

# Mississippi School Design Institute

## A REPORT OF FINDINGS

Bay-Waveland School District  
Long Beach School District  
Moss Point School District  
Stone County School District

June 20 – 21, 2006





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## American Architectural Foundation

The American Architectural Foundation (AAF) is a national nonprofit organization that seeks to educate individuals and community leaders about the power of architecture to transform lives and improve the places where we live, learn, work, and play. Through numerous outreach programs, grants, and educational resources, AAF inspires people to become thoughtful and engaged stewards of the built environment.

AAF's *Great Schools by Design* program aims to improve the quality of America's schools by promoting good design, encouraging collaboration in the design process, and providing leading-edge resources that empower schools and communities to transform themselves. Throughout the country, *Great Schools by Design* engages superintendents, architects, teachers, parents, citizens, students, and local government officials in a far-reaching conversation about what must be done to improve the places where children and adults learn. At AAF, we strive to help create schools that both support student achievement and serve as centers of community. For more information, please visit us online at [www.archfoundation.org](http://www.archfoundation.org).

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**At the present moment, we have a great opportunity to reconsider the classic American schoolhouse and the ways that our young people learn and our teachers teach. Advances in technology, educational theory, and our understanding of how students learn all lead to new ideas about how our schools should be designed and built. AAF's School design institutes aim to bring this knowledge to superintendents and other public officials involved in new construction and renovation of schools to meet the needs of the 21st century.**

We welcome your interest in this report of findings from the Mississippi 2006 School Design Institute and hope you will find it a valuable resource. This document reflects the comments and recommendations from a team of leaders in the field of design and planning regarding specific, 'real life' projects presented by the superintendents of four school districts from the Mississippi Gulf Coast. AAF's institutes help introduce school officials to the most innovative design solutions and latest thinking in school facilities. The process also helps to sensitize and inform decision makers about the benefit of good planning and design so that they can lead their district to support state-of-the-art solutions.

In the pages ahead, you will read about projects in Bay-Waveland, Long Beach, Moss Point, and Stone County school districts. A section is devoted to a summary of each school district and its demographics and challenges. Embedded in the comments and recommendations are best practices regarding a range of issues such as school size, technology, trends in learning, siting and location, and public process and community-school collaboration. It is hoped that you will learn from these examples and use this information as a guide when considering your school design challenges.

The American Architectural Foundation appreciates the generous support of our sponsors and the contributions of the resource team members and school officials. We look forward to continuing to contribute to the national discussion about the importance of creating learning environments that promote student achievement.



Ronald E. Bogle  
President and CEO  
American Architectural Foundation

# Mississippi School Design Institute

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## Overview

### **GREAT SCHOOLS BY DESIGN**

Each day across the United States, more than 59 million students, teachers, and education employees spend considerable time in the nation's 120,000 school buildings. Unfortunately, too many of these schools are aging, crowded, and in need of repair. These pervasive conditions negatively affect students' ability to learn and teachers' ability to teach. With school enrollment forecast to increase at record levels through 2013 and spending on school construction, renovation, and maintenance expected to total nearly \$30 billion annually, the need to transform our schools has never been more urgent.

The American Architectural Foundation's (AAF) *Great Schools by Design* initiative helps communities across the country improve the quality of their schools by promoting design excellence, collaboration, and providing educational resources. *Great Schools by Design* engages stakeholders and local leaders about the importance of healthy, responsible, and high-quality design in our educational facilities. AAF's goal is to encourage the creation of schools that both support student achievement and support community engagement on many levels. It is essential that the school district interface with the community. Educational facilities should be built for adults as well as children—community residents as well as school teachers and administrators. School districts must look beyond the school building and the school site and consider how the facility can benefit the entire community.

AAF brings a variety of school design stakeholders together through such events as the National Summit on School Design, forums on particular topics, and school design institutes that help school districts and decision makers consider innovative options for school design. In addition, AAF is working with KnowledgeWorks Foundation to produce a video library of best practices in school design. The first award-winning video, *Schools as Centers of Community: John A. Johnson Elementary School*, received national exposure; it will be followed by a second video titled *Schools Designed for Learning: The Denver School of Science and Technology*.

### **SCHOOL DESIGN INSTITUTES**

Since the inception of the *Great Schools by Design* program in 2004, almost 40 school superintendents from across the country have participated in school design institutes. This work includes an ongoing effort to assist the Mississippi Gulf Coast communities in recovering from the hurricane devastation of August 2005. AAF's goal is to help superintendents achieve an educational vision for their school district through a greater understanding of their roles in guiding the design of educational facilities.

In a school design institute, small groups of school superintendents from across the country discuss critical school development issues in their districts with a team of national experts in design and planning. This service is offered at no cost, although contributions to the foundation are accepted. The program is presented through a partnership with Target and through other grants and contributions.

The program is endorsed by the American Association of School Administrators.

Once an invitation to participate is accepted, the AAF program director works closely with the superintendent and staff to help ensure that they have a valuable learning experience. The school design institute begins with an opening dinner and a keynote address on design excellence and major innovations in the design of educational facilities. The evening is followed by work sessions in which each resource team member discusses his or her area of expertise and each superintendent presents a project for review and comment. The small group format encourages informal and highly interactive discussions. Participants identify critical design issues and creative strategies for implementation. The work sessions provide a unique opportunity for school superintendents and a rewarding learning experience—as noted in the testimonials of previous participants.

AAF recently published the *Report of Findings from the National Summit on School Design* held in the fall of 2005 in Washington, D.C., in partnership with KnowledgeWorks Foundation of Ohio. Former U.S. Secretary of Education Richard Riley participated in the Summit and continues to make the case that schools must be designed for the 21st century.

## **INTRODUCTION TO PROJECT INFORMATION**

AAF's *Great Schools by Design* program sponsors school design institutes to provide advisory services to superintendents across the County who are dealing with challenging school design and planning issues. The resource team is composed of experts from around the country chosen for their expertise in dealing with the types of design issues

presented by the superintendents. The range of expertise generally includes design and planning, construction management, community engagement, and financing.

Superintendents submit a project summary that defines the project for which they are seeking review and comment. In addition, they provide a snapshot of their districts so that the project can be reviewed in the context of the district's overall needs and strategies. Along with the project summary, each superintendent presents a series of questions that define the issues to be addressed by the resource team. In this way, the experts understand what the superintendents hope to accomplish.

Discussion during the session is informal and includes everyone's participation on each project; the resource team and the superintendents all review and comment on each project. The broad range of design issues associated with the individual projects generally benefits each superintendent. To encourage excellence in design so as to help improve student achievement and better serve the broader community, participants consider a range of issues relevant to educational facility planning and design.

