

MEMORANDUM

To: Zoning Commission of the District of Columbia
From: Cynthia A. Giordano
Date: November 17, 2011
Subject: Howard University Middle School of Mathematics and Science (MS)²; Zoning Commission Confirmation that (MS)² is an Accessory University Use for Zoning Purposes

The University is requesting Zoning Commission confirmation that the Howard University Middle School of Mathematics and Science (MS)², a public charter school located on the Howard campus,¹ is an accessory University use for zoning purposes. This issue arises out of a need to clarify the Middle School's zoning status in light of a question raised by the Zoning Administrator as to the adequacy of (MS)²'s onsite parking upon an increase in the school's faculty and staff at the start of the 2007-2008 school year.² The Zoning Administrator approved only a conditional Certificate of Occupancy for (MS)² based upon the expanded faculty and staff levels. The CofO was conditioned upon Zoning Commission confirmation that (MS)²'s parking requirements can be met within the context of the University's Campus Plan.

The applicable R-5-B zoning requires two (2) parking spaces for each three (3) teachers and staff for charter schools. (MS)² has 54 faculty and staff requiring 36 onsite parking spaces, but onsite parking on the (MS)² lot is limited and shared with the University. Since many (MS)² faculty and staff park elsewhere on the campus and given current City policies which support reduced parking with parking management including shared parking arrangements, reviewing (MS)²'s parking arrangements within the context of the broader campus parking scheme is

¹ (MS)² is located at 405 Howard Place, N.W. at the corner of 4th and Howard Place, N.W.

² (MS)² opened in 2005 but did not expand to its full enrollment capacity until 2007.

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desirable and consistent with City transportation policies. Zoning Commission acknowledgement that (MS)² is an accessory University use will permit this arrangement. Without such acknowledgement, (MS)² will be forced to seek a parking variance which will entail an analysis of its parking arrangements elsewhere on the campus. Such review is more efficiently conducted by the Zoning Commission in the context of its review of the entire campus plan parking scheme rather than by the BZA.

A finding that the Middle School is an accessory University use is entirely appropriate because the Middle School's mission, governance, faculty, and activities are closely interwoven with those of the University. (MS)² was founded by the University's Senior Vice President, Dr. Hassan Minor. Its mission is to prepare middle school students for the increasing rigor of high school and University level studies, particularly in math and science. At a time when many universities are finding that their students are often ill-prepared to deal with higher level math, science, and engineering programs and are unable to take advantage of excellent career opportunities in these fields, Howard is addressing these issues with (MS)². MS² students have the advantage of being able to interact with the University's faculty, undergraduate and graduate students on a daily basis, all while being educated on an elite university campus.

There is substantial interaction and overlap between (MS)² students and faculty and those of the University as well as integration of many of their learning activities. From the top, the University's Senior Vice President, Hassan Minor, and the University's Director of the University's Community Association, Maybelle Bennett, sit on the (MS)² Board of Directors along with six other University faculty members.³ University professors and graduate students

³ A complete list of (MS)²'s Board of Directors is attached hereto as well as additional information about (MS)².

also teach many (MS)² classes and the University's School of Education students intern at (MS)². In fact, the School of Education, strategically located next door to (MS)², certifies (MS)² faculty.

The University also provides support for (MS)² special events and activities including the (MS)² science fair, research projects and student competitions. For example, with the assistance of a grant from Google, (MS)² recently completed a state-of-art computer automated design and manufacturing lab (the "Fab Lab") modeled after a prototype at the Massachusetts Institute of Technology. Both (MS)² students and University's School of Engineering students use this lab to develop designs for their own inventions.

Further, the building occupied by (MS)² is owned and operated by the University. In fact, consistent with the University's strong interest in the success of (MS)²'s mission, (MS)² pays no rent for its use of the building. And (MS)² use of the building is shared with the University – the University uses the building for evening classes and student events. The building grounds are also used as a staging area for campus police for all major campus special events including Homecoming and graduation.

As for its parking needs, (MS)² has a total of 54 faculty, twenty of whom currently park on the campus. However, according to the parking adequacy analysis conducted by Nelson/Nygaard, the University's Campus Plan Parking and TDM plan consultants, the current parking arrangements are adequate and additional parking capacity is available on the campus in the event that more parking is needed for Middle School faculty and staff.



In concert with the proposal to consider the Howard University Middle School for Mathematics and Science (MS²) as a component of the land uses comprising the Central Campus of Howard University, the following is presented to demonstrate that current MS² parking accommodations are sufficient, and that providing additional parking capacity at the school would create an unnecessary lost of open recreation spaces for MS² students.

Sufficiency of Current Accommodations

Minimum parking requirements are designed to meet a number of objectives. The most prominent among them being:

- Mitigating the impact of a land use's generated parking demand on nearby streets, primarily for the purpose of maintain access to these spaces for the tenants and visitors of other land uses; and
- Ensuring that the developed land use does not succumb to under-utilization and blight due to difficulties in accessing the site.

