

# **NewU Early College Public Charter School Inc.**



**Application for a Public Charter School to the  
District of Columbia Public Charter School Board**

**March 13, 2025**

## Table of Contents

Applicant Information Sheet.....	1
Founding Group.....	1
Requested Enrollment Ceiling Matrix .....	2
Additional Schools (Not Applicable).....	2
Previous DC Applicants or Operators (Not Applicable) .....	3
Executive Summary.....	4
Section A: Responding to Community Needs.....	9
1. Mission and Philosophy .....	9
2. Evaluating Demand.....	13
3. Community Input.....	18
Section B: Education Plan .....	22
1. Curriculum.....	22
a. Student Learning Standards .....	24
b. Methods of Instruction.....	30
c. Resources and Instructional Materials .....	35
d. Assessing Learning .....	39
e. Course Listing and Graduation Requirements .....	41
f. Promotion Requirements .....	43
2. Support for Learning .....	46
a. School Culture .....	46
b. Structure of the School Day and Year .....	52
c. Family Engagement .....	55
d. Community Participation.....	57
3. [EO]/[SMO] Historical Academic Performance (Not Applicable) .....	59
4. Charter Goals and Student Academic Achievement Expectations .....	59
Section C: Management Plan.....	60
1. Founding and Leadership.....	60
a. Profile of Founding Group .....	60
b. Key Personnel.....	64
c. Calendar of Activities .....	72
2. Staffing Plan .....	74
a. Staffing Levels .....	74

b. Staff Quality and Expectations .....	75
3. Management and Internal Oversight .....	81
a. Administrative Structure .....	81
b. Performance Management .....	83
c. Fiduciary Responsibility .....	88
4. [EO]/[SMO] School Management Organization (Not Applicable) .....	93
5. Student Policies and Procedures .....	93
a. Student Enrollment Policies .....	93
b. IDEA/Special Education Compliance .....	93
Section D: Finance Plan.....	102
1. Facilities .....	102
a. Identified Facility .....	102
2. Finance .....	111
3. Budget Workbook.....	112
Section E: Founding Group Supporting Documents .....	116
1. Résumés .....	116
2. Conflict of Interest Declarations.....	116
3. Board Member Agreements .....	116
4. Board Member Signed Conflict of Interest Form .....	116
Section F: Additional Required Documents.....	
1. Articles of Incorporation .....	
2. Bylaws .....	
3. Code of Ethics .....	
4. Primary Research.....	
a. Survey instrument.....	
b. Survey results .....	
5. Non-Discrimination Policy .....	
6. Capacity for Campus Growth.....	
7. Mission-Critical Partnerships .....	
a. Shared Services Agreement (SSA) with NewU University .....	
b. Dual Enrollment Agreement with NewU University .....	
c. Trademark Licensing Agreement with NewU University.....	
d. Letters of Community Support.....	

8. Assurances Form .....  
9. Financial Management and Procurement Policies .....  
Section G: Curriculum Samples .....  
1. Sample ELA and Math curriculum maps .....  
2. Sample ELA and Math Unit plans .....  
3. Sample ELA and Math Lesson plans.....  
4. Sample Course Syllabi .....  
5. NewU University Catalog .....



## Applicant Information Sheet

<b>Proposed Public Charter School Name</b>	NewU Early College PCS
<b>Proposed First Year of Academic Operation</b>	SY2025-2026
<b>Proposed Location of the School</b>	Ward 2
<b>Designated Representative</b>	Jonas Rolett
<b>Email Address</b>	[REDACTED]
<b>Phone Number</b>	[REDACTED]

### Founding Group

Please list the names of all members of the founding group and, when applicable, their role in the proposed school. At a minimum, the School must identify founding group members to fill the roles listed below for the application review process, and, if approved, the planning year. One person may be identified for two or more roles.

<b>Founding Group Members</b>	<b>Proposed Roles</b>
Jonas Rolett	Board Member and Chair
Stratsi Kulinski	Head of School
Ruth Lyons	Director of Academic Programs and Learning (Model-Specific Role)
Betsy Garcete	Director of Operations
Viktoriya Zotova	Chief Financial Officer
Viktoriya Zotova	Special Education Coordinator (for application review and planning period only)
Betsy Garcete	Data Manager
Matthew Baker	Emergent Multilingual Learner Coordinator
Claudia Diamante	Board Member & Treasurer
Ruth Lyons	Board Member & Corporate Secretary

## Requested Enrollment Ceiling Matrix<sup>1</sup>

	School Year 2025-2026	School Year 2026-2027	School Year 2027-2028	School Year 2028-2029	School Year <sup>2</sup> 2029-2030
PK3					
PK4					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11	33	51	75	75	75
12		30	47	69	69
Adult					
<b>TOTAL</b>	33	82	122	144	144

## Additional Schools (Not Applicable)

[EO] and [SMO]: list all schools that are currently in operation, have been approved to operate, or are currently applying to open:

School	Location	Year Opened	Current Grades Served	Grades Served at Capacity	Current Student Enrollment	Maximum Student Enrollment
Not Applicable						

<sup>1</sup> If the School enrolls more students than are included in this schedule for a particular year, it will not be funded for those additional students. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling. An enrollment matrix will be included in the proposed school’s charter agreement. Given the importance and complexity of enrollment ceilings and potential shifts in facility availability or requirements, DC PCSB expects to collaborate with most approved applicants to finalize their matrix before they earn full charter approval.

<sup>2</sup> Add columns until the proposed school will reach its maximum capacity.

## Previous DC Applicants or Operators (Not Applicable)

If you have previously applied for a charter, or operated a charter school in DC, please provide relevant information about the application/school, including name of the School, year of application, authorizer (i.e., DC PCSB or DC Board of Education), year opened/closed, etc., as applicable.

**Not Applicable**

# Executive Summary

NewU Early College Public Charter School Inc. is an independent stand-alone nonprofit corporation in Washington, DC with EIN 33-3577508 (the “**School**”). The School is collaborating with the separate and independent stand-alone nonprofit NewU Inc. DBA NewU University with EIN 83-4202520 (the “**University**”) in furtherance of each organization’s nonprofit educational purpose and mission.

In response to the acute community need for improved economic outcomes for DC youth, the School and the University designed a strongly differentiated Early College High School model to eliminate barriers to increased college attainment and empower a solution to multiple labor, population, and other challenges the District of Columbia must address sooner than later.

The School is applying for a DC PCSB charter to deliver on a mission *to empower students to achieve college and lifelong success by providing the shortest and most affordable pathway to a college degree in the nation.*

## Situation

In its November 2024 publication<sup>3</sup>, the DC Policy Center put it in plain terms that DC’s high school alumni vastly underperform in the labor market because they are not ready for college and careers, and all existing programs to help them still leave a huge gap. A college degree can change all that. However, headwinds such as college access, degree program length, and direct and opportunity costs are major barriers for most first-generation low-income students. Of all types of college degrees, excluding terminal and graduate credentials, a Bachelor’s is the best enabler of increased lifelong earnings and upward economic mobility.<sup>4,5</sup>

## Complication

We owe it to our community to eliminate barriers to college and career success. But with the challenges the DC government, LEAs, nonprofits, and students experience today, how do we ensure higher enrollment and attainment of Bachelor’s degrees? Doing the same thing over and over again or doing more of the same and expecting different results is not a prudent strategy. Resources are finite and always a constraint. What’s more, the current high school college and career preparation is

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<sup>3</sup> <https://www.dcpolicycenter.org/wp-content/uploads/2024/11/BCA-One-Pager-11.13.2024.pdf>

<sup>4</sup> <https://www.aei.org/wp-content/uploads/2024/01/The-Value-of-a-Bachelors-Degree.pdf?x91208>

<sup>5</sup> <https://strongernation.luminafoundation.org/credentials-of-value>

typically entrusted to just one or a few overwhelmed counselors.<sup>6</sup> In the EAB researchers' own words: "This data suggests that students in greatest need of college and career counseling - those attending public institutions - are least likely to get it".

## **Solution**

As educators and social entrepreneurs, we are always optimistic that solutions exist, even if they need to be seeded and nurtured. This prompted us to explore which high school programs consistently deliver for their students, and that led us to the successes of Early College programs across the nation.

Early College student outcomes predictably outperform traditional high school student outcomes, including but not limited to attendance rates, high school graduation rates, college placement rates, and college degree attainment rates.<sup>7,8,9,10,11,12</sup>

The Early College movement now has many prominent supporters, including large universities such as the University of Texas, Delaware State, and Trinity and GW in our backyard, as well as impactful institutional supporters such as the Gates Foundation<sup>13</sup>.

## **Solution Evolution**

For all their advantages, there is a major deficiency in how traditional Early College programs are structured. They wrap up, failing to ensure the high school graduates they nurtured have a reasonably expedient and truly affordable pathway to earning the full college degree they set out to pursue in the first place.

### *The Achilles' Heel of Traditional Early College Programs*

Despite all the widely-researched and well-documented benefits of traditional Early College programs, there is a major deficiency, aptly summarized by Felicia

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<sup>6</sup> <https://www.nacacnet.org/wp-content/uploads/The-Counselor-Perspective-EAB-Survey.pdf>  
p.8

<sup>7</sup> <https://www.air.org/news/press-release/lasting-benefits-and-strong-returns-early-college-high-schools>

<sup>8</sup> <https://journals.sagepub.com/doi/10.3102/0162373720912249>

<sup>9</sup> <https://www.the74million.org/article/allan-with-175q-grants-accelerate-ed-looks-to-better-link-k-12-college-work/>

<sup>10</sup> <https://earlycollegeresearch.uncg.edu/>

<sup>11</sup> [https://serve.uncg.edu/wp-content/uploads/2020/08/SER20001\\_PolicyBrief\\_FINAL.pdf](https://serve.uncg.edu/wp-content/uploads/2020/08/SER20001_PolicyBrief_FINAL.pdf)

<sup>12</sup> <https://www.air.org/project/evaluating-impact-early-college-high-schools>

<sup>13</sup> <https://philanthropynewsdigest.org/news/gates-foundation-launches-40-million-early-college-initiative>

Commodore, an education policy professor at the University of Illinois Urbana-Champaign: “It’s great for [high school] students to accumulate the credits, to have access to these wonderful [universities]...But if students can’t afford those final two to three years at the [university], then it kind of seems for naught.”<sup>14</sup>

### *Our Next-Generation Early College Model*

The NewU Early College model incorporates elements already proven to work well, and for the first time ever incorporates a design fix for the biggest problem facing Early College graduates – solving for the extra time and cost required to earn an impactful Bachelor’s degree.

As with most innovations this one is combinatorial. Rather than “re-invent the wheel” we combined elements of pre-existing solutions to achieve revolutionary benefits for students, parents, and society.

The NewU Early College Public Charter School program design, grade level bands, and collaboration with NewU University are born out of this design thinking approach to serve the needs of students and parents in the District and potentially expand it nation-wide.

### *Program Design*

The NewU Early College Public Charter School is structured to educate students so that Grade 11 and Grade 12 of high school count as Year 1 and Year 2 of college. Students enroll at the start of Grade 11. Graduates of the School meet all OSSE high school requirements and get a high school diploma plus up to 80 college credits. They can choose to transfer credits elsewhere, or continue to a Bachelor's at NewU University. If they stay at the University, they can earn a Bachelor's in just 1 (one) year and tuition-free to students. The University has a structured 3-year Bachelor’s degree and is providing the remaining year at no additional cost to the student.

This will be *the fastest and most affordable pathway to a Bachelor's degree nationwide*. DC students will be educated tuition-free both during their high school/early college years and during the optional one extra year leading to a NewU University Bachelor's.

### **Important Note on the roles of NewU Early College Public Charter School Inc. (the “School”) and NewU Inc. DBA NewU University (the “University”)**

The School and the University are two separate and independent nonprofits, each governed by its own independent governing body. The School has an independent

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<sup>14</sup> <https://www.highereddive.com/news/early-college-hbcu-new-york-city-delaware-state/739323/>

Board of Trustees, where none of its trustees overlap with the directors of the Board of Directors of the University.

The University is already a 501(c)(3) nonprofit. The School filed its own Form 1023 seeking 501(c)(3) status from the IRS and secured approval for an expedited review and determination as the separate and independent legal entity that it is.

To make the cooperation between the two nonprofits possible, while ensuring both operate at arm's length and without private inurement, the Board of each entity has unanimously adopted resolutions to enable their initial collaboration.

The Board of Directors of the University unanimously adopted a resolution to support the formation of an independent public charter school in furtherance of the University's purpose to provide high-quality, affordable education.

The Board of Trustees of the School unanimously adopted a resolution acknowledging support from the University and affirming the School's independent governance.

Some of the Founding Group members of the School serve in various roles at the University, but the two organizations are independent from each other, have no overlapping Board members, and operate at arm's length. Both organizations have strict Conflict of Interest policies which are in use to ensure no private inurement or self-dealing occur.

Because of the unique design and self-evident benefits of the proposed Early College program, and to ensure the School's nonprofit mission is delivered as stated in the Articles of Incorporation as approved by the DC Department Of Licensing And Consumer Protection Corporations Division, the School must sole source some, but not all, services from the University under a Shared Services Agreement (the "SSA"). A draft SSA is provided with this application in Section F. Such shared services include but are not limited to campus facilities and operations; college curriculum design and delivery; trademark licensing; dual enrollment services; IT services; administrative services; and executive management services. Such an arrangement is the only practicable way to ensure the timely delivery, operational efficiency, fiscal self-sustainability of the School, and highest quality of the student experience. It also guarantees that the School and the University deliver on their respective nonprofit purposes and missions so that the students and parents of DC benefit from the Early College high school program as optimally designed to lead to a Bachelor's degree in just one tuition-free year after high school.

## **Conclusion**

We believe that a DC PCSB approval of NewU Early College Public Charter School's application for a charter will send a strong message that the District of Columbia government and regulators care about the success and economic future of all DC residents, retain DC students in college within the District rather than subsidize

their education at out-of-state universities, and have the leadership to stand at the forefront of education innovation and progress nationwide. We look forward to partnering with DC PCSB to open the NewU Early College Public Charter School this year.



# Section A: Responding to Community Needs

## 1. Mission and Philosophy

The mission of NewU Early College Public Charter School is to empower students to achieve college and lifelong success by providing the shortest and most affordable pathway to a college degree in the nation.

The target population is high school students from DC in Grades 11 and 12, consistent with the rationale for and model design of the NewU Early College program. Instruction will be 100% in person and on campus to ensure optimal student and learning outcomes. This approach will provide students with the best possible chance of obtaining a Bachelor's degree and therefore improving their own and their communities' economic futures.

### *Philosophy*

The proposed school's educational philosophy centers on breaking down barriers to college access and completion for every student by providing a rigorous, supportive Early College model. By integrating Grades 11 and 12 of high school with the first two years of college, the School ensures a seamless and accelerated pathway toward a Bachelor's degree, significantly reducing both time and cost. This approach is designed to serve all learners – including those with disabilities (SWD) and English learners (EL) – by prioritizing collaboration over individual competition between students, offering robust and tailored supports in a Least Restrictive Environment framework, and differentiated instruction. Through early identification of student needs, individualized accommodations, and inclusive teaching practices, the School's mission and philosophy empower every student to thrive academically and pursue a college degree with confidence.

Our charter school is deeply committed to providing a high-quality, inclusive educational environment where all students, including those with disabilities, can thrive academically and socially. We recognize that students with disabilities are entitled to a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) as mandated by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and District of Columbia Municipal Regulations (DCMR) Title 5, Chapter 30. Our approach to special education is guided by the belief that all students deserve equitable access to educational opportunities tailored to their unique needs, strengths, and learning styles.

Our approach to accommodating different learning needs extends beyond compliance with legal requirements to embrace truly personalized learning. We will use the Universal Design for Learning (UDL) framework, which proactively addresses diverse learning styles by providing multiple means of engagement,

representation, and action/expression. All classrooms will implement UDL principles to ensure that curriculum and instruction are accessible to all students from the outset, reducing the need for retrofitted accommodations. Studies have demonstrated that implementing a UDL framework has positive outcomes for students, including increased academic achievement (Hall, T.E., Cohen, N., Vue, G., & Ganley, P. 2015), engagement (Rao, K., Ok, M.W., & Bryant, B.R. 2014), and progress for students with disabilities (King-Sears et al. 2015).

For students with disabilities, we will provide the accommodations that their IEPs require, but the UDL framework suggests that all students will have access to a variety of supports based on their individual strengths and needs. This includes instructional accommodations such as graphic organizers, written and verbal directions, concept mapping, audio recordings, text-to-speech technology, verbal instruction, opportunities for discussion, hands-on activities, manipulatives, and project-based learning opportunities. Students may also benefit from executive functioning supports, such as visual schedules, sensory tools, movement breaks, assignment notebooks, and explicit instruction in time management and organizational skills.

Students with reading disabilities will receive evidence-based interventions aligned with the Science of Reading, including structured literacy approaches such as Orton-Gillingham or Wilson Reading System. For students with writing challenges, we will provide access to assistive technology such as speech-to-text software, graphic organizers, and adapted writing implements. Students with math disabilities will benefit from concrete-representational-abstract instructional sequences, manipulatives, visual models, and technology supports.

### *Need*

We considered a comprehensive set of inputs to identify and validate the need for our proposed model:

- a) Reputable independent research, such as the DC Policy Center, AIR, AES, Lumina, Gates Foundation, etc.
- b) Direct input from Community-Based Organizations (CBO) partners such as College Bound DC and Beacon House;
- c) First-hand insights from hundreds of DCPS and DC Public Charter School college and career counselors, teachers, students, and parents from virtually every DCPS high school and every DC public charter high school;
- d) Insights and data from NewU University’s experience serving first-generation, low-income students from DC;
- e) Alignment with DC PCSB and OSSE mission and strategic goals; and,
- f) Primary research with DC parents and students.

## Reputable Independent Research

The proposed public charter school is a much needed and timely addition to the District’s educational ecosystem with the potential to blaze a trail nationwide. The initiative meets pressing community needs identified by researchers, community-based organization partners, and the founding team after years of working with DCPS and DC public charter schools. Additional strong evidence of need and appeal comes from our primary research with students and parents.

In its November 2024 publication<sup>15</sup>, the DC Policy Center laid out the key challenges and recommendations for bridging the chasms between our high school students and their college and early career success:

### **DC’s public high school alumni underperform in the labor market.**

- The unemployment rate for young DC natives is 23%, *20 percentage points higher* than similarly aged residents who were not born in DC – a mind-boggling and stunning factor of more than 7x.
- DC born young adults (ages 18-34) earn an average of \$34,000 annually – \$37,000 less than those who move into the city.

### **DC high school students are not ready for college or careers.**

- Just 53% of high school graduates enroll in postsecondary education within 6 months of graduation (NB: compared to a national average of 62%<sup>16</sup>; also, only 18% of DC public school 9th graders are expected to earn a college degree, which is 3x lower than the national average<sup>17</sup>).

### **Students who gain career assets in high school improve their early career outcomes.**

According to the DC Policy Center, “Career assets are the tools, skills, experiences, and competencies that help DC youth effectively navigate college and careers. A recent survey found that career assets can enhance earnings for DC’s alumni, including those who pursue college and those who go directly into a career.”

The study also found that there are large gaps when it comes to access to college and career program that stand in the way of much needed college and career preparedness: a 33% gap during the summer, and a 59% gap during the School year. Of the providers of the programs needed, only 6% were LEAs and 4% were nonprofits, leading us to conclude that the 90% of programs run by government cannot bridge these persistent gaps.

<sup>15</sup> <https://www.dcpolicycenter.org/wp-content/uploads/2024/11/BCA-One-Page-11.13.2024.pdf>

<sup>16</sup> <https://nces.ed.gov/programs/coe/indicator/cpa/immediate-college-enrollment-rate#fn2>

<sup>17</sup> <https://www.washingtonpost.com/education/2024/05/05/dc-college-graduation-rate-80-percent-goal/>

One of the recommendations of the DC Policy Center is to expand access. This is where the NewU Early College Public Charter School comes in; not just to provide college and career prep programs, but to give students the shortest and most affordable path to a college degree in the nation and ensure their lifelong success.

### **Alignment with PCSB and OSSE Strategic Plans, Mission, and Values**

By implementing the shortest and most affordable pathway to a Bachelor’s degree in the nation, the proposed NewU Early College Public Charter School is fully aligned with the PCSB Vision that “Every DC student receives a quality education that makes them feel valued and prepares them for lifelong learning, fulfilling careers, and economic security.”<sup>18</sup> and with OSSE’s Vision<sup>19</sup> and Build Futures and other priorities.<sup>20</sup>

### **Direct Insights from CBOs; DCPS/DCPCS Parents, Students, Counselors**

An advantage of collaborating with NewU University comes in the form of insights from its 5+ years of operating as an educational nonprofit and 4+ years of operating as a postsecondary degree granting institution authorized by the DC Higher Education Licensure Commission (HELC) to provide instruction and issue degrees.

Our extensive work to understand the educational landscape, identify local needs, develop CBO partnerships, reach out to schools, and educate and support students mostly coming from DCPS and DC PCS schools underscores the strong and consistent validation of the proposed program.

### **Primary Research**

We conducted a robust primary research survey to understand the latest needs, sentiments, and intentions of DC parents and students. Details on the survey design, methodology, and survey findings are presented in Section 2. Evaluating Demand. Our primary research unambiguously validated the already clear need for the proposed program through the respondents’ quantitative and qualitative feedback. We utilized the quantitative data as a component in our demand model and enrollment estimates as presented below.

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<sup>18</sup> <https://dcpcsb.org/about-us/who-we-are>

<sup>19</sup> <https://osse.dc.gov/strategicplan>

<sup>20</sup> <https://osse.dc.gov/page/strategic-plan-priority-4-build-futures>

## 2. Evaluating Demand

### *Approved Growth vs. Unmet Demand*

We wish to acknowledge the PCSB staff’s transparent and collaborative comments about Approved Growth dynamics in DC. While we agree that challenges exist at the macro level certain, our careful examination of the 2024 Sector Planning Data<sup>21</sup> supports the conclusion that there is demonstrated meaningful **unmet** demand for certain high schools. Specifically, 1/3 of all public charter high schools and 1/2 of higher scoring public charter high schools have a Waitlist-to-Seats Offered ratio equal to or larger than 1 (p.43).

Importantly, we also observed that of the newly approved schools that meet their 1<sup>st</sup> Year Enrollment Ceiling projections, the vast majority (3 out of 4) offer a program that contains a high school grade band. This potentially indicates that new *high school* charter schools are statistically very likely to meet their demand projections and achieve their enrollment ceiling numbers right out of the gate.

### *NewU Early College Public Charter School Demand Analysis*

Switching gears to how we evaluated program-specific demand for the proposed program, we utilized a credible analytical framework and a rigorous data model. We derived realistic enrollment demand projections for the program by leveraging the TAM-TOM-SOM framework<sup>22</sup>, often used by market and financial analysts to derive tangible and practical estimates.

We also produced 3 different scenarios – Conservative, Optimistic, and Realistic – to allow for variability in assumptions parameters.

In our “litmus test” validations of outputs, we benchmarked against Sector Planning Data and MSDC waitlists data, too.

We have high confidence in our granular demand analysis as it combines discrete data points on market size, such as a backlog of DC public high school students by grade band<sup>23</sup>, and discrete and context-specific data we obtained from our primary research directly from DC parents of high school students.

Finally, we constrained our bottom-line demand forecasts to a level consistent with what the School is able to accommodate within its operational constraints such as campus capacity, implementation timelines, and ability to maintain quality programs and fiscal self-sustainability over time.

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<sup>21</sup> <https://dcpcsb.egnyte.com/dl/hEWw76Zsv2>

<sup>22</sup> <https://blog.hubspot.com/marketing/tam-sam-som>

<sup>23</sup> <https://edscape.dc.gov/page/pop-and-students-public-school-enrollment-by-grade-level>

### *Primary Survey Methodology, Sampling, and Accuracy*

We designed and administered a detailed survey targeting DC parents, designed to evaluate their attitudes and sentiment, as well as to gauge the appeal of the proposed program and parents’ intent to enroll their students in it in Grade 11. The survey tool is presented as an additional document in Section F.

Our aim was to collect responses from a random selection of parents by posting the survey on multiple parent forums such as DC Urban Mom, DC Parents Council, Moms on the Hill, DC Moms and Families, Kid Friendly DC, College Bound DC, and email and text direct invitations to DC parents of 9<sup>th</sup> and 10<sup>th</sup> grade students.

We collected 121 valid responses and based on a population size N = between 20,000 and 78,000 (high school families only vs. all K-12 families in DC), the margin of error is a consistent 8.9% at the 95% confidence interval. Given the strong “top choice” responses we observed on most questions, this gives us comfort that the results of the survey and our conclusions based on them are a true reflection of parental sentiment, appeal of the proposed program, and intent to enroll. The cumulative anonymized responses of all respondents are presented as an additional document in Section F.

### *Primary Survey Insights*

There were several key revelations that popped up from the survey responses:

- **Respondents find the proposed program extremely appealing and express strong intent to enroll.**
  - The most valuable attribute - both in terms of how many people chose it and the one that ranked the highest in the priority hierarchy - was the *\$0 tuition* path to a Bachelor’s degree.
  - The second most appealing attribute was the *stronger academic programs* inherent in the design and anticipated rigor of the program.
  - The following key proposed program design attributes - \$0 tuition for a Bachelor’s, 1 year after high school to a Bachelor’s, and the inherent stronger academic programs – are top 3 both ranked and unranked, indicating both universal appeal and importance.
- **Respondents are ready and willing to switch schools in Grade 11** when considering the proposed program.
  - When polled about changing their current “traditional” school today, most people are understandably not often focused on making a change.
  - However, this dynamic completely flips when the Early College with a single extra year and a tuition-free Bachelor’s option is introduced. This is

a strong indication that our innovative design is timely, needed, and validated.

- **The proposed campus location is a strength of the proposed program.**
  - Most people are willing to travel to the proposed location
  - Most people find the proposed campus location convenient
  - These findings are consistent with the DC Policy Center findings that 80% of DC public high school students currently attend a program out-of-boundary<sup>24</sup>
- Quantitative **findings are substantiated by respondents' comments.**
  - **"I REALLY hope this comes to be a real option!!"**
  - **"This would be awesome!"**
  - "I would like to discuss this with my child first. I believe that she will like the School... **This is perfect** so we'll see."
  - **"It sounds intriguing.** We haven't had the best experience with a new charter school..."
  - **"Overall amazing concept!"**

#### *Findings vs. Lumen Family and Community Data Collection<sup>25</sup>*

Comparing our findings with those of the Lumen study, we see substantial consistency and alignment in certain attributes of importance such as families selecting a school consistently based on its **Academic programs or curriculum focus**. (Lumen Key Findings #1 and #2). Our survey design and sample size would not warrant a valid comparison to Lumen's Key Finding #3.

We hope the DC PCSB would be able to take at least some of our survey design and findings and incorporate into future studies so that the entire education community continues to gain valuable insights into the needs and preferences of DC parents and students.

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<sup>24</sup> <https://www.dcpolicycenter.org/publications/building-career-assets-for-lifelong-success/>

<sup>25</sup> <https://dcpcsb.egnyte.com/dl/NpJ0st2w9p>



## DEMAND CALCULATIONS

### Total Addressable Market (TAM)

#### Number of Grade 11 DC Public School Students (DCPS + charters)<sup>26</sup>

<b>SY25-26</b>	<b>SY26-27</b>	<b>SY27-28</b>	<b>SY28-29</b>	<b>SY29-30</b>
<b>6,152</b>	<b>4,769</b>	<b>4,578</b>	<b>4,790</b>	<b>5,058</b>

Methodology: TAM for SY25-26 = SY23-24 Grade 9 students, as they were in Grade 10 in SY24-25, and will be in Grade 11 in SY25-26, adjusted for non-returning students.

### Serviceable Addressable Market (SAM)

	<b>SY25-26</b>	<b>SY26-27</b>	<b>SY27-28</b>	<b>SY28-29</b>	<b>SY29-30</b>
Conservative	1,353	1,049	1,007	1,054	1,113
Optimistic	2,707	2,098	2,014	2,107	2,226
Realistic	1,624	1,259	1,209	1,264	1,335

Assumptions: % of TAM based on DC parent responses to primary survey as follows:

Conservative scenario = TAM x 22% (DC parents and students who strongly consider switching schools today)

Optimistic scenario = TAM x 44% (DC parents and students who would strongly consider joining the EC PCS in 11th grade)

Realistic scenario = TAM x 26% (Average of 22%-44% further reduced by the assumption 20% of students are staying in-boundary (per Survey data findings and DC Policy Center research))

<sup>26</sup> <https://edscape.dc.gov/page/pop-and-students-public-school-enrollment-by-grade-level>



### Serviceable Obtainable Market (SOM)

	<b>SY25-26</b>	<b>SY26-27</b>	<b>SY27-28</b>	<b>SY28-29</b>	<b>SY29-30</b>
Conservative	331	257	247	258	273
Optimistic	663	514	493	516	545
Realistic	398	308	296	310	327

#### Methodology:

Applying 24% to each SAM number, as we look at a constrained subsegment comprising of only those who are “Extremely likely” to enroll in 11th grade AND are high school parents (decision-makers) AND state that Campus Location is “Extremely Convenient”.

In addition, to achieve optimal learning and support outcomes and dynamics, the program will cap at 1/3 of the SOM and reflect the short first recruitment window yields a gradual ramp-up as follows:

	<b>SY25-26</b>	<b>SY26-27</b>	<b>SY27-28</b>	<b>SY28-29</b>	<b>SY29-30</b>
Demand for the School without ramp-up	133	103	99	103	109
Adjusted for launch and ramp-up	33	51	75	75	75

Consistent with these very cautious and conservative demand estimates, and allowing for a larger variability deriving from the survey’s 8%-11% margin of error, we constrained enrollment projections even further:

#### DC PCSB Enrollment Ceiling Matrix

	<b>SY25-26</b>	<b>SY26-27</b>	<b>SY27-28</b>	<b>SY28-29</b>	<b>SY29-30</b>
Entering Students (Grade 11)	33	51	75	75	75
Churn	n/a	(2)	(4)	(6)	(7)
Returning Students (Grade 12)	n/a	30	47	69	68
Entering Students (Grade 12)	n/a	-	-	-	-
Total Enrollment (School)	33	83	122	144	144

Race/Ethnicity <sup>27</sup>				
Black/African-American	Hispanic/Latino	Asian	White	Two or More Races
60%	20%	2%	15%	3%

Special Populations <sup>28</sup>						
Special Education					Emerging Multilingual Learners	At-Risk
Overall	Level 1	Level 2	Level 3	Level 4		
14%	5%	4%	2%	3%	9%	49%

### 3. Community Input

The community feedback informing this proposed Early College model comes from multiple, complementary sources. Together, they create a broad, in-depth view of the needs and aspirations of DC students, families, and educators:

**a. Direct Input from Community-Based Organizations (CBO) Partners**

- i. **College Bound DC and Beacon House** - as two major examples - contributed valuable perspectives on the challenges students face when transitioning from high school to college. These organizations work closely with youth who often lack robust college guidance or resources. Through their programs, they witness firsthand the gaps in academic preparation, financial literacy, and self-efficacy that can prevent promising students from pursuing and succeeding in postsecondary education.
- ii. Feedback also underscored the importance of consistent mentoring and wraparound support. CBO leaders stressed how vital it is for any Early College program to incorporate built-in academic, emotional, and social design elements that make the experience achievable and frictionless - particularly for first-generation or low-income students.

**b. Insights from DCPS and DC Public Charter School Stakeholders**

<sup>27</sup> [https://www.dcpolicycenter.org/wp-content/uploads/2025/02/2.26\\_FINAL\\_SODCS\\_2023-24\\_one\\_pager.pdf](https://www.dcpolicycenter.org/wp-content/uploads/2025/02/2.26_FINAL_SODCS_2023-24_one_pager.pdf)

<sup>28</sup> [https://www.dcpolicycenter.org/wp-content/uploads/2025/02/2.26\\_FINAL\\_SODCS\\_2023-24\\_one\\_pager.pdf](https://www.dcpolicycenter.org/wp-content/uploads/2025/02/2.26_FINAL_SODCS_2023-24_one_pager.pdf)

- i. **Hundreds of Conversations:** In the past six years, organizers engaged with high school counselors, teachers, parent liaisons, and students from virtually every DCPS high school and every DC public charter high school. This outreach included more than 500 school visits, 150 college and career fairs, and 100+ individual/group meetings with counselors and educators, as well as 50+ Open House events with hundreds of parents and students from the District.
- ii. Most NewU University students enroll straight from DC public charter schools, including DCI, Paul, GGA, Washington Latin, Friendship Collegiate, WLA, and more. 94% are low-income (Pell-eligible), 70% are first-generation, 40% are Black, 40% Hispanic, 15% multiracial, 3% White, and 2% Asian. Two-thirds confirm they would not be in college if not for NewU University. Their satisfaction with the University is significantly above the national average for higher education institutions. NewU University outperforms most established institutions across critically important Key Performance Indicators (KPIs) such as student retention, time to a degree, amount of student loans, and male/female ratio of students in college.
- iii. **Recurring Themes:** Across these engagements, recurring points of discussion included:
  - Navigating the opaque and onerous **admissions and financial aid** processes into college is a challenge for most students, especially for first-generation, low-income students.
  - The **financial burden** of postsecondary education tuition, loans, and missed wages and how it hinders low-income students.
  - The **need for more rigorous and relevant academic experiences** in high school that align with real-world college-level coursework and learning from college professors and industry practitioners.
  - The **lack of meaningful individual attention and support** systems during college, especially at larger universities.
  - A general **desire for structured and accelerated pathways** that help students earn college credits early and reduce time-to-degree.

- The importance of **in-person instruction and community cohesion** as a contributor to better learning outcomes and persistence.
- The importance of **location convenience** (central, near public transportation) and **supportive campus culture** for students juggling family and work responsibilities.
- The importance of **not foregoing years of job earnings** prior to gaining a college degree.

**c. Data and Experience from NewU University**

- i. **Established Educational Nonprofit:** With 5+ years of operations as a nonprofit and 4+ years as a licensed, degree-granting institution in DC, NewU University has accumulated extensive firsthand knowledge about what works for DC’s students - particularly those who are first-generation college-goers and from low-income backgrounds.
- ii. **Deep Community Interaction:**
  - Encounters with hundreds of prospective students and parents from DC, yielding detailed knowledge about academic readiness, financial concerns, and aspirations.
- iii. **Student Success:**
  - The institution **outperforms national averages** in retention, time to degree, reduction and elimination of student loans, and male/female enrollment balance, highlighting the efficacy of program design, focused supports, and accessible pathways.

Through these collective inputs - ongoing dialogues with CBOs, DCPS and DC charter high school stakeholders, and direct data from NewU University’s experience - clear patterns have emerged. There is strong, consistent validation that many, especially first-generation and low-income students from DCPS and DC PCS schools, need:

- **Accelerated and \$0 tuition** paths to college. Anything of “traditional” length or requiring students to pay any amount out of pocket is a deterrent to completion and success.
- **Career-ready** programs and industry-specific micro credentials to get students to meaningful jobs sooner.
- Efficiently **structured academic programs and pathways to a degree** to enable on time degree completion (block class scheduling, pre-registration for classes, academic progress audits and major selection).

- **In-Person** learning and community belonging.
- **Collaborative learning environment and individualized support** (faculty and staff mentorship, financial guidance, social-emotional assistance and resilience building, stress-free community).

These insights directly shape the Early College Public Charter School’s core design. By aligning program elements (location, dual-enrollment, a collaborative and stress-free community, robust advising, and strong partnerships) with the feedback from community organizations, families, teachers, and postsecondary institutions, the proposed Early College model aims to fill critical gaps and set more DC students on the path to success in higher education and through life.

## Section B: Education Plan

### 1. Curriculum

At NewU Early College PCS, our curriculum is intentionally designed to equip students for both immediate career readiness and a lifetime of intellectual growth. We will offer an innovative dual course learning structure exclusively for grades 11 and 12, seamlessly integrating high school and college-level coursework to prepare students for academic excellence and professional success. Our program ensures students meet the OSSE's graduation requirements, including the 2203 Academic Requirements, to be certified as eligible to receive a high school diploma.<sup>29</sup> By integrating rigorous academic courses with practical, real-world learning experiences, we ensure that students develop skills directly applicable to the modern workplace. Alongside career preparedness, our program cultivates the qualities of an educated person - one who not only masters core subjects but also engages critically with the complexities of contemporary society.

We will foster analytical thinking and effective communication, while encouraging students to become adaptable problem-solvers and articulate leaders. Our emphasis on cultural competence and global perspectives will further empower graduates to navigate diverse workplaces and civic environments. Ultimately, by combining academic excellence, career-focused instruction, and a commitment to ongoing personal and social development, we prepare students to succeed in the dynamic world that awaits them after high school and college.

Given the entry point of 11<sup>th</sup> grade, we recognize that students are unique and may enter our school at varying academic levels. Upon registration with the School, all students are required to complete an Individualized Learning Plan (ILP) in collaboration with an advisor and a parent or guardian. In the first year of operation, this will be done by the Director of Academic Programs and Learning, Ms. Ruth Lyons, given the small number of expected students. In subsequent years, additional staff may be hired to assist in this process.

Upon student enrollment at the School, this process will take place during a dedicated session, where the student will review any previous Individualized Education Plans (IEPs), 504 Plans, and graduation plans from their prior schools. Additionally, the student's earned credits and remaining graduation requirements will be assessed. Based on this evaluation, a personalized ILP will be developed, ensuring an academic schedule that aligns with their goals and maximizes their potential for successful high school completion and graduation and achievement in the mandatory and elective college courses on offer.

the School will provide up to the maximum required high school Carnegie Units in each subject, i.e. even if a student has not completed any classes in a given subject

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<sup>29</sup> <https://osse.dc.gov/service/graduation-requirements>

prior to enrollment. This is reflected in a budget allocation for additional teachers and smaller and individual classroom space.

Sample Individual Learning Plan Template:

## Individualized Learning Plan (ILP)

### Student Information

- **Name:** \_\_\_\_\_
- **Grade Level:** \_\_\_\_\_
- **Date of Plan Creation:** \_\_\_\_\_
- **Review Date:** \_\_\_\_\_

### Academic & Graduation Plan

Courses	Total Required Units	Credits Achieved	Credits Remaining	Previous IEP/504 Plan (Yes/No)	Graduation Goal	Goal Achieved (Yes/No)
English	4.0	_____	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No
Mathematics (Algebra I, Geometry, Algebra II minimum)	4.0	_____	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No
Science (Three Lab Sciences)	4.0	_____	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No
Social Studies (World History I & II, U.S. History, U.S. Government, DC History)	4.0	_____	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No
World Language	2.0	_____	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No
Art	0.5	_____	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No
Music	0.5	_____	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No
Physical Education/Health	1.5	_____	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No
Electives	3.5	_____	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No	_____	<input type="checkbox"/> Yes / <input type="checkbox"/> No
<b>Total Credits</b>	<b>24.0</b>	_____	_____			

### Academic Goals

1. \_\_\_\_\_
2. \_\_\_\_\_

### Language Development Goals (For English Learners - ELs)

- **BICS (Basic Interpersonal Communication Skills) Goal:**  
\_\_\_\_\_
- **CALP (Cognitive Academic Language Proficiency) Goal:**  
\_\_\_\_\_

### College & Career Readiness Goals

1. \_\_\_\_\_
2. \_\_\_\_\_

### Accommodations & Support Services

- **Previous IEP/504 Plan:**  Yes /  No (If Yes, specify accommodations)  
\_\_\_\_\_
- **Sheltered Instruction Support:**  Yes /  No
- **Content-Based ESL Services:**  Yes /  No
- **Special Education Services:**  Yes /  No (If Yes, list services)  
\_\_\_\_\_

### Progress Monitoring

- **Review Frequency:**  Weekly  Monthly  Quarterly
- **Progress Notes:**  
\_\_\_\_\_  
\_\_\_\_\_

### Signatures

- **Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **Parent /Guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **Advisor/Coordinator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## a. Student Learning Standards

### *i. Standards*

At The School, our student learning standards are designed to support high academic and professional success through a structured, inclusive, and language-rich environment. We implement Understanding by Design (UbD) and Backward Design to ensure that curriculum planning begins with clear, desired outcomes, aligning high school requirements with college-level expectations.<sup>30</sup> We employ research-based standards that demonstrate proven effectiveness in enhancing student outcomes.

This approach fosters critical thinking, problem-solving, and real-world application, equipping students with the skills needed for higher education and beyond.

<sup>30</sup> Wiggins, Grant, and Jay McTighe. *Understanding by Design*. Expanded 2nd ed., ASCD, 2005.



In addition, our commitment to cultural responsiveness, equity, and continuous assessment allows us to tailor learning experiences to individual student needs. Through innovative tools such as AI-powered lab simulations, robust social-emotional learning frameworks and resilience building, and personalized student learning plans, we prepare students for a seamless transition to college and the workforce. This strategic alignment of high school and college standards ensures that all students graduate ready to thrive in an ever-evolving global landscape.

### **English Language Arts (ELA):**

Our curriculum incorporates the District of Columbia Standards of Learning, emphasizing critical reading, writing, and communication skills. These standards are chosen to foster critical thinking and effective expression, essential for academic and career success. By high school graduation, students will complete 4.0 Carnegie Units in English – on average 2.0 Carnegie Units at the School, ensuring comprehensive literacy development.

### **Mathematics:**

We adhere to the DC Standards of Learning in Mathematics to emphasize problem-solving, reasoning, and analytical skills. These standards ensure a strong foundation in quantitative analysis, preparing students for STEM fields. Our program includes 4.0 Carnegie Units – on average 2.0 Carnegie Units at the School, covering Algebra I & II and Geometry at a minimum. In addition, the college level classes focus on real-world applications and data analysis techniques, which will equip students with practical and career-focused skills. Data analysis has become an integral part of virtually every profession, so mastery of tools and techniques is imperative for the success of students in college and at work.

### **Science:**

We use AI-powered lab simulators for science lab-based subjects:

- *Chemistry:* Utilizing ChemCollective and PhET Interactive Simulations.
- *Physics:* Employing Physics Aviary and Open Source Physics.
- *Biology:* Integrating Virtual Biology Lab and HHMI BioInteractive.
- *Earth & Environmental Science:* Using NASA Climate Kids and GLOBE Program.

These choices provide interactive and innovative learning experiences, fulfilling the requirement of 4.0 Carnegie Units – on average 2.0 Carnegie Units at the School, including three lab sciences. The syllabus for Chemistry is provided in Section G.

### **Social Studies/History:**

We implement concept-based coursework as outlined in the Washington, DC K-12 Social Studies Standards.<sup>31</sup> These standards establish minimum expectations and provide access to grade-level content. Students will complete 4.0 Carnegie Units –

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<sup>31</sup> [https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/Standards in English.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Standards in English.pdf)

on average 2.0 Carnegie Units at the School, including World History I and II, United States History, United States Government, and District of Columbia History.

**World Language:**

Our curriculum includes 2.0 Carnegie Units in World Languages – on average 1.0 Carnegie Unit of Chinese at the School, enhancing cognitive skills and cultural awareness to prepare students for global citizenship.

**Art and Music:**

Students will complete 0.5 Carnegie Units each in Art and Music by taking the the School Music Appreciation high school class (if they haven't completed this requirement prior to enrolment), encouraging creativity and self-expression, contributing to a well-rounded education. The syllabus for Music Appreciation is provided in Section G.

**Health and Physical Education:**

We use the DC Standards for Health and Physical Education, with an emphasis on mental health and supported by a fully equipped gym and a basketball court, emphasizing personal wellness and lifelong fitness. This is aligned with OSSE's new Health Education Standards.<sup>32</sup> Students will complete 1.5 Carnegie Units – on average 1.0 Carnegie Unit at the School in this area.

**Social and Emotional Learning (SEL):**

We will implement the District of Columbia Social and Emotional Learning Standards across all subject areas. These standards, based on the CASEL 5 Framework, focus on competencies like Self-Awareness and Relationship Skills to foster supportive learning environments.<sup>33</sup> NewU places strong emphasis on resilience building and students will take a resilience test twice per academic year following the methodology developed by Dr. Karen Reivich of the University of Pennsylvania Positive Psychology Center.

**Financial Literacy:**

We will align with OSSE's new Financial Literacy Standards.<sup>34</sup> These standards cover essential financial knowledge and skills for informed decision-making. This is incorporated in the Foundational Analytics class and further covered in dedicated workshops.

**Electives:**

Students will complete 3.5 Carnegie Units in electives – on average 2.0 Carnegie Units at the School, allowing them to explore interests and personalize their

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<sup>32</sup> <https://osse.dc.gov/publication/2016-health-education-standards>

<sup>33</sup> [https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/DC K.Adult SEL Standards.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/DC K.Adult SEL Standards.pdf).

<sup>34</sup>

[https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/TAL\\_FinLitStandards\\_Booklet.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/TAL_FinLitStandards_Booklet.pdf).

learning experience by taking any NewU University course on offer, including advanced coursework if they have completed any required prerequisites.

### *ii. Support for English learners*

EL students will be fully integrated into academics and social functions in the School, and we will maintain high expectations for EL students equally with non-EL students.

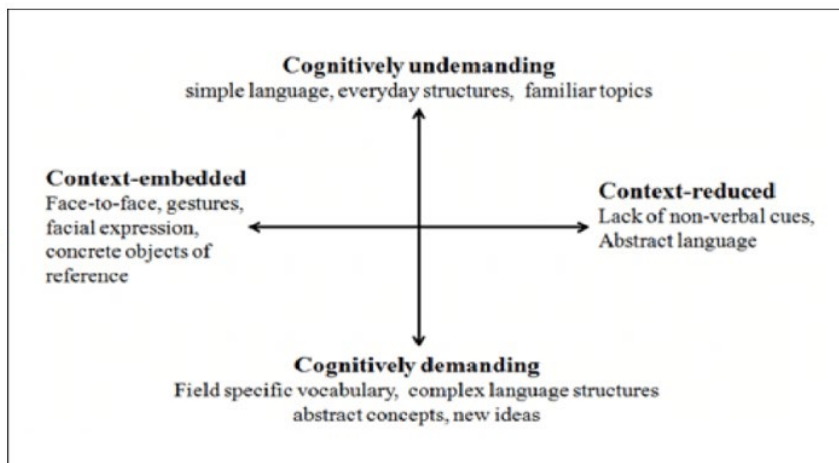
Our instructional model integrates Content-Based ESL and Sheltered Instruction, ensuring that students at all proficiency levels develop strong academic language skills while engaging with rigorous, interdisciplinary coursework. We prioritize scaffolded instruction, differentiated support, and targeted language development to enable student success in diverse academic and professional settings.

To support students who are not fluent in English, we incorporate the WIDA English Language Development Standards. These standards provide a framework for developing academic language proficiency in listening, speaking, reading, and writing. By integrating language development with academic content, the WIDA standards ensure that English learners can effectively access and engage with the curriculum. This approach promotes inclusivity and equity, supporting overall student progress and achievement.

Content-Based ESL provides targeted language instruction tailored to each student's proficiency level, focusing on both conversational fluency and Cognitive Academic Language Proficiency (CALP). This dual approach supports ELs in mastering academic discourse and critical analysis. Additionally, the integration of BICS (Basic Interpersonal Communication Skills) and CALP focuses on developing both social and academic language.<sup>35</sup> By using mentor texts, targeted vocabulary, and explicit instruction on sentence structures, students gain skills for both everyday interactions and complex academic discussions.

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<sup>35</sup> Cummins, Jim. "Cummins' Four-Part Distinctions Between BICS and CALP." ResearchGate, [https://www.researchgate.net/figure/Cummins-Four-Part-Distinctions-Between-BICS-and-CALP\\_fig2\\_287234965](https://www.researchgate.net/figure/Cummins-Four-Part-Distinctions-Between-BICS-and-CALP_fig2_287234965).



This model is supported by research showing that integrating language development with academic content fosters deeper engagement and leads to improved outcomes for EMLs.<sup>36</sup>

We will follow the OSSE’s 2024 English Learners Policies and Procedures.<sup>37</sup>

EL students scoring an ELP Level of 1-4.5 on the ACCESS for ELLs 2.0 test will receive tailored support, while those scoring above 4.5 are considered English Proficient (EP) and will have their progress monitored. Following the OSSE guidelines, if exited students are not progressing academically, we will have them reassessed for needed English language services. Families may request continued ESL services if needed.

This work will be done by Mr. Matthew Baker who has extensive experience in this area and possesses mastery of 6 foreign languages, including 4 of the 5 top languages spoken by DC ELs.<sup>38</sup> Given the historical distribution of ELs across grade levels, we expect to have around 8% of students as ELs, or around 3 students in the first year of operations and around 12 at capacity.<sup>39</sup>

We will also comply with DC’s annual assessment of English proficiency (ACCESS) and the National Assessment of Educational Progress (NAEP).<sup>40</sup>

<sup>36</sup> Echevarria, Jana & Vogt, Maryellen & Short, Deborah. (2017). Making Content Comprehensible for English Learners: The SIOP Model (5e).

<sup>37</sup> [https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2024 EL Policies and Procedures.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2024%20EL%20Policies%20and%20Procedures.pdf).

<sup>38</sup> English Learners in DC, 2019-20 and 2020-21 School Year Data, OSSE.

<sup>39</sup> <https://dcpcsb.org/dc-public-charter-schools-serve-higher-percentages-risk-students-and-high-needs-special-education>.

<sup>40</sup> <https://osse.dc.gov/assessments>.

The EML Program Structure will be as follows:

<b>Proficiency Level</b>	<b>Dedicated English Development Block</b>	<b>Sheltered Content Instruction</b>	<b>Additional Support</b>
<b>Beginners (Levels 1-2)</b>	Daily 45-60 minutes	Extensive scaffolding	Small group pull-out for targeted skill development; Push-in support during content instruction with AI translation support in real-time
<b>Intermediate (Levels 3-4)</b>	Alternate-day 30-45 minutes	Moderate scaffolding	Homogeneous and heterogeneous grouping; Focus on academic language and literacy skills
<b>Advanced (Levels 5-6)</b>	Integrated within content classes	Light scaffolding, emphasis on academic language	Continuous monitoring for growth and potential reclassification

The content-based instructional model will be integrated with supplementary targeted instruction, equitable access, and collaborative support from EL and content teachers. All teachers who will have ELs in a given term will receive training in second language acquisition and the *WIDA EL Proficiency Standards*, ensuring they are equipped to support ELs effectively. Each student will be assessed and given Individualized English language development goals, which will be revisited and refined throughout the year to address students' evolving needs. The assessment will use an OSSE-approved language screener and student data will be recorded in Salesforce EDA for record keeping and progress tracking.

The content-based instructional model ensures ELs will engage with grade-level academic material while receiving supplementary English language instruction.

For sheltered instruction, in dedicated classes scheduled to avoid conflicts with core subjects (i.e., before 10am or after 3pm), students will develop both written and oral English proficiency with a trained professional, led or overseen by Mr. Baker. Core methodologies include comprehensible input, visual reinforcement, and a framework of classroom function words.

Additionally, we will encourage collaboration among stakeholders - including teachers, EL specialists, families, and administrators - to foster shared

responsibility for supporting multilingual learners. This functional approach to language development prioritizes equity, creating a cycle where academic content serves as the context for language learning, while language development is integral to academic success.

## b. Methods of Instruction

At the School, our instructional framework is designed to foster academic excellence, critical thinking, and personal growth for all students. We provide equitable access to high-quality education for EMLs, Students with Disabilities (SWDs), at-risk students, and those performing above or below grade level. Grounded in research-based practices and aligned with OSSE's 2024 English Learners Policies and Procedures, our approach promotes inclusivity, college readiness, and career success. The Director of Academic Programs and Learning ensures instructional effectiveness by aligning curriculum standards, guiding teacher development, using data to track progress, and fostering equity through collaboration.

### *i. High quality instruction*

At NewU Early College Public Charter School, high-quality instruction is defined by a focus on critical thinking and student engagement. Our approach blends direct instruction, collaborative projects, and technology-enhanced learning to cater to diverse learning needs and styles. Instruction is data-driven – from attendance tracking and alerts through daily graded assignments to mid-term and final grades, progress is continuously monitored, ensuring continuous improvement and measurable outcomes for every student.

Inspired by student-centered learning principles, we foster a stress-free environment where students can pursue activities aligned with their interests, promoting collaboration, discovery, and guided feedback. Our curriculum challenges students to think critically and pushes them toward academic excellence while providing the tools and support needed to help them succeed.

We also emphasize college and career readiness, equipping students with the skills necessary for success in higher education and future professional environments. This balance of academic rigor and personalized support ensures that all students are both challenged and empowered to reach their full potential.

### *ii. By subject matter*

At NewU Early College Public Charter School, our instructional methods are designed to promote critical thinking, effective learning, and college and career readiness. Each subject integrates strategies that align with the Common Core State Standards as outlined by the ensuring rigorous academic expectations across all disciplines.<sup>41</sup> The school offers a comprehensive approach that ensures that all

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<sup>41</sup> <https://osse.dc.gov/service/common-core-state-standards>.

students receive a well-rounded education while being prepared for the challenges of higher education and future career success.

- English Language Arts (ELA): Instruction focuses on guided reading, writing workshops, and discussions to develop literacy and critical thinking skills.
- Mathematics: A problem-solving approach emphasizes real-world applications, using manipulatives and technology to enhance understanding.
- Science: Students engage in interactive, AI-powered simulations and hands-on experiments to encourage scientific inquiry and innovation.
- Social Studies/History: A concept-based learning framework connects historical events with modern global issues to build civic awareness.
- World Languages: Immersive language activities and cultural exploration foster conversational skills and global understanding.
- Art & Music: Projects nurture creativity and self-expression
- Health & Physical Education: A focus on mental health and lifelong nutrition and fitness habits supports both physical and mental well-being.
- Electives: Students will have access to a diverse range of college electives allowing them to personalize their learning paths and pursue advanced level coursework.

### *iii. Accommodating different learning styles and needs*

At NewU Early College Public Charter School (ECPCS), we tailor instruction using research-based strategies to meet the diverse needs of all students, including Emerging Multilingual Learners (EMLs), Students with Disabilities (SWDs), at-risk students, and those performing above or below grade level. Our approach is grounded in OSSE’s 2024 English Learners Policies and Procedures and led by the Director of Academic Programs and Learning to ensure equity and academic success.

NewU University professors bring a wealth of teaching experience working with students from diverse backgrounds and with different learning styles. They integrate a mix of instructional techniques, including visual aids, hands-on projects, discussions, and digital tools, ensuring engagement for visual, auditory, and kinesthetic learners. Complex concepts are scaffolded through step-by-step explanations and real-world applications, making academic material more relatable. Additionally, our curriculum incorporates frequent feedback loops (including mid-term grades and teacher evaluations in addition to end-of-semester), active learning strategies, and opportunities for students to ask questions in a supportive environment.

EMLs: Instruction is customized based on proficiency using WIDA standards and a dual approach combining Content-Based ESL and Sheltered Content Instruction as noted earlier. Push-in and pull-out services help students develop both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language



Proficiency (CALP).

SWDs: Students receive support through Individualized Learning Plans (ILPs) managed by a Special Education Coordinator. Accommodations include specialized instruction, classroom modifications, and collaborative planning between general and special education teachers. Given historical trends, we expect to have around 6 students in our first year of operation and around 22 at capacity.<sup>42</sup> Specifically, in the first year of operation, we expect 2 Level 1, 2 Level 2, 1 Level 3, and 1 Level 4 SWDs.

At-Risk and Advanced Students: Our Director of Academic Programs and Learning oversees targeted interventions for struggling students as well as offers enrichment programs through higher-level courses at NewU University for advanced learners.

#### *iv. Methods of instruction for SWD along full continuum of services*

SWDs at the School will receive instruction across a continuum of services based on their individual needs and aligned with their IEPs and 504 Plans, ensuring equitable access to learning through accommodations and modifications. We will ensure that each student receives instruction in the least restrictive environment appropriate to their needs through differentiated instruction, assistive technology, and collaboration between special education and general education staff. This is also reflected in the budget and fully achievable in the chosen facility.

We will implement a Multi-Tiered System of Supports (MTSS) in conjunction with Universal Design for Learning (UDL) to ensure all students receive the appropriate level of academic and behavioral support. UDL will be integrated across all three tiers of MTSS to create inclusive classrooms where students can engage in learning in ways that best suit their strengths and needs. Regular data collection and analysis will be conducted to monitor student progress and adjust interventions accordingly. This integrated approach ensures that instruction is proactive, flexible, and responsive to the diverse needs of our students.

- Tier 1 – Inclusion and Universal Support: Students are integrated into general education classrooms with appropriate supports and accommodations. This includes instructional accommodations, such as graphic organizers, written and verbal directions, concept mapping, audio recordings, text-to-speech technology, verbal instruction, opportunities for discussion, hands-on activities, manipulatives, and project-based learning opportunities. Students may also benefit from executive functioning supports, such as visual schedules, sensory tools, movement breaks, assignment notebooks, and explicit instruction in time management and organizational skills. Students with reading disabilities will receive evidence-based interventions aligned with the Science of Reading, including structured

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<sup>42</sup> <https://dcpcs.org/dc-public-charter-schools-serve-higher-percentages-risk-students-and-high-needs-special-education>.



literacy approaches such as Orton-Gillingham or Wilson Reading System. For students with writing challenges, we will provide access to assistive technology such as speech-to-text software, graphic organizers, and adapted writing implements. Students with math disabilities will benefit from concrete-representational-abstract instructional sequences, manipulatives, visual models, and technology supports.

- Tier 2 – Targeted Support and Resource Room: Specialized instruction is provided in a separate setting for targeted support in specific subjects. Students requiring more intensive instruction in specific academic areas will receive small-group or individual support from special education teachers in dedicated resource settings for a portion of their day, while maintaining maximum participation in the general education setting.
- Tier 3 – Intensive Support and Self-Contained Classrooms: For students requiring more intensive services, we offer individualized instruction in dedicated spaces tailored to address specific skill deficits, utilizing evidence-based programs and approaches such as direct instruction, multisensory techniques, and systematic and explicit instruction.

#### *v. Language acquisition model*

As noted earlier, the School’s strategy for English Learners follows the OSSE-approved content-based and sheltered content instructional models, striving for the dual goals of helping English learners to gain proficiency in English language as well as meeting the high academic standards of the School. The strategy is rooted in the OSSE 2024 English Learners Policies and Procedures and is overseen by Mr. Baker who is a second language acquisition specialist from the Harvard Graduate School of Education’s Language & Literacy program.

#### *vi. Evaluating effectiveness*

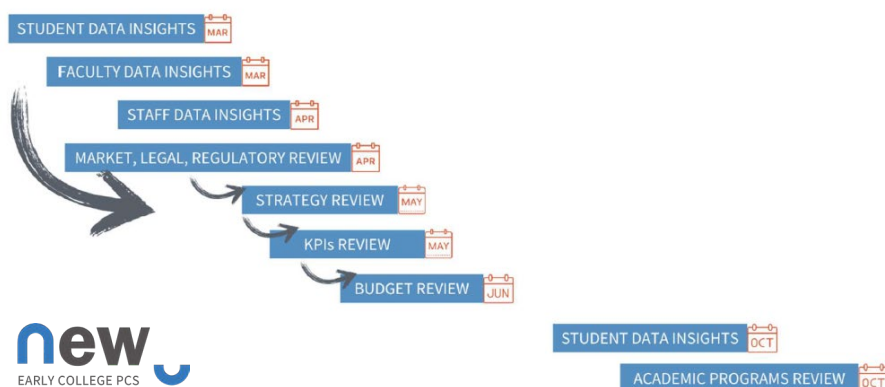
At The School, instructional effectiveness is continuously monitored and adjusted through:

- Regular Assessments: Formative and summative assessments help track student progress and identify learning gaps.
- Data Analysis: The Director of Academic Programs and Learning works with teachers to analyze performance data and adjust strategies accordingly.
- Responsive Adjustments: Instructional approaches are modified if strategies do not adequately work for all students, a subset, or an individual, ensuring personalized support and interventions.
- Professional Development: Teachers receive ongoing training to stay updated on best practices and adapt instructional methods to meet evolving student needs.

Our EML and SWD policies and practices will be reviewed regularly to assess effectiveness and compliance with legal requirements. Feedback from students,

families, and staff will be incorporated into policy updates to ensure continuous improvement in our inclusive education practices. We will also utilize OSSE’s guidelines and resources to evaluate our implementation and improve access to high-quality, inclusive instruction.

The school will implement the following data-driven continuous improvement process:



Annual Continuous Improvement Event	Yearly Event Cadence	Stakeholders	Goal(s)
Student Data Insights	March, October	School Leadership, SWD and EML coordinators	Assess overall effectiveness of NewU EC programs and services; identify gaps and challenges to set action items in current and upcoming terms.
Faculty Data Insights	March	School Leadership	Assess overall effectiveness of instruction and student academic outcomes.
Staff Data Insights	April	Full Staff	Assess organizational needs for development and communication; review workflows and responsibility distribution within the team.
Market, Legal, Regulatory Review	April	School Leadership	Complete full environmental scan of the applicable market, legal, and regulatory environment to ensure compliance with applicable DC

			PCSB and all other policies. Ensure the School operates at the highest level of transparency and ethical standards.
Strategy Review	May	School Leadership	Using insights from the Market, Legal, and Regulatory Review, Executive Team maps out anticipated challenges in the upcoming fiscal year and develops high-level strategies to accomplish goals developed in this session.
KPIs Review	May	School Leadership	Following the Strategy Review, the School Leadership evaluates strategic goals for the fiscal year and develops KPIs to track progress toward completion, including timelines and resources required.
Budget Review	June	Head of School, Director of Academic Programs and Learning, FINANCE DIRECTOR	Following the KPIs review, senior leadership reviews budget needs and KPIs for approval prior to the new fiscal year.
Academic Programs Review	October	School Leadership, Faculty	Bringing together the Student Data, Faculty Data, and prior strategy reviews, Academic Program Review considers the overall effectiveness of our academic programs, the efficacy of the Learning Objectives Evaluation Strategy, and faculty support needed for the upcoming term and following academic year.

### c. Resources and Instructional Materials

At the School, our resources and instructional materials are integral to delivering an authentic early college experience, aligned with the Carnegie Units system, where

each credit represents 120 hours of classroom instruction. Students complete 24 units to graduate, meeting both state requirements and our rigorous academic standards. Teachers guide students in using materials effectively, fostering independent learning and supporting affordable, accessible education. Our classrooms are designed to promote purposeful activity, academic growth, and a collaborative environment that nurtures both social and emotional development, preparing students for college success and lifelong achievement.

### *i. Identified materials*

We have identified a range of instructional materials to meet diverse learning needs and ensure equitable access for all students. The School will leverage the resources and instructional infrastructure of NewU University. NewU University professors have developed the college courses which the School students will be taking and they have been approved by the university's Chief Academic Officer. In addition, compliance with the high school standards is ascertained by NewU EC's Director of Academic Programs and Learning (sample mapping is provided in Section G). Close collaboration between the university and high school staff ensures compliance with requirements and maintenance of rigor and high academic standards.

Our key resources include:

- Google for Education (Google Classroom): A centralized platform for managing assignments, communication, and feedback, supporting personalized learning and accessibility across all student groups.
- CK-12 Foundation and OpenStax Textbooks: High-quality, openly licensed digital textbooks that provide rigorous, adaptable content for various academic levels.
- Library resources: NewU University collaborates with DC's MLK Library and the Library of Congress – the largest library in the world, to give students access to unparalleled print and digital resources.
- AI-powered lab simulators for science lab-based subjects:
  - Chemistry: Utilizing ChemCollective and PhET Interactive Simulations.
  - Physics: Employing Physics Aviary and Open Source Physics.
  - Biology: Integrating Virtual Biology Lab and HHMI BioInteractive.
  - Earth & Environmental Science: Using NASA Climate Kids and GLOBE Program.
- Interactive Tools: Smartboards, adaptive learning software, and computer-assisted programs to promote engagement and accommodate different learning styles.
- Hands-On Learning Materials: Manipulatives and visual aids for kinesthetic learning experiences, supporting students who benefit from tactile engagement.
- Online Personalized Learning Platforms: Adaptive programs that offer individualized pathways for remediation and enrichment.

- Paperless Learning Materials: Digital resources (eBooks, online assignments) to reduce stress, improve organization, minimize environmental impact, and allow easy tracking of student progress.
- Basic Supplies: We will provide essential materials, such as paper, pens, and printing services, for students who require physical resources.

*ii. n/a*

*iii. Resources meeting the needs of all learners*

Our instructional materials are designed to serve all students, including EMLs, SWDs, at-risk learners, and those above or below grade level.

- EMLs: Digital tools and adaptive programs will provide language support tailored to proficiency levels using Content-Based and Sheltered Content Instruction strategies.

Specifically, we have identified the following online resources for both EL teacher training and EL classroom materials. These resources support a range of EL proficiency levels.

- U.S. Department of Education - Office of English Language Acquisition (OELA): EL Toolkit and Family Toolkit, other resources
  - Center for Applied Linguistics (CAL): Research-based language learning materials, assessments, and professional development
  - WIDA (World-Class Instructional Design and Assessment): English language development standards and assessment tools.
  - Stanford University - Understanding Language Initiative: instructional strategies and policy recommendations for EL education
  - Colorín Colorado: strategies for teaching ELs, lesson plans, and research summaries
  - ELL Strategies & Resources from Edutopia: articles, videos, and practical strategies for teachers of ELs
  - ReadWriteThink: lesson plans and instructional materials for English language development
  - ESL Library (ellii.com): digital materials for teaching English at various proficiency levels
- SWDs: Differentiated instruction through accessible materials, manipulatives, and adaptive software will meet individual learning needs based on ILPs. The specific materials will be determined based on the individual student's needs

by the Special Education Coordinator in collaboration with general education instructors.

- At-Risk and Advanced Learners: Personalized learning platforms will enable students to progress at their own pace, offering enrichment for advanced learners and targeted support for those needing remediation.
- Late Entrants: Flexible digital resources (e.g., OpenStax, CK-12) will help new students catch up quickly with foundational knowledge.

#### *iv. Along the full continuum of services*

Our curriculum is designed to accommodate students across the full continuum of services, including those requiring specialized instruction.

- Resource Classrooms: SWDs will receive specialized instruction led by trained special education teachers using adaptive materials tailored to their ILPs.
- Self-Contained Classrooms: For students needing intensive support, individualized instruction will be provided in structured environments aligned with their IEP goals.

Students will be assigned resources and support collaboratively by the IEP team, including educators, specialists, and parents. This is first done at the time of enrollment of the student at the School when the student (together with a parent or guardian) meets with the Director of Academic Programs and Learning or designee to review prior IEPs and 504 plans and build the NewU EC's ILP. Adjustments will be made as deemed appropriate through continuous monitoring of the Special Education Coordinator.

#### *v. Choice of resources*

By selecting proven, flexible, and research-backed resources, NewU University and the School ensure that all students, regardless of their background or learning needs, have the tools necessary for academic success and career readiness. Our resource selection process prioritizes flexibility, accessibility, and effectiveness:

- Curated by professors: College courses taken by the School students are developed by distinguished professors and professionals who select relevant and rigorous materials.
- Curated by experienced educators: High school courses are developed by experienced educators under the supervision of the Director of Academic Programs and Learning.
- Google for Education: This platform offers a user-friendly interface for managing assignments, tracking progress, and supporting communication, particularly effective for EMLs and SWDs in inclusive settings.
- OpenStax and CK-12 Foundation: These widely-used, high-quality digital textbooks provide customizable content for a diverse range of learners and have been successfully implemented in similar educational environments.

- **Interactive Tools:** Research supports the use of smartboards and adaptive learning software for increasing engagement and facilitating differentiated instruction, especially for diverse learners.
- **Paperless Resources:** A focus on digital materials reduces stress by improving organization, promoting eco-friendliness, and enabling easy submission and tracking of assignments. Going paperless also allows for real-time feedback and reduces the physical burden of managing paper-based assignments. Paperless classrooms can empower both teachers and learners, enhancing engagement and promoting critical self-evaluation of teaching practices.<sup>43</sup>

## d. Assessing Learning

At the School, we are committed to ensuring that students in grades 11 and 12 are learning and progressing toward mastery through a comprehensive, equitable, and stress-free assessment system. As a public charter school, we will administer a Home Language Survey to all students enrolling in a DC public school for the first time. Additionally, students identified as English Language Learners (EML) in grades 11 and 12 will take the annual WIDA ACCESS for ELLs 2.0 state assessment.

### *i. Assessment's purpose, design, and format*

Both college and high school courses incorporate typical assessments widely used to foster effective learning and evaluate mastery and progress.

- **Formative Assessments:** These assessments allow for immediate feedback and support a responsive teaching approach, ensuring students stay on track.
  - **Purpose:** To provide ongoing checks for understanding and inform instructional adjustments.
  - **Design and Format:** Frequent, low-stakes assessments such as quizzes, exit tickets, and class discussions.
- **Project-Based Assessments (PBAs):** PBAs align with our commitment to a stress-free, engaging learning environment that emphasizes the learning process over high-stakes outcomes.
  - **Purpose:** To measure student knowledge through real-world applications and hands-on learning.
  - **Design and Format:** Integrated into project-based learning (PBL) units, PBAs evaluate critical thinking, collaboration, and problem-solving skills. Examples include research projects, presentations, and portfolios.
- **Summative Assessments:** Summative assessments provide a comprehensive view of student learning while maintaining alignment with instructional goals.

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<sup>43</sup> Baby, K. Thomas. (2019). EMPOWERING LEARNERS THROUGH PAPERLESS CLASSROOMS. Research Journal Of English. 04. 126-131. 10.36993/RJOE.2019.126131.



- Purpose: To evaluate mastery of content at the end of units or courses.
- Design and Format: Often integrated with PBL outcomes, these assessments may include presentations, portfolios, or traditional tests.
- Standardized Assessments (DC CAPE, ACCESS, NAEP): These assessments provide a broad evaluation of student performance and ensure accountability.
  - Purpose: To evaluate student achievement against state standards and ensure compliance with OSSE and ESSA requirements.
  - Design and Format: As prescribed.

### *ii. Checking for understanding and leadership oversight*

Teachers employ a variety of assessment methods to support student learning and ensure academic progress. Formative assessments, including quizzes, exit tickets, and class discussions, are used regularly to check for understanding and provide immediate feedback. These ongoing assessments help teachers adjust instruction in real time to address student needs. Additionally, Project-Based Assessments (PBAs) serve as a means to gauge student progress through hands-on, real-world tasks that encourage engagement, problem-solving, and critical thinking. Summative assessments, conducted at the conclusion of units or courses, evaluate overall student mastery of key concepts and skills. The results of these assessments inform instructional decisions and help refine future teaching strategies to improve student outcomes.

Each class has a dedicated Google Classroom where all assignment results are recorded, even if the assessment was not in electronic format. This ensures completeness and fairness.

To maintain effective assessment practices, the Director of Academic Programs and Learning monitors assessment data through the centralized system and conducts regular data meetings to review progress. For this purpose, the Director has access to all Google Classrooms. This structured approach ensures that student performance trends are identified and addressed promptly.

There are mid-semester and end-of -semester student evaluations of teachers, typical for college courses.

School leaders play a crucial role in aligning assessment practices with institutional goals by observing classrooms, providing constructive feedback on instructional strategies, and supporting teachers in data analysis to pinpoint areas for growth. Additionally, they facilitate professional development opportunities to enhance teachers' assessment literacy and instructional methods, ensuring continuous improvement in student learning and achievement.



### *iii. Identifying needs*

To identify students who may be struggling and would benefit from academic and/or behavioral interventions, The School employs a multi-faceted approach. We conduct regular data analysis of assessment outcomes (e.g., formative, summative, and standardized assessments) to identify students not meeting benchmarks, while teachers continuously monitor student engagement, participation, and performance through classroom observations. Based on individual needs, we implement targeted intervention strategies, such as small-group instruction, tutoring, or behavioral supports. For students exiting special education or EML status, we ensure continued success through continuous assessment to monitor progress, individualized transition plans that provide ongoing support (e.g., language services or academic accommodations), and collaboration among teachers, special education staff, and families to address challenges and track progress effectively.

### *iv. Access to results*

At The School, teachers and the Director of Academic Programs and Learning will access assessment results through Google Classrooms for each individual class. In addition, relevant staff have access to Salesforce Education Data Architecture (or certain portions of it) where each student has a digital file with all information on one secure platform, enabling them to review outcomes, identify trends, and refine instructional strategies to provide targeted support. The School will comply with all applicable laws and regulations about data privacy.

The Board of Trustees will receive periodic updates on student progress and assessment outcomes through reports and presentations, using this data to evaluate school performance and make informed decisions about resources and priorities.

Students and parents are actively involved in the learning process, with assessment results communicated clearly through progress reports and parent-teacher conferences. This transparency allows families to set goals, track progress, and engage in meaningful discussions about next steps.

Our assessment system prioritizes formative assessments, project-based learning, and continuous feedback to create a stress-free, equitable, and engaging learning environment. By fostering collaboration among teachers, leaders, students, and families, we ensure that assessment results are used to celebrate successes, address challenges, and support every student's journey toward mastery and success.

## e. Course Listing and Graduation Requirements

The table below outlines our dual course learning structure, which combines high school and college-level coursework. Students engage in advanced studies while

fulfilling graduation requirements through a rigorous and supportive environment. To graduate, students must complete 24 Carnegie Units across the subjects listed in the first 2 columns of the table below.

Students who have completed half of a given subject requirement in grades 9 and 10 must take the remaining half through college-level courses approved by the LEA and offered by NewU University as outlined in the table below.

Students who have completed *less than half* of a given subject before enrolling at the School will be enrolled in high school level coursework in addition to the courses for that subject outlined below. This will be determined at the time of completing the first ILP upon enrollment at the School.

Students who have completed *more than half* of a given subject before enrolling at the School will be enrolled in the first college level course for that subject and continue taking college level courses in that subject until completion of the graduation requirement. If a student has completed IB or AP coursework in the subject matter, they may be enrolled in the second course of the college sequence in accordance with transfer credit policy of NewU University. This will be determined at the time of completing the first ILP upon enrollment at the School.

College courses are described in the NewU University Catalog, which is included in Section G. Syllabi for a sample of high school courses are also provided.

### *Regular term Pre-term*

The regular term will follow NewU University's Fall and Spring semesters, which are 18 weeks long. NewU University courses are typically 4 college credits. Before each Fall semester, the School students will have 2 weeks of Pre-term to complete transition work in each subject where they will be taking college level courses in the upcoming term. The Pre-term will count toward the Carnegie Units for that subject and together with the NewU University courses will complete the high school graduation requirements.

Subject	Carnegie Units Needed <sup>44</sup> (Grades 9-12)	Carnegie Units Expected in Grades 11-12	NewU Early College PCS			
			Pre-term Hours	Grade 11 College Course Alignment	Pre-term Hours	Grade 12 College Course Alignment
<b>English</b>	4	2	15h	Rhetoric: The Art of Persuasion I & II	9h	Negotiations Fundamentals (HS), Negotiations Mastery
<b>Mathematics</b> (at least Algebra I & II, Geometry)	4	2	12h	Foundational Analytics I & II	12h	Data Analytics and Insight, Research Methodology
<b>Science</b> (at least 3 labs)	4	2	-	Chemistry (HS) & Biology (HS)	-	Climate Science, Physics (HS)
<b>Social Studies</b> (includes World History I & II, US History, US Government, DC History)	4	2	24h	Modern World I & II, Understanding Other Cultures, Special Topics I, Introduction to Psychology	-	-
<b>World Language</b>	2	1	-	Chinese (HS)	-	Chinese (HS)
<b>Art</b>	0.5	0-0.5	-	-	6h	Design Thinking
<b>Music</b>	0.5	0-0.5	-	Music Appreciation (HS)	-	-
<b>PE/Health</b>	1.5	1	6h	Positive Psychology, Physical Education (HS)	6h	Developmental Psychology, Physical Education (HS)
<b>Electives</b>	3.5	2	-	Organizational Behavior, Special Topics II	24h	Choice of 3 NewU University courses

In addition to academic requirements, students must complete 100 hours of volunteer community service. The School will partner with local organizations to help students fulfill this requirement. Students may choose other organizations with prior approval from the Director of Academic Programs and Learning or a designee.