A brief outline of the recommendations and suggestions for each project follows the project summary and school district snapshot for each participating district. Biographies of all participants are included at the end of the report.

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# Bay-Waveland School District

## PROJECT SUMMARY

### Second Street Elementary School

Second Street Elementary, a school facility built in 1926, quickly became a stumbling block as the district began to consider rebuilding after Hurricane Katrina. Because of the school's significance as a historic landmark, there are limitations regarding restoration, and the building cannot be demolished. If redevelopment as a school is considered inappropriate, the school district cannot afford to sell the property unless it receives a large profit, because the district will not have the funds needed for new construction. The school district needs the space that Second Street Elementary previously provided for school use.

The Federal Emergency Management Agency (FEMA) has proposed \$700,000 to cover the cost of renovation—far short of the \$8.1 million cost of repairs estimated by an independent consultant. The district does not have bonding capacity, and even if it did, there is no tax base.

The existing building does not meet building codes or comply with the Americans with Disabilities Act (ADA) requirements. There are no elevators for access to the second and third floors, and there are no restrooms on the second floor of the main building. The building has no sprinkler system, no firewalls, and no fire detection system. In addition, classroom sizes are inconsistent and create serious issues regarding the desirable student-to-teacher ratio.

As a result, the school district has considered several options. The facility can be boarded up and allowed to fall into disrepair. The district can try to sell it even though it will not provide a profit large enough to cover rebuilding. Another option is to lease the building to a nonprofit organization and let it restore the building. The building could be renovated for its same function (school) or for a new use, such as office space or an alternative school.

The district is essentially frozen until the discrepancy between FEMA's proposed reimbursement and the district's estimated renovation cost can be resolved. For planning purposes only (assuming money exists to cover viable options), the district requested consideration of the following:

- What should be done with the Second Street Elementary School building?
- How can reconfiguration of the district occur to absorb the students from Second Street Elementary, if the existing facility is not renovated or rebuilt as a school?

## SCHOOL DISTRICT SNAPSHOT

The Bay St. Louis–Waveland School District had an enrollment of 2,350 students before Hurricane Katrina and provided educational services at six campuses. All buildings in the district incurred extensive damage from wind and flooding. On three campuses, some buildings will be demolished because renovation is calculated to be more costly than rebuilding. Bay-Waveland Middle School is the only campus that is not housing students and staff members in portable classrooms. Bay High

School continues to rely on a few portables. The remaining schools are expected to need their portables for as long as three years while a comprehensive building plan is developed.

Every one of the buildings took in water from the storm surge or from extensive roof damage. The waters left behind thick mud that contaminated all areas of the buildings. High humidity and temperatures exceeding a heat index of 100°F lasted for days after the storm. Mold and mildew grew rapidly and spread to furniture, walls, ceilings, and air-conditioning ductwork. Mechanical equipment on every campus was damaged by the saltwater, rendering it dangerous and useless. The infrastructure for both the wide area and local area networks was destroyed. Servers were damaged beyond repair, along with most computers and monitors throughout the district. Anything made of paper became contaminated with mold and mildew and had to be disposed of. Legs of desks were pitted by the saltwater and began rusting immediately, sometimes adhering to the floor. Ceiling tile sagged and floor tile buckled from humidity and water. The loss of buildings and contents has been estimated at \$40 million. Insurance from FEMA and the Mississippi Emergency Management Agency will cover some costs, but not all.

Grade configurations will remain the same as before the storm until rebuilding is complete:

- North Bay and Waveland Elementary Community Schools (grades K–3)
- Second Street Elementary School (grades 4–5)
- Bay-Waveland Middle School (grades 6–8)
- Bay High School (grades 9–12)
- Bay-Waveland Alternative School (grades 4–12)

By May 2005, 62 percent of the pre-Katrina school population had returned. The district is planning for an 80 percent return rate during the 2006/07 school year.

Local revenue has decreased by at least 50 percent, creating strained budgets and overall belt tightening. A hiring freeze has also been imposed.

## REVIEW AND COMMENTS

Second Street Elementary is a typical community school nestled in a residential neighborhood only one block from the beach. It sits at 26 feet above sea level on ground that is relatively stable. The building is on the National Register of Historic Places and has landmark status. It suffered serious wind damage, exacerbated by 98 percent humidity, which caused extensive mold. Mud from the Gulf was lodged under the gymnasium floor. Initial cleanup was halted when the building inspector condemned the building for hazardous health conditions.

FEMA's proposed amount to cover damages was \$700,000, as compared with an estimate by JBHM, P.A., of \$8.1 million. That estimate would include mold abatement, elevator installation, restroom construction for the upper floors, and reconfiguration of classrooms. In addition, the JBHM proposal covered defensive structural components and ADA code compliance.

The resource team found the problems to be more about resources and economics than design. The superintendent was advised to get an itemization of the \$8.1 million estimate for use in negotiating with FEMA. The team noted that \$8.1 million is considerably less than the cost of building new.

The resource team discussed a number of development strategies and design options for redevelopment of the site:

- The current, progressive state superintendent should provide strong support for rebuilding schools in coastal communities.
- A contingent of school leaders should meet with senators Trent Lott and Thad Corcoran to muster congressional clout for more money to be earmarked for education facilities through emergency legislation, not through FEMA. Doing so would give the senators an opportunity to emphasize that education is underfunded in the federal budget.
- FEMA's requirement to rebuild what existed before the storm (using the same footprint) is a major stumbling block to a one-time opportunity to redesign schools.
- FEMA's ruling that only 18 percent of the facility was damaged eliminates the possibility of replacing the school with new construction. Nevertheless, there may be an opportunity to blend the historic building with new construction.
- The superintendent needs to spearhead two plans: a plan for this site and a phasing plan for redevelopment of the district as a whole.
- In terms of phasing, it is important to prioritize in order to meet the district's needs over time.
- Joint development options for the existing facility should be considered. It is a prime site in that it is central to the community and near the coastline. The district should consider the value of its real estate and other community needs that could be incorporated in a redevelopment plan to help generate income. This strategy is useful when locations are good for private enterprise. Redevelopment of the building, with a possible expansion, could serve as a demonstration project for other communities.

The Oyster School in Washington D.C., is a good example of the result of a similar strategy.