The school has been open and operating at the current level of faculty, staff, and students (26, 28, and 310, respectively) since September, 2007.¹ This indicates that current parking arrangements are adequate to meet the second objective listed above. To address the first objective, the first thing to note is that the school is located within the midst of the Howard University campus. In fact it is located along a private, gated street (Howard Place). There are no non-Howard land uses nearby, thus no businesses or residences to protect from impacts created by MS² parking demand.

Nonetheless, parking occupancy surveys conducted on multiple, mid-week days, during school-operating hours, indicate a high level of availability on this block of Howard Place, and generally optimal availability on the blocks surrounding the school, across the day. To illustrate this point, maps on the following pages depict average occupancy levels recorded during three midday periods across the Howard University campus.

¹ The school has been in existence since 2005 but at lower levels of student and faculty populations.

Figure 1 Campus Street Weekday Occupancy - 11:00 AM

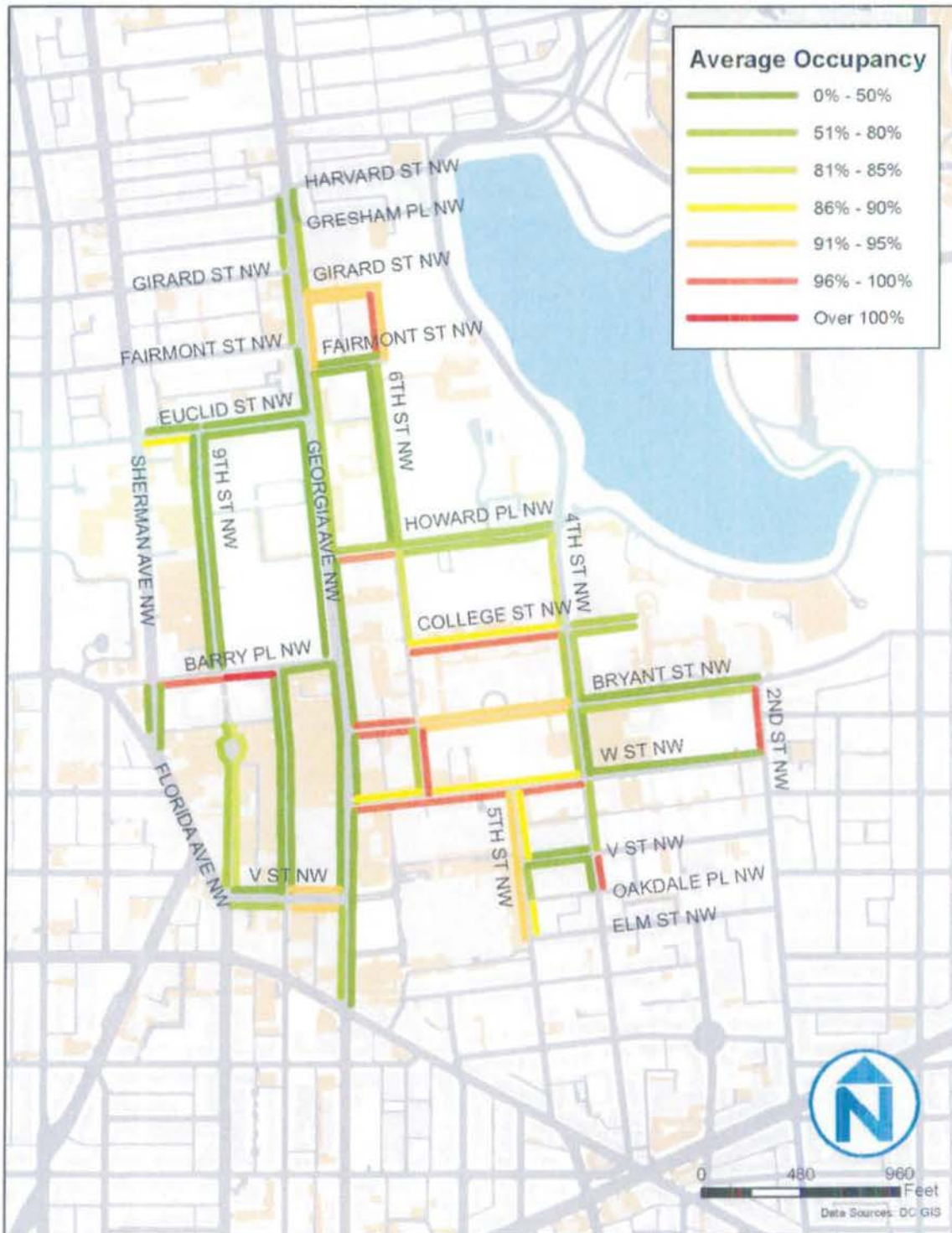


Figure 2 Campus Street Weekday Occupancy - 1:00 PM

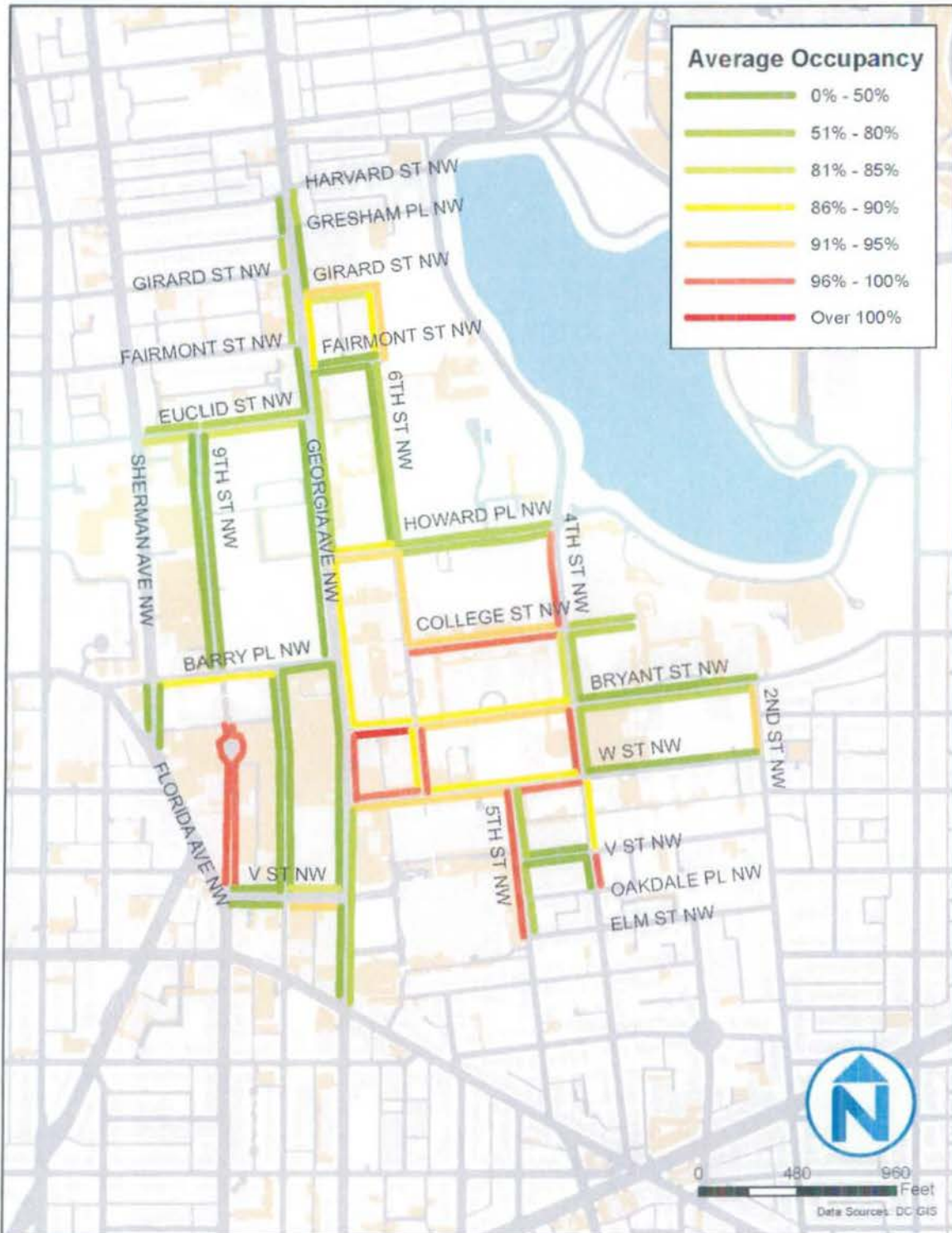
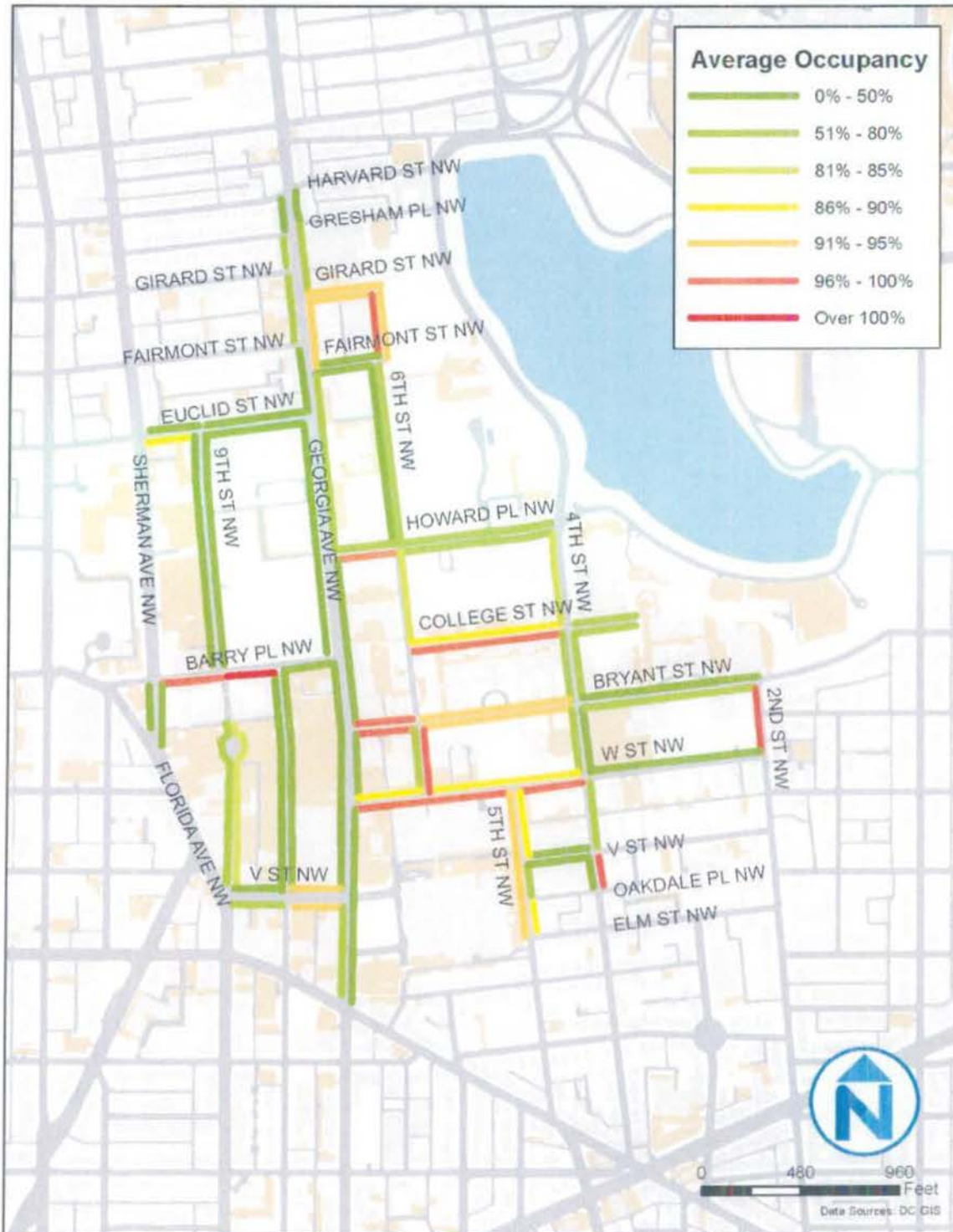
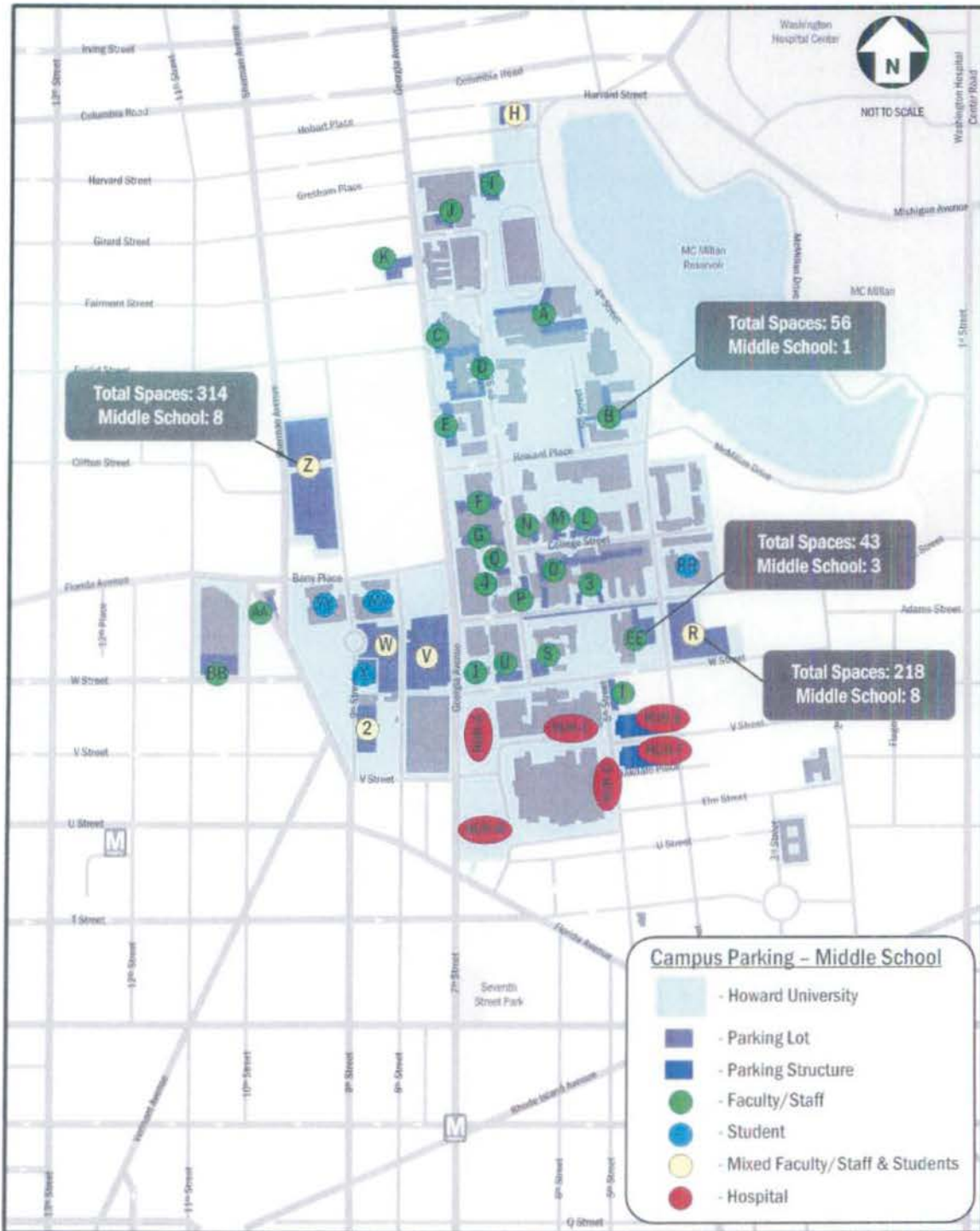


