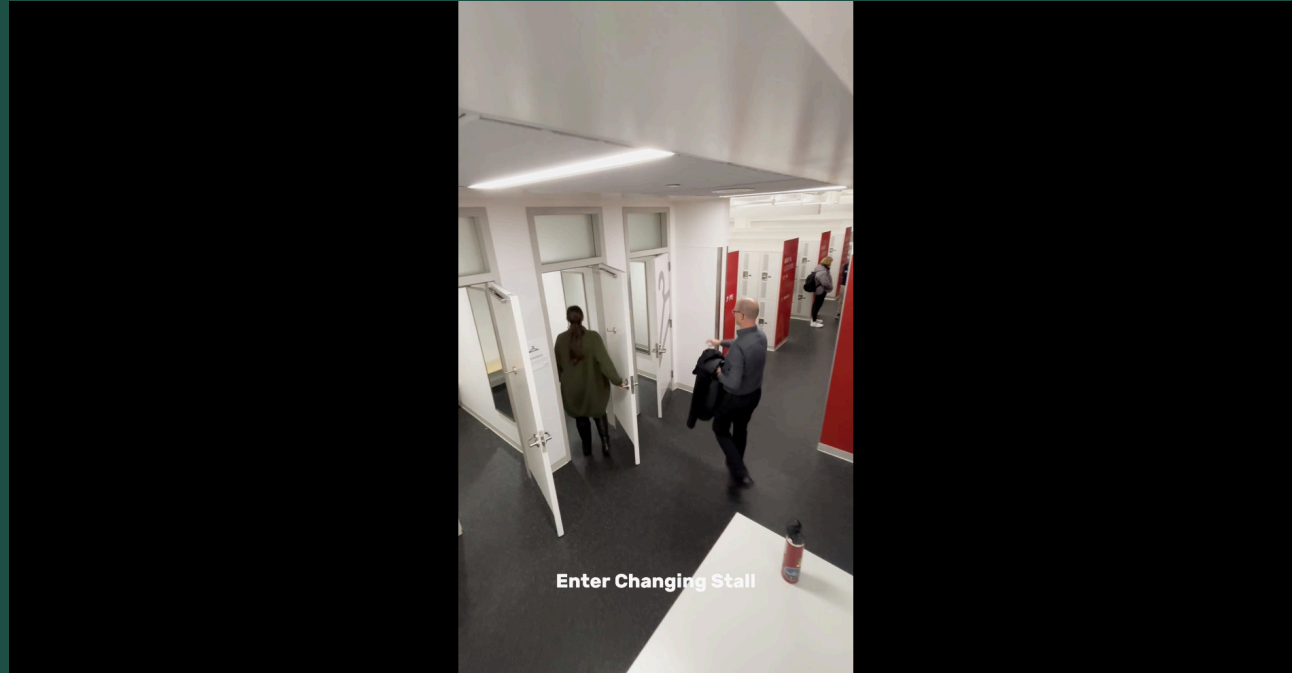
what we did:

STUDENT AND STAFF SUMMIT THEMES



what we heard:

Lincoln High School - Seattle Public Schools



Learning & Connection: Peer/Peer Interaction & Team Building

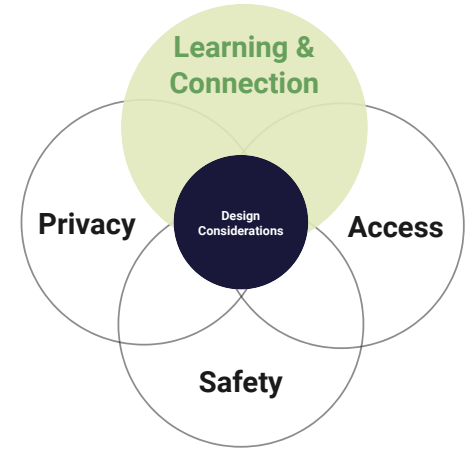
Summit Workshop Key Takeaways

Space for Community Building and Peer Interaction

To be successful, there will need to be structured expectations

To be successful, there will need to be a culture of over-communication and orientation for new students, families, and visitors

Adequately support different needs of teams and PE storage



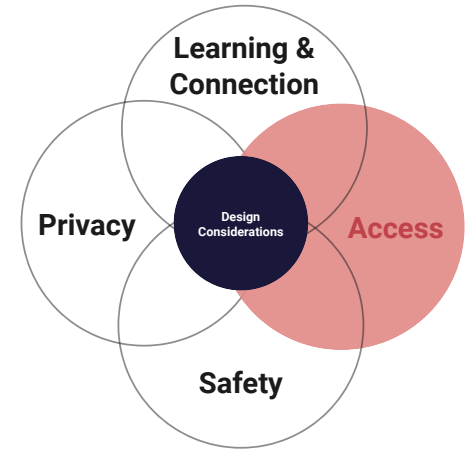
Access: Openness, Variety, Choice

Summit Workshop Key Takeaways

Manage Student Density and monitoring in Shared Spaces through scale and variety

Provide student's choice to meet their own comfort level and privacy needs

Single Occupant changing spaces support Inclusivity and Access, more student needed on hybrid model



Further Discussion Needed

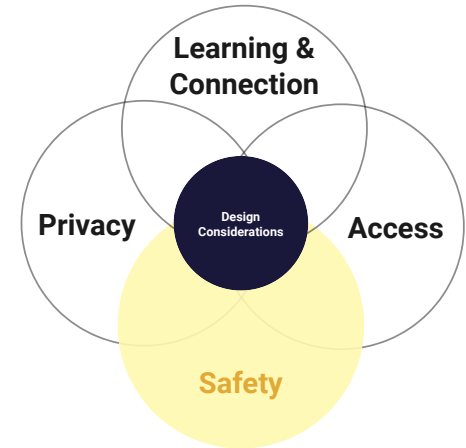
Safety: Supervision & Shared Ownership

Summit Workshop Key Takeaways

Shared Responsibility over space promotes safety, respect, ownership and accountability

Security and Access Control, to discourage misbehavior and protect personal belongings

Explore Emergency and Safety Features to fine tune visual and acoustic barriers



Privacy: What Can be Seen or Heard

Summit Workshop Key Takeaways

Visual and Acoustic Privacy for general safety and to protect against cell phone use

Occupancy Indicators for safety and efficiency