### f. Promotion Requirements

At the School, we are dedicated to consistently monitoring student progress and keeping families informed about their child's development. Our support is customized to meet each student's unique needs. Progression from one grade to

<sup>44</sup> <https://osse.dc.gov/service/graduation-requirements>

the next is contingent upon meeting grade-level knowledge and content standards, determined through student assessments, teacher recommendations, and approval from school leadership. Our promotion and retention policy ensures that all students graduate from NewU proficient in their grade-level content. Knowing that some students may start below grade level, we establish support and intervention plans to promote successful advancement. Our comprehensive approach includes personalized support, targeted interventions, and clear policies to keep students on track, particularly Students with Disabilities (SWD), English Multilingual Learners (EML), and at-risk students. Below, we outline our procedures, supports, and graduation requirements.

### *i. Procedures and Supports*

#### **1. Individualized Learning Plans/Graduation Plans:**

- Each student develops a personalized graduation plan outlining required courses, credits, and milestones.
- Plans are regularly reviewed and updated in collaboration with students, parents, and academic advisors.

#### **2. Academic Advising and Monitoring:**

- Regular meetings with academic advisors track student progress, identify areas of concern, and provide guidance on course selection, and career exploration. Each student will be assigned a faculty advisor and monthly meetings will be mandatory to ensure frequent touch-points and opportunities to discuss overall progress, stress-levels, career goals, and any other concerns.

#### **3. Credit Recovery Programs:**

- Students who fall behind can access credit recovery options, such as alternative scheduling, online courses, or summer school, to stay on track.

#### **4. Targeted Interventions for SWD, EML, and At-Risk Students:**

- **SWD:** Individualized Education Programs (IEPs) guide specialized instruction and accommodations.
- **EML:** Additional language support through ESL programs, tutoring, and language development plans.
- **At-Risk Students:** Personalized interventions, including counseling, mentoring, and socio-emotional support, address academic and non-academic challenges.

#### **5. Regular Progress Reports:**

- Frequent progress reports and interim updates keep students and parents informed about academic achievements and areas needing improvement. Students receive grades on class assessments on an ongoing basis through the Google Classroom, and progress reports are prepared in the middle and the end of each semester.

## 6. Student Support Team (SST):

- The SST provides tailored interventions, such as small group instruction, additional academic support, and referrals to external resources, to prevent attrition and promote success.

### *ii. Graduation requirements*

To graduate, students must complete 24 Carnegie Units in accordance with OSSE requirements listed above with a minimum grade of C (70%) or higher to earn credits for a class. Additionally, at least half of the high school graduation requirement for each subject must be completed with college-level courses approved by the LEA and offered by NewU University. Completion of 100 hours of volunteer community service in consultation with the Director of Academic Programs and Learning is also required.

In supporting SWD, EML, and At-Risk Students, we plan to provide the following:

#### 1. Individualized Learning Plans:

- SWD: ILPs ensure tailored instruction and accommodations.
- EML: Language development plans and ESL programs provide targeted language support.

#### 2. Regular Monitoring and Adjustments:

- Progress is closely monitored, and teaching strategies are adjusted to meet students' evolving needs.

#### 3. Collaborative Decision-Making:

- Retention decisions involve special education teachers, ESL specialists, parents, and students to ensure fairness and inclusivity.

#### 4. Intervention Programs:

- Additional resources, such as tutoring, mentoring, and counseling, address specific challenges and prevent retention.

## Student Retention Policies

### 1. Attendance Requirements:

- Attendance is mandatory and tracked in each class every day. The data is continuously monitored, and the system is set up to send alerts and communications. Unexcused absences or frequent tardiness may lead to interventions, such as attendance improvement plans or additional support.

### 2. Academic Performance:

- Students who do not meet minimum academic standards may be considered for retention after a comprehensive review of their progress, strengths, and challenges.

### 3. Retention Decisions:

- Retention is considered only after interventions have been exhausted, in consultation with teachers, parents, and school leadership, prioritizing the student’s best interests and long-term success.

## 2. Support for Learning

### a. School Culture

#### *i. Description and methods*

At The School, we cultivate a supportive, engaging, and stress-free learning environment that empowers students in grades 11 and 12 to reach their full potential. Our school culture emphasizes academic excellence achieved through a unique Dual Credit Program where students earn both high school and college credits. Students are immersed in a college-like environment, learning alongside mature college peers who provide mentorship and guidance. This setup fosters a culture of collaboration, curiosity, and intellectual exploration, encouraging students to take ownership of their learning through project-based activities, internships, and leadership opportunities. We prioritize well-being by offering personalized support, continuous feedback, and a focus on growth over high-stakes outcomes. By celebrating diversity and connecting students to real-world experiences, we create a vibrant community where students thrive as confident, capable, and compassionate individuals, fully prepared for higher education and future careers.

How We Establish This Culture:

1. **Mentorship Programs:** High school students are paired with faculty mentors who provide personalized guidance, academic support, and inspiration during mandatory monthly meetings. These mentorship relationships help students navigate challenges, set goals, and develop the skills needed for success in school and in their future career. Regular check-ins and collaborative projects ensure that students feel supported and motivated throughout their academic journey.
2. **Leadership Opportunities:** Students are encouraged to take on leadership roles in clubs, organizations, and school events, fostering a sense of responsibility and confidence. Whether leading a student council, organizing community service projects, or spearheading academic initiatives, these opportunities help students develop essential skills such as teamwork, communication, and problem-solving, preparing them for future leadership roles in college and beyond.
3. **Real-World Connections:** Leveraging our central location in Washington, DC, and through partnerships with local businesses, colleges, and community organizations, students gain practical experience and insights into potential career paths. Internships, guest lectures, and field trips provide hands-on learning opportunities, while collaborations with industry professionals and higher education institutions help students build networks and explore their interests in real-world contexts.

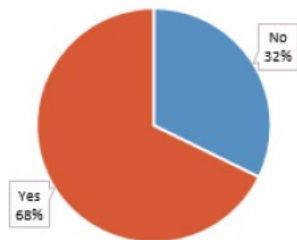
These experiences bridge the gap between classroom learning and future careers, ensuring students are well-prepared for life after graduation.

*ii. Prior experience*

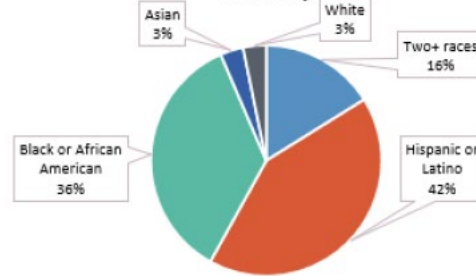
Given the close connection with NewU University, it is useful to point out that while NewU University is not an SMO, it has served primarily local students for the last three years. It has a culture of entrepreneurship and individual expression; NewU students are trailblazers, and this will help the School students learn to take initiative and set achievable and practical goals. In these three years, NewU University faculty and staff have become familiar with the unique needs of local students and have finetuned policies, procedures, and instructional approaches to best serve the students.

The following is the student profile of NewU University students:

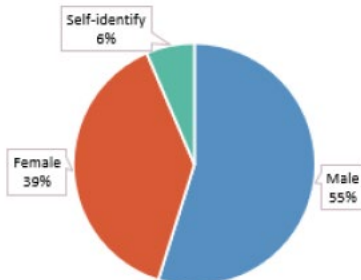
**First Generation College Student?**



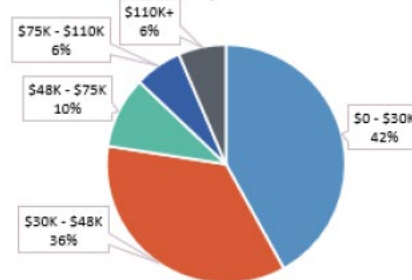
**Ethnicity**



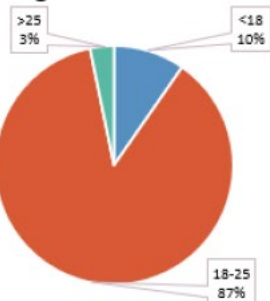
**Gender**



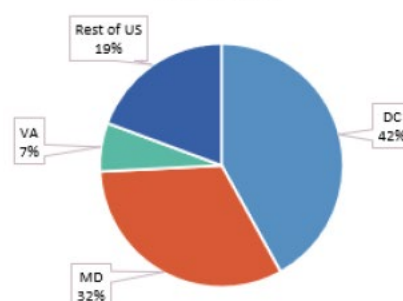
**Family income**



**Age at enrollment**



**Home state**





### *iii. Encouraging attendance and reenrollment*

At The School, we recognize that consistent attendance and student reenrollment are critical to academic success and long-term achievement. As a data-driven organization, the School will track attendance in every class every day through school attendance software (AccuClass). The data will be continuously monitored, and the system set up to send alerts and communications to act as soon as a student is absent for more than a day.

To further promote these, we implement evidence-based strategies that focus on engagement, personalization, and community building, tailored to the unique needs of our students in Washington, DC.

1. Engaging Curriculum: We offer a relevant and rigorous curriculum that aligns with students' interests, aspirations, and future goals. Studies show that student engagement is strongly linked to attendance and retention. According to Fredricks, Blumenfeld, and Paris (2004), when students find coursework relevant and challenging, they are more likely to attend school regularly and remain enrolled.<sup>45</sup> Specifically, the dual credit program allows students to earn college credits while still in high school, making their education more meaningful and directly applicable to their future. Courses in fields like data analytics, design thinking, and organizational behavior provide practical skills and expose students to potential career paths, while real-world projects and hands-on activities keep students engaged and motivated by connecting learning to their lives and interests.

2. Family Engagement: We prioritize strong communication and collaboration with families to ensure they are active partners in their child's education. Epstein (2011) emphasizes that family involvement is a key factor in improving student attendance and retention.<sup>46</sup> When families are engaged, students feel more supported and are more likely to attend school consistently. Specifically, periodic progress reports, parent-teacher conferences, and digital platforms keep families informed about their child's academic performance and attendance. Personalized outreach to families of students with attendance challenges will be used to address barriers and build trust.

3. Community Building: We foster a supportive and inclusive school environment where students feel connected, valued, and motivated to attend. We believe that a school's connectedness - feeling valued and supported by peers and staff - is a critical factor in reducing absenteeism and increasing reenrollment. Specifically, pairing students with faculty mentors to provide guidance and build a

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<sup>45</sup> Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59–109.

<sup>46</sup> Epstein, J.L. (2011) *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. 2nd Edition, Westview Press, Boulder.



sense of belonging and offering a variety of clubs to help students form friendships and explore their interests.

#### *iv. Later arrival*

At The School, we warmly welcome and integrate students who arrive in upper grades, mid-year, or are new to schooling in the U.S. through comprehensive orientation programs that familiarize them with school culture, expectations, and resources. Each new student is paired with a faculty mentor to help them acclimate socially and academically, fostering a sense of belonging. Additionally, NewU University and the founding team have experience supporting a diverse student body, ensuring that all students feel valued and included. These strategies create a seamless transition for new students, helping them quickly become active and engaged members of our school community.

#### *v. Student behavior and discipline*

Our philosophy on student behavior and discipline emphasizes restorative practices and positive reinforcement. We aim to promote a positive school climate through relationship-building and community circles, encouraging responsibility and self-regulation. The school will also underline and tailor disciplinary approaches to individual needs, considering ILPs and providing necessary supports. This philosophy aligns with our school model, mission, and educational philosophy, fostering a respectful and supportive environment. Emphasis on professionalism and resilience building brings this philosophy into action.

#### *vi. – viii. Discipline, suspension, and expulsion policy*

## **Discipline, Suspension, and Expulsion Policy**

### **I. Purpose and Scope**

The School is committed to fostering a safe, supportive, and inclusive learning environment where 11th and 12th grade students are held to high academic and behavioral standards. This policy outlines student discipline procedures, including suspension and expulsion, in accordance with all applicable federal laws, District of Columbia laws, and Public Charter School Board (PCSB) regulations, particularly the Student Fair Access to School Amendment Act of 2018 (SFASA).

This policy applies to all enrolled students and covers disciplinary actions taken for conduct occurring:

1. On school property
2. During school-sponsored activities, including field trips and dual enrollment courses
3. Off-campus if the conduct substantially disrupts the educational environment

## II. Core Principles

**Fairness & Equity:** Discipline will be applied fairly, consistently, and equitably. Restorative Practices: Emphasis on conflict resolution and student accountability over punitive measures.

**Due Process:** Students are entitled to due process before any disciplinary action. Proportional Response: Consequences must be proportional to the infraction and designed to support student success.

**Unbiased Investigations:** All investigations will be conducted by neutral parties who were not involved in the incident.

**Parental Notification:** Parents/guardians will be notified promptly of all disciplinary actions beyond verbal warnings.

**Support for Special Populations:** Students with disabilities will receive appropriate accommodations under IDEA and Section 504.

## III. Behavioral Expectations & Infractions

Students at The School are expected to behave in a manner that reflects maturity, responsibility, and college-readiness. Infractions are categorized into three levels:

### Level 1: Minor Infractions (Teacher-Managed)

Examples: Classroom disruptions, Tardiness or skipping class, Minor defiance

Responses: Verbal warning, Parent/guardian notification, Restorative justice practices (e.g., mediation)

### Level 2: Moderate Infractions (Administrative Intervention)

Examples: Repeated Level 1 infractions, Bullying, harassment, or intimidation, Academic dishonesty (e.g., cheating, plagiarism), Unauthorized use of electronic devices, Vandalism or property damage

Responses: Parent/guardian notification required, Behavior contract, Conflict resolution meeting, Detention, Short-term suspension

### Level 3: Severe Infractions (Serious Violations)

Examples: Physical violence or threats of harm, Sexual harassment or assault, Possession or distribution of drugs, alcohol, or weapons, Cyberbullying, Repeated and severe bullying or harassment

Responses: Immediate parent/guardian notification, Suspension (short-term or long-term), Referral to counseling or external services, Expulsion (only for serious safety threats)

## IV. Investigation Procedures

All alleged infractions requiring administrative intervention (Levels 2 and 3) will be investigated fairly and impartially following these steps:

1. Initial Report & Documentation
  - Any teacher, student, or staff member who witnesses an infraction will document the incident and submit it to school administration.
2. Notification of Parents/Guardians
  - Parents/guardians will be notified in writing and, when necessary, by phone about the reported incident.
3. Assignment of an Unbiased Investigator
  - The school will designate a neutral administrator or staff member who was not involved in the incident to investigate.
4. Collection of Evidence
  - Statements will be taken from involved parties, including students, staff, and any witnesses.
  - Security footage, electronic communication, or other evidence will be reviewed as appropriate.
5. Decision & Response
  - The investigator will review the findings and determine appropriate disciplinary actions based on school policy.
  - Students and parents will be informed in writing of the outcome and any consequences.
6. Appeal Process
  - Parents/guardians may request an appeal of the disciplinary decision within five school days of notification.

## V. Suspensions

### A. Short-Term Suspension (1-5 Days)

- Reserved for Level 2 or 3 infractions.
- Requires prior notification to parents/guardians.
- The student has the right to a meeting with the principal or designee before suspension is imposed.

### B. Long-Term Suspension (6-20 Days)

- Before a long-term suspension is issued, the student will first be placed on a short-term suspension.
- Requires formal hearing with written notice to parents/guardians.
- The student may present evidence and appeal the decision.
- Academic work is not excused during suspension; the student is responsible for completing all assignments.
- The student may be required to come to school after regular hours to take exams and quizzes during the suspension.

### C. Suspension Limitations

- Suspension must not be used for minor infractions on a discretionary basis.
- Students must have access to educational materials during suspension.

## VI. Expulsion

### A. Grounds for Expulsion

Expulsion (removal for more than 90 days) is mandatory for:

1. Weapons possession
2. Physical assault with intent to cause harm
3. Drug distribution
4. Repeated violations that endanger the School community

### B. Expulsion Procedures

- Written Notice: Parents/guardians receive formal notice of the expulsion hearing.
- Hearing Rights: The student has the right to present evidence, call witnesses, and have an advocate present.
- Final Decision: The school administration makes a determination, which can be appealed.

## VII. Due Process and Student Rights

- Notice & Explanation: Students will be informed of their alleged violations before discipline is imposed.
- Right to be Heard: Students may present their side of the story before any suspension or expulsion.
- Parental Involvement: Parents/guardians must be notified in writing for any suspension or expulsion.
- Appeals Process: Parents/guardians can appeal long-term suspensions and expulsions to school administration.

## VIII. Special Education and Section 504 Protections

Students with disabilities have additional protections under IDEA and Section 504:

- A Manifestation Determination Review (MDR) is required before suspending a student with an IEP/504 Plan for more than 10 cumulative days.
- Alternative educational services must be provided during suspension/expulsion.

## b. Structure of the School Day and Year

The academic calendar for the School starts in mid-August with a 2-week Pre-Term and then follows the NewU University semester schedule for breaks and days off. In addition, while NewU University classes are only Monday – Thursday 10am-3pm, instruction at the School will start at 8:30am and include full days on Fridays. Advising, individual or small-group support for ESL or SWD, study periods, and extra-curricular activities will take place after the regular school hours. A sample schedule is provided below.

Key dates for academic year 2025/2026:

**Pre-term:** 18 August 2025 – 28 August 2025

**Fall Semester:** 2 September 2025 – 22 January 2026

**Spring Semester:** 26 January 2026 – 4 June 2026

#### **Breaks**

**Winter Break:** 19 December 2025 – 4 January 2026

**Spring Break:** 27 March 2026 – 5 April 2026

#### **No Classes on these Federal Holidays**

**Labor Day:** First Monday of September

**Thanksgiving:** Fourth Wednesday, Thursday and Friday of November

**MLK Day:** 19 January 2026

**Memorial Day:** 25 May 2026

#### **Professional development/Parent-teacher Meetings**

10 October 2025

26 January 2026

22 May 2026

There will be 185 school days in session: 9 (2-week Pre-term of which the first day is for logistics) + 89 (Fall semester) + 87 (Spring semester) with an average of 360 instructional minutes per day.

Below is a sample schedule for the Fall semester.

	Monday	Tuesday	Wednesday	Thursday	Friday					
8:30 AM	Music Appreciation or ESL or Advising	Chemistry	Chinese	Chemistry	Music Appreciation or ESL or Advising					
8:35 AM										
8:40 AM										
8:45 AM										
8:50 AM										
8:55 AM										
9:00 AM										
9:05 AM										
9:10 AM										
9:15 AM										
9:20 AM										
9:25 AM										
9:30 AM										
9:35 AM										
9:40 AM										
9:45 AM										
9:50 AM										
9:55 AM										
10:00 AM										
10:05 AM	Psychology	Rhetoric I	Psychology	Rhetoric I	Music Appreciation or ESL or Advising					
10:10 AM										
10:15 AM										
10:20 AM										
10:25 AM										
10:30 AM										
10:35 AM										
10:40 AM										
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11:00 AM										
11:05 AM										
11:10 AM										
11:15 AM										
11:20 AM										
11:25 AM										
11:30 AM										
11:35 AM										
11:40 AM	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break					
11:45 AM										
11:50 AM										
11:55 AM										
12:00 PM										
12:05 PM						Recess	Recess	Recess	Recess	Recess
12:10 PM										
12:15 PM										
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1:45 PM										
1:50 PM										
1:55 PM										
2:00 PM										
2:05 PM										
2:10 PM	Special Topics	Analytics I	Analytics I	Org Behavior	Chinese					
2:15 PM										
2:20 PM										
2:25 PM										
2:30 PM										
2:35 PM										
2:40 PM										
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3:45 PM										
3:50 PM										
3:55 PM										
4:00 PM										
	ESL or Advising or Extra-Curriculars or Study period	ESL or Advising or Extra-Curriculars or Study period	ESL or Advising or Extra-Curriculars or Study period	ESL or Advising or Extra-Curriculars or Study period						

## c. Family Engagement

### *i. Philosophy*

At NewU Early College Public Charter School (the School), family engagement isn't just encouraged – it's recognized as a critical driver of student success. In a dual - credit high school setting, where students simultaneously navigate high school and college coursework, a strong partnership between families and educators is essential. The School is committed to fostering collaboration, ensuring accessibility, and empowering families to actively participate in their child's academic journey. By positioning families as informed and engaged partners, the School reinforces its broader mission: preparing students for higher education and ensuring equitable access to college success.

#### **To put this philosophy into action, The School will:**

- **Establish a Parent-Teacher Association (PTA)**, providing families with a structured platform for engagement, feedback, and advocacy. We expect this effort to be led by the parents that serve on the Board.
- **Encourage open, two-way communication** through regular advisory meetings, surveys, and structured check-ins between families and school staff.
- **Break down barriers to participation** by offering flexible, in-person and virtual engagement opportunities that accommodate varied schedules.
- **Equip families with essential resources** to support their child's transition into rigorous, college-level coursework and academic planning.

By making family engagement a cornerstone of student success, the School creates a learning environment where students are fully supported both in and beyond the classroom.

### *ii. Building relationships*

A strong school community is built on trust, collaboration, and shared commitment to student growth. At The School, fostering deep, meaningful relationships between students, families, and staff is not just an initiative - it's an integral part of the School culture. When families feel connected and valued, they become empowered partners in their child's academic journey.

To strengthen these relationships, The School will implement an Advisory Mentorship Program (AMP), where staff members serve as both academic and personal mentors, providing guidance to students and their families.

The school will actively conduct outreach efforts to encourage parents to participate in school activities. Additionally, we will offer training opportunities to help parents support their child's education effectively. To track and improve parental engagement, the School will maintain detailed records of all involvement activities in Salesforce EDA.

The school will also organize cultural and community Events that highlight student achievements, foster school pride, and provide informal networking opportunities between educators and families. Mr. Baker will take the lead on these initiatives.

By cultivating an environment where communication is open, relationships are strong, and trust is prioritized, The School ensures that families are fully engaged in their child’s learning experience.

### ***iii. Sharing information***

Clear, consistent, and transparent communication is vital to student success - especially in an early college high school setting, where students must stay on track with both high school and college requirements. The School is committed to keeping families well-informed so they can provide the necessary support at home.

To ensure accessibility and clarity, the School will schedule regular Progress Reports and conferences, ensuring that families receive timely updates and have opportunities to discuss student performance. The school will also distribute transparent classroom/advisory emails, offering monthly academic insights, upcoming deadlines, and highlights of student success. By proactively sharing academic information, The School ensures that families remain active, informed participants in their child’s academic journey.

## **Population-Specific Strategies:**

### **Families of Students with Disabilities**

- Early Partnership: Engage families before IEP meetings to build understanding and trust
- Accessible Materials: Provide IEP documents and related materials in plain language
- Support Networks: Facilitate connections between families navigating similar challenges
- Expertise Recognition: Honor family expertise about their children's needs and preferences
- Transition Planning: Partner with families at key educational transitions
- Celebration Focus: Regularly share strengths and achievements, not just challenges

### **Families of Multilingual Learners**

- Language Access: Provide professional interpretation for all significant communications
- Cultural Brokers: Engage cultural liaisons from represented communities
- Dual Capacity Building: Support both staff and families in cross-cultural communication
- Inclusive Events: Design family events that celebrate linguistic diversity
- Educational Pathway Clarity: Ensure families understand EL program models and transitions



- Leadership Development: Create pathways for multilingual parents to assume leadership roles

### **Families of Academically Struggling Students**

- Strength-Based Communication: Begin all interactions by highlighting student strengths
- Learning Support Partnerships: Equip families with specific strategies to support learning
- Early Warning System: Proactive outreach when students first show signs of struggle
- Resource Navigation: Help families connect with appropriate support services
- Celebration of Growth: Recognize incremental progress and improvement
- Peer Support Networks: Connect families for mutual encouragement and idea sharing

### **Families of Advanced Learners**

- Enrichment Partnerships: Collaborate on extending learning beyond classroom
- Talent Development: Share resources for nurturing specific interests and abilities
- Community Connections: Facilitate mentorships and community learning opportunities
- Balanced Development: Partner on supporting social-emotional needs alongside academic growth

#### ***iv. Engaging non-English speaking families***

During school registration activities, staff will welcome parents in a culturally responsive way and assist parents in completing forms. Mr. Baker can assist with 6 foreign languages and real-time translation technology will be used for any other languages. Parents may request materials in a home language that is not immediately offered.

The school will ensure that all programs, services, and activities are communicated in a language parents understand and via a medium that is convenient for each family. The school will provide real-time translation as needed to facilitate clear communication and meaningful engagement during in-person or online interactions between the School and parents.

## **d. Community Participation**

### ***i. Community engagement***

The community has played a critical role in the planning, development, and implementation of the proposed school, and this engagement will continue throughout its growth. To ensure the model addresses real community needs, we have gathered input from multiple trusted sources. We have relied on reputable independent research from organizations such as the DC Policy Center, AIR, AES,

Lumina, and the Gates Foundation to validate the necessity of our approach. Partnerships with community-based organizations like College Bound DC and Beacon House have provided direct insights into the needs and challenges faced by local students and families. Additionally, we have engaged directly with hundreds of DCPS and DC Public Charter School college and career counselors, teachers, students, and parents from virtually every DCPS high school and public charter high school, incorporating their first-hand experiences into our planning. Our understanding of the needs of first-generation, low-income students in DC has been further informed by NewU University's direct experience in educating and serving this population. The proposed school aligns with the strategic goals and mission of both the DC Public Charter School Board (DC PCSB) and the Office of the State Superintendent of Education (OSSE), ensuring that it contributes to broader educational objectives in the city. Furthermore, we have conducted primary research with DC parents and students to ensure the School model reflects their priorities and aspirations. This is explained in more detail in Section A.

Moving forward, we will continue to engage the community through ongoing partnerships with local organizations, regular feedback sessions with students and parents, and collaboration with educators to ensure the School remains responsive to community needs and evolves accordingly. Some of the planned engagements for the near future include reaching out to PAVE, the local ANC Commissioner, and the Mayor's office.

#### *ii. Providing resources to the community*

Initially, we will focus on family support programs aimed at providing guidance through academic transitions and ensuring a seamless connection between the School and home life. We will also provide workshops open to the community on college success.

As we grow, we expect to offer more resources in line with community needs.

#### *iii. Partnerships development*

The school will forge valuable partnerships with local organizations, businesses, and educational institutions to enhance both academic and non-academic offerings. Each partnership will serve to strengthen the School's mission and goals while providing essential support systems.

Each partner organization will be carefully selected based on their alignment with our values of academic excellence, community involvement, and student success. Partners with a proven history of impact on education and community engagement will be prioritized. College Bound and Beacon House are two prominent organizations we already have relationships with.

For meals, we will engage with a qualified vendor, such as Lunches Di Si or DC Central Kitchen, through a RFP process in line with the Meals Policy.

We will engage external behavior and other health experts to deliver on its commitment on supporting all students, including those with special needs, choosing from a wealth of certified providers in DC. For example, the DC Department of Behavioral Health provides a list of certified local providers.<sup>47</sup>

A designated liaison from the School will manage each partnership in alignment with the staff member’s responsibilities. This individual will oversee the collaboration, ensuring that the partnership’s objectives are met and that the resources are properly utilized.

*iv. N/A*

*v. Specific partnerships*

The following are provided in Section F:

- Drafts for Shared Services Agreement, Dual Enrollment, and Trademark License Agreement with NewU University
- Letters of Support from College Bound DC and Beacon House

### 3. [EO]/[SMO] Historical Academic Performance (Not Applicable)

### 4. Charter Goals and Student Academic Achievement Expectations

The School will adopt the Annual School Performance Index Report & Evaluation (ASPIRE) framework for High Schools.<sup>48</sup>

To ensure that NewU Early Charter Public School achieves the goals outlined in the ASPIRE framework, particularly for Grades 11 and 12, we will take a proactive and strategic approach. The ultimate aim is to not only prepare students for high school graduation but also set them on a trajectory for post-secondary success by enabling them to earn college credits while still in high school. By aligning our academic and school environment measures with college and career readiness goals, we can provide students with opportunities to excel both in their coursework and in securing post-secondary pathways.

The ASPIRE framework emphasizes critical areas such as student growth, achievement in state assessments, advanced coursework, and a positive school environment. Our school must capitalize on these priorities by integrating college-

<sup>47</sup> <https://dbh.dc.gov/page/list-community-based-service-providers>.

<sup>48</sup> According to 2024 DC PCSB ASPIRE Policy & Technical Guide, the High School framework “applies to public charter schools serving any combination of grades 9 through 12.” (p. 41).

level coursework and offering robust support systems to help students meet both academic and career goals.

As detailed earlier, to achieve ASPIRE Framework goals for Grades 11 and 12, the School will focus on college and career readiness through personalized academic plans (ILPs) and the integrated college credits through our dual course model. We will provide differentiated instruction in ELA and Math (and all other subjects required for graduation) as needed through small-group instruction and regular progress assessments. A positive school culture will be fostered through career days and attendance support. EMLs and SWDs will receive targeted support through dedicated classes and targeted support. Lastly, family engagement and re-enrollment will be prioritized through regular communication and opportunities for involvement, while regular attendance will be a top priority aided by consistent tracking and follow-up.

In adopting ASPIRE as our charter goals, the School ensures that our unique high school and college credit program aligns with the domains outlined by the DC PCSB.

## Section C: Management Plan

### 1. Founding and Leadership

#### a. Profile of Founding Group

The founding group behind NewU Early College Public Charter School Inc. (the “School”), came together in a way that was both organic and deeply purposeful – drawn by a shared passion for expanding educational opportunities for Washington, DC students. Several of them first collaborated at NewU University (the “University”), a socially responsible innovative higher education institution that put student success and college affordability at its core. In that environment, they discovered their common dedication to bridging the gap between high school and college for those who often found the transition most daunting. Bit by bit, members got to know each other’s strengths. As they worked side-by-side - some supporting operations, some providing direct instruction, others contributing with connections from their network in DC – the vision for an early college high school began to crystallize.

On the college campus, they saw firsthand the hurdles many DC students overcame just to get into, and then succeed in, higher education. That experience underscored how vital it was to start earlier, building confidence and academic readiness at the high school level. From conversations in faculty lounges to administrative boardrooms, they formed a tight-knit circle of educational innovators. Out of these daily interactions and problem-solving sessions came the idea to start a public charter school specifically tailored to preparing students –

especially those who might otherwise be overlooked - for rigorous college programs.

Several of the team members, such as Mr. Kulinski and Dr. Zotova, had already been involved in founding NewU University, working on strategic direction and community engagement for several years, while ensuring regulatory compliance and inclusive policies. Others, like Ms. Lyons, Ms. Garcete, and Mr. Baker, came on board as instructors, seeing day-to-day where students most needed support. Mr. Rolett lent his strategic mindset to building partnerships and exploring strategic avenues for sustainable growth. Ms. Diamante has been a long-time supporter and guest speaker.

In their work, they recognized that the challenges DC students face— financial constraints, uneven academic preparation, and a lack of early college exposure— were solvable with the right model in place. Drawing on their complementary backgrounds and their proven success collaborating within the University, they decided to evolve and improve the existing models for greater impact to students with an early college public charter high school which, together with the University, will create a formidable solution to DC’s college and career preparedness woes.

What began as an informal alliance of teachers, administrators, and innovators gradually evolved into a dedicated founding team. Each person brought specialized skills: deep curriculum knowledge, student engagement strategies, strong operational systems, financial stewardship, community outreach, and a proven knack for solving real-world learning gaps. With a concrete plan to deliver a rigorous, college-preparatory experience in a nurturing environment, they crystallized their shared vision as NewU Early College.

Today, the group stands united in its commitment to providing DC high school students with an unparalleled head start on postsecondary success and a fairer shot at lifelong prosperity. They have the practical expertise, having already helped students succeed at the University; they also share a grounded, hopeful conviction that when educators truly collaborate, students can reach heights they never thought possible. This blend of passion and proven experience is precisely what drives the School’s mission forward.

Highlighted below are the key experiences that each founding group member brings to the School.

Jonas Rolett has a distinguished track record in strategic advocacy, governance, and global partnership-building that will greatly strengthen the School’s founding board. With decades of experience at major international organizations, Mr. Rolett has led high-impact campaigns, engaged with leaders at the highest levels of government, and designed successful partnerships spanning multiple continents. In his past roles, he has been recognized for uniting diverse stakeholders around shared goals, whether coordinating with the World Bank or supporting civic organizations working on economic recovery initiatives. As Board Chair of the School, he will leverage his

rich experience in leadership development and strategic partnership building to ensure sound governance practices, foster collaborative relationships with government and community partners, and guide the School toward sustainable growth. His strong diplomatic skills and passion for civic engagement will help ensure that NewU EC delivers on its mission to offer equitable, high-quality educational opportunities.

Stratsi Kulinski is a versatile leader and social entrepreneur who has spent more than three decades driving innovation in higher education, technology and media, and finance worldwide. He is the founder and president of NewU University, where he introduced shorter, affordable, career-focused high-quality bachelor's degree programs serving first-generation and low-income students in Washington, DC. He brings a dynamic blend of strategic thinking and hands-on operational expertise to the School, having developed innovative solutions across industries and having built expertise in nonprofit entrepreneurship and governance in education over the most recent half of his career. His Wharton MBA background complements an entrepreneurial spirit honed by years of building alliances with partners worldwide and reversing negative organizational trends. As Head of School, Mr. Kulinski's commitment to innovative models, curriculum design, resourcefulness in budget management, and vision for democratizing educational access will be essential in crafting a forward-thinking early college model that effectively prepares students for 21st-century success.

Ruth Lyons brings an extensive background in high school curriculum design, instruction, and assessment that is particularly valuable for the School's rigorous academic vision. She has taught in top-tier International Baccalaureate and Advanced Placement schools across Europe, Asia, and the United States, designing and refining syllabi and assessment strategies to promote deep student engagement. In her previous roles - ranging from iGCSE teacher in Greece to IB Assessment Content Developer in the U.K. - she coordinated international programs and contributed to large-scale curriculum management initiatives. Ruth has also guided students through complex research projects and mentored them in critical thinking, global awareness, and cultural sensitivity. Her experience supervising extended essays, organizing Model United Nations events, and integrating inquiry-based approaches in the classroom underscores her belief in experiential, student-centered learning. Serving as Director of Academic Programs and Learning, Ms. Lyons will oversee curriculum alignment, ensure robust assessment models, and promote professional development. Her blend of practical teaching experience, extensive expertise in international education frameworks, and passion for inclusive instruction will shape academic policies that empower NewU Early College students to excel.

Betsy Garcete's experience in both creative entrepreneurship and higher education makes her a unique asset to the operational and data-driven needs of NewU Early College. She has successfully founded and led businesses where she oversaw branding, digital strategy, and product launches, consistently leveraging data



analysis to streamline operations and drive growth. As an adjunct faculty member in business and design thinking, Betsy has taught practical courses on financial management, product innovation, and brand positioning. Her background in curriculum design for creative industries and her ability to blend analytical thinking with operational efficiency have yielded improvements in course completion rates and student engagement at the institutions where she has taught. A proven manager who has increased productivity by implementing tools like Asana and improved proposal acceptance rates through effective data-driven decision-making, Ms. Garcete brings an organized, results-focused mindset to the roles. As Director of Operations and Data Manager, she will handle day-to-day logistics and campus operations, leverage performance metrics to optimize resource allocation, and maintain systems that ensure NewU Early College remains responsive to student and community needs.

Viktoriya Zotova's robust experience portfolio in finance, policy analysis, and university teaching and administration is perfectly suited to oversee the School's financial health and ensure compliance with special education requirements during the application and planning stages. She has hands-on experience creating budgets, managing cash flow, and navigating regulatory obligations in the academic sector. Her data-driven insights are underpinned by advanced competencies in analytics tools - ranging from ERP platforms to robotic process automation - and a strong research background with publications under organizations such as the International Monetary Fund. Dr. Zotova's legal studies master's degree from Harvard, along with her direct work on regulatory frameworks and capital flow policies, highlight her aptitude for meticulous oversight and policy compliance. Additionally, her collaboration with Harvard University's Disability Access Office and her certification in Learning Coaching, with attention to special needs students, positions her to establish meaningful and legally sound support structures for diverse learners. In guiding the financial strategy and coordinating the start of special education services, Dr. Zotova will ensure that the School maintains a stable fiscal foundation and an inclusive learning environment.

Matthew Baker's passion for linguistics and experience teaching diverse student populations make him the ideal leader of the School's Multilingual Learner programs. With advanced studies at the Harvard Graduate School of Education in Language and Literacy and a strong background in linguistic analysis, he has employed research-based methods to enhance language development. Mr. Baker has taught English as a Second Language in Asia, instructed multiple languages at the K-12 and college levels, and worked as a data specialist for cutting-edge machine learning projects - illustrating his versatility in integrating technology and pedagogical best practices. He brings an understanding of the challenges faced by emergent multilingual learners, having built curricula that incorporate a wide range of linguistic and cultural contexts and tracked students' progress through data-driven metrics. His fluency and proficiency in multiple languages - including French, Spanish, Korean, Mandarin Chinese, Russian, and Portuguese - underscore his

passion for human communication. As Emergent Multilingual Learner Coordinator, Mr. Baker will develop language support programs, coach faculty on culturally responsive teaching, and promote an inclusive environment where students of all linguistic backgrounds can thrive.

Claudia Diamante’s strong background in strategy, business development, and project management will be pivotal in guiding NewU Early College as it establishes itself and grows. Having served as Head of Product & Business Development for an international communications corporation, she led a global team, managed a multimillion-dollar business line, and negotiated high-stakes contracts. Ms. Diamante also has hands-on entrepreneurial experience, as she has founded and sold her own business, and she is intimately familiar with bringing products and solutions to market, enterprise leadership, and partnership formation. In addition, her role as a health coach highlights her commitment to holistic well-being and community engagement, which dovetails seamlessly with an educational environment. Now serving as a Board Member, Ms. Diamante will contribute her expertise in financial planning, strategic sourcing, and commercial strategy. Her track record of building and motivating high-performing teams, along with her board experience in nonprofit educational settings, ensures that NewU Early College receives strong oversight and visionary counsel as it seeks to amplify its impact in the community.

## b. Key Personnel

The team already comprises of all key personnel that will be involved with the School once operations begin with the exception of the Special Education Coordinator. For the preparation of the application and the initial planning for support of students with special needs, the team has leveraged the expertise of Dr. Zotova as well as the advice of teachers currently working with students with special needs in K-12 in Washington DC.<sup>49</sup>

The Special Education Coordinator will be hired in the coming months as described later in the application.

Below are the job descriptions and required qualifications for the key leadership and operational roles at the School. They are designed to align directly with the School’s mission of providing a rigorous early college experience for students in Washington, DC. Each position is structured to ensure that academic excellence, operational efficiency, and student support systems work cohesively to create an environment where students thrive. The **Head of School** will provide visionary leadership, ensuring purpose and mission fidelity, efficiency in delivering results, and collaboration with the Board of Trustees and all internal and external stakeholders.

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<sup>49</sup> The founding team gratefully acknowledges the input of Mr. Brian Garfield and Ms. Sarah Boone of DCPS.



The **Director of Academic Programs and Learning** will oversee curriculum development, ensuring alignment with state standards, as well as making sure curriculum and instructional practices are designed to foster college and career readiness. The **Director of Operations** and **Data Manager** will streamline school operations, manage resources effectively, and use data-driven insights to improve student performance. Meanwhile, the **Finance Director** will maintain the School's financial sustainability, ensuring that resources are allocated efficiently, and the **Emergent Multilingual Learner Coordinator** and the **Special Education Coordinator** will ensure inclusivity by meeting the diverse learning needs of all students. Together, these roles establish a foundation for a high-functioning institution where students, teachers, and administrators are supported in their shared goal of academic success.

The hiring process for key teaching and support roles will be structured to attract highly qualified professionals who are deeply committed to the School's vision of making higher education more accessible and preparing students for college and career success. The recruitment strategy will prioritize candidates with proven expertise in their respective fields, particularly those with experience in early college models, charter schools, and student-centered learning approaches. The school will leverage NewU University's expertise in instructor recruitment in Washington DC. The process involves job postings on leading platforms, such as Indeed, preliminary document review, and at least 2 interviews, including alignment checks with the School's mission - will ensure that each hire contributes meaningfully to the institution's long-term success. By assembling a dedicated and mission-driven team, NewU Early College will be well-equipped to provide students with the academic rigor, support services, and structured pathways they need to excel in both high school and college, ultimately fulfilling its commitment to expanding educational opportunities for DC students.

## **Head of School**

Reporting to the Board of Trustees, the Head of School serves as the chief executive of NewU Early College Public Charter School Inc., oversees all key functions and departments at the organization, nurtures and manages the leadership team, and maintains and grows stakeholder relationships with all key internal and external constituencies. This role requires a dynamic, visionary, socially responsible entrepreneur who can effectively implement and establish a groundbreaking early college model that prepares students for postsecondary success.

### **Key Responsibilities:**

- Execute on the School's launch and growth, ensuring fidelity to purpose and mission.
- Establish and maintain strong partnerships with community organizations, funders, and educational stakeholders.
- Ensure the School operates within budget constraints while maximizing resources for student success.
- Oversee school compliance with local, state, and federal regulations, including charter accountability requirements.
- Engage with parents, students, and the community to promote a welcoming, inclusive school culture.
- Lead fundraising and grant-seeking efforts to support the School's sustainability and growth.

### **Qualifications:**

- Minimum 15 years of experience in executive roles in education management and nonprofit stewardship and governance.
- Track record of innovation and disruption to the status quo.
- Legal, regulatory and tax, and compliance prowess.
- Strong interpersonal and leadership skills, with the ability to inspire and guide faculty, staff, and students.
- Master's degree or higher.

## **Director of Academic Programs and Learning**

The Director of Academic Programs and Learning leads curriculum development, curriculum alignment between high school and college courses, instructional

planning, and assessment to ensure students receive a high-quality, rigorous education that aligns with college and career readiness standards.

### **Key Responsibilities:**

- Design and oversee the curriculum framework, ensuring alignment with state and college preparatory standards.
- Oversee academic programs, ensuring high standards of teaching, curriculum design, and student learning outcomes.
- Recruit, train, and mentor faculty and staff, fostering a culture of excellence, collaboration, and continuous professional development.
- Liaise with the university Chief Academic Officer on curriculum development, updates, and implementation
- Develop innovative instructional methods and assessment strategies to improve student learning outcomes.
- Lead professional development for teachers, focusing on best practices in pedagogy and early college instruction.
- Monitor student performance and implement data-driven strategies to improve outcomes, graduation rates, and college readiness.
- Establish and implement school-wide academic goals, monitoring progress and adjusting strategies as needed.
- Evaluate and refine course offerings to support dual enrollment and early college success.
- Supervise the implementation of project-based and inquiry-driven learning models.
- Support teachers with lesson planning, differentiated instruction, and data-driven interventions.
- Ensure compliance with charter and state requirements related to academic programming.
- Work closely with the Head of School to foster a culture of high expectations and student achievement.

### **Qualifications:**

- Master's degree or higher in Education, Curriculum and Instruction, or a related field.

- Minimum of 5 years of experience in instructional leadership, curriculum design, or educational program development.
- Strong background in instructional methodologies, including for students with special needs.
- Ability to analyze student achievement data and drive instructional improvements.

### **Director of Operations**

The Director of Operations ensures the smooth and efficient functioning of NewU Early College by managing logistical, administrative, and operational processes. This role oversees procurement, facilities and general school operations to create an optimal learning environment for students and staff.

#### **Key Responsibilities:**

- Manage vendor relationships, contracts, and procurement to ensure cost-effective and compliant operations.
- Develop and implement operational policies to improve efficiency and ensure compliance with local and state charter regulations.
- Liaise with campus provider to ensure a secure and conducive learning environment.
- Coordinate food services and other essential student services.
- Collaborate with school leadership to support strategic planning and policy development.
- Monitor compliance with legal and safety standards, ensuring adherence to best practices in school management.

#### **Qualifications:**

- Master's degree in Business Administration, Educational Leadership, or a related field.
- Minimum of 5 years of experience in school administration or operations management.
- Excellent organizational and leadership skills with the ability to oversee multiple projects simultaneously.

## **Data Manager**

The Data Manager is responsible for overseeing student information systems, academic performance tracking, and data analysis to support data-driven decision-making at NewU Early College. This role ensures accurate data collection, reporting, and compliance with education standards.

### **Key Responsibilities:**

- Maintain and manage student information systems, ensuring accuracy in attendance, enrollment, and academic records.
- Analyze student achievement data to identify trends, inform instructional practices, and improve outcomes.
- Generate reports and dashboards for school leadership, faculty, and regulatory agencies.
- Ensure compliance with state and federal reporting requirements related to student performance and accountability.
- Implement data security measures to protect student and school records.
- Support teachers and administrators in utilizing data to drive decision-making and student support strategies.
- Develop and manage data collection protocols to monitor key performance indicators.

### **Qualifications:**

- Bachelor's or Master's degree in Data Management, Educational Technology, or a related field.
- Minimum of 3 years of experience in data management.
- Proficiency in information systems, data visualization tools, and reporting platforms.
- Strong analytical skills with the ability to interpret complex data and present findings effectively.

## **Finance Director**

The Finance Director is responsible for the financial health of NewU Early College, ensuring effective budgeting, financial planning, and regulatory compliance. This role oversees financial reporting, grant management, and fiscal sustainability.

### Key Responsibilities:

- Develop and manage the School’s financial strategy, budget, and long-term fiscal planning.
- Prepare financial reports, audits, and compliance documentation in accordance with state and federal requirements.
- Monitor cash flow, expenditures, and financial forecasting to ensure sustainability.
- Oversee grant applications, funding allocations, and financial reporting for external funding sources.
- Ensure financial policies and procedures align with best practices in nonprofit and charter school finance.
- Collaborate with leadership to align financial planning with the School’s strategic goals.
- Manage relationships with external auditors, vendors, and financial institutions.

### Qualifications:

- Master’s degree or higher in Finance, Accounting, Business Administration, or a related field.
- Minimum of 5 years of experience in financial management, preferably in an educational or nonprofit setting.
- Strong understanding of budgeting, forecasting, and regulatory reporting in a school environment.
- Knowledge of charter school funding structures and grant management is a plus.

## **Emergent Multilingual Learner Coordinator**

The Emergent Multilingual Learner (EML) Coordinator is responsible for designing and implementing language acquisition programs that support multilingual students in achieving academic success.

### **Key Responsibilities:**

- Develop and implement strategies to support multilingual learners in accessing the curriculum.

- Assess student language proficiency and create individualized learning plans.
- Provide coaching and professional development to teachers on best practices for working with multilingual students.
- Implement culturally responsive teaching strategies to foster an inclusive learning environment.
- Monitor student progress and adjust interventions based on data analysis.
- Collaborate with families to ensure students receive adequate language and academic support.
- Stay informed on current research in second language acquisition and integrate best practices into school programming.

### **Qualifications:**

- Master's degree in Language, Linguistics, Education, or a related field.
- At least 5 years of experience working with multilingual learners in an educational setting.
- Strong knowledge of language acquisition theory and instructional best practices.
- Ability to develop and lead teacher training in language support strategies.
- Proficiency of at least one foreign language is required; multilingual proficiency is highly preferred.

### **Special Education Coordinator**

The Special Education Coordinator ensures that NewU Early College meets all legal, academic, and support requirements for students with special needs. This role is responsible for overseeing Individualized Education Programs (IEPs), compliance with special education laws, and ensuring equitable access to educational resources.

#### **Key Responsibilities:**

- Develop and oversee the implementation of IEPs and 504 Plans for students with special needs.
- Ensure compliance with state and federal special education regulations, including IDEA and Section 504.

- Provide professional development and training to teachers on best practices for supporting students with disabilities.
- Collaborate with teachers, families, and support staff to create inclusive learning environments.
- Monitor student progress and adjust instructional strategies as needed to ensure success.
- Serve as a liaison between the School, parents, and external agencies to coordinate student services.
- Manage special education documentation, reporting, and compliance audits.

#### Qualifications:

- Master’s degree in Special Education, Educational Leadership, or a related field.
- Minimum of 5 years of experience in special education administration or coordination.
- Strong knowledge of IDEA, 504 Plans, and inclusive education strategies.
- Experience working with charter schools or early college models is preferred.

### c. Calendar of Activities

The close relationship with the University, outlined in Section F. in the attached Shared Services Agreement (SSA), provides a cost-effective, high-quality education model by leveraging the university’s infrastructure, expertise, and operational efficiencies. Instead of the charter school having to build and maintain expensive administrative, IT, and facility management systems and capabilities from scratch, it benefits from established resources that would otherwise be cost-prohibitive. This allows the School to allocate more funding directly to student learning, ensuring small class sizes, high-quality instruction, and enhanced student support services - without the financial burden of duplicating services that the university already has in place.

Additionally, the student-centered approach is strengthened through access to college-level academic resources, faculty expertise, and student support services, which enrich the high-school learning experience and better prepare students for higher education. The scalability of this model is ideal for a small, mission-driven school, as it ensures that essential services - such as curriculum alignment, college advising, and facilities use - are managed efficiently while keeping the focus on student success rather than administrative overhead. This affordable yet high-



impact model creates a sustainable pathway for early-college students, maximizing quality education outcomes while maintaining a small-school environment.

Following is a calendar with activities that will take place between June and mid-August 2025 to prepare the School for opening its doors in Fall 2025.

The plan reflects the favorable dynamics that most of the key staff is in place; many courses are delivered by NewU University; NewU EC PSC only has to hire one key staff – Special Education Coordinator – and 2 teachers for Fall 2025; many policies and curriculum maps have been drafted; several key community partners have been engaged; and a facility in ready-to-use condition has been identified.

Activity	June 1-15	June 16-30	July 1-15	July 16-31	August 1-15	Lead
Receive 501(c)3 determination						Expected even earlier given the approved expedited request
Finalize meeting DC PCSB charter approval conditions						Mr. Kulinski
Submit required documents to PCSB and OSSE						Dr. Zotova
Hire Special Education Coordinator						Ms. Lyons
Hire Science Teacher						Ms. Lyons
Hire Music Appreciation Teacher						Ms. Lyons
Onboard new faculty and staff						Ms. Lyons, Mr. Baker, hired Special Ed Coordinator
Finalize curriculum maps						Ms. Lyons
Finalize facility expansion						Mr. Kulinski and Ms. Garcete
Setting up classrooms and resource rooms						Ms. Garcete
Finalize policies and procedures, publish Handbooks						All (by functional area)
Recruitment and enrollment						Mr. Kulinski
Student onboarding and creating Individualized Learning Plans						Ms. Lyons, Mr. Baker, hired Special Ed Coordinator
Purchase class materials and subscriptions						Ms. Lyons
Meal vendor RFP and selection						Ms. Garcete
Establish relations with external experts (e.g., behavioral health)						All (by functional area)
Preparing and setting up for Pre-Term and the Fall semester						Ms. Garcete
Identify parent Board members						Mr. Rolett
Set up school IT systems						Mr. Kulinski and Ms. Garcete
Open bank account						Mr. Kulinski with Board authorization
Create chart of accounts and setup accounting system						Dr. Zotova
Complete First Aid, CPR, medicine administration training						Ms. Garcete
Complete mandatory reporting compliance training						Ms. Lyons, Ms. Garcete, Dr. Zotova
Complete trainings for accessing federal funding (e.g., ESEA Titles I-IV)						Dr. Zotova
Faculty and staff training to work with students with special needs						Ms. Lyons, Mr. Baker, hired Special Ed Coordinator

We recognize that the short timeline to recruit students, finalize hiring, and meet all conditions for charter approval may appear challenging, but it is one that we are fully prepared to meet. Our intentional decision to start with a small cohort of 33 students ensures that recruitment is both focused and achievable, allowing us to leverage targeted outreach strategies through our existing networks of high school counselors, community-based organizations, and digital (Google, Facebook/Instagram, digital forums) and outdoor (WMATA) advertising.

We also have the advantage of a strong founding team with experience in successfully working with DC students, giving us credibility and established connections that will accelerate enrollment efforts. While we need to hire a couple of faculty members within a compressed timeframe, our clear job descriptions, streamlined recruitment process, and the appeal of being part of an innovative early college model will attract the right educators who share our mission. Additionally, our team's deep knowledge of compliance, curriculum development, and operational planning ensures that any conditions for approval will be met efficiently. The timeframe may be tight, but with a realistic scope, a capable team, and a clear roadmap, we are confident that NewU Early College will successfully launch on schedule in Fall 2025.

## 2. Staffing Plan

### a. Staffing Levels

Our philosophy on determining appropriate staffing levels is guided by efficiency, student-centered support, and long-term sustainability. We prioritize a lean but highly effective team, ensuring that each staff member plays a meaningful role in delivering a high-quality early college experience. By starting with a small cohort of 33 students, we are intentionally keeping staffing focused on essential roles - academic leadership, instructional faculty, and student support - while maintaining flexibility to scale as enrollment grows. This approach allows us to provide personalized attention and academic rigor while ensuring financial and operational sustainability as we expand.

With about 75% of the curriculum being delivered by NewU University, the EC PCS will focus on providing high school specific classes, ensuring that students meet their high school graduation requirements, and on support for all high school students, including EMLs and SWDs. The Director of Academic Programs and Learning will be in charge of the high school curriculum and the alignment between high school and college requirements, working collaboratively with the Chief Academic Officer at NewU University.

The Director of Operations will ensure that quality of the facilities for the students and will manage meal procurement and any other high school specific operations.

While the university will provide student support and programming specific to the college curriculum, the EC PCS will ensure the support of all high school students and will have dedicated staff for EMLs and SWDs. In the first year, there will be one EML Coordinator and one SWDs Coordinator. In subsequent years, additional staff will be hired, ensuring that students have sufficient support. At capacity, we expect to have 5-6 staff supporting SWDs and 2-3 supporting EMLs. Given the historical trends at DC PCSs, we expect about 22 SWDs and 13 EMLs, thus ensuring small staff-to-student ratios.

Given that some students may enroll with less than half of the high school requirements for a given subject completed, we will also ensure that we have enough teachers and space for those students to complete any missing requirements alongside their standard curriculum courses. In the first year, we will have one high school English and one high school Math teacher. In subsequent years, we will determine the need for more teachers and/or subjects based on the profile of students that we enroll, always ensuring that high school requirements can be met.

The attached Shared Services Agreement in Section F. outlines the proposed relationship between the School and NewU University in detail. Note that having the same leaders serve both at a university and at an affiliated but independent charter is also seen in some university-partnered charter models. Bard College oversees

Bard High School Early Colleges, where Bard effectively serves dual roles: it is the sponsoring institution for the high school programs while also maintaining its own distinct governance as a college with Bard Early College also maintaining its distinct DCPS status. Other examples where universities provide shared management and other services to charter schools include, but are not limited to, The University of Chicago Charter School, the University of Texas – University Charter School, Arizona State University Preparatory Academy, and more.

In these arrangements, the key is to implement strong conflict-of-interest policies and active board oversight – ensuring that any contract or shared service is negotiated at arm’s length. In addition, it is important to point out that the School will pay for the services provided by the individuals, including those in management roles, to the University and not to individuals directly. This eliminates even the appearance of any private inurement, while ensuring that the School receives high quality services.

As long as the board enforces conflict-of-interest rules, maintains transparent budgeting, and preserves the School’s public-service character, an overlap in leadership can work effectively. This approach can also expand opportunities for students, such as frictionless dual-enrollment and access to university resources, so long as both organizations treat transactions fairly and in furtherance of each one’s nonprofit purpose and mission.

## b. Staff Quality and Expectations

For the teachers that the School needs to hire, such as science, music appreciation, English, and math, we will contract teachers based on the needs each year.

We will leverage the hiring expertise of NewU University, who have been hiring experienced and distinguished instructors locally for several years.

We are ready to advertise the positions for the Fall semester as soon as approval is granted as we have identified a wide applicant pool on platforms like Indeed with experience in DMV high schools in English, science, and music.

To build a pipeline of high-quality teachers and staff, we will leverage targeted recruitment efforts, including partnerships with local universities, teacher preparation programs, and professional networks. We have already had an initial conversation with Moreland University, which is known for its teacher preparation program. We will highlight our innovative early college model, small class sizes, and mission-driven culture to attract educators passionate about preparing students for college success. To compete with other schools, we will offer a collaborative work environment and professional development opportunities, and a clear pathway for career growth, positioning NewU Early College as a compelling choice for educators seeking meaningful impact and innovation in their teaching careers.

Below is a sample teacher job posting.

## **Chemistry Teacher**

NewU Early College Public Charter School is seeking a dedicated and innovative High School Chemistry Teacher to join our team. As an early college public charter school, we emphasize rigorous academic standards and college-level skill development, preparing students for college and career success. The ideal candidate will have a strong background in chemistry education and a passion for using interactive digital tools - especially ChemCollective and PhET Interactive Simulations - to create engaging, student-centered learning experiences.

### **Key Responsibilities**

- **Curriculum Planning and Instruction**
  - Develop under the guidance of the Director of Academic Programs and Learning and deliver chemistry lessons aligned with state and national standards.
  - Integrate ChemCollective, PhET Interactive Simulations, and other digital resources to foster critical thinking and problem-solving.
  - Design meaningful laboratory experiences and experiments that deepen student understanding of core chemical concepts.
- **Assessment and Student Support**
  - Create, administer, and grade formative and summative assessments to measure student mastery.
  - Provide timely, constructive feedback to support continuous academic growth.
  - Offer extra help sessions, tutoring, or intervention strategies for students requiring additional guidance.
- **Collaboration and Professional Development**
  - Work closely with fellow teachers, instructional leaders, and support staff to coordinate cross-curricular projects and share best practices.
  - Stay informed about emerging trends in chemistry education, including digital learning tools and pedagogy.
  - Participate in school-wide meetings, training sessions, and professional development opportunities.
- **Classroom Environment and Safety**
  - Maintain a positive and inclusive classroom culture that promotes respect, cooperation, and active learning.

- Enforce appropriate safety measures during lab activities, ensuring proper handling and storage of all chemicals and materials.

## Qualifications

- **Education and Certification**

- Bachelor's degree in Chemistry, Chemical Education, or a related field (master's degree preferred).
- Valid teaching credential/license for Washington, DC, or eligibility to obtain one strongly preferred.

- **Experience and Skills**

- Experience teaching chemistry at the high school level.
- Proficiency in leveraging technology for instruction, with an emphasis on ChemCollective and PhET Interactive Simulations.
- Strong communication and classroom management skills.
- Ability to differentiate instruction to meet diverse student needs and learning styles.

- **Preferred Attributes**

- Familiarity with early college or dual-enrollment programs.
- Commitment to professional growth and reflective teaching practices.
- Experience in or willingness to implement project-based learning.

## Why Join NewU?

- Contribute to an early college model that prepares students for college and career success.
- Access to robust technology and resources for interactive, student-centered instruction.
- Supportive and collaborative environment that values innovation and continuous improvement.
- Competitive compensation
- Flexible schedule

### *Professional development*

the School will provide hand-on training to all teachers and staff. The Director of Academic Programs and Learning will help in developing unit and lesson plans with

emphasis on staying current with research and technology while also ensuring program continuity and rigor.

As a data-driven school, monitoring of class activities in Google Classroom – including timely grading and constructive feedback to students – will be one way in which teaching quality will be assessed. In addition, student performance on external assessments and student evaluations of teachers will be tracked. Emphasis will be placed on helping teachers become more effective and responsive to student needs over time. In this process, the EML and SWD Coordinators will also be instrumental in providing training before each semester and ongoing support.

We are aware that teacher retention has been more challenging for DC PCSs.<sup>50</sup> That is why we will have a personalized approach to supporting each faculty member.

## **Teacher Hiring, Evaluation, and Retention Policy**

### **I. Teacher Hiring Policy**

#### **Objective:**

To recruit and hire highly qualified, mission-aligned educators who are committed to preparing students for college success in an early college setting.

#### **Hiring Process:**

##### **1. Job Posting & Outreach:**

- Positions will be advertised through job boards, teacher preparation programs, university career centers, and professional networks.
- Targeted recruitment will focus on educators with experience in early college, dual enrollment, or college-preparatory teaching.

##### **2. Application & Screening:**

- Applicants must submit a resume, cover letter, and evidence of teaching effectiveness (e.g., student achievement data, lesson samples).
- An initial screening will assess alignment with school philosophy, relevant experience, and instructional expertise.

##### **3. Interview Process:**

- First-round interviews will assess candidates’ instructional philosophy, student engagement strategies, and commitment to NewU’s mission.

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<sup>50</sup> 2023-24 District of Columbia Educator Retention Brief.

- Shortlisted candidates may participate in a teaching demonstration, observed by school leadership and faculty.
- Finalists will have a one-on-one interview with the Head of School, focusing on instructional approach, adaptability, and collaboration.

#### **4. Reference & Background Check:**

- Verification of credentials and prior employment.
- Background checks in compliance with state and federal requirements.

#### **5. Hiring Decision & Onboarding:**

- Offers will be extended to candidates who demonstrate strong instructional skills, student-centered teaching, and a commitment to early college success.
- New hires will complete an onboarding process, including orientation on school culture, expectations, instructional methodologies, and support for students with special needs.

## **II. Teacher Evaluation Policy**

### **Objective:**

To provide teachers with meaningful feedback, ensure instructional excellence, and support continuous professional growth.

### **Evaluation Process:**

#### **1. Classroom Observations:**

- Formal evaluations (mid and end of semester) conducted by the Director of Academic Programs and Learning.
- Informal walk-throughs conducted periodically to assess classroom engagement and instructional effectiveness.

#### **2. Student Achievement Data:**

- Teachers' impact will be measured through student progress indicators, including academic performance, college readiness benchmarks, and engagement metrics.

#### **3. Self-Assessment & Reflection:**

- Teachers will submit a self-evaluation highlighting strengths, areas for growth, and professional development goals.

#### **4. Feedback & Coaching:**

- Teachers will receive written evaluations with actionable feedback.

- Individual coaching sessions will provide targeted support for instructional improvement.

#### 5. **Professional Development Plan:**

- Teachers will work with leadership to set personalized growth goals and participate in relevant professional learning opportunities.

#### **Performance Ratings & Action Plan:**

- **Exceeds Expectations:** Eligible for leadership opportunities and peer mentoring.
- **Meets Expectations:** Continues in current role with ongoing professional development.
- **Needs Improvement:** Placed on a Performance Improvement Plan (PIP) with additional coaching and support.
- **Unsatisfactory Performance:** If performance does not improve after the PIP, non-renewal may be considered.

### **III. Teacher Retention Policy**

#### **Objective:**

To retain highly effective educators by fostering a supportive, collaborative, and growth-oriented work environment.

#### **Retention Strategies:**

1. **Competitive Compensation:**
  - Wage aligned with or above district averages for flexible work arrangements.
2. **Supportive Work Environment:**
  - Small class sizes and a student-centered approach to teaching.
  - Strong administrative support and collaboration with colleagues.
3. **Professional Growth & Leadership Opportunities:**
  - Continuous professional development tailored to teacher needs.
4. **Recognition & Appreciation:**
  - Regular acknowledgment of teacher contributions and successes.
5. **Teacher Voice & Engagement:**
  - Opportunities to participate in school decision-making.
  - Open-door leadership policy to address teacher concerns and ideas.



By implementing a rigorous hiring process, a structured evaluation system, and meaningful retention strategies, NewU Early College will build and maintain a team of dedicated, high-quality educators committed to preparing students for college success.

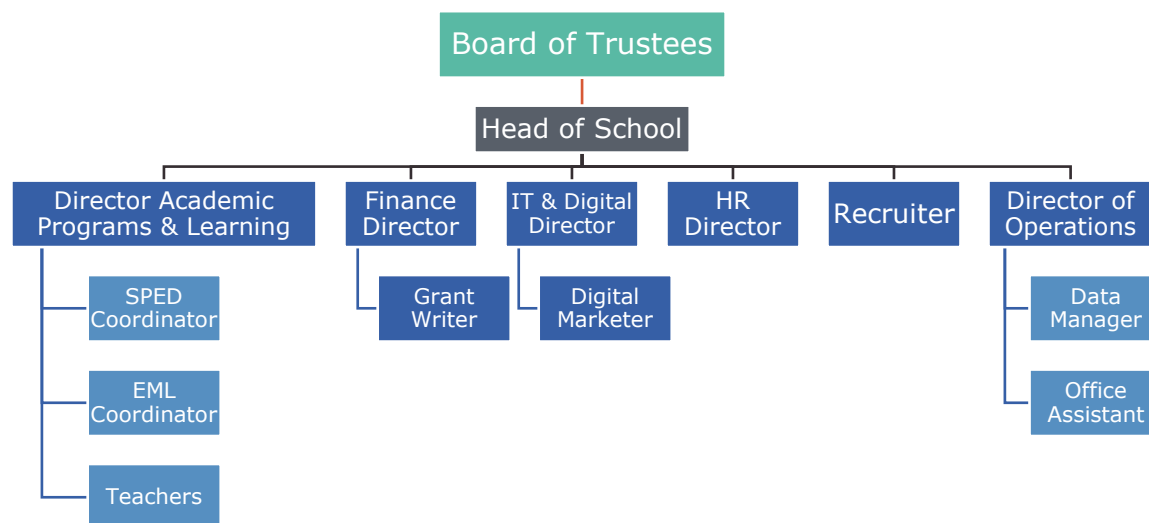
### 3. Management and Internal Oversight

NewU Early College Public Charter School will maintain transparent, accountable, and effective governance and management structures, consistent with the requirements set forth by the DC PCSB 2025 Charter Application Guidelines and best practices. This section details our administrative structure, performance management, and fiduciary responsibility processes to ensure the School meets high academic, operational, and financial standards.

#### a. Administrative Structure

The school will commence operations and instruction with the organizational structure and resources needed to deliver on its responsibilities and goals for launch and during the first couple of years of manageable growth. The structure is designed to ensure lines of communication are clear, with no dotted line or convoluted responsibilities to ensure that each person responsible for a particular function reports directly to one supervisor, who reports to the Head of School, who in turn reports to the Board.

#### Year 1 (SY2025-2026) Org Chart



## Key Relationships:

- **Board of Trustees:** Sets overall policy and ensures the School’s mission, finances, and compliance standards are met.
- **Head of School:** Reports directly to the Board of Trustees and oversees day-to-day leadership of all departments.
- **Director of Academic Programs & Learning:** Manages curriculum, instruction, assessments, and teacher professional development; also supervises SPED and EML Coordinators as well as the teaching faculty.
- **Finance Director:** Oversees budgeting, financial reporting, and audit processes.
- **IT Director:** Leads technology strategy, infrastructure, and services for the School.
- **HR Director:** Manages hiring, onboarding, professional development logistics, and compliance with employment policies.
- **Director of Operations:** Responsible for facilities, operational processes, compliance reporting, and supervises the Data Manager and Office Assistant. At launch, the Director of Operations will also serve as a Data Manager.
- **Parents:** 2 parents will be elected to serve on the Board as soon as practicable after the School enrolls students. The general population of parents will be invited to Town Hall, Board, and other community meetings and events.
- **Students:** Students are the key stakeholders of the School, and as such will be engaged in a collaborative, supportive, and nurturing environment at all times. They will be encouraged to elect a student representative to the Board of Trustees of the School, as well as actively participate in self-governance in their dual-enrolled capacity as part of the NewU University Student Government (SG).

## Year 5 (SY2030-2031) Org Chart

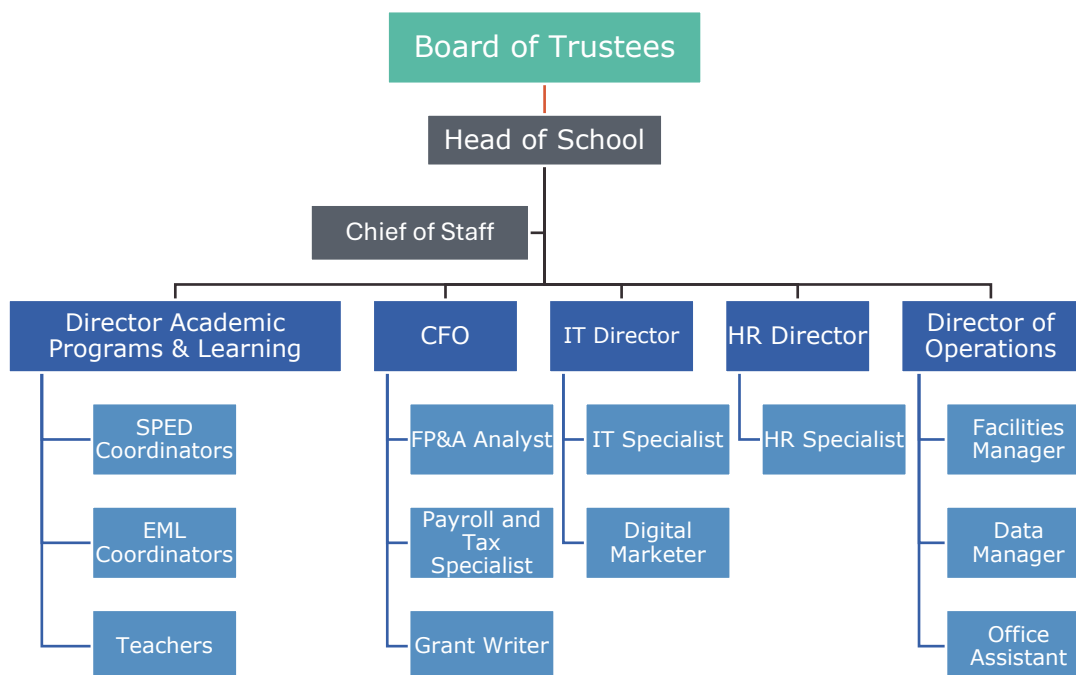
As the School increases enrollment each year, albeit modestly, the complexity of instructional delivery, student support, and operations is bound to increase by Year 3 of initial launch. To ensure compliance and success, the organization needs to evolve from a relatively flat reporting structure to a more vertical one, where each department leader manages the volume and intensity of their work with the benefit of additional resources and with unwavering focus and diligence.

While such specialization will be needed, the organization must maintain a collaborative and transparent culture allowing for cooperation across functions.

The evolution of the size, needs, and volume of activities as projected would mandate the introduction of a Chief of Staff role responsible for ensuring the School anticipates, manages, and plans for success even more effectively.

Incremental resources, such as functional specialists in Finance, IT, HR, and Campus operations, will augment and support the School in delivering for its students and mission.

Therefore, the organization is planning to augment the organizational structure to accommodate these anticipated needs as early as Year 3 after initial launch.



## b. Performance Management

### Ensuring Effective Oversight

#### Board Governance Model

The Board of Trustees is the governing body of the organization, with ultimate responsibility for compliance, oversight, and management of the School.

Our Board of Trustees will serve as the principal governing body of NewU Early College Public Charter School, setting strategic direction and ensuring the School fulfills its mission. The Board will consist of five (5) to fifteen (15) voting members, as permitted under the DC School Reform Act, with a majority residing in the District of Columbia. Two parent trustees will join once the School is operational, reflecting our commitment to family and community involvement.

Collectively, trustees will bring extensive expertise encompassing K-12 and higher education, finance, law, operations, technology, special education, and community engagement. This diversity of backgrounds will enable the Board to exercise informed oversight of the School's academic and financial performance. Trustees will meet regularly, forming committees to address key areas:

- **Governance Committee** to guide board growth, performance, and succession planning;
- **Finance Committee** to review budgets, audits, and fiscal practices;
- **Regulatory & Compliance Committee** to ensure adherence to current laws, regulations, and manage related risks; and,
- **Student Success Committee** to analyze student outcomes and ensure alignment with the School's mission.

The Governance Committee coordinates an annual review of the Board's effectiveness, referencing the School's progress toward charter goals and best practices from nonprofit governance. Biannually, the Board may use an independent consultant to assess governance practices, identify areas of improvement, and refine strategic oversight.

Within this governance model, the Board will set clear objectives, approve the School's budget and major policies, monitor academic and financial results, and hold the Head of School accountable. Ultimately, the Board's leadership will provide the strategic vision and high-level guidance required for NewU Early College PCS to deliver a rigorous, student-centered education that fulfills our promise to the community.

Shared Governance is partially enshrined in the law as it mandates that 2 parents must always serve on the Board (once the School enrolls students). The school plans to establish a policy and a process for students and faculty to each have a representative to the Board, consistent with best practices at most higher education institutions. Students in the Early College program may also engage in self-governance by taking an active role within the Student Government of NewU University students. While these representative positions are not de facto members of the Board and do not carry a vote, they are illustrative of the School's commitment to the principles of good governance and transparency.

## **Management Model**

### **Cascading Management Process**

At NewU Early College PCS, accountability and clear communication guide day-to-day operations. The Head of School leads a systematic management process in which each direct report meets with their supervisor once per week. Specifically, the Head of School holds a weekly check-in with each member of the senior leadership team (e.g., Director of Academic Programs and Learning, Director of

Operations, Finance Director, etc.) to review priorities, discuss progress toward goals, and address emerging challenges. In turn, each of these leaders meets weekly with their own direct reports – coordinators, team leads, and support staff – to ensure continuity of information and consistent follow-up on action items. These structured weekly meetings allow for proactive problem-solving, regular feedback, and timely decision-making, ultimately driving a cohesive organizational culture across all levels of the School.

## **Transparent and Collaborative Professional Environment**

Additionally, the School will follow a process where the entire leadership team, i.e. the Head of School and all direct reports, meet regularly every 2 weeks to review and act on important market, regulatory, operational, academic, and student support action items. Such a forum will ensure that information is frequently and effectively shared across functional team to avoid silos and blind spots for decision-makers.

In addition to these meetings, the Head of School will hold a “Town Hall” meeting at least once per semester or twice per academic year as the need arises. These meetings are separate from Board of Trustees meetings, and designed to keep the School community of students, faculty, and staff updated on important developments, provide an open forum for asking questions, and strengthen the community.

## **Performance indicators**

Effective oversight requires robust processes to monitor academic, operational, and financial performance. The school will employ a data-driven culture, grounded in continuous improvement.

### **1. Academic Performance Management**

- **Board Oversight:** The Student Success Committee reviews data on student attendance, academic growth, college-credit attainment, graduation readiness (for 11th and 12th graders), and other charter goals.
- **Leadership Team Monitoring:** The Head of School and Director of Academic Programs & Learning use weekly and quarterly assessments to track student progress, teacher effectiveness, and fidelity to our early college model.
- **Data Transparency:**

- Teachers have access to real-time student performance dashboards (e.g., Google Classroom, AccuClass attendance tracking, other internal SIS).
- The leadership team compiles results to inform interventions (e.g., tutoring, study skills workshops) and to ensure support for at-risk students, SWD, and EML.

## 2. Staff and Leadership Evaluation

- **Head of School:** Evaluated annually by the Board against metrics like student achievement, graduation progress, budget health, staff retention, and family engagement.
- **Staff:** Managers and individual contributors in administrative roles will be evaluated by their direct supervisor at least annually. The HR Director will ensure that a 360-degree evaluation process is implemented, so that evaluation data is collected from peers and direct reports, too.
- **Teachers and Student Services Coordinators:** The Director of Academic Programs & Learning conducts semiannual evaluations. Metrics include classroom observations, student performance, collaboration, adherence to Individualized Education Programs (IEPs), and professional growth.
- **Improvement Cycle:** Where performance gaps arise, we will adopt individualized improvement plans, targeted coaching, or additional resources.

## 3. Operational & Financial Performance

- **Operations:** The Director of Operations tracks facility readiness, compliance deadlines, enrollment, and data integrity. The Head of School consolidates operational metrics for Board updates.
- **Financial:** The Finance Committee reviews enrollment-based revenue, expenses, variance from budget, cash flow, and other data to ensure short-/long-term sustainability. The Finance Director and external auditors will ensure transparency and GAAP compliance.

## Key Performance Indicators (KPIs)

The school will create, track, and evolve a set of KPIs in a dashboard relevant for each constituency: Board, School Leadership, Academic Staff, and Administrative Staff.

These KPIs will be incorporated into performance evaluations, and used for continuous improvement planning and analysis.