- The Mississippi Department of Archives and History, which is adamant about retaining historic buildings, should be contacted for help with funding. Second Street Elementary is unique in its symbolic function and location within the community.
- The Mississippi State Historic Preservation Office and the National Trust for Historic Preservation should be contacted for potential funding.
- Because the two grades served by the building could be permanently relocated to two other schools, it is important to ask whether Second Street Elementary is the right property for a school. Given the building's proximity to the beach, it might be wise to convert the building to other uses that would help pay for school construction elsewhere. Alternative uses that should be considered include loft housing, space for local arts groups, or possibly a public library.
- To make this determination, the district should hire a real estate market analyst to study redevelopment options and assess the value of this four-acre property. The property's value is increased by the fact that the school district owns additional land adjacent to the school.
- An important smart-growth development strategy is adapting old buildings for new uses. Apparently the community would support a new school in another location as long as the landmark building is preserved.
- The district should investigate how much money FEMA has and whether this money can be pooled with funds from other community facilities to incorporate those uses at this site. This process could help accelerate the delivery of new community facilities.

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# Long Beach School District

## PROJECT SUMMARY

### Harper McCaughan Elementary School

Harper McCaughan Elementary School is composed of four buildings. Building one contains the office, a cafeteria with a stage, and 12 classrooms; building two contains the library and 14 classrooms; building three consists of 4 classrooms; and building four is the physical education building. The buildings are connected by a series of outdoor, covered walkways. The total square footage of Harper McCaughan Elementary School is 43,214 square feet, excluding a 288-square-foot storage facility. This campus experienced six feet of flooding with additional wind damage. It has recently been approved for demolition.

The Long Beach School District is considering two possible sites for redevelopment of the elementary school. One option is rebuilding at the current site, two blocks north of Highway 90 on the Gulf of Mexico. The alternative building site would be on land located approximately two miles north of the coastline. Long Beach is still negotiating with FEMA for permission to change locations for a rebuilt facility.

Regardless of which site is chosen as the optimal development site, the superintendent has determined the program for the new school. It will be designed to accommodate 650 students under one roof. Special-use areas will include a gymnasium, a multipurpose center, a music room designed to be acoustically appropriate, and a computer lab. A security system incorporating door alarms and

cameras will be part of the infrastructure, together with a wireless computer network.

## SCHOOL DISTRICT SNAPSHOT

Long Beach, Mississippi, is located on the Gulf Coast between the cities of Gulfport and Pass Christian, midway between Mobile, Alabama, and New Orleans, Louisiana. Before Hurricane Katrina, Long Beach had a population of 17,000. The school district had an enrollment of approximately 3,200. Long Beach School District, comprising one high school (9–12), one middle school (6–8), and three elementary schools (K–5), has a current enrollment of 2,850 students in grades K–12.

Long Beach has long maintained a small town atmosphere, with deep family roots and local traditions. It is a bedroom community with very little commercial or industrial base. The school district maintains a long tradition of academic excellence, having been named by several different organizations in past years as the number one school district in the state of Mississippi. Long Beach currently is one of only nine districts in the state in which all schools earn a Level 5 accreditation rating (the highest rating in Mississippi). In addition, all five schools in the Long Beach School District have met the adequate yearly progress requirements of No Child Left Behind in all subgroups.

The citizens of Long Beach are predominantly in the middle- to upper-middle-income groups, with a large portion of that population of retirement age. The school-age population, however, is coming

increasingly from lower- to middle-income families. Now more than 50 percent of students qualify for the free or reduced lunch program.

## REVIEW AND COMMENTS

The Harper McCaughan Elementary School has been approved for demolition. This five-acre site was deeded to the school district in 1906. The school district is in negotiations with FEMA for permission to consider rebuilding on another site. The existing site is two blocks north of Highway 90, which runs along the coast; the alternative site is two miles north of the coastline. The existing site is in what was the center of town—however, the center has begun to shift to the north.

There are a number of locational issues to consider. The school may have to be relocated because of the cost of insurance, since it is unclear whether insurance will be available for properties below the railroad line. FEMA requires rebuilding to be on land at an elevation of 18 feet or higher. It will pay \$6.1 million for replacement of the existing 43,214 square-foot school. The agency will cover the replacement cost because 60 percent of the facility was destroyed—but rebuilding at this site must coincide with the original footprint. The building was closed and cleanup efforts ceased when the Harrison County Health Department declared the school unsafe. A bid for demolition will be submitted June 20, 2006.

The town is composed of two- and three-story buildings. There are no condominiums and no casinos. Businesses along the beach were destroyed by the hurricane. The existing site could be redeveloped as a school, or redevelopment

could be designed to serve new development planned along the coast.

The team considered reconstruction at the existing site, noting the requirement for hardening the building for use as an emergency shelter. Also considered was development of a much larger site located slightly to the north. Advantages and challenges associated with each site were discussed. The Board of Education will make the final choice as to which site will be developed.

- Education specifications and a building program should be developed on paper first, by working with an education facility planner or architect to define uses by square footage.
- The existing school site has the advantage of being near the city library and the public park, providing an opportunity to share resources. Limitations include the FEMA requirement to rebuild on the same footprint. The existing configuration is four separate buildings connected by open-air walkways.
- The team suggested that the site be investigated for civic development, given both its size and location and given the need for a city auditorium. The existing school site could allow the incorporation of multiple uses.
- The alternative site is 84.5 acres, large enough to accommodate a future high school and middle school. It was deemed the only available development site in Long Beach, and the school district has purchased it. The site could accommodate immediate construction of a replacement facility for Harper McCaughan Elementary School. Sufficient acreage exists for ball fields to serve all three schools.
- Existing wetlands on the alternative site are less problematic given the size of the property. It was estimated that 40 percent or more of the acreage

is uplands, with some wetlands that would be relatively easy to mitigate. Nevertheless, it is suggested that any building on the site be designed to minimize environmental impact.

- The wetlands can provide a unique opportunity for learning about the environment. A science academy could be established on the site.
  - The 84.5-acre site will be centrally located, given the pattern of anticipated new growth. A master plan for the property should be done to assist in siting the school facilities and, possibly, additional housing. Consideration should also be given to circulation through and within the site, particularly noting links between the surrounding residential neighborhoods and the school property.
  - A charette was suggested as a way to generate alternative development strategies. The 84.5-acre new site could become a new town center, with many different civic and community functions. The library could be relocated here, and an auditorium associated with a future high school could be built. The charette would help determine possible uses to include in a master plan.
  - Given this potential scenario, the school district may need to become the developer. Transfer of development rights might be established to provide equity between the public interest and private development rights.
  - Two levels of discussion are needed. A development authority could be established to spearhead the formulation of a vision for this property and to identify potential funding sources. The city needs to be involved, and someone must take the lead and think holistically about how this property can serve the entire community.
- Conversation should continue at the planning level to see the big picture and determine how both sites can best serve the community.
  - The team stressed the importance of a communitywide planning process that would help establish a collaboration with a regional or citywide planning authority.

