

Aspiring Principals Catalog

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Scope and Sequence Overview by Topic—Summer Foundations 2018-19



INDUCTIONS

Module 1: The New Leaders Way

Module 2: Waterfront & The School Diagnostic Module

3: Locally Driven & Developed

Module 4: New Leaders Learning Cycle, Assessment and Endorsement



PERSONAL & CULTURAL LEADERSHIP CLUSTER

Day 1: Introduction to Principles of Personal Leadership Day

2: Introduction to Principles of Cultural Leadership

Day 3: Principles of Change Management

Day 4: Diagnosing and Building a Strong School Culture

Day 5: Cultural Leadership: Building a Compelling Vision and Mission for Student Success



INSTRUCTIONAL LEADERSHIP CLUSTER

Day 6: Structural Leadership for 21st Century Learning

Day 7: Foundations of Standards Based Instructional Leadership- ELA

Day 8: Observation and Supervision of Standards Based Aligned Instruction

Day 9: Foundations of Standards Based Instructional Leadership- Math

Day 10: Observation and Supervision of Standards Based Aligned Instruction-Math



OPERATIONAL LEADERSHIP/ ADULT & TEAM LEADERSHIP CLUSTER

Day 11: Diagnosing & Strategic Planning in Schools Day

12: Organizing and Leading Effective Teams

Day 13: Collaborating & Leading Change Through the Use of Data

Day 14: Locally Driven Support Day

Day 15: Preparing for Residency Based Leadership & Summer Learning Presentations

NOTE: Clusters are listed for purposes of indicating the general pillars of learning participants will encounter. This Scope & Sequence provides a national perspective. The specific order within each cluster may vary from region to region in order to meet local regional–district–CMO calendaring agreements.

Scope and Sequence Overview by Module- INDUCTIONS



Community Building

MODULE 1 The New Leaders Way

Session Overview

This module introduces participants to the “New Leaders Way” of cohort engagement. Participants will spend time building a strong sense of community through various community building activities that will center the identity of the cohort as a part of the New Leaders family of exceptional leaders. They will also be introduced to New Leaders Vision, Mission, and Core Belief and the staff members who live by and support the New Leaders Way. During this module, participants begin to develop their capacity to articulate the vision, mission and core beliefs of the organization and explore the Transformational Leadership Framework that operationalizes the collective work of New Leaders.

Session Outcomes

- Make use of community building activities to enhance cohort relationships and staff relationships.
- Make use of personal identity constructs and framing tools to design a collective identity as a New Leaders Cohort.
- Design a set of local norms, using New Leaders core beliefs.
- Apply New Leaders Mission, Vision and Core values to construct “elevator pitches”.
- Given the Transformational Leadership Framework, identify actions that exemplify belief-based, goal-driven leadership.



Program Resources

MODULE 2 Waterfront & The School Diagnostic

Session Overview

This module introduces participants to 2 primary tools that will be used throughout the course of Summer Foundations. Participants will have the opportunity to engage with the first tool, the Aspiring Principals Waterfront School Case Study, and the second half of this module introduces the School Diagnostic as a critical analysis and strategic planning tool for the case study.

Self-Paced E-Tutorial Outcomes

- Describe the Transformational Leadership Framework (TLF) and how it relates to the School Diagnostic.
- Describe the School Leadership Rubric and how it is used to diagnose the current state of school practices.

Session Outcomes

- Make use of community building activities to enhance cohort relationships.
- Use the School Diagnostic to practice analyzing samples of school effectiveness evidence.
- Survey the Waterfront Case Study for ample evidence of practices using the Transformational Leadership Framework.

Locally Driven

MODULE 3

Session Overview

This module will be locally developed. Outcomes and overview will be provided by local staff. Based on the needs and programming established locally, participants will have this day to engage in professional development needs as required by the district/CMO, state requirements, and additional local New Leaders staff designed outcomes.



Program Requirements

MODULE 4 New Leaders Learning Cycle, Assessment and Endorsement

Session Overview

This module prepares participants to understand the Aspiring Principals Learning Cycle and the assessment design in which mastery of competencies is determined. Participants will also receive an overview of the New Leaders endorsement expectations.