Figure 3 Campus Street Weekday Occupancy - 3:00 PM



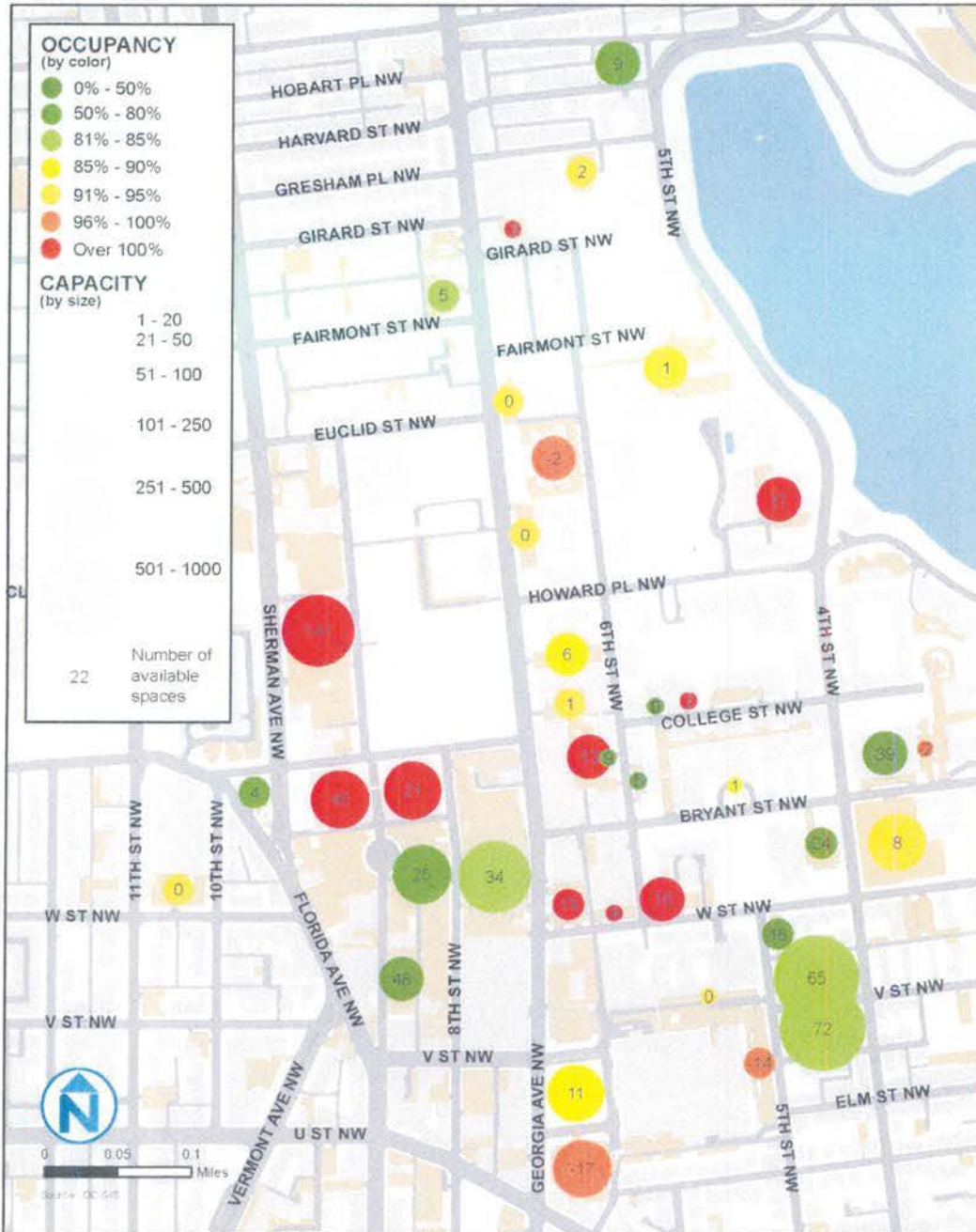
Furthermore, the current practice of using assorted Central Campus off-street facilities is one that is working well and can be expanded as needed. Below is a map showing where MS² faculty and staff are currently accommodated on campus.