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# Moss Point School District

## PROJECT SUMMARY

### Magnolia Junior High School Relocation

The city of Moss Point, located on the Mississippi Gulf Coast, has a diverse population of 16,000 citizens, approximately 70 percent African American and 30 percent Caucasian. At one time, Moss Point was known as an industrial city, but it lost this title before Hurricane Katrina when International Paper Company and Rohm Haas closed.

The Moss Point School District is currently the largest employer in the city. The district has six elementary schools, a junior high, a high school, a vocational center, an alternative learning center, and a family education center, plus other facilities. The district has a population of 3,800 students that reflects the 70–30 racial composition of the city.

As a result of Hurricane Katrina, all but two buildings suffered severe damage. Magnolia Junior High had to be closed because of extensive flood damage and contamination. The district relocated Magnolia's 575 students to the Alternative Learning Center at Ed Mayo; the Alternative Learning Center was relocated to three portable buildings. The Family Education Center was completely destroyed and relocated.

Magnolia Junior High has a rich history. It served as the African American high school from 1952 to 1970 until it became a junior high. Magnolia is located in an established black neighborhood. As a result of Hurricane Katrina, the school received three to five feet of water, mud, and sludge from the

surrounding bayous. It has structural damage and moisture problems, and it is located in a floodplain. FEMA has recommended that the Moss Point School District identify another site on which to rebuild the school. However, almost all property south of I-10 flooded, and in Moss Point proper, very little acreage is available that is considered desirable for school construction.

### POTENTIAL DEVELOPMENT SITES

Nevertheless, the following four sites have been proposed for construction of the new Magnolia Junior High. An additional 2 sites were discussed at the institute.

**Site One:** Abandoned Glove Factory (10 + 4 acres) This site contains approximately 10 acres, with an additional 4 acres available from a private source. It is about two miles from the present location of Magnolia Junior High. The location on the west end of Jefferson Street provides easy access to both West and East Moss Point. A neighborhood is located behind and on the west side of the property. A railroad track is located along the east side. If chosen as the new school site, the abandoned factory structure on the site would have to be demolished. Because the property was the site of a factory, it is unknown whether remediation will be required and whether the Environmental Protection Agency (EPA) would approve the site for a school.

**Site Two:** Densely Wooded Property (16.5 acres) These 16.5 acres of densely wooded land are located on Jefferson Street. The property sits along the four-lane portion of the street. It is the

largest site being considered for the new school. This portion of Jefferson Street is heavily traveled. If chosen for the new school, the site would have to be cleared.

**Site Three:** Jackson County Administration Building (14.5 acres)

This site of approximately 14.5 acres sits along the four-lane portion of Jefferson Street and contains more travel outlets than Site Two. It is also located on a heavily traveled roadway. Jefferson Street is the main thoroughfare and link to Wal-Mart and other businesses, a public park, and residential areas. Discussion elaborated on a questionable neighborhood near the site. If chosen as the new school site, the current administration building and asphalt parking lot would have to be demolished.

**Site Four:** Moss Point School District Bus Barn (2 acres)

This site, at one of the highest points of elevation in the city, did not flood during Hurricane Katrina. Because it sits across the street from Moss Point High School, the existing cafeteria, gymnasium, band hall, and auditorium could be used by the junior high students. Since all secondary students would come to one campus, transportation needs would be streamlined. Teachers could also be split between the two sites, if needed. The facility could therefore incorporate shared resources and save money in design, construction, and implementation. However, using the high school cafeteria, gymnasium, band hall, and auditorium means that students will have to cross a major street on a daily basis. The district needs to

address this issue with city council, the police force, and transportation officials.

None of the proposed sites are in a flood zone.

## THE BUILDING PROGRAM

The rebuilding of Magnolia Junior High School will create the first new structure in the Moss Point School District since 1969. It presents an opportunity to design an innovative structure that will invite and promote learning. Through energy-efficient construction, the district can begin to curtail rising energy costs. The new building will be a two-story structure with clean lines and a grand entrance. A foyer or commons area will highlight the history of Magnolia and house artifacts of its past.

The new Magnolia Junior High must contain enough room for 20 percent growth. Therefore, the square footage should expand from 80,000 to 100,000 square feet. There is growth potential in Moss Point because the city has access to railways, water, and two major highways. Since Moss Point is one of the few places along the Gulf Coast that did not flood during Hurricane Katrina, many industries are beginning to inquire about sites for future development. The new school will be an added incentive for industry to locate in this community.

The new school should use a “school within a school” concept and contain multipurpose spaces. The structure should house both a large auditorium and a smaller auditorium that can be used as a lecture hall for the school during the day and for community residents at night. ACTIVBoards, surround sound, automatic screens, and projectors would be just a few of the standard instructional

tools in each classroom. To ensure the safety of the students, the district will include radio frequency identification badge readers, a perimeter surveillance camera system, an interior camera system, and a Berbee phone and intercom system. The school may also be utilized as a shelter during emergency situations.

## SCHOOL DISTRICT SNAPSHOT

### City of Moss Point

- Approximately 16,000 citizens
- 71% African American, 28% white non-Hispanic, 1% Hispanic
- No major industries or businesses
- Unemployment rate of 9.9%
- 22 feet above sea level
- 25 square miles
- Median age of 36.7 years
- Median household income (2000) of \$32,075
- Median house value (2000) of \$58,900
- Surrounded by the Pascagoula River and Escatawpa River, approximately six miles from the Gulf of Mexico
- Two major highways (Route 63 and Interstate 10)

### Moss Point School District

- 3,750 students (pre-Hurricane Katrina)
- 3,379 students (post-Hurricane Katrina)
- 501 employees
- \$1.9 million payroll per month
- 14 facilities
  - 6 elementary schools
  - 1 junior high school
  - 1 damaged junior high school
  - 1 high school
  - 1 stadium
  - 1 bus barn and warehouse
  - 1 central office

- 1 family education center
- 1 baseball and softball field
- All schools currently meeting adequate yearly progress (AYP) standards
- 1 Level 5 school, 7 Level 3 schools

|  |             |
|--|-------------|
| Students receiving free or reduced meals | 78%         |
| African American students                | 71%         |
| Attendance rate                          | 96%         |
| Graduation rate                          | 74%         |
| Per pupil expenditure                    | \$7,658     |
| Scholarship awards                       | \$3,500,000 |

## REVIEW AND COMMENTS

Moss Point is one of the few communities along the Gulf Coast that did not flood. With good access to railways, water, and two major highways, it is anticipated that industrial development will occur and add to an increase in population growth. Currently, there are no major businesses in Moss Point. It is a struggling community with 9.9 percent unemployment. However, significant development opportunity exists because the town sits at 22 feet above sea level—considered high ground—and has a number of industrial sites available for development.