Where possible, the KPIs will align with the ASPIRE framework to ensure that both PCSB and school-specific goals and objectives are aligned not just on mission and vision but on operational parameters, too.

Top KPIs include but are not limited to:

- # of students enrolled per year = enrollment ceiling
- 100% of available seats, if any, are back-filled or filled via mid-year enrollment within 6 months
- Student Chronic Absenteeism rate < pre-pandemic 30% (current high school rate is 56% per OSSE)
- Discipline metrics = average or better than PCSB stats
- Student graduation rate > national average 87% (average for DC is 75%)
- Students continuing to a Bachelor's degree within 6 months of graduation > national average 62% (average for DC is 56%)
- Budget-to-Actual variances are within 10% on key revenue and expense categories
- Audit findings = unqualified annual audit
- Cash on hand = 90-days to cover expenses (vs. 45-day required by PCSB)
- Funds raised > 5% of total budget
- Board Meetings attendance > 90% annually
- Board Training completion = 100% within 2 weeks of election
- Legal & Ethics compliance = 0 violations of laws, ethics/conflict of interest policies
- SWD and EL compliance = 100% with IEPs/ELLs receiving mandated services
- School leadership retention rate > 90% over 3 years
- Teacher and staff retention rate > 90% returning each year
- Satisfaction scores aka Net Promoter Scores (NPS) for students, parents, faculty, and staff > 40 (average for education is 31)
- Student retention rate = 95% year-over-year or higher
- Building resilience in students = improvement across at least 3 of the 7 components between matriculation and high school graduation
- The nonprofit operates at a surplus of at least 10% annually
- IT systems are up and operational 99.999% of the time
- Student and Parent requests are responded to within 24 hours
- Student, parent, and staff requests are resolved within 7 calendar days
- Legal and regulatory deadlines met = 100% of the time

## **Community Input**

Community input is welcome and valued. In addition to the shared governance mechanisms described earlier, e.g. student and faculty representatives to the Board, and the Town Hall meetings referenced earlier, the School will hold its Board of Trustees meetings openly and with sufficient notice to the entire school community and to the public.

Additionally, the School will work with Community Based Organization partners to organize and host Open House events, conduct community outreach, and gather feedback on the needs of parents, students, and other stakeholders.

The school will engage regularly with elected officials to provide reports on progress made and seek counsel on challenges and opportunities that may benefit from such interactions.

We will also continue to improve on the design and execution of our research into community needs, demand for the School, and sentiment as we have done during the planning process by administering a periodic survey to parents and students in the District.

## **c. Fiduciary Responsibility**

### **Governance Structure and Oversight**

The School is a nonprofit, tuition-free public charter school designed to provide a seamlessly integrated Early College model in partnership with the University. This model allows students to complete Grades 11 and 12 as Year 1 and Year 2 of college, enabling them to earn a tuition-free Bachelor's degree in just one additional year as the University has an innovatively structured Bachelor's degree in 3 years. The School is a separately incorporated 501(c)(3) nonprofit entity with a governing Board of Trustees that maintains independent decision-making authority.

To ensure long-term mission alignment, financial integrity, and operational efficiency, the School is launching with a governance model where the Board of Trustees provide independent oversight and strategic direction for the School, and Members have reserved powers, a structure commonly used in high-performing charter networks and university-affiliated schools.

NewU Early College Public Charter School Inc. uses a sole-member structure to protect the founder's vision during its formative stage and respond to urgent educational and economic challenges in Washington, DC. Drawing on recognized nonprofit governance practices, it designates the founder as both sole Member and Head of School, ensuring that someone with deep expertise and commitment can implement bold, student-focused reforms.



Because start-up charter schools often rely on a founder’s leadership to move quickly, especially before full approval, having one person in both roles enables the material progress already achieved, and avoids deadlock and promotes efficient decision-making. Checks and balances in the Bylaws guard against abuses of power: the Board of Trustees directs strategy, conflict-of-interest rules (Article VII) deter self-dealing, and there is a plan to appoint successor Members if needed (Article II, Section 3). Meanwhile, the Bylaws separate membership “reserved powers” – such as designating or removing Trustees or amending governing documents – from the Head of School’s day-to-day management, ensuring Board oversight and a focus on the nonprofit’s fiduciary responsibilities.

Many charter schools have begun similarly, granting a founder authority to launch, then adding more Members or shifting governance structures as the School matures. NewU Early College Public Charter School Inc.’s Bylaws anticipate this evolution, preserving mission continuity while allowing flexibility for future growth.

Above all, the founding member’s role as sole Member and Head of School is an efficient, mission-driven mechanism. The Board retains critical oversight, while conflict-of-interest policies ensure integrity. This dual arrangement aims to keep the School’s central promise – offering a transformative early college path for youth in DC – firmly on track, mitigating the risk of mission drift and providing an innovative model for tackling persistent academic and economic challenges. Overall, the choice to have members aligns with recognized standards for nonprofit oversight, offering a balance of mission adherence and strategic responsiveness.

### **Board of Trustees Composition and Responsibilities**

The Board of Trustees is composed of a diverse group of stakeholders who provide independent oversight and strategic direction for the School. The Board has full authority over:

- Academic oversight, policy, and strategic direction
- Approving the annual budget and financial policies
- Ensuring fiscal accountability and reviewing financial audits
- Reviewing and approving all contracts and agreements, including shared services
- Hiring, evaluating, and dismissing the Head of School

### **Parent, Student, and Faculty Representation**

To ensure a broad representation of perspectives, the Board includes:

- Parents of enrolled students as voting Board members, ensuring that family voices are integrated into governance decisions.
- Student and faculty representatives from the School community, who are not members of the Board but attend meetings and provide insights to enhance transparency and stakeholder engagement.

This structure reinforces community engagement, ensures transparency, and strengthens stakeholder representation in decision-making.

### **Shared Authority Over Board Appointments**

- The Board has the authority to appoint and dismiss its own members, ensuring independence.
- The sole Member of the corporation also holds reserved powers to appoint and remove Board members, but this power is shared with the Board to ensure balanced governance.

This model ensures that the Board remains independent while preserving mission alignment and long-term stability.

### **Shared Services Agreement with the University**

To support the Early College model, the School would enter into a **Shared Services Agreement** with the University. This agreement allows the School to benefit from cost-effective and mission-aligned management services, including:

- Financial, legal, and administrative support
- Integrated academic programming and faculty collaboration
- Student advising, college transition support, and career readiness services

### **Board Oversight of the Shared Services Agreement**

- The School's Board independently reviews and approves the Shared Services Agreement, ensuring all terms are fair, reasonable, and in the best interest of the School.
- The University's Board also reviews and approves the agreement, ensuring alignment and cost-effectiveness.
- The agreement is subject to periodic review and renegotiation based on School needs and performance.

By structuring this relationship transparently and ensuring independent Board oversight, the School maximizes operational efficiency while maintaining financial accountability.

### **Checks and Balances to Ensure Accountability**

To reinforce transparency and oversight, the School has implemented the following governance safeguards:

- The sole Member is not a voting member of either Board, ensuring independent governance.
- The Board has full control over financial and operational decisions, including budget approval, contracts, and hiring or removing leadership.

- Annual third-party financial audits are conducted to ensure compliance with all regulations.
- The Shared Services Agreement is reviewed and approved by both Boards to ensure fairness.
- Parent voting members and student and faculty representatives strengthen stakeholder engagement.

These measures ensure that the School is governed in a transparent, accountable, and student-focused manner, fully aligned with PCSB standards for charter school governance.

### **Commitment to Transparency and Public Accountability**

The School is committed to openness, accountability, and compliance with all PCSB governance standards. To maintain public trust, the School will:

- Publish Board meeting minutes, financial audits, and governance policies on its website.
- Hold public Board meetings with opportunities for community engagement and input.
- Provide regular reports to PCSB on academic performance, financial health, and compliance.
- Ensure that parent Board members, student representatives, and faculty representatives have active roles in governance discussions.

By implementing strong governance safeguards, independent oversight, and transparent financial management, the School ensures that its governance structure is aligned with PCSB expectations and focused on student success.

### **Fiduciary Responsibility**

NewU Early College Public Charter School is committed to upholding strong financial stewardship and transparent practices in alignment with District of Columbia regulations, DC PCSB guidelines, IRS regulations, and best practices in nonprofit governance. The school’s Board of Trustees, working closely with the Finance Director, establishes and enforces clear policies to ensure prudent fiscal operations, compliance, and accountability.

#### **1. Financial Controls**

- **Procurement Threshold:** In accordance with DC PCSB guidance, all procurement contracts exceeding \$25,000 will be brought to the Board for approval and will follow established protocols (e.g., competitive bidding) to ensure transparency and responsible use of public funds. Sole-source agreements will be properly disclosed and documented with PCSB.
- **Internal Controls:** The school maintains a written Financial Policies & Procedures Manual detailing segregation of duties, purchasing and contracting thresholds, and standardized approvals. These protocols minimize the risk of error or misuse of funds.

- **Annual Audit Goal:** Each year, the School seeks to achieve an **unqualified audit opinion** from its independent certified public accounting firm. The Finance Director and Finance Committee will collaborate on audit preparation, carefully addressing any management letter items or recommendations to strengthen internal controls.
- 2. Budgeting & Monitoring**
- **Budgeting Process:** Under the direction of the Finance Director and with input from senior leadership, an annual budget is drafted and presented to the Board for review. The Board’s Finance Committee scrutinizes line items, verifies enrollment projections, and recommends adjustments.
  - **Ongoing Review:** Monthly or quarterly financial statements will be presented to the Board, highlighting variances, updated cash-flow projections, and any recommended mid-year amendments.
  - **Contingencies:** The finance team includes scenarios in the budget (e.g., enrollment fluctuations, facility cost changes) to ensure the School maintains fiscal resilience.
- 3. Risk Management & Compliance**
- **Insurance Coverage:** General liability, Directors and Officers, and other relevant insurance policies protect the School’s assets and leadership.
  - **Conflict of Interest:** All trustees and key staff file annual disclosures; potential conflicts are evaluated, documented, and mitigated by the Governance Committee.
  - **Open Meetings & Transparency:** The Board complies with DC charter school laws and public meeting requirements, making records and budgets available to interested stakeholders.
  - **Regulatory and Tax Compliance:** The Director of Operations and the Finance Director, under Head of School oversight, track deadlines and file reports as required (e.g., DC bi-annual report, tax filings, enrollment counts, discipline data, teacher certifications, etc.).
  - **Legal Compliance:** The Board or Governance Committee consults counsel on significant contracts, personnel issues, and new regulations to maintain compliance with DC charter and other laws and regulations.

By aligning these practices with statutory requirements and DC PCSB oversight protocols, the School will ensure fiscal integrity and reinforce public trust, helping to safeguard valuable resources so that every student receives a high-quality, college-focused education.

Section F contains three relevant policies: Financial Management Responsibility Policy, Major Procurement Policy, and Meals Procurement Policy.

## 4. [EO]/[SMO] School Management Organization (Not Applicable)

## 5. Student Policies and Procedures

### a. Student Enrollment Policies

#### *i. My School DC*

the School plans to join My School DC for its second year of operation, i.e., to enroll students for SY2026-2027.

For its first year of proposed operations – SY2025-2026 – given the short window, we plan to leverage community partners and own efforts as explained in more detail elsewhere in the application.

#### *ii. Mid-year acceptance*

Mid-year acceptance is contingent upon available seats in the 11th-grade or 12<sup>th</sup>-grade. To ensure program integrity, mid-year acceptance will be done only in the first 2 weeks of each semester. This is consistent with the NewU University transfer student and add/drop policy. The acceptance will follow the ranking of the waitlists.

#### *iii. Back-filling*

When backfilling is necessary, preference will be given to students on the waitlist for 11<sup>th</sup> grade, then for 12<sup>th</sup> grade. To ensure program integrity, backfilling will be done only in the first 2 weeks of each semester. This is consistent with the NewU University transfer student and add/drop policy. The backfilling will follow the ranking of the waitlists.

#### *iv. Enrollment grades*

The School will only enroll students entering the 11th grade. Given the Dual-Enrollment Structure, the program is designed as a two-year model integrating college-level coursework beginning in the 11th grade. This ensures the integrity and effectiveness of the early college model for maximum impact. Twelfth grade students may only be accepted as explained above.

The School will comply with all rules and regulations regarding residence, medical record, among others, that apply to enrollment at DC PCSs.

### b. IDEA/Special Education Compliance

The School will support all of its students in furtherance of our mission. In this process, we will comply with all applicable laws and regulations, and will strive to go above and beyond any minimum requirements.

We will have a Special Education Coordinator in the first year, and will hire more staff in later years to provide sufficient high-quality student support as outlined in the Staffing plan.

The Special Education Coordinator will also liaise with the NewU University Student Journey Office to ensure that all instructors receive consistent training.

Below are our draft policies and procedures. They aim to ensure that the School fully complies with IDEA, Section 504, relevant DC laws, and DC PCSB guidelines. By maintaining a proactive Child Find process, providing differentiated supports for students with disabilities, ensuring non-discriminatory discipline, and involving families and community partners, NewU upholds its commitment to equitable, high-quality education for all learners.

## **Special Education Policy & Procedures**

### **1. Mission Alignment and Overview**

NewU Early College Public Charter School (NewU) is dedicated to providing a rigorous, inclusive, and supportive academic environment. Our special education policies and procedures reflect this commitment by ensuring:

- Early identification of students in need of support;
- Provision of appropriate services (including related services);
- Collaboration with families and community stakeholders; and
- Continuous monitoring and evaluation of student progress.

### **2. Child Find System and Staff Training**

#### **2.1 Preliminary Child Find System**

In accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, NewU maintains a robust Child Find process to identify, locate, and evaluate all students who may have a disability and require special education and related services. Since NewU only serves students in grades 11 and 12, our Child Find procedures focus on:

#### **1. Enrollment and Records Review**

- Upon enrollment, the Director of Academics Programs and Learning and the Special Education Coordinator request and review prior school records, including any existing Individualized Education Programs (IEPs), 504 Plans, teacher notes about learning or behavioral challenges, and any prior evaluations.

- If no documentation is available, the Special Education Coordinator consults with the student, parent/guardian, and relevant staff to identify any existing or previously diagnosed needs.

## 2. Ongoing Screening and Referral

- General education teachers and other staff use grade-appropriate academic and behavioral screenings, classroom assessments, and observation data to monitor student performance.
- If a student demonstrates persistent academic or behavioral challenges, the teacher or staff member completes a referral to the Student Support Team (SST).<sup>51</sup> Any concerned individual may make a referral.
  1. Referral forms in paper and digital formats follow OSSE-provided templates.
- The SST, led by the Special Education Coordinator, reviews the referral data, consults with parents/guardians, and may initiate further evaluation or interventions.

### 2.2 Staff Training on Child Find

All school personnel (instructional and non-instructional) receive training before every semester on:

- **Legal Obligations Under IDEA and Section 504:** Explanation of school and staff responsibilities, confidentiality, and timelines.
- **Referral Process:** How to observe, document, and refer students for possible evaluation; the roles of the classroom teacher, SST, and Special Education Coordinator.
- **Signs and Indicators of Potential Disability:** Academic, behavioral, and functional indicators that suggest a need for evaluation.

## 3. Identifying and Serving Students with Disabilities

### 3.1 Evaluation Procedures

- **Request for Evaluation:** A parent/guardian, teacher, or the SST can request a formal special education evaluation. Written parental consent is obtained before any formal evaluation.
- **Evaluation Timelines:** The school complies with required DC and federal timelines (e.g., 60 days to complete the evaluation once consent is obtained,

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<sup>51</sup> In the first year, the Student Support Team is comprised of the EML and Special Education Coordinators per the Staffing Plan.



or the specific timeline in DC as dictated by OSSE) but strives to complete this within 2 weeks.

- **Eligibility Determination:** An IEP team (including the parent/guardian, Special Education Coordinator, general education teacher, and relevant specialists) reviews the evaluation results to determine eligibility under IDEA or Section 504.

### 3.2 Service Delivery and Setting

- **Continuum of Services:** NewU ensures a continuum of placements and services is available, including push-in services, pull-out services, technology support, and, when necessary, specialized settings outside the general education classroom.
- **IEP Development:** For students eligible under IDEA, an IEP is developed collaboratively. The IEP includes measurable goals aligned with state standards and the student’s postsecondary aspirations, related services (speech therapy, counseling, occupational therapy, etc., if required), accommodations, and modifications.

### 3.3 Meeting Secondary Transition Requirements

- **Transition Planning:** In DC, transition planning for students with disabilities begins at age 14. Although NewU only serves grades 11 and 12, some students may start at NewU at age 16 or 17 without a transition plan. The IEP team will:
  - Develop or update a transition plan that includes postsecondary goals, annual transition-related goals, and services and activities designed to support the student’s attainment of post-school objectives.
  - Partner with local programs to facilitate a smooth transition out of high school.
- **Student-Centered Approach:** Transition planning is student-driven. The IEP team consults closely with the student and their family to determine goals (college, career, independent living, etc.).

### 3.4 Methods for Identifying and Serving Students Requiring Section 504 Plans

- **Eligibility under Section 504:** Students with a physical or mental impairment that substantially limits one or more major life activities but who may not qualify under IDEA will be referred for a 504 evaluation.
- **Evaluation and Plan Development:**



- A 504 Team, led by the Special Education Coordinator or designated 504 Coordinator, reviews medical/psychological documentation and teacher/parent input.
- If eligible, the team develops a 504 Plan specifying necessary accommodations.
- **Implementation and Monitoring:**
  - The 504 Plan is shared with all relevant staff.
  - The Special Education Coordinator or 504 Coordinator monitors fidelity of implementation.
  - Accommodations are updated at least annually (or more frequently if necessary).

### 3.5 Informing Parents of Rights

- **Procedural Safeguards:** Upon initial referral for an evaluation, parents/guardians receive a copy of the procedural safeguards under IDEA and/or their rights under Section 504.
- **Ongoing Communication:** Parents/guardians are informed of all progress monitoring, IEP meetings, 504 meetings, or proposed changes to services.
- **Language Access:** Documents and communications are provided in the family’s primary language whenever possible, consistent with DC language access requirements.
- **Annual Notice:** The school sends an annual notice or handbook insert explaining parent/student rights under IDEA, Section 504, and other applicable civil rights laws.

## 4. Discipline Policies and Procedures

### 4.1 Ensuring Non-Discriminatory Discipline

NewU’s discipline policies and procedures are designed to promote positive behavior and restorative practices. To ensure these practices do not disproportionately affect SWD, ELs, or at-risk students:

1. **Staff Training:** All staff members are trained in culturally responsive discipline practices, de-escalation techniques, and restorative interventions.
2. **Manifestation Determination:** If a student with an IEP or 504 Plan faces suspension or expulsion that may exceed 10 consecutive school days or 10 cumulative days in a school year, the School convenes a manifestation determination review to ensure the behavior is not directly related to the student’s disability or the School’s failure to implement the IEP or 504 Plan.

3. **Data Monitoring:** The Special Education Coordinator, Head of School, and Discipline Committee review discipline data disaggregated by SWD, EL status, and other subgroups on a regular basis to detect disproportionalities and make program adjustments accordingly.

#### 4.2 Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plans (BIPs)

- **FBA Process:** When a student’s behavior disrupts their learning or the learning of others, or after repeated disciplinary infractions, the IEP team (or 504 team) may recommend a Functional Behavioral Assessment. FBAs will be conducted by:
  - The school’s Special Education Coordinator in collaboration with a qualified behavioral specialist.
- **Behavioral Intervention Plans:** Based on FBA results, a BIP is developed, detailing targeted behaviors, replacement behaviors, and intervention strategies.
- **Tracking and Monitoring:**
  - BIPs are integrated into the broader school-wide discipline and behavior tracking system (i.e., in the student information system).
  - Teachers log relevant data (e.g., frequency of behaviors, interventions used, student progress) to gauge efficacy.
  - The Special Education Coordinator and relevant stakeholders review the BIP quarterly or more frequently, making revisions as needed.

#### 5. Planning for All Contingencies

the School anticipates variability in student needs, including:

- **Different Disability Categories:** Our staff and consultants have expertise to support students with learning disabilities, emotional and behavioral disabilities, intellectual disabilities, autism, speech/language impairments, and other classifications.
- **Different Service Settings:** Services can be delivered within the general education classroom, in resource rooms, or through partnerships with specialized external programs if needed.
- **Fluctuating Enrollment of SWD:** The Special Education Coordinator regularly assesses staffing needs. If SWD enrollment increases or decreases, we adjust staff levels or workload allocations accordingly. By default, the historical trends in Levels 1-4 for DC PCSs are expected.

- **Related Services:** Contracts with certified external providers (e.g., for occupational therapy, physical therapy, counseling) to ensure any required services are readily available.

## 6. Responding to Oversight and Ensuring Compliance

### 6.1 Communication with OSSE and Dispute Resolution

- **Point of Contact:** The Special Education Coordinator serves as the primary contact for communications regarding special education compliance, dispute resolution events (e.g., mediations, state complaints, due process complaints/hearings) with OSSE and other relevant parties.
- **Timely Responses:** The Special Education Coordinator, in consultation with the Head of School and legal counsel (as needed), ensures that all OSSE inquiries or complaint filings are responded to within specified timelines. The school follows OSSE’s guidance on corrective actions, mediated agreements, and hearing officer determinations.

### 6.2 Data Tracking and Reporting

- **IEP Progress Monitoring:** Progress on IEP goals is measured and documented regularly. Reports are shared with parents/guardians.
- **Student Information System:** The school’s student information system (Salesforce EDA) integrates special education data. Staff enter all service minutes, progress reports, discipline data, and academic achievement metrics into this system for consistent oversight.

### 6.3 Correcting Noncompliance

If OSSE identifies any areas of noncompliance:

1. **Review and Action Plan:** The Special Education Coordinator reviews the noncompliance findings with the Head of School and relevant staff.
2. **Corrective Action:** The school creates a corrective action plan (CAP) with specific steps, responsible parties, and deadlines to address the findings.
3. **Monitoring and Follow-up:** The Head of School and Special Education Coordinator oversee the implementation of the CAP and report progress to OSSE within required timelines.
4. **Continuous Improvement:** Noncompliance findings are used to refine policies, training, and data systems to reduce recurrence.

## 7. Roles and Responsibilities

### 1. Head of School

- Oversees overall compliance with federal, state, and local regulations.

- Approves policies, supports resource allocation, and ensures accountability.

## **2. Special Education Coordinator**

- Serves as the lead for the Child Find system.
- Coordinates IEP meetings, evaluations, and re-evaluations.
- Oversees the creation and implementation of BIPs.
- Acts as the primary liaison with OSSE for special education matters, dispute resolution, and compliance.
- Organizes professional development for staff on IDEA, Section 504, discipline procedures, and data management.

## **3. General Education Teachers**

- Implement differentiated instruction and necessary classroom accommodations.
- Collaborate with special education staff and the SST in the referral process and ongoing progress monitoring.

## **4. Special Education Teachers and Related Service Providers**

- Deliver specialized instruction and related services as specified in each student's IEP.
- Maintain service logs and provide progress monitoring data.

## **5. External Behavior Specialist**

- Conducts or assists with FBAs and contributes to BIP development.
- Provides targeted interventions or supports as needed.

## **6. Parents/Guardians**

- Collaborate in the evaluation and IEP/504 planning process.
- Communicate student progress and concerns to staff.

## **7. 504 Coordinator (if different from Special Education Coordinator)**

- Oversees identification, evaluation, and accommodation planning for students under Section 504.
- Monitors implementation of 504 Plans.

## **8. Annual Review and Revision**

The School will review these policies and procedures annually (or more frequently if required by changes in DC or federal laws) to ensure continued compliance and to reflect best practices. All revisions will be communicated to staff, families, and the DC PCSB as appropriate.

## Section D: Finance Plan

### 1. Facilities

#### a. Identified Facility

The nature of the program is such that about 75% of the School’s high school curriculum overlaps with the University curriculum. As part of the design of the program and to ensure optimal student outcomes, all classes will be held on campus in person.

To ensure prudent use of public funds and to deliver the proposed model in a fiscally self-sustaining structure the School needs to enter into a Shared Services Agreement (SSA) – attached in Section F – to receive certain services from the University, including but not limited to campus facilities.

The University has an established campus located in Ward 2 at 1400 16<sup>th</sup> St NW, Washington, DC 20036. The primary survey we conducted proved that the location is both appealing and convenient (see Section A).

In addition to NewU University’s campus, the building is home to several university programs, including the University of Maryland, Notre Dame University, and James Madison University, as well as several nonprofit organizations and associations. A true education hub in Downtown DC, it provides high-quality space and amenities conducive to safe and effective learning.

The educational and administrative spaces leased by NewU University will be augmented to accommodate the needs of the School. In the first year, i.e. starting this Fall 2025, a small campus expansion will add 2 classrooms (Suite B-03) which is sufficient to accommodate the initial cohort of 33 students in combination with the existing University instructional spaces. Because of the efficiencies available through the SSA, only 1-2 additional offices will be needed at launch for School staff use, as most management and staff is provided by the University and leverages existing capabilities. As enrollment for the School grows, the building management has provided options for further expansion as outlined in **Section F. Capacity for Campus Growth.**

The SY2025-2026 proposed expansion space is “plug-and-play”, i.e. no renovations are required, and the space is ready for move-in on a short notice. Only furniture and instructional equipment need to be added which would take no longer than 30 days to procure, receive, and install.

For expansion options in SY2026-2027 and beyond, any required improvements or configuration of existing available capacity can be scoped and commissioned after the School charter is approved by DC PCBS. A preliminary analysis indicates both sufficient space availability for growth and feasibility for floorplan reconfiguration to accommodate campus needs.



The campus is fully ADA compliant, and the building is classified as Class A. It is a modern, functional, and inclusive environment with amenities not typically available to other schools, including but not limited to a one-acre urban oasis courtyard, a modern fitness center with showers, on-site cafe, rooftop garden, modern conference facilities, and spacious common areas. The building is LEED Gold Certified, has received several ENERGY STAR designations, and is powered by 100% Green Energy. In 2018, Stout & Teague completed a \$6M capital improvement project that included renovations to the lobby and state-of-the-art 200-person conference center.

Stout & Teague developed this Class A office building and has been the building’s property manager and landlord representative for the last few decades. The property combines the convenience of a Dupont Circle address and metro-wide access via Dupont metro station.

The full-service facilities cost is \$5,546 per student per year. This includes property taxes, building insurance, maintenance and repairs, utilities, janitorial, controlled access, access to shared amenities such as fitness and conference facilities, and use of common areas such as courtyard and rooftop.

Some of the campus highlights are presented below:



























## 2. Finance

The school is uniquely cost-effective because of its innovative financial model, which transforms many traditionally fixed costs - such as rent and most instruction costs - into variable costs. This flexibility allows the School to maintain high-quality operations while ensuring financial independence and sustainability.

One of the key cost-saving measures is the ability to share resources with an the university. Instead of investing in an independent campus, the School will operate within a larger institution, significantly reducing capital and operational expenditures. By leveraging shared classrooms, office, and common and recreational areas, the School provides students with access to high-quality facilities that would typically be out of reach for a small institution.

Instruction costs are also mostly variable, unlike traditional schools that must maintain a full-time faculty regardless of student enrollment. The school employs a model where most instructor expenses are directly tied to student enrollment numbers: the School only pays proportionately to school student enrollment in each university class (e.g., if 3 out of 25, which is 12%, high school students are taking a college class, the School will only pay for 12% of the instruction cost). This ensures that the School does not bear unnecessary fixed salary costs and can adjust instructional expenses based on actual enrollment, making operations more financially efficient.

Another advantage is the flexibility in rent costs. Most schools either own property or sign long-term lease agreements, which result in high fixed costs. The school, on the other hand, operates within a university setting where rental expenses are more adaptable. This allows the School to scale its footprint in response to enrollment, reducing financial strain and improving cost efficiency.

Cash flow management is further strengthened by a favorable payment structure. The school only pays the university for services provided by the university after being invoiced, typically with a 30-day payment window. This delay in payment provides additional flexibility, allowing the School to manage its financial resources strategically. Instead of making large upfront payments, the School can allocate funds to meet operational needs while maintaining liquidity for unexpected costs. The Shared Services Agreement lists the types and payment structures for the various types of services to be provided by the university.

The school's budget is structured to generate surpluses each year, creating a financial buffer to absorb any unforeseen expenses. While fundraising is included in financial projections, grants are not factored in due to their uncertain nature at this stage. As grant funding is secured in the future, it will provide additional revenue beyond the baseline budget, further strengthening the School's financial position.

To ensure long-term financial sustainability, the School will follow best practices in financial and cash flow management as described in the finance policies referenced

in Section C. For example, using specialized software (e.g., NetSuite) for real-time monitoring of income and expenses will allow the School to anticipate shortfalls and adjust spending accordingly. Maintaining a cash reserve provides an emergency buffer, while optimizing payment timing ensures that financial obligations are met without straining liquidity. Financial forecasting helps anticipate revenue fluctuations, allowing the School to plan expenditures strategically.

This is evident in the ability to operate even on a small scale. For example, the Contingency budget assumes (relative to the Baseline scenario) 25% fewer students, double the number of students with special needs, no start-up grant, and no increase in funding over time. This is made possible by the unique arrangement with the university, while providing strong student support. The Contingency plan actually budgets for *more* student support staff in line with the increase in the number of students with special needs.

By implementing these strategies, the School will be able to sustain its low-cost, high-quality model while ensuring financial stability and growth. The combination of shared resources, variable costs, strategic cash flow management, and a surplus-driven budget makes it a uniquely efficient and financially resilient institution.

### 3. Budget Workbook

The workbooks are copied below and the source file is provided separately in Excel.

The workbooks are in the following order: Baseline Scenario, Contingency Scenario, Additional Assumptions.



Element	6/30/2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Assumption Comments
<p><b>UPD - Update for Next School Year and Beginning Cash and Net Asset Balances</b></p>							
Per Pupil Funding Foundation Level % Increase from Prior Fiscal Year	12.43%	3.00%	3.00%	3.00%	3.00%	3.00%	
Per Pupil Funding Foundation Level	\$ 14,668	\$ 15,108	\$ 15,561	\$ 16,028	\$ 16,509	\$ 17,004	
Per Pupil Funding Non-Residential Facilities % Increase from Prior Fiscal	3.09%	3.10%	3.10%	3.10%	3.10%	3.10%	
Per Pupil Funding Non-Residential Facilities	\$ 3,734	\$ 3,850	\$ 3,969	\$ 4,092	\$ 4,219	\$ 4,350	
Per Pupil Funding Residential Facilities % Increase from Prior Fiscal	3.10%	3.10%	3.10%	3.10%	3.10%	3.10%	
Allotment	\$ 10,083	\$ 10,396	\$ 10,718	\$ 11,051	\$ 11,393	\$ 11,744	
10	1,220	-	51	75	75	75	Based on demand projections and capacity
11	1,220	33	30	47	69	69	8% churn
12	1,580	-	-	-	-	-	
Alternative	1,170	-	-	-	-	-	
Ungraded - Special Education	1,000	-	-	-	-	-	
Adult	-	-	-	-	-	-	
Students with Disabilities - Level 1	0.970	2	5	7	8	8	The projected numbers of students with disabilities in the four levels are based on data from DCPCSB. Source: <a href="https://dcpceb.org/dic-public-charter-schools-serve-higher">https://dcpceb.org/dic-public-charter-schools-serve-higher</a> .
Students with Disabilities - Level 2	1,200	2	4	5	6	6	
Students with Disabilities - Level 3	1,970	1	2	3	3	3	
Students with Disabilities - Level 4	3,490	1	3	4	5	5	
At Risk - Over-Age Students Grades 9-12	0.060	-	-	-	-	-	
At Risk - All Students	0.300	17	40	60	71	71	
English Learner - Grades 6-12	0.750	3	8	11	13	13	The projected numbers of English Learners are based on data from OSSE (English Learners in DC, Sept 2021) and NewU EC's primary data collection.
English Learner - All Grades	0.500	-	-	-	-	-	
Extended School Year - Students with Disabilities - Level 1	0.063	-	-	-	-	-	
Extended School Year - Students with Disabilities - Level 2	0.227	-	-	-	-	-	
Extended School Year - Students with Disabilities - Level 3	0.491	-	-	-	-	-	
Extended School Year - Students with Disabilities - Level 4	0.491	-	-	-	-	-	
Other Adjustment to General Allocation, DC Funding Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Adjustment to Categorical Enhancements, DC Funding Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
General Education, DC Funding Allocation	\$ 608,248	\$ 1,537,762	\$ 2,385,619	\$ 2,900,287	\$ 2,987,296	\$ 2,987,296	
Categorical Enhancements, DC Funding Allocation	\$ 259,102	\$ 654,506	\$ 944,214	\$ 1,145,224	\$ 1,179,580	\$ 1,179,580	
Facilities Allowance, DC Funding Allocation	\$ 127,050	\$ 321,517	\$ 499,273	\$ 607,974	\$ 607,974	\$ 626,409	
Federal Entitlements and Other Federal Funds	\$ 811,728	\$ 458,050	\$ 485,746	\$ 166,146	\$ 166,146	\$ 166,146	Federal funding: Charter School Program + Title IA and Federal Meal Programs assuming 50% of low-income students at median historical or set allocation + IIIA at median allocation for each projected EML + Title IA and IVA at low-end historical
State and Local Government Contributions and Grants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Private Contributions, Donations, and Grants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Conservatively, private contributions and grants are not assumed given their uncertain nature at this point.
Other Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Operating Revenues</b>	<b>\$ 1,806,128</b>	<b>\$ 2,971,835</b>	<b>\$ 4,314,852</b>	<b>\$ 4,819,231</b>	<b>\$ 4,959,431</b>	<b>\$ 4,959,431</b>	
Instructional Staff Headcount	7	14	21	21	28	28	Includes only teachers contracted for high school specific classes (i.e., excludes university faculty).
Student Supports Staff Headcount	2	3	5	6	6	6	EML and SWD Coordinators and staff.
School Administrators Headcount	5	5	5	5	5	5	Head of School, Directors of Academic Programs & Learning, Finance, HR, and IT.
Business/Operations Headcount	1	1	2	3	3	3	Director of Operations and Data Manager.
Administrative/Other Staff	4	4	4	4	8	8	Digital marketer, grant writer, recruiter in the first year, and office assistant(s).
Facilities Headcount	-	-	-	-	-	-	
<b>Total Headcount</b>	<b>19</b>	<b>27</b>	<b>37</b>	<b>37</b>	<b>50</b>	<b>50</b>	
Instructional Staff	\$ 169,660	\$ 298,000	\$ 433,887	\$ 577,660	\$ 594,989	\$ 594,989	Includes teachers contracted for high school specific classes (i.e., excludes university faculty), EML and SWD staff. E.g., 10 classes in the first year.
Student Supports Staff	\$ -	\$ -	\$ 100,000	\$ 103,000	\$ 106,090	\$ 106,090	Additional student support staff is hired in Year 3.
School Administrators	\$ 383,500	\$ 395,005	\$ 406,856	\$ 419,062	\$ 431,634	\$ 431,634	Head of School, Directors of Academic Programs & Learning, Finance, HR, and IT.
Education Personnel Salaries and Business/Operations Salaries and Benefits	\$ 553,160	\$ 693,005	\$ 940,743	\$ 1,099,722	\$ 1,132,713	\$ 1,132,713	Director of Operations and Data Manager. The roles are separated in Year 3 and a facilities manager is added Year 4.
Administrative/Other Staff Salaries	\$ 85,000	\$ 87,550	\$ 135,265	\$ 236,850	\$ 243,956	\$ 243,956	Digital marketer, grant writer, recruiter (first year only), and office assistant(s).
Personnel Salaries and Benefits	\$ 162,000	\$ 166,860	\$ 171,866	\$ 357,022	\$ 367,733	\$ 367,733	Digital marketer, grant writer, recruiter (first year only), and office assistant(s).
Personnel Salaries and Benefits	\$ 800,160	\$ 947,415	\$ 1,247,874	\$ 1,693,534	\$ 1,746,402	\$ 1,746,402	
Instructional Supports	\$ 200,725	\$ 545,680	\$ 735,225	\$ 864,124	\$ 883,568	\$ 883,568	\$1900 per student for laptop and contracted external experts for average of 1 hr per student per week at average compensation in DC + college curriculum & academic program mgmt + university student success mgmt + college instruction.
Educational Materials	\$ 14,850	\$ 33,372	\$ 51,772	\$ 62,942	\$ 64,830	\$ 64,830	\$450 per student per year
Food Service	\$ 122,100	\$ 308,691	\$ 478,891	\$ 582,205	\$ 599,672	\$ 599,672	\$20 per day per student for 185 school days in session
<b>Direct Student Expenses Subtotal</b>	<b>\$ 337,675</b>	<b>\$ 887,743</b>	<b>\$ 1,265,888</b>	<b>\$ 1,509,271</b>	<b>\$ 1,548,070</b>	<b>\$ 1,548,070</b>	
Rent Expense	\$ 183,018	\$ 462,703	\$ 1,076,727	\$ 1,309,018	\$ 1,348,288	\$ 1,348,288	\$5,546 per student per year in Year 1 based on actual full-service facility cost per student
Depreciation, Owned Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Amortization, Leased Facilities	\$ 18,302	\$ 46,271	\$ 107,673	\$ 130,902	\$ 134,829	\$ 134,829	
Interest Expense, Owned Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Expense, Leased Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Occupancy Expenses, Owned	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Occupancy Expenses, Leased	\$ 125,000	\$ 257,500	\$ 265,225	\$ 40,000	\$ 41,200	\$ 41,200	Includes insurance, Wi-Fi hardware and connectivity, furniture (more in Years 1-3).
<b>Occupancy Expenses Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
Occupancy Expenses Subtotal	\$ 326,320	\$ 766,474	\$ 1,449,825	\$ 1,479,920	\$ 1,524,317	\$ 1,524,317	
Occupancy Expenses Subtotal	\$ 326,320	\$ 766,474	\$ 1,449,825	\$ 1,479,920	\$ 1,524,317	\$ 1,524,317	
Depreciation and Amortization, Non-Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Expense, Non-Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Management Organization Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other General Expenses	\$ 221,000	\$ 223,880	\$ 209,000	\$ 85,000	\$ 86,800	\$ 86,800	Includes 12 months of IT technology & service, advertising inventory costs (greater in Years 1-3).
<b>General Expenses Subtotal</b>	<b>\$ 221,000</b>	<b>\$ 223,880</b>	<b>\$ 209,000</b>	<b>\$ 85,000</b>	<b>\$ 86,800</b>	<b>\$ 86,800</b>	
<b>Operating Expenses</b>	<b>\$ 1,685,155</b>	<b>\$ 2,825,512</b>	<b>\$ 4,172,387</b>	<b>\$ 4,767,785</b>	<b>\$ 4,903,589</b>	<b>\$ 4,903,589</b>	
<b>Operating Income (Loss)</b>	<b>\$ 120,973</b>	<b>\$ 146,323</b>	<b>\$ 142,465</b>	<b>\$ 51,446</b>	<b>\$ 55,842</b>	<b>\$ 55,842</b>	
Nonoperating Income (Loss)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Description of Nonoperating Income	None	None	None	None	None	None	
Other Increases (Decreases) in Net Description of Other Increases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(Decreases) in Net Assets	None	None	None	None	None	None	
<b>Change in Net Assets</b>	<b>\$ 120,973</b>	<b>\$ 146,323</b>	<b>\$ 142,465</b>	<b>\$ 51,446</b>	<b>\$ 55,842</b>	<b>\$ 55,842</b>	
<b>Net Assets</b>	<b>\$ -</b>	<b>\$ 120,973</b>	<b>\$ 267,296</b>	<b>\$ 409,761</b>	<b>\$ 461,207</b>	<b>\$ 517,049</b>	
Net Cash Provided by (Used In) Operating Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Net Cash Provided by (Used In) Investing Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Net Cash Provided by (Used In) Financing Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Net Change in Cash, Cash Equivalents, and Restricted Cash</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
Cash, Cash Equivalents, and Restricted Cash	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Restricted Cash and Cash Equivalents	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Noncurrent Restricted Cash and Cash Investments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Enrollment	33	81	122	144	144	144	
Per Pupil Education Personnel	\$ 24,247	\$ 11,696	\$ 10,228	\$ 11,761	\$ 12,114	\$ 12,114	
Per Pupil Facilities Allowance	\$ 3,850	\$ 3,969	\$ 4,092	\$ 4,219	\$ 4,350	\$ 4,350	
Per Pupil Occupancy Expenses	\$ 9,888	\$ 9,463	\$ 11,882	\$ 10,277	\$ 10,586	\$ 10,586	
Average Usable Square Footage, Owned Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Average Usable Square Footage, Leased Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Average Usable Square Footage, Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Average Usable Square Footage per Average Usable Square Foot, Owned	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Occupancy Expenses per Average Usable Square Foot, Leased	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Occupancy Expenses per Average Usable Square Foot, Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Facilities Allowance	257%	238%	290%	244%	243%	243%	
Change in Net Assets Margin	7%	5%	3%	1%	1%	1%	
Cash Flow from Operations Margin	-	-	-	-	-	-	
Days of Cash on Hand	0 days	0 days	0 days	0 days	0 days	0 days	
Personnel Salaries and Benefits as % of Operating Expenses	47%	34%	30%	36%	36%	36%	
Direct Student Expenses as % of Operating Expenses	20%	31%	30%	32%	32%	32%	
Occupancy Expenses as % of Operating Expenses	19%	27%	35%	31%	31%	31%	
Other Expenses as % of Operating Expenses	13%	8%	8%	2%	2%	2%	
<b>Primary Reserve Ratio</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	

Element	6/30/2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Assumption Comments
UPST Funding for Next School Year and Beginning Cash and Net Asset Balances							
Per Pupil Funding Foundation Le	12.43%	3.00%	-	-	-	-	No increase in Per Pupil Funding
Per Pupil Funding Foundation Le	\$ 14,668	\$ 15,108	\$ 15,108	\$ 15,108	\$ 15,108	\$ 15,108	
Per Pupil Funding Non-Resident	3.09%	3.10%	-	-	-	-	
Per Pupil Non-Residential Facilit	\$ 3,734	\$ 3,850	\$ 3,850	\$ 3,850	\$ 3,850	\$ 3,850	
Per Pupil Funding Residential Fad	3.10%	3.10%	-	-	-	-	
Per Pupil Residential Facilities All	\$ 10,083	\$ 10,396	\$ 10,396	\$ 10,396	\$ 10,396	\$ 10,396	
PK3	1,340	-	-	-	-	-	
PK4	1,300	-	-	-	-	-	
K	1,000	-	-	-	-	-	
1	1,000	-	-	-	-	-	
2	1,000	-	-	-	-	-	
3	1,000	-	-	-	-	-	
4	1,000	-	-	-	-	-	
5	1,000	-	-	-	-	-	
6	1,080	-	-	-	-	-	
7	1,080	-	-	-	-	-	
8	1,080	-	-	-	-	-	
9	1,220	-	-	-	-	-	
10	1,220	-	-	-	-	-	
11	1,220	24	38	56	56	56	25% lower enrollment
12	1,220	-	22	34	51	51	8% churn
Alternative	1,580	-	-	-	-	-	
Ungraded - Special Education	1,170	-	-	-	-	-	
Adult	1,000	-	-	-	-	-	
Students with Disabilities - Level 1	0,970	3	6	9	11	11	Double the percent in each group
Students with Disabilities - Level 2	1,200	2	5	8	9	9	
Students with Disabilities - Level 3	1,970	1	3	4	5	5	
Students with Disabilities - Level 4	3,490	2	4	6	7	7	
At Risk - Over-Age Students Grade	0,060	-	-	-	-	-	
At Risk - All Students	0,300	24	59	89	105	105	
English Learner - Grades 6-12	0,750	5	11	17	20	20	
English Learner - All Grades Exclu	0,500	-	-	-	-	-	
Residential	1,670	-	-	-	-	-	
Residential - Students with Disabi	0,370	-	-	-	-	-	
Residential - Students with Disabi	1,340	-	-	-	-	-	
Residential - Students with Disabi	2,890	-	-	-	-	-	
Residential - Students with Disabi	2,890	-	-	-	-	-	
Residential - English Learner	0,668	-	-	-	-	-	
Extended School Year - Students w	0,063	-	-	-	-	-	
Extended School Year - Students w	0,227	-	-	-	-	-	
Extended School Year - Students w	0,491	-	-	-	-	-	
Extended School Year - Students w	0,491	-	-	-	-	-	
Other Adjustment to General Allo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Adjustment to Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
General Education, DC Funding A	\$ 442,362	\$ 1,105,906	\$ 1,658,858	\$ 1,972,198	\$ 1,972,198	\$ 1,972,198	
Categorical Enhancements, DC Fu	\$ 380,873	\$ 870,825	\$ 1,308,353	\$ 1,544,793	\$ 1,544,793	\$ 1,544,793	
Facilities Allowance, DC Funding	\$ 92,400	\$ 231,000	\$ 346,500	\$ 411,960	\$ 411,960	\$ 411,960	
Federal Entitlements and Other F	\$ 53,096	\$ 70,102	\$ 91,624	\$ 92,224	\$ 92,224	\$ 92,224	No Planning & Implementation Grant and no increase in other funding
State and Local Government Cont	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Private Contributions, Donations,	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Operating Revenues	\$ 968,731	\$ 2,277,833	\$ 3,405,335	\$ 4,021,165	\$ 4,021,165	\$ 4,021,165	
Instructional Staff FTE and Contra	6	10	15	20	20	20	
Student Supports Staff FTE and C	2	5	7	7	7	7	Student support staff remains the same despite lower enrollment due to higher number of students with special needs.
School Administrators FTE and Co	1	1	1	1	1	1	
Business/Operations Headcount	1	1	2	3	3	3	
Administrative/Other Staff Headco	1	3	3	5	5	5	
Facilities Headcount	-	-	-	-	-	-	
Total FTE Headcount	15	24	32	40	40	40	
Instructional Staff	\$ 155,728	\$ 262,125	\$ 404,326	\$ 516,764	\$ 532,267	\$ 532,267	Student support staff remains the same despite lower enrollment due to higher number of students with special needs.
Student Supports Staff	\$ 42,500	\$ 87,550	\$ 135,265	\$ 236,890	\$ 243,956	\$ 243,956	Two student support staff are hired in Year 2 (instead of Year 3) and one more in Year 3 due to more students with special needs.
School Administrators	\$ 178,750	\$ 395,343	\$ 407,204	\$ 419,421	\$ 432,004	\$ 432,004	In Year 1, HR, IT, and Finance functions are contracted hourly.
Education Personnel Salaries and	\$ 334,478	\$ 757,468	\$ 966,030	\$ 1,096,320	\$ 1,128,181	\$ 1,128,181	
Business/Operations Salaries and	\$ 18,000	\$ 129,790	\$ 133,674	\$ 227,695	\$ 224,516	\$ 224,516	In Year 1, the Director of Operations is part-time.
Administrative/Other Staff Salarie	\$ 394,978	\$ 974,798	\$ 1,234,969	\$ 1,559,855	\$ 1,606,653	\$ 1,606,653	In Year 1, only a recruiter is hired half-time. Grant writer and digital marketer are added in Year 2. Two instead of 4 staff are added in Year 3.
Instructional Supports	\$ 166,275	\$ 377,911	\$ 565,540	\$ 639,252	\$ 653,614	\$ 653,614	The lower enrollment reduces the number of class sections and the fraction of school students at the university.
Educational Materials	\$ 10,800	\$ 24,720	\$ 38,195	\$ 46,769	\$ 48,172	\$ 48,172	
Food Service	\$ 88,800	\$ 228,660	\$ 353,280	\$ 432,611	\$ 445,589	\$ 445,589	
Direct Student Expenses Subtot	\$ 255,875	\$ 631,291	\$ 957,013	\$ 1,118,632	\$ 1,147,375	\$ 1,147,375	
Rent Expense	\$ 133,104	\$ 342,743	\$ 794,307	\$ 972,673	\$ 1,001,853	\$ 1,001,853	Since it is based on the number of students, the total is automatically reduced.
Depreciation, Owned Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Amortization, Leased Facilities	\$ 13,311	\$ 34,275	\$ 79,431	\$ 97,268	\$ 100,186	\$ 100,186	
Interest Expense, Owned Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Expense, Leased Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Occupancy Expenses, Own	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Occupancy Expenses, Leas	\$ 62,500	\$ 128,750	\$ 132,613	\$ 40,000	\$ 41,200	\$ 41,200	Less furniture will be required given the lower number of students.
Occupancy Expenses Subtotal, O	\$ 208,915	\$ 505,768	\$ 1,006,351	\$ 1,109,941	\$ 1,143,239	\$ 1,143,239	
Occupancy Expenses Subtotal	\$ 208,915	\$ 505,768	\$ 1,006,351	\$ 1,109,941	\$ 1,143,239	\$ 1,143,239	
Depreciation and Amortization, N	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Expense, Non-Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Management Organization Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other General Expenses	\$ 63,000	\$ 123,880	\$ 109,000	\$ 85,000	\$ 86,800	\$ 86,800	No additional advertising expense in Years 1-3. In Year 1, IT services and advertising are reduced.
General Expenses Subtotal	\$ 63,000	\$ 123,880	\$ 109,000	\$ 85,000	\$ 86,800	\$ 86,800	
Operating Expenses	\$ 932,768	\$ 2,235,737	\$ 3,307,333	\$ 3,873,428	\$ 3,984,067	\$ 3,984,067	
Operating Income (Loss)	\$ 35,963	\$ 42,096	\$ 98,003	\$ 147,737	\$ 37,098	\$ 37,098	
Nonoperating Income (Loss)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Description of Nonoperating Inco	None	None	None	None	None	None	
Other Increases (Decreases) in Ne	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Description of Other Increases (De	None	None	None	None	None	None	
Change in Net Assets	\$ 35,963	\$ 42,096	\$ 98,003	\$ 147,737	\$ 37,098	\$ 37,098	
Net Assets	\$ -	\$ 35,963	\$ 78,059	\$ 176,061	\$ 323,799	\$ 360,897	
Net Cash Provided by (Used In) Op	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Net Cash Provided by (Used In) In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Net Cash Provided by (Used In) Fi	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Net Change in Cash, Cash Equiv	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Cash, Cash Equivalents, and Res	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Restricted Cash and Cash Equiva	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Noncurrent Restricted Cash and C	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Investments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Enrollment	24	60	80	107	107	107	
Per Pupil Education Personnel S	\$ 16,457	\$ 16,247	\$ 13,722	\$ 14,578	\$ 15,015	\$ 15,015	
Per Pupil Facilities Allowance	\$ 3,850	\$ 3,850	\$ 3,850	\$ 3,850	\$ 3,850	\$ 3,850	
Per Pupil Occupancy Expenses	\$ 8,705	\$ 8,429	\$ 11,182	\$ 10,373	\$ 10,684	\$ 10,684	
Average Usable Square Footage, O	-	-	-	-	-	-	
Average Usable Square Footage, I	-	-	-	-	-	-	
Average Usable Square Footage, U	-	-	-	-	-	-	
Average Usable Square Footage	-	-	-	-	-	-	
Occupancy Expenses per Average	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Occupancy Expenses per Average	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Occupancy Expenses as % of Fac	22%	21%	29%	28%	27%	27%	
Change in Net Assets Margin	4%	2%	3%	4%	1%	1%	
Cash Flow from Operations Marg	-	-	-	-	-	-	
Days of Cash on Hand	0 days	0 days	0 days	0 days	0 days	0 days	
Personnel Salaries and Benefits	42%	44%	37%	40%	40%	40%	
Direct Student Expenses as % of	29%	28%	29%	29%	29%	29%	
Occupancy Expenses as % of Op	22%	23%	30%	29%	29%	29%	
General Expenses as % of Oper	7%	6%	3%	2%	2%	2%	
Primary Reserve Ratio	0.0	0.0	0.1	0.1	0.1	0.1	

<b>Additional Assumptions</b>	
Most assumptions are listed in the respective line in the worksheets.	
Annual cost increases	Annual increase in costs is assumed to be:
	College instruction increases by more than 3% because the larger number of students necessitates opening of new class sections to keep the class size small.
Salary benchmarks	Salaries are based on publicly available data on Washington DC averages for each position using Glassdoor and ZipRecruiter as of January 2025 and latest available (2022, 2023) Form 990 of local charter school (e.g., BASIS, DCI, Paul PCS).
	Compensation formulas follow the convention Number of Staff*Total Compensation or Number of Weeks*Hrs per week*Hourly rate
	The Shared Services Agreement specifies costs for services provided by the university.
	Key cost drivers, such as college instruction and rent, are based on the number of students rather than being fixed. This enables the model to work even with a small number of students in the Contingency budget.
	Instruction and support staff is always proportionate to the number of students, including by special needs and in the Contingency budget.
File-specific	The formula for rounding is used to accommodate the file requirement for whole numbers.
Facility	The facility is Class A with outdoor and recreational areas, quality A/C, natural light; has controlled RFID access to building, elevators, floors; has staffed front desk.
	In Year 1, the usable square footage will be ~5200 sqft at \$48.18/sqft, and requires no improvements (only some additional furniture).
	The cost allocation for rent is based on an assumption of 118 sqft per student, which encompasses classroom space, resource rooms, offices, common and recreational areas. This is assumed for the expansion in subsequent years in the same building.

## Section E: Founding Group Supporting Documents

1. Résumés
2. Conflict of Interest Declarations
3. Board Member Agreements
4. Board Member Signed Conflict of Interest Form

# JONAS ROLETT

STRATEGY | POLICY | ADVOCACY | COMMUNICATIONS | CAMPAIGNS

Multilingual international development executive accomplished in political strategy, policy, advocacy, and communications. Progressive global career defined by high-level engagement with global leaders & institutions. Experienced in strategizing/managing campaigns from end to end. Recognition for promoting civil society engagement in partnership with CSOs, INGOs, US Govt., EU, and the private sector.

Served as the Open Society Foundations' liaison to its founder, George Soros, and special advisor to three OSF presidents. Oversaw initiatives to collaborate with the World Bank and orchestrated a high-impact debt relief and economic recovery campaign.

Established election monitoring organizations in Europe, Americas, and Asia during tenure at the National Democratic Institute that continue to serve as public interest watchdogs. Strengthened CSOs, parliaments, and political parties by designing and managing strategic programs.

Effectiveness stems from extensive global experience and diversified skillset, spanning strategy development, political analysis, diplomacy, negotiation, full-cycle program management, people management, and operations oversight. Excels in intercultural interpersonal relations.

## EXPERIENCE

### **NewU Early College Public Charter School Inc.**

2025 -

*Washington, DC*

#### **Board Chair**

### **Global Advisory Services**

2021 -

*Washington, DC*

#### **Consultant**

- Strategy, Governance, Partnerships and Leadership Development.
- Partners: OSF, USAID, National Democratic Institute, International Republican Institute, World Bank, American Purpose, NewU, Transatlantic Democracy Working Group, World Class Scholars.

### **OPEN SOCIETY FOUNDATIONS (OSF)**

1998 - 2021

*New York, NY ▪ Washington, DC ▪ Budapest, Hungary*

#### **Special Advisor to the Chairman ▪ Special Advisor to the President ▪**

#### **Regional Director and Senior Policy Analyst ▪ Regional Advocacy Manager**

- Built strategic global alliances with the World Bank, EU, Gates Foundation, and the US government.
- Prepared briefs for principals for meetings with heads of state and government.
- Served as co-director of the OSF-Washington hub office.
- Nurtured local CSO engagement with global and regional campaigns around open society issues.
- Supervised national foundations in Albania, Bulgaria, Czech Republic, Moldova, Romania and Slovakia.

### **NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS**

1993 - 1998

*Washington, DC ▪ Tirana, Albania*

#### **Senior Program Officer & Field Office Director**

- Strengthened CSOs, parliaments, and political parties by designing and managing strategic programs.
- Authored proposals and negotiated with USAID and other donors.
- Managed field offices and local partner organizations, including staff hiring, training and supervision.
- Directed voter education and election monitoring campaigns.

*Previous Roles:*

**Training Director**, Campaigns & Elections ▪ **Communications Director**, United Way (Greenville, SC)

## BOARDS

European Democracy Youth Network, Chair, 2022 – Present

World Class Scholars, Advisory Board Member, 2023 - Present

*American Purpose* Editorial Board member, 2023 - Present

Global Partnership for Social Accountability (World Bank) steering committee, 2013-2021

## SKILLSET

Partnership Building

Strategic Communications ▪  
Advocacy

Policy Analysis

Grantmaking ▪ Management

Stakeholder Engagement

International Relations

Economic Development

Civil Society

## EDUCATION

### **BA, English and Psychology**

University of North Carolina

Morehead Scholar

Honors Program

### **International Leaders**

**Program**, INSEAD,

Fontainebleau, France

## LANGUAGES

English (native); Swedish  
(fluent); Albanian, German,  
Italian (conversational)

# STRATSI KULINSKI

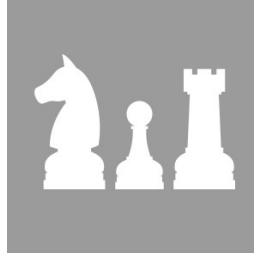
## SOCIAL ENTREPRENEUR, EDUCATOR, INNOVATOR



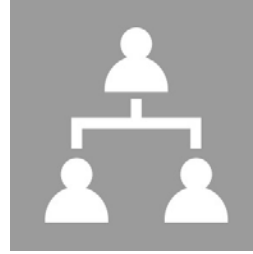
**Trustee, Donor**  
First alum to serve as President, American University in Bulgaria



**Industry Expert**  
30+ years in Higher Education, Media, Technology around the world



**Versatile Expertise**  
Governance, IT, Finance, Marketing, Operations, Strategy



**Energetic Leader**  
of teams and partners, big on collaboration and innovation



**Wharton MBA**  
University of Pennsylvania class of 2001

## EXPERIENCE

**2018 – present**    **NewU University, President & CEO**    Washington, DC

- Built an innovative, socially responsible university from the ground up to serve first-generation, low-income students who could not afford college otherwise.
- Designed a revolutionary cost-efficient yet high-quality Bachelor's degree program to make college truly affordable for those who need it the most.
- Introduced multiple innovations in support of the mission and vision of the university.
- Built the team, and secured support from key partners.
- Managed the successful launch, licensure, accreditation, and cleared major regulatory hurdles.
- Funded most of the cash needs for working capital from launch to present.
- Maintained exceptional levels of engagement and support from the founding team and partners for years.

**2016 – 2017**    **Fulbright Commission in Bulgaria, Board Member**    Bulgaria

- Appointed by the US Ambassador to Bulgaria H.E. Mr. Eric Rubin.

**2016 – 2017**    **American University in Bulgaria (AUBG), President**    Bulgaria/USA

- Managed annual budget of \$13+ million and 300+ employees; improved bottom line by \$2MM in one year.
- Raised close to \$5 million in just over a year, a high multiple vs. any of the prior 7 years.
- Secured the maximum 10-year US accreditation from NECHE in a challenging environment.
- Energized the alumni base and more than doubled alumni participation rate from 3% to 6.5%.
- Engaged with SDA Bocconi, a Financial Times Top 5 MBA school, for a joint degree graduate program.
- Brought to life the Entrepreneurship and Innovation Lab ASPIRE.
- Introduced strategy, product, process, and talent optimizations across the organization, and reversed 5 consecutive years of total operating losses.

**2012 – 2016 AUBG, Board Trustee and University Council Member**

Bulgaria/USA

- Executive Committee; Finance & Property; Audit; Leadership Development committees' member.
- Helped formulate strategy and policies, and actively contributed in the boardroom.
- Unanimously elected to the Executive Committee as the only member without a committee chairmanship.

**2008 – 2015 TiVo, Head of International Corporate Development & Strategy**

Silicon Valley

- Spearheaded corporate development efforts outside of the US worldwide.
- More than tripled TiVo's subscriber base from 2 million to 6+ million users in 5 years, and international customers from 4% to 65%.
- Formulated and executed the strategy and roadmap for all international markets.
- Nurtured 12+ alliances in 3rd-party product and technology partnerships for fast cost-effective innovation.

**2001 – 2007 Intelsat, Director Corporate and New Product Development**

Washington, DC

- Managed globally all products for multichannel TV and Video distribution at the world's largest satellite telecom company; Increased product revenues in a mature market within 3 years by 14% and facilitated 18% growth in number of customers.
- Advised the Board on M&A and organic opportunities in Media & Entertainment verticals, integrated acquisitions, executed and managed alliances with partners worldwide.
- Guided wholesale distribution across Europe for all Video, Voice, and Data products with revenues of USD 250+ million per annum.

**1995 – 1999 Metromedia International, Regional Director & General Manager**

Europe & Russia

- Turned around underperforming assets across 7 countries; established all of them as market leaders in audience numbers and advertising sales, e.g. in one year lifted Radio 7 Moscow from 14th place to 2nd in weekly cumulative ratings (from 200K to 1.2MM weekly listeners); managed joint ventures; integrated acquired companies; launched new broadcasting properties.
- Advised JV partners on growth strategies, trained local management, and established best practices.
- Managed companies in multiple country markets and fully owned P&L.

**1991 – 1995 Radio AURA, Co-Founder**

Bulgaria

- Managed startup, community relations, programming at the first private radio station, and raised capital.
- Secured the station's frequency allocation and broadcast license, liaised with government and regulators.
- Hosted the morning show, and interned at the Voice of America (VOA Europe) division in Washington, DC.

**EDUCATION**

**1999 – 2001 The Wharton School, University of Pennsylvania**

Philadelphia, PA

Graduate Degree

**1991 – 1995 American University in Bulgaria (first graduating class)**

Bulgaria

Undergraduate Degree

Clubs and affiliations: Student Government, Choir, Radio AURA, Student Rep to Board

**ADDITIONAL INFORMATION**

- Fluent in Russian and English, basic Mandarin Chinese, native Bulgarian.
- Merrill Lynch Fellow, Wharton Global Immersion Program in the People's Republic of China Summer 2000.
- Created and funded the first alumni endowed scholarship at my undergraduate alma mater, AUBG.

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## **RUTH ANN LYONS BA, MA, MA, PDE**

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An extensive background in curriculum development and assessment demonstrated across diverse international settings. Served in prestigious International Baccalaureate institutions, along with various high schools in Europe and Asia. Managed and designed comprehensive educational programs and complex syllabi, contributing to curriculum refinement and assessment strategies. Advocate for inquiry-based learning and project-based assessment, ensuring academic excellence and fostering global awareness and citizenship.

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### Contact

- [REDACTED]
- [REDACTED]
- | [REDACTED]

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### Languages

English  
Gaelic Irish  
Dutch  
Mandarin Chinese (A1)  
Spanish (A1)

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### **EDUCATION**

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#### *University College Cork (National University of Ireland)*

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08/2022 – 10/2023

MA History (Strategic Studies) 1st Class Honours

08/2009 – 11/2010

MA English (Medieval and Renaissance Literature) 2nd Class Honours

08/2006 – 07/2009

BA Drama & Theatre Studies (English & History) Title of College Scholar

#### *University College Dublin (National University of Ireland)*

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08/2012 – 07/2013

Professional Diploma in Education (English & History) 1st Class Honours



## WORK EXPERIENCE

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### *NewU Early College Public Charter School, Washington D.C., USA*

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Founding Member  
Board Member (Corporate Secretary)  
Director of Academic Programs and Learning

### *NewU University, Washington D.C., USA*

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Adjunct Lecturer

- Taught courses on "Modern World: The Shaping of Our Present" and "Understanding Other Cultures," focusing on critical analysis and global perspectives.
- Developed comprehensive course materials and assessments to foster deep understanding and engagement.
- Directed unit planning and curriculum management to ensure consistency and academic rigor.
- Mentoring students in both academic and pastoral matters, fostering independent thinking and intellectual curiosity.

### *Washington International School, Washington D.C., USA*

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Substitute High School Teacher

- Providing instruction across various subjects in primary, middle, and high school settings.
- Adapting lesson plans to meet diverse learning needs and maintain educational continuity.

### *IB Assessment Centre, Cardiff, UK*

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Assessment Content Developer

- Authoring exam papers for IB DP English Language and Literature, ensuring rigorous and fair assessment.
- Serving as Principal Examiner, overseeing the evaluation process to maintain high standards of academic integrity.
- Leading standardization sessions, aligning exam grading with global benchmarks.
- Contributing to curriculum planning and syllabus refinement for improved assessment strategies.

### *St Lawrence College, Athens, Greece*

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08/2018 – 08/2020  
High School Teacher & Coordinator

- Taught iGCSE English, EAL, History, and Social Studies, employing differentiated instruction to meet diverse student needs.
- Coordinated academic programs, enhancing curriculum delivery and student engagement.
- Managed curriculum development and unit planning, ensuring alignment with educational objectives.
- Facilitated extracurricular activities, promoting holistic student development.

### *International College Spain, Madrid, Spain*

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08/2016 – 08/2018  
High School Teacher & Coordinator

- Taught AP and IB English courses, nurturing analytical and critical thinking skills.

- Supervised extended essays and personal projects, guiding students in research and academic writing.
- Organized Model United Nations events, enhancing students' communication and leadership abilities.
- Oversaw curriculum and syllabus management to optimize learning pathways.

*CSG Willem van Oranje, Oud-Beijerland, The Netherlands*

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08/2013 – 08/2016

High School Teacher & Coordinator

- Instructed IBDP and VWO/HAVO English, fostering a dynamic and interactive learning environment.
- Coordinated international programs, facilitating cultural exchange and global awareness.
- Led unit planning and syllabus development to support diverse educational needs.

*Loreto Abbey Dalkey, Dublin, Ireland*

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08/2012– 08/2013

High School Teacher

- Taught Junior and Leaving Certificate English and History, integrating special education strategies.
- Developed tailored lesson plans to meet individual learning needs and promote inclusivity.
- Contributed to curriculum management and syllabus structuring to enhance academic outcomes.

*Youthreach Georges Street, Dublin, Ireland*

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08/2012– 08/2013

Curriculum Designer

- Designed FETAC Drama Studies curriculum, aligning with educational standards and student interests.
- Created innovative units to engage learners and enhance creative expression.
- Managed curriculum framework and unit coherence to ensure educational effectiveness.

*Beijing Huijia IB Private School, Beijing, China*

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08/2011– 08/2012

High School Teacher

- Taught IBMYP and IBDP English courses, enhancing students' language and literary skills.
- Collaborated with international faculty to develop cross-cultural teaching strategies.
- Directed syllabus development and unit planning to align with institutional goals.

# Betsy Garcete

## EDUCATION

### Master of Science in Business Management (M.S.M)

The Catholic University of America

Washington, D.C

01/2013 - 12/2015

- Master of Science in
- Management (M.S.M)
- Concentration: Leadership

### Bachelor Of Arts in Psychology

The Catholic University of America

Washington, D.C

01/2008 - 12/2008

## EXPERIENCE

### Founding Member / Director of Operations and Data Management

[NewU Early College Public Charter School](#)

Washington, D.C.

2025

- Support the founding team in the charter approval process

### Adjunct Faculty, Business

[Montgomery College](#)

Takoma Park, MD

09/2024 - Present

- Design and deliver a continuing education course tailored to aspiring and practicing artists.
- Lead in-depth, practical training on **financial management, branding, legal frameworks, and revenue strategies**.
- Guide students in creating personalized business plans, helping them identify their artistic products, target audiences, and sustainable revenue streams.

### Adjunct faculty, Design Thinking & Brand Management

[NewU University](#)

Washington, D.C

03/2024 - Present

- Design and Deliver Brand Management courses, emphasizing brand identity, positioning, and crisis management strategies.
- Lead interactive Design Thinking courses, applying **human-centered processes** to tackle real-world challenges.
- Guide students in prototyping innovative solutions using tools like Miro and journey mapping.
- Foster collaborative environments that emphasize experimentation and creative iteration.
- Improved course completion rates through innovative curriculum design and personalized student engagement strategies.

### Translator

[BBC News](#)

Washington, D.C.

08/2024

- Provided live and recorded interview translation for an interviewer in London, England.
- Increased media accuracy by 20% through improved communication maintaining context integrity during interviews.

### Career Transition

London, United Kingdom

03/2022 - 04/2024

### Founder

[Zophia](#)

Washington, D.C

01/2010 - 01/2022

- Led creative and operational oversight for the company, balancing branding, digital strategy, and product launches.
- Delivered solutions that connected **data, market trends, and user insights**, resulting in innovative product launches that exceeded client expectations.
- Demonstrated **curiosity and adaptability** by staying ahead of industry trends and integrating new tools and technologies into product development.
- Built and managed high-performing team, fostering innovation and cross-discipline collaboration.

### Manager of Operations/ Proposals

[Garcete, LLC](#)

Bladensburg, MD

04/2018 - 04/2022

- Improved productivity by 25% by streamlining operations through Asana implementation.
- Increased proposal acceptance rate by 25% by leading government contract proposals under strict deadlines.
- Coordinated data analysis to optimize project budgets and resource allocation.

## SKILLS

**Strengths:** Creative problem-solving, budget management, client relations, Team development, Creative Strategy Experience

**Strategic Leadership & Facilitation:** Design Thinking, Critical Thinking, Curriculum Development

## SKILLS

**Project Management Tools:** Project Roadmapping, Asana, Miro, Microsoft Suite, Google Slides and Google Sheets

**Collaboration & Cultural Sensitivity:** Cross-functional team leadership, stakeholder engagement

## LANGUAGES

**English** (Native)

**Fluent spanish** (Native)

## INTERESTS

[Empowering Others To Live Out Their Dreams](#)

[Lifelong Learning](#)

# VIKTORIYA V. ZOTOVA

University executive and business analytics professor with expertise in policy analysis. Designs and implements university policies and procedures on financial and student support matters. Certified learning coach. Quadrilingual. Delivered technical assistance to developing countries. Published in outlets of the International Monetary Fund. Proficient in advanced technology for enterprise resource planning (ERP), data visualization and analytics automation, robotic process automation, and process mining. PhD from UMD and Master's from Harvard.

## EDUCATION

<b>PhD, Business and Management</b> , <i>Accounting and Information Assurance</i> University of Maryland, R. H. Smith School of Business, College Park, MD	2021
<b>Master of Liberal Arts</b> , <i>Legal Studies (with honors)</i> Harvard University, Extension School, Boston, MA	2024
<b>Bachelor of Arts</b> , <i>Economics (summa cum laude)</i> St. Norbert College, De Pere, WI	2013
<b>Certification</b> , <i>Sustainability and Climate Risk</i> , Global Association of Risk Professionals	2021
<b>Certification</b> , <i>Learning Coach (incl. for students with special needs)</i> , College Reading & Learning Association	2011

## PROFESSIONAL EXPERIENCE

<b>NEWU UNIVERSITY</b> , Washington DC Executive Vice President & Chief Financial Officer	2020-present
<ul style="list-style-type: none"><li>Managing strategic and financial planning and operations</li><li>Designing and implementing university policies and procedures on financial and student support matters, including in collaboration with Harvard University's Disability Access Office to support students with special needs</li><li>Creating budgets, forecasts, cash flow projections</li><li>Overseeing regulatory compliance</li><li>Negotiating contracts</li><li>Nurturing relationships with partner organizations</li></ul>	
<b>GEORGETOWN UNIVERSITY</b> , McDonough School of Business, Washington, DC Visiting Professor   Visiting Scholar	2021-present
<ul style="list-style-type: none"><li>Teaching financial analysis and accounting in <i>Undergraduate</i> and <i>Master of Science</i> programs</li><li>Supervising <i>Senior Honors Thesis</i> as primary advisor; advisee received outstanding thesis award</li></ul>	
<b>INTERNATIONAL MONETARY FUND</b> , Washington, DC External Expert, Monetary & Capital Markets Department (MCM), part-time	2018-present
<ul style="list-style-type: none"><li><i>Area of expertise</i>: Investment regulation, global movement of capital</li></ul>	
Research Analyst, MCM	2013-2016
<ul style="list-style-type: none"><li>Acquired expertise in regulation of international trade and investments</li><li>Reviewed &amp; updated country-specific chapters for 60 countries annually with minimal supervision for the <i>Annual Report on Exchange Arrangements and Exchange Restrictions (AREAER)</i></li><li>Communicated with officials from central banks &amp; ministries of finance</li><li>Member of technical assistance missions to developing countries</li><li>Developed proposal that received full funding of \$500,000 for capital IT project; led implementation</li></ul>	

## COMPUTING & DATA MANAGEMENT

Quantitative/Modeling Software: Stata, SPSS, EViews, SAS, MATLAB (incl. Dynare) | Machine learning: Python  
 Big data visualization: Tableau, PowerBI | Analytics automation: Alteryx (certified *Designer Core*)  
 Robotic process automation: UiPath, Make | Process mining: Celonis (certified *Process Mining Audit Professional*)  
 Accounting/Enterprise Resource Planning (ERP): IDEA, NetSuite, Salesforce (Customer Relationship Management)  
 Other: Microsoft Office Suite (incl. Access), Keynote, Adobe InDesign (publication design)

## PUBLICATIONS

**BOOK CHAPTER**, In “*Modernizing China: Investing in Soft Infrastructure*”, International Monetary Fund (IMF) 2016  
 ▪ Chapter 8: Capital Account Opening and Capital Flow Management (co-author) (in English and Chinese)  
<https://www.elibrary.imf.org/view/IMF071/23209-9781513539942/23209-9781513539942/ch08.xml?language=en&redirect=true>

## ARTICLES

*AREAER at 50+*, IMF (with Salim Darbar) 2015  
*Capital Flows: Dynamics, Evolution, and Policy Advice*, IMF (solo author) 2014

## ANNUAL/PERIODIC REPORTS (contributor)

*Annual Report on Exchange Arrangements and Exchange Restrictions*, IMF 2014- 2016, 2018-2023  
*Technical Assistance Annual Report (MCM)*, IMF 2015, 2016  
*Technical Assistance Strategy Update (MCM)*, IMF 2014

## INTERNAL IMF PUBLICATIONS

*Board Papers (capital flows; multiple currency practices)*  
*Note on Commodity Price Shocks and Greater Exchange Rate Flexibility*

## IN THE PRESS

Contributor to news outlets on macroeconomic and finance issues

## HONORS & AWARDS

Outstanding Paper Award, International Accounting Section Midyear Meeting, Las Vegas, NV 2022  
 Fellow, Graduate Fellows Program, National Capital Area Chapter, United Nations Association 2020  
 Research Grant, Centers for International Business Education & Research (CIBER), UMD 2018  
 Full graduate assistantship & fellowship, UMD 2016  
 Spot Award, recognition for exceptional work, MCM, IMF 2014  
 E. C. Killeen Award for Distinction in Economics, Department of Economics, SNC 2013  
 Two exemplary leadership awards, SNC and U.S. national recognition 2013  
 Learning Coach certificate, College Reading & Learning Association 2011  
 Research Grants, SNC 2011, 2012

## PRESENTATIONS & CONFERENCE PARTICIPATION

COP29 United Nations Conference, Baku, Azerbaijan 2024  
 Official observer  
 Georgetown University, Washington, DC 2023  
 Presented “*Bank Rents: Theory and Evidence*”  
 Washington Accounting Research Symposium, College Park, MD 2022  
 Presented “*Bank Risk and Bank Rents: The Franchise Value Hypothesis Reconsidered*”  
 Virginia Accounting Research Conference, Richmond, VA 2022  
 Presented “*Does Climate Change Transparency Affect Capital Flows? Evidence from Mandatory GHG Emissions Reporting*”

<b>International Accounting Section Midyear Meeting</b>	2022
Presented " <i>Foreign Direct Investment, Outsourcing Investor Protection, and the Role of Accounting Transparency</i> "	
Discussed two papers	
<b>American Economic Association Annual Meeting</b>	2022
Presented (poster) " <i>Bank Rents: Theory and Evidence</i> "	
<b>Fifth Edinburgh-Shanghai Green Finance Virtual Conference</b>	2021
Presented " <i>Does Climate Change Transparency Affect Capital Flows? Evidence from Mandatory GHG Emissions Reporting</i> "	
<b>Young Scholars Research Symposium V, University of Illinois at Urbana-Champaign</b>	2021
<b>International Accounting Section Midyear Meeting</b>	2021
Presented " <i>Does Climate Change Transparency Affect Capital Flows? Evidence from Mandatory GHG Emissions Reporting</i> "	
Discussed one paper	
<b>Federal Reserve Board, Washington, DC</b> (" <i>Does Climate Change Transparency Affect Capital Flows [...]</i> ")	2021
<b>National University of Singapore,</b> (" <i>Does Climate Change Transparency Affect Capital Flows [...]</i> ")	2021
<b>University of Hong Kong,</b> (" <i>Does Climate Change Transparency Affect Capital Flows [...]</i> ")	2021
<b>Georgetown University, Washington, DC</b> (" <i>Does Climate Change Transparency Affect Capital Flows [...]</i> ")	2020
<b>Doctoral Consortium, International Accounting Section Midyear Meeting</b>	2021
<b>Doctoral Consortium, Financial Accounting and Reporting Section Midyear Meeting, Nashville, TN</b>	2020
<b>American Accounting Association Annual Meeting, San Francisco, CA</b>	2019
Presented "Foreign Direct Investment, Outsourcing Investor Protection, and the Role of Accounting Transparency"	
Discussed two papers	
<b>American Accounting Association Annual Meeting, National Harbor, MD</b>	2018
Presented by co-author "Is the U.S. Unique? International Evidence on the Aggregate Earnings>Returns Association"	
Discussed two papers	
<b>George Washington University School of Business Cherry Blossom Conference, Washington, DC</b>	2018
Presented by co-author "Is the U.S. Unique? International Evidence on the Aggregate Earnings>Returns Association"	
Presented by co-author "Stargazing: The Effect of Superstar CEOs on Competitors' Behavior"	
<b>Center for Accounting Research and Education (CARE) Conference, Lansdowne, VA</b>	2018
Moderator	
<b>Financial Accounting and Reporting Section Midyear Meeting, Austin, TX</b>	2018
Presented by co-author "Is the U.S. Unique? International Evidence on the Aggregate Earnings>Returns Association"	
<b>Washington Area Research Symposium, George Mason University, Arlington, VA</b>	2018
<b>Central Bank of a developing economy</b>	2016
Presented policy guidance "How to Peg a Currency to a Basket of Currencies"	
<b>IMF Webinars, Washington, DC</b>	2015, 2016
Presented the update of IMF database to external users	



# Matthew N. Baker

## EDUCATION

- Harvard Graduate School of Education** – Cambridge, MA, USA Aug 2016 - May 2017  
*Ed.M, Language & Literacy Program, GPA 4.0/4.0*
- Harvard-Universidad de Puerto Rico Winter Institute
  - Massachusetts Institute of Technology (MIT) Linguistics Department – Machine Learning coursework
- College of William & Mary** – Williamsburg, VA, USA Aug 2011 – May 2015  
*Bachelors of Arts and Sciences in Linguistics / Modern Languages, GPA 4.0/4.0*
- Phi Beta Kappa Society, Alpha Chapter of VA
  - IEFÉ French Language Studies - l'Université Paul-Valéry, Montpellier, France Summer 2014

## WORK EXPERIENCE

- Data Analyst - Green Climate Fund (United Nations FCCC)** April 2023- Present
- Analyze climate finance and operations data and build impact learning reports for the Secretariat and Board
  - Develop ontology and taxonomy for UN Framework for Climate Change Databases
  - Use Tableau and GCF databases to create Board Meeting reports for Office of Directorate
- Senior Project Manager at Defined.AI – Seattle, Washington** Oct 2020 – Apr 2023
- Collaborated with engineers and linguists to improve machine learning and NLP models
  - Designed and led projects for taxonomic entity tagging, semantic analysis, text to speech, etc.
  - Lead a team to develop and implement crowdsourcing strategies and monitor and improve data quality
  - Analyzed project performance (ToT, throughput, Pearson Score, etc...) with SQL and dashboards
  - Created and managed reports and project dashboards with PowerBI, Tableau, and SQL
  - Improved and maintained Python pipeline codes and client-facing API
- Data Specialist at Defined.AI – Seattle, Washington** Oct 2019 – Oct 2020
- Developed and applies semantic analysis methodologies for large datasets according to client needs
  - Analyzed database results and performs NLP research with Python scripting and SQL querying
  - Managed a machine learning team of 150+ in 40 languages for Artificial Intelligence projects
  - Collaborated with engineers at top tech companies to improve efficiency and quality of NLP crowdsourcing
  - Wrote project guidelines and designs quality assessments and measurements
- Teaching and School Experience**
- NewU Early College Public Charter School Inc.** Jan 2025 - present  
Founding member and Emergent Multilingual Learner Coordinator
- Chungdam Academy - Seoul, South Korea** Feb 2018 - Mar 2019  
English and Logic courses at elementary and middle school level
- Lever Tutoring - Remote / Lisbon, Portugal** June 2016 -Oct 2019  
English, Mathematics, and Test prep tutoring at high school and university level
- JiFeng Elementary School - Taichung, Taiwan** Aug 2015-June 2016  
Elementary public school English as a second language teacher
- Washington International School - Washington, DC** June 2015-July 2015  
French Language teacher at elementary school level

## LANGUAGE SKILLS

- English** – Native English speaker.
- French** - Professional speaking, listening, writing, and reading. Multiple academic stays in France.
- Spanish** - Professional speaking, listening, writing, and reading. Academics and travel in Mexico and Puerto Rico.
- Korean** – Intermediate in speaking, listening, writing, and reading. Working and living in South Korea.
- Mandarin Chinese** - Advanced speaking, listening, writing (pinyin), and reading. Work and travel in ROC and PRC.
- Russian** - Advanced speaking, listening, writing, and reading. Three-semester residency in Russian program housing.
- Portuguese** - Intermediate in speaking, listening, writing, and reading. Working and living in Brazil.