Session Outcomes

- Name key components of the endorsement process.
- Use evaluation tools to become familiar with features of program assessment and assignments.
- Given the Aspiring Principals Learning Cycle, examine the Aspiring Principals Rubric to show how it is used to measure participant mastery of leadership competencies.

Scope and Sequence Overview by Module- Summer Foundations



PERSONAL & CULTURAL LEADERSHIP

DAY 1 Introduction to Principles of Personal Leadership

Overview

This module sets the stage for participants to explore and understand who they are as a leader and their leadership stories. It prepares a leader to determine personal leadership influences and assists in helping the leader assess persona and emotional intelligence profile and its impact on engaging with others the leader leads through various reflective activities.

Session Outcomes

- Given a preferred learning style & Emotional Intelligence profiles, analyze how a resident's typical way of engagement impacts individual capacity to build relationships. (1.2b)
- Identify personal values to inform the development of their personal vision and mission. (1.3a)
- Use the compelling "why" as a communication strategy to transmit the message of the vision and mission of a school. (1.2a)
- Use the leadership story as a means to inspire teachers, staff, students and parents to champion academic success. (1.3b)



PERSONAL & CULTURAL LEADERSHIP

DAY 2 Introduction to Principles of Cultural Leadership

Overview

This module allows participants to explore elements of bias particularly in current American culture. The leader will to deepen understanding of how bias impacts the function and life of K-12 educational institutions, especially schools predominantly consisting of students of color.

Session Outcomes

- Examine components of personal identity. (1.1c)
- Identify personal biases to determine impact on students and families. (1.4b)
- Identify inequitable systems and structures to create more inclusive & efficacious school environments. (3.2b)
In support of this objective participants will be able to:
 - Create a definition of structural competence.
 - Explain what Anti-bias education practices are.
- Analyze complex adaptive issues to determine what is needed to achieve goals. (5.1a)



**PERSONAL & CULTURAL
LEADERSHIP**

DAY 3
**Principles of
Change
Management**

Overview

This module explores the basic principles of the change management and adaptive leadership. The leader will learn how to identify adaptive and technical challenges as a lens for viewing complex issues in order to successfully bring a community through the process of change.

Session Outcomes

- Explain qualities of an adaptive organization. (5.1a)
- Given an school culture evaluation tool, design a set of effective interventions that support change management processes in a school. (1.4a)



**PERSONAL & CULTURAL
LEADERSHIP**

DAY 4
**Diagnosing and
Building a Strong
School Culture**

Overview

This module explores concepts of school culture and climate factors that influence the culture of a school. Participants will learn how to identify these subtleties and then build on them as a leader. Participants will also have the opportunity to practice diagnosing a school's culture in order to build a plan of action for change.

Session Outcomes

- Contrast components of school culture as being distinct from school climate. (3.3b)
- Given a set of leadership roles, identify when to operate in a specific role in service of shaping school culture. (3.3c)
- Diagnose a school's culture using available data types in order to set school-wide goals. (5.1a)



**PERSONAL & CULTURAL
LEADERSHIP**

DAY 5
**Building a
Compelling Vision
and Mission for
Student Success**

Overview

This module lays out the distinction between vision and mission as being underwritten by a leader's core values. Participants will have an opportunity to design a personal vision for school leadership and practice creating a shared vision/mission that a team can be used to create commitment that drives student success.

- Distinguish between the purpose of core values, vision and mission. (1.3a)
- Design a compelling school vision using an equity centric lens. (1.3a)
- Critique and revise a pre-existing mission statement to align with indicators of school success. (1.3b)
- Given the School Diagnostic tool, diagnose a school's current state to identify priority areas for goal setting. (5.1a)



INSTRUCTIONAL LEADERSHIP

DAY 6 Structural Leadership for 21st Century Learning

Overview

This module introduces participants to the instructional leadership strand and anchors understanding around the origins and relevance of College and Career Readiness Standards. Participants will gain understanding in tools that assist in evaluating components of learning. Participants will also explore how to look at structures in a school and evaluate them for alignment to 21st Century learning as a vision for student success.

Session Outcomes

- Defend college and career readiness as a critical component of a compelling vision and mission for school success. (2.1a)
- Given a framework for 21st Century learning skills, analyze a school's instructional program to determine how well aligned it is to a 21st Century learning model.
- Refine a school's vision to align with key pillars of 21st Century learning (CCRS). (2.1b)



INSTRUCTIONAL LEADERSHIP

DAY 7 Foundations of Standards Based Instructional Leadership-ELA

Self-Paced E-Tutorial Outcomes

NOTE: This tutorial is designed to prepare participants for Days 7 & 8.