The school district wants the new Magnolia Junior High School to be designed for a 20 percent growth in enrollment, increasing the building size to 100,000 square feet. FEMA has recommended that the rebuilding of the junior high occur at another site. This recommendation has led to an investigation of four potential development sites for the new school. (If FEMA is to pay for reconstruction at the existing site—meaning that the damage affected more than 50 percent of that site—then it will pay only to rebuild the same

footprint. The agency has determined the site to be undevelopable if this is the case.)

The resource team reviewed a number of sites being considered for the new junior high school. However, discussion centered more on a strategy for development than on individual sites:

- The school district has time to investigate all potential development sites and plan for redevelopment because the Magnolia Junior High students are housed in an acceptable interim facility. There is time to do it right. And there is money—FEMA has offered \$14 million to rebuild.
- The new school must serve as a change agent for the school district. It will be the first new school building since 1969.
- The school district must assemble stakeholders to increase interaction through state and county planning agencies.
- The school district has the support of Cisco Systems to help incorporate technology in the rebuilding effort. Cisco brings significant expertise to the district.
- A master plan is needed to consider the pros and cons of each potential development site. The school district should be working with the city and regional planning board for mutual benefit.
- Industry should not get the most desirable sites.
- The new school should retain the historic heritage of the original Magnolia Junior High but add new functions to expand the range of course offerings.
- Moss Point School District should consider joint-use facilities for the community. For example, the district may want to invest money to provide cultural space for existing arts groups.
- Six potential development sites were briefly discussed. The resource team found the

abandoned glove factory to be the most compelling site. Nevertheless, the overall recommendation is for a comprehensive review of the district with consideration of how each site might best serve the district.

1. The abandoned glove factory has utilities in place. The 14 available acres are surrounded by land that may be available for purchase: one contiguous property is owned by a recently retired person; the other is an unoccupied rental property. EPA approval might be required because the property is a former industrial site. A number of opportunities are associated with the site. It would provide reuse of a vacant brownfield property, and the existing building might provide potential for adaptive reuse.
2. The densely wooded 16.5-acre site would require extensive clearing. (The site is adjacent to a shopping mall and sits on a heavily traveled roadway.) Development at this site would result in negative environmental impact, but the site could be used for education purposes such as developing programs about nature and ecology. Other available sites do not create environmental issues. The team strongly suggested considering those sites instead.
3. The Jackson County Administration Building site is also located along the same heavily traveled roadway and is relatively close to a densely populated residential neighborhood, 80 percent of which has been repopulated following the hurricane. The building and asphalt parking area would likely need to be demolished.
4. The 2.5-acre bus barn property is owned by the school district. Demolition of existing buildings is anticipated. Some adjacent land

may be available for purchase to expand the site. There are possibilities for integrating development at this site with the high school across the street, allowing for some shared functions.

5. A site across from the existing junior high school currently houses four tennis courts and open space, but the property owners are not willing to sell.
  6. A vacant shopping center property located near softball and baseball fields might become available for purchase. The advantage of this site is its proximity to recreation space. The disadvantage is that the owners are unlikely to be interested in selling.
- As an initial step, the school district should work with the city and regional planning authority in considering the development of a new facility, because development of any of these sites will affect surrounding properties and districtwide planning efforts.

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# Stone County School District

## PROJECT SUMMARY

As June 2006 drew to a close, Stone County had almost completely recovered from Katrina—in a physical sense. Unlike the neighboring districts to the south, Stone County's buildings, institutions, and tax structure are mostly intact. The most visible reminders of the storm are the thousands of acres of ruined pine timber—forests that had been the most distinct feature of the landscape.

It is hard to describe how rural the area is without knowing the community. The southern border is less than 25 miles north of the Gulf of Mexico and only 15 miles from the outskirts of Biloxi and Gulfport, where traffic jams and congestion are dealt with on a daily basis. Despite the proximity to denser areas, Stone County has maintained a rural lifestyle for generations. The population density in 2000 was 30 per square mile, with the highest density in the northern end of the county. The U.S. Forest Service owns 54,000 acres, which is completely unpopulated. It is not uncommon to drive two miles in some parts of the county and not pass a residence. School bus routes run up to 35 miles and can take one and one-half hours to go one way. Timber harvesting and timber-related industries account for 90 percent of all industry.

Before the storm, many of the people moving into Stone County did so to escape the urban lifestyle developing in the surroundings. The community of Stone County has been very attractive to retirees, including military retirees. In 2000, the county had 4,747 households. Growth has been steady but

very slow. Then Katrina hit, and this project materialized for the Stone County School District.

Currently more than 6,000 home sites averaging one acre each, with sewer and water, are set to become available in the next three years. These sites will be located in the southern part of the county away from the existing schools, which are all located in the central and northern parts of the county. Even if only half of those home sites are eventually occupied, the school population could increase by 80 percent.

Major highways—U.S. 49, MS 15, and MS 67—give easy and quick access to all parts of the Mississippi Gulf Coast. The land in this county is high in elevation and more affordable than land in Harrison County just to the south, so many people are attracted to the area. The question is how many and how fast.

Stone County School District has contracted with an educational consulting firm, JBHM Inc., to survey and attempt to answer questions related to growth. The county has also asked JBHM for options on school placement and location and realignment of the present K–5, 6–8, and 9–12 school system.

It is almost certain that the first building project will be a K–5 school in the southern part of Stone County, within the next two years. The superintendent is particularly interested in construction that will allow expansion to a K–8 facility. Suggestions for appropriate multiple uses of the facility are also of interest.

There is a good possibility that a second high school will be needed in the same section of the county. Phased construction is necessitated by the flow of funding. The strategy is to start small and add on as the tax base increases with population growth and residential development.

Whatever is built, Stone County would like it to be an economical, efficient, expandable, and multiuse facility. The assistance offered by the Mississippi School Design Institute during the planning stages of this project has come at a most opportune time.