**AWARDS**

U.S. Fulbright Teaching Assistant Award - Taiwan	2015/16
Foreign Language Association of VA Language Learning Award	2015
Foreign Language Department Outstanding Student Award - College of William & Mary	2015
Virginia Council of Teachers of Mathematics Scholarship	2012
James Monroe Scholar – College of William & Mary	2011

**COMPUTER SKILLS**

- Professional Certification: Tableau Certified Data Analyst
  - Python, SQL, SuperSet, Postman, Tableau, SRT Tool, Neevo Platform and Database
  - Linguistic Analysis: Praat, ToBI
- May 2022

# Claudia A. Diamante

## CHIEF STRATEGY OFFICER & ENTREPRENEUR

Dynamic and creative chief strategy officer with extensive experience in complex project management, innovation, and business development. Responsible for P&L at multimillion-dollar business units. History of success driving complex projects from inception to delivery while cultivating strategic relationships, and leading and coaching high performing teams. Adept at defining, shaping, negotiating, and executing sophisticated commercial strategies and revenue growth initiatives. Known for resolving growth challenges and reversing negative trends. Experience in Space, Media, Health & Wellness and Pharmaceutical industries.

### AREAS OF EXPERTISE

Entrepreneurial Drive and Execution | Product Management | Commercial Strategy | Business Development | Enterprise Leadership | Coaching & Mentoring | Business Planning & Forecasting | Yield Management & Pricing | Business Process Optimization | Strategic Sourcing

### EXPERIENCE

#### **Founder & Health Coach**, Washington, DC

##### ***My Health My Design*** – July 2024 – Present

- Provide personalized 1:1 and group health coaching to a diverse clientele, including teens, adult professionals, and active retirees, to support sustainable lifestyle changes and wellness goals.
- Design and host webinars and interactive talks on healthy habits, focusing on actionable steps to improve clients' well-being.
- Develop tailored coaching plans centered on client needs, incorporating evidence-based strategies for habit formation and behavior change.

#### **Intelsat Corporation**, McLean, VA

##### **Head of Product & Business Development, Space Services – Commercial Space and Int'l Governments** March 2015 - July 2024

Led \$55M Global Professional Services group that supports satellite lifecycle programs. Focused on growth opportunities by leveraging key partnerships with global players. Formed team and increased business visibility across Global Sales, International Government, and other functions. Managed \$2M operating budget and direct activities of 4 staff members.

- **Commercial Strategy:** Developed a global strategy to propel the business for growth by upselling on existing products and establishing partnerships with highly synergistic value. Teamed with sales leaders to develop strategic account plans.
- **Business Development:** Led the development of long-term strategies with focus in emerging space sectors. Proposed multi-million-dollar revenue products and services for government and commercial markets.
- **Product Management:** Managed the commercialization of four segments to include the provision of satellite operations support, launch services, consulting services and ground as a service. Developed collateral materials, pitch decks, and online content. Regularly presented the product line to both internal and external customers.
- **Entrepreneurial Drive and Execution:** Developed several partnerships across various product lines, to tap into new markets, and to grow company's book of business. Increased revenues by 60% in 2023, compared to 2022. High growth expected for 2024, at 18% YoY.
- **Enterprise Leadership:** Managed RFP Proposal team that worked cross functionally to execute bid strategy, and which focused on optimizing bid process and PWin probability.
- **Business Planning & Forecasting:** Developed yearly budget and 5-year business plan. Presented monthly reviews to Sr. Management of the business unit forecast and variances against budget.
- **Coaching & Mentoring:** Coached team members to develop their sales and PM skills and advance in their career. Participated in the Intelsat Mentorship program as a mentor to high potential employees as well as a mentee.
- **Strategic Sourcing:** Negotiated multi-million-dollar contracts for capacity purchase from third-party operators for Intelsat's government business unit, totaling \$40M annually.

#### **Senior Manager, Business Management & Sales Operations**, March 2011 - March 2015

Product management lead for Global Sales organization for \$2.5B commercial enterprise supporting all sales regions and business units. Managed global team of 12 business professionals across 5 continents.

- **Business Process Optimization:** Designed and managed implementation of sales cycle process for Global Sales.

**Senior Product Manager, Media Services**, June 2006 - March 2011 - continued

- Business Planning & Forecasting: Supported forecasting, planning and execution of ~\$300M annual pipeline.
- Enterprise Leadership: Led cross-departmental coordination for all upgrades and modifications to company's CRM, Salesforce.com.
- Coaching: Trained/Coached/Promoted team members and developed robust succession planning for team roles.

**Senior Product Manager, Media Services**, June 2006 - March 2011

Managed media transponder products, platforms, and solutions for global video distribution, with media being one of three product lines, contributing to revenues of \$790M in 2010. Evaluated and structured strategic partnerships. Contributed to drafting of term sheets, developed financial models, negotiated agreements, integrated deals. Identified profitable opportunities for growth.

- Negotiation: Developed and supported \$100M contract negotiation for multi-transponder, multi-year contract in Latin America including managing an antenna seeding program worth \$3M.
- Product Management: Led the development of back-up plan for NA broadcast customers that were part Intelsat's In Orbit Protection (IOP) program. Part of a team to define reallocation of transponder capacity, pricing, deal structuring, contract terms and accounting. This initiative brought in \$1.3M in CYR and \$21M in backlog.
- Yield Management & Pricing: Generated initiatives to maximize product profitability by market and asset allocation. Led customer reallocation to strengthen a direct-to-home neighborhood in NA for ethnic programming. This initiative provided growth of \$9M and allowed Intelsat to win business from major competitor.
- Commercial Strategy: Defined the strategic direction of the video business by asset and application. Analyzed impact and risk assessment of new digital media technologies transforming traditional media & entertainment.
- Business Planning & Forecasting: Managed media forecast: Presented to Senior Management a bi-weekly report with P&L projections and trends for the video segment. Monitored cash basis customers and participated in re-structuring of agreements to bring accounts current.

#### **ADDITIONAL RELEVANT EXPERIENCE**

**Intelsat Corporation**, McLean, VA

##### **Pricing Manager, Marketing & Strategy**

Developed Intelsat's pricing strategy & policies. Introduced new pricing structure that contributed to greater sales discipline and revenue increases. Trained salesforce. Completed automation of pricing tool to track product pricing performance. Monitored and reported price trends and key metrics.

##### **Intern, Financial Analysis (MBA)**

Produced business cases and financial analyses for Media deals. Played key role in core-team that created \$15M alliance with New Zealand partner to expand international presence in Asia-Pacific. Participated in drafting of agreement.

**Columbia Tristar Films**, Buenos Aires, Argentina

##### **Senior Financial Analyst**

**Multicanal S.A.**, Buenos Aires, Argentina

##### **Senior Commercial Analyst**

**Rhone-Poulenc Rorer**, Buenos Aires, Argentina

##### **Financial Analyst**

#### **EDUCATION**

American University, Kogod School of Business, Washington, DC

##### **Master of Business Administration, Marketing Management & Finance**

##### **Bachelor's in Business Administration**

##### **Certified Public Accountant**

Universidad De Buenos Aires, School of Economics, Buenos Aires, Argentina

#### **BUSINESS OWNERSHIP**

**Entrepreneurship:** Co-Founder and CCO of Nailsaloon LLC (Sold business in 2021)

**CERTIFICATIONS**

**Health Coach**, Institute for Integrative Nutrition, Graduate Feb 2023, DC Master Gardener, Graduate Summer, 2024

**COMPETENCIES**

**Real Estate & Project Management:** Extensive experience managing owned investments, leading residential renovations, and delivering commercial projects. Successfully designed, built, and managed complex infrastructure initiatives at Intelsat teleport facilities and developed commercial spaces for an entrepreneurial business venture.

**LANGUAGES**

Native Spanish Speaker | Fluent in English | Proficient in Italian and Portuguese

**SOFTWARE**

Microsoft Office (Word, Excel, PowerPoint, and Outlook) | Salesforce.com

**COMMUNITY ENGAGEMENT**

**Advocate, DC Young Center for Immigrant Children (2018–Present)**

Support unaccompanied immigrant children detained in U.S. facilities by providing advocacy, legal aid coordination, and social support to ensure their well-being and fair representation.

**Board Member, NewU Early College Public Charter School Inc.**

Provide strategic guidance and governance to support the school's mission of offering an innovative early college model, expanding access to higher education for students.

**AWARDS**

Intelsat CEO Award recipient 2016

# NewU Early College Public Charter School Inc.

## Conflicts of Interest Policy<sup>1</sup>

### Article I – Purpose

The purpose of this Conflict of Interest Policy (“Policy”) is to protect the interests of **NewU Early College Public Charter School Inc.** (the “Organization” or “School”), a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and operating as a public charter school in the District of Columbia, when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Trustee or Officer or might result in a possible excess benefit transaction. This Policy is intended to supplement, not replace, any applicable District of Columbia or federal laws governing conflict of interest applicable to nonprofit and charitable organizations, including the District of Columbia School Reform Act (D.C. Official Code § 38–1802.04 et seq.).

### Article II – Definitions

#### 1. Interested Person

Any Trustee, principal Officer, or member of a committee with Board-delegated powers, who has a direct or indirect Financial Interest as defined below, is an Interested Person.

#### 2. Financial Interest

A person has a Financial Interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the School has a transaction or arrangement,
- b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

#### 3. Compensation includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

A Financial Interest does not necessarily constitute a conflict of interest. Under **Article III, Section 2** of this Policy, a Financial Interest may become a conflict of interest only if the Board of Trustees (or a Board-delegated committee) decides that a conflict exists.

### Article III – Procedures

#### 1. Duty to Disclose

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the Financial Interest and all material facts to the Board of Trustees or to any committee with Board-delegated powers considering the proposed transaction or

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<sup>1</sup> Note: This Policy is modeled on a template developed by the Internal Revenue Service (“IRS”) for nonprofit organizations. The IRS template is available at <http://www.irs.gov/instructions/i1023/ar03.html>.

arrangement. The Interested Person should be given the opportunity to disclose all relevant information in writing or verbally, as appropriate.

2. **Determining Whether a Conflict of Interest Exists**

After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, that person shall leave the Board or committee meeting while the remaining members discuss and vote on whether a conflict of interest exists.

3. **Procedures for Addressing the Conflict of Interest**

a. An Interested Person may make a presentation at the Board or committee meeting, but after the presentation, they shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the Board or committee may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or committee shall determine whether the School can obtain, with reasonable efforts, a more advantageous transaction or arrangement from an individual or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. Based on this determination, it may decide whether to enter into the transaction or arrangement.

4. **Violations of the Conflict of Interest Policy**

a. If the Board or committee has reasonable cause to believe that a Trustee, Officer, or committee member has failed to disclose an actual or possible conflict of interest, it shall inform that individual of the basis for such belief and provide an opportunity to explain the alleged failure to disclose.

b. If, after hearing the individual's response and after making further investigation as warranted by the circumstances, the Board or committee determines that a conflict of interest was not properly disclosed, it shall take appropriate disciplinary and corrective action, which may include censure, removal from a committee assignment, or recommendation for removal from the Board, consistent with the School's Bylaws and DC Code.

## **Article IV — Records of Proceedings**

The minutes of the Board of Trustees and all committees with Board-delegated powers shall include:

1. The names of the persons who disclosed, or were otherwise found to have, a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict existed, and the Board's or committee's final decision as to whether a conflict existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion (including any alternatives), and a record of any votes taken in connection with the proceedings.

## **Article V — Compensation**



1. A voting member of the Board of Trustees who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is similarly precluded from voting on matters pertaining to their compensation.
3. No voting member of the Board of Trustees or any committee whose jurisdiction includes compensation matters — who receives compensation from the School, directly or indirectly — is prohibited from providing information to any committee regarding compensation.

#### **Article VI — Annual Statements**

Each Trustee, principal Officer, and member of a committee with Board-delegated powers shall annually sign a statement affirming that such person:

1. Has received a copy of this Conflict of Interest Policy,
2. Has read and understands the Policy,
3. Has agreed to comply with the Policy, and
4. Understands that the School is a charitable organization, and in order to maintain its federal tax exemption it must primarily engage in activities that accomplish one or more of its tax-exempt purposes.

#### **Article VII — Periodic Reviews**

To ensure the School operates in a manner consistent with charitable purposes and to avoid activities that could jeopardize its tax-exempt status, the Board of Trustees (or a committee delegated by the Board) shall conduct periodic reviews. These reviews shall, at a minimum, cover:

1. **Reasonableness of Compensation**  
Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining.
2. **Contractual and Business Arrangements**  
Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or excess benefit transactions.

#### **Article VIII — Use of Outside Experts**

When conducting the periodic reviews outlined in **Article VII**, the Board of Trustees may, but need not, use outside advisors or consultants. If outside experts are used, their assistance does not relieve the Board of its ultimate responsibility to ensure that the School's activities remain in full compliance with District of Columbia and federal requirements.

#### **Article IX — Additional Requirements Under District of Columbia Law**

In accordance with the District of Columbia School Reform Act (D.C. Official Code § 38–1802.04 et seq.) and the guidelines of the DC Public Charter School Board (“DC PCSB”), the following additional requirements apply:

**1. Prohibition on Self-Dealing and Nepotism**

- No Trustee, Officer, or employee of the School shall participate in selecting, awarding, or administering a contract if a real or apparent conflict of interest exists (e.g., the contract involves an immediate family member).
- Any proposal for hiring an immediate family member of a Trustee or Officer must be disclosed to the Board. The Board (excluding the Interested Person) must determine, by a majority vote of the disinterested members, that the proposed hiring is fair, reasonable, and in the School’s best interests under the procedures set forth in this Policy.

**2. Board Composition**

- Pursuant to DC Code §§ 38–1802.05 and 38–1802.06, the Board shall ensure compliance with any residency requirements, as well as any requirements limiting the number of School employees who may serve as voting Trustees.

**3. Contractual Approval**

- Under DC law, no Trustee may have a direct or indirect financial interest in any contract with the School unless the Board has fully complied with this Policy (including disclosure and recusal procedures) and determined that the contract is fair, reasonable, and necessary for the School’s educational mission.

**4. Compliance with DC PCSB Policies**

- The School shall comply with any additional conflict-of-interest requirements set forth by the DC PCSB, including timely reporting of any related-party transactions or relationships that could be viewed as a potential conflict under DC regulations.

All Trustees, Officers, and employees are expected to adhere to this Policy in addition to all relevant DC and federal laws.

**Certification**

I hereby certify as follows:

I have received a copy of the foregoing Conflict of Interest Policy of NewU Early College Public Charter School Inc. I have read it carefully, I understand it, and I agree to comply with the Policy. I understand that NewU Early College Public Charter School Inc., is designated as a 501(c)(3) charitable organization and as a DC Public Charter School, and that in order to maintain its federal tax exemption and its DC PCSB charter, NewU Early College Public Charter School Inc. must be operated exclusively for its tax-exempt and public charter school purposes.

To the best of my knowledge, except as hereinafter stated, (1) I do not have any financial interest as described in Article II of the Policy (excepting, in the case of an employee of NewU Early College Public Charter School Inc., a compensation arrangement with NewU Early College Public Charter School Inc. that has been approved by the Board of Directors); and (2) I have no interest that conflicts with the

interests of NewU Early College Public Charter School Inc., nor do I have any relationship or interest that may appear to present a conflict.

THE EXCEPTIONS ARE:

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If any situation should arise in the future which I believe may cause me to have a conflict of interest with NewU Early College Public Charter School Inc., I will promptly and fully disclose the circumstances to the Chair of the Board of Trustees.

Jonas Rolett

*Jonas Rolett* 02 / 24 / 2025

Ruth Lyons

*Ruth Lyons* 02 / 24 / 2025

Claudia Diamante

*Claudia Diamante* 02 / 24 / 2025

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Title	Conflict of Interest form - please sign asap
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Audit trail date format	MM / DD / YYYY
Status	● Signed

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**BOARD MEMBER AGREEMENT**  
OF NEWU EARLY COLLEGE PUBLIC CHARTER SCHOOL INC.

This Board Member Agreement (“Agreement”) is made and entered into by and between **NewU Early College Public Charter School Inc.**, a nonprofit corporation incorporated in the District of Columbia (the “Corporation”), and Jonas Rolett (“Trustee”). This Agreement is effective as of the date the Trustee was listed on the DCRA-approved Articles of Incorporation, February 21, 2025.

**1. Purpose and Mission**

**1.1 Purpose**

The Corporation is organized and shall be operated exclusively for charitable, scientific, or educational purposes, with the sole primary purpose of establishing and operating a public charter school in the District of Columbia, as described in the Articles of Incorporation.

**1.2 Mission**

The Corporation’s mission is to empower students to achieve college and lifelong success by providing the shortest and most affordable pathway to college in the nation. As a Trustee, you agree to support and uphold this mission when serving on the Board of Trustees (“Board”).

**2. Term of Service, Removal, or Resignation**

**2.1 Term**

- Trustees generally serve a term of three (3) years or until the election and qualification of their successors, in accordance with the Bylaws. (Art. III, Sec. 4)

**2.2 Removal**

- You may be removed from the Board by either:
  - A Two-Thirds Majority vote of all fellow Trustees or Members for reasons including, but not limited to, repeated absences or conduct deemed harmful to the Corporation. (Art. II, Sec. 2; Art. III, Sec. 6)

**2.3 Resignation**

- You may resign at any time by delivering written notice to the Board Chair or Corporate Secretary. Such resignation is effective upon receipt, unless a later date is specified. (Art. V, Sec. 4)

**3. Duties and Responsibilities**

As a Trustee, you have fiduciary, strategic, and policy-setting responsibilities to the Corporation:

### **3.1 Oversight and Governance**

- Exercise charge, control, and oversight of the Corporation's affairs, strategy, policies, and funds.
- Approve the annual budget, major policy decisions, and significant corporate actions, consistent with the District of Columbia School Reform Act and all other applicable laws. (Art. III, Sec. 1)

### **3.2 Strategic Guidance and Policy**

- Contribute to the development of long-range strategic goals.
- Through Board meetings and committee work, help shape the direction of the School.

### **3.3 Good Faith and Pro Bono Support**

- Continuously and in good faith contribute your expertise, external relationships, and support to the School.
- Make periodic in-kind or financial contributions at your discretion and ability to help sustain the School's mission. (Art. III, Sec. 1)

### **3.4 Meeting Attendance and Preparation**

- Attend all Board meetings (Regular and Extraordinary) in person or through approved electronic means.
- Arrive prepared by reviewing all materials in advance; actively participate in discussions and decision-making (Art. III, Secs. 9, 13)

### **3.5 Compliance and Accountability**

- Ensure that the School operates in accordance with its Articles of Incorporation, Bylaws, and relevant District of Columbia and federal regulations.
- Comply with the School's internal policies and all applicable laws.

### **3.6 Annual Board Self-Evaluation**

- Actively participate in the Board's formal annual self-evaluation, providing honest feedback and suggestions for improvement in accordance with the requirement set forth in the Bylaws. (Art. III, Sec. 1)

## **4. Performance Expectations**

### **4.1 Act in the Best Interests of the Corporation**

- Serve with loyalty, care, and obedience to the mission.
- Avoid any activities that could harm or undermine the Corporation's mission or reputation.



## 4.2 Maintain Confidentiality

- Keep confidential all non-public information relating to the School's operations, finances, and students.
- Refrain from disclosing sensitive or proprietary information to unauthorized persons.

## 4.3 Comply with Conflict of Interest Policies

- Promptly disclose any actual or perceived conflicts of interest.
- Follow the Corporation's Conflict of Interest Policy and refrain from voting on or influencing any matter in which you have a direct or indirect personal or financial interest. (Art. VII)

## 4.4 Cooperate with Audits and Reviews

- Cooperate fully with external and internal audits or reviews, including providing requested information and participating in relevant committees. (Art. X)

## 4.5 Uphold Fiduciary Duties

- Exercise due diligence, reasonable care, and good faith in organizational oversight.
- Act with the level of competence and integrity expected of public charter school fiduciaries.

# 5. Compensation and Reimbursement

## 5.1 Volunteer Service

Trustees serve as volunteers and do not receive compensation for their service. (Art. VIII, Sec. 2)

## 5.2 Reimbursement of Expenses

Trustees may be reimbursed for reasonable and necessary expenses incurred in the performance of official Board duties, provided such expenses are approved according to Board policy and are not excessive in amount. (Art. VIII, Sec. 2)

# 6. Indemnification and Liability

## 6.1 Indemnification

The Corporation shall indemnify its Trustees to the fullest extent permitted by the District of Columbia Nonprofit Corporation Act, and as provided in the Articles of Incorporation and the Bylaws, so long as such indemnification does not constitute self-dealing or an excess benefit transaction under federal law. (Art. XIV)

## 6.2 Limitation of Liability

In the absence of fraud or bad faith, Trustees shall not be personally liable for the debts, obligations, or liabilities of the Corporation. (Art. XIV, Sec. 1)

## 7. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the District of Columbia, and is subject to the provisions of the School's Articles of Incorporation and Bylaws, as each may be amended from time to time.

## 8. Acceptance and Acknowledgment

By signing below, you acknowledge that you have reviewed this Agreement, the Corporation's Articles of Incorporation, and the Corporation's Bylaws; that you understand the responsibilities, expectations, and obligations of service on the Board of Trustees; and that you agree to abide by all of the terms and conditions set forth herein.

**Trustee:**

Jonas Rolett \_\_\_\_\_ Jonas Rolett 02 / 25 / 2025

**On behalf of the Board of Trustees of NewU Early College Public Charter School Inc.:**

Jonas Rolett \_\_\_\_\_ Jonas Rolett 02 / 25 / 2025

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### Note: The Board's Collective Responsibilities

For reference, the Board of Trustees exercises the following key duties **collectively**:

1. **Strategic and Policy Oversight.** Define the mission, vision, and strategic goals of the School and ensure alignment with legal and regulatory requirements.
2. **Financial Stewardship.** Approve the School's budget, oversee major financial decisions, and ensure the School has adequate resources to fulfill its mission.
3. **Academic Performance and Student Achievement.** Monitor and support the School's academic program, student progress, and overall educational quality.
4. Ensure the School meets or exceeds performance standards required by its charter and by District of Columbia authorities.
5. **Leadership Evaluation.** Select, evaluate, and, if necessary, remove the Head of School/Executive Director, ensuring effective management of day-to-day operations.
6. **Compliance and Accountability.** Monitor compliance with relevant laws, regulations, and charter requirements; promote ethical practices and transparency.
7. **Board Self-Governance.** Establish Board processes, evaluate Board performance annually, and continuously improve as a governance body.





Each Trustee supports these collective functions through active participation, preparation, and diligence, but no individual Trustee undertakes these duties alone. Rather, the Board acts **as a body** to set policy, pass resolutions, and guide the School.

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Title	Board Member Agreement (mandatory for PCSB application)
File name	Board_Member_Agre..._21_Feb_2025.docx
Document ID	9b5af95aae2a06940196e3d534bf5745bdafb4a8
Audit trail date format	MM / DD / YYYY
Status	● Signed

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### Document History

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 VIEWED	[Redacted]	[Redacted]
 SIGNED	[Redacted]	[Redacted]
 COMPLETED	[Redacted]	[Redacted]

**BOARD MEMBER AGREEMENT**  
OF NEWU EARLY COLLEGE PUBLIC CHARTER SCHOOL INC.

This Board Member Agreement (“Agreement”) is made and entered into by and between **NewU Early College Public Charter School Inc.**, a nonprofit corporation incorporated in the District of Columbia (the “Corporation”), and Ruth Lyons (“Trustee”). This Agreement is effective as of the date the Trustee was listed on the DCRA-approved Articles of Incorporation, February 21, 2025.

**1. Purpose and Mission**

**1.1 Purpose**

The Corporation is organized and shall be operated exclusively for charitable, scientific, or educational purposes, with the sole primary purpose of establishing and operating a public charter school in the District of Columbia, as described in the Articles of Incorporation.

**1.2 Mission**

The Corporation’s mission is to empower students to achieve college and lifelong success by providing the shortest and most affordable pathway to college in the nation. As a Trustee, you agree to support and uphold this mission when serving on the Board of Trustees (“Board”).

**2. Term of Service, Removal, or Resignation**

**2.1 Term**

- Trustees generally serve a term of three (3) years or until the election and qualification of their successors, in accordance with the Bylaws. (Art. III, Sec. 4)

**2.2 Removal**

- You may be removed from the Board by either:
  - A Two-Thirds Majority vote of all fellow Trustees or Members for reasons including, but not limited to, repeated absences or conduct deemed harmful to the Corporation. (Art. II, Sec. 2; Art. III, Sec. 6)

**2.3 Resignation**

- You may resign at any time by delivering written notice to the Board Chair or Corporate Secretary. Such resignation is effective upon receipt, unless a later date is specified. (Art. V, Sec. 4)

**3. Duties and Responsibilities**

As a Trustee, you have fiduciary, strategic, and policy-setting responsibilities to the Corporation:

### **3.1 Oversight and Governance**

- Exercise charge, control, and oversight of the Corporation's affairs, strategy, policies, and funds.
- Approve the annual budget, major policy decisions, and significant corporate actions, consistent with the District of Columbia School Reform Act and all other applicable laws. (Art. III, Sec. 1)

### **3.2 Strategic Guidance and Policy**

- Contribute to the development of long-range strategic goals.
- Through Board meetings and committee work, help shape the direction of the School.

### **3.3 Good Faith and Pro Bono Support**

- Continuously and in good faith contribute your expertise, external relationships, and support to the School.
- Make periodic in-kind or financial contributions at your discretion and ability to help sustain the School's mission. (Art. III, Sec. 1)

### **3.4 Meeting Attendance and Preparation**

- Attend all Board meetings (Regular and Extraordinary) in person or through approved electronic means.
- Arrive prepared by reviewing all materials in advance; actively participate in discussions and decision-making (Art. III, Secs. 9, 13)

### **3.5 Compliance and Accountability**

- Ensure that the School operates in accordance with its Articles of Incorporation, Bylaws, and relevant District of Columbia and federal regulations.
- Comply with the School's internal policies and all applicable laws.

### **3.6 Annual Board Self-Evaluation**

- Actively participate in the Board's formal annual self-evaluation, providing honest feedback and suggestions for improvement in accordance with the requirement set forth in the Bylaws. (Art. III, Sec. 1)

## **4. Performance Expectations**

### **4.1 Act in the Best Interests of the Corporation**

- Serve with loyalty, care, and obedience to the mission.
- Avoid any activities that could harm or undermine the Corporation's mission or reputation.

## 4.2 Maintain Confidentiality

- Keep confidential all non-public information relating to the School's operations, finances, and students.
- Refrain from disclosing sensitive or proprietary information to unauthorized persons.

## 4.3 Comply with Conflict of Interest Policies

- Promptly disclose any actual or perceived conflicts of interest.
- Follow the Corporation's Conflict of Interest Policy and refrain from voting on or influencing any matter in which you have a direct or indirect personal or financial interest. (Art. VII)

## 4.4 Cooperate with Audits and Reviews

- Cooperate fully with external and internal audits or reviews, including providing requested information and participating in relevant committees. (Art. X)

## 4.5 Uphold Fiduciary Duties

- Exercise due diligence, reasonable care, and good faith in organizational oversight.
- Act with the level of competence and integrity expected of public charter school fiduciaries.

# 5. Compensation and Reimbursement

## 5.1 Volunteer Service

Trustees serve as volunteers and do not receive compensation for their service. (Art. VIII, Sec. 2)

## 5.2 Reimbursement of Expenses

Trustees may be reimbursed for reasonable and necessary expenses incurred in the performance of official Board duties, provided such expenses are approved according to Board policy and are not excessive in amount. (Art. VIII, Sec. 2)

# 6. Indemnification and Liability

## 6.1 Indemnification

The Corporation shall indemnify its Trustees to the fullest extent permitted by the District of Columbia Nonprofit Corporation Act, and as provided in the Articles of Incorporation and the Bylaws, so long as such indemnification does not constitute self-dealing or an excess benefit transaction under federal law. (Art. XIV)

## 6.2 Limitation of Liability

In the absence of fraud or bad faith, Trustees shall not be personally liable for the debts, obligations, or liabilities of the Corporation. (Art. XIV, Sec. 1)

## 7. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the District of Columbia, and is subject to the provisions of the School's Articles of Incorporation and Bylaws, as each may be amended from time to time.

## 8. Acceptance and Acknowledgment

By signing below, you acknowledge that you have reviewed this Agreement, the Corporation's Articles of Incorporation, and the Corporation's Bylaws; that you understand the responsibilities, expectations, and obligations of service on the Board of Trustees; and that you agree to abide by all of the terms and conditions set forth herein.

Trustee:

Ruth Lyons \_\_\_\_\_ Ruth Lyons \_\_\_\_\_ 02 / 25 / 2025

On behalf of the Board of Trustees of NewU Early College Public Charter School Inc.:

Jonas Rolett \_\_\_\_\_ Jonas Rolett \_\_\_\_\_ 02 / 26 / 2025

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### Note: The Board's Collective Responsibilities

For reference, the Board of Trustees exercises the following key duties **collectively**:

1. **Strategic and Policy Oversight.** Define the mission, vision, and strategic goals of the School and ensure alignment with legal and regulatory requirements.
2. **Financial Stewardship.** Approve the School's budget, oversee major financial decisions, and ensure the School has adequate resources to fulfill its mission.
3. **Academic Performance and Student Achievement.** Monitor and support the School's academic program, student progress, and overall educational quality.
4. Ensure the School meets or exceeds performance standards required by its charter and by District of Columbia authorities.
5. **Leadership Evaluation.** Select, evaluate, and, if necessary, remove the Head of School/Executive Director, ensuring effective management of day-to-day operations.
6. **Compliance and Accountability.** Monitor compliance with relevant laws, regulations, and charter requirements; promote ethical practices and transparency.
7. **Board Self-Governance.** Establish Board processes, evaluate Board performance annually, and continuously improve as a governance body.

Each Trustee supports these collective functions through active participation, preparation, and diligence, but no individual Trustee undertakes these duties alone. Rather, the Board acts **as a body** to set policy, pass resolutions, and guide the School.



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Title	Board Member Agreement (mandatory for PCSB application)
File name	Board_Member_Agre..._21_Feb_2025.docx
Document ID	41fd0eaa438e1b4a19bb5e8466914c44aa027f82
Audit trail date format	MM / DD / YYYY
Status	● Signed

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### Document History





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 SIGNED	[Redacted]	[Redacted]
 COMPLETED	[Redacted]	[Redacted]

**BOARD MEMBER AGREEMENT**  
OF NEWU EARLY COLLEGE PUBLIC CHARTER SCHOOL INC.

This Board Member Agreement (“Agreement”) is made and entered into by and between **NewU Early College Public Charter School Inc.**, a nonprofit corporation incorporated in the District of Columbia (the “Corporation”), and Claudia Diamante (“Trustee”). This Agreement is effective as of the date the Trustee was listed on the DCRA-approved Articles of Incorporation, February 21, 2025.

**1. Purpose and Mission**

**1.1 Purpose**

The Corporation is organized and shall be operated exclusively for charitable, scientific, or educational purposes, with the sole primary purpose of establishing and operating a public charter school in the District of Columbia, as described in the Articles of Incorporation.

**1.2 Mission**

The Corporation’s mission is to empower students to achieve college and lifelong success by providing the shortest and most affordable pathway to college in the nation. As a Trustee, you agree to support and uphold this mission when serving on the Board of Trustees (“Board”).

**2. Term of Service, Removal, or Resignation**

**2.1 Term**

- Trustees generally serve a term of three (3) years or until the election and qualification of their successors, in accordance with the Bylaws. (Art. III, Sec. 4)

**2.2 Removal**

- You may be removed from the Board by either:
  - A Two-Thirds Majority vote of all fellow Trustees or Members for reasons including, but not limited to, repeated absences or conduct deemed harmful to the Corporation. (Art. II, Sec. 2; Art. III, Sec. 6)

**2.3 Resignation**

- You may resign at any time by delivering written notice to the Board Chair or Corporate Secretary. Such resignation is effective upon receipt, unless a later date is specified. (Art. V, Sec. 4)

**3. Duties and Responsibilities**

As a Trustee, you have fiduciary, strategic, and policy-setting responsibilities to the Corporation:

### **3.1 Oversight and Governance**

- Exercise charge, control, and oversight of the Corporation's affairs, strategy, policies, and funds.
- Approve the annual budget, major policy decisions, and significant corporate actions, consistent with the District of Columbia School Reform Act and all other applicable laws. (Art. III, Sec. 1)

### **3.2 Strategic Guidance and Policy**

- Contribute to the development of long-range strategic goals.
- Through Board meetings and committee work, help shape the direction of the School.

### **3.3 Good Faith and Pro Bono Support**

- Continuously and in good faith contribute your expertise, external relationships, and support to the School.
- Make periodic in-kind or financial contributions at your discretion and ability to help sustain the School's mission. (Art. III, Sec. 1)

### **3.4 Meeting Attendance and Preparation**

- Attend all Board meetings (Regular and Extraordinary) in person or through approved electronic means.
- Arrive prepared by reviewing all materials in advance; actively participate in discussions and decision-making (Art. III, Secs. 9, 13)

### **3.5 Compliance and Accountability**

- Ensure that the School operates in accordance with its Articles of Incorporation, Bylaws, and relevant District of Columbia and federal regulations.
- Comply with the School's internal policies and all applicable laws.

### **3.6 Annual Board Self-Evaluation**

- Actively participate in the Board's formal annual self-evaluation, providing honest feedback and suggestions for improvement in accordance with the requirement set forth in the Bylaws. (Art. III, Sec. 1)

## **4. Performance Expectations**

### **4.1 Act in the Best Interests of the Corporation**

- Serve with loyalty, care, and obedience to the mission.
- Avoid any activities that could harm or undermine the Corporation's mission or reputation.

## 4.2 Maintain Confidentiality

- Keep confidential all non-public information relating to the School's operations, finances, and students.
- Refrain from disclosing sensitive or proprietary information to unauthorized persons.

## 4.3 Comply with Conflict of Interest Policies

- Promptly disclose any actual or perceived conflicts of interest.
- Follow the Corporation's Conflict of Interest Policy and refrain from voting on or influencing any matter in which you have a direct or indirect personal or financial interest. (Art. VII)

## 4.4 Cooperate with Audits and Reviews

- Cooperate fully with external and internal audits or reviews, including providing requested information and participating in relevant committees. (Art. X)

## 4.5 Uphold Fiduciary Duties

- Exercise due diligence, reasonable care, and good faith in organizational oversight.
- Act with the level of competence and integrity expected of public charter school fiduciaries.

# 5. Compensation and Reimbursement

## 5.1 Volunteer Service

Trustees serve as volunteers and do not receive compensation for their service. (Art. VIII, Sec. 2)

## 5.2 Reimbursement of Expenses

Trustees may be reimbursed for reasonable and necessary expenses incurred in the performance of official Board duties, provided such expenses are approved according to Board policy and are not excessive in amount. (Art. VIII, Sec. 2)

# 6. Indemnification and Liability

## 6.1 Indemnification

The Corporation shall indemnify its Trustees to the fullest extent permitted by the District of Columbia Nonprofit Corporation Act, and as provided in the Articles of Incorporation and the Bylaws, so long as such indemnification does not constitute self-dealing or an excess benefit transaction under federal law. (Art. XIV)

## 6.2 Limitation of Liability

In the absence of fraud or bad faith, Trustees shall not be personally liable for the debts, obligations, or liabilities of the Corporation. (Art. XIV, Sec. 1)

## 7. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the District of Columbia, and is subject to the provisions of the School's Articles of Incorporation and Bylaws, as each may be amended from time to time.

## 8. Acceptance and Acknowledgment

By signing below, you acknowledge that you have reviewed this Agreement, the Corporation's Articles of Incorporation, and the Corporation's Bylaws; that you understand the responsibilities, expectations, and obligations of service on the Board of Trustees; and that you agree to abide by all of the terms and conditions set forth herein.

### Trustee:

Claudia Diamante \_\_\_\_\_ Claudia Diamante 02 / 26 / 2025

### On behalf of the Board of Trustees of NewU Early College Public Charter School Inc.:

Jonas Rolett \_\_\_\_\_ Jonas Rolett 02 / 25 / 2025

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### Note: The Board's Collective Responsibilities

For reference, the Board of Trustees exercises the following key duties **collectively**:

1. **Strategic and Policy Oversight.** Define the mission, vision, and strategic goals of the School and ensure alignment with legal and regulatory requirements.
2. **Financial Stewardship.** Approve the School's budget, oversee major financial decisions, and ensure the School has adequate resources to fulfill its mission.
3. **Academic Performance and Student Achievement.** Monitor and support the School's academic program, student progress, and overall educational quality.
4. Ensure the School meets or exceeds performance standards required by its charter and by District of Columbia authorities.
5. **Leadership Evaluation.** Select, evaluate, and, if necessary, remove the Head of School/Executive Director, ensuring effective management of day-to-day operations.
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Title	Board Member Agreement (mandatory for PCSB application)
File name	Board_Member_Agre..._21_Feb_2025.docx
Document ID	37e34c09422840c16efe23d61219f7cfb9a9a25a
Audit trail date format	MM / DD / YYYY
Status	● Signed

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### Document History

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Title	Board Member Agreement (mandatory for PCSB application)
File name	Board_Member_Agre..._21_Feb_2025.docx
Document ID	37e34c09422840c16efe23d61219f7cfb9a9a25a
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Status	● Signed

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### Document History

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 SIGNED	[Redacted]	[Redacted]
 COMPLETED	[Redacted]	[Redacted]



# CONFLICT OF INTEREST FORM

If you answer “yes” to any of the following questions, provide an explanation on a separate sheet.

	Yes	No
Do you currently serve as a public official?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did you or your spouse provide any start-up funds to the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you, your spouse, or any member of your immediate family have any ownership interest in any school management organization or any other company contracting with the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its school management organization or other contractors?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer “yes” to any of the questions 1-7?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you currently serve as a member of the board of any public charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>





<b>Signature:</b> <i>Jonas Rolett</i>	
<b>Name:</b> Jonas Rolett	<b>Title:</b> Chair of the Board of Trustees
<b>Proposed School:</b> NewU Early College Public Charter School Inc.	<b>Date:</b> 02 / 25 / 2025

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Title	PCSB Conflict of Interest Form - Jonas Rolett
File name	2025_DC_PCSB_Char..._and_Claudia.docx
Document ID	727b1aa4e747a513b4547c8d9af05801c19dd305
Audit trail date format	MM / DD / YYYY
Status	● Signed

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### Document History

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 VIEWED	[Redacted]	[Redacted]
 SIGNED	[Redacted]	[Redacted]
 COMPLETED	[Redacted]	[Redacted]



# CONFLICT OF INTEREST FORM

If you answer “yes” to any of the following questions, provide an explanation on a separate sheet.

	Yes	No
Do you currently serve as a public official?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did you or your spouse provide any start-up funds to the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you, your spouse, or any member of your immediate family have any ownership interest in any school management organization or any other company contracting with the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its school management organization or other contractors?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer “yes” to any of the questions 1-7?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you currently serve as a member of the board of any public charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Signature:</b> <i>Ruth Lyons</i>	
<b>Name:</b> Ruth Lyons	<b>Title:</b> Board of Trustees member
<b>Proposed School:</b> NewU Early College Public Charter School Inc.	<b>Date:</b> 02 / 26 / 2025

## EXPLANATION TO “YES” RESPONSES ON THE CONFLICT OF INTEREST FORM

I am a Trustee of the nonprofit organization applying for a charter. Should the application be approved by the PCSB, and as identified in our application in Section E. Founding Group Supporting Documents, I plan to



contribute my expertise in program and curriculum design and evaluation by serving as the Director of Academic Programs and Learning at the school.

This dual engagement is in line with DC Code § 38–1802.05(b)(1) Eligibility, “An individual is eligible for election or selection to the Board of Trustees of a public charter school if the person: (1) Is a teacher or staff member who is employed at the school”.

Title	PCSB Conflict of Interest Form - Ruth Lyons
File name	2025_DC_PCSB_Char...-Ruth_Lyons.docx
Document ID	432da81d28548e731a1334bebfee2e6b24d537ba
Audit trail date format	MM / DD / YYYY
Status	● Signed

### Document History

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 VIEWED	[Redacted]	[Redacted]
 SIGNED	[Redacted]	[Redacted]
 COMPLETED	[Redacted]	[Redacted]

# CONFLICT OF INTEREST FORM

If you answer “yes” to any of the following questions, provide an explanation on a separate sheet.

	Yes	No
Do you currently serve as a public official?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did you or your spouse provide any start-up funds to the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you, your spouse, or any member of your immediate family have any ownership interest in any school management organization or any other company contracting with the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its school management organization or other contractors?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer “yes” to any of the questions 1-7?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you currently serve as a member of the board of any public charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>






<b>Signature:</b> <i>Claudia Diamante</i>	
<b>Name:</b> Claudia Diamante	<b>Title:</b> Board of Trustees member
<b>Proposed School:</b> NewU Early College Public Charter School Inc.	<b>Date:</b> 02 / 25 / 2025

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Title	PCSB Conflict of Interest Form - Claudia Diamante
File name	2025_DC_PCSB_Char..._and_Claudia.docx
Document ID	fe40a6e292bcc4ec5467391db34d5e7d892a5775
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Status	● Signed

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### Document History

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 VIEWED	[REDACTED]	[REDACTED]
 SIGNED	[REDACTED]	[REDACTED]
 COMPLETED	[REDACTED]	[REDACTED]



## Section F: Additional Required Documents

1. Articles of Incorporation
2. Bylaws
3. Code of Ethics
4. Primary Research
  - a. Survey instrument
  - b. Survey results
5. Non-Discrimination Policy
6. Capacity for Campus Growth
7. Mission-Critical Partnerships
  - a. Shared Services Agreement (SSA) with NewU University
  - b. Dual Enrollment Agreement with NewU University
  - c. Trademark Licensing Agreement with NewU University
  - d. Letters of Community Support
8. Assurances Form
9. Financial Management and Procurement Policies

**ARTICLES OF INCORPORATION**  
**OF**  
**NewU Early College Public Charter School Inc.**

To:

Department of Consumer and Regulatory Affairs  
Business & Professional Licensing Administration  
Corporations Division  
1100 4<sup>th</sup> Street, S.W.  
Washington, D.C. 20002

The undersigned, acting as Incorporator of NewU Early College Public Charter School Inc. under the District of Columbia Nonprofit Corporation Act of 2010 (the "Act"), adopts the following Articles of Incorporation:

**FIRST:** The name of the Corporation is **NewU Early College Public Charter School Inc.** (the "Corporation").

**SECOND:** The period of duration of the Corporation shall be perpetual.

**THIRD:** The address of the Corporation's initial registered office in the District of Columbia is 1090 Vermont Avenue, NW, Washington, D.C. 20005. The name of the Corporation's initial registered agent at such address is Corporation Service Company.

**FOURTH:** The Corporation is organized and shall be operated exclusively for charitable, scientific, or educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future United States Internal Revenue Law (the "Code"). Within the scope of the foregoing, the purposes for which the Corporation is organized include, but are not limited to:

A. The sole primary purpose of the Corporation is to establish, manage, and operate a public charter school in the District of Columbia pursuant to the District of Columbia School Reform Act of 1995 (D.C. Code § 38-1800.01 et seq.). The mission of the public charter school is *to empower students to achieve college and lifelong success by providing the shortest and most affordable pathway to college in the nation*. The Corporation shall operate in accordance with and comply with all applicable federal and District of Columbia laws and regulations governing public charter schools, including financial reporting, student rights, and accountability measures. The Corporation shall provide a nonsectarian learning environment for all students and shall operate in a nonsectarian manner in compliance with D.C. Code § 38-1802.04(c)(3).

B. The Corporation may undertake related activities that further its primary purpose which include but are not limited to:

- a) Acquire and manage financial and other resources to be invested or used in furtherance of the aforesaid charitable purposes;

- b) Operate and maintain related charitable, educational and benevolent programs in furtherance of the aforesaid purposes, either by itself or in partnerships, joint ventures, consultation arrangements, or other formal or informal forms of cooperation with other entities;
- c) Solicit financial support from governmental bodies, other charitable organizations, the business community, the general public, or other persons or entities for the furtherance of the Corporation's purposes; and,
- d) Engage in such other activities as are necessary, appropriate, or convenient to the furtherance of the foregoing stated purposes and permitted under the laws of the District of Columbia for an organization formed under the Act, and under the laws of the United States for an organization that is exempt from Federal income tax under Section 501(c)(3) of the Code.

**FIFTH:** Notwithstanding any other provision of these articles, the Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

No part of the income or principal of the Corporation shall inure to the benefit of any Trustee or Officer of the Corporation or any other private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered to it, and to make reasonable payments and distributions in furtherance of its charitable purposes.

The Corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation.

Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation.

At no time shall the Corporation engage in any activities that are unlawful under the laws of the United States, the District of Columbia, or any other jurisdiction where its activities are carried on.

**SIXTH:** In furtherance of the foregoing, and subject to the limitations otherwise set forth in these Articles of Incorporation, the Corporation shall have and may exercise all the powers conferred by the Act to a Corporation organized and operated exclusively for educational, scientific and charitable purposes, as such terms are defined under Section 501(c)(3) of the Code and the regulations thereunder, including all powers necessary and convenient to effect any or all of the aforesaid purposes, including, but not limited to:

- A. Accept donations from public or private donors;

- B. Accept donations of money or property, whether real or personal or any interest therein, wherever situated;
- C Apply for sponsorship of its projects and programs to corporate or other donors;
- D. Maintain control and discretion over the use of funds received by the Corporation;
- E. Monitor the use of funds made available to the Corporation to assure that the funds are used in conformity with the intended purposes;
- F. Conduct activities for support of its non-profit activities and in conformity with the Section 501(c)(3) of the Code; and
- G. Enter into contracts with public and private entities.

**SEVENTH:** The Corporation shall have one or more Members. Provisions relating to the rights, privileges and qualifications of its Members shall be specified in the Bylaws of the Corporation.

**EIGHTH:** The number of Trustees during the charter application and approval process shall not be less than three (3) and, once the public charter school is operational with students, shall comply with the requirements of Code of the District of Columbia § 38–1802.05. Board of Trustees of a public charter school. The qualifications, tenure and conditions of office of the Trustees, and manner in which the Trustees are elected and may take action on behalf of the Corporation, shall be specified in the Bylaws of the Corporation. The names and addresses of the Trustees who shall act until the public charter school is operating with students or until their successors are duly chosen and qualified are:

Jonas Rolett, [REDACTED];  
Ruth Lyons; [REDACTED]; and  
Claudia Diamante, [REDACTED].

**NINTH:** The internal affairs of the Corporation shall be regulated by the Bylaws. Subject to the powers reserved to the Members in the Bylaws of the Corporation, the Board of Trustees shall supervise the management of the business and affairs of the Corporation in accordance with the Bylaws. The initial Bylaws shall be adopted by the Board of Trustees, and the Bylaws shall authorize the Trustees to amend or repeal the Bylaws, subject however to the approval of the Members in accordance with the provisions of the Bylaws. The Bylaws, including any subsequent amendments, shall be considered with the provisions and limitations provided in the Articles of Incorporation.

**TENTH:** The Corporation is not required to remit or distribute any part of its funds to any other Corporation. All of the net earnings and assets of the Corporation will be expended for the purposes stated in Section 501(c)(3) of the Internal Revenue Code.

**ELEVENTH:** The Corporation shall not have the authority to issue capital stock.

**TWELFTH:** Although the period of duration of the Corporation is perpetual, the Corporation

shall dissolve if its charter is revoked, not renewed, or voluntarily relinquished. Upon dissolution, any remaining assets, after satisfying debts, shall be distributed in accordance with D.C. Code § 38-1802.13a. ensuring that if for any reason the Corporation is to be dissolved or otherwise terminated, the residual net assets of the Corporation or the proceeds thereof shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

**THIRTEENTH:** The Corporation may, to the fullest extent permitted by the Act, as the same may be amended and supplemented, indemnify any and all persons whom it shall have power to indemnify under Sections 29-406.51, 29-406.53, 29-406.56 and 29.406.58 of the Act from and against any and all of the expenses, liabilities or other matters referred to in or covered by said sections and the indemnification provided for herein shall be deemed exclusive of any other rights to which those indemnified may be entitled under any Bylaw, agreement, vote of disinterested Trustees or otherwise, both as to action in the indemnified individual's official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Member, Trustee, Officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

**FOURTEENTH:** The Corporation shall indemnify any Trustee, Officer or Member, or a former Trustee, Officer or Member of the Corporation as provided in the Bylaws. In no case, however, shall the Corporation indemnify or reimburse any person for any federal excise tax imposed on such individual under Chapter 42 of the Code.

**FIFTEENTH:** If at any time the Corporation is classified as a private foundation within the meaning of Section 509 of the Code, then for so long as it is so classified, the Corporation shall:

- A. Distribute its income for each taxable year at such time and in such manner so as not to become subject to tax on undistributed income imposed by Section 4942 of the Code;
- B. Not engage in any act of self-dealing, as defined in Section 4941(d) of the Code;
- C. Not retain excess business holdings, as defined in Section 4943(c) of the Code;
- D. Not make any investment in such a manner as to subject the Corporation to tax under Section 4944 of the Code; and
- E. Not make any taxable expenditures as defined in Section 4945(d) of the Code.

**SIXTEENTH:** The power to amend, change or repeal any provision contained in these Articles of Incorporation, or to merge or consolidate the Corporation with any other nonprofit corporation in the manner now or hereafter prescribed by statute, shall be vested in the Trustees of the Corporation, subject however to the approval of the Members, in accordance with the provisions of the Bylaws. Provided, however, that any such action shall be undertaken exclusively to carry out the objects and purposes for which the Corporation is formed, and shall be accomplished in a manner consistent with the requirements of Section 501(c)(3) of the Code.

**SEVENTEENTH:** The name and address of the Incorporator is as follows:

Stratsimir Kulinski  
1499 Massachusetts Ave NW  
Washington, DC 20005

IN WITNESS WHEREOF, the undersigned Incorporator has executed these Articles of Incorporation on the 21<sup>st</sup> day of February 2025, and acknowledges them to be his act and deed.

INCORPORATOR:

A large black rectangular redaction box covers the signature of the incorporator.

Stratsimir S. Kulinski

# NewU Early College Public Charter School Inc.

## Bylaws

Adopted by the NewU Early College Public Charter School Inc. Board of Trustees  
effective February 21<sup>st</sup>, 2025

### DEFINED TERMS

<b>Board:</b>	The Board of Trustees of the Corporation
<b>Bylaws:</b>	The rules of law for the Corporation regulating the governance of its affairs, and setting out the rights and responsibilities for its Trustees, Officers, and Members
<b>Corporation:</b>	NewU Early College Public Charter School Inc., a nonprofit corporation incorporated in the United States District of Columbia on February 21 <sup>st</sup> , 2025 with DCRA Initial File #: N00008290024
<b>Trustee:</b>	A natural person serving on the Board of Trustees
<b>Executive Staff:</b>	Employees who report directly to the Head of School/Executive Director
<b>Extraordinary Meeting:</b>	A meeting which is initiated in special circumstances and has not been previously scheduled as a Regular meeting
<b>Member:</b>	A person designated as an initial Member, or a Successor Member designated as provided for in the Bylaws
<b>Officer:</b>	An officer of the Corporation appointed by the Board
<b>Regular Meeting:</b>	A regularly planned meeting
<b>Resolution:</b>	The documented formal expression of intention made through a vote by the relevant issuing body
<b>Simple Majority:</b>	50% + 1 or more of eligible count
<b>Successor Member:</b>	A Member designated to succeed another Member as provided for in the Bylaws
<b>Two-Thirds Majority:</b>	Two-Thirds or more of eligible count
<b>Waiver of Notice of Meeting:</b>	The act of a recipient of a Notice of Meeting to waive his or her right to have received a Notice of Meeting

## ARTICLE I. OFFICES; ADDRESSES

NewU Early College Public Charter School Inc., a nonprofit corporation incorporated in the District of Columbia on February 21<sup>st</sup>, 2025 (the "Corporation") shall have and continuously maintain in the District of Columbia a registered office and a registered agent whose office is located in such registered office. The name of the initial registered agent of the Corporation is CSC-Lawyers Incorporating Service Company, and the street address of the initial registered office is at 1090 Vermont Avenue, NW, Washington, DC 20005. The address of the registered office and the identity of the registered agent may be changed from time to time by a resolution ("Resolution") of the Board of Trustees ("Board" or "Board of Trustees").

## ARTICLE II. MEMBERS

**SECTION 1. QUALIFICATION.** The member or members of the Corporation ("Members") shall consist of one or more persons designated in accordance with Section 3 of this Article. The use of the plural term "Members" shall be construed in the singular when the context so indicates. Any natural person 18 years of age or older, or any legal entity may serve as Member.

**SECTION 2. POWERS AND VOTING RIGHTS.** The Members shall have the power to designate one or more Trustees of the Corporation ("Trustees") at any time, and to remove one or more of the Trustees at any time with or without cause, notwithstanding any other provision of these Bylaws ("Bylaws"). Further, the Members shall have such other powers as are reserved to the Members in other provisions of these Bylaws. Any such powers may be exercised by voting at any meeting, or by a written instrument, or as provided in Sections 4, 5, or 10 of this Article.

**SECTION 3. DESIGNATION; TERM OF OFFICE.** The Corporation shall initially have 1 (one) Member, Stratsimir Kulinski. That initial Member shall serve until he resigns or becomes unable to serve, or ceases to serve. The simple majority ("Simple Majority") of Members, or the sole Member, as the case may be, shall have the power to designate, in a signed written instrument, the person or persons who shall act as successor member or members ("Successor Member") of the Corporation in the event that the initial Member named herein becomes unable to serve or ceases to serve, including further Successor Members for that person or those persons. If at any time there is no person or entity serving as Member, and no effective designation of any Successor Member willing and able to serve, then the Board of Trustees serving at that time shall become the Successor Members, and shall be entitled to designate subsequent Successor Members in accordance with Article III.

**SECTION 4. ANNUAL MEETING.** If there is more than one Member serving concurrently, a meeting of the Members shall be held at least once per fiscal year at such place and time as shall be determined by the Members and designated in the notice of meeting ("Notice of Meeting") or waiver of notice of meeting ("Waiver of Notice of Meeting").

**SECTION 5. REGULAR AND EXTRAORDINARY MEETINGS.** At each regular meeting ("Regular Meeting") of the Members, the Members shall provide by a Resolution the time and place, either within or without the District of Columbia or online, for the holding of their next Regular meeting without other notice than such resolution. Should the need arise, any 2 (two) Members may call a special meeting



(“Extraordinary Meeting”) of the Members, and any such meeting shall be held at such time and place, and for such purposes, as may be designated in the Notice of Meeting by the persons calling the Extraordinary Meeting.

**SECTION 6. NOTICE OF MEETINGS.** Notice of any meeting of the Members shall be served personally or sent in writing to each Member by registered mail to his or her last known address at least ten days before the time designated for such meeting. Any Notice of Meeting may also be sent via email, but shall be considered served only in the event of a recipient actively acknowledging receipt via reply email or otherwise in writing. Each notice of meeting shall state the time and place and method of convening of such meeting, and shall contain meeting credentials enabling each Member to access the meeting.

**SECTION 7. WAIVER OF NOTICE OF MEETING.** Any meeting of Members and any action otherwise properly taken at such meeting shall be valid, if Notice of Meeting shall be waived before, at, or after the meeting by all Members to whom timely notices were not sent as provided in these Bylaws.

**SECTION 8. QUORUM.** If the Corporation has 3 (three) or more Members, a Two-Thirds Majority of the Members in office, present in person, shall be necessary and sufficient to constitute a quorum for the transaction of business at any meeting of the Members, but a smaller number may adjourn any such meeting to a later date. At least 3 (three) days’ notice of such adjourned meeting shall be given in the manner provided in Section 6 of this Article to each Member who was not present at such meeting unless such Members shall waive notice thereof. If the Corporation has 2 (two) Members, then both Members must attend a meeting for it to have quorum.

**SECTION 9. ACTION BY MAJORITY VOTE.** Every Member shall be entitled to 1 (one) vote. Except as otherwise expressly required by law or these Bylaws, the act of a Simple Majority of the Members present at a meeting which has a quorum shall be the act of the Members.

**SECTION 10. ACTION BY MEMBERS WITHOUT A MEETING.** Any action which may or must be taken at a meeting of the Members may be taken without a meeting if a consent in writing, setting forth the action so to be taken, shall be signed by all of the Members.

**SECTION 11. ACTION BY SOLE MEMBER.** If at any time there is only one Member serving, then any action which may or must be taken at a meeting of the Members may be taken without a meeting if a written instrument, setting forth the action so taken, shall be signed by the sole Member.

**SECTION 12. PROTOCOL FOR MEMBER MEETINGS.** Any meeting of the Members shall be conducted under the procedural framework of Robert’s Rules of Order as outlined at [www.robertsrules.org](http://www.robertsrules.org), and the Corporate Secretary shall ensure that accurate and complete minutes of each meeting are taken, kept, and disseminated to all Members in a timely manner following each Member meeting. In the event of a conflict between the Bylaws and Robert’s Rules of Order, the Bylaws shall prevail.

**SECTION 13. PARTICIPATION IN MEMBER MEETING BY CONFERENCE TELEPHONE CALL OR OTHER ELECTRONIC COMMUNICATION MEDIUM.** Any or all Members may participate in any meeting by, or conduct the meeting through the use of, any means of communication by which all Members participating may simultaneously hear each other during the meeting, vote on matters submitted to the Members, pose

questions, and make comments. A Member participating in a meeting by this means is deemed to be present in person at the meeting.

### **ARTICLE III. BOARD OF TRUSTEES**

**SECTION 1. POWERS AND RESPONSIBILITIES.** Subject to the powers and voting rights of Members as provided in Article II, the strategy and policies of the Corporation shall be determined, and its affairs shall be managed, by its Board of Trustees. The Board of Trustees shall have charge, control, and oversight of the affairs and funds of the Corporation; shall help set strategy for the Corporation; shall establish and follow Board processes; shall formally evaluate its own performance as a Board annually; shall act continually to improve its team dynamics and effectiveness; shall approve the annual budget of the Corporation taking into account the recommendation of the Head of School/Executive Director; shall set compensation for, elect, evaluate, or remove the Head of School/Executive Director; shall provide sufficient and clear autonomy for the Head of School/Executive Director to manage all day-to-day operations of the Corporation and Executive Staff; shall select, appoint, or dismiss external auditors; shall set policies for the acceptance of gifts and grants; shall form, regulate, and disband Board committees; shall have the option to remove Trustees as provided for in these Bylaws; shall issue Resolutions to enact intent or to instruct the Head of School/Executive Director or any Officer or Trustee to act to implement a Resolution; and shall have the power and authority to do and perform all acts and functions not inconsistent with the Articles of Incorporation or these Bylaws. Each Trustee shall continuously and in good faith contribute his or her pro bono expertise, external relationships, and support to the Corporation, and shall make periodic in-kind or financial contributions to the Corporation. The Trustees shall act only as a Board of Trustees and the individual Trustees shall have no power as such. Trustees must be natural persons who are 18 years of age or older, but need not be U.S. citizens and need not be residents of the District of Columbia.

**SECTION 2. NUMBER.** The number of Trustees during the charter application and approval process shall not be less than three (3) and, once the public charter school is operational with students, shall comply with the requirements of Code of the District of Columbia § 38-1802.05. Board of Trustees of a public charter school. The subsequent number may be increased or decreased by a Resolution of Two-Thirds Majority vote of the Trustees; provided, however, that at all times the number of Trustees shall be compliant with DC law and PCSB regulations.

**SECTION 3. ELECTION OR DESIGNATION.** The Board of Trustees shall initially consist of the 3 (three) Trustees named in the Articles of Incorporation, and thereafter shall consist of the Trustees who may be elected by Two-Thirds Majority vote of the Board of Trustees then serving.

**SECTION 4. TERM OF OFFICE.** Each Trustee shall hold office for 3 (three) years or until the election and qualification of his or her successor, except in the event of being removed by the Members of the Corporation as provided for in Article II Section 2, or by the Board of Trustees as provided for in Article III Section 6 of these Bylaws. A Trustee may succeed himself or herself for up to 3 (three) terms, and may not be eligible for re-appointment after the completion of his or her 3 (three) terms, whether served consecutively or not; except that a Trustee who has served the maximum terms may be confirmed to

one additional term at a time by a unanimous Resolution of the Members then serving or by a written instrument by the sole Member if only one is serving.

**SECTION 5. VACANCIES.** Vacancies in the Board of Trustees shall be deemed to exist in the event of the death, resignation, or removal of any Trustee or in the event of an increase in the number of Trustees. Vacancies which are filled shall be filled by a Two-Thirds Majority vote of the Members of the Corporation then serving, or by written designation by the sole Member of the Corporation if there is only one then serving.

**SECTION 6. REMOVAL OF TRUSTEES.** Trustees may be removed from office by a Two-Third Majority vote of all their fellow Board Trustees serving at the time, such as in instances where a Trustee has failed to attend 2 (two) or more consecutive Regular Meetings of the Board; or any 3 (three) or more consecutive meetings of the Board of any kind; or has been deemed to have harmed the Corporation by his or her action or inaction.

**SECTION 7. BOARD CHAIR.** At the option of the Board of Trustees, a Board Chair and a Board Vice Chair may be elected. If so, the persons who hold those positions shall be elected every 2 (two) years by a Two-Thirds Majority of the Trustees then serving. Said election shall be held at any duly convened meeting of the Board. The Chair shall preside over meetings of the Board of Trustees, and the Vice Chair shall preside in the absence of the Chair. If the Board does not elect a Chair and a Vice Chair, then the Board will decide at each meeting which Trustee will act as Chair during that meeting.

**SECTION 8. ANNUAL BOARD MEETING.** A meeting of the Board of Trustees shall be held at least once per fiscal year at such place and time as shall be determined by the Trustees and designated in the Notice of Meeting or Waiver of Notice of Meeting.

**SECTION 9. REGULAR AND EXTRAORDINARY BOARD MEETINGS.** At each regular meeting of the Board, the Trustees shall provide by a Resolution the time and place, either within or without the District of Columbia or online, for the holding of their next Regular meeting without other notice than such resolution. Should the need arise, any 2 (two) Trustees may call an Extraordinary meeting of the Trustees at any time, and any such meeting shall be held at such time and place, and for such purposes, as may be designated in the Notice of Meeting by the Trustees calling the Extraordinary meeting.

**SECTION 10. NOTICE OF BOARD MEETINGS.** Notice of any meeting of the Trustees shall be served personally or sent in writing to each Trustee by registered mail to his or her last known address at least ten days before the time designated for such meeting. Any Notice of Meeting may also be sent via email, but shall be considered served only in the event of a recipient actively acknowledging receipt via reply email or otherwise in writing. Each notice of meeting shall state the time and place and method of convening of such meeting, and shall contain meeting credentials enabling each Trustee to access the meeting.

**SECTION 11. WAIVER OF NOTICE OF MEETING.** Any meeting of the Board of Trustees and any action otherwise properly taken at such meeting shall be valid, if Notice of Meeting shall be waived before, at, or after the meeting by all Trustees to whom timely notices were not sent as provided in these Bylaws.

**SECTION 12. QUORUM.** A Two-Thirds Majority of the Trustees in office, present in person, shall be necessary and sufficient to constitute a quorum for the transaction of business at any meeting of the

Trustees, but a smaller number may adjourn any such meeting to a later date. At least 3 (three) days' notice of such adjourned meeting shall be given in the manner provided in paragraph 10 of this Article to each Trustee who was not present at such meeting unless such Trustee shall waive notice thereof.

**SECTION 13. PARTICIPATION IN BOARD MEETING BY CONFERENCE TELEPHONE CALL OR OTHER ELECTRONIC COMMUNICATION MEDIUM.** Any or all Trustees may participate in any meeting by, or conduct the meeting through the use of, any means of communication by which all Trustees participating may simultaneously hear each other during the meeting, vote on matters submitted to the Trustees, pose questions, and make comments. A Trustee participating in a meeting by this means is deemed to be present in person at the meeting.

**SECTION 14. ACTION BY MAJORITY VOTE UNLESS PRESCRIBED OTHERWISE.** Every Trustee shall be entitled to 1 (one) vote. Except as otherwise expressly required by law or these Bylaws, the act of a Simple Majority of the Board Trustees present at a meeting which has a quorum shall be the act of the Board of Trustees.

**SECTION 15. ACTION BY TRUSTEES WITHOUT A MEETING.** Any action which may or must be taken at a meeting of the Trustees may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Trustees.

**SECTION 16. PROTOCOL FOR BOARD MEETINGS.** Any meeting of the Board of Trustees shall be conducted under the procedural framework of Robert's Rules of Order as outlined at [www.robertsrules.org](http://www.robertsrules.org), and the Corporate Secretary shall ensure that accurate and complete minutes of each meeting are taken, kept, and disseminated to all Members, Trustees, and Officers of the Corporation in a timely manner following each Board meeting. In the event of a conflict between the Bylaws and Robert's Rules of Order, the Bylaws shall prevail.

## **ARTICLE IV. BOARD COMMITTEES**

**SECTION 1. CONSTITUTION AND POWERS.** The Board of Trustees may, by resolution of a majority of the Trustees present in person at a meeting at which a quorum is present, establish committees not having the authority of the Board of Trustees in the management of the Corporation, as it deems necessary or proper and, to the extent permitted by law, may delegate to any such committee such powers as the Board of Trustees shall determine.

**SECTION 2. ORGANIZATION, MEETINGS, ETC.** Each committee shall be presided over by a committee chair, who may be the Chair of the Board of Trustees and who shall be elected for a committee chair term by a Simple Majority vote of all Board Trustees then present. In the absence of a committee chair at any committee meeting, the committee shall appoint a committee chair of the meeting. Each committee shall follow the rules governing the time of, and/or method of calling and/or of holding, its meetings in the spirit of and a manner substantially similar to those governing Board meetings. Each committee shall keep a record of its deliberations and acts, and shall promptly report such minutes and acts to the Board of Trustees.

**SECTION 3. QUORUM AND MANNER OF ACTING.** A majority of the Trustees serving on a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee shall act only as a committee.

**SECTION 4. TERM OF OFFICE.** Each member of a committee shall continue to serve until the end of his or her term on the committee or until his successor is appointed, whichever occurs later; unless the committee shall be sooner terminated, or such Trustee is removed from such committee, or such Trustee shall cease to qualify as a committee member thereof.

## **ARTICLE V. OFFICERS**

**SECTION 1. OFFICERS.** The Officers of the Corporation shall be a Head of School/Executive Director, a Corporate Secretary, and a Chief Financial Officer (CFO), each to have such duties or functions as are provided in these Bylaws or as the Board of Trustees may from time to time prescribe. Officers need not be chosen from among the Trustees. The Head of School/Executive Director of the Corporation shall also serve as its Chief Executive Officer. The Head of School/Executive Director of the Corporation, but not the Board of Trustees, shall appoint, evaluate, and manage the Executive Staff reporting to him or her as the Head of School/Executive Director decides. One person may hold more than one office, except that the offices of Head of School/Executive Director and Chief Financial Officer shall not be held by the same person.

**SECTION 2. APPOINTMENT.** The Officers of the Corporation shall be appointed by the Board of Trustees.

**SECTION 3. REMOVAL.** Any Officer appointed by the Board of Trustees may be removed, with or without cause, by Resolution passed by the Board of Trustees at a meeting of the Board, but only by a Two-Third Majority vote of all the Trustees then serving.

**SECTION 4. RESIGNATIONS.** Any Officer may resign at any time, in writing, by notifying the Board of Trustees. Such resignation shall take effect at the time therein specified and the acceptance of such resignation shall not be necessary to make it effective.

**SECTION 5. VACANCIES.** A vacancy in any Office caused by death, resignation, removal, disqualification or other cause shall be filled by another appointment by the Board of Trustees.

**SECTION 6. HEAD OF SCHOOL/EXECUTIVE DIRECTOR.** The Head of School/Executive Director shall have general supervision over the affairs of the Corporation; shall serve as the Chief Executive Officer of the Corporation; shall be the spokesperson of the Corporation; shall implement in a timely manner Resolutions of the Board of Trustees; shall, through his or her Executive Staff, direct, evaluate, and otherwise manage all day-to-day activities of the Corporation and all Corporation staff, contractors, partners, customers, vendors, regulators, media and PR communications, and any other parties or activities reasonably within the scope of the Head of School/Executive Director's mandate; shall perform the duties expressly prescribed to him or her by the Bylaws; and shall perform all duties incident thereto and such other duties as may from time to time be assigned to him or her by the Board

of Trustees. The Head of School/Executive Director must report all materially significant activities and undertakings of the Corporation, as well as material findings affecting or potentially affecting the Corporation to the Board of Trustees.

**SECTION 7. EXECUTIVE STAFF.** The Executive Staff shall have such powers and perform such duties as the Head of School/Executive Director may at any time prescribe or delegate to them.

**SECTION 8. CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall collect and keep an account of all moneys received and expended for the use of the Corporation; shall deposit sums received by the Corporation in the name of the Corporation in such depositories as shall be approved by the Board of Trustees; shall make reports of the finances of the Corporation at least once per year and when called upon by the Board Chair; and shall perform such related duties as shall be directed by the Board of Trustees, or the Head of School/Executive Director. The funds, books and vouchers in the hands of the Chief Financial Officer shall at all times be subject to the inspection, supervision and control of the Board of Trustees and the Head of School/Executive Director, and at the expiration of his or her term of office, the Chief Financial Officer shall turn over to the successor in office all books, monies, and other properties.

**SECTION 9. CORPORATE SECRETARY.** The Corporate Secretary shall act as Corporate Secretary of all meetings of the Board of Trustees and its committees and shall take and keep the minutes and Resolutions thereof in the Corporate Minutes book; shall see that all notices required to be given by the Corporation are duly given and served; shall have charge of the other books, records and papers of the Corporation; shall see that the reports, statements and other documents required by law are properly kept and filed; and shall, in general, perform all duties incident to the office of Corporate Secretary and such related duties as may from time to time be assigned by the Board of Trustees or the Head of School/Executive Director.

**SECTION 10. OTHER OFFICERS.** Other Officers appointed by the Board of Trustees shall, in general, perform such duties as are customary for the office and as assigned to them by the Head of School/Executive Director.

## **ARTICLE VI. GRANTS, CONTRACTS, CHECKS, DRAFTS, BANK ACCOUNTS, VOTING OF SECURITIES, LOANS, ETC.**

**SECTION 1. GRANTS.** The Board of Trustees may prospectively or retroactively authorize any Officer or Officers, agent or agents, in the name and on behalf of the Corporation, and in the administration of an approved program, to receive or make any grants or contributions or receive or provide financial assistance from and to any qualified individuals or organizations.