- Explain how to conduct a focused observation.
- Evaluate a lesson for standards alignment after an observation.
- Identify areas for improvement in regards to both ELA content and instructional practices.
- Identify strategies for scaffolding the study of complex texts.
- Determine how to provide feedback to a teacher after observing an ELA lesson.

Overview

Part I of the ELA strand gives participants an opportunity to review the fundamentals of the shifts as related to the instructional core. Participants will have the opportunity to be introduced to principles and tools that help leaders to ensure that curriculum, instruction, and assessment are all aligned to Standards Based Instruction (Common Core).

Session Outcomes

- Analyze components of the instructional core in the context of the ELA shifts in Common Core Standards. (2.1a)
- Apply knowledge of the Common Core shifts in ELA to determine qualities of Common Core aligned curriculum, assessments and instruction. (2.1a)



INSTRUCTIONAL LEADERSHIP

DAY 8 Observation & Supervision of Standards Based Aligned Instruction-ELA

Overview

For part II of the Foundations of Standards Based Instructional Leadership-ELA, participants develop their capacity to observe lessons and look for key evidence of Standards Based Instruction. Participants will also start to develop capacity to prepare post-observation conversations with teachers.

Session Outcomes

- Identify what strong standards-aligned ELA instruction looks like in the elementary and secondary grades.
- Observe instruction and identify teacher and student core actions aligned to Common Core instructional practices. (2.3a)
- Utilize the Coaching - Instructional Practice Guide tool to identify patterns and/or gaps in instructional practice as a means to ensure development, implementation, and evaluation of consistency in routines and instructional strategies throughout a school. (2.1b)



INSTRUCTIONAL
LEADERSHIP

DAY 9
Foundations of
Standards Based
Instructional
Leadership-Math

Self-Paced E-Tutorial: Standards Based Instruction

NOTE: This tutorial is designed to prepare participants for Day 9.

- Describe the Shifts in Mathematics.
- Identify aspects of rigor in the standards.
- Identify standards based tasks and lesson.
- Evaluate Standards, tasks and lessons for aspects of rigor.

Overview

Part I of the Math strand gives participants an opportunity to review the fundamentals of the shifts as related to the instructional core. Participants will have considerable opportunities to focus on coherence as a shift in math instruction, analyzing student tasks, and ensuring that instruction is aligned to Standards (Common Core).

Session Outcomes

- Analyze components of the instructional core in the context of the Math Shifts in Common Core. (2.1a)
- Apply Knowledge of the Common Core Shifts in Math to determine qualities of Common Core aligned curriculum, assessments and instruction (2.1a)



INSTRUCTIONAL
LEADERSHIP

DAY 10
Observation &
Supervision of
Standards Based
Aligned
Instruction-Math

Self-Paced E-Tutorial

- Conduct a focused observation.
- Take low-inference notes for observations.
- Observe lessons for the shifts.
- Conduct a coaching conversation.

Overview

For part II of the Foundations of Standards Based Instructional Leadership-Math, participants develop their capacity to observe lessons, look for key evidence of the shifts in instruction and student task(s) associated with instruction, and develop an initial approach to prepare for post- observation conversations with teachers.

Session Outcomes

- Identify what strong standards-aligned Math instruction looks like in the elementary and secondary grades. (2.1a)
- Observe instruction and identify teacher and student core actions aligned to Common Core instructional practices. (2.3a)
- Utilize the Coaching - Instructional Practice Guide tool to identify patterns and/or gaps in instructional practice as a means to ensure development, implementation, and evaluation of consistency in routines and instructional strategies throughout a school. (2.1b)



OPERATIONAL
LEADERSHIP/ADULT &
TEAM LEADERSHIP

DAY 11
Diagnosing and
Strategic Planning
in Schools

Overview

This module introduces participants to the important work of doing school diagnosis using the New Leaders school diagnostic tool. Participants spend time designing SMART goals as a result of the findings from the New Leaders school diagnostic tool. These goals are then applied to strategic planning principles as a process of leading in a school effectively.