### SCHOOL DISTRICT SNAPSHOT (2003 – 2004)

|                  | District | State   |
|------------------|----------|---------|
| <b>Total</b>     | 2,538    | 492,557 |
| White            | 74.98%   | 47.27%  |
| African American | 24.41%   | 50.72%  |
| Asian            | 0.27%    | 0.74%   |
| Native American  | 0.15%    | 0.17%   |
| Hispanic         | 0.19%    | 1.10%   |
| Male             | 50.91%   | 50.97%  |
| Female           | 49.09%   | 49.03%  |

#### District Facts

|                            |        |
|----------------------------|--------|
| Attend. as % of enrollment | 95.80% |
| % eligible for free lunch  | 46.27% |
| No. of dropouts            | 12     |
| % gifted students          | 6.03%  |
| % special ed. students     | 13.1%  |
| No. of AP courses offered  | 5      |
| Graduation rate            | 93.01% |
| ACT college prep           | 37.50% |

#### District Expenditures

|                   |         |
|-------------------|---------|
| Total per pupil   | \$6,741 |
| Federal per pupil | \$1,066 |

#### District Title I

|                        |           |
|------------------------|-----------|
| Title I allocation     | \$665,173 |
| % of enrollment served | 73.10%    |
| No. of Title I schools | 3         |

#### School-Level (2003 – 04)

| School-Level (2003 – 04) | Fall Enrollment |
|--------------------------|-----------------|
| Perkinston Elementary    | 484, level 3    |
| Stone Elementary         | 767, level 3    |
| Stone High               | 741, level 4    |
| Stone Middle             | 646, level 3    |

#### School-Level (2004 – 05)

|                       |         |
|-----------------------|---------|
| Perkinston Elementary | level 4 |
| Stone Elementary      | level 4 |
| Stone High            | level 5 |
| Stone Middle          | level 3 |

### REVIEW AND COMMENTS

Stone County was essentially spared the impact of Hurricane Katrina. The problems for this rural county are not immediate, but growth-related issues are anticipated to be significant over time. Rural characteristics of the county are revealed by school bus routes as long as 35 miles and the lack of any corporate presence until 2001, when Wal-Mart arrived. A mix of establishments followed: General Dynamics, Wendy's, and Mississippi Gulf Coast Community College Perkinston Campus. The tax base expanded without a large increase in population, and the school population remained flat.

With one exception, all the schools in the county are concentrated in Wiggins. Extensive U.S. Forest Service land surrounds the county, but the rural

character is nevertheless changing. It is estimated that 43,000 acres have been allocated for subdivisions. Currently, 6,000 home sites are being developed and small subdivisions are being developed all over the county.

There are no zoning codes or regulations—this is a “no control” county. Thus, there is particular concern that the county will be overwhelmed by a growing population. The superintendent must plan for increased student enrollment.

The citizens of Stone County were upset by previous school consolidation. The goal now is to locate schools within the communities being developed. It is anticipated that these communities will support school bond issues. One thought is to build an expandable school for the new communities that will serve as a model and be expanded as the population grows: K–3 to K–5 to K–8. A consulting firm is studying an expansion plan for the school system. Fortunately, there is time to plan.

The resource team provided quite a bit of advice regarding the need to plan carefully for increased growth:

- The challenge is not limited to school planning—there is an overall planning need. The question is how to retain the rural character of the county as development adds 6,000 households in the near future. Regional planning is needed.
- A master plan for the district should be prepared on the basis of various population projections.
- Planning for the future requires that the local and regional planning authorities create a comprehensive plan. The superintendent needs to be part of the process. Schools can help determine where growth will occur. The

superintendent must work with the planning authority and with business and community leaders, particularly in Wiggins, as partners to influence future growth.

- The superintendent should look to the city and county for planning assistance and establish overlapping goals and ways to work together.
- To gain sufficient support for planning, it is important to emphasize the effect of smart growth on economics. Schools will affect community development, which in turn affects the economy of the community.
- To get the attention of policy makers, stakeholders must appeal to their pocketbooks. For instance, the development of small neighborhood schools reduces the need for extensive busing.
- The vocabulary needs to change: instead of “restrictions,” a move must be made to a more proactive policy to “manage” growth, noting that smart-growth policies can provide positive controls.
- A development authority should be established to advise the community on how school development can affect economic development. A Gulf Coast Economic Development Commission should be established, in the long-term.
- Leadership may change; elections will be influenced by growth issues. Approved plans outlast politicians and safeguard growth initiatives.
- There is an opportunity for Stone County to create more functional communities. Schools can be a catalyst for community building and can help reshape the landscape in a positive way.
- Neighborhoods should be created with schools as centers of community. Smaller schools will result in more students being able to walk to school.

- There may be an advantage to consolidation in the upper grades. The important point is not to build until demand exists and to use a flexible model that will grow with the population. For example, greater flexibility will exist if spaces in new schools are not overspecialized.

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## Biographies of Superintendents

### **Tom Clark, Ed.D., Executive Director Gulf Coast Education Initiative Consortium**

*Wiggins, Mississippi*

Tom Clark has worked in education for almost 37 years. His experience includes 15 years as a teacher and coach, 3 years as an assistant principal, 10 years as principal, and 4.5 years as superintendent of schools for the Picayune School District.

In December 2001, Clark retired from the public school system in Mississippi and started another educationally related career. He currently serves as full-time executive director for the Gulf Coast Education Initiative Consortium. This organization provides collaboration and professional development opportunities for 19 school districts in the six coastal counties of Mississippi and in Petal and Columbia counties.

In addition, Clark is acting in a consultant role for the JBHM Educational Group, the Mississippi School Board Association, and the Mississippi Department of Education. For the Department of Education, he is a certified evaluator of priority schools (low-performing schools).

### **Kim Myrick Stasny, Ph.D. Superintendent, Bay St. Louis–Waveland School District**

*Bay St. Louis, Mississippi*

Kim Stasny has served as superintendent for the Bay Saint Louis–Waveland School District for the past seven years. Before her appointment, she served in the district as assistant superintendent. Stasny was a principal for nine years and taught for seven years before beginning her administrative career.

This past year has represented an extreme change from the traditional role of superintendent. Stasny spends most days meeting with construction contractors, architects, and federal government representatives as she attempts to cut through the red tape. The learning curve has been steep but necessary in order to get a storm-battered district back in operation. Her immediate goals are to continue the quest for rebuilding and

manage a broken budget in such a way that the district remains solvent.

Stasny received her doctoral degree in educational administration and leadership from the University of New Orleans and her master's degree in education from the University of Southern Mississippi. Undergraduate degrees include a bachelor's degree in elementary education from Millsaps College and an associate degree in music from Jones County Junior College.

### **Carolyn Hamilton Superintendent, Long Beach School District**

*Long Beach, Mississippi*

Carolyn Hamilton was born and raised in Long Beach and graduated from Long Beach High School in 1972. After graduating from the University of Southern Mississippi in 1976, she worked as band director for 17 years before becoming principal of Harper McCaughan Elementary in 1993. Hamilton served as principal at Harper McCaughan Elementary for six years, then became a middle school principal for one year, and later became a high school principal for three years, all in the Long Beach School District.

When Hurricane Camille hit the Gulf Coast in 1969, Hamilton was a sophomore in high school. Her father was superintendent of schools for Long Beach at the time. She remembers the many meetings that were held to restart school and make repairs to the classrooms. When Katrina hit, Hamilton was beginning her third year as superintendent for the Long Beach School District.