Figure 4 - MS² Parking Accommodation in Central Campus Lots



Utilization surveys conducted during the 2011 spring semester indicate that these and other Central Campus facilities offer more than sufficient capacity to continue to provide as much parking as MS² faculty and staff require. Further, the Middle School will be treated the same as any other use comprising the Central Campus uses planned for in the Campus Master Plan, including its Parking and TDM Plan. This will ensure that MS² faculty and staff continue to receive a sufficient level of parking and access accommodation in the future.

Figure 5 - Central Campus Off-Street Utilization



Effects of Increasing On-Site Parking



As shown in the image captured above, the MS² building has little to no on-site parking today. In fact, the image captures the amount of greenery and open space surrounding the school — an increasingly rare amenity for schools in inner city locations. In most places today, a school could only devote this much of a small building site to non-parking space if it were built as part of a campus, as this building was. Meeting the suggested new parking requirement with any level of new parking on site would reduce direct student access to open recreation space, in direct conflict with current campaigns to increase physical activity and recreation at urban schools, and outside of any demonstrated need for new parking capacity.

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Howard University**Dr. Floretta McKenzie (Director Emerita)***Senior Advisor
The American Institute for Research**Mr. Frank K. Ross (Treasurer)**Managing Partner, KPMG LLP (Retired)
Distinguished Visiting Professor of
Accounting and Director of the
Center for Accounting Education
Howard University School of Business**Ms. Maybelle Taylor Bennett**Director, Howard University Community
Association**Mr. Spencer H. Boyer, Esq.**Professor of Law
Howard University School of Law**Mrs. Rebecca Christian**Reading Specialist
(MS)²**Dr. Aprille Ericsson***NASA GSFC
Instrument Systems Branch**Dr. Lorraine Fleming**Professor, Civil Engineering
Howard University**Dr. Kerry-Ann Hamilton**Media Relations Manager
Howard University**Dr. Gerunda Hughes**

Associate Professor, School of Education -
Howard University

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The NHP Foundation

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Education
Howard University

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Founder and President
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Dr. Cynthia Winston
Associate Professor of Psychology
Howard University

* Howard University Trustee
** Howard University Officer**



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Excellence Equals (MS)²

**Howard University Middle School of
Mathematics and Science Graduates First Class**



Left: (L-R) Graduates Trevor McCaully, David Atkinson and Antonio Hughes-Graves march proudly in their graduation procession.

Right: (L-R) Ashley Freeman, Valedictorian Rian Matthews and Elizabeth Pope lead the procession of graduates.



In fall 2005, more than 100 sixth graders began their academic journey at Howard University Middle School of Mathematics and Science (MS)². As the first charter school established by a university in Washington, D.C., (MS)² opened its doors to the young students who had traveled from all quadrants of the city to attend. On June 6, 103 aspiring engineers, doctors and scientists completed their (MS)² journey, becoming the first graduating class in the school's history. The ceremony took place in the Blackburn Center and Rian Matthews was the class valedictorian.

"This is a proud and defining moment in the history of the middle school and Howard University," said Marie C. Johns, (MS)² board chair, University chair of the Academic Excellence committee and University trustee, who congratulated the historic class and expressed gratitude to the architects who developed the school's mission.