Session Outcomes

- Identify root cause issues in a school in order to prioritize with goal setting. (5.1a)
- Design SMART goals that ensure equity and academic success for all students aligned to vision and mission. (3.1a)
- Create key benchmarks and action steps as a part of strategic planning with key stakeholders. (5.1c)



OPERATIONAL
LEADERSHIP/ADULT &
TEAM LEADERSHIP

DAY 12
Organizing &
Leading Effective
Teams

Overview

This module equips participants to operationalize strategic plans through effective team leadership. Participants will be able to identify traits of highly effective teams, and will receive strategies for creating and leading highly effective teams.

Session Outcomes

- Identify the traits of effective high performing teams. (4.2b)
- Use strategies, protocols and concepts to analyze and plan effective teams. (4.2b)
- Develop effective teams that set clear expectations for outcomes and performance of all team members. (1.4a, 4.1b, 4.1a)



OPERATIONAL
LEADERSHIP/ADULT
& TEAM LEADERSHIP

DAY 13
Collaborating and
Leading Change
Through Data

Overview

This module equips participants with tools to use with teams who are using data to drive strategic plans. Participants are given the opportunity to develop capacity around student work analyses protocols used in a team setting and they will develop a keen sense of how to establish accountability amongst team members.

Session Outcomes

- Identify key components and structures of high quality data team meetings. (4.2b)
- Model how to execute a team effectively using protocols to analyze student achievement data. (2.2b)
- Use data-driven protocols to analyze root causes of challenges in student performance.
- Build an effective action plan to determine action steps that will successfully achieve school goals. (5.1a)



**OPERATIONAL
LEADERSHIP/ADULT
& TEAM LEADERSHIP**

**DAY 14
Locally Driven
Support
Workshop Day**

Overview

This “flex” day allows participants to receive customized support especially in preparation for residency launch. Local staff has opportunity to customize support ranging from giving participants opportunity to spend time finalizing their Summer Foundations project to receiving additional support with conducting observations.

Session Outcomes

To be determined locally.



**OPERATIONAL
LEADERSHIP/ADULT
& TEAM LEADERSHIP**

**DAY 15
Preparing for
Residency**

Overview

This wrap-up module allows participants to reflect on learning overall. Participants will also spend time making presentations in the structure of their first assessment, Making the Case/School Profile. Participants present their findings from the comprehensive case study that has anchored a number of learning activities throughout the previous 15 days. Participants will make an official “case” for what would be their leadership work in the school and receive feedback from peers and staff.

Session Outcomes

- Examine personal vision and mission using the collective Summer Learning Experiences. (1.2a)
- Select a set of key leadership skills and moves to prioritize for development during the academic year. (1.2b)
- Given the Waterfront Case Study, identify top challenges that need to be addressed as the school leader. (5.1a)
- Create a compelling case for a strategic approach to address the challenges in the Waterfront Case Study. (5.1a)

Scope and Sequence Overview by Topic—Learning Foundations Program Year 2018-19



PERSONAL & CULTURAL LEADERSHIP AND INSTRUCTIONAL LEADERSHIP CLUSTER

Day 16 & 17: Locally Driven

Day 18: Leading Effective Teams Focused on Student Achievement

Day 19: Principles of Change Management- Part II

Day 20: Support for Students with Missed Learning - CCRS Aligned Math Instruction

Day 21: Support for Students with Missed Learning Learners - CCRS Aligned ELA Instruction



PERSONAL & CULTURAL LEADERSHIP AND INSTRUCTIONAL LEADERSHIP CLUSTER

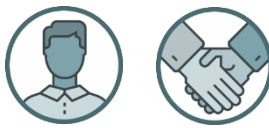
Day 22: Observation & Supervision of Instruction- Local Teacher Evaluation

Day 23: Coaching Conversations

Day 24: Using Observations for Professional Development

Day 25: Building Cultural Awareness

Day 26: Early Childhood Education & Special Education, ELL



PERSONAL & CULTURAL LEADERSHIP AND ADULT & TEAM LEADERSHIP CLUSTER

Day 27: Creating a Culture of Collective Self-Efficacy

Day 28: Coaching Challenging Teachers

Day 29: Family & Community Engagement

Day 30: Hiring & Staffing (Locally Driven)

Day 31: Federal & State Law Policy (Locally Driven)

Day 32: Entry Planning

NOTE: Clusters are listed for purposes of indicating the general pillars of learning participants will encounter. This scope & sequence provides a national sample. The specific order within each cluster may vary from region to region in order to meet local–district–CMO calendaring agreements.