Her knowledge of the school district is reinforced by her marriage to Dr. Jim Hamilton, chief academic officer for the Long Beach School District.

### **Rachel W. Carpenter, Ph.D. Superintendent, Moss Point Public Schools**

*Moss Point, Mississippi*

Rachel Carpenter became superintendent for Moss Point School District in January 2006, after two years as interim superintendent and assistant superintendent.

The previous 14 years she spent as district administrator. From 1976 to 1987, she was a classroom teacher and consultant on educational programming.

Carpenter's responsibilities have included administration and supervision of policies and procedures for maintaining state accreditation and accreditation by the Southern Association of Colleges and Schools. She has planned school openings and closings, prepared the school calendar, created the student handbook, and served as liaison to the Head Start program. She is responsible for the overall supervision of enrollment projections and serves as administrative liaison to parents and community.

Carpenter designed a nationally recognized instructional model including a strong technology strand. Her interest in curriculum design and revision is evident in her coordination of all testing programs and analysis of test results. She has executed programs for writing across the curriculum, thematic units, cooperative learning, learning styles, and multiple intelligences. During the past 12 years, she has written more than 40 successful applications for business, government, and foundation grants.

As designer of the Moss Point Schools Instructional Management Program, Carpenter has been involved in staff development training for teachers, administrators, and paraprofessionals and monitors all personnel activities. She is responsible for preparing instructional budgets for the district, school budgets, and grant programs. She presents budget analysis and student outcome information to the board and the community. In addition, she negotiates contracts and financial arrangements with vendors, consultants, and other outside interests.

Carpenter received her AAA certification in administration from the University of Southern Mississippi in Hattiesburg, where she also received her doctorate from the School of Education. She has a master's and a bachelor's degree in elementary education, also from the University of Southern Mississippi.

### **James Morrison** **Superintendent, Stone County School District** *Wiggins, Mississippi*

Jim Morrison is a native of Stone County who has lived and worked near his home for most of his life. His undergraduate education was at the University of Southern Mississippi in Hattiesburg, where he earned a bachelor's degree in education and social studies in 1969. This training led to a career as a teacher and principal in Mississippi and Louisiana until 1976. At that point, Morrison left education for the private sector, where he spent 20 years in management, including 14 years managing his own labor contracting business. During these years away from working directly in the field of education, he served two terms on the Stone County School Board.

In 1996, Morrison finished a master's degree in education at the University of Southern Mississippi and reentered education as an alternative school teacher in neighboring George County. In 1977, he returned to the Stone County School District as vocational director and became superintendent in 2001. The office of superintendent is elected in Stone County, and he will stand for reelection in 2007.

Morrison is a Baptist, a Rotarian, and on the board of the Stone County Economic Development Partnership.

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## Resource Team Biographies

### **Robert Ivy (Moderator for the Institute) Editor in Chief, *Architectural Record* Vice President and Editorial Director, McGraw-Hill Construction Media**

*New York, New York*

In 1996, Robert Ivy took on the full-time editorial leadership of *Architectural Record*, the world's most widely read architectural journal. During his tenure, the 114-year-old magazine has grown in scope and prestige, winning readers and annual awards. In 2003 alone, *Architectural Record* received magazine publishing's highest honor, the National Magazine Award for General Excellence, as well as three Jesse Neal Awards for business writing, McGraw-Hill's Corporate Achievement Award, and the platinum Ozzie.

Ivy is a frequent speaker and awards jury chair. He has delivered hundreds of keynote speeches, appeared on national television, and conducted interviews with leading figures in the architectural world, including the Aga Khan, American Institute of Architect gold medalists, and Pritzker Prize winners. He has also moderated panels at U.S. and international events. Examples include the World Trade Center Conference at the Library of Congress, the National Building Museum, and New York's Rockefeller Center, as well as the American Institute of Architects' national conference; events at New York's Guggenheim Museum, Chicago's Art Institute, and the 92nd St. "Y"; and California's Monterey Design Conference. In 2002 and 2004, Ivy served as the commissioner of the United States Pavilion at the Venice Biennale for Architecture, with *Architectural Record* as curator of the 2004 event.

As editorial director of McGraw-Hill's construction publications, Ivy oversees the editorial quality of 15 publications, in print and in digital form. His tenure has included *Architectural Record's* entrance into China.

Ivy came to McGraw-Hill from a dual career: previously he had been a principal in a successful architectural practice and a critic for national publications. His book on the late architect Fay Jones remains the standard reference on the subject, cited by the Art Library of

North America for "highest standards of scholarship, design, and production." Before becoming an architect, Ivy served as an intelligence officer in the U.S. Navy. He has been a member of the boards of the American Institute of Architects, the AAF, and the Center for Southern Culture, and he was a civic activist in his hometown in Mississippi.

A fellow of the American Institute of Architects, Ivy holds a master's degree in architecture from Tulane University, where he serves on the advisory board, and a bachelor's degree (cum laude) in English from the University of the South (Tennessee). He is a member of CICA, the International Circle of Architecture Critics.

### **Matthew Dalbey, Ph.D., AICP Senior Policy Analyst, U.S. EPA**

*Washington, D.C.*

Matthew Dalbey is a senior policy analyst with the U.S. Environmental Protection Agency's Development, Community, and Environment Division. The division collaborates with a network of environmental, land-use, transportation, design, and community-based organizations to highlight the environmental benefits of best practices and innovations in smart-growth development. Dalbey speaks, writes about, and provides technical assistance on rural development issues. Currently he is preparing a document that outlines the rural version of smart-growth development strategies. He also works on strengthening partnerships with universities, particularly in curricula, technical assistance to communities, and college and university development practices.

Before joining the EPA in 2004, Dalbey spent five years on the faculty at Jackson State University in Mississippi in the Department of Urban and Regional Planning. At Jackson State, he taught courses in growth management, regional planning, and planning history and conducted applied research in community participation, urban design, and university-community collaboration. While there, he was appointed to the Jackson Metro Parkway Commission. As a commission member, he led a subcommittee that wrote a programming and predesign plan for the road's public

right of way. Portions of the plan have already been implemented.

Dalbey is the author of one book and several articles on planning. He is also a practicing planner and a member of the American Institute of Certified Planners. He is a graduate of the College of William and Mary (bachelor's degree), the University of Virginia (master's degree in city planning), and Columbia University (doctoral degree).

### **Roger Lewis, FAIA**

*Washington, D.C.*

Roger K. Lewis, FAIA, is a practicing architect and planner, educator, and author based in Washington, D.C. A professor of architecture at the University of Maryland School of Architecture, Planning, and Preservation, he is also an award-winning journalist. "Shaping the City," his illustrated column on architecture and urban design, has appeared weekly and biweekly in the *Washington Post* since 1984.