**SECTION 2. EXECUTION OF CONTRACTS.** The Board of Trustees, except as otherwise provided in these Bylaws, may prospectively or retroactively authorize any Officer or Officers, agent or agents, in the name and on behalf of the Corporation, and in the administration of an approved program, to enter into any contract or execute and deliver any instrument, and any such authority may be general or confined to specific instances.

**SECTION 3. PAYMENTS.** All checks, drafts and other orders for payment of money out of the funds of the Corporation shall be signed on behalf of the Corporation in such manner as shall be determined by Resolutions of the Board of Trustees. In the absence of such determination by the Board of Trustees, such instruments shall be signed by the Chief Financial Officer and countersigned by the Head of School/Executive Director of the Corporation.

**SECTION 4. INVESTMENTS.** The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it according to the judgment of the Board of Trustees, without being restricted to the class of investments which a trustee is or may hereafter be permitted by law to make or by any similar restrictions.

**SECTION 5. DEPOSITS.** The funds of the Corporation not otherwise employed shall be deposited to the order of the Corporation in such banks, trust companies or other depositories as the Board of Trustees may select, or in the absence of such a selection, as may be selected by the Head of School/Executive Director of the Corporation.

**SECTION 6. VOTING OF SECURITIES HELD BY THE CORPORATION.** Stocks and other securities owned by the Corporation shall be voted, in person or by proxy, as the Board of Trustees may specify. In the absence of any direction by the Board of Trustees, such stocks and securities shall be voted as the Head of School/Executive Director may determine.

**SECTION 7. GIFTS.** The Board of Trustees may accept on behalf of the Corporation any contribution, gift, bequest, or grant for the purposes of the Corporation.

**SECTION 8. LOANS AND OTHER INDEBTEDNESS OF THE CORPORATION.** No loans or other indebtedness shall be contracted on behalf of the Corporation unless authorized by a Resolution of the Board. Such authority may be general or confined to specific instances.

**SECTION 9. LOANS TO TRUSTEES OR OFFICERS.** No loans shall be made by the Corporation to its Members, Trustees, or Officers.

## **ARTICLE VII. CONFLICTS OF INTEREST**

**SECTION 1. CONFLICT OF INTEREST GENERALLY.** The Corporation shall adopt a Conflict of Interest Policy customary for a non-profit organization regulated under the Internal Revenue Code of 1986, as amended from time to time (the "Code").

**SECTION 2. INTERESTED TRUSTEES AND OFFICERS.** A contract or transaction between the Corporation and one or more of its Members, Trustees, or Officers or between the Corporation and any other Corporation, partnership, association, or other organization in which one or more of its Members, Trustees, or Officers are Trustees or officers, or have a financial interest, shall not be void or voidable solely for such reason, or solely because the Member, Trustee, or Officer is present at or participates in the meeting of the Board which authorizes the contract or transaction, or solely because his, her, or their votes are counted for that purpose, if:

a. The material facts as to the relationship or interest and as to the contract or transaction are disclosed or are known to the Board and the Board in good faith authorizes the contract or transaction by the affirmative votes of a majority of the disinterested Trustees even though the disinterested Trustees are less than a quorum. Interested Trustees may be counted in determining the presence of a quorum at a meeting of the Board which authorizes the contract or transaction; or

b. The contract or transaction is fair as to the Corporation as of the time that it is authorized, approved, or ratified by the Board.

## **ARTICLE VIII. COMPENSATION OF OFFICERS AND TRUSTEES**

**SECTION 1. COMPENSATION OF OFFICERS.** Officers may receive reasonable compensation for their services as such. The Board of Trustees may by Resolution provide for the payment or reimbursement of expenses incurred by the Officers, provided that any such expenses shall be reasonable and necessary for the performance of the Corporation's charitable purposes. Nothing herein contained shall be construed to preclude any Officer from serving the Corporation in any other capacity and receiving additional compensation therefor. Provided, however, and notwithstanding any other provision hereof, that the Corporation shall make no payment that would constitute "self-dealing" as defined in Section 4941 of the Code, or that would constitute an "excess benefit transaction" as defined in Section 4958 of the Code.

**SECTION 2. COMPENSATION OF MEMBERS AND TRUSTEES.** Members and Trustees serve as volunteers and may not receive compensation for their services as such. The Members or the Board of Trustees may by Resolution provide for the payment or reimbursement of expenses incurred by the Members or Trustees, provided that any such expenses shall be reasonable and necessary for the performance of the Corporation's exempt purposes, and shall not be excessive in amount. Nothing herein contained shall be construed to preclude any Member or Trustee from serving the Corporation in any other capacity and receiving compensation therefor.

**SECTION 3. PROHIBITION AGAINST SELF-DEALING AND EXCESS BENEFIT TRANSACTIONS.** Anything contained in this Article to the contrary notwithstanding, the Corporation shall make no payment that would constitute "self-dealing" as defined in Section 4941 of the Internal Revenue Code of 1986, as amended from time to time (the "Code"), or that would result in an "excess benefit transaction" as defined in Section 4958 of the Code.

## **ARTICLE IX. BOOKS AND RECORDS**

**SECTION 1. BOOKS AND RECORDS.** The Corporation shall keep correct books of accounts of all the business and transactions of the Corporation, including but not limited to copies of the Articles of Incorporation and Bylaws; minutes, Resolutions, and accounting records, names and business



addresses of Members, Officers, and Trustees; reports filed with the District of Columbia or other state or federal authorities, and all tax filings with the Internal Revenue Service and correspondence received from the Internal Revenue Service, for such periods of time as applicable law or the Board may provide.

**SECTION 2. ANNUAL REPORT.** The Head of School/Executive Director and Chief Financial Officer shall present to the Board of Trustees no later than 3 (three) months upon the closing of each fiscal year at a Board meeting an annual report showing the financial status and business activities of the Corporation, verified by the Head of School/Executive Director and the Chief Financial Officer. The annual fiscal year report to the Board or any reports provided to an external party shall be filed with the minutes of the respective meeting of the Board where they were presented.

**SECTION 3. BIENNIAL REPORT.** The Corporation will file a biennial report with the Department of Consumer and Regulatory Affairs of the District of Columbia by April 1st every other year, or at such other intervals as the law may from time to time require.

## **ARTICLE X. ANNUAL AUDIT**

The Board of Trustees may, but need not, require that an audit by an independent Certified Public Accountant be made of the books and accounting records of the Corporation.

## **ARTICLE XI. FISCAL YEAR**

The fiscal year of the Corporation shall end on June 30 of each year, but may be changed by Resolution of the Board of Trustees.

## **ARTICLE XII. AMENDMENTS OF BYLAWS**

**SECTION 1. AMENDMENTS BY TRUSTEES.** Except as provided in Section 2 of this Article, these Bylaws or any one or more of the provisions thereof may, at any duly constituted Regular or Extraordinary meeting of the Board of Trustees by Two-Thirds Majority vote of the Trustees then serving, be amended by changing, altering, suspending, supplementing or repealing the same, if at least ten days' written notice is given to all Members and Trustees of the intention to alter, amend, repeal or to adopt new Bylaws at such meeting.

**SECTION 2. AMENDMENTS SUBJECT TO APPROVAL OF MEMBERS.** No amendment to any provision of these Bylaws shall be made without the written consent of a Two-Thirds Majority of the Members of the Corporation then serving, or without the written consent of the sole Member of the Corporation if there is only one then serving.

### **ARTICLE XIII. AMENDMENTS OF ARTICLES OF INCORPORATION**

Any provision of the Articles of Incorporation of the Corporation may be amended by the Board of Trustees (in the manner provided herein) with the written approval of a Two-Thirds Majority of the Members of the Corporation then serving. The action by the Board of Trustees to adopt an amendment to the Articles of Incorporation must be taken at any duly constituted meeting of the Board of Trustees, by Two-Thirds Majority vote of the Trustees then serving, if at least ten days written notice is given to all Members and Trustees of the intention to amend the Articles of Incorporation at such meeting. Provided, however, that no amendment to any provision of the Articles of Incorporation shall become effective without the written consent of a Two-Thirds Majority of the Members of the Corporation then serving, or without the written consent of the sole Member of the Corporation if there is only one then serving.

### **ARTICLE XIV. LIABILITY AND INDEMNIFICATION**

**SECTION 1. LIABILITY.** In the absence of fraud or bad faith, the Members, Trustees, and Officers of the Corporation shall not be personally liable for the debts, obligations or liabilities of the Corporation.

**SECTION 2. INDEMNIFICATION.** The Corporation shall indemnify any Member, Trustee, or Officer or former Member, Trustee, or Officer of the Corporation, or any person who may have served at its request as a member, Trustee, or officer of another corporation against expenses actually and necessarily incurred in connection with the defense of any action, suit or proceeding in which he or she is made a party by reason of being or having been such Member, Trustee, or Officer, except in relation to matters as to which he or she shall be finally adjudged in such action, suit, or proceeding to have been derelict in the performance of his or her duties as a Member, Trustee, or Officer. Such indemnification shall not be deemed exclusive of any other rights to which such Member, Trustee, or Officer may be entitled under any Bylaw, agreement, vote of the Board of Trustees or otherwise.

**SECTION 3. PROHIBITION AGAINST ACTS OF SELF-DEALING AND EXCESS BENEFIT TRANSACTIONS.** Anything contained in these Bylaws notwithstanding, the Corporation shall in no event indemnify any person otherwise entitled to such indemnification, if such indemnification would constitute "self-dealing" as defined in Section 4941 of the Code, if that section is applicable, or would constitute an "excess benefit transaction" as defined in Section 4958 of the Code.

**SECTION 4. PROHIBITED INDEMNIFICATION.** Section 2 of this article will not apply to any other matter as to which indemnification of a Member, Trustee, or Officer is prohibited by Section 29-406.51(d)(1) or Section 29-406.56(a)(2)(A) of the District of Columbia Non-profit Act (the "Act"), unless ordered by a court of law.

**SECTION 5. INSURANCE.** The Corporation may purchase and maintain insurance on behalf of any person who is or was a Member, Trustee, or Officer of the Corporation, against any liability asserted against him or her and incurred by him or her in any such capacity, whether or not the Corporation would have the power to indemnify him or her against such liability under the provisions

of this article.

**ARTICLE XV. EFFECTIVE DATE**

These Bylaws shall be effective as of the actual date of incorporation of the Corporation, February 21<sup>st</sup>, 2025.

**CERTIFICATION OF THE BYLAWS OF THE CORPORATION:**

Claudia Diamante *Claudia Diamante* 02 / 24 / 2025

Jonas Rolett *Jonas Rolett* 02 / 22 / 2025

Ruth Lyons *Ruth Lyons* 02 / 24 / 2025




**[End]**

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Status	● Signed

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### Document History



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## CODE OF ETHICAL CONDUCT

### 1. Introduction

All members of the School Community share responsibility for upholding and advancing high ethical standards. The School values **integrity, excellence, creativity, social responsibility, and freedom of inquiry and expression**, seeking to integrate these values into education, operations, and business practices.

### 2. Scope

This Code applies to all individuals in the School Community, referred to here as “Covered Parties,” including:

1. Faculty, staff, and students;
2. Members of the Board of Trustees;
3. Consultants, contractors, and vendors acting on behalf of or in service to the School, or contractually required to comply;
4. Volunteers performing services for the School.

This Code supplements existing School policies and may be amended by the Board of Trustees or by any delegated authority it designates.

### 3. Purpose

This Code expresses a shared commitment to ethical, professional, and lawful behavior. Covered Parties are accountable for:

- **Complying** with all relevant laws, regulations, contracts, and School policies.
- **Acting** with honesty, respect, and fairness in all School-related activities.
- **Seeking guidance** whenever ethical ambiguities arise.

When in doubt, individuals should **ask**—whether that is supervisors, the Ethics & Compliance Committee, or other designated offices.

### 4. Core Ethical Standards

#### 4.1 Integrity and Compliance

- The School’s reputation depends on **upholding integrity** in all operations, including legal and regulatory compliance.

- Covered Parties must adhere to all **applicable laws and regulations** (federal, state, local, and where relevant, foreign law), as well as School policies.
- **DC Public Charter School Board (DC PCSB) Requirements:** As a DC public charter school, the School is subject to oversight by the DC PCSB. Covered Parties must comply with all relevant DC Official Code provisions (including Title 38) and DC Municipal Regulations (including Title 5), as well as DC PCSB policies and procedures. If this Code conflicts with any DC PCSB regulation or law, the **stricter standard** shall apply.
- Personal conduct must reflect the School's commitment to **ethical decision-making** and **accountability**.

#### 4.2 Fair Dealing and Anti-Discrimination

- The School is committed to fair dealing in all professional relationships.
- **Discrimination or harassment** of any kind is strictly prohibited. The School provides **equal opportunity** regardless of race, color, religion, creed, ancestry, national origin, physical or mental disability, medical condition, marital status, sex, age, sexual orientation, gender identity or expression, veteran status, genetic information, or any other characteristic protected by law.
- The School endeavors to **maintain a diverse and inclusive** environment, and will promptly investigate and address any violations.

#### 4.3 Conflicts of Interest

- Covered Parties must avoid situations in which personal interests (direct or indirect) conflict or appear to conflict with the best interests of the School.
- Fiduciary obligations include acting in the **sole interest of the School** and **not** using one's position for personal gain.
- The School's **Conflict of Interest Policy** provides further guidance for disclosing and managing potential conflicts.

#### 4.4 Corporate Opportunities

- Covered Parties owe a **duty** to advance the legitimate interests of the School whenever possible.
- Opportunities discovered through School property, information, or position must not be used for personal benefit **without written consent** from the appropriate School authority.



#### 4.5 Protection of School Assets

- Covered Parties serve as **responsible stewards** of School property, equipment, facilities, and resources.
- Theft, carelessness, or misuse of any School asset is prohibited and subject to disciplinary action.
- Incidental personal use of School resources may be permissible as long as it does not **interfere** with job responsibilities or **breach** any policy.

#### 4.6 Confidentiality and Data Privacy

- Covered Parties must protect **confidential and proprietary information**, including data covered by privacy regulations (e.g., FERPA, HIPAA, GDPR, or other applicable laws).
- **Unauthorized access, disclosure, or distribution** of confidential or private information is strictly prohibited and may violate both School policy and the law.
- Upon leaving the School, Covered Parties must return (or securely destroy, where applicable) all confidential and proprietary information, except as required by law or with explicit authorization.

#### 4.7 Respect for Intellectual Property

- Intellectual property (e.g., patents, trademarks, copyrights, research data) must be handled in compliance with **School policies and applicable laws**.
- Unauthorized use, distribution, or misappropriation of such property is both unethical and potentially illegal.

#### 5. Compliance with Laws, Rules, and Regulations

- **Obeying the law** is the foundation of ethical practice.
- Covered Parties must familiarize themselves with and adhere to relevant **School policies, laws, regulations, and DC PCSB guidance** pertinent to their roles.
- Anyone aware of or suspecting a violation of law or policy should **report** it through established reporting channels or designated officers.

#### 6. Whistleblower Protections

- The School encourages prompt reporting of **suspected misconduct** or **violations** of this Code.

- **Retaliation** against anyone who makes a good-faith report or participates in an investigation is strictly prohibited and will be grounds for disciplinary action.
- Reports may be made **anonymously** where permitted by law and School policy; confidentiality will be maintained to the extent possible.

## 7. Public Disclosures and Financial Reporting

- Covered Parties involved in preparing or reviewing any public disclosures (including financial, regulatory, or accreditation reports) must ensure **accuracy, completeness, timeliness, and transparency**.
- All necessary steps must be taken to **correct** or **clarify** any misleading or inaccurate disclosures.

## 8. Significant Accounting and Internal Controls

- The Head of School, Finance Director, and other relevant leaders must ensure effective **internal controls**, prompt correction of **material weaknesses**, and **full cooperation** with auditors.
- Fraud or misrepresentation in financial reporting is a grave offense and will be addressed promptly.

## 9. Administration, Oversight, and Enforcement

- **Board of Trustees:** This Code of Ethical Conduct has been adopted by the Board of Trustees.
- Day-to-day oversight of the Code may be delegated to an **Ethics & Compliance Committee** or a similar body designated by the Head of School or the Board of Trustees.
- **Disciplinary measures** may include removal from office, termination of employment, or other sanctions as deemed appropriate by the Board of Trustees or its designee.

## 10. Reporting and Investigations

- **Trustees and Officers** must promptly report any known or suspected violations to the Board of Trustees (or its designated representative).
- **Other Covered Parties** must report to the Ethics & Compliance Committee or use any available whistleblower hotline or reporting channels.
- In all cases, the School prohibits **retaliation** against good-faith reporters.

## 11. Guidance and Questions

- The Code cannot address every specific situation. If uncertainties arise, all Covered Parties are encouraged to seek guidance from:
  - **Supervisors**
  - **Ethics & Compliance Committee**
  - **Board of Trustees** (for trustees and officers)
  - **Office of the General Counsel** (where appropriate)
  - **DC PCSB staff or resources**, if the question concerns DC-specific charter school regulations

## 12. Periodic Review and Revision

- This Code and related policies are **periodically reviewed** to ensure ongoing alignment with evolving laws, regulations, and best practices, including DC PCSB guidelines.
- Updates to the Code will be communicated to all Covered Parties; continued adherence remains a **condition of engagement** with the School.

## Acknowledgment

All Covered Parties are expected to read, understand, and comply with this Code. By accepting or continuing employment, engagement, or enrollment, Covered Parties acknowledge their responsibility to abide by these standards.

# Early College Public Charter School - Survey

A local university plans to support a new Early College public charter school (Early College PCS) here in DC, where Grade 11 and Grade 12 of high school count as Year 1 and Year 2 of college. Students enroll at the start of Grade 11.

Graduates of the Early College PCS get a high school diploma plus up to 80 college credits. They can choose to transfer the credits elsewhere, or continue to a Bachelor's at the affiliated university. If they stay at the affiliated university, they can earn a Bachelor's in just 1 year and tuition-free.

This will be the fastest and most affordable pathway to a Bachelor's degree nationwide. DC residents will get free tuition both for the high school/early college years and for the optional extra year needed to earn their Bachelor's.

**We value your time and feedback.** The survey takes 10-15 minutes to complete. Everyone who completes it will receive a \$10 Amazon gift card. We will also select one person at random to win a brand-new Windows 11 laptop. No purchase necessary - no obligation to apply or enroll in the program described. Your responses are for research purposes only.

Submit the survey before **11:59 PM this Sunday, February 23** to qualify for the gift card and to be included in the laptop raffle. You may share the link to the survey with other DC parents.

---

\* Indicates required question

## CURRENT SCHOOL

Parents: If you have more than one student, respond about the oldest one who is NOT graduating this year, i.e. think of your oldest student who is not in 12th grade.

1. **What type of school is the student currently enrolled in? \***

 Dropdown

Mark only one oval.

- DC Public Schools (DCPS)
- DC Public Charter School (PCS)
- Home School
- Private School
- Other

2. **Name of the school \***

---





12. **Thinking of your current school, how satisfied are you overall? \***

Mark only one oval.

	1	2	3	4	5	6	7	
Extre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Satisfied

13. **Which Ward in Washington, DC do you currently live in? \***

Mark only one oval.

- Ward 1
- Ward 2
- Ward 3
- Ward 4
- Ward 5
- Ward 6
- Ward 7
- Ward 8
- I am not sure

14. **OPTIONAL: If you selected "I am not sure" in the previous question, what is the Zip code where you live?**

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15. **Does the student currently have an Individualized Education Program (IEP) or 504 Plan, or receive Special Education services? \***

Mark only one oval.

- Yes
- No
- Not sure
- Prefer not to say





19. **What would make you consider switching from your current school to a different school? \***

(select up to 3 options that are most important)

*Check all that apply.*

- The school offers a path to a tuition-free college
- Better college & career preparation
- Stronger academic programs
- More extracurricular activities
- Smaller class sizes
- More supportive environment for students with special needs
- Campus closer to home/work
- Better teacher - student relationships
- More parent - teacher interactions
- School is located on a college campus
- Building and facilities are very high quality
- School is in a safe neighborhood

20. **What do you find appealing about the Early College model, where Grade 11 and Grade 12 count as Year 1 and Year 2 of college, and the remaining 1 year of college is tuition-free? \***

(select as many as you find appealing)

*Check all that apply.*

- \$0 tuition cost of college option for graduates of the Early College program
- Graduating high school with more college credits than dual enrollment or AP/IB classes
- Automatic admission into the local university affiliated with the public charter high school
- Only 1 additional year needed after high school to earn a Bachelor's degree
- Accelerated path to a career
- Innovation or uniqueness of the program
- Having college professors as teachers and mentors
- Taking most classes with college students
- Earning a Bachelor's degree as early as age 19
- Other: \_\_\_\_\_



24. **If the student has the choice to join in 11th grade at the Early College Public Charter School described earlier, how likely are you to enroll?** \*

As a reminder, the Early College Public Charter School will merge Grade 11 and Grade 12 with Year 1 and Year 2 of a local university. Students will still get their high school diploma, but can choose to earn their Bachelor's degree in just 1 additional year after high school at the affiliated college. DC residents will get free tuition both for the high school/early college years and for the optional extra year needed to earn their Bachelor's.

Mark only one oval.

1 2 3 4 5 6 7

Extr        Extremely Likely

25. **If the student has the choice to join in 12th grade at the Early College Public Charter School described earlier, how likely are you to enroll?** \*

Mark only one oval.

1 2 3 4 5 6 7

Extr        Extremely Likely

#### ADDITIONAL FEEDBACK

26. **OPTIONAL: Is there anything you'd like us to know?**

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#### DEMOGRAPHICS & CONTACT INFO

27. **What best describes you? \***

Mark only one oval.

Parent/Grandparent/Guardian

Student

Other: \_\_\_\_\_

28. **Your Email**

Required to receive the \$10 Amazon gift card and to be entered to win a brand-new Windows 11 laptop

---

29. **Mobile Phone:**

---

30. **Would you like to be considered for an invitation to a focus group meeting?**

Focus group participants will receive \$50 for a 1-hour session and will be asked to share their opinions and deeper feedback on the Early College PCS

*Mark only one oval.*

Yes, invite me!

Not at this time, thank you.

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Google Forms



# Early College Public Charter School - Survey

122 responses

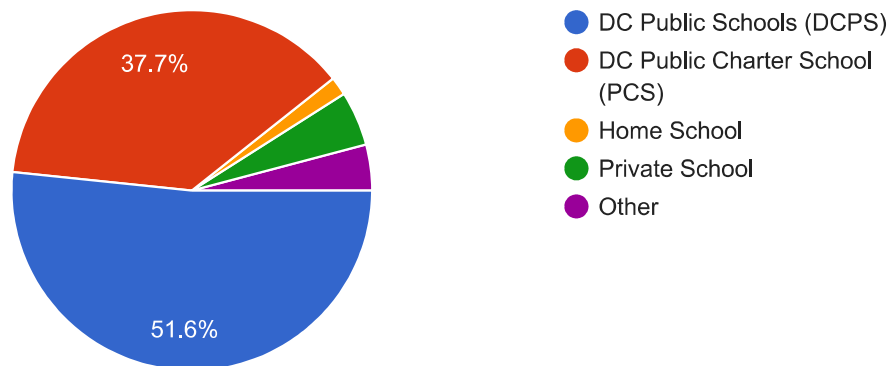
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## CURRENT SCHOOL

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What type of school is the student currently enrolled in?

122 responses

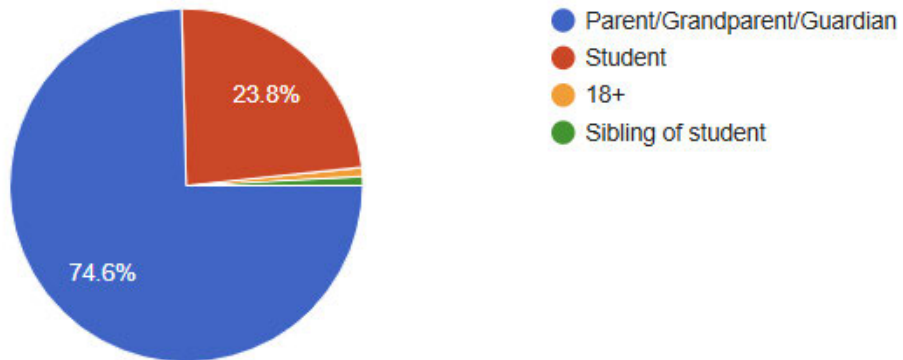


## DEMOGRAPHICS & CONTACT INFO

### What best describes you?

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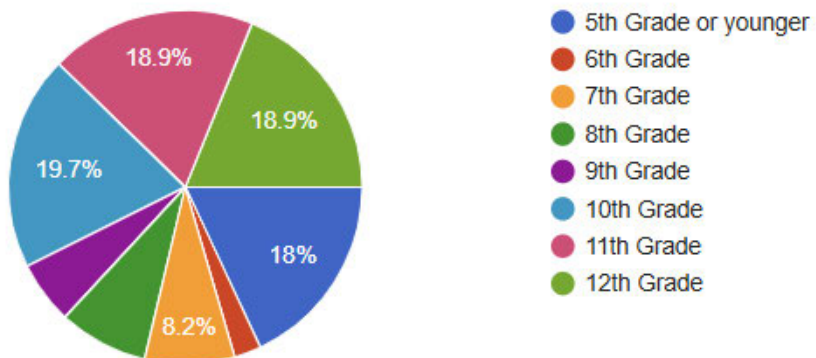
122 responses



### What grade is the student currently in?

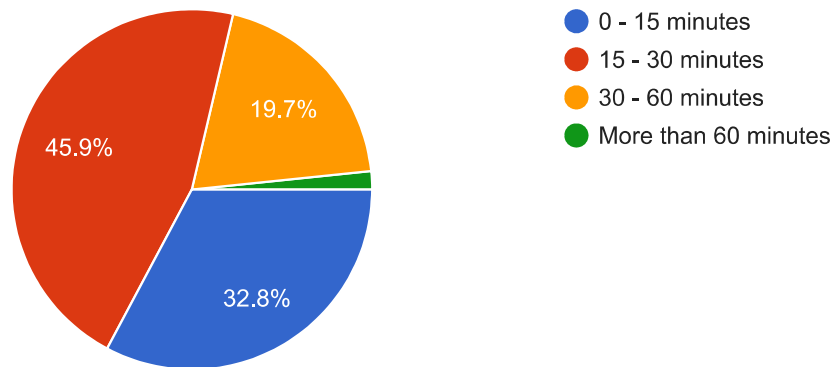
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122 responses



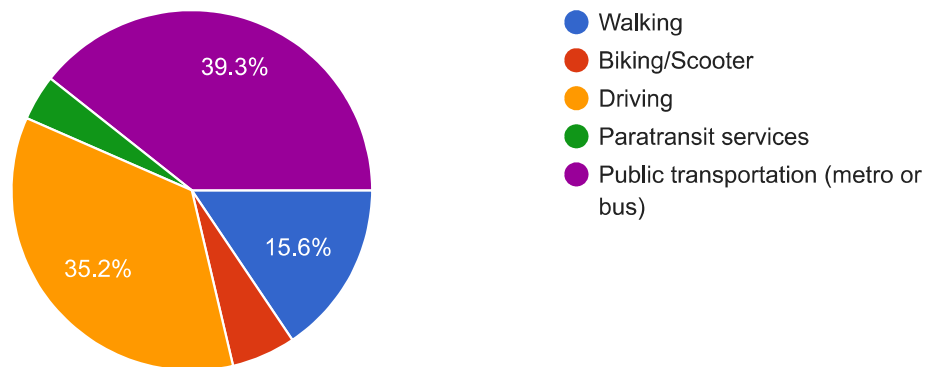
### How long does it take the student to get to/from school (one way)?

122 responses



### What mode of transportation does the student primarily use to get to/from school?

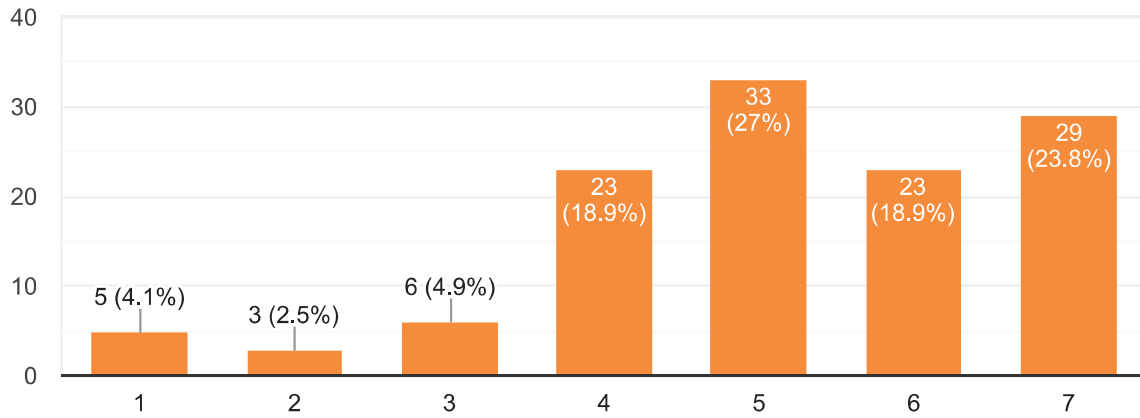
122 responses



### Thinking of your current school, how satisfied are you with the Building & Facilities of the school?

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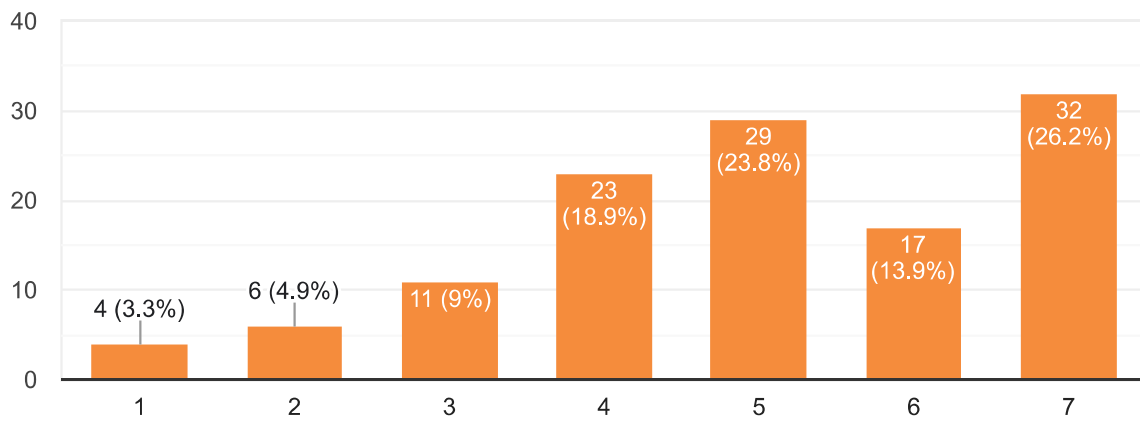
122 responses



### How satisfied are you with College & Career Prep at the current school?

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122 responses

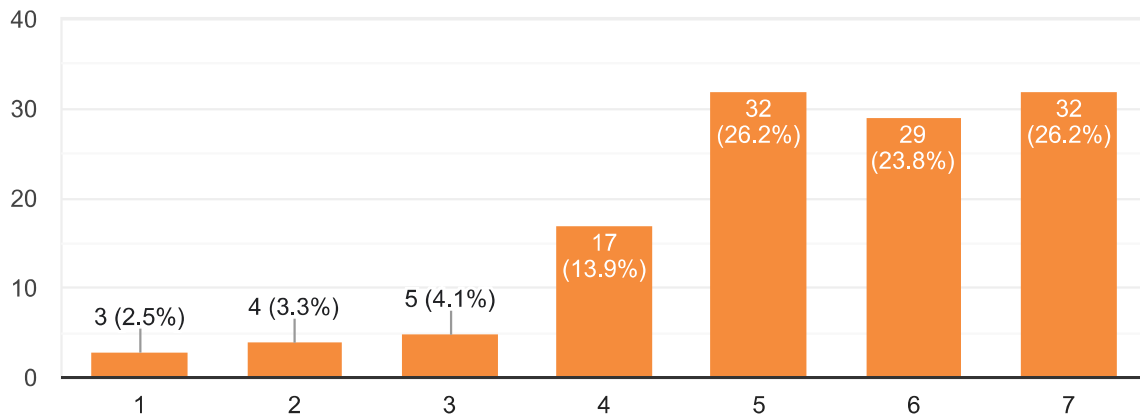




### How satisfied are you with Teaching at the current school?

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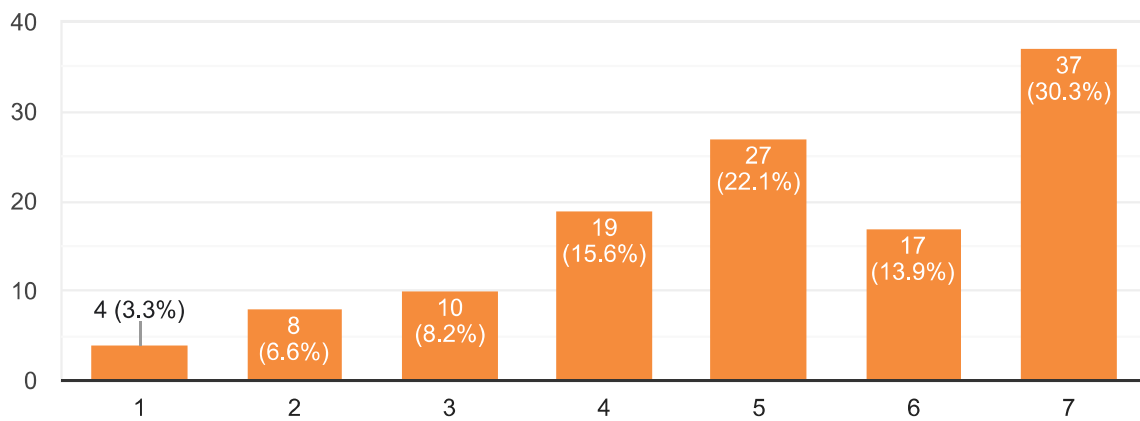
122 responses



### How satisfied are you with Safety at the current school?

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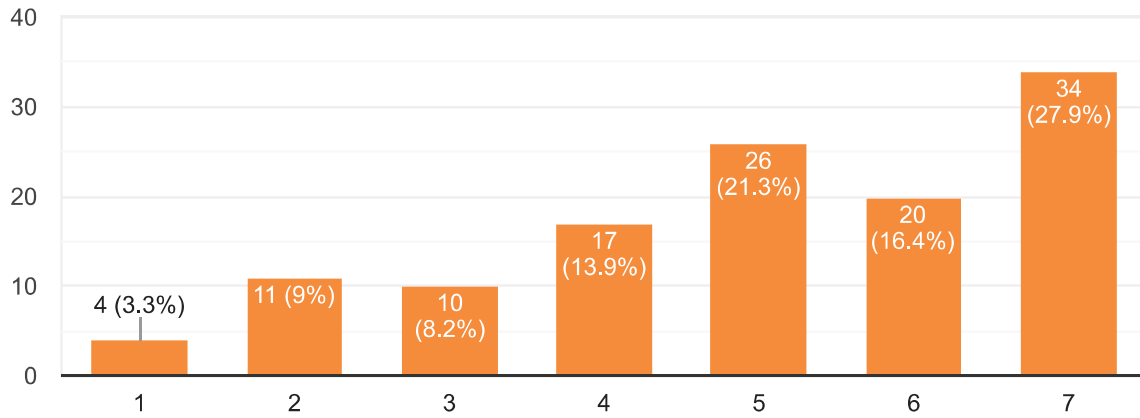
122 responses



### How satisfied are you with the Extracurricular Activities at the current school?

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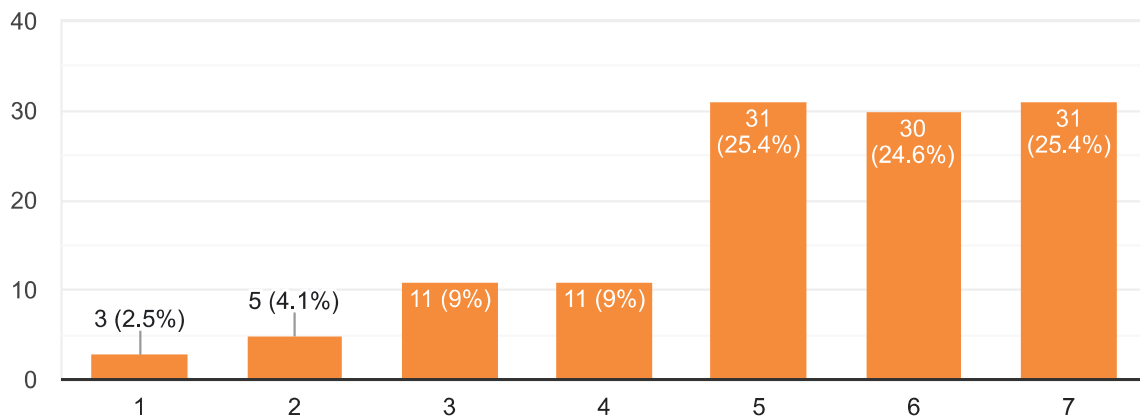
122 responses



### How satisfied are you with the Social Interactions between the student and peers at the current school?

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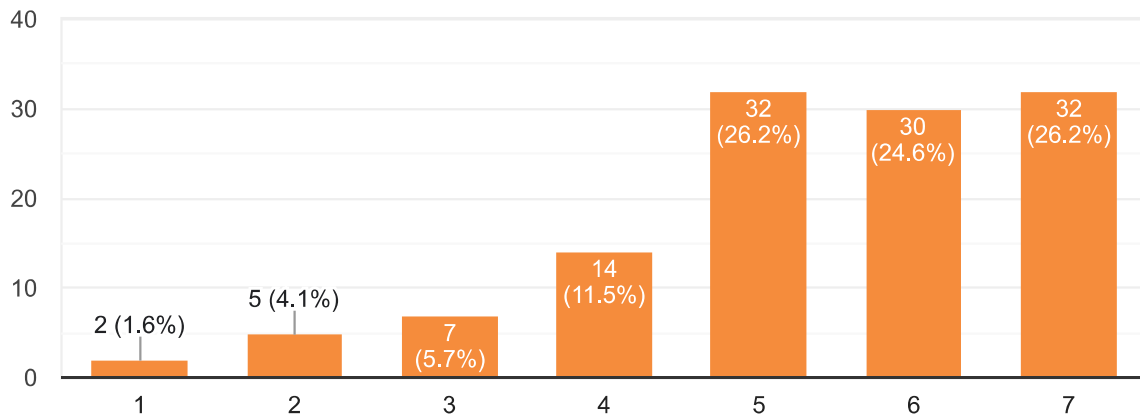
122 responses



### Thinking of your current school, how satisfied are you overall?

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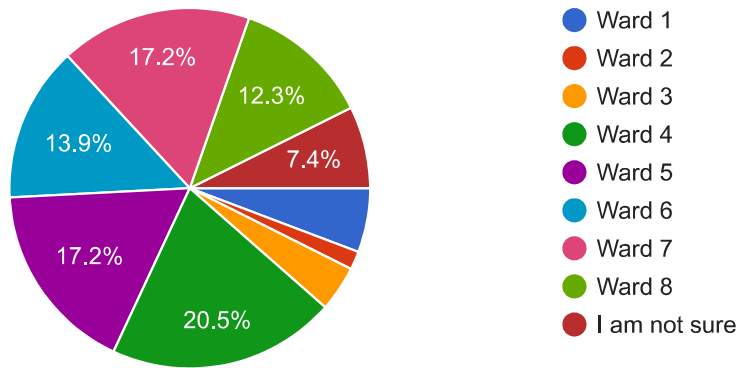
122 responses



### Which Ward in Washington, DC do you currently live in?

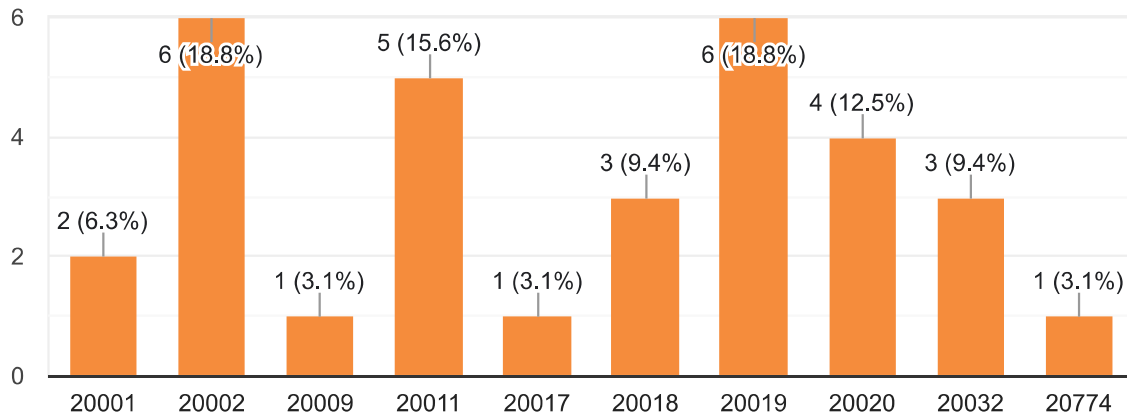
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122 responses



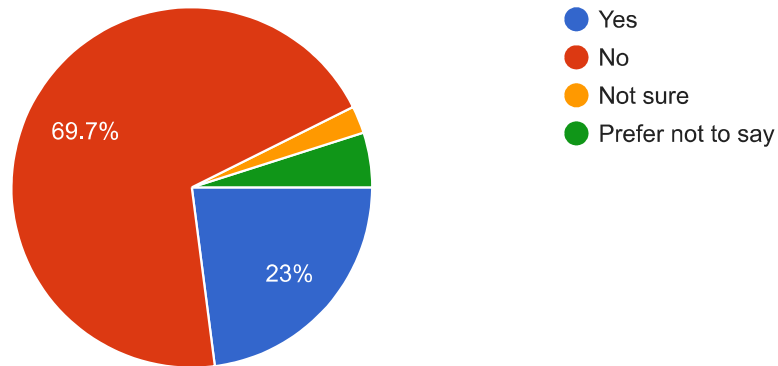
### OPTIONAL: If you selected "I am not sure" in the previous question, what is the Zip code where you live?

32 responses



### Does the student currently have an Individualized Education Program (IEP) or 504 Plan, or receive Special Education services?

122 responses



**OPTIONAL: If you selected "Yes" on the previous question, are there any specific accommodations or related services (e.g. speech therapy, occupational therapy, etc.) that the student is receiving?**

28 responses

No

N/A

All

Speech therapy, occupational therapy, therapy

Speech

None other than IEP

Extra testing time

Currently the IEP is considered complete, the only accommodations that still apply would be given extended time when taking tests.

Learning disability

Occupational therapy

Yes I have a set of twins they get accommodations for test and etc.

504 plan

Extended Time, pullouts,, time with Social worker, pre ets, etc

Behavioral therapy

No

extra time on test/quizzes.

Yes

Speech therapy,hearing impaired



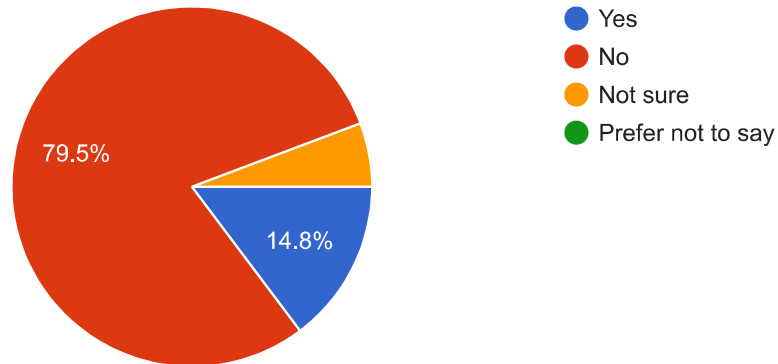
She's supposed to have different tools but she doesn't receive them

IEP

**Is the student considered an English Learner (EL) or does the student receive English Language (ESL/ESOL) support at school?**

 Copy

122 responses

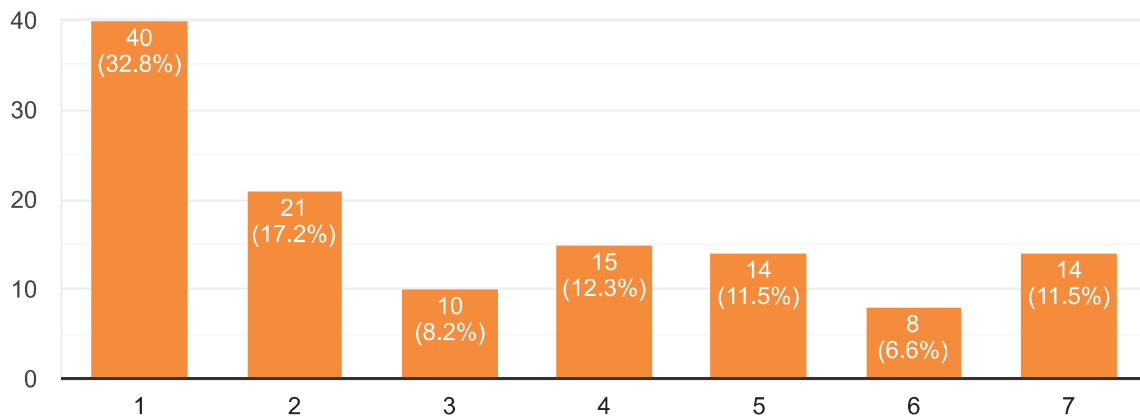


## ENROLLMENT INTENT

**How often do you consider changing schools?**

 Copy

122 responses

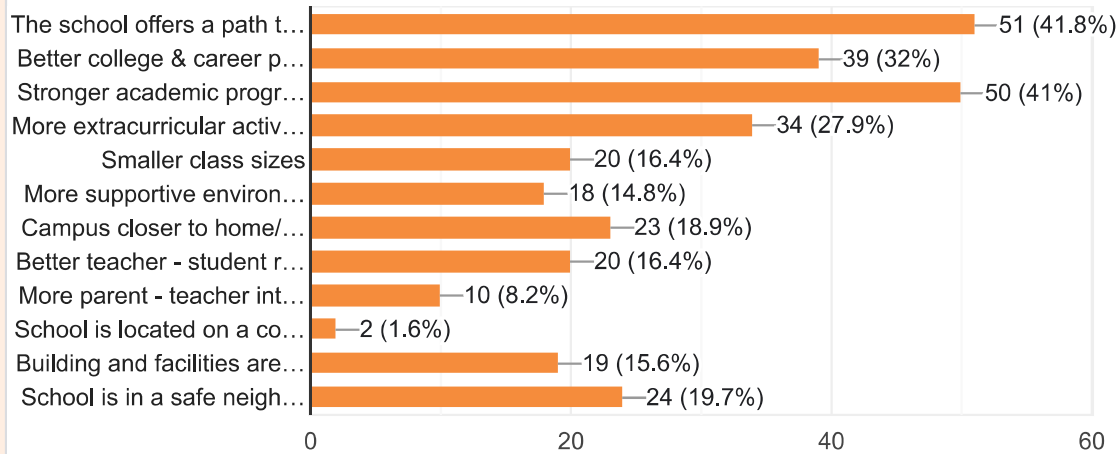


## What would make you consider switching from your current school to a different school?

 Copy

(select up to 3 options that are most important)

122 responses

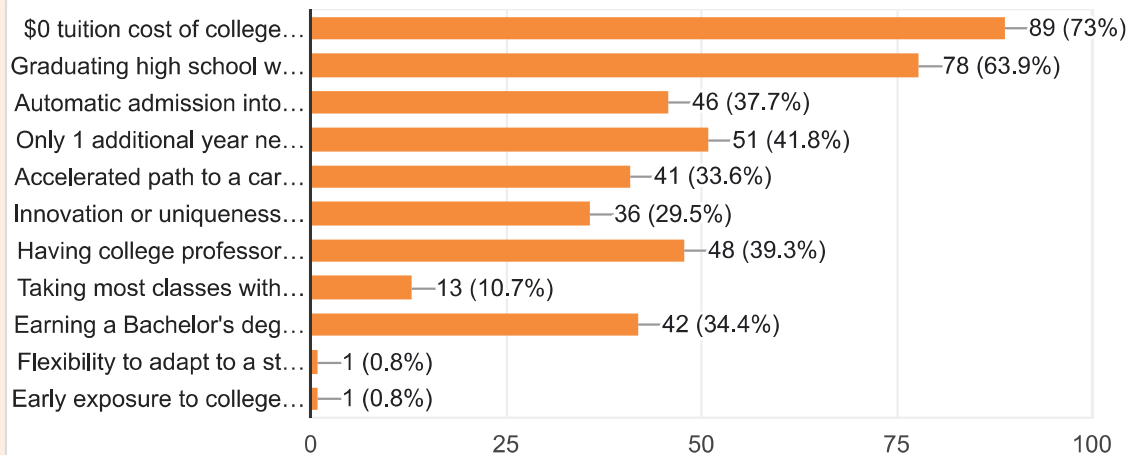


## What do you find appealing about the Early College model, where Grade 11 and Grade 12 count as Year 1 and Year 2 of college, and the remaining 1 year of college is tuition-free?

 Copy

(select as many as you find appealing)

122 responses

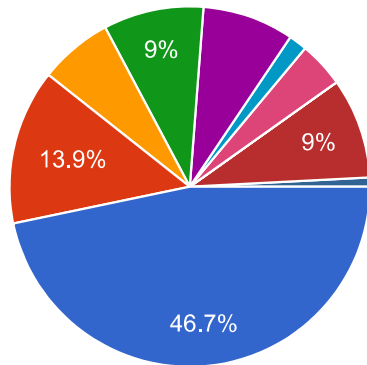


Select just one feature that is most appealing about the Early College model, where Grade 11 and 12 of high school count as Year 1 and 2 of college, and the remaining 1 year of college is tuition-free.

 Copy

(select only one)

122 responses



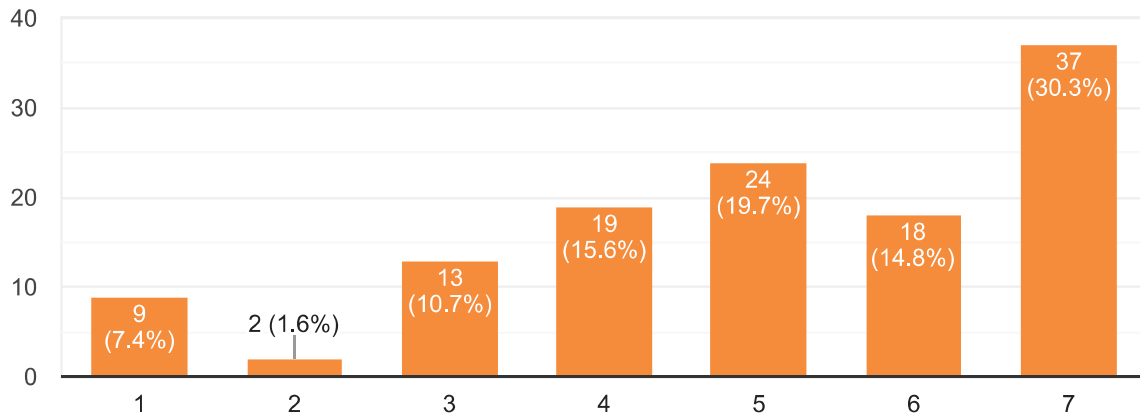
- \$0 tuition cost of college optio...
- Graduating high school with...
- Automatic admission into the I...
- Only 1 additional year needed...
- Accelerated path to a career
- Innovation or uniqueness of t...
- Having college professors as...
- Taking most classes with coll...

▲ 1/2 ▼

How likely are you to consider the Early College Public Charter School if it is outside of your neighborhood/Ward?

 Copy

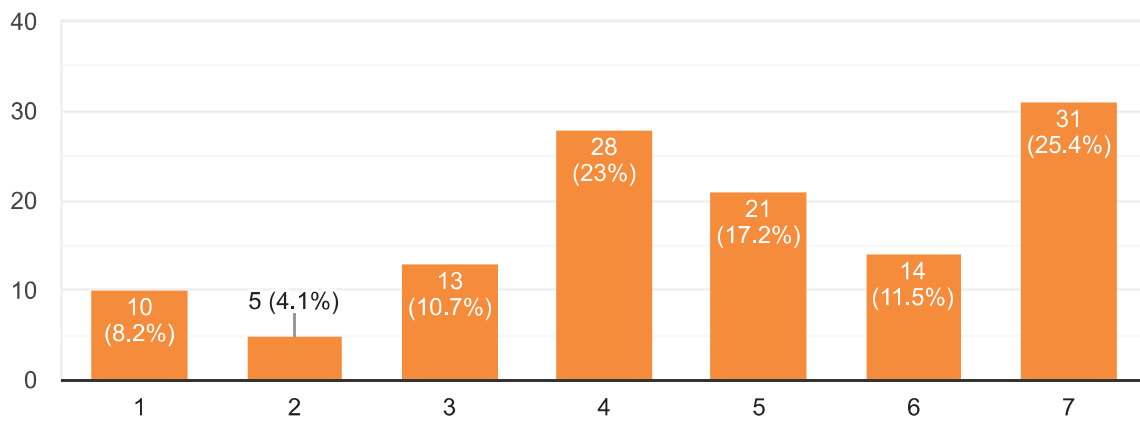
122 responses





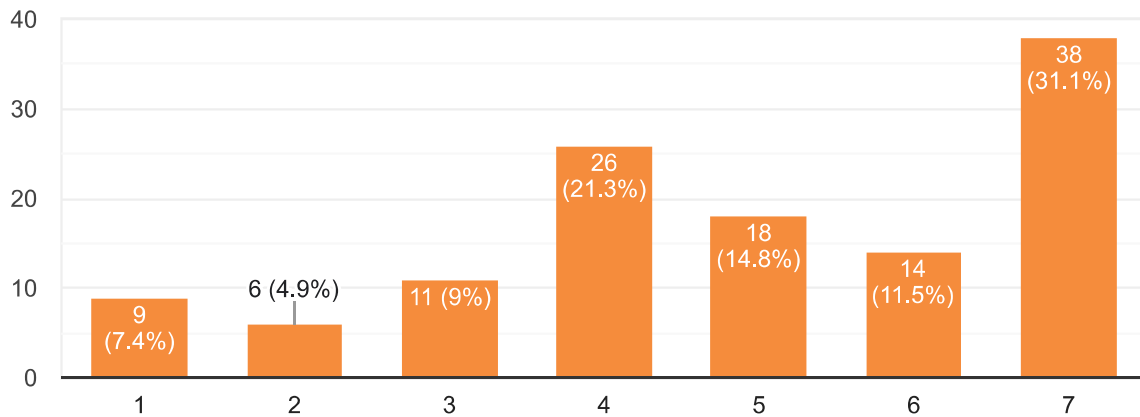
**The Early College Public Charter School will be centrally located near Dupont Circle on the Red Line and multiple bus routes. How convenient or inconvenient is this location?**

122 responses



**If the student has the choice to join in 11th grade at the Early College Public Charter School described earlier, how likely are you to enroll?**

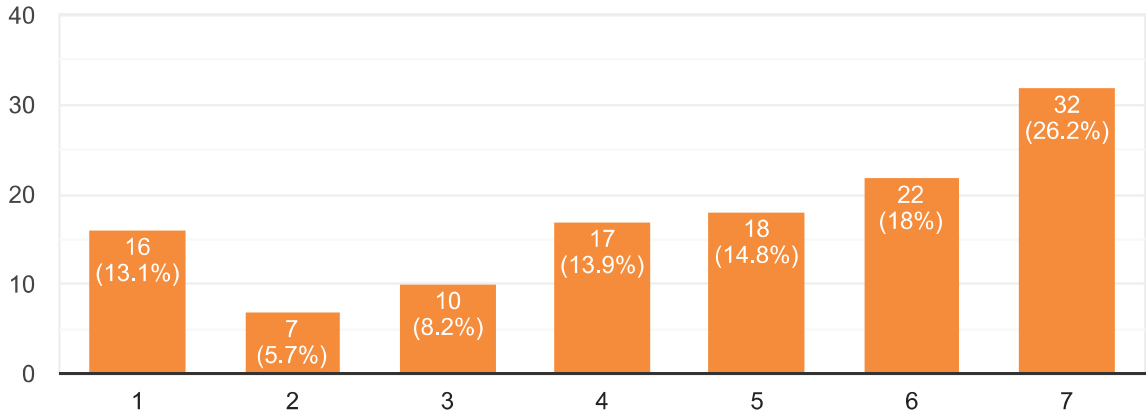
122 responses



**If the student has the choice to join in 12th grade at the Early College Public Charter School described earlier, how likely are you to enroll?**

 Copy

122 responses



**ADDITIONAL FEEDBACK**



**Effective Date:** February 21, 2025  
**Previous Version:** None  
**Policy Owner:** Board of Trustees  
**Approved by:** Board of Trustees  
**Approval Date:** February 24, 2025

## **NONDISCRIMINATION POLICY**

NewU Early College Public Charter School Inc. (the “School”) does not discriminate on the basis of race, color, religion, national origin, sex (including pregnancy), age, marital status, personal appearance, sexual orientation, gender identity or expression, disability, familial responsibilities, matriculation, political affiliation, source of income, place of residence or business, or any other status protected by District of Columbia or federal law in any of its programs and activities, including admissions, employment, and educational services.

This policy is in accordance with all applicable state or federal nondiscrimination law and will be updated to comply with future changes in the law as needed.

Consistent with its legal obligations, NewU prohibits unlawful harassment, including sexual harassment and sexual violence, in the administration of all its programs and activities.

To ensure members of our community are properly informed, the School will regularly post and distribute this Nondiscrimination Policy. It will appear in official publications and materials, including the School’s website, student and employee handbooks, enrollment and employment applications, and other relevant communications or locations accessible to students, staff, parents, and community members.

### **Approved by the Board of Trustees of NewU Early College Public Charter School Inc.:**

Jonas Rolett  02 / 24 / 2025

Claudia Diamante  02 / 24 / 2025

Ruth Lyons  02 / 24 / 2025

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Title	Nondiscrimination Policy
File name	Nondiscrimination..._College_PCS.docx
Document ID	086f2ee409cf9f520add3c5dc0c644e362cc7e68
Audit trail date format	MM / DD / YYYY
Status	● Signed

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### Document History

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 E-SIGN DISCLOSURE ACCEPTED	[REDACTED]	[REDACTED]
 E-SIGN DISCLOSURE ACCEPTED	[REDACTED]	[REDACTED]
 SENT	[REDACTED]	[REDACTED]

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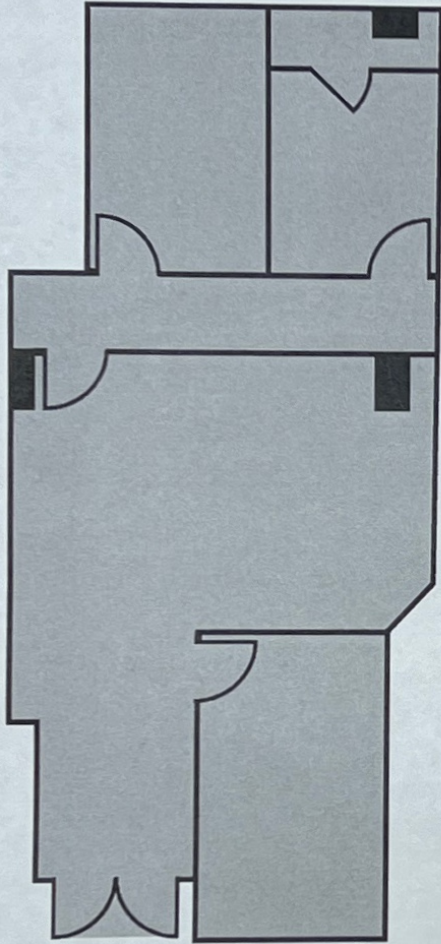
  
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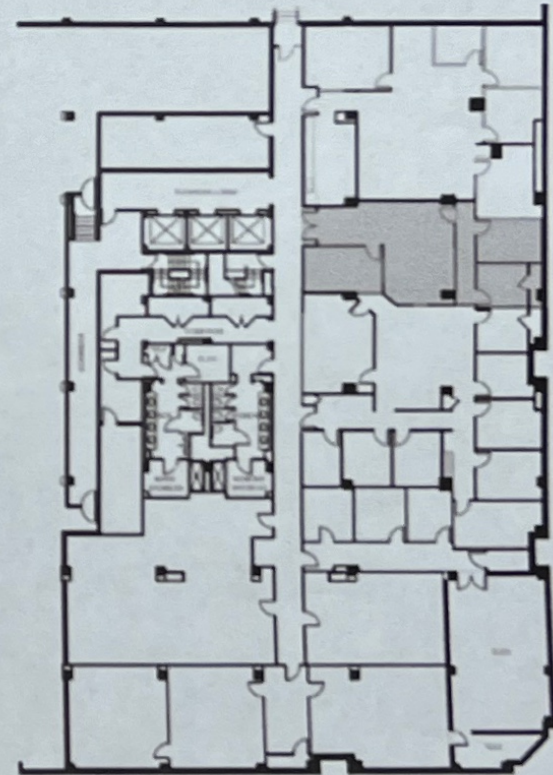
[Redacted]

1,700 RSF

# Suite B-03



- Basement/Lower-Level space
- Double door suite entry
- 2 private offices with glass sidelights
- Reception area
- Open area
- Steps to new fitness and wellness center and Early Bird Café

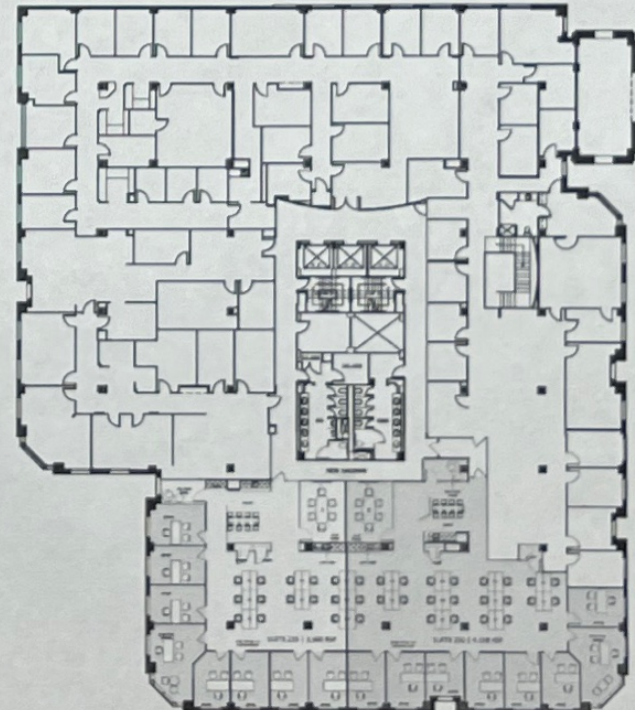
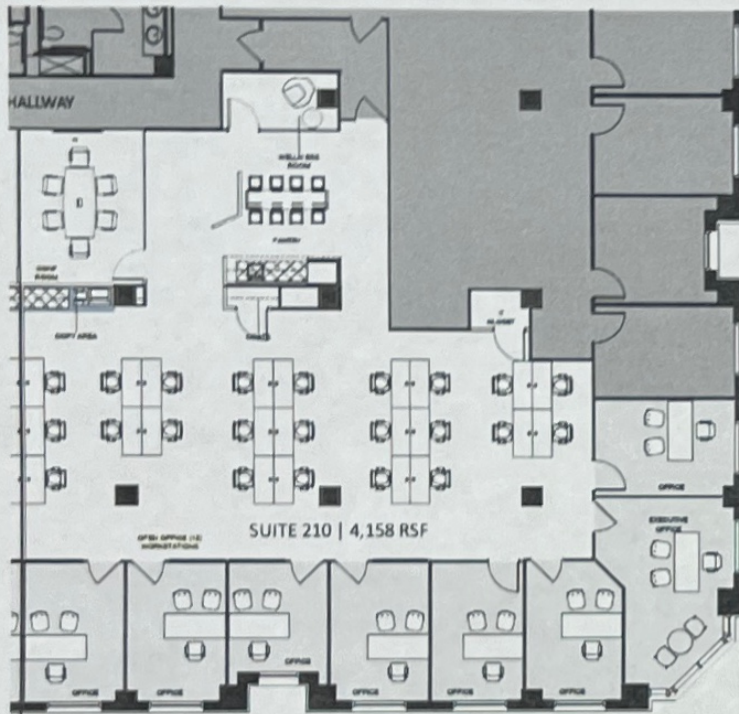




4,181 RSF

# Suite 210

- Conference Room
- Corner Executive Offices
- Private Offices and Open Area Workstations
- Kitchenette
- Wellness Room

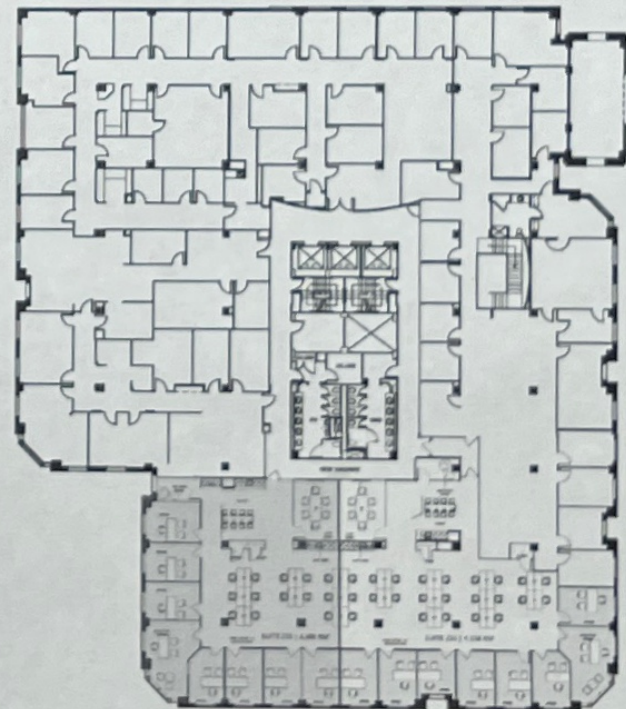




3,603 RSF

# Suite 215

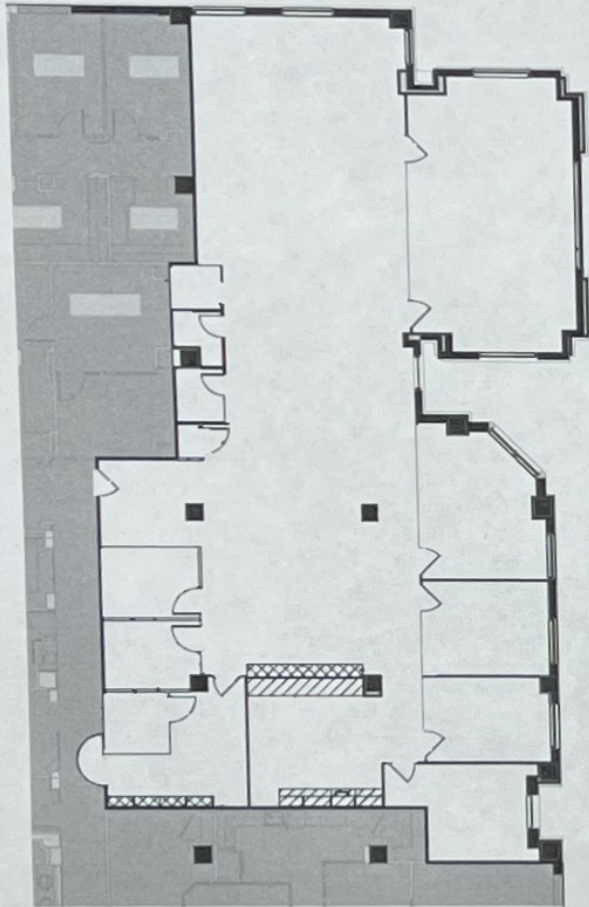
- Conference Room
- Corner Executive Offices
- Private Offices and Open Area Workstations
- Kitchenette
- Wellness Room





6,382 RSF

# Suite 410



16TH STREET N W

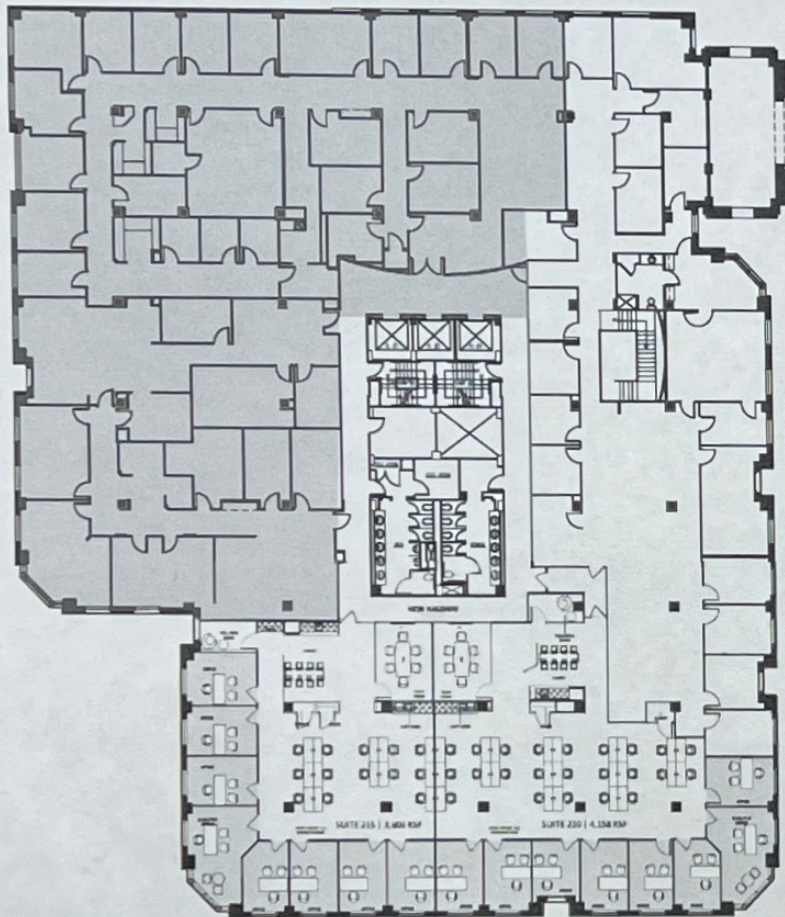
- Direct Elevator Exposure
- Standard and Executive Windowed Offices
- Reception Area
- Conference Room
- Kitchenette
- High Ceilings
- Storage and Coat Closets
- Flexible Lease Terms & Rates
- 16<sup>th</sup> Street views





12,596 RSF

# Suite 225



- Move-in ready 2nd floor space
- Prominent direct elevator exposure
- Ample glass suite entry frontage
- Combination of open and office-intensive layout to accommodate various users
- Expansion options up to approximately 20,357 RSF
- Broker bonus opportunity of \$15,000 for deals executed by year end (2024)
- Office intensive layout
- Conference Rooms
- Central Air and Heating
- High Ceilings
- Natural Light
- Kitchen
- After Hours HVAC Available
- Emergency Lighting
- Bicycle Storage



Suite 215 – 3,603 RSF

Suite 210 – 4,181 RSF

## SHARED SERVICES AGREEMENT

This Shared Services Agreement ("**Agreement**") is entered into by and between **NewU Early College Public Charter School Inc.**, a District of Columbia nonprofit corporation doing business as "NewU Early College PCS" (hereinafter the "**School**"), and **NewU Inc.**, a District of Columbia nonprofit corporation doing business as "NewU University" (hereinafter the "**University**"). The School and the University are collectively referred to as the "**Parties**," and individually as a "**Party**."

### 1. Purpose and Background

#### 1.1 Purpose of Agreement

This Agreement sets forth the terms and conditions under which the University will provide certain administrative, operational, educational, and developmental services ("**Shared Services**") to the School, allowing the School to leverage the University's expertise, resources, and economies of scale while preserving each entity's independence and meeting all applicable District of Columbia and federal legal requirements.

#### 1.2 Organizational Background

- **The School:** A DC public charter school, chartered by the DC Public Charter School Board ("DC PCSB").
- **The University:** A nonprofit institution of higher education, licensed by DC Higher Education Licensure Commission (DC HELC), that owns the federal trademark(s) and word mark(s) for "NewU" (name and logo).

#### 1.3 No Private Benefit or Private Inurement

The Parties intend that no private benefit or inurement will result from this Agreement. All fees or compensation for services shall be commensurate with fair market value (FMV) and not exceed what is necessary to fulfill legitimate educational and charitable objectives.

#### 1.4 Separate License and Articulation Agreements

- **License Agreement:** The University shall license the "NewU" trademark(s) to the School under terms agreed upon in a separate written license.
- **Articulation Agreement:** Any arrangements related to dual-enrollment, transfer-of-credit, or other academic credit matters for the School's students shall be governed by a separate articulation agreement.

## 2. Scope of Shared Services

### 2.1 Services Provided

The University shall provide the following Shared Services to the School, as applicable and agreed upon:

1. **Administrative Services**
  - Executive management services, human resources, payroll, accounting, and other administrative functions (excluding purchasing and record-keeping).
2. **IT and Technology Services**
  - Access to IT infrastructure, student information systems, learning management systems, data analytics, and technical support.
3. **Facilities and Maintenance**
  - Joint use of classrooms, labs, meeting rooms, and shared facilities; **controlled access, janitorial, and maintenance** for jointly used spaces.
4. **Curriculum and Academic Resources**
  - Faculty/adjunct assignments, academic expertise, professional development, library/research database access, and related academic supports (in compliance with School obligations).
5. **Marketing and Outreach**
  - Collaborative community engagement, student recruitment support, and shared marketing resources (subject to the separate License Agreement for branding).
6. **Fundraising and Development**
  - Donor outreach, donor relations, philanthropic engagement, and fundraising activities that support the School's mission and financial sustainability.
7. **Student Services**
  - College student coaching, academic advising, and other postsecondary supports to help the School's students benefit from early-college experiences.

## 2.2 Performance Standards

The University shall provide the Shared Services in a professional and timely manner, consistent with industry standards, and in compliance with applicable District of Columbia and federal laws. The Parties may agree on **Service-Level Expectations (SLEs)** or performance metrics in an appendix, subject to periodic review.

## 2.3 Exclusions

Any services not expressly described in **Section 2.1** are excluded from this Agreement unless otherwise agreed by a written amendment executed under the "Authority to Execute" clause.

## 2.4 Activities Solely the Responsibility of the School

The following activities and obligations belong exclusively to the School; the University shall have no responsibility or liability for these functions:

- **High-School Teaching and Instruction:** Classroom teaching, curriculum design and delivery, instructional planning, and scheduling for secondary-level courses.
- **Student Advising and Support (High-School Level):** Guidance counseling, social-emotional support, and other direct services for high-school students.
- **Supports for Students with Disabilities (SWD) and English Learners (EL):** Compliance with IDEA, Section 504, and other applicable laws or regulations for special education and language support services.
- **Procurement and Purchasing:** All purchasing of goods, supplies, and services needed for School operations.
- **Record-Keeping and Data Management (High-School Students):** Managing official student records, attendance, transcripts, and data required for LEA compliance.
- **All Other Public-School-Specific Obligations:** Duties or compliance mandates by DC PCSB or District/federal law (e.g., open meeting laws, standardized testing, public procurement regulations) not expressly provided under Section 2.1.

### **3. Public Charter Obligations and University Obligations**

#### **3.1 Local Education Agency (LEA) Status**

The School is an LEA under the oversight of the DC PCSB. Nothing in this Agreement relieves the School of its charter obligations or transfers ultimate legal responsibility for LEA duties to the University.

#### **3.2 Open Meetings and Public Records**

The School must comply with District open meetings laws, and certain public records requirements. The University shall cooperate as reasonably needed to ensure the School meets these obligations (e.g., providing relevant documentation upon request).