Scope and Sequence Overview by Module



LOCAL CONTENT

DAYS 16 & 17

Overview

Content for these 2 sessions has been reserved to be 100% locally designed & driven in order to support any requirements as determined by state and/or local district needs and to strengthen the local cohort in community building especially before the launch of the new school year.

Session Outcomes

To be determined by local staff in collaboration with local partners.



PERSONAL & ADULT
LEADERSHIP

DAY 18
Leading Effective
Teams Focused on
Student
Achievement

Overview

This module deepens the aspiring leader's capacity to use the team structure to drive sustainable student academic achievement. Participants will learn how to guide teachers' development in identifying and using specific strategies that have the greatest leverage. Participants will also learn how to hold teams accountable to each other and the mission and vision of the school.

Session Outcomes

- A. Develop site-based specific support strategies to ensure high performing teams are established & fully functioning. (4.2b)
- B. Guide teacher teams through the process of selecting, using, and "impact" evaluating high leverage instructional strategies for corrective action planning. (2.1b, 2.2b)



PERSONAL & CULTURAL
LEADERSHIP

DAY 19
Principles of
Change
Management-
Part II

Overview

This module continues to develop adaptive leadership knowledge and strategies in participants with a focus on applying strategies in the context of residency sites, now that participants have completed an in-depth diagnostic analysis of their residency sites. They will consider how to best maximize strategies to best execute their strategic plans in light of residency-based adaptive challenges.

Session Outcomes

- A. Review principles of building an Adaptive Culture in order to analyze school-based challenges. (5.1a, 1.4b)
- B. Develop and use adaptive leadership strategies to manage change in support of the vision and mission of a school. (1.4a, 1.4b)



INSTRUCTIONAL
LEADERSHIP

DAY 20
**Instructional
Leadership for
Students Struggling
with CCRS Aligned
Instruction
MATH**

Overview

This module equips the aspiring leader to support teachers in developing and implementing the right strategies to support struggling learners in their math instruction aligned to College and Career Readiness Standards.

Session Outcomes

- A. Identify and analyze practices and the underlying beliefs that adults engage in that contribute to perpetuating gaps in learning opportunities for students struggling to meet CCRS Math standards. (3.2b,2.1a)
- B. Guide teachers in using CCRS Aligned math resources/tools to use when developing and implementing instructional strategies that support all learners. (2.1b)



INSTRUCTIONAL
LEADERSHIP

DAY 21
**Instructional
Leadership for
Students Struggling
with CCRS Aligned
Instruction
ELA**

Overview

This module equips the aspiring leader to support teachers in developing and implementing the right strategies to support struggling learners in their math instruction aligned to College and Career Readiness Standards.

Session Outcomes

- A. Identify and analyze practices and the underlying beliefs that adults engage in that contribute to perpetuating gaps in learning opportunities for English language learners struggling to meet CCRS standards. (3.2b,2.1a)
- B. Guide teachers in using CCRS Aligned ELA resources/tools to use when developing and implementing instructional strategies that support all learners. (2.1b)



INSTRUCTIONAL
LEADERSHIP

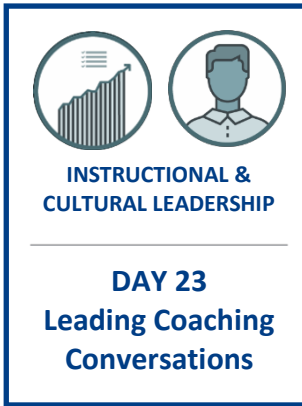
DAY 22
**Local Observation
& Supervision of
Instruction**

Overview

This module is locally driven and designed to meet the needs of district and state requirements for local teacher evaluation systems. This session will equip participants with balancing observation and evaluation responsibilities.