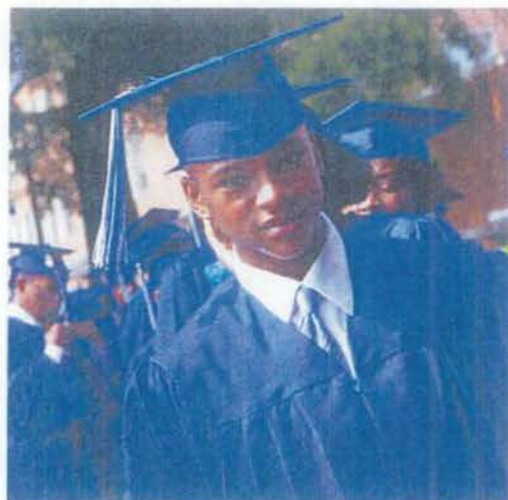
Sue White, (MS)²'s head of school, reflected on the student's time at the school. "The results of that confidence that you placed in us is visible today as we witness this graduating class — heads held high, donning a wide range of

honors, heading to some of the most prestigious high schools in the region, knowing that in four years many will return to Howard University and other prestigious institutions to ultimately take their place proudly as world leaders," she said.

A New Journey Begins

Many of the graduates of the inaugural class have been accepted to top academic high schools in Washington, D.C., such as Benjamin Banneker High School, McKinley Tech, Georgetown Day School and Gonzaga. With a rigorous curriculum, classrooms outfitted with plasma TVs and digital cameras and stock market clubs that teach students about financial investing, the school has been significantly successful in the short time since opening its doors. Students have placed in national competitions, including the Sally Ride Toy Challenge and the Congressional Arts Competition. The school also met the national benchmark of adequate yearly progress under the federal No Child Left Behind Law for two consecutive years.

Renowned astrophysicist Neil deGrasse Tyson spoke to the young graduates and described how a visit to the Hayden Planetarium in New York changed his life and shaped his professional path. Now the Frederick P. Rose Director of the Hayden Planetarium at the American Museum of Natural History, Tyson encouraged the students to grasp mathematics and science because they are fundamental skills. He even made the school name an equation. "E=(MS)², excellence equals (MS)²," he said.



Top: (L-R) Sue White, Neil deGrasse Tyson, Ph.D., and Marie C. Johns enjoy the historic moment.

Middle: Dono Drummers lead (MS)² graduates through the yard.

Bottom: (MS)² graduate Zakara Wardlow takes a moment while preparing for the ceremony.



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Education Secretary Arne Duncan and Talk Show Host Tom Joyner Visit (MS)²



Photos by Justin D. Knight

L-R Howard University President Sidney A. Ribeau, Education Secretary Arne Duncan and Tom Joyner engage Kweku Sumbry, a sixth grade student at the Howard University Middle School of Mathematics and Science (MS)²

WASHINGTON (February 26, 2009) - Arne Duncan, Secretary of the U.S. Department of Education, underscored the need for a solid education for all Americans, particularly those in urban public schools and Historically Black Colleges and Universities during his visit to Howard University today.

The visit showcased the Tom Joyner Teacher Certification Scholarship Program made possible by a \$100,000 award to the University from the Tom Joyner Foundation. The teacher certification scholarships are awarded to teachers in the Howard University Middle School of Mathematics and Science (MS)² who are completing teacher licensure requirements through an alternative certification program delivered by the School of Education faculty.

"I think what Howard is doing is phenomenal," Duncan said. "I think all HBCUs [Historically Black Colleges and Universities] have a critical and unique role to play as they have done an excellent job at nurturing students and ensuring that they succeed."

The Secretary, Mr. Joyner, and Thomas Joyner, Jr, Foundation President and CEO, met with Howard University President Sidney A. Ribeau. They were joined by Leslie T. Fenwick, Ph.D., Dean of the School of Education and Alvin Thornton, Ph.D., Interim Provost and Chief Academic Officer before visiting the Howard University Middle School of Mathematics and Science (MS)².

"We are thrilled that one of Secretary Duncan's first campus visits is to Howard and our Middle School of Math and Science," Ribeau said. "We engaged Secretary Duncan about our research and model programs, and we certainly look forward to more dialogue as the University continues to address the tough challenges facing the nation and the world."

Avery Coffey, 11, welcomed Secretary Duncan to (MS)², which houses 300 students in grades six through eight. Head of School Sue P. White and CFO Yohance Maqubela took the group on a tour of the school. They met students and teachers, including Kimberly Worthy, the 2009 D.C. Teacher of the Year, who also participates in the Tom Joyner Teacher Certification Scholarship Program.

Worthy's students told the Secretary about their aspirations for the future and lauded their teacher for being challenging, but fun.

(MS)² opened its doors in the fall of 2005 as the first charter school established by a University in the Washington metropolitan area. By providing a curriculum that is competitive, and by improving the quality of teachers through professional development programs, Howard University is fully engaged in preparing youngsters for a rapidly changing economy and a workforce that is increasingly dependent on a knowledge of science, technology, engineering and mathematics.



Secretary of Education Arne Duncan engages Howard University students.