Born and raised in Houston, Texas, Lewis studied at the Massachusetts Institute of Technology, receiving a bachelor's degree in architecture in 1964. In 1967, after two years in Tunisia as a Peace Corps volunteer architect designing and building a variety of projects, he earned a master's degree in architecture at the Massachusetts Institute of Technology. Beginning his career in architectural education in 1968, he helped start the University of Maryland's new architecture school and also established his architecture and planning practice.

Elected to the College of Fellows of the American Institute of Architects in 1986, Lewis was recognized for "his commitment to architecture and architectural education" and for his "exemplary writing, practice, and teaching." He has designed private residences, multiunit housing developments, recreational facilities, arts institutions, community centers, commercial buildings, and public schools in the United States and abroad. His urban design and planning work has included designs for new communities as well as creation of urban and architectural design guidelines for such communities. Built projects have received American Institute of Architects and other design awards, including a 1988 Federal Design Achievement award—the highest award conferred by the National Endowment for the Arts in its quadrennial Presidential Awards Program—for design

of a housing project for the elderly. In addition to undertaking projects for institutional and corporate clients in the private sector, he is a planning and design consultant to numerous federal, state, county, and municipal governmental agencies, both regionally and nationally. His clients have included the U.S. General Services Administration, cities and counties in Virginia, Maryland, and Pennsylvania, and the Washington Metropolitan Area Transit Authority.

Lewis wrote *Architect? A Candid Guide to the Profession*, published in 1985 by the MIT Press and used as an introductory text at architecture schools throughout North America. The book has been translated and published in Japan, the Republic of Korea, and Mexico. The MIT Press published a revised edition in 1998. In 1987, the AIA Press published *Shaping the City*, a collection of selected essays and cartoons from Lewis's *Washington Post* column. He was a co-author of the widely disseminated *Growth Management Handbook*, published in 1989. For several years, the American Association of Museums published his critiques of new museum architecture in its bimonthly journal *Museum News*. His *Washington Post* essays on architecture, planning, urban design, historic preservation, housing, and public policy affecting the built environment appear regularly in national journals, periodicals, anthologies, and encyclopedias. His *Shaping the City*® cartoons have been featured in several one-man exhibitions, including an exhibition in 1998 and 1999 at the National Building Museum in Washington, D.C.

### **Sean O'Donnell, AIA, LEED, AP Associate Principal, Ehrenkrantz Eckstut & Kuhn (EEK) Architects**

*Washington, DC*

Sean O'Donnell's work focuses on the design of great learning environments. On projects ranging from developing a program, to evaluating an existing building, to designing new campuses, he has worked to ensure that the learning environment is fully supportive of all of the users' physical, intellectual, social and emotional, organizational, and technological needs. This work is a logical outgrowth of his research into the ability of environments to successfully accommodate diverse and changing user needs over time—research that was published in an award-winning monograph.

O'Donnell is a recognized leader in educational facility planning and design. He founded and serves as the chair of the American Institute of Architects/D.C. Committee on Architecture for Education and has served as a juror for the National School Board Association's "Learning by Design" awards program (2005 and 2006), the Virginia School Board Association Design Awards (2006 and 2007), and the Council of Educational Facilities Planners International's National School Building Week (2006). He has participated in forums with educators from across the nation organized by *Great Schools by Design* and has been interviewed for several articles, including "The 21st Century School," recently published in *Contract Magazine*.

**Sarah Woodhead, AIA, NCARB**  
**Director, Design and Construction**  
**Arlington, Virginia Public Schools**

*Arlington, VA*

As director of the Arlington Public Schools' Design and Construction Program, Sarah Woodhead brings 20 years of experience in the creation of civic architecture and the management of school facilities to her work in school system planning, design, and construction. Her career has taken her through many perspectives on school planning and management through her work in the private sector, nonprofit sector, and in state and local government.

In the private sector, Woodhead designed schools and civic buildings in primarily urban environments for one of the nation's leading school design firms. She served as an architect for the Maryland Public Schools Construction Program. There she developed Maryland's Science Facilities Design Guidelines as well as guidelines for sustainable design. She worked with urban, suburban, and rural school systems to master plan, design, build, and renovate schools across the state. In the nonprofit sector, Woodhead worked to develop public-private partnerships for urban systems, including the successful construction of the first new school in the District of Columbia in more than 20 years. She eventually joined the D.C. Public School system, becoming chief of facilities, and oversaw the modernization of 17 schools, including many historic structures. She developed and implemented school board policy regarding school planning and design. The D.C. program won a prestigious vision award from Committee of 100 on the Capital City.

Currently, Woodhead directs the design and construction program for the public school system of Arlington, Virginia. Her office supports the biennial capital plan development, manages a successful design program with an exemplary public engagement process, and oversees major construction projects for the county schools. Arlington's school construction program is responsible for the first Leadership in Energy and Environmental Design–certified building in the Commonwealth of Virginia. Some of the interesting projects currently in Woodhead's office are the construction of a 350,000-square-foot Leadership in Energy and Environmental Design–certified high school and the design of a combined school and public library facility.

Woodhead has a master's degree in architecture from the University of Utah. She is a member of the American Institute of Architects, the institute's Committee on Architecture for Education, and its Committee on the Environment. She has written extensively about school planning and school design, most recently in the National School Board Association's *Learning by Design* publication (March 2006). Special areas of interest and expertise include school planning, design excellence, accessible design, classroom acoustics, sustainable design, and community engagement.

**Nancy Zivitz Sussman**  
**Program Director, American Architectural**  
**Foundation**

*Washington, DC*

Nancy Zivitz Sussman began working as program director with AAF in September 2005. Her main responsibility is to establish the Great Schools by Design program by conducting school design institutes together with a range of forums related to the planning and design of community learning centers.

Before joining AAF, Sussman was senior associate with the Advisory Services Program at the Urban Land Institute. In addition, Nancy worked as a community and urban planner with the City of Fairfax, Virginia, and was on staff with the D.C. Department of Housing and Community Development. She has also worked on hospital master planning for the Office of Construction at the U.S. Veteran's Administration.

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## Acknowledgments

The American Architectural Foundation (AAF) extends its thanks to the resource team members and the school officials who were involved in the Mississippi 2006 School Design Institute. We are also grateful to AAF's funding and alliance partners who share a common interest in improving America's communities and the built environment through design excellence.

For more information about AAF's *Great Schools by Design* program and its school design institutes, please contact:

Nancy Zivitz Sussman

Program Director

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