#### **3.3 Accreditation and Charter Requirements**

- The School shall maintain compliance with its DC PCSB charter.
- The University shall maintain any required accreditation/licensure for a higher education institution in the District of Columbia.
- Neither Party shall take any action jeopardizing the other's standing under its charter or accreditation.

### **4. Governance and Independence**

#### **4.1 Independent Governing Boards**



- The School is governed by its Board of Trustees, which exercises fiduciary and policy oversight in accordance with DC public charter law.
- The University is governed by its Board of Directors, which exercises fiduciary oversight in accordance with District of Columbia nonprofit law.

#### **4.2 Conflicts of Interest and Recusal**

All board members, officers, or key employees involved in decisions related to this Agreement must disclose any material conflict of interest and recuse themselves from relevant votes or approvals, consistent with each Party's Conflict of Interest Policy.

#### **4.3 No Overlapping Board Membership**

Neither the School's Board of Trustees nor the University's Board of Directors shall have overlapping members. Each board remains fully independent to prevent undue influence or conflict.

### **5. Duties and Responsibilities of the School**

#### **5.1 Provision of Information**

The School shall provide timely access to data, documents, and systems needed for the University to perform the Shared Services effectively.

#### **5.2 Compliance**

The School shall abide by all applicable District of Columbia and federal laws, including DC PCSB regulations, FERPA, IDEA, Title IX, and relevant finance/procurement statutes.

#### **5.3 Operational Environment**

The School shall grant reasonable on-site or system access to University personnel or contractors to ensure effective service delivery.

### **6. Duties and Responsibilities of the University**

#### **6.1 Service Delivery**

The University shall deliver the Shared Services in a professional and competent manner, using personnel with suitable expertise, licensure, or certifications where required.

#### **6.2 Compliance and Reporting**

The University shall comply with all laws applicable to the Shared Services, including data privacy, labor laws, and any contractual reporting obligations set forth by the School.

### **6.3 Conflict of Interest Policy**

The University shall observe its own Conflict of Interest Policy, ensuring transparency and recusal for individuals with personal or financial interests in the Shared Services.

### **6.4 Trademark Ownership**

The University retains ownership of the "NewU" trademark(s). The School shall not use such marks without a separate License Agreement expressly granting limited rights.

## **7. Financial Arrangements**

### **7.1 Fair Market Value / Cost Basis**

All fees must reflect fair market value or the University's actual reasonable cost. No Party shall pay or receive amounts exceeding the value of the services rendered.

### **7.2 Fee Structure**

Annex A outlines the fee structure for each type of service.

### **7.3 Invoicing and Payment**

- The University shall submit itemized invoices on a periodic basis (e.g., monthly or quarterly).
- The School shall pay undisputed invoices within thirty (30) days.
- If any amount is disputed, the School shall notify the University in writing, pay the undisputed portion, and both Parties shall work in good faith to resolve the dispute.

### **7.4 Annual Fee Review**

At least once per year, the Parties shall review fees and compare them to fair market or actual cost. Any adjustments require a written amendment per **Section 13.8**.

### **7.5 Right to Audit**

To ensure proper use of public funds, the School (or DC PCSB or other authorized agencies) may audit the University's relevant records upon reasonable notice. The University shall cooperate fully with any such review.



## 7.6 Below-FMV Services and In-Kind Contributions

1. **Optional Charitable Provision.** The Parties acknowledge that, in certain cases, the University may elect to provide specific Shared Services at a rate below fair market value (“**FMV**”) in furtherance of its charitable and educational mission, or to support the School’s own charitable and educational mission. The University is **not obligated** to provide such below-FMV services, and any decision to do so shall be at the sole discretion of the University.
2. **Valuation and Disclosure.** If the University elects to provide a service below FMV, the University shall document the **FMV** for that service and the **actual fee** charged to the School. The **difference** between FMV and the charged fee shall be recorded by the Parties as an **in-kind contribution** or donation from the University to the School.
3. **Accounting and Reporting.** The School shall recognize such in-kind contributions in its financial statements (if applicable) in compliance with generally accepted accounting principles (“**GAAP**”), nonprofit reporting standards, and any relevant District of Columbia or federal reporting requirements. The University likewise shall reflect such contributions in its own records and may issue a letter or acknowledgement for the School’s internal use.
4. **Consistency with Mission.** Any decision by the University to provide a below-FMV service shall be consistent with its nonprofit mission and policies regarding charitable donations. Neither Party shall construe such an in-kind contribution as providing a private benefit or private inurement that conflicts with applicable nonprofit law.

## 8. Data Sharing and Privacy

### 8.1 Scope of Data

The Parties shall share or exchange data (including student or administrative data) only as necessary for the Shared Services. Neither Party shall disclose data not permitted by law or policy.

### 8.2 FERPA Compliance

Where student records are involved, the University is deemed a “school official” under FERPA, with legitimate educational interest. The University shall safeguard such data per FERPA and local data privacy rules.

### 8.3 Data Retention and Destruction

Upon termination or expiration of this Agreement, each Party shall return or securely destroy the other’s Confidential Information, unless a legal obligation requires retention.

## 9. Performance Metrics and Quality Assurance

## 9.1 Service-Level Expectations (SLEs)

The Parties may define SLEs (e.g., response times, system uptime, deadlines for deliverables) in an appendix. The University agrees to use best efforts to meet or exceed these benchmarks, subject to mutual resource agreements.

## 9.2 Annual Performance Review

The Parties shall conduct an annual performance review, evaluating service quality, challenges, and enhancements. Any modifications or improvements shall be documented in writing and attached to this Agreement.

# 10. Term and Termination

## 10.1 Term

This Agreement commences on the last signature date (“**Effective Date**”) and remains effective for an initial term of 15 (fifteen) years, unless earlier terminated in accordance with this **Section 10**. It may be renewed by mutual written agreement.

## 10.2 Termination by Mutual Agreement

This Agreement may be terminated at any time by mutual written consent of both Parties.

## 10.3 Termination for Cause

Either Party may terminate immediately if the other Party:

1. Materially breaches any provision of this Agreement and fails to cure within ninety (90) days following written notice;
2. Initiates or becomes the subject of bankruptcy or insolvency proceedings;
3. Experiences a significant change in legal status (e.g., loss of charter or licensure) that renders continued performance infeasible.

**Good-Faith Efforts for Students:** Even in a cause-based termination, the Parties shall make good-faith efforts to accommodate any students already enrolled in the University curriculum, negotiating a feasible longer transition period if appropriate.

## 10.4 Effect of Termination

1. **Wind-Down Obligations:** Upon issuing termination under **Section 10.3**, the Parties shall collaborate to transition or phase out services so that currently enrolled students can finish their two-year programs.
2. **Financial Settlement:** The School shall pay all undisputed charges accrued up to the final termination date (end of Wind-Down or otherwise).

3. **Return/Destruction of Materials:** Each Party shall return or securely destroy all Confidential Information and data from the other Party per Section 8.3.
4. **Survival:** Provisions regarding confidentiality, indemnification, intellectual property, and any other terms naturally surviving termination remain in effect.

## **11. Liability and Indemnification**

### **11.1 Limitation of Liability**

Neither Party shall be liable for consequential, indirect, incidental, or punitive damages arising from or relating to this Agreement, except as required by law or expressly stated herein.

### **11.2 Indemnification**

Each Party ("**Indemnifying Party**") shall indemnify and hold harmless the other Party ("**Indemnified Party**") and its officers, directors, members, employees, and agents from claims, damages, or expenses (including reasonable attorneys' fees) arising from:

- The Indemnifying Party's material breach of this Agreement;
- The Indemnifying Party's negligence, willful misconduct, or violation of applicable law.

## **12. Insurance**

Each Party shall maintain adequate insurance coverage (e.g., general liability, professional liability, workers' compensation) consistent with its size and scope in the District of Columbia. Proof of such coverage shall be provided upon request.

## **13. Miscellaneous Provisions**

### **13.1 Independent Contractors**

Nothing in this Agreement creates an employer-employee relationship, partnership, or joint venture. Each Party remains an independent entity, solely responsible for its own liabilities.

### **13.2 No Third-Party Beneficiaries**

This Agreement confers no rights or remedies upon any third party.

### **13.3 Assignment**

Neither Party may assign its rights or delegate its duties under this Agreement without prior written consent of the other Party, which shall not be unreasonably withheld.

#### **13.4 Amendments**

All amendments must be in writing and signed by authorized representatives of both Parties, in accordance with **Section 13.8**.

#### **13.5 Notices**

Notices or communications shall be in writing and delivered by reputable overnight courier, or by certified mail to the designated corporate agent addresses of each Party.

#### **13.6 Severability**

If a court of competent jurisdiction finds any provision invalid or unenforceable, the remaining provisions continue in full force and effect.

#### **13.7 Entire Agreement**

This Agreement, including any attached exhibits or appendices, constitutes the entire understanding between the Parties regarding the Shared Services and supersedes all prior or contemporaneous agreements.

#### **13.8 Authority to Execute**

To avoid any appearance of conflict of interest, this Agreement and any amendments must be executed either by the Chair of the Board or by a two-thirds majority approval of the Board of each Party. No other individual may legally bind or amend this Agreement on behalf of their respective Party.

#### **13.9 Applicable Law And Dispute Resolution.**

This Agreement shall be governed by the laws of the District of Columbia. Any claim, controversy, or dispute between the Parties' agents, employees, officers, or directors must be escalated to the Board of each party for resolution within 30 calendar days. Any unresolved conflicts shall then be resolved by binding arbitration in Washington, DC.

#### **13.10 Binding Arbitration and Waiver of Court Claims.**

The Parties agree that any and all disputes, claims, or controversies arising out of or relating to this Agreement, including the interpretation, performance, or breach

of this Agreement, shall be resolved exclusively through binding arbitration in accordance with the CPR Institute Rules for Non-Administered Arbitration. The parties expressly waive their right to file a lawsuit or pursue any such claims in a court of law, except as necessary to enforce or vacate an arbitration award or to seek interim relief pending arbitration. This agreement to arbitrate is intended to be broad, covering all disputes that may arise under or relate to this Agreement.

#### **14. Force Majeure.**

Neither party shall be liable for any failure or delay in performing their obligations under this Agreement if such failure or delay is due to causes beyond their reasonable control, including but not limited to acts of God, natural disasters, government actions, war, civil unrest, pandemics, or any other circumstances that render performance impossible or impractical. In the event of such a delay, the affected party shall promptly notify the other party, and performance obligations shall be temporarily suspended until the cause of delay is resolved.

#### **13.11 Separate Articulation Agreement**

Any awarding of college credit or dual-enrollment matters shall be governed by a separate Articulation Agreement. This Agreement does not alter or supersede the terms of that future or existing agreement.

#### **14. ANNEXES.**

Annex A. SY 2025-2026 Services and Fee Structure

#### **15. Signatures**

IN WITNESS WHEREOF, the Parties have executed this Shared Services Agreement, as of the last date written below, in accordance with **Section 13.8** (Authority to Execute).

**NewU Early College Public Charter School Inc.**  
d/b/a **NewU Early College PCS**

By:

**Name:**

**Title:** Chair of the Board of Trustees

**Date:**

*Or by a Two-Thirds Majority Approval of the Board of Trustees (attach resolution)*

**NewU Inc.**  
DBA **NewU University**

By:

**Name:**

**Title:** Chair of the Board of Directors

**Date:**

*Or by a Two-Thirds Majority Approval of the Board of Directors (attach resolution)*

## Annex A. SY 2025-2026 Services and Fee Structure

Service	Fee Structure	SY 2025-2026	Rationale for fee structure	2025 Benchmark
<b>1. Administrative Services</b>				
Head of School	50% of median high school Head of High School compensation	\$ 82,500	Time equally split between the two entities. Charge is based on high school (i.e., not university) benchmark for the role.	\$ 165,000
Finance Director	50% of median high school Finance Director compensation	\$ 76,000		
Human Resources Director	50% of median high school Human Resources Director compensation	\$ 67,500		
IT and Digital Director	50% of median high school IT and Digital Director compensation	\$ 72,500		
<b>2. IT and Technology Services</b>				
	\$8,000 per month	\$ 96,000	Based on managed IT service provider typical monthly rates for organizations of the size of the school. Sources: Orion Networks, Ntiva.	
Infrastructure, platforms, hosting, website, email services	Directly attributable costs + 50% of indirect costs (e.g., hardware)	Reimbursable		
<b>3. Facilities and Maintenance</b>				
Classroom, resource room, and office space Fixtures and equipment	\$5,546 per student Directly attributable cost	\$ 183,018 Reimbursable	Based on actual full-service facility cost per student for 33 students	
<b>4. Curriculum and Academic Resources</b>				
College instruction	Proportionate to number of enrollment in each course	\$ 15,400	School students/Total students*Professor cost (e.g., if 3 out of 25 students are from the school, the school will cover 12% of the professor cost for that class).	
Instruction materials	Directly attributable cost	Reimbursable		
College curriculum and academic program management	50% of 75% of median Program Director compensation	\$ 41,250	On average, 75% of the high school curriculum is delivered by the university.	\$ 110,000
College student success management	50% of 75% of median Student Support Director compensation	\$ 31,875		\$ 85,000
<b>5. Marketing and Outreach</b>				
Digital marketing	\$3,000/month	\$ 36,000	Based on average hourly rate.	
Advertising inventory cost	Directly attributable cost	Reimbursable		
Recruiter	\$3,000/month	\$ 36,000	Based on average hourly rate.	
<b>6. Fundraising and Development</b>				
Grant sourcing and writing, donor outreach	\$5,000/month	\$ 60,000	Based on average hourly rate.	
<b>7. Student Services</b>				
Student fees	\$750 per student per semester	\$ 49,500	Same as for university students.	

### Notes:

Third-party direct costs (e.g., pay stubs, filing fees, software licenses, postage, conference facilities, etc.) are passed through directly for reimbursement.

Compensation benchmarks are reviewed annually.

Sources for 2025 Compensation benchmarks: Glassdoor and ZipRecruiter as of January 2025 and latest available (2022, 2023) Form 990 of local charters school (e.g., BASIS, DCI, Paul PCS).

## **DUAL-ENROLLMENT AGREEMENT**

*Between*

**NewU Early College Public Charter School Inc.**

(d/b/a “NewU Early College PCS”; hereinafter the “School”)

and

**NewU Inc.**

(d/b/a “NewU University”; hereinafter the “University”)

### **1. Purpose and Background**

#### **1.1 Purpose**

This Dual-Enrollment Agreement (“Agreement”) sets forth the terms and conditions under which *all* Grade 11 and Grade 12 students of the School fulfill their high-school curriculum in an integrated fashion with the University’s first- and second-year college curriculum. Under this model, each School student in Grades 11 and 12 is enrolled in University courses that simultaneously meet both high-school (grades 11 and 12) and college-level (Years 1 and 2) course requirements, delivered exclusively on the University’s campus.

#### **1.2 Organizational Background**

- **The School** is a DC public charter school, chartered by the DC Public Charter School Board (“DC PCSB”) and serves secondary students under the DC School Reform Act.
- **The University** is a nonprofit institution of higher education, licensed or authorized by the DC Higher Education Licensure Commission (“HELC”), and a member institution of the Middle States Commission on Higher Education (MSCHE).

#### **1.3 Relationship to Other Agreements**

This Agreement is intended to complement and be read consistently with the Parties’ existing:

- **Shared Services Agreement** (“SSA”), detailing administrative and operational support; and
- **Trademark License Agreement** (“TMLA”), governing the School’s use of the “NewU” name and marks.

In the event of any conflict between this Agreement and the SSA or TMLA regarding dual-enrollment matters, the terms of this Agreement shall control solely for those matters. Otherwise, the SSA or TMLA govern their respective subject matter.



## **1.4 Compliance**

Both Parties agree to comply with all relevant District of Columbia and federal laws, regulations, and accreditation standards governing K–12 and higher education. **In the event of a conflict between a University policy and a School policy, the School policy shall prevail.**

## **2. Definitions**

### **2.1 “Integrated Dual-Enrollment Program”**

A structured program in which all Grade 11 students at the School complete the University’s first-year core curriculum, and all Grade 12 students complete the University’s second-year curriculum, on the University’s campus. These University courses simultaneously fulfill both high-school graduation requirements and college credit requirements.

### **2.2 “Credits”**

College-level course credits awarded by the University upon successful completion of coursework under the Integrated Dual-Enrollment Program. These credits also apply toward the School’s high-school diploma requirements.

### **2.3 “No Course-Level Withdrawal or Declination”**

All 11th- and 12th-grade students at the School must complete the entire set of University courses corresponding to their grade level. No student may withdraw from or decline individual University courses, as these form part of the School’s mandatory high-school curriculum.

### **2.4 “Tuition and Fees”**

The financial obligations (if any) associated with the delivery of University courses to School students, as further set forth in Section 8 below.

## **3. Program Structure and Course Offerings**

### **3.1 Mandatory Enrollment**

1. **Grade 11 → Year 1 University Curriculum:** Upon promotion to Grade 11, each School student is automatically enrolled in the University’s Year 1 college-level core curriculum.
2. **Grade 12 → Year 2 University Curriculum:** Upon promotion to Grade 12, each School student is automatically enrolled in the University’s Year 2 core curriculum.

### **3.2 Exclusive On-Campus Delivery**

All University courses for Grade 11 and 12 students under this Agreement are provided **only**

**at the University's physical campus.** The School and the University shall coordinate to manage scheduling and any additional logistics.

### **3.3 Integrated Curriculum**

Because these University courses simultaneously satisfy Grade 11/12 high-school requirements and Year 1/2 college requirements, there is no separate high-school class option covering the same subject matter. Students receive high-school and college credit for the same coursework, as approved by DC PCSB (for high-school credit) and the University's authorizing authority (for college credit).

### **3.4 Academic Rigor and Standards**

The University shall maintain its standard level of academic rigor, evaluation, and assessment for the courses. These standards are integrated into the School's high-school program, fulfilling mandatory graduation credits.

### **3.5 Authorizing Authority Compliance**

All courses will adhere to the University's licensure requirements. The School shall assist in providing information or coordination necessary for the University to maintain licensure compliance.

## **4. Enrollment Criteria and Process**

### **4.1 Automatic Enrollment**

All students in Grade 11 and Grade 12 at the School must enroll in the corresponding University curriculum. There is no separate application or prerequisite beyond being in good standing as a rising 11th or 12th grader at the School.

### **4.2 No Individual Course Withdrawal or Declination**

Because this integrated dual-enrollment curriculum *constitutes* the School's required high-school program in Grades 11 and 12:

- Students may not opt out of any of these University courses.
- No partial enrollment is available.
- Failure to complete or otherwise comply with course requirements may jeopardize the student's progress toward high-school graduation, subject to the School's and University's academic policies (with **School policy prevailing in the event of conflict**).

### **4.3 Academic or Conduct Dismissal**

While students cannot withdraw from these courses, they remain subject to University codes of conduct, attendance, and academic integrity. Should the University initiate

dismissal for code-of-conduct violations or academic noncompliance, the School and the University will collaborate to determine the student's continued high-school placement, ensuring compliance with all School policies and DC PCSB requirements.

#### **4.4 Special Education and Accommodations**

The School is responsible for providing or coordinating required supports and accommodations under any Individualized Education Program (IEP) or 504 plan. The University shall work with the School's special education team to implement necessary accommodations in alignment with both parties' legal obligations.

### **5. Roles, Responsibilities, and Student Support**

#### **5.1 School Responsibilities**

- **Integrated Curriculum Guidance:** Incorporate all Year 1/2 University courses into the School's official 11th- and 12th-grade curriculum.
- **Record Keeping:** Maintain official high-school transcripts; record dual-enrollment courses as part of the students' mandatory high-school coursework.
- **Logistical Support:** Arrange for and oversee scheduling coordination and supervision requirements, including any parental communication.

#### **5.2 University Responsibilities**

- **Instruction:** Provide the University's standard Year 1 and Year 2 undergraduate core curriculum, taught on-campus by qualified faculty.
- **Academic Support:** Grant 11th- and 12th-grade School students access to relevant University academic resources (library resources, student success coaching, office hours, etc.) under the same or equivalent terms as other enrolled undergraduates, except as restricted by age or legal compliance.
- **Grading and Transcripts:** Assess student performance, assign grades, and issue University transcripts reflecting college credits earned.
- **Tuition-free year:** Upon high school graduation from the NewU Early College program, students will have the option to continue to be enrolled without interruption at NewU University to earn 40 credits toward a Bachelor's degree at no additional cost. The University will require such students to complete certain financial aid forms in accordance with its financial aid policy, so that the University can recover some of its cost of providing these credits via federal and state financial assistance for eligible students.

### 5.3 Joint Responsibilities

- **Coordination:** The School’s Director of Academic Programs & Learning and the University’s Chief Academic Officer shall liaise on an ongoing basis to handle scheduling, attendance tracking, academic progress monitoring, and resolution of any programmatic issues.
- **Orientation:** Collaboratively provide an orientation to inform rising 11th- and 12th-grade students about the academic expectations, campus policies, and the mandatory nature of this integrated program.
- **FERPA and Privacy:** Exchange student records strictly for legitimate educational interests, in compliance with the Family Educational Rights and Privacy Act (FERPA). The University shall treat these dual-enrolled students’ records in accordance with its postsecondary data and privacy policies, subject to the School’s ultimate policy if a direct conflict arises.

## 6. FERPA, Privacy, and Data Sharing

### 6.1 FERPA Compliance

The University is deemed a “school official” for these integrated dual-enrollment courses. The School may share relevant student data as allowed under FERPA’s “school official” exception. Both Parties shall safeguard any student record information in accordance with FERPA.

### 6.2 Data Exchange

- **Ownership of Records:** The School remains the primary custodian of the high-school record. The University creates and maintains a separate postsecondary transcript for each student’s college credits.
- **Method of Exchange:** The Parties shall utilize secure, FERPA-compliant communication channels to share student-level information (e.g., grades, attendance, disciplinary updates).

## 7. Credits, Transcripts, and Transferability

### 7.1 Credit Award

Upon successful completion of each integrated Year 1 or Year 2 University course, students earn:

1. **High-School Credit** toward the School’s graduation requirements.
2. **College Credit** recorded on an official University transcript.

## 7.2 High-School and College Transcripts

- **High-School Transcript:** The School records each University course as part of the student's mandatory 11th- or 12th-grade curriculum.
- **University Transcript:** Students retain an official transcript reflecting any college credits earned, which may be applied to future degree programs at the University or potentially transferable to other institutions.

## 7.3 Transfer of Credits

Because there is no standardized or ubiquitous college credits transfer system in the US, the University does not guarantee acceptance of these credits by other institutions. The School will advise students regarding external transfer policies, and the University shall provide course syllabi, transcripts, or other documentation upon request.

## 8. Tuition, Fees, and Financial Arrangements

### 8.1 General Principle

The Parties acknowledge that the University's Year 1/2 curriculum for Grade 11/12 students is mandatory and integrated into the School's program. Accordingly, the University and the School shall negotiate a financial arrangement consistent with fair market value ("FMV") or an appropriate in-kind contribution framework, as provided under the Shared Services Agreement ("SSA").

### 8.2 Fee Structure

In consideration of the know-how, curriculum, instruction, and related services provided by the University, the School shall compensate the University per the Shared Services Agreement.

### 8.3 No Course-Level Withdrawal or Refund

Because these University courses are mandatory components of the School's 11th- and 12th-grade program, there is no withdrawal or declination at the course level. Any refunds or adjustments (for mid-year transfers, departures from the School, or other circumstances) will be determined by mutual written agreement, consistent with the SSA.

## 9. Public Communication and Branding

### 9.1 Use of "NewU" Marks

All references to the integrated dual-enrollment model must comply with the **Trademark License Agreement ("TMLA")**. The School is authorized to identify its Grade 11/12 curriculum as part of the University's Year 1/2 program, so long as it follows the TMLA's brand usage guidelines.

## **9.2 Joint Marketing**

The School and the University may jointly promote the integrated dual-enrollment design, clarifying that high-school credits and first- and second-year college credits are earned concurrently, all of which take place on the University's campus.

## **9.3 Public Disclosures**

The School shall comply with DC PCSB requirements to disclose relevant details about the integrated dual-enrollment program, including mandatory nature, scheduling, and any financial implications. The University shall assist by providing accurate, up-to-date information.

## **10. Term and Termination**

### **10.1 Term**

This Agreement is effective upon the last signature date of the Parties' authorized representatives and remains in force for an initial term of **fifteen (15) years**, unless terminated earlier in accordance with this Section.

### **10.2 Termination by Mutual Agreement**

The Agreement may be terminated at any time by written consent of both Parties, as approved by the School's Board of Trustees and the University's Board of Directors.

### **10.3 Termination for Cause**

Either Party may terminate if the other:

1. Materially breaches the Agreement and does not cure within **ninety (90) days** of written notice;
2. Loses legal authority to operate (charter revocation for the School or loss of licensure for the University); or,
3. Files for or is placed in bankruptcy or dissolution.

### **10.4 Wind-Down Period**

In the event of termination, the Parties shall collaborate to allow any currently enrolled students to complete the ongoing semester or school year, consistent with DC PCSB requirements, before fully discontinuing the integrated program.

## **11. Liability and Indemnification**

### **11.1 Limitation of Liability**

Except as mandated by law or explicitly stated, neither Party shall be liable for indirect or consequential damages arising out of this Agreement.

## 11.2 Indemnification

- **University:** Shall indemnify and hold harmless the School from claims resulting from the University's negligent acts, omissions, or material breach.
- **School:** Shall indemnify and hold harmless the University from claims resulting from the School's negligent acts, omissions, or material breach.

## 12. Insurance

Each Party shall maintain adequate insurance coverage (liability, workers' compensation, etc.) consistent with its size and regulatory requirements within the District of Columbia. Proof of coverage shall be available upon reasonable request, in accordance with the SSA.

## 13. Dispute Resolution

### 13.1 Informal Negotiations

Any dispute shall first be referred to each Party's designated liaison for resolution.

### 13.2 Board Escalation

If unresolved within **thirty (30) days**, disputes are escalated to the School's Board of Trustees and the University's Board of Directors for review.

### 13.3 Binding Arbitration

If a dispute remains unresolved, it shall be resolved exclusively through binding arbitration in Washington, DC, pursuant to the mechanism set forth in the SSA. Each Party waives the right to a court proceeding except to confirm or vacate an arbitration award or seek provisional relief.

## 14. Miscellaneous Provisions

### 14.1 Primacy of School Policy in Conflicts

In any conflict between a University policy and a School policy regarding the integrated program's structure or operation, **the School's policy shall prevail**, unless explicitly superseded by applicable law or regulation.

### 14.2 No Third-Party Beneficiaries

No provision is intended to confer rights on any third party.

### 14.3 Independent Entities

Nothing creates a partnership, joint venture, or agency relationship. Each Party remains an independent entity.

#### **14.4 Force Majeure**

Neither Party shall be liable for delays or failures in performance due to causes beyond their reasonable control, as set forth in the SSA.

#### **14.5 Amendments**

Any modification must be in writing, signed by authorized representatives of both Parties, and comply with any board approval requirements and the SSA's "Authority to Execute" clause.

#### **14.6 Notices**

All notices must be in writing and delivered via certified mail or reputable courier to addresses designated by each Party.

#### **14.7 Severability**

If any provision is held invalid or unenforceable, the remaining provisions remain in full force and effect.

#### **14.8 Entire Agreement**

This Agreement, along with the SSA and TMLA, embodies the entire understanding of the Parties concerning the integrated dual-enrollment arrangement.

### **15. Signatures**

By signing below, the undersigned certify that each Party's governing board (the School's Board of Trustees and the University's Board of Directors) has authorized this Agreement and that the individuals executing this Agreement have authority to bind their respective entities.

#### **NewU Early College Public Charter School Inc.**

*d/b/a NewU Early College PCS*

By:

Name:

Title:

Date:

*(Or by a Two-Thirds Majority Approval of the Board of Trustees – attach resolution)*

#### **NewU Inc.**

*d/b/a NewU University*

By:

Name:



Title:

Date:

*(Or by a Two-Thirds Majority Approval of the Board of Directors – attach resolution)*

## TRADEMARK LICENSE AGREEMENT

This Trademark License Agreement ("**Agreement**") is made and entered into by and between:

1. **NewU Inc. ("University" or "Licensor")**, a District of Columbia nonprofit corporation recognized under Section 501(c)(3) of the Internal Revenue Code, with EIN 83-4203520; and,
2. **NewU Early College Public Charter School Inc. ("School" or "Licensee")**, a District of Columbia nonprofit corporation seeking recognition under Section 501(c)(3), with EIN 33-3577508.

Licensor and Licensee may be referred to individually as a "Party" and collectively as the "Parties."

### 1. RECITALS

#### 1.1 Trademark Ownership

Licensor is the sole and exclusive owner of certain federally registered trademarks and wordmarks incorporating the word "NEWU," including but not limited to U.S. Registration **No. 88240866** and **No. 88240826** (collectively, the "Mark").

#### 1.2 Separate Entities

Licensee is a separately incorporated nonprofit public charter school formed under the District of Columbia Nonprofit Corporation Act and operating under the DC School Reform Act, as described in its Articles of Incorporation and Bylaws.

#### 1.3 Board Authorization

The Board of Trustees of Licensee and Board of Directors of Licensor have each authorized the use of the Mark via board resolutions, confirming the School's legal and operational independence and compliance with District of Columbia law, PCSB regulations, and IRS guidelines.

#### 1.4 Shared Services & Collaboration

Pursuant to a Shared Services Agreement ("SSA") dated \_\_\_\_\_, Licensor provides certain support services (including marketing, communications, and brand strategy) to Licensee. The license granted hereunder coordinates with the collaborative marketing and brand-usage obligations in the SSA, each document complementing the other.

#### 1.5 Independent Relationship

Licensee and Licensor confirm that their relationship under this Agreement, as well as under the SSA, is that of independent entities. Nothing herein establishes an agency, joint venture, or partnership.

#### 1.6 Purpose

Licensee desires to use the Mark solely in connection with operating and promoting

a public charter school known as "NewU Early College Public Charter School," consistent with Licensee's nonprofit educational mission. Licensor is willing to grant such a license under the terms and conditions specified herein.

### **1.7 No Conflicts**

The Parties acknowledge that this Agreement is consistent with their respective governing documents (Articles of Incorporation, Bylaws), any Conflict of Interest Policy, and the SSA. The Board of Trustees of Licensee has authorized a perpetual, non-exclusive, non-transferable, royalty-free license to avoid even the appearance of impermissible private benefit to either Licensee or Licensor under District of Columbia or federal law.

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are acknowledged, the Parties agree as follows:

## **2. DEFINITIONS**

### **2.1 "Mark"**

The trademark(s), service mark(s), or wordmark(s) owned by Licensor and identified in Section 1.1, including any future modifications or variations adopted by Licensor.

### **2.2 "Licensed Uses"**

The specific uses of the Mark by Licensee, including display on signage, websites, marketing materials, apparel, and other goods/services that further the School's educational mission. Unless otherwise specified, "Licensed Uses" shall be restricted to the scope set out in Section 3.1.

### **2.3 "Licensed Territory"**

The geographic area of the District of Columbia and any other regions in which Licensee lawfully operates or promotes its educational programs, subject to Section 3.1 below.

## **3. GRANT OF LICENSE**

### **3.1 License Grant**

Subject to the terms and conditions of this Agreement, Licensor hereby grants to Licensee a *perpetual, non-exclusive, non-transferable, royalty-free* license to use the Mark solely:

- In connection with the operation and promotion of Licensee's public charter school programs,
- On or in connection with marketing, advertising, signage, stationery, online presence, social media, and other authorized materials,
- Within the Licensed Territory and in furtherance of Licensee's nonprofit educational mission.

### **3.2 Limitations on Use**

- **Scope:** Licensee shall not use the Mark for any goods or services outside of the School's educational activities or for any commercial purpose not approved in writing by Licensor.
- **No Sublicensing:** Licensee shall not sublicense, assign, or otherwise transfer its rights under this Agreement without the prior written consent of Licensor.

### **3.3 Ownership Acknowledgment**

Licensee acknowledges and agrees that Licensor is the sole and exclusive owner of the Mark, and that all goodwill arising from Licensee's use of the Mark inures to Licensor's benefit. Licensee shall not challenge Licensor's ownership of the Mark or the validity of the Mark.

## **4. QUALITY CONTROL & USAGE**

### **4.1 Quality Standards**

Licensee agrees to maintain quality standards consistent with Licensor's brand guidelines and overarching educational mission. Licensee's use of the Mark shall reflect positively on the Mark's goodwill.

### **4.2 Brand Usage Guidelines**

Licensee shall use the Mark in accordance with any brand usage or style guides that Licensor may provide. Licensor may update such guidelines from time to time.

### **4.3 Right to Inspect**

Licensor or its representative may, upon reasonable notice, inspect and evaluate Licensee's usage of the Mark to ensure conformance with the quality standards and brand guidelines. Licensee shall promptly correct any identified deficiencies.

## **5. COMPLIANCE & CONFLICTS OF INTEREST**

### **5.1 Compliance with Laws**

Licensee shall comply with all applicable laws, regulations, and DC Public Charter School Board directives in connection with its use of the Mark, including trademark statutes and relevant educational regulations.

### **5.2 No Private Benefit**

Both Parties acknowledge that the license granted herein is primarily to advance the nonprofit educational mission of Licensee and does not create any impermissible private benefit or private inurement under Section 501(c)(3) or District of Columbia law. Each Party shall observe its Conflict of Interest Policy to avoid self-dealing or the appearance thereof.

### **5.3 Coordination with SSA**

Where references to marketing or communications support appear in the SSA, such

references shall be interpreted as consistent with Licensee's use of the Mark. In the event of a direct conflict between this Agreement and the SSA regarding the Mark's usage, the terms of this Agreement shall govern unless otherwise stated.

## **6. REPRESENTATIONS & WARRANTIES**

### **6.1 Licensor's Warranties**

- **Ownership:** Licensor represents that it is the sole and exclusive owner of the Mark and has the authority to enter into this Agreement.
- **Disclaimer:** Licensor makes no other warranties, express or implied, regarding the Mark, including but not limited to merchantability or fitness for a particular purpose.

### **6.2 Licensee's Warranties**

- **Authority:** Licensee represents that it is a nonprofit public charter school in good standing under the laws of the District of Columbia, and that it has the authority to enter into this Agreement.
- **Lawful Use:** Licensee shall not use the Mark in any way that violates any applicable law or infringes upon the rights of any third party.

## **7. INDEMNIFICATION**

### **7.1 Licensee Indemnity**

Licensee shall defend, indemnify, and hold harmless Licensor, its trustees, officers, employees, and agents from and against any claims, liabilities, damages, costs, or expenses (including reasonable attorneys' fees) arising out of or related to (a) Licensee's unauthorized or improper use of the Mark, or (b) Licensee's material breach of this Agreement, except to the extent such liabilities arise from Licensor's gross negligence or willful misconduct.

### **7.2 Licensor Indemnity**

Licensor shall defend, indemnify, and hold harmless Licensee, its trustees, officers, employees, and agents from and against any third-party claims, liabilities, damages, costs, or expenses (including reasonable attorneys' fees) alleging that the Mark infringes or otherwise violates a third party's intellectual property rights, provided that Licensee's usage conforms to this Agreement.

## **8. TERM & TERMINATION**

### **8.1 Term**

This Agreement commences on the date it is mutually executed and continues **in perpetuity** unless terminated in accordance with Sections 8.2 to 8.4.

## **8.2 Termination by Mutual Agreement**

This Agreement may be terminated at any time by mutual written consent of both Parties.

## **8.3 Termination for Cause**

Either Party may terminate this Agreement upon 90 (ninety) days' written notice to the other if the other Party materially breaches any provision of this Agreement and fails to cure such breach within that 90-day period.

## **8.4 Termination for Loss of Charter**

Licensor may terminate this Agreement immediately upon written notice if Licensee's public charter is revoked or not renewed by the DC Public Charter School Board.

## **8.5 Post-Termination Obligations**

Upon termination, Licensee shall immediately cease using the Mark in all forms, remove the Mark from all platforms and materials, and destroy or remove any existing inventory bearing the Mark (unless otherwise agreed in writing by Licensor). Licensee shall not thereafter use any name, mark, or design confusingly similar to the Mark.

# **9. DISPUTE RESOLUTION**

## **9.1 Board Escalation**

Any claim, controversy, or dispute arising out of or relating to this Agreement shall be escalated to the Board of each Party for resolution within 30 (thirty) calendar days of written notice of the dispute.

## **9.2 Binding Arbitration**

In the event the dispute remains unresolved after the 30-day Board escalation period, the Parties shall resolve the dispute exclusively through binding arbitration in Washington, DC, consistent with Sections 13.9 and 13.10 of the SSA. The Parties expressly waive any right to pursue such claims in a court of law except as necessary to enforce or vacate an arbitration award or to seek immediate injunctive relief to protect intellectual property or prevent irreparable harm.

## **9.3 Costs and Procedures**

Unless otherwise agreed, arbitration shall be conducted under the CPR Institute Rules for Non-Administered Arbitration (or another mutually agreed-upon set of rules). The Parties shall share the costs of arbitration equally unless they agree otherwise or the arbitrator directs an alternative allocation.

## **9.4 Injunctive Relief**

Nothing in this Agreement shall prevent either Party from seeking interim or injunctive relief to protect its intellectual property rights or prevent irreparable harm pending arbitration.

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## **10. FORCE MAJEURE**

Neither Party shall be liable for any failure or delay in performing obligations under this Agreement (other than payment obligations) if such failure or delay is caused by events beyond their reasonable control, including acts of God, natural disasters, war, civil unrest, pandemics, or governmental actions that render performance impossible or impractical. The affected Party shall promptly notify the other Party in writing, and performance obligations shall be temporarily suspended until the cause of delay is resolved.

## **11. RELATIONSHIP OF THE PARTIES**

Nothing in this Agreement shall be construed to create a partnership, joint venture, employment, franchise, or agency relationship between the Parties. Each Party remains an **independent entity**, solely responsible for its own obligations and liabilities.

## **12. MISCELLANEOUS**

### **12.1 Notices**

All notices under this Agreement shall be in writing and delivered personally, sent by certified mail (return receipt requested), or by a nationally recognized courier to the following addresses (or such other addresses as a Party may designate in writing):

**Licensor:**

NewU Inc.  
Attn: Name/TitleName/Title  
Address: Address

**Licensee:**

NewU Early College Public Charter School Inc.  
Attn: Name/TitleName/Title  
Address: Address

### **12.2 Governing Law**

This Agreement shall be governed by and construed in accordance with the laws of the District of Columbia, without regard to its conflict-of-laws rules.

### **12.3 Entire Agreement & Amendments**

This Agreement, together with the SSA (and any future articulation or license agreements expressly referenced herein), constitutes the entire agreement between the Parties regarding its subject matter and supersedes all prior or contemporaneous agreements, understandings, or representations. Any amendment must be in writing and signed by authorized representatives of both Parties.

**12.4 Severability**

If any provision is held invalid or unenforceable, the remaining provisions shall remain in full force and effect.

**12.5 Waiver**

The failure of either Party to enforce any right under this Agreement shall not be deemed a waiver of such right.

**12.6 Counterparts**

This Agreement may be executed in one or more counterparts (including via electronic signature), each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

**12.7 No Third-Party Beneficiaries**

Nothing in this Agreement is intended or shall be construed to confer upon or give to any person or entity other than the Parties any rights, remedies, or other benefits.

**SIGNATURES**

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as of the Effective Date first above written.

**LICENSOR**

NewU Inc.

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**LICENSEE**

NewU Early College Public Charter School Inc.

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_





February 20, 2025

**Letter of Support for NewU Early College Public Charter School Inc.'s Application**

Greetings Madam Chair and Members of the DC Public Charter School Board:

On behalf of **College Bound**, I am pleased to express our strong support for **NewU Early College Public Charter School's** application. For more than three decades, College Bound has been dedicated to improving the academic and personal outcomes of students in Washington, DC, through our long-standing mentoring and tutoring programs. By pairing students with caring volunteer mentors, offering college-readiness workshops, and providing scholarship support, we equip youth to thrive academically and enroll in institutions of higher learning.

NewU Early College Public Charter School's plan to begin college coursework in Grade 11 represents an extraordinary opportunity for students to earn up to 80 college credits by the time they graduate high school. This accelerated path significantly reduces the time and financial resources typically required to complete a Bachelor's degree. Notably, the option to remain at the affiliated university for just one more year - and do so tuition-free - will open new doors for many students who aspire to but cannot afford a Bachelor's degree.

Through College Bound's programs, we witness every day how important it is for students to build confidence and stay motivated as they move from high school to college. With NewU's approach, young people can benefit from early exposure to rigorous academic work, a smoother transition into higher education, and increased chances for success in college and life. This unique and innovative Early College program aligns closely with College Bound's mission to help participants reach their full potential and graduate from college.

We stand ready to collaborate with NewU Early College Public Charter School by supporting awareness efforts, so more DC students and families learn about this innovative tuition-free opportunity and sharing resources that help students prepare for college-level coursework.

Thank you for your time and consideration of NewU Early College Public Charter School's application. We respectfully urge the DC Public Charter School Board to approve it. Should you have any questions or need further information, please feel free to contact me.

Sincerely,

A black rectangular redaction box covers the handwritten signature of Kenneth Ward.

Kenneth Ward  
Executive Director



February 25, 2025

## **Re: Support for NewU Early College Public Charter School Inc.'s Application**

Dear Madam Chair and Members of the DC Public Charter School Board:

For over three decades, **Beacon House** has worked closely with children and teens in Northeast Washington, DC, providing them with academic support and enrichment activities in a secure and positive environment. We write today to offer our enthusiastic endorsement of **NewU Early College Public Charter School Inc.'s** proposal, as we believe its innovative design will broaden pathways to higher education for students across the District.

### **A Bridge from High School to College**

NewU's approach to integrate college-level coursework beginning in Grade 11, followed by further credit accumulation in Grade 12, offers an efficient route for students to earn up to **80 college credits** by high school graduation. This structure makes immediate progress toward a four-year degree not only feasible but also cost-effective. Students who choose to remain at NewU's affiliated university can complete their Bachelor's within a single additional year, tuition-free—a model that dramatically lessens both the academic and financial hurdles young people often face.

### **Complementary with Beacon House's Efforts**

At Beacon House, our programs aim to strengthen children's academic foundations and build confidence and 21<sup>st</sup> Century skills that propels them toward higher education. By linking high school and college experiences, NewU can reinforce the sense of achievement that we endeavor to foster in our youth.

### **Potential Collaborative Opportunities**

We look forward to the prospect of partnering with NewU to:

- **Raise awareness** among families about this accelerated route.
- **Share best practices** in supporting students who balance academic rigor with other responsibilities.

Beacon House applauds any initiative that grants students a stronger start in their pursuit of higher education. We are certain NewU Early College Public Charter School will help



more young people reach ambitious academic milestones at an earlier stage in their educational journey.

We respectfully encourage the DC Public Charter School Board to approve NewU Early College Public Charter School's application. Should you have any questions or wish to discuss our endorsement, please feel free to contact me at [dnschmutz@beaconhousedc.org](mailto:dnschmutz@beaconhousedc.org).

Thank you for your time and consideration.

Sincerely,



Danielle N. Schmutz  
Executive Director  
Beacon House  
601 Edgewood St NE, Suite 15, Washington, DC 20017

# ASSURANCES FORM

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

- a. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)
- b. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the SRA or a body otherwise approved by DC PCSB, within five years of the start of the school's first academic year. (D.C. Code § 38-1802.02(16).)
- c. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 38-1802.04 (c)(15).)
- d. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)
- e. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (D.C. Code § 38-1802.06.)
- f. Provide DC PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12),)
- g. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of DC PCSB, using the reporting software required by DC PCSB. (D.C. Code § 38-1802.11(a)(2).)
- h. Collect and report academic and non-academic performance consistent with DC PCSB's data submission policies.
- i. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (D.C. Code § 38-1802.04 (c)(2).)
- j. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)



- k. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by DC PCSB. (D.C. Code § 38-1802.02(15).)
- l. Provide DC PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (D.C. Code § 38-1802.11(a)(2).)
- m. Comply with the procurement contract requirements of the D.C. Code § 38-1802.04(c).
- n. Comply with districtwide assessment requirements determined by the Office of the State Superintendent of Education, or other D.C. laws, regulations, policies, or procedures. (D.C. Code § 38-1802.02(1).)
- o. Comply with the following federal and local laws:
  - i. Health and Safety: Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 *et seq.*); federal and local laws regarding background checks for all employees and volunteers working with children and mandatory reporting to the Child and Family Services Agency for instances of education neglect and suspected abuse;
  - ii. Building Safety: D.C Building and Fire Codes (D.C. Code § 5-501 *et seq.*);
  - iii. Maintenance and Dissemination of Student Records: Family Education Rights and Privacy Act (20 U.S.C. § 1232g);
  - iv. Certain Requirements of Education Institutions: Compulsory School Attendance (D.C. Code § 38-201 *et seq.*); Immunization of School Students (D.C. Code § 38-501 *et seq.*); Tuition of Nonresidents (D.C. Code § 31-301 *et seq.*); Non-Profit Corporations (D.C. Code § 29-401 *et seq.*);
  - v. Students with Disabilities: Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities;
  - vi. English Learners: all federal and local laws and applicable regulations regarding identifying and serving students who are English learners and their families;
  - vii. Title I of the Elementary and Secondary Education Act;
  - viii. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: The Age Discrimination Act of 1975 (42 U.S.C. § 6101 *et*



- seq.); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 *et seq.*); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 *et seq.*); and
- ix. Other: All other laws deemed applicable by DC PCSB (D.C. Code § 38-1802.11(a)(1)(B)).





<b>Signature:</b> <i>Jonas Rolett</i>	
<b>Name:</b> Jonas Rolett	<b>Title:</b> Board of Trustees Chair
<b>Proposed School:</b> NewU Early College Public Charter School Inc.	<b>Date:</b> 02 / 25 / 2025

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Title	PCSB Assurances Form - required for application - Jonas
File name	PCSB_Assurances_Form_-_Jonas.pdf
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### Document History

 E-SIGN DISCLOSURE ACCEPTED	[Redacted]	[Redacted]
 SENT	[Redacted]	[Redacted]
 VIEWED	[Redacted]	[Redacted]
 SIGNED	[Redacted]	[Redacted]
 COMPLETED	[Redacted]	[Redacted]

## **Financial Management Responsibility Policy**

### **Policy Statement**

All NewU EC PCS staff are accountable for processing and recording financial transactions in a timely and proper manner.

### **Scope**

The Policy applies to all NewU EC PCS Staff.

### **Policy**

This policy pertains to all business activities of NewU EC PCS. Supervisors are responsible for familiarizing their staff members with this policy. While certain tasks may be delegated to staff directly involved in processing transactions, accountability cannot be delegated. The person delegating tasks remains responsible for proper performance of those tasks.

1. The Finance Director's office is responsible for creating NewU EC PCS's budget in collaboration with the Head of School and the rest of the executive team in line with NewU EC PCS's mission and strategy. NewU EC PCS uses the incremental budget model.
2. All revenues generated by NewU EC PCS activities and all expenditures for goods and services must be recorded and accounted for within NewU EC PCS's accounting system: NetSuite. Revenues are recorded when earned, generally when NewU EC PCS has delivered the goods or services. Similarly, expenses are recorded when goods or services are received by NewU EC PCS. Holding an invoice or contract does not prevent the expense from being incurred and reportable. Accordingly, invoices should be submitted to the Finance Director or his/her designee on a timely basis through the NewU EC PCS E-Portal or established procedure.
3. All transactions, regardless of the amount, must be recorded into the general ledger with accurate descriptions and comprehensive supporting documentation to allow for the preparation of financial statements in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). The Finance Director is responsible for the accuracy, integrity, and overall management of NewU EC PCS's financial system and should be consulted on any matters relating to accounting policies and procedures.
4. All financial transactions must be recorded timely and accurately, with the true business nature of the transaction clearly identified. Specific guidance pertaining to the timely posting of transactions will be made available, including monthly closing calendar and schedules prepared by the Finance Director or his/her designee.



5. No transaction recorded into the general ledger, nor any supporting documentation, may be deliberately left incomplete or distorted. No payments made on behalf of NewU EC PCS are to be approved with the understanding that any part of such payment is for any purpose other than that described on its supporting documents.
6. The Finance Director is responsible for oversight of financial transactions. It is the Finance Director's responsibility to coordinate with other relevant parties at NewU EC PCS to:
  - a. Verify that transactions are reviewed and approved by an individual with the appropriate level of knowledge and authority. NewU EC PCS maintains all accounting records, supplier information, contracts, and any other related information in the professional management systems NetSuite and Salesforce as applicable, with key backup files stored safely outside of these systems.
  - b. Verify that adequate internal controls are established over processing of financial transactions affecting NewU EC PCS. Internal controls include segregation of duties, limiting of physical and data access based on individual job responsibilities, and monitoring/evaluating financial results.
  - c. Verify that periodic reports of account activity are reviewed to determine that all charges and entries are accurate and complete. The review must include a comparison of budget to actual and year-over-year actual results where applicable, and trends or areas of concern must be identified. For significant deviations from expected results, the variance must be investigated and reasons documented, along with any necessary corrective action plan.
  - d. Verify that all entries made to each revenue and expense general ledger account have been properly allocated and that transactions represent activities that pertain to the purpose of the account. In the case of restricted accounts, verify that all transactions comply with donor-imposed restrictions on the use of funds. NewU EC PCS is committed to transparency in managing its finances. Entries in the accounting system must use the established Chart of Accounts with appropriate tags to provide detail on the transactions. Creation of new accounts within the system requires prior approval of the Finance Director.
  - e. Take appropriate and timely action to correct any improper charges allocated to an incorrect account by notifying the Finance Director as soon as discovered.
  - f. Verify that all charges to any restricted donor accounts are appropriate and allowable under the donor's requirements. Should NewU EC PCS

become eligible to apply for funding sponsored by the Federal government (i.e. at a minimum after receiving accreditation) and should NewU EC PCS receive such funding, the applicable policies and procedures will be proactively adopted at that time.

- g. Verify that all NewU EC PCS property is properly secured and accounted for on a periodic basis. Physical property of NewU EC PCS must be safeguarded, used for NewU EC PCS purposes, and properly maintained.

- 7. The following approval thresholds apply to any and all purchase pre-authorizations, purchases, acquisitions and disposals of fixed assets, expense reports, and accounting entry adjustments. For the avoidance of doubt, NewU EC PCS does not allow splitting larger transactions for the purpose of circumventing this policy.

Amount	Approver
Up to \$499.99	Direct supervisor
Between \$500.00 and \$4,999.99	Finance Director
Between \$5,000.00 and 24,999.99	Head of School
\$25,000 and above	Board of Trustees

- 8. The Finance Director is responsible for ensuring that all applicable federal and state taxes are paid on time to the respective authorities.
- 9. Certain policies, such as those that govern the signing of contracts and agreements that legally bind NewU EC PCS, are covered by NewU EC PCS's Bylaws.
- 10. An annual financial audit will be conducted by an independent certified public accountant.

## **Major Procurement Review and Authorization**

### **Policy Statement**

All major procurements of goods and services will be subject to a review and authorization process that documents vendor competition and approval by NewU EC PCS senior management.

### **Reason for Policy**

Best procurement practices dictate that NewU EC PCS documents its vendor selection and approval process when large portions of NewU EC PCS's assets will be spent with a single vendor.

### **Scope**

The Policy on Major Procurement Review and Authorization applies to all NewU EC PCS Staff.

### **Policy**

All major procurements of goods and services will be subject to a review and authorization process that documents vendor competition and approval by NewU EC PCS senior management.

All major procurements require bidding and review before the vendor is engaged. A Major Procurement is defined as annual procurement of goods and services from the same supplier of \$5,000 or more.

Information on contract requirements, received bids with quotations, and any other supporting documentation must be submitted via email to the Finance Director for review.

The Finance Director will take into account the following:

- a. Prior work history at NewU EC PCS, if any (quality of work, budget overruns, delivery dates);
- b. Competitive price as compared to other vendor proposals;
- c. Financial feasibility to complete the contract (going concern);
- d. Quality of product(s) or service(s) and ability to deliver on time;
- e. Estimated delivery dates;
- f. Vendor references;
- g. The vendor's policy on complying with equal employment opportunity and other fair labor laws.

If a contract value exceeds \$25,000, there must be a public bidding in accordance with applicable rules and regulations. Documentation must be submitted to the DC Public Charter School Board in accordance with its rules.

If a selection is made, for any major procurement, a report will be prepared and submitted to the Head of School, detailing the name of the vendor and the reasons for selection. A Board of Trustees pre-approval of the terms of the contract if it exceeds \$25,000 is required prior to legally binding NewU EC PCS.

## **Meals Procurement Policy**

### **Purpose**

NewU EC PCS EC PCS is committed to ensuring that all students receive nutritious and balanced meals in compliance with federal, state, and local regulations. This policy establishes the framework for meal service at our school, ensuring alignment with the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and all applicable guidelines set forth by the U.S. Department of Agriculture (USDA), the Office of the State Superintendent of Education (OSSE), and the DC Department of Health (DOH).

### **Compliance with Regulations**

The school will adhere to all relevant meal service regulations, including:

- The National School Lunch Program (NSLP) and School Breakfast Program (SBP) meal pattern requirements, nutritional standards, and reporting obligations.
- The Healthy, Hunger-Free Kids Act and USDA Smart Snacks Standards to ensure well-balanced meal offerings.
- Food safety and health standards as mandated by the DC Department of Health (DOH) and OSSE's Division of Health & Wellness.

### **Meal Service Provider**

To ensure the highest quality and compliance with regulations, NewU EC PCS EC PCS will contract with a licensed food service company or outside vendor to provide meals to students. The school will not operate an in-house kitchen but will instead utilize an external food service provider that meets the following criteria:

- Fully licensed and approved by relevant local and federal agencies.
- Compliant with NSLP, SBP, and food safety requirements.
- Capable of providing nutritious meals that accommodate dietary restrictions and student needs.
- Able to provide all required nutritional data as mandated by federal and state regulations.

### **Vendor Selection Process**

The selection of a food service provider will be conducted through a competitive Request for Proposal (RFP) process to ensure fairness, transparency, and cost-effectiveness. This process will include:

Identifying and soliciting bids from qualified vendors, including but not limited to Luncheras Di Si, DC Central Kitchen, and other eligible providers.

Evaluating proposals based on compliance with nutritional and safety standards, cost-effectiveness, meal quality, and service reliability.

Awarding a contract to the most qualified vendor that meets the school's needs and budget while ensuring compliance with all applicable laws.

### **Food Safety and Distribution**

All meals will be pre-packaged and delivered by the selected vendor in accordance with food safety guidelines.

Meals will be distributed in individual packaged or brown bag formats, eliminating the need for on-site warming or cooking facilities.

Staff responsible for meal distribution will receive food safety training in alignment with DOH regulations.

### **Student Access to Meals**

The school will provide free meals to all students, regardless of their financial status.

Meals will be made available to all students, including those eligible for free and reduced-price meals, in accordance with NSLP guidelines.

The school will ensure equitable access to meals for all students.

### **Review and Oversight**

The Director of Operations will serve as an NSLP Compliance coordinator to oversee meal service operations and ensure adherence to data collection and reporting, and to other program requirements.

Periodic audits and feedback mechanisms will be implemented to evaluate meal quality and vendor performance.

The policy will be reviewed annually to ensure continued compliance and effectiveness.

## Section G: Curriculum Samples

1. Sample ELA and Math curriculum maps
2. Sample ELA and Math Unit plans
3. Sample ELA and Math Lesson plans
4. Sample Course Syllabi
5. NewU University Catalog

**G11 ELA  
Curriculum  
Map**

**Course  
Description**

This dual-credit course integrates high school English Language Arts (ELA) with college-level Rhetoric, enabling students to earn both high school and college credit. Through a structured exploration of four thematic units—Identity and Society, Nature and Transcendentalism, The American Dream, and Art and Aesthetics—students engage in a critical analysis of literature, nonfiction, and rhetorical texts. The curriculum fosters the development of advanced reading, writing, and oral communication skills. Students will refine their ability to construct and evaluate arguments, apply rhetorical strategies, and engage in sophisticated textual analysis. Course expectations and content may be adjusted to accommodate the academic level and credit designation of each student cohort.

**HS English  
Language Arts  
(General  
description)**

The ELA course provides an in-depth examination of literature and nonfiction through the thematic lenses of Identity and Society, Nature and Transcendentalism, The American Dream, and Art and Aesthetics. Students will analyze character development, thematic elements, figurative language, and historical context while participating in scholarly discussions, research, and creative projects. Writing assignments will include literary analysis essays, argumentative compositions, and narrative pieces. Aligned with College and Career Readiness (CCR) Anchor Standards, the course emphasizes reading comprehension, writing proficiency, research methodologies, and effective communication. Core texts include *Jane Eyre*, *The Great Gatsby*, and works by Emily Dickinson, Ralph Waldo Emerson, and George Orwell, among others. Assessments will focus on fostering analytical thinking, the application of textual evidence, and the artistic interpretation of literature.

**Rhetoric: The  
Art of  
Persuasion  
(General  
description)**

Rhetoric I & II provide students with a comprehensive foundation in persuasive writing, argumentation, and public speaking—skills essential for academic and professional success. Students will develop proficiency in critical reading, rhetorical analysis, and source evaluation, engaging with intellectually rigorous materials. The course emphasizes the collection and assessment of evidence, logical reasoning, and the application of rhetorical techniques in various contexts. Students will also learn to recognize logical fallacies and employ rhetorical strategies tailored to diverse audiences. This year-long, general education course is a required component of the first-year curriculum, equipping students with the necessary tools to navigate complex discursive landscapes effectively.



**Unit Breakdown**

<b>Unit</b>	<b>Unit 1: Identity and Society</b>	<b>Unit 2: Nature and Transcendentalism</b>	<b>Unit 3: The American Dream</b>	<b>Unit 4: Art and Aesthetics</b>
<b>Unit Objectives</b>	<ul style="list-style-type: none"> <li>- Analyze character development and themes.</li> <li>- Evaluate the impact of historical and cultural contexts.</li> <li>- Develop arguments supported by textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Interpret figurative language and poetic devices.</li> <li>- Analyze themes of nature and solitude.</li> <li>- Synthesize ideas from multiple texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze symbolism and motifs in literature.</li> <li>- Evaluate differing perspectives on success and fulfillment.</li> <li>- Construct arguments supported by textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Interpret themes and symbols in poetry.</li> <li>- Analyze the use of imagery and language in aesthetics.</li> <li>- Engage in critical thinking about art's role in society.</li> </ul>
<b>CCR Anchor Standards</b>	Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7 Writing: 1, 2, 3, 6, 7, 8, 9 Speaking and Listening: 1-6	Reading Literature: 2, 4, 6, 7, 8, 9, 10 Reading Informational Text: 1, 2, 3, 7, 8, 9 Writing: 1, 2, 3, 4, 5, 9 Speaking and Listening: 1-6	Reading Literature: 1-9 Reading Informational Text: 1, 2, 3, 7, 8, 9 Writing: 1, 2, 3, 4, 5, 6 Speaking and Listening: 1-6	Reading Literature: 1-9 Reading Informational Text: 1, 2, 3, 7, 8, 9 Writing: 1, 2, 3, 4, 5, 7, 8, 9 Speaking and Listening: 1-6
<b>Resources</b>	<ul style="list-style-type: none"> <li>- <i>Jane Eyre</i> by Charlotte Brontë</li> <li>- <i>Common Sense</i> by Thomas Paine</li> </ul>	<ul style="list-style-type: none"> <li>- Selected poems by Emily Dickinson (e.g., <i>Because I Could Not Stop for Death</i>)</li> <li>- <i>Walden</i> by Henry David Thoreau</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Great Gatsby</i> by F. Scott Fitzgerald</li> <li>- <i>The Fallacy of Success</i> by G.K. Chesterton</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Ode on a Grecian Urn</i> by John Keats</li> <li>- Selected essays on art and aesthetics</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>- Literary analysis essay on themes of identity in <i>Jane Eyre</i> and <i>Common Sense</i></li> <li>- Socratic seminar on societal influences in identity</li> <li>- Character analysis essay on societal influences in identity</li> <li>- Interactive role-play on societal influences and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>- Comparative essay on transcendentalist themes in Dickinson and Thoreau</li> <li>- Creative project reflecting transcendentalist ideas</li> <li>- Thematic presentation on nature in transcendentalist works</li> <li>- Reflective journal on nature and solitude</li> </ul>	<ul style="list-style-type: none"> <li>- Analytical essay on the portrayal of the American Dream in <i>The Great Gatsby</i></li> <li>- Group presentation on Chesterton's critique of success</li> <li>- Comparative analysis essay on the American Dream</li> <li>- Debate on the American Dream</li> </ul>	<ul style="list-style-type: none"> <li>- Explication essay on themes and imagery in <i>Ode on a Grecian Urn</i></li> <li>- Art-based project creating a visual representation of a theme</li> <li>- Artistic interpretation project (visual art, music, etc.)</li> <li>- Literary critique of selected poem/excerpt</li> </ul>
<b>College Course</b>	<b>Rhetoric I</b>	<b>Rhetoric I</b>	<b>Rhetoric II</b>	<b>Rhetoric II</b>
	<b>Week 1:</b> Introduction to	<b>Week 10:</b> Rhetoric in Nature Writing (Emerson and	<b>Week 19:</b> Rhetoric of Success ( <i>The Great Gatsby</i> )	<b>Week 28:</b> The Rhetoric of Beauty (How Language

Rhetoric (Ethos, Pathos, Logos)	Thoreau's Persuasive Techniques)		Shapes Aesthetic Perceptions)
<b>Week 2:</b> Analyzing Personal and Societal Identity	<b>Week 11:</b> Persuasive Techniques in Environmental Advocacy	<b>Week 20:</b> Persuasion in Advertising and Consumer Culture	<b>Week 29:</b> Persuasion in Art Criticism
<b>Week 3:</b> The Role of Rhetoric in Shaping Public Perception	<b>Week 12:</b> Analogy and Metaphor in Transcendentalist Rhetoric	<b>Week 21:</b> Political Rhetoric ( <i>The Fallacy of Success</i> )	<b>Week 30:</b> Rhetoric in Music, Film, and Visual Art
<b>Week 4:</b> Logical Fallacies in Media	<b>Week 13:</b> Persuasive Reflective Essay on Nature and Solitude	<b>Week 22:</b> Crafting an Argument on Success & Society	<b>Week 31:</b> Writing a Persuasive Art Review
<b>Week 5:</b> Rhetorical Strategies in Political Discourse	<b>Week 14:</b> Analyzing Documentary and Nonfiction Persuasion	<b>Week 23:</b> Economic and Social Policy Arguments	<b>Week 32:</b> The Debate on High vs. Popular Culture
<b>Week 6:</b> Developing Persuasive Identity-Based Argument	<b>Week 15:</b> Ethical Persuasion in Environmental Debates	<b>Week 24:</b> Media and Rhetoric in Shaping Perceptions of Success	<b>Week 33:</b> Power of Performance in Spoken Word and Slam Poetry
<b>Week 7:</b> Verbal Communication – Structuring Debates	<b>Week 16:</b> Delivery Techniques in Storytelling	<b>Week 25:</b> Persuading Different Audiences on the American Dream	<b>Week 34:</b> Multimedia Persuasion – Digital and Visual Rhetoric
<b>Week 8:</b> Assessment – Persuasive Speech on Identity & Society	<b>Week 17:</b> TED-Talk Style Presentation on Nature & Solitude	<b>Week 26:</b> Structured Debate on Success & the American Dream	<b>Week 35:</b> Final Assessment – Artistic Interpretation & Rhetorical Defense
<b>Week 9:</b> Contemporary Rhetoric – Persuasion in Social Movements	<b>Week 18:</b> The Rhetoric of Sustainability and Climate Change	<b>Week 27:</b> The Rhetoric of Wealth and Inequality	<b>Week 36:</b> Capstone Project – Creating a Persuasive Multimedia Campaign

<p><b>G12 ELA Curriculum Map Course Description</b></p>	<p>This dual-credit course integrates high school English Language Arts (ELA) and college-level Negotiation Mastery, allowing students to earn both high school and college credit. Through four thematic units—Identity and Cultural Heritage, Dreams and Aspirations, Identity and Change, and Language and Power—students critically analyze literature and nonfiction texts while exploring how identity, societal challenges, and communication influence both personal and collective experiences. The course fosters advanced analytical, writing, and communication skills, equipping students with the tools to navigate complex social and rhetorical landscapes.</p>
<p><b>HS English Language Arts (General description)</b></p>	<p>The ELA course engages students in an in-depth exploration of literature and nonfiction, guided by four thematic units: Identity and Cultural Heritage, Dreams and Aspirations, Identity and Change, and Language and Power. Students will analyze character development, thematic elements, and rhetorical strategies, considering the ways in which cultural heritage, societal challenges, and language shape individual identity and aspirations. Writing assignments will include argumentative essays, rhetorical analyses, and comparative studies, while assessments will emphasize critical thinking, textual analysis, and effective communication. Core readings include <i>Their Eyes Were Watching God</i>, <i>A Raisin in the Sun</i>, <i>The Namesake</i>, and works by George Orwell, Richard Wright, and Rudolfo Anaya. The curriculum aligns with College and Career Readiness (CCR) Anchor Standards, emphasizing reading comprehension, writing proficiency, research methodologies, and persuasive communication.</p>
<p><b>Negotiations Mastery (General description)</b></p>	<p>Negotiation Mastery provides students with a comprehensive understanding of negotiation dynamics and strategies essential for both professional and personal success. Negotiations are an integral part of daily life—whether dividing responsibilities in a group project, negotiating job offers, or reaching compromises in personal relationships. While tactics play a role, successful negotiation requires empathy, collaboration, and strategic thinking to achieve sustainable and ethical outcomes. This course equips students with essential skills to prepare for negotiations, manage uncertainty, develop psychological strategies, resolve conflicts proactively, and maximize value while considering long-term ethical and strategic implications. Through case studies, simulations, and real-world applications, students will refine their ability to navigate complex negotiations with confidence and integrity.</p>

**Unit Breakdown**

	<b>Unit 1: Identity and Cultural Heritage</b>	<b>Unit 2: Dreams and Aspirations</b>	<b>Unit 3: Identity and Change</b>	<b>Unit 4: Language and Power</b>
<b>Unit Objectives</b>	<ul style="list-style-type: none"> <li>- Understand how cultural heritage shapes personal identity and influences characters' decisions.</li> <li>- Explore the impact of societal and personal challenges on identity formation.</li> <li>- Analyze the negotiation strategies related to cultural heritage in personal decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the complexities of pursuing dreams in the face of societal and personal obstacles.</li> <li>- Explore the role of language and communication in shaping aspirations.</li> <li>- Analyze the role of negotiation in overcoming personal and societal obstacles to achieve dreams.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the process of cultural adaptation and its impact on personal identity.</li> <li>- Explore the tension between cultural preservation and assimilation.</li> <li>- Analyze how negotiation plays a role in cultural adaptation and identity change.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the relationship between language and power in shaping societal structures.</li> <li>- Explore the role of language in personal and collective identity formation.</li> <li>- Analyze how negotiation and language shape power dynamics in society.</li> </ul>
<b>CCR Anchor Standards</b>	Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7, 8 Writing: 1, 2, 3, 6, 7, 8, 9 Speaking and Listening: 1-6	Reading Literature: 2, 4, 6, 7, 8, 9, 10 Reading Informational Text: 1, 2, 3, 7, 8, 9 Writing: 1, 2, 6, 7, 8, 9, 10 Speaking and Listening: 1-6	Reading Literature: 1-9 Reading Informational Text: 1, 2, 3, 7, 8, 9 Writing: 1, 2, 3, 4, 5, 8, 9, 10 Speaking and Listening: 1-6	Reading Literature: 1-9 Reading Informational Text: 1-10 Writing: 1-10 Speaking and Listening: 1-6
<b>Resources</b>	<ul style="list-style-type: none"> <li>- <i>Their Eyes Were Watching God</i> by Zora Neale Hurston</li> <li>- <i>Black Boy</i> by Richard Wright</li> </ul>	<ul style="list-style-type: none"> <li>- <i>A Raisin in the Sun</i> by Lorraine Hansberry</li> <li>- <i>Politics and the English Language</i> by George Orwell</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Namesake</i> by Jhumpa Lahiri</li> <li>- <i>Take the Tortillas Out of Your Poetry</i> by Rudolfo Anaya</li> </ul>	<ul style="list-style-type: none"> <li>- Selected poems and essays related to language and power.</li> <li>- Additional readings on language and rhetoric</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>- Argumentative essay on how cultural heritage shapes identity in <i>Their Eyes Were Watching God</i>.</li> <li>- Group presentation on identity and culture in <i>Black Boy</i> and <i>Their Eyes Were Watching God</i>.</li> <li>- Peer review workshop for argumentative</li> </ul>	<ul style="list-style-type: none"> <li>- Argumentative essay analyzing the role of negotiation in achieving dreams in <i>A Raisin in the Sun</i>.</li> <li>- Creative project reflecting the role of negotiation in shaping aspirations.</li> <li>- Peer review workshop for essays</li> </ul>	<ul style="list-style-type: none"> <li>- Comparative essay on cultural adaptation in <i>The Namesake</i> and <i>Take the Tortillas Out of Your Poetry</i>.</li> <li>- Socratic seminar discussing cultural preservation vs. assimilation.</li> <li>- Character map tracking cultural</li> </ul>	<ul style="list-style-type: none"> <li>- Rhetorical analysis of language and power dynamics in selected texts.</li> <li>- Debate on language and power dynamics, incorporating negotiation strategies.</li> <li>- Rhetorical analysis exercise identifying</li> </ul>

**College Course Extension**

essays on identity and heritage.  
- Theme analysis chart on societal influences in cultural identity.

on dreams and aspirations.  
- Theme analysis chart on how dreams shape personal and societal aspirations.

adaptation in *The Namesake*.  
- Creative project depicting a negotiation scenario related to cultural identity.

power dynamics in texts.  
- Debate preparation on language and power, focusing on persuasive communication.

**Negotiation Fundamentals**

**Negotiation Fundamentals**

**Negotiation Mastery**

**Negotiation Mastery**

**Week 1:** Introduction to Negotiation – Principles, Types, and Importance

**Week 10:** Negotiating for Personal and Professional Goals

**Week 19:** Adaptive Negotiation – Handling Uncertainty and Unexpected Outcomes

**Week 28:** The Role of Language in Framing Negotiations

**Week 2:** Understanding Personal and Cultural Identity in Negotiations

**Week 11:** Power and Influence – Position vs. Interest-Based Negotiation

**Week 20:** The Psychology of Change – Resistance and Persuasion

**Week 29:** Rhetoric and Persuasion in Negotiation Strategies

**Week 3:** The Role of Cultural Heritage in Shaping Negotiation Styles

**Week 12:** Managing Expectations and Overcoming Roadblocks

**Week 21:** Managing Negotiations in Times of Crisis

**Week 30:** Identifying and Overcoming Manipulative Tactics

**Week 4:** High-Context vs. Low-Context Negotiation Approaches

**Week 13:** The Role of Persuasion and Emotional Intelligence

**Week 22:** Power Dynamics – Leveraging Strengths Without Exploitation

**Week 31:** The Impact of Nonverbal Communication and Body Language

**Week 5:** Empathy and Active Listening as Key Negotiation Tools

**Week 14:** Case Study: Career and Salary Negotiations

**Week 23:** Case Study: Famous Negotiations That Changed History

**Week 32:** Case Study: Political and Diplomatic Negotiations

**Week 6:** Case Study: Negotiations in Multicultural and Global Contexts

**Week 15:** The Ethics of Negotiation – Balancing Ambition and Integrity

**Week 24:** Collaborative vs. Competitive Negotiation Approaches

**Week 33:** The Ethics of Power in Negotiations

**Week 7:** Conflict Resolution and Bridging Cultural Gaps

**Week 16:** Preparing and Delivering a Compelling Pitch

**Week 25:** Negotiating Personal and Organizational Change

**Week 34:** Final Negotiation Simulation – Mastering the Art of Influence

**Week 8:** Assessment: Simulated Cross-Cultural Negotiation

**Week 17:** Assessment: Role-Playing Exercise – Negotiating a Job Offer

**Week 26:** Assessment: Group Exercise – Crisis Negotiation Scenario

**Week 35:** Final Assessment: Comprehensive Negotiation Challenge

**Week 9:** Modern Negotiation Trends – Technology and Virtual Communication

**Week 18:** Negotiation and Entrepreneurship – Building Business Relationships

**Week 27:** The Role of Ethics in Conflict Resolution and Crisis Negotiation

**Week 36:** Capstone Project – Designing a Negotiation Strategy for Real-World Issues

**G11 ELA: Unit  
1: Identity  
and Society  
Unit Plan**

	<b>Week 1</b>	<b>Week 2</b>
<b>Week Objectives</b>	1. Analyze character development in <i>Jane Eyre</i> and <i>Common Sense</i> . 2. Explore themes of societal influence on identity. 3. Introduce connections between literature and historical context. Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7 Writing: 1, 2, 3, 6, 7, 8, 9	1. Examine the impact of historical context on character decisions. 2. Understand how cultural factors shape identity in literature. 3. Discuss societal expectations and personal identity in <i>Jane Eyre</i> . Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7 Writing: 1, 2, 3, 6, 7, 8, 9
<b>Standards</b>	Speaking and Listening: 1-6	Speaking and Listening: 1-6
<b>Lesson Names/Descriptions</b>	<b>1. Introduction to Identity and Society:</b> Introduce themes of identity, societal influence, and analyze <i>Jane Eyre</i> and <i>Common Sense</i> . <b>2. Societal Pressures and Identity:</b> Focus on how <i>Jane Eyre</i> navigates societal expectations. <b>3. Historical Context and Character Decisions:</b> Discuss how <i>Common Sense</i> reflects societal struggles.	<b>1. Understanding Historical Context:</b> Explore the historical background that influences the characters in <i>Jane Eyre</i> and <i>Common Sense</i> . <b>2. Personal Identity vs. Societal Expectations:</b> Analyze how characters' identities are shaped in <i>Jane Eyre</i> . <b>3. Collective Identity in Revolution:</b> Study the concept of collective identity in <i>Common Sense</i> .
<b>Activities</b>	<b>Textual Mapping:</b> Visual map of identity and societal connections in the texts.  <b>Character Identity Chart:</b> Chart how characters in both texts are influenced by society. <b>Group Discussion:</b> Discuss initial thoughts on how society shapes characters' identities.	<b>Historical Context Analysis:</b> Use background research to explain character behavior. <b>Character Comparison:</b> Compare characters' responses to societal pressures. <b>Quick Write Reflection:</b> Write responses on how societal norms influence characters' identities.
<b>Resources</b>	<i>Jane Eyre</i> by Charlotte Brontë, <i>Common Sense</i> by Thomas Paine	<i>A Vindication of the Rights of Woman</i> by Mary Wollstonecraft, <i>Self-Reliance</i> by Ralph Waldo Emerson
<b>Assessments</b>	Informal discussion on initial perceptions of identity in the texts.	Quiz on historical and cultural contexts and their influence on characters.
<b>College Course Alignment: Rhetoric I</b>	<b>Week 1:</b> Introduction to Rhetoric – The Art of Persuasion (Ethos, Pathos, Logos)	<b>Week 2:</b> Analyzing Personal and Societal Identity in Persuasive Writing
	<b>Week 3</b>	<b>Week 4</b>
<b>Week Objectives</b>	1. Develop arguments supported by textual evidence.  2. Analyze how identity is formed through societal pressures in <i>Common Sense</i> . 3. Practice writing analytical essays with evidence. Reading Literature: 1, 2, 3, 4, 5, 6	1. Investigate the development of character in response to societal pressures in <i>Jane Eyre</i> . 2. Evaluate the role of societal norms in shaping individual decisions. 3. Develop persuasive writing skills through textual analysis. Reading Literature: 1, 2, 3, 4, 5, 6

	Reading Informational Text: 1, 2, 3, 7 Writing: 1, 2, 3, 6, 7, 8, 9	Reading Informational Text: 1, 2, 3, 7 Writing: 1, 2, 3, 6, 7, 8, 9
<b>Standards</b>	Speaking and Listening: 1-6	Speaking and Listening: 1-6
<b>Lesson Names/Descriptions</b>	<p><b>1. Writing Analytical Essays:</b> Teach students how to write arguments supported by textual evidence.</p> <p><b>2. Societal Influence on Character Decisions:</b> Analyze societal pressures on characters' identities.</p> <p><b>3. Evidence-Based Argumentation:</b> Practice crafting arguments using evidence from texts.</p>	<p><b>1. Character Development in Jane Eyre:</b> Study how societal pressures shape Jane's development.</p> <p><b>2. Societal Expectations and Individual Decisions:</b> Examine how societal norms influence character choices.</p> <p><b>3. Developing Arguments:</b> Use textual evidence to support writing on societal pressures.</p>
<b>Activities</b>	<p><b>Writing Drafts:</b> Write essays analyzing societal influences on character identities.</p> <p><b>Evidence Practice:</b> Exercise in citing textual evidence to support arguments.</p> <p><b>Group Work:</b> Develop collaborative essays analyzing <i>Jane Eyre</i> and <i>Common Sense</i>.</p>	<p><b>Character Sketch:</b> Develop a character sketch of Jane's development in <i>Jane Eyre</i>.</p> <p><b>Writing Prompt:</b> Respond to writing prompts related to societal influence in <i>Jane Eyre</i>.</p> <p><b>Peer Review:</b> Work in pairs to critique each other's character analysis.</p>
<b>Resources</b>	<i>The Subjection of Women</i> by John Stuart Mill, <i>The Second Sex</i> by Simone de Beauvoir	<i>The Victorian Slum</i> BBC Documentary, Film adaptations of <i>Jane Eyre</i>
<b>Assessments</b>	Textual analysis exercises.	Character analysis activities.
<b>College Course Alignment: Rhetoric I</b>	<b>Week 3:</b> The Role of Rhetoric in Shaping Public Perception and Identity	<b>Week 4:</b> Logical Fallacies and Bias in Media and Society
<b>Week Objectives</b>	<p><b>Week 5</b></p> <p>1. Participate in discussions on identity in <i>Jane Eyre</i> and <i>Common Sense</i>.</p> <p>2. Prepare for and engage in a Socratic seminar.</p> <p>3. Compare the texts' treatment of societal pressures on identity.</p> <p>Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7 Writing: 1, 2, 3, 6, 7, 8, 9 Speaking and Listening: 1-6</p>	<p><b>Week 6</b></p> <p>1. Compare and contrast themes in <i>Jane Eyre</i> and <i>Common Sense</i>.</p> <p>2. Examine the role of power and authority in shaping identity.</p> <p>3. Discuss the implications of societal norms on personal choice.</p> <p>Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7 Writing: 1, 2, 3, 6, 7, 8, 9 Speaking and Listening: 1-6</p>
<b>Standards</b>	Speaking and Listening: 1-6	Speaking and Listening: 1-6
<b>Lesson Names/Descriptions</b>	<p><b>1. Socratic Seminar Prep:</b> Prepare students to discuss identity and societal influence.</p> <p><b>2. Socratic Seminar on Jane Eyre and Common Sense:</b> Engage in deep discussions on identity.</p> <p><b>3. Comparing Societal Influence:</b> Compare how different texts treat societal expectations.</p>	<p><b>1. Comparing Themes in Jane Eyre and Common Sense:</b> Explore identity through themes in both works.</p> <p><b>2. Power and Authority in Shaping Identity:</b> Discuss how authority figures influence characters.</p> <p><b>3. Societal Norms and Personal Choice:</b> Discuss how characters challenge or conform to societal expectations.</p>
<b>Activities</b>	<b>Socratic Seminar Prep:</b> Create discussion questions based on identity themes.	<b>Theme Comparison Chart:</b> Create a chart comparing identity in <i>Jane Eyre</i> and <i>Common Sense</i> .