Secretary Duncan also acknowledged the challenges facing the nation's historically black colleges.

"It is important that our HBCUs not only survive, but thrive," Duncan added. "We are planning to make significant investments in higher education by making more Pell Grants available, and grants to the states as part of our commitment to make college more affordable and accessible."

The teams from the Department of Education, the Tom Joyner Foundation, and the White House Initiative on HBCUs also met with Howard University students including freshman Britney Wilson, who was the 2008 recipient of the inaugural Tom Joyner Foundation Full Ride Scholarship.

Secretary Duncan was also met by a contingent of students from the Chicago Public School System who currently attend Howard University. Duncan served as CEO of the Chicago Public Schools from June 2001 through December 2008 becoming the longest-serving big-city education superintendent in the country. He implored them to use their summer and winter breaks to go back to their communities in Chicago and encourage other young people to pursue a college education.

Howard Middle School Lands Google Funded 'Fab Lab'



L-R Google senior policy counsel Harry Wingo lauds the Howard University Middle School of Mathematics and Science during a presentation of \$250,000 for a "Fab Lab." Hassan Minor, Ph.D., founder of (MS)² and Howard University Senior Vice President, accepted the award.

WASHINGTON – Students at the Howard University Middle School of Mathematics and Science (MS)² and Washington-area students will soon "dream in 3D" thanks to a \$250,000 grant from Google Inc. on March 7.

The grant, through the Tides Foundation, will offset the cost of completing a state-of-the-art computer-automated design and manufacturing lab at (MS)². Students will use the new "Fab Lab" to construct prototypes of their own inventions. A short video about the original Fab Lab at the Massachusetts Institute of Technology got students very excited.

"The Google event was a good opportunity to learn about what Google does and how Google works," said Deanna Moore, a seventh grader at (MS)². "Having a FabLab is really cool because at most schools you have to travel to other places to learn about science, while we can just walk across the hall."

Students from (MS)² and across the nation's capital attended a panel discussion and expo on science and technology held at (MS)². Panelists Harry Wingo, Google senior policy counsel, Ahna Smith, chief of staff for D.C Deputy Mayor for Education, and Provost James Wyche, Ph.D., inspired students to consider a career in science.

Hassan Minor, Ph.D., founder of (MS)² and Howard University Senior Vice President, said the Fab Lab will be an important hands-on engineering asset to students throughout Washington D.C..

"It will let you dream in 3D," he told students. "Students will be able to conceive designs and then use the lab's computer-assisted design and manufacturing tools to make models."

Wingo said Google is committed to science and technology education in schools to

expanding opportunities for tomorrow's innovators today. If you can think it, the lab will help you build it. Google is excited about the success that Howard University Middle School has had and we look forward to a great partnership with this project," Wingo said.

Yohance Maqubela, the chief operating officer at (MS)², led the effort to obtain the grant. Maqubela guided attendees through the expo, which focused on science, technology and architecture. Several student-designed robotics and youth smartphone applications were showcased.

The Fab Lab will to be built in the summer adjacent to school's existing building. The grand opening is expected in the fall.

Founded in 2005, the Howard University Middle School of Mathematics and Science (MS)² is a public charter school committed to academic excellence, with a specific focus on mathematics and science.

Located on the main campus of Howard, (MS)², is the first charter school in the area to be established by a University. It features a rigorous academic model designed to prepare middle school students for college and careers in math, science, and engineering; a longer school day with accelerated instructional programs; small class sizes with a low student to teacher ratio; and exposure to enrichment activities led by agencies such as NASA, NOAA and programs offered by Howard University faculty, staff and students.



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Students receive the Helen Matthews Rand Endowed Scholarship



Two students from the Department of Curriculum and Instruction, Jason McNeil and Michelle Taylor, received the Helen Matthews Rand Endowed Scholarship for the 2010-2011 academic school year. Their acceptance of the award was celebrated on Friday, September 17th at the Rand Scholar's Luncheon. Both students will be teaching at the Howard Middle School of Mathematics and Science.

The scholarship provides a \$15,000 annual award (for up to 2 years) and a laptop to exceptional students pursuing a degree in teacher education. Recipients must make a 2-year commitment to teaching in an inner-city or urban environment directly upon completing their HUSOE degree. Applicants must pursue a course of study leading to a career in teaching grades PK-12.

In 1999, Addison Barry Rand, a former Fortune 500 executive and the current chairman of Howard University's Board of Trustees, endowed a \$1 million scholarship fund in his mother's name for the School of Education. According to Rand, the Helen Matthews Rand Endowed Scholarship was established in recognition of his late mother's distinguished career and dedication to urban education and community service. Mrs. Rand, a graduate of the esteemed Miner Teachers College, was a teacher and a principal in DC Public Schools for more than two decades.

<http://www.howard.edu/schooleducation/news/News.html>

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