	<b>Debate Preparation:</b> Research and prepare counterarguments for the Socratic Seminar.	<b>Group Presentation:</b> Present findings comparing the themes of identity.
<b>Resources</b>	<b>Seminar Participation:</b> Participate in the Socratic seminar discussing identity. Virtual Tour of Brontë Parsonage Museum, Podcast: "The History of Literature"	<b>Class Discussion:</b> Discuss how power and authority affect identity in both texts. Interactive Timeline, Documentary: "Revolution"
<b>Assessments</b>	Socratic seminar reflection.	Comparative essay on identity and societal pressures.
<b>College Course Alignment: Rhetoric I</b>	<b>Week 5:</b> Rhetorical Strategies in Political and Social Discourse ( <i>Common Sense</i> by Paine)	<b>Week 6:</b> Developing a Persuasive Identity-Based Argument – Writing Workshop

Week	Week 7	Week 8	Week 9
<b>Objectives</b>	<ol style="list-style-type: none"> <li>Draft persuasive essays using textual evidence to support claims.</li> <li>Reflect on the impact of historical and cultural contexts on identity.</li> <li>Revise writing based on peer and instructor feedback.</li> </ol>	<ol style="list-style-type: none"> <li>Engage in role-play to explore character dilemmas.</li> <li>Discuss and evaluate the role of identity and societal influences in a creative setting.</li> <li>Finalize essays by integrating role-play insights.</li> </ol>	<ol style="list-style-type: none"> <li>How language shapes activism and public opinion.</li> <li>Examine the role of digital media in modern activism.</li> <li>Discuss the implications of technology in social engagement.</li> </ol>
	Reading Literature: 1, 2, 3, 4, 5, 6	Reading Literature: 1, 2, 3, 4, 5, 6	Reading Literature: 1, 2, 3, 4, 5, 6
	Reading Informational Text: 1, 2, 3, 7	Reading Informational Text: 1, 2, 3, 7	Reading Informational Text: 1, 2, 3, 7
	Writing: 1, 2, 3, 6, 7, 8, 9	Writing: 1, 2, 3, 6, 7, 8, 9	Writing: 1, 2, 3, 6, 7, 8, 9
<b>Standards</b>	Speaking and Listening: 1-6	Speaking and Listening: 1-6	Speaking and Listening: 1-6
<b>Lesson Names/Descriptions</b>	<p><b>1. Writing Workshop:</b> Draft and refine essays based on Socratic Seminar discussions.</p> <p><b>2. Reviewing Peer Essays:</b> Peer review essays focused on identity and societal pressures.</p> <p><b>3. Finalizing Written Work:</b> Revise essays based on feedback.</p>	<p><b>1. Role-Play on Character Dilemmas:</b> Act out characters' conflicts and societal influences.</p> <p><b>2. Discussion on Identity:</b> Discuss how role-play impacts understanding of societal pressures.</p> <p><b>3. Final Reflection:</b> Write a reflection on the role-play and its connection to identity themes.</p>	<p><b>1. Social media:</b> Impact on persuasive movements.</p> <p><b>2. Storytelling:</b> A persuasive tool in activism.</p> <p><b>3. My cause:</b> Crafting a persuasive personal narrative for a cause.</p>
<b>Activities</b>	<p><b>Peer Review:</b> Peer-review essays for clarity and evidence use.</p> <p><b>Essay Revision:</b> Revise essays based on peer feedback.</p> <p><b>Final Essay Draft:</b> Submit final drafts of essays on</p>	<p><b>Role-Play Performance:</b> Role-play characters in <i>Jane Eyre</i> and <i>Common Sense</i> to explore identity struggles.</p> <p><b>Class Discussion:</b> Discuss role-play insights on societal pressure.</p> <p><b>Final Reflection Paper:</b> Write a reflection on role-play insights and identity themes.</p>	<p>Assess the effectiveness of visual and symbolic rhetoric in activism.</p> <p><b>Comparative analysis</b> of historical and modern activist speeches</p> <p><b>Group activity:</b> Design a persuasive campaign poster for a social cause</p>



	societal influence on identity.		
<b>Resources</b>	<i>Civil Disobedience</i> by Henry David Thoreau	Final Essays, Peer Review Sessions	Pew Research: <i>The Role of Hashtags in Activism</i>
<b>Assessments</b>	Peer-reviewed writing draft.	Final role-play and reflections on the activity.	Reflection journal on role of social media in personal engagement with social issues
<b>College Course Alignment: Rhetoric I</b>	<b>Week 7:</b> Verbal Communication – Structuring Effective Debates and Discussions	<b>Week 8: Assessment:</b> Persuasive Speech on Identity and Society	<b>Week 9:</b> Contemporary Rhetoric – Persuasion in Social Movements

**G12 ELA: Unit 1: Identity & Cultural Heritage Unit Plan**

Week	Week 1	Week 2
<b>Objectives</b>	1. Analyze the role of cultural heritage in shaping identity. 2. Understand how heritage influences character decisions. 3. Examine how personal challenges impact identity formation. Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7, 8 Writing: 1, 2, 3, 6, 7, 8, 9	1. Evaluate the impact of historical and cultural contexts on characters' decisions. 2. Analyze how societal and cultural influences shape personal identities. 3. Discuss the role of language in identity formation. Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7, 8 Writing: 1, 2, 3, 6, 7, 8, 9
<b>Standards</b>	Speaking and Listening: 1-6	Speaking and Listening: 1-6
<b>Lesson Names/Descriptions</b>	<b>1. Introduction to Identity and Cultural Heritage:</b> Explore the relationship between cultural heritage and identity. <b>2. Analyzing Cultural Influences on Characters:</b> Examine how cultural heritage shapes decisions in <i>Their Eyes Were Watching God</i> and <i>Black Boy</i> . <b>3. Societal and Personal Challenges:</b> Discuss how challenges influence characters' identities and choices.	<b>1. Understanding Historical Context:</b> Investigate the historical influences on identity in <i>Black Boy</i> and <i>Their Eyes Were Watching God</i> . <b>2. Societal Pressures and Character Decisions:</b> Discuss how societal expectations impact identity formation. <b>3. The Role of Language in Shaping Identity:</b> Analyze language's role in cultural and personal identity.
<b>Activities</b>	<b>Textual Mapping:</b> Create a visual map linking cultural heritage with character identity. <b>Character Identity Chart:</b> Chart the influence of cultural heritage on character choices in both texts. <b>Class Discussion:</b> Discuss how cultural heritage shapes personal identity in the texts.	<b>Historical Context Research:</b> Research the historical context of <i>Black Boy</i> and <i>Their Eyes Were Watching God</i> . <b>Quick Write:</b> Write about how societal influences shaped characters' identities. <b>Language Analysis:</b> Examine the language used in the texts to express identity.
<b>Resources</b>	<i>Their Eyes Were Watching God</i> by Zora Neale Hurston, <i>Black Boy</i> by Richard Wright	<i>A Raisin in the Sun</i> by Lorraine Hansberry, <i>1984</i> by George Orwell

<p><b>Assessments</b></p> <p><b>College Course Alignment: Negotiations Fundamentals</b></p>	<p>Informal discussion on the role of cultural heritage in shaping character identity.</p> <p><b>Week 1:</b> Introduction to Negotiation – Principles, Types, and Importance</p>	<p>Quiz on historical context and its impact on character decisions.</p> <p><b>Week 2:</b> Understanding Personal and Cultural Identity in Negotiations</p>
<p><b>Week Objectives</b></p>	<p><b>Week 3</b></p> <p>1. Develop argumentative skills with textual evidence.</p> <p>2. Analyze the role of dreams and aspirations in character development.</p> <p>3. Apply negotiation techniques in the analysis of characters' choices.</p> <p>Reading Literature: 1, 2, 3, 4, 5, 6</p> <p>Reading Informational Text: 1, 2, 3, 7, 8</p> <p>Writing: 1, 2, 3, 6, 7, 8, 9</p>	<p><b>Week 4</b></p> <p>1. Investigate the cultural heritage of characters in <i>Their Eyes Were Watching God</i> and <i>Black Boy</i>.</p> <p>2. Examine how historical and societal contexts influence character behavior.</p> <p>3. Develop strategies for writing clear and persuasive essays.</p> <p>Reading Literature: 1, 2, 3, 4, 5, 6</p> <p>Reading Informational Text: 1, 2, 3, 7, 8</p> <p>Writing: 1, 2, 3, 6, 7, 8, 9</p>
<p><b>Standards Lesson Names/Descriptions</b></p>	<p>Speaking and Listening: 1-6</p> <p><b>1. Writing Strong Arguments:</b> Develop argumentative essays with textual evidence.</p>	<p>Speaking and Listening: 1-6</p> <p><b>1. Character and Cultural Heritage in <i>Their Eyes Were Watching God</i> and <i>Black Boy</i>:</b> Analyze how cultural heritage influences characters' choices.</p>
<p><b>Activities</b></p>	<p><b>2. Dreams and Aspirations in <i>A Raisin in the Sun</i>:</b> Analyze how dreams shape character identity.</p> <p><b>3. Negotiation Techniques in Character Development:</b> Study negotiation techniques used in literature.</p> <p><b>Argumentative Essay Drafting:</b> Write an essay analyzing how dreams shape identity.</p> <p><b>Debate:</b> Debate how negotiation influences character development in <i>1984</i>.</p>	<p><b>2. The Impact of Historical Context on Identity:</b> Examine how historical context affects character behavior.</p> <p><b>3. Writing and Organizing Arguments:</b> Learn techniques for drafting persuasive essays with textual evidence.</p> <p><b>Character Analysis Activity:</b> Develop character profiles showing how cultural heritage influences choices.</p> <p><b>Historical Context Exploration:</b> Research the historical context behind <i>Black Boy</i> and <i>Their Eyes Were Watching God</i>.</p>
<p><b>Resources</b></p>	<p><b>Evidence Practice:</b> Practice using textual evidence to support arguments in essays.</p> <p><i>Self-Reliance</i> by Ralph Waldo Emerson, <i>On Liberty</i> by John Stuart Mill</p>	<p><b>Peer Group Feedback:</b> Peer reviews of character analysis essays.</p> <p>Podcast: "The History of Literature", <i>The Brontë Parsonage Museum</i></p>
<p><b>Assessments</b></p>	<p>Textual analysis exercises.</p>	<p>Group work and analysis of character heritage.</p>
<p><b>College Course Alignment: Negotiations Fundamentals</b></p>	<p><b>Week 3:</b> The Role of Cultural Heritage in Shaping Negotiation Styles</p>	<p><b>Week 4:</b> High-Context vs. Low-Context Negotiation Approaches</p>
<p><b>Week Objectives</b></p>	<p><b>Week 5</b></p> <p>1. Analyze themes of dreams and aspirations in literature.</p> <p>2. Discuss the role of language and negotiation in shaping identity.</p>	<p><b>Week 6</b></p> <p>1. Evaluate societal pressures through literature and informational texts.</p> <p>2. Explore how historical context shapes dreams and aspirations.</p>

	3. Prepare for a group presentation on negotiation strategies in Orwell's essay. Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7, 8 Writing: 1, 2, 3, 6, 7, 8, 9	3. Develop arguments supported by textual evidence. Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7, 8 Writing: 1, 2, 3, 6, 7, 8, 9
<b>Standards</b>	Speaking and Listening: 1-6	Speaking and Listening: 1-6
<b>Lesson Names/Descriptions</b>	<b>1. Exploring Dreams and Aspirations in <i>A Raisin in the Sun</i>:</b> Analyze how characters' aspirations shape their identities. <b>2. Language and Negotiation in 1984 by Orwell:</b> Study the role of language in shaping aspirations and identity. <b>3. Group Presentation Prep:</b> Prepare a group presentation on negotiation techniques in Orwell's essay.	<b>1. Analyzing the Role of Identity in <i>Black Boy and Their Eyes Were Watching God</i>:</b> Compare how different characters' identities evolve. <b>2. Developing Persuasive Writing:</b> Practice writing argumentative essays with a focus on dreams and aspirations. <b>3. Group Analysis of Themes in <i>A Raisin in the Sun</i> and 1984:</b> Analyze themes in groups, comparing cultural influences.
<b>Activities</b>	<b>Dreams and Aspirations Chart:</b> Create a chart showing how characters' dreams shape their identity. <b>Group Discussion:</b> Discuss the role of language in shaping identity. <b>Presentation Prep:</b> Work in groups to prepare presentations on negotiation in 1984.	<b>Group Presentation:</b> Present findings on negotiation strategies in 1984. <b>Comparative Writing Activity:</b> Write comparative essays on themes in <i>A Raisin in the Sun</i> and 1984. <b>Argument Practice:</b> Practice developing an argument based on evidence from both texts.
<b>Resources</b>	Documentaries: "The Brontë Sisters" and "Revolution"	<i>Civil Disobedience</i> by Henry David Thoreau, 1984 by Orwell
<b>Assessments</b>	Group presentation on the use of language in shaping identity.	Peer review session for argumentative essays.
<b>College Course Alignment: Negotiations Fundamentals</b>	<b>Week 5:</b> Empathy and Active Listening as Key Negotiation Tools	<b>Week 6:</b> Case Study: Negotiations in Multicultural and Global Contexts

<b>Week</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>
<b>Objectives</b>	1. Draft argumentative essays on the impact of dreams on characters' decisions. 2. Engage in peer review workshops to refine writing. 3. Finalize essays with strong arguments and clear evidence.	1. Engage in role-play activities to explore character dilemmas. 2. Reflect on cultural heritage and its impact on identity. 3. Submit the final argumentative essay.	1. Understand the impact of technology on modern negotiation. 2. Explore virtual communication strategies for effective online negotiations. 3. Analyze challenges and biases in virtual negotiations.
	Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7, 8 Writing: 1, 2, 3, 6, 7, 8, 9	Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7, 8 Writing: 1, 2, 3, 6, 7, 8, 9	Reading Literature: 1, 2, 3, 4, 5, 6 Reading Informational Text: 1, 2, 3, 7, 8 Writing: 1, 2, 3, 6, 7, 8, 9
<b>Standards</b>	Speaking and Listening: 1-6	Speaking and Listening: 1-6	Speaking and Listening: 1-6

<b>Lesson Names/Descriptions</b>	<p><b>1. Writing Workshop:</b> Draft essays on the role of dreams in identity formation.</p> <p><b>2. Peer Review:</b> Review each other's essays for clarity, evidence, and organization.</p> <p><b>3. Final Essay Revisions:</b> Revise and refine essays based on peer feedback.</p>	<p><b>1. Role-Play Activities:</b> Assume the identity of characters from the texts to explore cultural influences.</p> <p><b>2. Final Discussion on Identity and Heritage:</b> Reflect on the impact of cultural heritage on personal identity.</p> <p><b>3. Final Argumentative Essay Submission:</b> Submit the completed argumentative essay.</p>	<p><b>1. The Role of AI:</b> Digital platforms and automation.</p> <p><b>2. Best practices:</b> Video calls, emails, and messaging.</p> <p><b>3. Addressing trust:</b> Non-verbal cues and digital misinterpretation.</p>
<b>Activities</b>	<p><b>Peer Review Session:</b> Engage in peer review workshops to critique and refine essays.</p> <p><b>Essay Draft Revision:</b> Revise essays based on feedback.</p> <p><b>Final Essay Workshop:</b> Finalize essays for submission.</p>	<p><b>Role-Play Performance:</b> Act out a scene where characters negotiate their futures.</p> <p><b>Class Reflection:</b> Reflect on how role-play enhances understanding of identity and heritage.</p> <p><b>Final Essay Submission:</b> Submit the argumentative essay analyzing the role of dreams and identity.</p>	<p><b>Case study analysis:</b> AI-assisted deal-making</p> <p><b>Role-playing exercise:</b> Negotiation via email vs. video call</p> <p><b>Peer feedback</b> on recorded virtual negotiation simulations</p>
<b>Resources</b>	<i>The Second Sex</i> by Simone de Beauvoir, <i>A Raisin in the Sun</i>	<i>Black Boy</i> by Richard Wright, <i>Their Eyes Were Watching God</i> by Zora Neale Hurston	Updated materials from the last several months
<b>Assessments</b>	Review and finalize argumentative essays.	Final role-play and submission of argumentative essays.	Reflection journal on personal experiences in virtual negotiations
<b>College Course Alignment: Negotiations Fundamentals</b>	<b>Week 7:</b> Conflict Resolution and Bridging Cultural Gaps	<b>Week 8: Assessment:</b> Simulated Cross-Cultural Negotiation	<b>Week 9:</b> Modern Negotiation Trends – Technology and Virtual Communication

**G11 ELA: Week 1  
Lesson 1 Lesson Plan**

<b>Heading</b>	<b>Details</b>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>Analyze character development in <i>Jane Eyre</i> and <i>Common Sense</i>.</li> <li>Explore themes of societal influence on identity.</li> <li>Introduce connections between literature and historical context.</li> </ol>
<b>Goals</b>	<ul style="list-style-type: none"> <li>Understand how societal pressures shape character development.</li> <li>Analyze the ways in which characters' identities are influenced by their society.</li> <li>Connect historical context to literary analysis.</li> </ul>
<b>Materials, Environment, Resources</b>	<ul style="list-style-type: none"> <li><i>Jane Eyre</i> by Charlotte Brontë</li> <li><i>Common Sense</i> by Thomas Paine</li> <li>Chart paper and markers for visual mapping</li> <li>Projector for group discussion/lectures</li> <li>Classroom seating arranged for group discussions and individual work</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li><b>Introduction (10 minutes):</b> Introduce the theme of identity and society, explaining the goals of the lesson. Outline how both texts reflect societal influence on character development.</li> <li><b>Textual Mapping (15 minutes):</b> Have students create a visual map showing how identity and societal pressures are interconnected in <i>Jane Eyre</i> and <i>Common Sense</i>.</li> <li><b>Character Identity Chart (15 minutes):</b> Students work in pairs to complete a chart comparing characters in both texts and how their actions are shaped by societal pressures.</li> </ol>

<b>Assessment</b>	<p>4. <b>Group Discussion (10minutes):</b> Facilitate a class discussion on how the characters in both texts navigate societal expectations and how these pressures impact their identities.</p> <p>5. <b>Wrap-Up (10 minutes):</b> Recap key insights from the class discussion. Connect these insights back to the larger themes of identity and societal influence.</p> <ul style="list-style-type: none"> <li>- Informal discussion on students' initial thoughts on how societal pressures shape characters' identities in <i>Jane Eyre</i> and <i>Common Sense</i>.</li> <li>- Review the character identity charts to gauge students' understanding.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>- Reflect on the effectiveness of visual aids (textual mapping) in helping students analyze the themes of societal influence.</li> <li>- Evaluate student participation in the group discussion for engagement and understanding of key concepts.</li> </ul>
<b>College Course Extension: Rhetoric I</b>	<b>Week 1:</b> Introduction to Rhetoric – The Art of Persuasion (Ethos, Pathos, Logos)

**G12 ELA: Lesson Plan**

<b>Heading</b>	<b>Details</b>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Analyze the role of cultural heritage in shaping identity.</li> <li>2. Understand how heritage influences character decisions.</li> <li>3. Examine how personal challenges impact identity formation.</li> </ol>
<b>Goals</b>	<ul style="list-style-type: none"> <li>- Explore the relationship between cultural heritage and identity.</li> <li>- Understand how cultural heritage shapes personal and character decisions.</li> <li>- Analyze the influence of personal challenges on identity development.</li> </ul>
<b>Materials, Environment, Resources</b>	<ul style="list-style-type: none"> <li>- <i>Their Eyes Were Watching God</i> by Zora Neale Hurston</li> <li>- <i>Black Boy</i> by Richard Wright</li> <li>- Chart paper and markers for textual mapping</li> <li>- Projector for group discussions and lectures</li> <li>- Classroom seating for group work and individual reflection</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction (10 minutes):</b> Discuss the concept of cultural heritage and its role in shaping identity. Outline how heritage can influence character decisions.</li> <li>2. <b>Textual Mapping (15 minutes):</b> Have students create a visual map connecting cultural heritage to character identity in <i>Their Eyes Were Watching God</i> and <i>Black Boy</i>.</li> <li>3. <b>Character Identity Chart (15 minutes):</b> Students work in pairs to chart the ways cultural heritage influences characters' choices in both texts.</li> <li>4. <b>Class Discussion (10 minutes):</b> Facilitate a class discussion on how cultural heritage shapes identity and decisions in both texts, focusing on examples from <i>Their Eyes Were Watching God</i> and <i>Black Boy</i>.</li> <li>5. <b>Wrap-Up (10 minutes):</b> Summarize key insights from the discussion and highlight how heritage and challenges influence character identities.</li> </ol>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Informal discussion on the role of cultural heritage in shaping character identity in the texts.</li> <li>- Review the character identity charts to gauge understanding of the influence of cultural heritage.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>- Reflect on the effectiveness of the textual mapping activity in helping students understand the connection between cultural heritage and identity.</li> <li>- Assess student participation in the discussion and charting for insight into their grasp of the theme.</li> </ul>
<b>College Course Extension: Negotiations Mastery</b>	<b>Week 1:</b> Introduction to Negotiation – Principles, Types, and Importance

**G11 Math Curriculum Map**

<b>Course Description</b>	<p>This course integrates advanced high school mathematics—including Algebra II, Pre-Calculus, and Integrated Math III—with a college-level analytics extension. Students will engage in an in-depth study of polynomials, quadratic functions, exponential and logarithmic functions, trigonometry, complex numbers, conic sections, and vectors. The college extension expands on these foundations by covering research design, data collection, statistical methods, calculus, linear algebra, data visualization, and financial analytics, with a particular focus on big data and economics. This year-long course is designed to enhance students' mathematical and analytical skills, preparing them for academic and real-world applications in research, business, and finance.</p>			
<b>HS Math (General description)</b>	<p>This course provides a rigorous exploration of advanced mathematical concepts, emphasizing polynomials, rational expressions, quadratic functions, exponential and logarithmic functions, trigonometry, complex numbers, conic sections, sequences and series, and vectors. Students will develop a deep understanding of function properties, graphing techniques, and real-world applications of these mathematical principles. Emphasis is placed on solving and analyzing both linear and nonlinear equations while exploring trigonometric identities and functions. Assessments include quizzes, unit tests, and applied projects, ensuring that students are well-prepared for advanced studies in mathematics and related disciplines.</p>			
<b>Analytics: Foundational Analytics (General description)</b>	<p>This course introduces students to a broad spectrum of analytical skills applicable to academic research, business analytics, and financial literacy. Students will explore quantitative and qualitative research methods in the social sciences, gaining expertise in research design, data collection techniques, data analysis, and reporting research findings. Special emphasis is placed on data visualization as a key tool for effectively communicating insights. The curriculum integrates statistical methods with foundational concepts from calculus and linear algebra, focusing on practical applications. In the second half of the course, students will be introduced to principles of economics, which serve as the foundation for hands-on financial analytics. They will learn to interpret key financial statements, assess business viability, and evaluate financial risk. Additionally, students will gain an understanding of big data, its defining characteristics, and the systematic methods and tools used for analyzing large datasets.</p>			
	<b>Unit 1: Polynomials, Rational Expressions, and Quadratic Functions</b>	<b>Unit 2: Exponential and Logarithmic Functions, and Systems of Equations</b>	<b>Unit 3: Trigonometry, Functions, and Complex Numbers</b>	<b>Unit 4: Conic Sections, Sequences &amp; Series, and Vectors</b>
<b>Unit Objectives</b>	<ul style="list-style-type: none"> <li>- Master operations with polynomials and rational expressions.</li> <li>- Solve and graph quadratic functions.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the laws of exponents and apply them to exponential functions.</li> <li>- Master the properties and applications of logarithmic functions.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the properties of functions and their graphs.</li> <li>- Understand and apply trigonometric functions.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze and graph conic sections (circles, ellipses, parabolas, and hyperbolas).</li> <li>- Learn and apply the concepts of arithmetic and geometric sequences.</li> </ul>



<b>CCR Anchor Standards</b>	- Apply quadratic functions to real-life problems. A-SSE: Seeing Structure in Expressions	- Solve systems of linear and nonlinear equations. F-IF: Interpreting Functions	- Learn basic operations with complex numbers. F-TF: Trigonometric Functions	- Explore basic vector operations and their applications. G-C: Geometry of Conic Sections
	A-APR: Arithmetic with Polynomials and Rational Expressions	F-LE: Linear, Quadratic, and Exponential Models	F-BF: Building Functions	F-BF: Building Functions
	A-APR: Arithmetic with Polynomials and Rational Expressions	A-REI: Reasoning with Equations and Inequalities	S-CP: Conditional Probability and the Rules of Probability S-MD: Using Probability to Make Decisions	A-APR: Arithmetic with Polynomials and Rational Expressions G-SRT: Similarity, Right Triangles, and Trigonometry
	A-CED: Creating Equations	F-IF: Interpreting Functions		S-ID: Interpreting Categorical and Quantitative Data
<b>Resources</b>	A-REI: Reasoning with Equations and Inequalities - Textbook: Algebra II or Pre-Calculus (depending on level) - Graphing calculator (for quadratic functions)	S-ID: Interpreting Categorical and Quantitative Data - Textbook: Algebra II or Pre-Calculus (depending on level) - Graphing calculator (for exponential and logarithmic graphs)	- Textbook: Pre-Calculus - Unit circle diagram, graphing calculator	S-ID: Interpreting Categorical and Quantitative Data - Textbook: Pre-Calculus - Graphing calculator, online graphing tools
	<b>Assessments</b> - Weekly quizzes on polynomial and quadratic concepts. - Unit test on polynomials, rational expressions, and quadratic functions - Real-world application project (e.g., modeling with quadratics) - Problem-solving exercises and homework	- Unit test on exponential, logarithmic functions, and systems of equations - Project on real-world applications of exponential and logarithmic functions - Group project on systems of equations - Problem-solving exercises and homework	- Weekly quizzes on trigonometric identities and equations - Trigonometric graphing project - Project on complex number operations - Trigonometric equation-solving exercises	- Test on conic sections and sequences/series - Project on real-world applications of conic sections - Group project on sequences and series - Problem-solving exercises and homework
<b>College Course Integration</b>				
<b>College Course</b>	<b>Unit 1: Polynomials, Rational Expressions, and Quadratic Functions</b>	<b>Unit 2: Exponential and Logarithmic Functions, and Systems of Equations</b>	<b>Unit 3: Trigonometry, Functions, and Complex Numbers</b>	<b>Unit 4: Conic Sections, Sequences &amp; Series, and Vectors</b>
	<b>Analytics I</b>	<b>Analytics I</b>	<b>Analytics II</b>	<b>Analytics II</b>
	<b>Week 1:</b> Understanding Polynomials – Definition and types of polynomials <b>Week 2:</b> Adding and Subtracting Polynomials – Combining like terms and simplifying expressions	<b>Week 10:</b> Introduction to Exponential Functions – Understanding the form and graph of exponential functions <b>Week 11:</b> Solving Exponential Equations – Using logarithms to solve exponential equations	<b>Week 19:</b> Introduction to Trigonometry – Understanding sine, cosine, and tangent functions <b>Week 20:</b> Graphing Trigonometric Functions – Graphing sine, cosine, and tangent functions	<b>Week 28:</b> Introduction to Conic Sections – Basic overview of circles, ellipses, parabolas, and hyperbolas <b>Week 29:</b> Equation of a Circle – Standard form and graphing circles

<b>Week 3:</b> Multiplying Polynomials – Distributive property and FOIL method	<b>Week 12:</b> Introduction to Logarithmic Functions – Understanding the relationship between logarithms and exponents	<b>Week 21:</b> Using Trigonometric Identities – Pythagorean identity and basic sum/difference identities	<b>Week 30:</b> Graphing Parabolas – Understanding vertex form and graphing parabolas
<b>Week 4:</b> Dividing Polynomials – Long division and synthetic division	<b>Week 13:</b> Properties of Logarithms – Product, quotient, and power rules for logarithms	<b>Week 22:</b> Solving Basic Trigonometric Equations – Using identities to solve simple trig equations	<b>Week 31:</b> Ellipses and Hyperbolas – Graphing and writing equations for ellipses and hyperbolas
<b>Week 5:</b> Factoring Polynomials – Factoring common terms, trinomials, and special cases	<b>Week 14:</b> Solving Logarithmic Equations – Using properties of logarithms to solve	<b>Week 23:</b> Introduction to Complex Numbers – Understanding real and imaginary parts	<b>Week 32:</b> Arithmetic Sequences – Definition and formula for the $n$ th term
<b>Week 6:</b> Solving Quadratic Equations by Factoring – Methods for solving quadratics	<b>Week 15:</b> Systems of Linear Equations – Solving using substitution and elimination methods	<b>Week 24:</b> Adding and Subtracting Complex Numbers – Performing operations on complex numbers	<b>Week 33:</b> Geometric Sequences – Understanding common ratios and solving problems
<b>Week 7:</b> Graphing Quadratic Functions – Identifying key features (vertex, axis of symmetry)	<b>Week 16:</b> Graphing Systems of Linear Equations – Understanding graphical solutions	<b>Week 25:</b> Multiplying Complex Numbers – Using the distributive property to multiply complex numbers	<b>Week 34:</b> Series and Sums – Finding the sum of an arithmetic or geometric series
<b>Week 8:</b> Rational Expressions – Simplifying, adding, subtracting, multiplying, and dividing rational expressions	<b>Week 17:</b> Solving Nonlinear Systems of Equations – Solving systems involving quadratics and exponentials	<b>Week 26:</b> Polar Form of Complex Numbers – Converting between rectangular and polar form	<b>Week 35:</b> Introduction to Vectors – Understanding vector notation and basic operations (addition, subtraction)
<b>Week 9:</b> Applications of Quadratic Functions – Word problems and real-world applications	<b>Week 18:</b> Real-World Applications of Exponential and Logarithmic Functions	<b>Week 27:</b> Trigonometric Applications – Angles of elevation and depression, and real-world applications	<b>Week 36:</b> Applications of Sequences, Series, and Vectors in Real-World Problems

## ***G12 Math Curriculum Map***

### ***Course Description***

This course integrates advanced high school mathematics with college-level Data Analytics and Research Methodology, providing students with a comprehensive foundation in both theoretical and applied mathematical concepts. Students will explore specialized topics, including Calculus, Statistics, and Advanced Algebra/Trigonometry, tailored to their individual academic goals. The Data Analytics component focuses on statistical techniques, covering data analysis, probability, and regression models. The Research Methodology extension introduces scientific approaches to human behavior research, emphasizing study design, data collection methods, and ethical considerations. By the end of the course, students will be equipped to conduct independent research, critically analyze data, and apply mathematical principles to real-world challenges, preparing them for higher education and professional fields requiring strong analytical skills.



**HS Math  
(General  
description)**

In Grade 12, students have the opportunity to engage in specialized mathematics courses based on their academic track and future aspirations. Available courses include: Calculus, Statistics and Advanced Algebra/Trigonometry. These courses are designed to provide rigorous, in-depth instruction, ensuring students are well-prepared for college-level mathematics and beyond.

**Data  
Analytics and  
Insight  
(General  
description)**

This course serves as an introduction to statistical thinking and data analysis as applied to social sciences and research disciplines. Students will develop proficiency in descriptive statistics, data visualization, probability theory, and correlation analysis. By the end of the course, students will be able to analyze and interpret complex datasets, apply statistical reasoning to diverse fields, and make data-driven decisions. This course provides a strong foundation for higher education and careers in data science, social research, and business analytics.

**Research  
Methodology**

The course covers scientific methods of studying human behavior, including field observations, experiments, interviews, historical archives. Different qualitative and quantitative approaches will be discussed in analyzing text, numerical, and image data. Students will learn to think carefully about research design: issues around collecting data and assessing its quality, posing the right questions, the connection between theory and methodology; and research ethics. The goal for students is to be able to formulate their own research project and to evaluate the claims made by other researchers.

<b>Unit</b>	<b>Unit 1: Calculus</b>	<b>Unit 2: Statistics</b>	<b>Unit 3: Advanced Algebra and Trigonometry</b>	<b>Unit 4: Elective Math Options</b>
<b>Unit Objectives</b>	<ul style="list-style-type: none"> <li>- Understand the concept of limits and continuity in functions.</li> <li>- Define and interpret the derivative, apply differentiation rules, and solve real-world problems.</li> <li>- Understand definite and indefinite integrals, fundamental theorem of calculus, and apply integration techniques to solve problems.</li> <li>- Solve problems related to area under curves and volume of solids of revolution.</li> <li>- Explore simple differential equations and their solutions (optional).</li> </ul>	<ul style="list-style-type: none"> <li>- Learn measures of central tendency and spread, and understand their use in data analysis.</li> <li>- Understand probability rules, counting principles, and probability distributions.</li> <li>- Perform hypothesis testing, create confidence intervals, and analyze regression.</li> <li>- Use statistical software to analyze data and interpret graphs.</li> <li>- Interpret statistical graphs and charts.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform operations with polynomials and rational expressions, solve advanced equations.</li> <li>- Solve trigonometric equations, apply trigonometry in real-world contexts.</li> <li>- Model real-world problems using algebra and trigonometry.</li> <li>- Explore basic vector operations and their applications.</li> </ul>	<ul style="list-style-type: none"> <li>- Study deeper into calculus topics, including limits, derivatives, integrals, and series.</li> <li>- Explore advanced statistical topics, focusing on experimental design and analysis techniques.</li> <li>- Learn mathematical concepts used in financial decision-making, including interest and loans.</li> </ul>
<b>CCR Anchor Standards</b>	<b>A-SSE:</b> Seeing Structure in Expressions	<b>A-REI:</b> Reasoning with Equations and Inequalities	<b>A-APR:</b> Arithmetic with Polynomials and Rational Expressions	<b>A-SSE:</b> Seeing Structure in Expressions

	<b>A-REI:</b> Reasoning with Equations and Inequalities	<b>A-CED:</b> Creating Equations	<b>A-REI:</b> Reasoning with Equations and Inequalities	<b>F-IF:</b> Interpreting Functions
	<b>A-APR:</b> Arithmetic with Polynomials and Rational Expressions	<b>A-CED:</b> Creating Equations	<b>A-APR:</b> Arithmetic with Polynomials and Rational Expressions	<b>F-BF:</b> Building Functions
	<b>A-CED:</b> Creating Equations	<b>S-MD:</b> Using Probability to Make Decisions	<b>F-TF:</b> Trigonometric Functions	<b>S-ID:</b> Interpreting Categorical and Quantitative Data
	<b>A-CED:</b> Creating Equations	<b>S-ID:</b> Interpreting Categorical and Quantitative Data		
	<b>F-TF:</b> Trigonometric Functions			
	<b>A-REI:</b> Reasoning with Equations and Inequalities	<b>S-CP:</b> Conditional Probability and the Rules of Probability	<b>S-ID:</b> Interpreting Categorical and Quantitative Data	
<b>Resources</b>	- Textbook: Calculus I (for higher math track)	- Textbook: Statistics	- Textbook: Pre-Calculus	Textbook: AP Calculus AB/BC or AP Statistics
	- Graphing calculator	- Statistical software (Excel, TI calculators)	- Graphing calculator	- Online resources
			- Trigonometric identity charts	- Financial math software
	- Online tools (Desmos, Wolfram Alpha)	- Online tools for statistical analysis	- Trigonometric graphing tools	- AP exam prep materials
	- Calculus apps	- Graphing calculators	- Online tutorials	- Financial calculator apps
<b>Assessments</b>	- Quizzes on limits, derivatives, and integrals.	- Weekly quizzes on statistical concepts	- Quizzes on polynomials and trigonometric identities	Final Assessments
		- Unit test on hypothesis testing and regression analysis.	- Midterm on algebra and trigonometry	- Final project on real-world applications
	- Application projects on real-world problems.	- Data analysis project	- Project on real-world trigonometric applications	- Case studies on financial applications
		- Test on probability and inferential statistics.	- Group project on algebraic modeling	- Group project on advanced calculus/statistics
	- Problem-solving exercises and homework.	- Problem-solving exercises and homework.	- Trigonometric graphing project	- Homework on financial math concepts
			- Homework on complex number operations	- Practice with complex calculations
	- Final exam covering all calculus topics.	- Project presentations	- Test on advanced algebra topics	Final exam covering all AP content
		- Practice with statistical software	- Group project on sequences/series	
	<b>Unit 1: Calculus</b>	<b>Unit 2: Statistics</b>	<b>Unit 3: Advanced Algebra and Trigonometry</b>	<b>Unit 4: Elective Math Options</b>
<b>College Course Extension</b>	<b>Data Analytics &amp; Insight</b>	<b>Data Analytics &amp; Insight</b>	<b>Data Analytics &amp; Insight</b>	<b>Data Analytics &amp; Insight</b>
	<b>Week 1:</b> Introduction to Limits and Continuity – Understanding the concept of limits and how continuity affects function behavior	<b>Week 10:</b> Introduction to Descriptive Statistics – Understanding measures of central tendency (mean, median, mode) and	<b>Week 19:</b> Polynomials and Rational Expressions – Analyzing and simplifying polynomials and	<b>Week 28:</b> Calculus: Limits and Derivatives – Understanding the core concepts of limits and derivatives in preparation for AP Calculus exams

variability (range, variance, standard deviation)

rational expressions in real-world contexts

**Week 2:** Derivatives: Definitions and Basic Rules – Exploring the fundamentals of derivatives and their applications in motion and change

**Week 3:** Application of Derivatives: Optimization Problems – Using derivatives to find maximum and minimum values in real-world scenarios

**Week 4:** The Chain Rule and Its Applications – Learning how to differentiate composite functions and apply this in scientific research contexts

**Week 5:** Integrals: Definite and Indefinite – Understanding integration and its connection to calculating areas and volumes

**Week 6:** Fundamental Theorem of Calculus – Connecting differentiation and integration through the Fundamental Theorem

**Week 7:** Techniques of Integration: Substitution and Integration by Parts – Exploring advanced techniques for solving integrals in complex problems

**Week 8:** Applications of Integrals: Area under Curves and Volume – Using integration to solve practical problems such as calculating

**Week 11:** Probability: Basic Concepts and Rules – Learning fundamental probability principles and their applications in research

**Week 12:** Sampling Methods and Data Collection – Exploring how different data collection methods affect research quality and outcomes

**Week 13:** Normal Distribution and Z-Scores – Understanding normal distributions and using z-scores to standardize data in statistical analysis

**Week 14:** Hypothesis Testing – Learning how to test hypotheses using p-values and significance levels in research

**Week 15:** Regression Analysis: Modeling Relationships – Exploring linear regression techniques to analyze relationships between variables

**Week 16:** Inferential Statistics: Confidence Intervals – Learning how to make predictions and estimate population parameters from sample data

**Week 17:** Ethical Considerations in Research and Data Integrity – Discussing ethical issues around data collection and interpretation in research projects

**Week 20:** Solving Advanced Equations – Techniques for solving complex algebraic equations involving multiple variables

**Week 21:** Trigonometric Functions and Graphing – Understanding the properties of trigonometric functions and their graphical representations

**Week 22:** Trigonometric Identities – Deriving and applying essential trigonometric identities in problem-solving

**Week 23:** Solving Trigonometric Equations – Using algebraic techniques to solve various trigonometric equations

**Week 24:** Applications of Trigonometry – Applying trigonometry to real-world scenarios, such as navigation, architecture, and engineering

**Week 25:** Advanced Polynomial Functions – Exploring higher-degree polynomials and their solutions

**Week 26:** Modeling with Algebra and Trigonometry – Using advanced algebraic and trigonometric methods to model and analyze real-world situations

**Week 29:** Statistics: Data Collection and Probability – Mastering data collection methods and probability rules for AP Statistics

**Week 30:** Financial Mathematics: Understanding Interest and Investment – Learning mathematical models related to personal finance, such as compound interest and investment growth

**Week 31:** Mathematical Modeling with Differential Equations – Using differential equations to model real-world systems and solve dynamic problems

**Week 32:** Discrete Mathematics: Graph Theory and Algorithms – Exploring discrete structures and their applications in computer science and network theory

**Week 33:** Introduction to Linear Algebra – Exploring matrix operations and systems of equations with real-world applications in science and engineering

**Week 34:** Mathematics in Data Science – Applying mathematical techniques, such as regression and matrix analysis, to analyze large data sets in research projects

**Week 35:** Using Statistical Software for Data Analysis – Introduction to using software like SPSS, R, or Excel to analyze and interpret research data

area under a curve and volume of solids	<b>Week 9:</b> Advanced Calculus Applications – Exploring Taylor series, differential equations, and parametric functions	<b>Week 18:</b> Big Data Analytics – Understanding how large datasets and statistical models drive decision-making in business and science	<b>Week 27:</b> Advanced Trigonometry: Polar Coordinates and Parametric Equations – Studying the advanced concepts of trigonometry, including polar coordinates and parametric equations	<b>Week 36:</b> Final Research Project Presentation – Students will present their own research project proposal or findings, practicing their presentation skills
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**College Course Extension**

<b>Research Methodology</b>	<b>Research Methodology</b>	<b>Research Methodology</b>	<b>Research Methodology</b>
<b>Week 1:</b> Introduction to Scientific Research – Overview of the scientific method and its role in studying human behavior	<b>Week 10:</b> Data Collection Methods: An Overview – Introduction to various data collection methods: surveys, field observations, interviews, and experiments	<b>Week 19:</b> Introduction to Statistical Analysis – Learning basic statistical tools for analyzing numerical data and making inferences	<b>Week 28:</b> Formulating Research Questions – Teaching students how to pose clear, focused, and researchable questions for a study
<b>Week 2:</b> Ethical Considerations in Research – Discussing ethical issues such as informed consent, confidentiality, and participant rights in research	<b>Week 11:</b> Sampling Techniques and Strategies – Discussing different sampling methods such as random sampling, stratified sampling, and their significance	<b>Week 20:</b> Thematic Coding and Content Analysis – Analyzing qualitative data by identifying themes, patterns, and trends in interviews or textual data	<b>Week 29:</b> Designing a Research Proposal – How to structure a research proposal, including methodology, objectives, and ethical considerations
<b>Week 3:</b> Field Observations: Techniques and Methodology – Understanding how field observations are conducted and their role in data collection	<b>Week 12:</b> Assessing Data Quality – Techniques for evaluating the reliability and validity of collected data	<b>Week 21:</b> Descriptive vs. Inferential Statistics – Understanding how to summarize data with descriptive statistics and make generalizations using inferential statistics	<b>Week 30:</b> Literature Review and Research Synthesis – Learning how to conduct a literature review to inform the research design and methodology
<b>Week 4:</b> Interviewing Techniques for Research – Exploring various types of interviews and methods for collecting data from human subjects	<b>Week 13:</b> Designing Effective Surveys and Questionnaires – Learning how to design effective questions for data collection	<b>Week 22:</b> Data Visualization: Graphs and Charts – Learning how to create and interpret graphs, charts, and visual data representations	<b>Week 31:</b> Research Ethics and Participant Considerations – A deeper dive into ethical dilemmas and how to ensure participant well-being in research
<b>Week 5:</b> Historical Archives: A Research Tool – Introduction to using historical documents, records, and archives for data collection and analysis	<b>Week 14:</b> Interpreting and Analyzing Qualitative Data – Techniques for analyzing qualitative data such as text, audio, and visual materials	<b>Week 23:</b> Correlation and Causation – Understanding the difference between correlation and causation and avoiding common misconceptions	<b>Week 32:</b> Critically Analyzing Existing Research – Teaching students to evaluate the validity, methodology, and conclusions of other researchers' work
<b>Week 6:</b> Qualitative vs. Quantitative Research – Understanding the difference between	<b>Week 15:</b> Quantitative Data Analysis: Introduction to Statistics – Basic introduction to	<b>Week 24:</b> Analyzing Complex Textual Data – Techniques for analyzing large volumes of text data,	<b>Week 33:</b> Presenting Research Findings – Learning to effectively present research findings in both

<p>qualitative and quantitative research and when to use each</p> <p><b>Week 7:</b> Research Design and Methodology – Exploring how research designs are constructed and how methodology impacts the research process</p> <p><b>Week 8:</b> Introduction to Research Project Design – Guiding students in formulating their own research project ideas and beginning the design process</p> <p><b>Week 9:</b> Research Proposal Development – Structuring a research proposal, defining key questions, and outlining methodology</p>	<p>quantitative data analysis, including using statistical tools</p> <p><b>Week 16:</b> Fieldwork and Observational Data – Discussing the importance of fieldwork and real-world data collection in understanding human behavior</p> <p><b>Week 17:</b> Evaluating Secondary Data Sources – How to assess the credibility and relevance of secondary data for research purposes</p> <p><b>Week 18:</b> Advanced Data Collection Strategies – Exploring mixed-method approaches to strengthen research findings</p>	<p>such as thematic analysis and sentiment analysis</p> <p><b>Week 25:</b> Handling Missing or Incomplete Data – Exploring strategies for dealing with incomplete or missing data in both qualitative and quantitative research</p> <p><b>Week 26:</b> Using Statistical Software for Data Analysis – Introduction to using software like SPSS, R, or Excel to analyze and interpret research data</p> <p><b>Week 27:</b> Ethical Issues in Statistical Interpretation – Avoiding bias, misrepresentation, and manipulation of statistical data</p>	<p>written and oral formats</p> <p><b>Week 34:</b> Peer Review and Constructive Feedback – Understanding the peer review process and how to respond to feedback and improve research quality</p> <p><b>Week 35:</b> Final Research Project Presentation – Students will present their own research project proposal or findings, practicing their presentation skills</p> <p><b>Week 36:</b> Capstone: Publishing and Applying Research – Exploring opportunities for publishing research, academic conferences, and real-world applications</p>
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**G11 Math: Unit 1: Polynomials, Rational Expressions, and Quadratic Functions Plan**

Week	Week 1	Week 2
<b>Objectives</b>	<ol style="list-style-type: none"> <li>Understand polynomial operations and classifications.</li> <li>Perform addition, subtraction, multiplication, and division of polynomials.</li> </ol>	<ol style="list-style-type: none"> <li>Simplify rational expressions using multiplication and division.</li> <li>Apply the least common denominator (LCD) to add and subtract rational expressions.</li> </ol>
<b>Standards</b>	A-SSE: Seeing Structure in Expressions	A-APR: Arithmetic with Polynomials and Rational Expressions
<b>Lesson Names/Descriptions</b>	<ol style="list-style-type: none"> <li>Introduction to polynomials: definitions and classifications.</li> <li>Performing polynomial operations (addition, subtraction, multiplication, and division).</li> <li>Introduction to polynomial long division and synthetic division.</li> </ol>	<ol style="list-style-type: none"> <li>Introduction to rational expressions and their properties.</li> <li>Multiplication and division of rational expressions.</li> <li>Adding and subtracting rational expressions using LCD.</li> </ol>
<b>Activities</b>	<ul style="list-style-type: none"> <li>Polynomial classification chart.</li> <li>Group polynomial operation worksheet.</li> <li>Polynomial long division guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive rational expressions practice.</li> <li>Simplifying rational expressions scavenger hunt.</li> <li>LCD matching game for rational expressions.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Algebra II or Pre-Calculus textbook.</li> <li>Graphing calculators (TI-84, Desmos).</li> <li>Online polynomial practice tools.</li> </ul>	<ul style="list-style-type: none"> <li>Algebra II or Pre-Calculus textbook.</li> <li>Graphing calculators (TI-84, Desmos).</li> <li>Online rational expressions simplifier.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Informal discussion and worksheet on polynomials.</li> <li>Exit ticket: polynomial operations check-in.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz on rational expressions.</li> <li>Exit ticket: rational expressions simplification.</li> </ul>

<b>College Course Extension: Analytics I</b>	<b>Understanding Polynomials:</b> Definition and types of polynomials.	<b>Adding and Subtracting Polynomials:</b> Combining like terms and simplifying expressions.
<b>Week</b>	<b>Week 3</b>	<b>Week 4</b>
<b>Objectives</b>	1. Solve quadratic equations using factoring and the quadratic formula. 2. Use completing the square to solve quadratics.	1. Explore different forms of quadratic functions and their graphs. 2. Compare standard, vertex, and factored forms of quadratic functions.
<b>Standards</b>	A-APR: Arithmetic with Polynomials and Rational Expressions	A-CED: Creating Equations
<b>Lesson Names/Descriptions</b>	1. Factoring quadratics: greatest common factor (GCF), trinomials, difference of squares. 2. Quadratic formula and applications. 3. Applications of quadratic equations in problem-solving.	1. Introduction to quadratic functions: graphing and transformations. 2. Vertex form of a quadratic function and completing the square. 3. Comparing different quadratic equation-solving methods.
<b>Activities</b>	- Quadratic equation solving race (team-based). - Factoring relay race. - Quadratic applications escape room challenge.	- Graphing quadratics using Desmos. - Vertex form transformations with graphing calculators. - Completing the square hands-on activity.
<b>Resources</b>	- Algebra II or Pre-Calculus textbook. - Graphing calculators (TI-84, Desmos). - Online quadratic equation solvers.	- Algebra II or Pre-Calculus textbook. - Graphing calculators (TI-84, Desmos). - Online quadratic graphing tools.
<b>Assessments</b>	- Quiz on factoring and solving quadratics. - Exit ticket: quadratic formula applications.	- Quiz on quadratic functions and transformations. - Exit ticket: comparing quadratic solving methods.
<b>College Course Extension: Analytics I</b>	<b>Multiplying Polynomials:</b> Distributive property and FOIL method.	<b>Dividing Polynomials:</b> Long division and synthetic division.
<b>Week</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Objectives</b>	1. Analyze real-world applications of quadratic functions. 2. Model real-life problems using quadratic equations.	1. Solve quadratic inequalities and systems of quadratic equations. 2. Explore rational equations and their applications.
<b>Standards</b>	A-REI: Reasoning with Equations and Inequalities	A-REI: Reasoning with Equations and Inequalities
<b>Lesson Names/Descriptions</b>	1. Quadratic motion and real-world applications. 2. Maximum and minimum problems in real-life contexts. 3. Projectile motion and economics applications.	1. Solving quadratic inequalities graphically and algebraically. 2. Solving systems involving quadratic equations. 3. Rational function graphs and asymptotes.
<b>Activities</b>	- Real-world application worksheet. - Word problem challenges on quadratics. - Graphing real-world quadratic data.	- Graphing quadratic inequalities and systems. - Matching quadratic inequalities to their graphs. - Solving rational equations worksheet.
<b>Resources</b>	- Algebra II or Pre-Calculus textbook. - Graphing calculators (TI-84, Desmos). - Online quadratic application problem simulators.	- Algebra II or Pre-Calculus textbook. - Graphing calculators (TI-84, Desmos). - Online inequality graphing tools.



<b>Assessments</b>	- Real-world problem-solving quiz.	- Quiz on quadratic inequalities and systems.
	- Exit ticket: real-world application question.	- Exit ticket: graphing quadratic inequalities.
<b>College Course Extension: Analytics I</b>	<b>Factoring Polynomials:</b> Factoring common terms, trinomials, and special cases.	<b>Solving Quadratic Equations by Factoring:</b> Methods for solving quadratics.

<b>Week</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>
<b>Objectives</b>	1. Apply problem-solving techniques to polynomial and quadratic function problems. 2. Integrate various concepts in real-world problem-solving.	1. Review and assess understanding of polynomials, rational expressions, and quadratics. 2. Demonstrate understanding through assessments and projects.	1. Solve real-world problems using quadratic functions. 2. Analyze and interpret quadratic models in various contexts.
<b>Standards</b>	A-CED: Creating Equations	A-SSE: Seeing Structure in Expressions	F-IF: Interpreting Functions
<b>Lesson Names/Descriptions</b>	1. Quadratic and polynomial function review through applied problems. 2. Project-based learning: real-world modeling. 3. Peer review of projects and final concept mastery.	1. Comprehensive unit review and assessment. 2. Final project presentations and unit test. 3. Reflection and discussion of unit concepts.	1. Applying quadratic equations to model real-world scenarios. 2. Problem-solving strategies for quadratic word problems. 3. Optimization and maximizing/minimizing real-world functions.
<b>Activities</b>	- Collaborative project: real-world problem-solving.  - Real-world quadratic problem modeling.  - Problem-solving challenge with polynomials.	- Unit test and project presentations.  - Self-reflection and peer feedback.  - Final unit review game.	- Collaborative project: solving real-world quadratic application problems. - Case study analysis of quadratic models in business, physics, and engineering. - Word problem challenge: interpreting and solving quadratic equations.
<b>Resources</b>	- Algebra II or Pre-Calculus textbook. - Graphing calculators (TI-84, Desmos). - Online polynomial and quadratic problem solvers.	- Algebra II or Pre-Calculus textbook. - Graphing calculators (TI-84, Desmos). - Online review quizzes and games.	- Algebra II or Pre-Calculus textbook - Graphing calculators (TI-84, Desmos). - Online quadratic problem solvers and modeling tools.
<b>Assessments</b>	- Peer-reviewed project submissions. - Exit ticket: project progress check.	- Final unit test and project evaluation. - Exit ticket: self-reflection on unit learning.	- Peer-reviewed problem solutions and justifications. - Exit ticket: explain a real-world quadratic function application.
<b>College Course Extension: Analytics I</b>	<b>Graphing Quadratic Functions:</b> Identifying key features (vertex, axis of symmetry).	<b>Rational Expressions:</b> Simplifying, adding, subtracting, multiplying, and dividing rational expressions.	<b>Applications of Quadratic Functions:</b> Exploring quadratic optimization in business and economics.

**G12 Math: Unit 1: Calculus Unit Plan**

<b>Week</b>	<b>Week 1</b>	<b>Week 2</b>
<b>Objectives</b>	1. Understand the concept of limits and continuity. 2. Evaluate limits graphically, numerically, and algebraically.	1. Define the derivative and explore differentiation rules. 2. Differentiate polynomial, rational, and trigonometric functions.
<b>Standards</b>	A-SSE: Seeing Structure in Expressions	A-REI: Reasoning with Equations and Inequalities

<b>Lesson Names/Descriptions</b>	1. Introduction to limits: graphical and numerical approaches.	1. Introduction to derivatives: definition and basic rules.
	2. Understanding continuity and discontinuities.	2. Product, quotient, and chain rule applications.
	3. Limits at infinity and L'Hôpital's rule.	3. Implicit differentiation and higher-order derivatives.
<b>Activities</b>	- Limit exploration with graphing calculators.	- Differentiation practice worksheet.
	- Group discussions on continuity.	- Interactive Desmos activity on derivative rules.
	- L'Hôpital's rule application challenge.	- Peer teaching: product, quotient, and chain rules.
<b>Resources</b>	- Calculus I textbook.	- Calculus I textbook.
	- Graphing calculators (TI-84, Desmos).	- Graphing calculators (TI-84, Desmos).
	- Online tools (Desmos, Wolfram Alpha).	- Online tools (Desmos, Wolfram Alpha).
<b>Assessments</b>	- Informal discussion and worksheet on limits.	- Quiz on differentiation rules.
	- Exit ticket: continuity and limits check-in.	- Exit ticket: chain rule application.
<b>College Course Extension: Data Analytics &amp; Insight</b>	<b>Introduction to Limits and Continuity</b> – Understanding the concept of limits and how continuity affects function behavior.	<b>Derivatives: Definitions and Basic Rules</b> – Exploring the fundamentals of derivatives and their applications in motion and change.
<b>Week</b>	<b>Week 3</b>	<b>Week 4</b>
<b>Objectives</b>	1. Apply differentiation techniques to real-world problems. 2. Analyze motion problems using derivatives.	1. Introduce integration and the fundamental theorem of calculus. 2. Understand the connection between differentiation and integration.
<b>Standards</b>	A-APR: Arithmetic with Polynomials and Rational Expressions	A-CED: Creating Equations
<b>Lesson Names/Descriptions</b>	1. Applications of derivatives in physics and economics.	1. Introduction to integrals: understanding accumulation.
	2. Related rates problems and optimization.	2. Fundamental theorem of calculus explained.
	3. Graphing with the first and second derivative tests.	3. Antiderivatives and initial value problems.
<b>Activities</b>	- Optimization real-world problem-solving.	- Matching derivatives and integrals activity.
	- Related rates scavenger hunt.	- Fundamental theorem of calculus puzzle.
	- Graphing motion problems using derivatives.	- Integration matching game.
<b>Resources</b>	- Calculus I textbook.	- Calculus I textbook.
	- Graphing calculators (TI-84, Desmos).	- Graphing calculators (TI-84, Desmos).
	- Online tools (Desmos, Wolfram Alpha).	- Online tools (Desmos, Wolfram Alpha).
<b>Assessments</b>	- Quiz on applications of derivatives.	- Quiz on fundamental theorem of calculus.
	- Exit ticket: real-world optimization problem.	- Exit ticket: definite vs. indefinite integrals.
<b>College Course Extension: Data Analytics &amp; Insight</b>	<b>Application of Derivatives: Optimization Problems</b> – Using derivatives to find maximum and minimum values in real-world scenarios.	<b>The Chain Rule and Its Applications</b> – Learning how to differentiate composite functions and apply this in scientific research contexts.
<b>Week</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Objectives</b>	1. Solve definite and indefinite integrals using various techniques. 2. Apply substitution and integration by parts.	1. Apply integration to area under curves and volume problems. 2. Use integrals to solve real-world application problems.
<b>Standards</b>	A-CED: Creating Equations	F-TF: Trigonometric Functions



<b>Lesson Names/Descriptions</b>	1. Integration techniques: substitution and by parts.	1. Area under curves and applications.
	2. Evaluating definite and indefinite integrals.	2. Volume of solids of revolution (disk and washer methods).
	3. Trigonometric integrals and improper integrals.	3. Applications of integrals in physics and economics.
<b>Activities</b>	- Integration relay race (substitution and by parts). - Real-world integral applications case studies.	- Hands-on solids of revolution activity. - Group presentations on volume problems.
<b>Resources</b>	- Integration practice with real-world scenarios. - Calculus I textbook.	- Graphing and interpreting accumulation functions. - Calculus I textbook.
<b>Assessments</b>	- Graphing calculators (TI-84, Desmos). - Online tools (Desmos, Wolfram Alpha).	- Graphing calculators (TI-84, Desmos). - Online tools (Desmos, Wolfram Alpha).
<b>College Course Extension: Data Analytics &amp; Insight</b>	- Quiz on integration techniques. - Exit ticket: real-world integral application.	- Quiz on area under curves and volumes. - Exit ticket: volume problem solution.
	<b>Integrals: Definite and Indefinite</b> – Understanding integration and its connection to calculating areas and volumes.	<b>Fundamental Theorem of Calculus</b> – Connecting differentiation and integration through the Fundamental Theorem.

<b>Week</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>
<b>Objectives</b>	1. Explore simple differential equations and basic solution methods. 2. Solve basic separable differential equations.	1. Review and assess understanding of calculus concepts. 2. Demonstrate understanding through assessments and projects.	1. Understand and apply Taylor series to approximate functions. 2. Solve real-world problems using differential equations.
<b>Standards</b>	A-REI: Reasoning with Equations and Inequalities	A-SSE: Seeing Structure in Expressions	MP: Mathematical Practices
<b>Lesson Names/Descriptions</b>	1. Introduction to simple differential equations. 2. Solving and interpreting differential equations. 3. Differential equations and exponential growth models.	1. Comprehensive unit review and assessment. 2. Final project presentations and unit test. 3. Reflection and discussion of unit concepts.	1. Introduction to Taylor series: function approximations and applications. 2. Solving differential equations in real-world scenarios. 3. Parametric equations: motion and applications in physics and engineering.
<b>Activities</b>	- Differential equations modeling project. - Problem-solving with basic differential equations. - Solving real-world differential equation problems.	- Unit test and project presentations. - Self-reflection and peer feedback. - Final unit review game.	- Hands-on Taylor series approximations and convergence analysis. - Modeling population growth and decay using differential equations. - Graphing and interpreting parametric curves for real-world motion.
<b>Resources</b>	- Calculus I textbook. - Graphing calculators (TI-84, Desmos).	- Calculus I textbook. - Graphing calculators (TI-84, Desmos).	- Advanced Calculus or Differential Equations textbook. - Graphing software (Desmos, GeoGebra, Mathematica).

- Online tools (Desmos, Wolfram Alpha).

- Online tools (Desmos, Wolfram Alpha).

- Online differential equation solvers and Taylor series calculators.

<b>Assessments</b>	- Peer-reviewed project submissions. - Exit ticket: project progress check.	- Final unit test and project evaluation. - Exit ticket: self-reflection on unit learning.	- Peer-reviewed problem-solving submissions. - Exit ticket: Explain a real-world application of Taylor series, differential equations, or parametric functions.
<b>College Course Extension: Data Analytics &amp; Insight</b>	<b>Techniques of Integration: Substitution and Integration by Parts</b> – Exploring advanced techniques for solving integrals in complex problems.	<b>Applications of Integrals: Area under Curves and Volume</b> – Using integration to solve practical problems such as calculating area under a curve and volume of solids.	<b>Exploring Taylor Series and Differential Equations:</b> Application in physics, economics, and engineering for predictive modeling.

**G11: Math Week  
1 Lesson 1  
Lesson Plan**

<b>Heading</b>	<b>Details</b>
<b>Objectives</b>	1. Understand polynomial operations and classifications. 2. Perform addition, subtraction, multiplication, and division of polynomials.
<b>Goals</b>	- Define and classify polynomials based on degree and number of terms. - Perform basic operations on polynomials, including addition, subtraction, multiplication, and division. - Introduce polynomial long division and synthetic division as methods for simplifying expressions.
<b>Materials, Environment, Resources</b>	- Algebra II or Pre-Calculus textbook - Polynomial classification chart - Graphing calculators (TI-84, Desmos) - Online polynomial practice tools (Desmos, Wolfram Alpha) - Chart paper and markers for group work - Classroom seating arranged for individual practice and group activities
<b>Procedure</b>	1. <b>Introduction (5 minutes):</b> Introduce the concept of polynomials, their classifications (monomials, binomials, trinomials), and degrees. Provide examples and discuss their relevance in algebra and real-world applications. 2. <b>Polynomial Classification Chart (10 minutes):</b> Have students work in pairs to complete a chart that categorizes given polynomial expressions based on degree and number of terms. Discuss findings as a class. 3. <b>Performing Polynomial Operations (10 minutes):</b> Guide students through polynomial addition, subtraction, and multiplication with step-by-step examples. Then, assign a group worksheet for practice. 4. <b>Introduction to Polynomial Division (20 minutes):</b> Explain polynomial long division and synthetic division. Work through guided practice problems together. 5. <b>Group Practice and Discussion (10 minutes):</b> Students solve polynomial division problems in small groups and compare methods. Discuss the efficiency and uses of each method. 6. <b>Wrap-Up (5 minutes):</b> Recap key takeaways and address any questions. Assign an exit ticket problem involving polynomial operations.
<b>Assessment</b>	- Informal discussion on students' understanding of polynomial classifications. - Review of polynomial classification charts to check comprehension. - Group worksheet on polynomial operations. - Exit ticket: polynomial operations check-in.

<b>Reflection</b>	<ul style="list-style-type: none"> <li>- Reflect on how well students grasped polynomial classifications and operations.</li> <li>- Evaluate student engagement and participation in group discussions and problem-solving activities.</li> <li>- Assess the effectiveness of guided practice in introducing polynomial division methods.</li> </ul>
<b>College Course Extension: Analytics I</b>	<b>Understanding Polynomials:</b> Definition and types of polynomials.

**G12: Math Week 1  
Lesson 1 Lesson Plan**

<b>Heading</b>	<b>Details</b>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Understand the concept of limits and continuity.</li> <li>2. Evaluate limits graphically, numerically, and algebraically.</li> </ol>
<b>Goals</b>	<ul style="list-style-type: none"> <li>- Define and interpret limits using graphical, numerical, and algebraic methods.</li> <li>- Identify and classify types of discontinuities.</li> <li>- Explore limits at infinity and apply L'Hôpital's Rule.</li> </ul>
<b>Materials, Environment, Resources</b>	<ul style="list-style-type: none"> <li>- Calculus I textbook</li> <li>- Graphing calculators (TI-84, Desmos)</li> <li>- Online tools (Desmos, Wolfram Alpha)</li> <li>- Chart paper and markers for group work</li> <li>- Classroom seating arranged for discussions and problem-solving activities</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction (5 minutes):</b> Introduce the concept of limits with real-world examples (e.g., approaching a traffic light). Explain graphical and numerical approaches.</li> <li>2. <b>Graphical and Numerical Exploration of Limits (10 minutes):</b> Use graphing calculators and Desmos to explore limit behavior visually. Students evaluate limits numerically by constructing tables.</li> <li>3. <b>Understanding Continuity and Discontinuities (10 minutes):</b> Define continuity and classify different types of discontinuities (removable, jump, infinite). Provide examples and discuss implications.</li> <li>4. <b>Limits at Infinity and L'Hôpital's Rule (20 minutes):</b> Introduce limits at infinity and demonstrate L'Hôpital's Rule for indeterminate forms. Guide students through example problems.</li> <li>5. <b>Group Discussion and Practice (10 minutes):</b> Students work in small groups to analyze given functions, determine limits, and identify discontinuities. Discuss findings as a class.</li> <li>6. <b>Wrap-Up (5 minutes):</b> Recap key concepts and assign an exit ticket on limits and continuity.</li> </ol>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Informal discussion on students' understanding of limits and continuity.</li> <li>- Group worksheet on evaluating limits.</li> <li>- Exit ticket: continuity and limits check-in.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>- Reflect on student engagement and comprehension of limits and continuity.</li> <li>- Assess the effectiveness of graphical and numerical approaches in helping students understand limits.</li> <li>- Evaluate student participation in discussions and problem-solving activities.</li> </ul>
<b>College Course Extension: Data Analytics &amp; Insight</b>	<b>Introduction to Limits and Continuity</b> – Understanding the concept of limits and how continuity affects function behavior.

**Course Title:** Chemistry

**Grade Level:** 11-12

**Credit:** 0.5 (One Semester, Lab Science)

**Course Description:**

This Chemistry course introduces students to key principles of chemistry, including atomic structure, chemical reactions, stoichiometry, and thermochemistry. Through interactive simulations and virtual labs from ChemCollective and PhET Interactive Simulations, students will engage in scientific inquiry, develop problem-solving skills, and gain hands-on lab experience.

**Course Objectives**

- Understand atomic and molecular structure and use the periodic table to predict chemical properties.
- Balance chemical equations and perform stoichiometric calculations to predict reaction outcomes.
- Explore chemical bonding, molecular geometry, and intermolecular forces using simulations.
- Investigate gas laws, thermochemistry, and energy changes in chemical reactions.
- Perform acid-base reactions, pH calculations, and titration experiments virtually.
- Apply chemistry concepts to real-world applications in environmental and industrial settings.

**Course Schedule**

**Unit 1: Introduction to Chemistry & Atomic Structure (Weeks 1-3)**

- The Scientific Method and Lab Safety
- Classification of Matter (Elements, Compounds, and Mixtures)
- Atomic Structure and the Periodic Table
- Lab Activity: PhET Simulation - Build an Atom

**Unit 2: Chemical Bonding and Molecular Structure (Weeks 4-5)**

- Ionic and Covalent Bonding
- Molecular Geometry and Polarity
- Lab Activity: PhET Simulation - Molecular Shapes

**Unit 3: Chemical Reactions and Stoichiometry (Weeks 6-7)**

- Types of Chemical Reactions
- Balancing Chemical Equations
- The Mole Concept and Stoichiometric Calculations
- Lab Activities: ChemCollective Virtual Lab - Balancing Equations and Reaction Stoichiometry, PhET Simulation - Balancing Chemical Equations

**Unit 4: Gases and Thermochemistry (Weeks 8-9)**

- Gas Laws (Boyle's, Charles's, Ideal Gas Law)
- Heat and Energy in Chemical Reactions

- Lab Activity: ChemCollective Coffee Cup Calorimetry Simulation

### **Unit 5: Acids, Bases, and Solutions (Weeks 10-12)**

- Acids, Bases, and pH
- Neutralization Reactions
- Solutions and Molarity
- Lab Activities: PhET Simulation - pH Scale & Acid-Base Solutions, ChemCollective Virtual Titration Lab

### **Unit 6: Chemical Kinetics & Equilibrium (Weeks 13-14)**

- Reaction Rates and Factors Affecting Reaction Speed
- Le Châtelier's Principle and Equilibrium
- Lab Activity: PhET Simulation - Reversible Reactions & Equilibrium

### **Unit 7: Redox Reactions and Electrochemistry (Weeks 15-16)**

- Oxidation-Reduction Reactions
- Electrochemical Cells
- Lab Activity: PhET Simulation - Electrochemical Cells

### **Unit 8: Review & Final Project (Weeks 17-18)**

- Real-World Chemistry Applications: Students research and present on a topic such as environmental chemistry, forensics, or material science.
- Final Exam: Covers all major course concepts.

### **Instructional Strategies**

- Hands-on virtual labs using ChemCollective and PhET Simulations
- Group discussions and problem-solving exercises
- Multimedia resources (videos, simulations, and interactive periodic tables)
- Student research projects on applied chemistry topics

### **Assessment Methods**

- Quizzes & Exams: Assess student understanding throughout the semester
- Lab Reports: Based on virtual lab experiments
- Projects: Individual and group presentations on applied chemistry topics
- Class Participation: Engagement in discussions and activities

### **Resources**

ChemCollective Virtual Labs: <https://chemcollective.org>

PhET Interactive Simulations: <https://phet.colorado.edu>

Textbook: Flowers, P., Theopold, K., Langley, R., & Robinson, W. R. (2019). Chemistry 2e. OpenStax.

**Course Title:** Music Appreciation

**Grade Level:** 11-12

**Credit:** 0.5 (One Semester)

**Course Description:**

This course offers students an exploration of music across various styles and historical periods. Through active listening, analysis, and research, students will develop an understanding of music's elements, cultural significance, and evolution. The curriculum emphasizes critical listening skills and the ability to articulate informed responses to different musical genres.

**Course Objectives:**

- Develop critical listening skills to identify and analyze musical elements.
- Understand the historical and cultural contexts of various music genres.
- Recognize the evolution of Western music from the Medieval period to the 20th century.
- Explore American musical influences, including jazz, rock and roll, and musical theater.
- Demonstrate the ability to evaluate music and music performances.

**Units of Study:**

**1. Musical Foundations (4 weeks)**

- The Basics: Introduction to the elements of music, including melody, harmony, rhythm, texture, form, and dynamics.
- Music as Culture: Examination of music's role in various cultures and its reflection of societal values and events.
- Critical Listening: Development of listening skills to analyze and describe music accurately.

**2. Western Music History (8 weeks)**

- Medieval: Study of Gregorian chant and the beginnings of musical notation.
- Renaissance: Exploration of polyphony and the rise of secular music.
- Baroque: Analysis of ornamentation, the birth of opera, and composers like Bach and Handel.
- Classical: Understanding the development of symphony and sonata forms with composers such as Mozart and Haydn.
- Romantic: Examination of expressive music and the works of composers like Beethoven and Tchaikovsky.
- 20th Century: Introduction to diverse movements including impressionism, expressionism, and jazz influences.

**3. American Musical Influences (6 weeks)**

- Jazz: Study of its origins, evolution, and key figures like Louis Armstrong and Duke Ellington.

- Rock and Roll: Exploration of its roots, cultural impact, and iconic artists such as Elvis Presley and The Beatles.
- Musical Theater: Overview of Broadway's history and significant works from Rodgers and Hammerstein to contemporary productions.

**Instructional Strategies:**

- Listening journals to reflect on and analyze musical pieces.
- Class discussions on readings and audio/visual materials.
- Research projects on specific genres, periods, or composers.
- Presentations to develop communication skills and share findings.

**Assessment Methods:**

- Written reflections and essays.
- Quizzes and tests on terminology, historical periods, and musical elements.
- Group projects and presentations.
- Participation in class discussions and activities.

**Resources:**

- Textbook: Clark, N. P., Heflin, K., Kluball, J., & Kramer, M. (2015). Understanding music: Past and present. University of North Georgia Press.
- Access to a variety of musical recordings across genres and periods.
- Multimedia resources, including documentaries and concert footage.



HOME OF THE 3-YEAR BACHELOR'S DEGREE

ON CAMPUS  
IN WASHINGTON DC

new  
UNIVERSITY



# STUDENT CATALOG

new  
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Published March 2025



# NOT YOUR OLD UNIVERSITY

ADMISSION, MAJORS, SCHOLARSHIPS,  
AND MORE LIKE YOU'VE NEVER SEEN  
BEFORE







# MISSION AND VISION

The **Mission** of NewU is to empower students to become successful, resilient, socially engaged, and ethical citizens of the world for life.

Our **Vision** is that by 2030 leading universities will adopt our operating and academic innovations and model to reform and improve Higher Education in service to society.



# TUITION, FEES, AND REFUNDS



## **COLLEGE THAT WON'T BREAK THE BANK** **NewU Tuition and Fees for the 2024-2025 Academic Year**

Tuition Before Financial Aid: **\$7,500 per semester**

Tuition After Financial Aid: **\$2,500 (average) per semester**

Fees: **\$750 per semester**

Books: **\$0**

Enrollment Intent Deposit (first year or transfer students only): \$100, which is applied towards the first semester bill at NewU.

All applicable NewU student payments are due in full 30 (thirty) calendar days prior to the start of each semester.

### Late payments

If and when anyone misses a payment deadline, a late fee of 3% per calendar day will apply and accrue daily up to 100% of the amount due or until the payment obligation is fully met. If no payment is made by the start of classes, NewU may unenroll the student at its sole discretion.

Student accounts that are past due are subject to financial encumbrance. If an account is financially encumbered, there is a hold that restricts future registration privileges and NewU services until the account is settled.

### Refunds

Upon written request, NewU will refund 100% of any applicable student payments up to 30 (thirty) calendar days prior to the start of the applicable semester. Deposits are non-refundable. Late payment fees or payments from prior billing periods or for past services rendered or goods already received by the student cannot be refunded. Refunds will carry no interest.

## Federal Financial Aid

As a recently established university, NewU is not yet included in the list of institutions approved to receive Federal funds (Title IV funding) by the US Department of Education. NewU matches or exceeds FAFSA or other federal financial grants, loans, or other assistance through NewU institutional scholarships.

## Financial Aid Application

NewU tuition and fees are already priced to be extremely affordable relative to others. Our Bachelor's Degree program is only 3 years long, instead of 4, further reducing the total cost of a NewU education.

Still, NewU recognizes that some of our students may require financial aid to successfully enroll in our programs, or to complete their studies. NewU will accept Financial Aid Applications from admitted applicants no later than 30 (thirty) days prior to the start of their studies.

## Types of NewU Financial Aid

*NewU Institutional Scholarships:* NewU may award Institutional Scholarships as determined by NewU at its sole and absolute discretion. These scholarships may be used only towards the price of tuition, and shall in no event exceed the posted/advertised tuition for the applicable period.

*Sponsored Scholarships:* NewU may award Sponsored Scholarships, if and when funding for such aid becomes available from externally-funded gifts or grants to NewU. If the donor's requirements specify legally valid restrictions, NewU shall abide by the terms and conditions of these Sponsored Scholarships per the donor's wishes. Sponsored Scholarships may be used towards the price of tuition only. Sponsored Scholarships may be named after the donor's wishes.

*Sponsored Stipends:* NewU may award Sponsored Stipends, if and when funding for such aid becomes available from externally-funded gifts or grants to NewU. If the donor's requirements specify legally valid restrictions, NewU shall abide by the terms and conditions of these Sponsored Stipends per the donor's wishes. Sponsored Stipends may be used towards NewU fees, student living expenses, books, educational supplies, or other eligible educational expenses; except that Sponsored Stipends may not be applied towards NewU tuition. Sponsored Stipends may be named after the donor's wishes.

*Installment Payment Plans:* NewU will review student-initiated installment plan requests, and approve or deny them at its sole discretion based on the individual circumstances surrounding each such student request, NewU's financial position at the time, and other factors as determined by NewU.



NewU is a teaching institution. Our faculty are here to do a great job at one thing - teaching. We also expect our faculty to spend a good amount of their time advising and helping you with whatever you need to be a successful student. NewU does not require faculty to conduct academic research or public service so that you, the student, can benefit the most from the individualized attention, focus, and guidance from each professor.

NewU's program offerings are aligned and consistent with the Mission and Vision of the institution. We start with a multidisciplinary wider foundation of knowledge in our core curriculum, and build up to practical, real-world knowledge and skills we nurture within our students through NewU's required courses for each major, while providing opportunities for an expanded view of the world through various electives.

All NewU programs are in-person, not online. At NewU we designed our academic program with one goal in mind: to enable us to graduate "educated persons". This warrants some additional explanation.

## Academic Programs

NewU created a truly innovative academic experience. It is only 3 years long, not 4. Students still get a Bachelor of Arts undergraduate degree. We can do that because the program incorporates the traditional 120 credit hours into fewer but slightly longer semesters.

## Core Courses

Prior to specialization, all NewU students are expected to complete a set of required "core" courses, which lay the foundation for subsequent academic and professional career success. These courses are all scheduled during the first year of study.

We made your first year of college even easier by pre-selecting the most interesting, useful, and expertly-designed courses for you, so you don't even have to worry about course registrations, withdrawals, swaps, and other complexities.

# Majors

After your first year at NewU, we offer 5 distinctive program specializations/majors:

- ▶ Psychology and Human Behavior
- ▶ Entrepreneurship
- ▶ Creativity and Innovation Leadership
- ▶ Sustainability & Climate Change
- ▶ Computer & Data Science

Each is designed to give you an edge into the world of tomorrow, and to challenge and delight you as students and future successful graduates of NewU.

## General Education/Core Courses

These classes are required of all NewU students, and are scheduled throughout the first year of study. Their purpose is to lay and strengthen the foundational knowledge, skills, and thought frameworks everyone can use throughout their life to achieve success as an educated person.

### **An educated person has all of the following attributes:**

- ▶ *possesses practical and marketable analytical skills*
- ▶ *has outstanding written and verbal rhetoric abilities*
- ▶ *develops and maintains the propensity for lifelong intellectual inquiry and learning*
- ▶ *has advanced intercultural understanding and insight*
- ▶ *grows a broad social and political understanding of our contemporary world and trends*

This thinking, together with the guidance from our Mission and Vision and with the objectives set in our Student Outcomes goals, inform the structure and content of the NewU curriculum.

Through extensive research, benchmarking, and in-house innovative thinking, NewU designed an academic program that is practical, effective, multidisciplinary, contemporary, and forward-looking.



# CORE COURSES SCHEDULE

Core Courses: Fall Semester						
Course	The Art of Persuasion I	Foundational Analytics I	Modern World I	Organizational Behavior	Psychology of Human Behavior	Special Topics
# Credits	4	4	4	3	4	1

Core Courses: Spring Semester						
Course	The Art of Persuasion II	Foundational Analytics II	Modern World II	Understanding Other Cultures	Positive Psychology	Special Topics
# Credits	4	4	4	3	4	1

After the successful completion of their first year at NewU, students will be able to select from courses in their major, as well as other elective courses. Students will be advised as to how best to choose a major, and meet the requirements for graduation.



# Majors, Electives Towards the Major, Other Electives

	Psychology and Human Behavior	Entrepreneurship	Creativity and Innovation Leadership
REQUIRED FOR MAJOR	Behavior Change Brain and Cognition Cognitive Psychology Judgment and Decision-Making Language Memory and Learning Mind, Body, and Machines Research Methodology and Design Social Psychology Theories of Developmental Psychology	Behavioral Economics Innovation and Creativity IT, Data, and Privacy Judgment and Decision Making Market and User Research Negotiations Mastery New Venture Creation Product Strategy and Product Management Project Management Sustainability and Corporate Social Responsibility	Data Visualization and Information Design Design Thinking Innovation and Creativity Leadership Market and User Research Organizational Innovation Product Strategy and Product Management Prospecting the Future Psychology of Personality and Motivation Rapid Prototyping

	Psychology and Human Behavior	Entrepreneurship	Creativity and Innovation Leadership
ELECTIVES TOWARDS THE MAJOR	Psychology of Personality and Motivation Behavioral Economics Mind and Virtual Reality Abnormal Psychology Human Perceptions Collective Behavior Mass and Social Media Independent Study Internship / Practicum / Capstone Project	Psychology of Personality and Motivation Entrepreneurial Finance Leadership Data Analytics and Insight Nonprofit Management Geography of Innovation Technology Entrepreneurship Independent Study Internship / Practicum / Capstone Project	Brand Management Law, Regulation, and Strategy Data Ethics and Algorithmic Justice Data Analytics and Insight Serious Games Geography of Innovation Mind, Body, and Machines Independent Study Internship / Practicum / Capstone Project

## Majors, Electives Towards the Major, Other Electives (cont'd)

REQUIRED FOR MAJOR	Sustainability & Climate Change	Computer & Data Science
	<ul style="list-style-type: none"> <li>Behavior Change</li> <li>Brand Management</li> <li>Climate Change Science</li> <li>Collective Behavior</li> <li>Design Thinking</li> <li>Entrepreneurial Finance</li> <li>Law, Regulation &amp; Strategy</li> <li>Prospecting the Future</li> <li>Research Methodology &amp; Design</li> <li>Sustainability &amp; Corporate Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Data Visualization and Information Design</li> <li>Data Analytics &amp; Insight</li> <li>Data Ethics &amp; Algorithmic Justice</li> <li>Data Science for Business</li> <li>IT, Data, and Privacy</li> <li>Law, Regulation, and Strategy</li> <li>Mind and Virtual Reality</li> <li>Mind, Body, and Machines</li> <li>Product Strategy &amp; Product Mgmt</li> <li>Project Management</li> </ul>

ELECTIVES TOWARDS THE MAJOR	Sustainability & Climate Change	Computer & Data Science
	<ul style="list-style-type: none"> <li>Behavioral Economics</li> <li>Data Analytics and Insight</li> <li>Human Perceptions</li> <li>Innovation &amp; Creativity</li> <li>Organizational Innovation</li> <li>Product Strategy &amp; Product Mgmt</li> <li>Technology Entrepreneurship</li> <li>Independent Study</li> <li>Internship / Practicum / Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>Behavioral Economics</li> <li>Design Thinking</li> <li>Innovation and Creativity</li> <li>Judgment and Decision Making</li> <li>Memory and Learning</li> <li>Organizational Innovation</li> <li>Prospecting the Future</li> <li>Research Methodology and Design</li> <li>Serious Games</li> <li>Independent Study</li> <li>Internship / Practicum / Independent Study</li> </ul>

All NewU students who wish to graduate with a degree in one or more of the NewU majors must successfully complete all courses required for their chosen major and at least 4 courses from the electives towards their major. All NewU students may choose to take up to 4 additional electives from another major or majors at no extra cost as part of their NewU program, as long as the course is below capacity and not oversubscribed by other students who need the course to graduate. Once a NewU student has taken classes totaling 120 credits (required for a Bachelor's Degree), NewU may charge extra fees for any additional credits the student wishes to take.

# Psychology and Human Behavior

## Description

The BA degree in Psychology and Human Behavior undertakes a strong interdisciplinary approach to explore the human mind -- our thinking, habits, decisions, and actions -- as well as aspects of human communication and interaction in larger social settings. The program starts with an introduction of the key concepts and debates in psychology and neuropsychology before expanding into areas of cognitive science, as well as developmental and social psychology.

In addition to attaining a solid theoretical base of knowledge, the program places significant emphasis on analyzing real-world issues and exploring possible solutions to real-life situations. The curriculum includes a set of electives that explore human behavior alongside various social sciences topics. Courses discuss how humans receive and process information in particular contexts, how we learn and interact with each other at the individual and group level, and how we take decisions and actions, also considering the development of the human's moral sense, individuality, and motivation.

This way the NewU Psychology and Human Behavior major equips graduates with a set of practical skills which empower them to start their professional careers in a variety of business, government, and non-government organizations. Students will be able to undertake analytical and hands-on projects in a variety of fields which require understanding of human behavior such as human resources, education, consumer behavior, customer relations, and more. Graduating students will be well-equipped to continue with graduate and postgraduate studies in different areas of psychology or other social sciences, should they choose to pursue advanced studies. While all students in the major will be introduced to discipline-specific methods of inquiry and experimentation, Third-Year Students may choose to engage in meaningful original research, and complete a senior thesis as their final work in the major.

## Learning Outcomes/Skills

- ▶ Discuss and apply key disciplinary concepts in a variety of contexts
- ▶ Understand the biological basis of behavior
- ▶ Understand the complex impact of cognitive, social and cultural factors on the mind and its functioning
- ▶ Apply scientific reasoning in exploring psychological and social phenomena
- ▶ Attain knowledge and understanding of key research methods and experimental design
- ▶ Critique scientific research and findings
- ▶ Develop a complex picture of oneself and others, and the neurological and social conditions of their interaction
- ▶ Refine one's own communication skills based on improved understanding of others
- ▶ Observe and maintain professional ethical standards
- ▶ Build self-awareness and empathy





# Entrepreneurship

## Description

The Entrepreneurship major aims to equip students with all necessary skills, values, traits, and attitudes for a successful entrepreneurial career, meaningful societal impact, as well as continued personal development. Students will learn how to generate and frame new venture ideas, how to plan and execute strategy and operations of new as well as existing commercial and not-for-profit organizations, as well as better understand, lead people, and manage processes and resources. With the help of a series of co-curricular and extra-curricular initiatives, the program will support the development of creative, effective, and self-reliant professionals with a solid ethical base and sense of proactive social engagement.

In addition to its underlying hands-on approach, the program also aims to provide a view of entrepreneurship as a social phenomenon, as well as present and analyze various international and intercultural issues in the theory and practice of entrepreneurship. We will teach theories and techniques of creating and managing new ventures alongside discussions and analysis of the global and local economic, social, and environmental impact of organizations. Throughout the program, we will place a strong emphasis on sustainability as defined by the UN goals of sustainable development, as well as the responsibility of entrepreneurs towards the fulfillment of these goals locally and globally.

Students will also be introduced to quantitative and qualitative research methods and will have the opportunity to apply them within meaningful written work in their last year of study. We will provide an option for a practical capstone project as opposed to a larger research piece. Graduates who complete the program will be qualified to begin work or pursue further graduate education at the Master's or PhD level.

## Learning Outcomes/Skills

- ▶ Be able to apply different methods to assess the potential for growth and possible areas for improvement of a new venture
- ▶ Be able to take an initial idea through a process of development and refinement, prepare a comprehensive and executable business plan, and know how to secure funding for their commercial or non-profit venture
- ▶ Understand what drives innovation and creativity and know how to apply these insights to their own ideas
- ▶ Learn how to assess the ethical and sustainability implications of their ideas and work with all stakeholders to improve their ventures
- ▶ Acquire skills in collecting and analyzing data to optimize the organizational structure, processes, products, and outcomes
- ▶ Become comfortable with public speaking, negotiations, and persuasive presentation of their ideas
- ▶ Understand what makes for a good team, and be able to put together, organize, and manage teams
- ▶ Understand how technology can be utilized for better organizational performance
- ▶ Be able to discuss the various aspects of consumer behavior and design research strategies to collect and analyze relevant consumer information
- ▶ Comfortably assume leadership roles and perform successfully within their own venture or other organizations
- ▶ Be able to see “the big picture” based on the acquired knowledge, skillset, and toolsets offered through the major, anticipate, and leverage industry and societal trends to improve their lives and the lives of others



# Creativity and Innovation Management

## Description

The Creativity and Innovation Management major is a multidisciplinary program, which integrates learning in business, technology, and design to prepare students as leaders and innovators in increasingly open, digital, and data-driven organizations. Organizations today need people who can think beyond functional boundaries, combine ideas from different disciplines, set their own preconceptions aside and think of old problems in new ways in conversation and communication with people from diverse professional backgrounds. Understanding what drives creativity and innovation on multiple levels - individual, organizational, and regional - students will be prepared to harness these insights to the benefit of organizations in the private, non-profit, and government sectors.

Students will gain understanding, skills, and project experience in several key areas: user research and design, product development and strategy, the impact of algorithms and artificial intelligence on business and policy-making, balancing structure and creativity in organizations, cross-organizational cooperation, and master the skills for creative thinking capabilities. This major offers students an unprecedented ability to learn how to create, champion, and steer innovative products and services for all kinds of organizations from the smallest start-ups to the world's biggest brands across business, government, education, and more. Grounding the program in their key ideas of design thinking, training in data analysis, quantitative and qualitative research techniques, and product management, this major prepares graduates to thrive in careers that require innovative problem solving that is ethical, economically viable, and responsive to user needs.

## Learning Outcomes/Skills

- ▶ Understand and apply the design thinking process to solve problems and outline long-term plans
- ▶ Formulate product development strategies
- ▶ Understand rapid prototyping techniques with their advantages, and disadvantages
- ▶ Understand how to conduct user research via both quantitative and qualitative methods
- ▶ Be able to analyze data, draw conclusions, and present results to non-experts
- ▶ Information Design: present information in most clear, concise and appealing way
- ▶ Think creatively and critically about how technology and algorithms affect human perceptions, memory, work, relationships, and physical environments
- ▶ Build and practice creative thinking capabilities
- ▶ Understand what drives team and organizational innovation
- ▶ Understand how innovation systems affect urban and regional growth
- ▶ Develop critical thinking by challenging existing assumptions, constraints and solutions
- ▶ Develop resiliency by providing strategies to cope with change from an individual perspective and as part of communities





# Sustainability & Climate Change

## Description

This major aims to equip students with the necessary knowledge and skills to identify, quantify, and communicate an organization's impact on as well as from climate change, and drive change toward more sustainable organizational practices. The Program follows a strong interdisciplinary approach and covers the scientific, technological, psychological, business, and policy aspects of climate change.

Students will gain understanding of the science of climate change and how nature and human activity interact. The current technological know-how to mitigate and adapt to the effects of climate change is covered with an emphasis on practical implementation and feasibility. The history and rapidly evolving policy landscape in the climate change and sustainability arena are studied from both local and global perspectives. Students will learn how attitudes toward climate change form and evolve in society, and how these attitudes, in turn, affect business strategy and performance. Students will acquire skills to identify areas for improvement within organizations and to develop effective strategies to achieve such improvements through quantitative and qualitative research methods.

This major offers students the opportunity to enter one of the most rapidly growing fields – sustainability – and to learn the best practices and innovations for navigating one of the biggest challenges that humanity is facing. Graduating students will be well-equipped to develop and lead sustainability initiatives within organizations.

## Learning Outcomes/Skills

- ▶ Attain knowledge and understanding of the scientific evidence for climate change
- ▶ Learn to apply methods for forecasting the impact of climate change using scenario analysis
- ▶ Be able to measure the environmental impact of an organization
- ▶ Understand the factors that shape attitude toward climate change in society
- ▶ Learn how to navigate the changing societal preferences for sustainability and understand their implications for organizations
- ▶ Learn how to drive change toward greater sustainability in organizations
- ▶ Learn how green and sustainable finance shape investment decisions
- ▶ Understand the global regulatory landscape with respect to climate change
- ▶ Learn how to deal with the uncertainty inherent in climate change and prepare organizations accordingly
- ▶ Learn how technology and innovation can be used to tackle the challenges of climate change
- ▶ Acquire skills to collect and analyze data to successfully implement environmental, social, and governance (ESG) initiatives in organizations

# Computer & Data Science

## Description

The major in Computer and Data Science prepares students to apply an understanding of computer platforms and systems, human-machine interactions, and IT operations, as well as gain quantitative proficiency in data gathering, data analytics, and insight generation to tackle organizational and societal problems effectively and creatively.

Providing students with solid foundation in research methods, mathematics for statistics, visualization techniques, and the latest methods in machine learning and big data wrangling, this major is for analytically-inclined students who are interested in starting careers as IT product and project managers, researchers, data scientists, or simply in applying quantitative learning to solve real world problems in any career setting. The major is at its core interdisciplinary in the fact that it combines courses from computer science, social science, statistics, and business to prepare students to enter a technology-intensive and data-rich world in need of creative and critical thinking.

This major lays the foundations of learning programming languages such as R, Python, and SQL while students expand their potential to make new and exciting contributions, communicate their results, and tell stories with data that are convincing to experts and non-experts alike.

## Learning Outcomes/Skills

- ▶ Apply scientific reasoning in exploring social phenomena
- ▶ Be able to analyze data, draw conclusions, and present results to non-experts
- ▶ Present information in the most clear, concise, and appealing way
- ▶ Begin using a programming language such as R or Python
- ▶ Understand IT architecture structures and management information systems
- ▶ Begin using SQL to retrieve and manipulate data
- ▶ Learn how to collect data, use APIs, scrape the web, and wrangle big data
- ▶ ULearn machine learning techniques, including supervised and unsupervised learning
- ▶ Think creatively and critically about how technologies affect human perceptions, memory, work, relationships, and physical environments

# COURSE DESCRIPTIONS AND INDEX

## A

### Abnormal Psychology | 4 CR

Explores aspects of human perceptions, emotions, thought, and actions that are considered deviant to what is accepted as normal behavior. Historical perspectives of abnormality and mental illnesses will be presented. Attention will be paid to the classification of abnormal behavior, as well as to cultural and social factors affecting our understanding of abnormality in thought and behavior. Course content reviews the nature, causes, effects, and course of behavior disorders in adults, including trauma- and stress-related issues, eating disorders, addiction, as well as common psychological disorders such as anxiety and depression alongside other mental illnesses. Treatment mechanisms will be reviewed but will not be the focus of the course. Finally, course content will review and discuss public perceptions of abnormality, in particular stigmatisation of abnormality in individual behavior, as well as relevant moral, ethical, and legal concerns.

### Analytics: Foundational Analytics | 8 CR

The course aims to introduce students to a wide range of analytical skills for academic research, business analytics, and enhanced financial literacy. Key quantitative and qualitative methods for social sciences will be explored including a review of the specifics of different research process steps: research design, data collection techniques, analyzing data, reporting research findings, as well as useful tips in data visualization as one means of effectively communicating key findings. Statistical methods will be taught alongside basic elements of Calculus and Linear Algebra with a focus on applicability. In the second half of the course, principles of economics will also be introduced as a basis of further instruction in hands-on financial analytics. Students will learn to read and interpret key organizational financial statements for the purposes of financial analytics, defining business viability or assessing risk. Students will also be acquainted with the concept of 'big data', its characteristics, and methods of and tools for systematic evaluation and analysis of large amounts of data. Mandatory year-long course for all first year students. General Education.

### Behavior Change | 4 CR

Course content discusses why and when certain behavior occurs, how it could be modified, and in what context this could happen. Students will be taught to undertake evidence-based approaches to design, implement, and evaluate interventions addressing a variety of real-life social problems relating to: lifestyle; nutrition; epidemiology and public health; transportation; mass communication; business, and economics.

### Behavioral Economics | 4 CR

The course introduces the growing field of behavioral economics which applies insights from the behavioral sciences to the economic activities of individuals and their implications for policies in education, healthcare, retirement, energy, and more. The neoclassical model of the rational individual is challenged by insights into the way preferences, beliefs, learning, framing, attention and persuasion influence economic decisions.

### Brain and Cognition | 4 CR

How does the human brain work? This course is an introduction to neuroscience and cognitive psychology. It examines the structure and function of the human brain and nervous system. Biology and psychology unite in the field of neuroscience to tackle questions such as the role of the brain in pain perception. Meanwhile, cognitive psychology explains how we think, remember and learn, how we perceive events and take decisions.

### Brand Management | 4 CR

The course contrasts the traditional approach to brand management as visual identity and compares it to the new approach of brand management as experiences in a customer journey. The first approach treats brands as promises made to customers while the second views brand management as execution of business strategy, and therefore delivered by people across the organization. What does this mean for building brand-led organizational culture, measuring brand health, and delivering brand value consistently: these are some of the questions the course will address through readings, case studies, and discussions.

## B





# COURSE DESCRIPTIONS AND INDEX

## C

### Climate Change Science I | 4 CR

This course provides an in-depth overview of the science of climate change, including both naturally occurring phenomena and human-enhanced greenhouse effects. It examines the impact of energy use and carbon emissions on climate patterns and variables, including sea-level rise, Arctic warming, and extreme weather. Alongside the causes and effects of climate change, the course explores solutions for climate mitigation and adaptation based on the current state of technological innovation (e.g., advances in green energy) and policy reforms (e.g., for reaching sustainable development goals).

### Cognitive Psychology | 4 CR

This course provides an overview of cognitive psychology, which is a laboratory-based science investigating the mental processes that allow us to perceive the world around us, attend to certain parts of it, store information for later retrieval, interact with other human beings through the use of language, and make decisions prior to performing actions. This is an introduction to the social and neurological aspects of mental processes such as attention, language use, memory, perception, problem solving, creativity, and thinking. You will leave this class with a good grounding in cognitive psychology, its methods and theoretical outlook, and an ability to capitalize on this knowledge to improve the quality of your mental life (e.g., improved study habits, enhanced memory, the knowledge to make better decisions) as well as understand the cognitive principles that underlie these improvements.

### Collective Behavior | 4 CR

The course covers theories of behavior at the group or community level developed in psychology, sociology, and political science. Topics covered include collective decision-making, the spread of ideas, moods, and behaviors, crowd dynamics, the emergence of and fading of fads, tipping points, the problem of collective action, what distinguishes a crowd from a public, when makes a social movement.

## D

### Data Analytics and Insight | 4 CR

The course is an introduction to statistical thinking and analysis as it applies to social studies, broadly speaking. Students will learn how to use statistical techniques to describe and display data, understand sampling, probability, correlation, various distributions, statistical inference, run regression models, and do hypothesis testing.

### Data Ethics & Algorithmic Justice | 4 CR

In a world saturated with data and artificial intelligence, it is imperative that we discuss and think about ethics and justice issues brought about by their use by private firms and governments. How can we make sure that the data is collected in an ethical manner, respecting privacy and the rights of the people whose data is harvested? How does the meaning of privacy change and what can we do to ensure that we still have control over who uses our data, how, and for what purposes? How can we make sure that the algorithms created by data engineers do not perpetuate existing inequalities and injustices? Employing different philosophical approaches, the course will discuss these questions through readings and case studies.

### Data Science for Business | 4 CR

This course introduces students to machine learning techniques, data wrangling and programming languages. The method of instruction focuses on the business application of these techniques. There will be discussion of data exploration, preprocessing, feature engineering, variable imputation, and feature selection. Supervised learning methods, starting with OLS, decision trees and random forests will be followed by unsupervised methods such as PCA, clustering, and discriminant analysis. Students will learn to program in the Python language.

# COURSE DESCRIPTIONS AND INDEX

## Data Visualization and Information Design | 4 CR

The course teaches students how to display information effectively and avoid some common pitfalls in data visualization. Building on data analysis and user research skills developed in previous classes, students will learn principles of representing data and information in interactive mediums.

## Design Thinking | 4 CR

Design thinking is a systematic approach to applying creative thinking to tough problems and coming up with innovative solutions. Using case studies, simulations, videos and texts, the course will introduce the theory and history of design thinking, challenge students to apply the methodologies of design to challenges in business and society, and then iteratively prototype a new solution. Focused on listening, empathy, collaboration, and experimentation, the design thinking process guides students to translate broadly defined opportunities into specific actionable ideas.

## E

## Entrepreneurial Finance | 4 CR

The course incorporates practical aspects from Management Accounting, Financial Analysis, Investment opportunities, Risk Evaluation, Capital Markets, and other concepts, mechanisms, and frameworks to equip entrepreneurs with the financial tool-set and larger understanding of the financial ecosystem needed to succeed.

## G

## Geography of Innovation | 4 CR

Why did Silicon Valley emerge as the leader in technology innovation since the 1980s and replaced the previous innovation leader in the area around Boston known as Route 128? This course will try to answer this question by focusing on what drives innovation beyond organizations and how regions can support innovation infrastructure as technologies and industries change. The course deepens the student's understanding of the relationship between innovation and economic development.







# COURSE DESCRIPTIONS AND INDEX

## H

### Human Perceptions | 4 CR

This course will examine how humans sense and perceive the world around us. First, students will consider the philosophical questions that humans have long posed about perception, and study the methods and techniques scientists use to try to answer them. The course examines the sensory pathways, fundamental perceptual processing, and higher-level meaning-making. It covers the orienting senses, skin senses, chemical senses (smell and taste), audition, vision, and the perception of time. Students will learn about sensation and perception from several perspectives: physiological, psychophysical, ecological, motivational, and computational. This diversity of viewpoints also allows us to look at multi-sensory perceptual processes.

## I

### IT, Data, and Privacy | 4 CR

Overview of IT systems, high-level IT architecture structures, data collection, storage, and analyses; customer and employee privacy as a practical concern, regulatory framework, and ethical considerations. Content will review and critique major approaches to data and privacy handling in different cultural and political settings across government, corporate, start-ups, and nonprofit organizations. The course will also explore the different interpretations and handling of personally identifiable information (PII) under the different organizational and regulatory environments.

### Independent Study | 4 CR

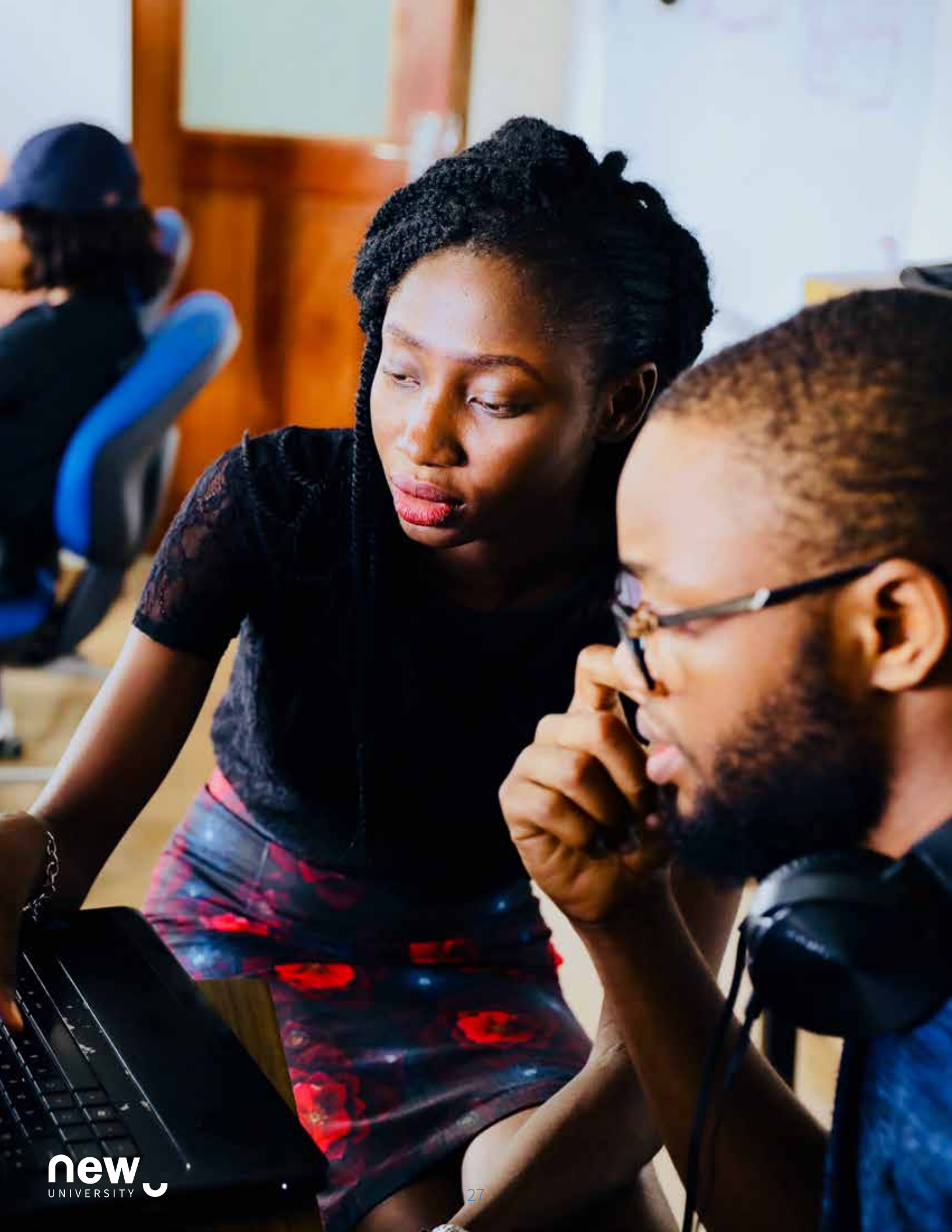
To encourage students to develop their own ideas and pursue lines of research that are of particular interest to them, the independent study class offers students the opportunity to be guided and mentored by a faculty member who will oversee their project from beginning to end. Students will have a particular idea for a project that should have a clear deliverable at the end of the course: a research paper, a business plan, or something else that allows them to apply skills and knowledge learned in the program to a specific issue. A minimum of 3.0 GPA is required.

### Innovation and Creativity | 4 CR

The course gives students the opportunity to practice their creative capabilities and enhance their capacity for innovation. The course discusses the connections between intelligence and creativity; teaches the principles of creativity as well as how to avoid roadblocks such as confirmation bias, patterned thinking, groupthink, and negative thinking; how to maximize creativity by practicing techniques such as creating associations, oppositions, tree diagrams, and systematically expand the space of possibilities.

### Internship / Practicum / Capstone Project | 4 CR

This class will offer hands-on projects in partnership with external organizations who are interested in working with students to develop and test ideas. Each partner will outline a clear project goal and deliverables to be accomplished. Under the guidance of a faculty member, students learn to work cooperatively to deliver a product for the “client” organization and in the process practice many of the skills they develop in the program. Students can also use this class to get academic credit for an internship which meets the requirements of training. In order to get the credit, the student submits an evaluation from their internship supervisor.



# COURSE DESCRIPTIONS AND INDEX

## J

### Judgment and Decision Making | 4 CR

The course content discusses the complex relations between perceptions, memory, and judgment and their impact on human decisions and actions in our personal lives and professions at both the individual and social levels. Content considers aspects of rationality and irrationality in human decision-making. Students will explore the mechanisms and ways we perceive, interpret, and describe concrete actions, events, or situations related to and from the perspective of the self and others. Different factors in decision making are reviewed and analyzed, including cognitive bias, heuristics, feelings, emotions, motivation, social norms, morality, ethics, fairness and justice.

## L

### Language | 4 CR

This course provides an introduction to the psychology of language and explores the cognitive and neural bases of human language. The purpose of the course is to introduce students to the scientific study of psycholinguistic phenomena. It covers a broad range of topics from psycholinguistics, including the evolution of language, the different components of language (phonology, morphology, syntax, and semantics), processes involved in reading, computational modeling of language processes, the acquisition of language (both under normal and special circumstances), and the brain bases of language.

### Law, Regulation, and Strategy | 4 CR

Global organizations work under a range of legal and regulatory frameworks and this course is designed to give an overview of these frameworks as they pertain to product innovation and management.

### Leadership | 4 CR

and apply them to specific challenges; understand motivational drivers, emotional intelligence and communication methods that help individuals and teams succeed; understand how to empower and coach colleagues; how to receive and share feedback that is actionable and constructive; and how to handle stressful situations.

## M

### Market and User Research | 4 CR

The class is an introduction to theories and methods of conducting market and user research. Through readings, discussions, and exercises, students will learn about research design, sampling, data gathering, and various quantitative and qualitative methods such as experiments, A/B testing, surveys, interviews and observations. Utilizing tools such as personas, use cases, scenarios and tasks, students will be able to ideation techniques that support UI design.

### Mass and Social Media | 4 CR

This course relies on theories and methods in psychology and neuroscience to study the effects of mass media and social networks on the behavior of individuals and groups and vice versa, the effects of actions of individuals and groups on the evolution of news outlets and digital social spaces. The course carries an underlined interdisciplinary perspective and relies on the application of concepts from media and cultural studies, communication, and other social sciences. The course discusses all major cognitive processes which take place during the interaction between humans and mass and social media as technology and content (particularly perception, emotion, personality, and motivation). A series of concepts from other disciplines in the social sciences is introduced and critiqued: public space, agenda setting, framing, and media effects; formation and evolution of individual and collective identities; group dynamics; social norms; compliance and conformity; applicable cultural and political theories; rhetorical instruments, and the social impact of mass communication technology, its development and characteristics. Students will also explore in depth the short- and long-term effects of patterns in the general use of and sharing in social networks on individuals, populations, and systems, as well as the effects of public and political pressure on traditional and new media.





# COURSE DESCRIPTIONS AND INDEX

## Memory and Learning | 4 CR

The brain is the physiological dimension where memory and learning functions occur. This course introduces the concept of neuroplasticity, the processing and placement of information in the brain. It provides an overview of memory formation and learning, memory processing models involved in formation, consolidation and retrieval. The course covers neuroscientific research concerning memory formation and its application in a range of educational contexts. Students will explore what happens in the brain when different emotional and arousal states are present, the implications of stress on learning and memory, and authentic assessment forms for promoting content retention.

## Mind, Body, and Machines | 4 CR

What is consciousness and where does it come from? What is the connection between mind and body, what do we mean when we talk about free will, rationality, and intelligence? Can we replicate free will, rationality, intelligence, and consciousness in machines? How do humans and machines act together in one system of distributed cognition? How do humans process information to make decisions in specific environments? These are some of the questions that this course seeks to explore from a philosophical and cognitive science perspective.

## Mind and Virtual Reality | 4 CR

The course reviews the opportunities virtual reality offers as a treatment tool for psychological traumas and disorders and as a research tool for studying and measuring human behavior and cognition. Alongside opportunities, content details and critiques issues of validity of experimentation in virtual controlled settings, particularly the differences between virtual immersion and actual presence, and seeks potential improvements in the application of VR at the intersection point of psychology and technology.

## Modern World: The Shaping of Our Present | 8 CR

The course reviews and discusses key local and global developments in the history of mankind that have led to the present-day world as we know it. The course covers focal points in history since the 15th century from the viewpoint and intersections of military, political, economic, social, cultural, and intellectual history. Topics begin in the early modern period and end with the beginning of the current millennium: from the so-called great geographical discoveries, the

invention of the printing press, and Machiavelli's writings through the age of political, social, and technological revolutions, the world wars of the 20th century and leading works of modern philosophical thought. The history and impact of imperialism, decolonization, globalization, and technological advancement will be discussed through exploring the past of states, societies, and individuals. Special attention will also be paid to the evolution of political thought, governance, and human rights, as well as issues related to technology, labor, and the public space of our days. Students will also be introduced to the scientific methods employed by the discipline of history, as well as taught how to critique and use primary and secondary sources, compile bibliographies, compose analytical reviews, etc. Students will be graded through a variety of regular assignments and a significant final written work. Mandatory year-long course for all first year students. General Education.

## N

## Negotiations Mastery | 4 CR

Negotiations are part of everyone's life. Whether it's divvying up the work with a fellow student, or discussing the terms and pay in a job offer, striking a deal with a political or commercial partner, or even finding a compromise with your loved ones, it's all negotiations. Negotiating tactics can only take you so far; a successful negotiator needs additional tools and insight to empathize, collaborate, and understand the other parties so as to achieve not just the optimum outcome for today, but for the long-term as well. This course helps students understand negotiation dynamics and how to prepare for a negotiation, handle uncertainty, learn to craft a psychological strategy and be quick on their feet when presented with unexpected behavior, resolve differences before they escalate, and secure maximum value, while taking into account moral, ethical, and strategic long-term and larger picture dynamics around each negotiation situation.





# COURSE DESCRIPTIONS AND INDEX

## New Venture Creation | 4 CR

The course provides an overview of the organizational, strategic, market, capital, legal, ethical, and other aspects of starting a new venture – whether a commercial one or a nonprofit. Students will examine stories of success and failure and how to cope with either one.

## Nonprofit Management | 4 CR

This is a specialized course for students who want to learn more or prepare for work in or leadership of nonprofit organizations. The course is focused on the specifics of running nonprofits (nonprofit startups, socially-oriented endeavors, educational institutions, government structures, etc.) as compared to for-profit corporations. Topics will cover traditional operational aspects and strategic instruments of the contemporary not-for-profit organization and its wider context, including financing and accounting, fundraising, planning, reporting, and governance, among others. Special attention will be paid to the idea of social impact.

## O

## Organizational Behavior | 3 CR

The course introduces students to the study of human behavior within organizations. The class discusses organizational and management theories of organizational high performance and uses case studies and exercises to help participants acquire a deep hands-on understanding of the concepts. Topics include organizational structure and culture, informal structures, organizational change, group dynamics, leadership, power, motivation, and corporate social responsibility.

## Organizational Innovation | 4 CR

The course covers the evolution of theories of management such as scientific management, the human relations movement, bureaucratic theory, and systems theory. It discusses the role of rules, structure, creativity, measurement, and group dynamics. The discussion covers prescriptive and generative rules, formal and informal structure, the tensions between accountability and flexibility, between measurement and adaptability; between exploration and exploitation; how we think about diversity at the individual and group levels; hierarchies and heterarchies; and causes of organizational failure. Using cases from food production to the military, from open source software development to Wall Street

trading rooms; from engineering firms to megachurches, the course aims to explore how innovation itself can be organized.

## P

## Positive Psychology | 4 CR

Positive psychology is the science of happiness, optimal performance and human flourishing. This course will explore the relatively recent history of this field, its founders and major contributing researchers, and the main scientific findings on wellbeing, optimism, resilience, emotional intelligence, meaningful relationships and more. Students will learn what factors contribute to our overall satisfaction with life and how we can improve it, how we can lead happier, healthier and more fulfilling meaningful lives. The goal of this course is to give information about the science of positive psychology and to offer students practical tools to create positive transformation in their lives, to build resilience and develop their character strengths.

## Product Strategy and Product Management | 4 CR

The course introduces students to product management and strategy in organizations. Students learn what product managers do and how they do it: understanding customers' needs, validating demand for a product, managing the lifecycle of a product, integrating the marketing, manufacturing, design, and manufacturing functions of a company; brand management; pricing strategies; and placement strategies.

## Project Management | 4 CR

The course aims to familiarize students with the processes and tools of successful project management (such as dependency planning, Gantt charts) and provide overview of both successful and failed projects. Different systems of project management (SCRUM, Agile) will be presented, discussed, and critically evaluated.







# COURSE DESCRIPTIONS AND INDEX

## Prospecting the Future | 4 CR

What if?: Asking this critical question is at the core of moving beyond addressing short-term problems and existing constraints onto envisioning new and long-term opportunities. Speculative design, associative design, and critical design are some of the approaches that have been proposed to question existing solutions and explore the potential implications of new technologies, and organizational and institutional forms. The goal of the collection of practices and methods under these design approaches is not to “solve a problem” but to encourage debate, speculation, and questioning how different choices have been made in previous times, what is preferable now, and to examine the values of contemporary products and solutions. Students use case studies, texts, and projects via online platforms or in-class to apply some of these techniques and theories and further develop their innovative and critical thinking capacities.

## Psychology of Human Behavior | 4 CR

This course is an introduction to the field of psychology, beginning with its historical context and looking ahead to some of the directions it is likely to take in the future. It offers the starting point on how the mind works, the perspectives from which that question can be approached, and directions for further learning. Experimental and nonexperimental research methods. Freud: theory of personality (id, ego, superego) and psychoanalytic theory. Classification of mental illnesses – an overview. An overview of therapies – cognitive, behavioral, psychoanalysis, etc. Models of motivation. Emotions and theories on emotions. Social psychology: influence and reciprocity, commitment, social proof, authority, scarcity, etc. Simple learning: Pavlov and classical conditioning, operant conditioning. Complex learning: Skinner and Noam Chomsky. Memory. Perception. Evolutionary theory, basic concepts, altruism and mating, parenting, aggression, overeating. Engineering psychology. Finish with a look at the most cutting-edge approaches and how science may develop in the future.

## Psychology of Personality and Motivation | 4 CR

The study of personality focuses on two broad areas: understanding individual differences in particular personality characteristics, and understanding how the various parts of a person come together as a whole. The course covers what personality and personality traits are, the theories and models of personality, as well as the major theories of motivation. It examines how different personality traits influence our behavior across many situations.

## R

## Rapid Prototyping | 4 CR

Rapid prototyping is a method of framing ideas as experiments, use experimentation to learn rapidly from failure, gain insight from a diverse set of participants, and move from incremental to radical innovation. The course teaches students to move from ideation, to prototyping, to testing to quickly discover and validate ideas. The class includes an introduction to rapid prototyping, prototyping device and system user interfaces, prototyping devices, and design considerations and perspectives for devices.

## Research Methodology and Design in Psychology and Human Behavior | 4 CR

The course covers scientific methods of studying human behavior, including field observations, experiments, interviews, historical archives. Different qualitative and quantitative approaches will be discussed in analyzing text, numerical, and image data. Students will learn to think carefully about research design: issues around collecting data and assessing its quality, posing the right questions, the connection between theory and methodology; and research ethics. The goal for students is to be able to formulate their own research project and to evaluate the claims made by other researchers.



# COURSE DESCRIPTIONS AND INDEX

## Rhetoric: The Art of Persuasion | 8 CR

The course aims to provide all students with a solid understanding of and proficiency in the basic speaking and writing skills required for success as citizens and aspiring professionals. As a basis of thoughtful and effective written and verbal communication, students will be taught how to select appropriate sources, develop useful reading strategies and habits, and analyze and critique intellectually challenging materials. Course content will focus on the collection, evaluation, and usage of facts and evidence in developing and refining strong arguments, as well as on composition and delivery techniques and styles for different audiences. Students will be assessed through a variety of written and verbal assignments. Special attention will be paid on identifying and avoiding logical fallacies, as well as employing appropriate rhetorical devices in different contexts and situations. Mandatory year-long course for all first year students. General Education.

## S

### Serious Games | 4 CR

The course offers a brief review of the relevant history of gaming before laying out key topics in the psychology of play and gaming, studied from cognitive, developmental, social, and behavioral perspectives. Serious games (also “persuasive games” or “games for change”) are then introduced as intervention instruments in raising awareness about significant social problems, developing knowledge and skills, and changing behavior. Among other topics, course content reviews the psychological relations between playing, learning, and memory and their social context; strategies and nudges in game design and rhetorics for motivating players, and issues of player immersion, engagement, perceptions, and addiction -- explored through the viewpoint of both the game designer and the player. Students will also learn about the importance and practical conduct of impact evaluations, particularly analyses of players’ performance and learning progress against original goals. During the course, students will work in groups, each group consisting of at least one CIL and one PHB student, to develop physical and/or digital game prototypes. Prerequisites: talk to an academic advisor.

### Social Psychology | 4 CR

The course studies how social factors influence human behavior. It covers theories and methods of studying group dynamics, norms and conventions, prosocial behavior, self-perception, conformity and compliance, stereotyping and discrimination, attitude change, aggression and violence, and love and close relationships.

### Special Topics Semester 1: The Pressing Challenges of Our Time | 1 CR

This seminar will cover special topics of contemporary interest through discussions, simulations, debates. Some of the possible topics that will be covered include: education, climate change, health care, social support systems, natural disasters, demographic shifts, immigration, modern conflict, corruption, censorship, artificial intelligence, media literacy, and more.

### Special Topics Semester 2: Communication | 1 CR

An introduction to the dynamic field of communication with an emphasis on persuasion. The course uses face-to-face communication, mass communication, digital media, marketing and public relations models to investigate how persuasive messages are developed based on argumentation and evidence. This course explores historical, theoretical, and applied aspects of persuasion in communication in order to promote both understanding and effectiveness.





# COURSE DESCRIPTIONS AND INDEX

## Sustainability and Corporate Social Responsibility | 4 CR

This course takes the students through a broad understanding of the planet's social and economic needs as defined by the UN's Sustainable Development Goals. As future entrepreneurs and company officers, students will study and discuss specific issues and research and try to design business interventions for stable and long-lasting solutions to some of the largest issues that current and future generations face across the planet: poverty and hunger, production and consumption, pollution, access to clean water and air, quality education, equality and justice, etc. Topics will be reviewed from various business, economic, social, cultural, and political perspectives, and will consider local and global, private and public, as well as individual and group dynamics. Students will acquire knowledge of the major global issues and the role businesses and individuals could play in resolving or alleviating some of these problems. The course also aims to extend the student's understanding of the concepts of equality, fairness, and justice in a global context and help them develop stronger personal and company ethics and social engagement.

## T

### Technology Entrepreneurship | 4 CR

The course reviews and studies the role of technology in resolving global and local challenges and addressing sustainable development issues. It also aims to develop the students' propensity to observe and evaluate technological solutions or interventions and their potential for scalability as social business opportunities. Students will work with their instructors to research, develop, and evaluate projects involving technological solutions, as well as review various issues of intellectual property, patents, and other legal considerations. Important part of this course considers ethical issues of scientific and technological advances such as accessibility, fairness, privacy, and their potential impact on various stakeholders.

## Theories of Developmental Psychology | 4 CR

Study of social, emotional, cognitive, and biological development through an individual's lifespan. The focus of this course will be from infancy to later life. How babies and young children develop the ability to make sense and function in the world. The importance of social attachment, and ability to communicate and think about the world. Changes during adolescence and later life. Developmental theories. Different stages of human language, social, cognitive, and moral development. Development in infancy, adolescence and later life. Nature and nurture—how our genetic inheritance (our nature) interacts with our experiences (our nurture) to influence our development. Physical, cognitive, and social change throughout the life span.

## U

### Understanding Other Cultures | 3 CR

The course is designed to introduce students to themes in the fields of anthropology, archaeology, ethnicity, world religions, value systems, and ethics in order to critically analyze and discuss notions of "the other", the construction and power of concepts such as culture, race, gender, class, and nationality. Students learn to work with ideas that help them understand "the self" as a historically situated idea with practical implications for the organization of cultures and shared value systems.





# DEGREE COMPLETION

In order to complete a degree, students must earn a minimum of 120 credits (or credit hours). Credit is earned by completing a course with at least the minimum passing grade. At least 25% of the credit hours required to complete a degree at NewU should be earned in residence. Only credits and grades received prior to the graduation date are included in assessing graduation eligibility and calculating student cumulative GPA.

All students must satisfy the specific graduation requirements for their registered major.

Our majors require each student to complete the NewU General Education curriculum (40 credit hours), all required courses for the chosen major (40 credit hours), a minimum of 16 credit hours of major-specific electives, and a minimum of 24 credit hours of cross-major elective courses.

Students must pay all their bills and return all university property before their graduation date.





## Internship Credit

Students who find an internship can get academic credit for it by enrolling in their major's Internship / Practicum / Capstone Project class for 4 credits. In order to get the credit, the student submits an evaluation from their internship supervisor that is at least satisfactory. The internship must be in the area of the student's program and utilize the skills and knowledge they are gaining. In addition, the internship must be at least two months long to qualify for academic credit.

## Credit Transfer

NewU may, at its sole discretion and after evaluating the applicable official transcript, course syllabus, and the student grade earned, agree to transfer credits from another institution. NewU may also evaluate and decide at its sole discretion whether to transfer credits from any AP or IB high school courses a student wishes to submit to NewU for transfer credit evaluation. NewU may, in certain situations and at its sole discretion, transfer partial credit for courses which partially overlap with NewU courses. NewU does not award academic credit for prior non-academic learning or based on results of competency-based assessments.

At least 25% of the credit hours required to complete a degree at NewU must be earned in residence.

NewU strives for academic and operational excellence. Students, however, are advised that academic credits earned at NewU are transferable to other institutions at the sole discretion of the receiving institution.



# ADMISSIONS REQUIREMENTS



Many universities make it unnecessarily expensive, time-consuming, anxiety-inducing, and just plain hard to apply to college. The traditional process is also inherently unfair. We changed all that.

NewU only requires applicants to submit an online form and an electronic copy of their most recent high school transcript or diploma or GED/HiSET.

## Test-Blind Admissions

NewU makes Admissions decisions solely on the basis of the applicant's high school GPA. NewU uses only high school GPA as the strongest reliable, nondiscriminatory, unbiased predictor of future academic success. We do not use admissions quotas based on gender, race, age, national origin or any other metric. We do not have preferential policies or hidden admissions criteria in admissions.

## Financial Aid-Blind Admissions

NewU makes admissions decisions without any review or consideration for a student's financial need. Once admitted, a student may be eligible for Financial Aid solely based on the student's financial situation. This is another one of many ways in which we stand out from other universities. We admit students based on their ability to succeed at NewU, not on how much they can afford to pay. We then allocate Financial Aid to those who need it the most. This way we strive to ensure a more equitable access to higher education, and a fairer outcome for all our students.

## Past Violations-Blind Admissions

At NewU we believe in new beginnings. Everyone deserves a chance at success. NewU does not take into consideration an applicant's past academic or disciplinary infractions or criminal convictions in admissions decisions. NewU does require past infractions or criminal convictions be disclosed by each applicant, because we want to be honest and transparent with each other, and we ask these questions so that our community can support each of our current and future members the best we can.







## Application Methods

NewU only accepts applications electronically via the NewU web-based application form.

NewU also utilizes Direct (also referred to as Reverse or Flipped) Admissions where the university college-ready students and may make an offer of admission without an application. Currently, students who are members of or currently enrolled in the following organizations/programs are pre-approved for admission:

- National Honor Society (NHS)
- National Society of High School Scholars (NSHSS)
- Sage Scholars Tuition Rewards (SSTR)
- College Bound DC



# ENROLLMENT/ENTRANCE REQUIREMENTS

To successfully enroll at NewU, each admitted applicant must provide required documents and make applicable payments.

## Required Documents and Information for Enrollment

To gain enrolled status, each admitted and deposited student must provide a high school diploma or equivalent certification, sign the standard NewU Student Contract, and remit all payments due for the first semester.

In cases where an admitted student is still a minor, NewU requires that both the admitted minor student and a parent/legal guardian sign the NewU Student Contract.





# BUILDING LOCATIONS AND LIBRARY



NewU offers classes at a single location in Washington DC so as to promote a spirit of collaboration and community among students, faculty, and staff. Campus is located in the heart of Washington, DC, minutes away from the White House, free Smithsonian Museums, restaurants, parks, and event venues.

At NewU our students are in control of where and how they access our library resources. We offer various online and physical library options. You can even study and use one of the best libraries in the world – the Library of Congress. While our classes take place in person, you can access a host of resources and conduct a number of activities remotely over the internet from any location – library resources, course registrations, advisory sessions, and much more.



# ATTENDANCE AND LEAVE OF ABSENCE

## Attendance

Attendance in person is mandatory. Missing 20% or more of any course results in an automatic failing grade.

Students are expected to regularly attend classes, seminars, and workshops, etc. for which they have registered, regardless of whether they are attempting or not to earn credit hours for these courses or seminars. A minimum of 80% attendance in each class is required for its successful completion given that the student satisfies all other criteria for passing the course. Students who fail to satisfy course attendance requirements will not receive full or partial credit for the given course.

NewU professors will consider in good faith and on a case-by-case basis whether a student will be allowed to make up work due to absences and on what terms.

## Types of Absences

NewU does not distinguish between types of absences. A student is either marked as “absent”, or as “present” by each professor based on the professor’s judgment as to the type of absence or time of arrival or departure from class. There are no “tardy” or other categories of attendance, other than “present” and “absent”.

NewU maintains attendance records within the Google for Education and Salesforce.com Educational Data Architecture platforms for all students. Only authorized school administrators and the relevant student professors have access to enter, modify, or view attendance records. A student may request a report on attendance records for any enrolled or past class.





## Withdrawal

Students wishing to withdraw without intending to return at a future time must formally give notice and receive NewU written approval. A student who has withdrawn is not eligible for reinstatement. Students who intend to withdraw from the university must submit a formal notification to the Chief Student Journey Officer, sign the appropriate form as directed, complete an exit interview, and receive an authorized signature from NewU finalizing the withdrawal.

Until the Withdrawal form is signed by an authorized NewU representative, students are still enrolled and expected to fulfill their academic and financial responsibilities. All accrued liabilities such as tuition, fees, or any other amounts payable to NewU continue to accrue and are due until all financial obligations through the end of the semester during which the withdrawal is approved have been fully met by the student.

Students must notify the Chief Student Journey Officer of their intent to withdraw at least 30 days before the start of a semester to avoid being charged for the upcoming semester. If the withdrawal process is initiated less than 30 days before the start of the semester, the student remains responsible for paying the full tuition and fees for the upcoming semester, even if they do not attend or participate in any classes during that time.

## Leave of Absence

A leave of absence allows students to interrupt their studies for a compelling reason. For example, a sustained medical or mental health condition that prevents attendance or a personal matter requiring absence from campus may qualify you for a Leave of Absence. Students must submit a written letter and supporting documentation to the Chief Student Journey Officer to make their case and outline why they need to interrupt their studies at that time.

Students may request to take a leave of absence during which they will not be expected to complete academic or other work at NewU or be present on campus; students will also not benefit from student status for the period of an approved leave of absence. The duration of a requested leave is one whole semester.

Leave of absence requests must be approved by the Chief Student Journey Officer in advance of the requested semester and decisions will not be applied retrospectively. Until students are informed by email that the leave has been processed, they are still registered and expected to fulfill their academic and/or financial responsibilities, including completing coursework.

NewU reports GPA (grade point average) on a 4.0 scale. The top grade is an A, which equals 4.0. Students calculate their overall GPA by averaging the scores of all their classes.

To convert GPA to a 4.0 scale:

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
E/F	Below 65	0.0

Students are considered in good academic standing if they maintain cumulative GPA above 2.0. NewU aims to promptly identify and support students in need. If the semester GPA or cumulative GPA of a student falls below 2.0, the student will be offered additional academic advising until his or her cumulative GPA reaches 2.0 at minimum. Special academic advising may be continued for a period of one more semester after this threshold has been passed in order to guarantee continued improvement in the student’s individual academic performance.

NewU considers any grade other than an “F” a passing grade. If the student has earned a passing grade for all required courses towards any NewU program, the students is deemed to have successfully completed that program.

In order to earn a NewU degree, students must earn a minimum of 120 credits. Credit is earned by completing a course with at least the minimum passing grade. At least 25% of the credit hours required to complete a degree at NewU should be earned in residence.

NewU students receive their grades for each course within a reasonable time upon submitting tests, assignments, or other deliverables as determined by their instructor. Students receive their semester grades no later than two weeks after the end of each semester. Students also receive a mid-Semester progress report once per course per semester.

In keeping with the spirit of learning and cooperation at NewU, NewU student transcripts shall only display a Pass/Fail designation where normally a numeric grade would be listed. Exceptions are made when the information is required to qualify for financial aid, admission to graduate school, or job placement. See the Grade Non-Disclosure policy for details. Students’ rights, privileges, and responsibilities are fully described in the NewU Student Handbook, provided to each enrolled NewU student and available on the NewU website.





# STUDENT SUPPORT SERVICES | STUDENT LIFE

NewU offers a wide range of support services designed to promote academic, personal, and professional success.

**New Student Orientation** provides a thorough introduction to campus life and resources. Students will receive important information, meet peers, and prepare for a successful start to their university experience.

**Coaching for Success:** Students receive personalized guidance to help them set academic goals, develop effective study habits, and manage their time efficiently, ensuring steady progress toward graduation.

**Academic Advising** is available to assist with course selection, degree planning, and navigating academic policies.

**Financial Aid and Financial Literacy** assistance is available on demand through the Finance Office and through workshops.

**Resilience Building** workshops and individual support are available to help students manage stress, develop coping skills, and build confidence. These resources are designed to foster emotional well-being and encourage a positive approach to challenges.

**Career Development Workshops** equip students with practical skills for career readiness. From resume writing to interview preparation and networking strategies, these workshops help students prepare for the professional world.

**On-Demand Physical and Mental Health Support** are available 24/7, where students can access non-emergency support whenever necessary to maintain their well-being.

## Student Organizations

NewU encourages students to engage with campus life through student organizations that foster leadership, collaboration, and community.

**Student Government Association (SGA):** Representing student interests and helping shape university policies.

**Interest Clubs:** Opportunities to connect with others who share academic, social, or hobby-related interests.

**NewU Innovation Center for Entrepreneurs (NICE):** A hub for students interested in entrepreneurship, providing resources and mentorship for launching new ventures.



# PROBATION, DISMISSAL, AND READMISSION



## Academic Advising

NewU places a strong emphasis on providing academic support and guidance to each individual student throughout the duration of their studies.

Each faculty holds weekly office hours for students to receive course-related and other academic assistance. Faculty may also schedule individual meetings and consultations with students outside of class time and office hours.

Each student will be assigned a Student Success Manager. Students are required to meet with their Student Success Manager one-on-one at least once a month. These sessions cover academic, career, and resilience building topics and activities. NewU offers career development resources and placement support to all students and monitors progress toward academic degree completion and career development regularly.

Tutoring programs will be organized to support student learning. Tutoring may include faculty-led sessions and peer support as assigned by faculty where appropriate. Tutoring may be offered in some or all courses offered at NewU and may also be organized to support skills the NewU curriculum aims to develop, e.g. academic and/or creative writing and emotional intelligence development. Tutoring sessions may be optional or required toward a NewU course but will not count for additional academic credit outside of official course descriptions.

## Special Academic Advising (Probation)

Students will be subject to mandatory academic advising programs should their academic performance indicate the need for such an intervention. Special advising may include individual progress checks and/or additional workshops devised to support student learning and personal development. Please see Academic Standing for details.



## Academic Standing

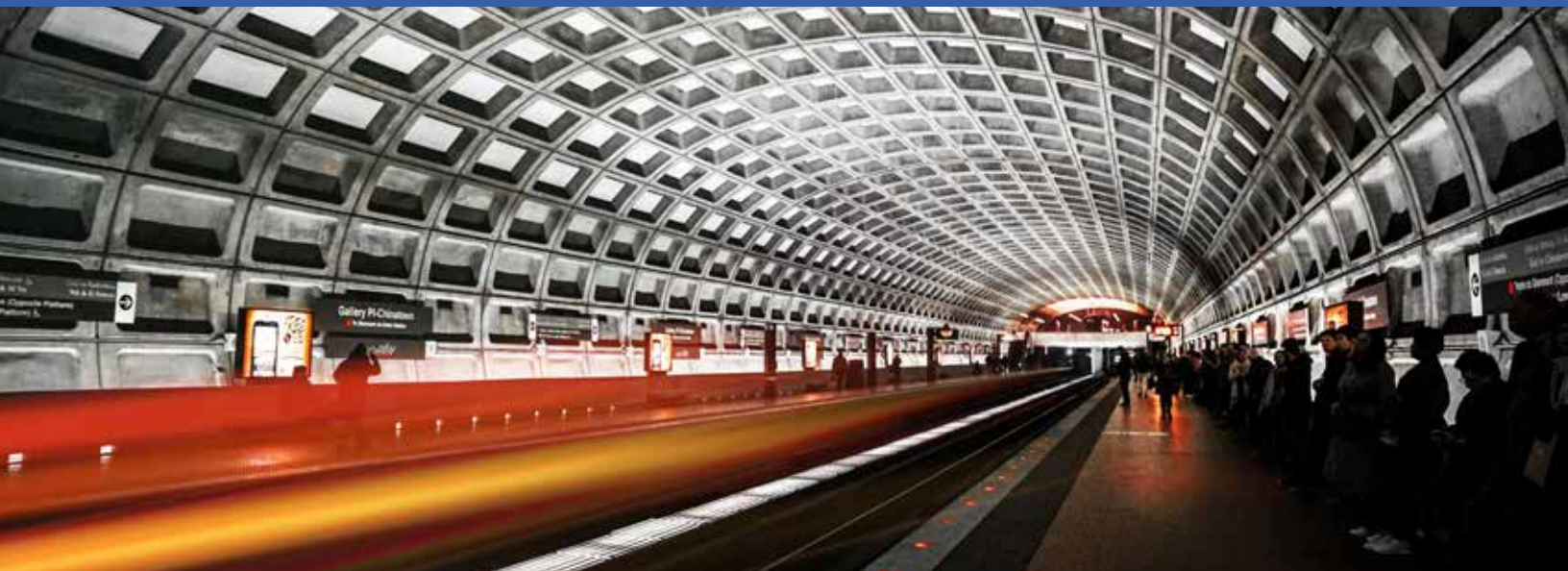
Students are considered in good academic standing if they maintain cumulative GPA above 2.0. NewU aims to promptly identify and support students in need. If the semester GPA or cumulative GPA of a student falls below 1.5, the student will be offered additional mandatory academic advising until cumulative GPA reaches 1.75 at minimum. Special academic advising may be continued for a period of one more semester after this threshold has been passed in order to guarantee continued improvement in the student's individual academic performance.

## Academic and Disciplinary Suspension

Academic or disciplinary suspension is a corrective action to signal an inadmissible level of academic performance or student behavior while enrolled at NewU.

A proven and documented instance of plagiarism may lead to academic probation for the following semester. Plagiarism in senior theses or capstone projects will result in cancelation of this final work, non-recognition of credits attempted for this particular work, and/or academic probation.

NewU may un-enroll a student who is in material or repeated breach of the Student Code of Conduct or other university policies.



## Appeals Process

Any NewU student who is dissatisfied with a decision relating to a particular case of application of an academic policy may submit an appeal in writing before the NewU Chief Academic Officer. The appeal must be received within 10 (ten) calendar days after the incident. Appeals may be sent via email from the student's university email address (registered personal email address in case the university email address has been suspended), regular mail or courier postmarked accordingly, or delivered in person by the appellant.

Appeals will be reviewed and answered in writing by the Chief Academic Officer within 10 (ten) calendar days. The Chief Academic Officer may also initiate an inquiry if needed, or meet the involved parties in order to receive clarifications or attempt to achieve a satisfactory appeal resolution to all parties involved. In case the complexity of an appeal does not allow a response within the allotted time, the Chief Academic Officer may justify an extension of up to 30 (thirty) additional calendar days in writing to the appellant. In the case of force majeure, the Chief Academic Officer will also notify the appellant and inform in writing about the expected (estimated) duration of the delay. If the force majeure prevents the Chief Academic Officer from performing official duties, the deadline for response is extended with the period of duration of the force majeure or its immediate effects or until another university official formally takes over the duties of the Chief Academic Officer.

In the absence of the Chief Academic Officer for a period longer than 10 (ten) calendar days, the Chief Academic Officer will authorize another senior representative of the university to perform the duties related to appeal review and resolution only for the period of the absence.

If the Chief Academic Officer's resolution is not satisfactory to the appellant, the student may appeal to the President, who will render a final resolution on behalf of NewU within 30 (thirty) calendar days of receiving the appeal.

# STUDENT RECORDS



NewU utilizes the industry-leading database and cloud storage solutions from Salesforce.com and Google for Education. We implemented the Salesforce Education Data Architecture (EDA) platform, which has unsurpassed security, storage, and redundancy for student records. Those records include, but are not limited to, student name, contact information, demographic information, parent/guardian information, student academic performance, student attendance, student class and program enrollment, student advising, student billing and financial aid, student customer support, and other student records for the purposes of NewU, the Higher Education Licensure Commission, accreditors, and other government and regulatory parties.

NewU maintains student records in perpetuity, even after the student is no longer enrolled. NewU annually evaluates the data security and storage policies and procedures related to student records to ensure data integrity, archival, and preservation.

Student records are recorded, stored, and retrieved only by authorized NewU personnel for legitimate operating purposes and to comply with applicable law. All student data is encrypted while on the Salesforce EDA platform, and accessible only by authorized personnel with credentials issued by NewU.

NewU students may obtain a copy of their academic and financial records at any time by sending an email request to the relevant NewU administrator – the Chief Academic Officer, or a designate, and the Chief Financial Officer, or a designate. NewU strives to provide a truly student-centric service and support, and all requests for such student records should be fulfilled within 3 (three) business days.

NewU complies with the Family Educational and Privacy Act (FERPA) regulations, so a student academic record/transcript and/or the financial history of the student will not be released to parents or other unauthorized parties in cases where the eligible student has not provided written consent to NewU for such records to be released.

# STUDENT CONDUCT, RIGHTS AND RESPONSIBILITIES

The University is a community in which intellectual growth, learning from others, mutual tolerance, and respect for freedom of thought and expression are principles of paramount importance. In an environment that promotes the free interchange of ideas, cultural and intellectual diversity, and a wealth of social opportunities, NewU students take advantage of the academic and non-academic opportunities available to them, deepening their intellectual insights through formal instruction, and expanding their educational experience beyond their academic programs. Members of the NewU community participate actively in the greater District of Columbia, state, national, and international communities in which they reside. “Citizens” of the University community include students, faculty, staff and those otherwise affiliated with the University.

Accepting membership into the University community as a student entails an obligation to promote its welfare by assuming the rights and responsibilities listed below. Each individual member of this community is responsible for his or her own actions and is expected to respect the rights of others.

## Rights of Student Citizenship

Membership in the University community affords every student certain rights that are essential to the University’s educational mission and its character as a community:

- a. The right to have access to and participate in the academic and non-academic opportunities afforded by the University, subject to applicable standards or requirements.
- b. The right to freedom of thought and expression.
- c. The right to be free from discrimination on the basis of race, color, gender, sexual orientation, religion, national or ethnic origin, age, disability, or status as a disabled person.
- d. The right to fair University judicial process in the determination of accountability for conduct.





## Responsibilities of Student Citizenship

Students are expected to exhibit responsible behavior regardless of time or place. Responsible behavior includes but is not limited to the following obligations:

- a. To comply with all provisions of the University's Code of Academic Integrity.
- b. To respect the health and safety of others. This precludes acts or threats of physical violence against another person (including sexual violence) and disorderly conduct. This also precludes the possession of dangerous articles (such as firearms, explosive materials, etc.) on University property or at University events without University authorization.
- c. To respect the right of fellow students to participate in University organizations and in relationships with other students without fear, threat, or act of hazing.
- d. To refrain from conduct towards other students that infringes upon the Rights of Student Citizenship. The University condemns hate speech, epithets, and racial, ethnic, sexual and religious slurs. However, the content of student speech or expression is not by itself a basis for disciplinary action. Student speech may be subject to discipline when it violates applicable laws or University regulations or policies.
- e. To refrain from stealing, damaging, defacing, or misusing the property or facilities of the University or of others. This also precludes the disruption of University computing services or interference with the rights of others to use computer resources.
- f. To be honest and truthful in dealings with the University, about one's own identity (e.g., name or Social Security number), and in the use of University and other identification.
- g. To obtain and maintain adequate health insurance while enrolled at the University.
- h. To comply with policies and regulations of the University and its departments (e.g., the University's Guidelines on Open Expression, Drug and Alcohol Policies, Sexual Harassment Policy, etc.).
- i. To comply with federal, state and local laws.

## Dress Code

The dress code is casual. All students are expected to dress in a manner consistent with good hygiene, safety, and good taste. Please use common sense.

# STUDENT GRIEVANCES



The Code of Student Conduct sets forth the responsibility of all students at the University to exhibit responsible behavior regardless of time or place. This responsibility includes, but is not limited to, the obligation to comply with all provisions of the Code of Student Conduct; with all other policies and regulations of the University; and with local, state, and federal laws.

## The University disciplinary process may involve the following stages:

- ▶ Bringing a Complaint to the Office of Student Journey
- ▶ Resolving a Complaint by Mediation
- ▶ Investigating a Complaint
- ▶ Resolving Charges by Voluntary Agreement to Sanctions
- ▶ Resolving Charges by Disciplinary Hearing
- ▶ Appealing the Decision of a Hearing Panel
- ▶ Imposing Sanctions on a Student
- ▶ Fulfilling Sanctions Imposed by the University

The Office of Student Journey (OSJ) is the central office responsible for resolving alleged violations of University policies by students. The duties of the OSJ include determining whether complaints warrant action by the OSJ, referring complaints for mediation or resolution by other University offices, investigating complaints, determining whether to charge a student with violations of University policies, resolving complaints by voluntary agreements to sanctions, bringing charges of violations to a disciplinary hearing, presenting evidence at hearings, monitoring and enforcing the fulfillment of sanctions imposed pursuant to voluntary agreements or after disciplinary hearings, maintaining records of all disciplinary matters, providing administrative support for all aspects of the disciplinary process (including hearings), and preparing reports and compiling statistics.

NewU has a comprehensive student conduct policy and grievances procedures available at <https://newu.university/policies>.

# OWNERSHIP AND FACULTY INFORMATION

## NewU is a 501(c)(3) nonprofit

Like many of our nation's most prestigious universities, NewU is a private nonprofit institution. NewU Inc. is the nonprofit corporation which operates as NewU University. The organization is registered and based in Washington DC, and is an IRS-approved 501(c)(3) educational nonprofit.

## NewU Faculty

The list of current faculty is continuously updated each semester and available on the NewU website at <https://newu.university/faculty>.





# KEY SCHOOL STAFF



**Stratsi Kulinski** | *President*

Mr. Kulinski holds an MBA from the Wharton School at the University of Pennsylvania. He brings over 30 years of experience in broadcast media, technology, finance, and higher education.



**Viktoriya Zotova** | *Finance*

Dr. Zotova holds a PhD in Business and Management from the Smith School of Business at the University of Maryland. She is also an instructor of analytics at Georgetown University and serves as an external expert at the International Monetary Fund.



**Elena Krumova** | *Academics*

Dr. Krumova holds a PhD in Sociology from Columbia University. She has managed academic programs and taught at Central European University and Columbia University.



**Josh Morrison** | *Student Journey*

Mr. Morrison holds an M.S.Ed. in Student Affairs Administration from Indiana University, and is a PhD candidate at Indiana University in the Higher Education program.



**Randa Mostehy** | *Admissions*

Ms. Mostehy is the liaison to all public school in the DMV area. She supports prospective students with advice and information about the application, financial aid, and enrollment process.



**Sara Agarwal** | *Development*

Ms. Agarwal is responsible for partnerships with external organizations, fund-raising, and related activities. She brings a wealth of experience in strategic partnership development.



**L.P.** | *Digital Technology*

L.P. holds a BA from the American University in Bulgaria. He leads digital transformation projects for various educational and nonprofit initiatives in Europe, Australia, and the US.



**Bilianna Alexander** | *Libraries*

Ms. Alexander holds an MLS from Sofia University. She has over 40 years of experience in library management across Europe, Middle East, and the US. She is a charter member of the American International Consortium of Academic Libraries (AMICAL).



Like all responsible nonprofits, NewU has a Board of Directors with the typical roles and responsibilities of a nonprofit governing body. NewU Bylaws are available upon request from the Office of the President.

NewU also has key Officers, per applicable nonprofit law, including President, Secretary, and Treasurer. The majority of NewU Board Members are independent Directors, i.e., they are not employed by or involved in the day-to-day operations of the institution.

The list of current Board Members is available on the NewU website at <https://newu.university/about>.

At NewU we believe in the principles of shared governance, and welcome input from all key stakeholders, especially students. Faculty and Students elect their respective representatives annually, who then participate in NewU Board meetings. We welcome other students, faculty, and staff to attend Board meetings, which are typically open to the public.

# STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY ACT DISCLOSURES

NewU started offering instruction and actively enrolled our first students in Fall 2022. The University has not received any student complaints or had any security incidents reported on or off campus.

Graduation and placement data will be available after our first cohort of students graduates in 2025.

Although not required, NewU voluntarily reports data to the Department of Education's Integrated Postsecondary Education Data System (IPEDS). NewU also submits an annual data survey to the Washington DC Higher Education Licensure Commission.



# ACADEMIC CALENDAR 2025 -2026

## Semesters

Orientation: 25 August 2025 – 28 August 2025 (new students only)

Fall Semester: 2 September 2025 – 22 January 2026

Spring Semester: 26 January 2026 – 4 June 2026

## Breaks

Winter Break: 19 December 2025 – 4 January 2026

Spring Break: 27 March 2026 – 5 April 2026

## No Classes on these Federal Holidays

Labor Day: First Monday of September

Thanksgiving: Fourth Wednesday, Thursday and Friday of November

MLK Day: 19 January 2026

Memorial Day: 25 May 2026

## CONTACT INFORMATION

NewU University  
1400 16th St NW  
Washington DC, 20036  
United States

202.968.1001  
[apply@newu.university](mailto:apply@newu.university)  
<https://newu.university>

## HOURS OF OPERATION

NewU campus facilities are available to students, faculty, and staff 24/7 throughout the year, including holidays.

Administrative offices are open Monday - Thursday 10am - 5pm.

## LICENSURE

NewU is licensed to operate by the Higher Education Licensure Commission,  
1050 First St NE, Washington, DC 20002, United States



/newuworld



/newu.university



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