Session Outcomes

- A. Describe ways in which an effective system of teacher observation and feedback can:
 - Build momentum toward accomplishing a school's mission (1.3b);
 - Establish a strong sense of teacher urgency and efficacy in improving instructional practices (3.1c); and
 - Enhance a leader's ability to identify and interrupt inequitable systems and structures that students experience in schools. (3.2b)
- B. Use research-based best practices in observing and providing effective feedback to teachers so as to incrementally improve instruction with each interaction. (2.3a)
- C. Investigate the legal parameters that distinguish teacher evaluation from teacher observation, & identify strategic steps to be used to help navigate between the two. (2.1b)

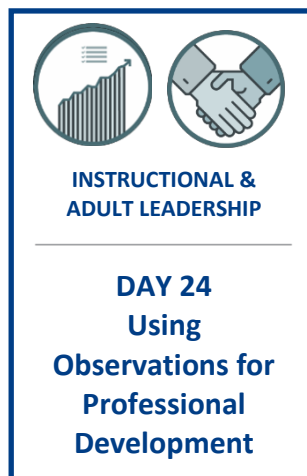


Overview

This module focuses on how to use communication strategies effectively for observation/feedback and curriculum conversations with teachers. It also prepares participants to introduce issues of equity that may surface in instructional practices of teachers.

Session Outcomes

- A. Use coaching conversations as a post-observation feedback methodology to create instructional practice shifts. (2.3a)
- B. Use coaching conversation constructs to communicate expectations sensitively yet effectively. (2.3a, 2.4a)
- C. Use coaching conversations to engage in discovery with staff, to surface social and racial biases, and establish culturally responsive practices for equitable student outcomes. (3.2a)

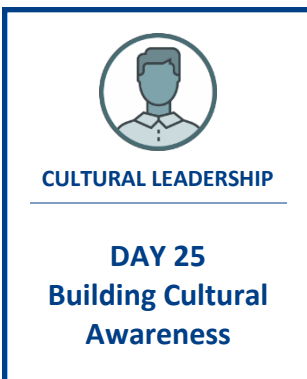


Overview

This module allows participants to look at what goes into the design of coherent professional learning experiences as a result of using various data streams including trends found in coaching conversations and observations of teacher practices.

Session Outcomes

- A. Use multiple streams of both student and teacher data to identify and strategically shift trends in school-wide practices. (2.4b, 3.2b)
- B. Use multiple streams of both teacher and student data to inform and design high-quality and relevant school-wide PD. (4.3a)



Overview

This module equips participants to analyze non-academic in order to provide supports to meet student needs. Participants will gain insights into how to use an asset based approach to strengthen strategic plans that focus on impacting cultural awareness within a school community.

Session Outcomes

- A. Assess personal biases to determine the impact on the community engagement.
- B. Utilize multiple streams of non-academic data to inform all aspects instructional/school-wide programming that impact student achievement action plans. (2.2a, 2.2b)
- C. Recognize and address significant gaps in a community's collective thinking about how to meet the needs of all students using asset-based thinking. (1.4a, 3.2a)
- D. Use a process of strategic planning based on an asset-based mapping. (1.4b, 3.2b)



INSTRUCTIONAL LEADERSHIP

DAY 26 Early Childhood Education & Special Education

Overview

Participants will be responsible for the collective presentation of this module's session outcomes by presenting their research from professional learning communities formed earlier during Learning Foundations. Presentations will focus into providing support for teachers of early learners and learners with diverse needs, while providing leaders an opportunity to build their skills in delivering and leading professional development.

Session Outcomes

- A. Identify and discuss foundational principles that lie at the root of the unique needs of Early Childhood Learners and English Language Learners. (3.2a)
- B. Facilitate collaborative development of a strategic plan targeted to support the specific needs of Early Childhood Learners and English Language Learners. Be able to develop and/or adjust a strategic plan with aligned resources (fiscal and human) to support learner needs. (5.1c, 5.2c)
- C. Create structures to ensure the development, implementation, monitoring, and coaching/support of research-based classroom routines and instructional strategies that support learning for Early Childhood Learners and English Language Learners. (2.1b)



CULTURAL LEADERSHIP

DAY 27 Creating a Culture of Collective Self- Efficacy

Overview

This module allows participants to explore how to build strong relationships with all teachers as a leader, and then leverage those relationships in order to build a collective sense of persistence towards pursuing a school's vision for academic students for all students.

Session Outcomes

- A. Explore the connection between leadership moves that build trusting relationships and create an efficacious culture.
- B. Use the Four Drivers of Efficacy within a school site to demonstrate understanding of the type of culture supportive of school-wide efficacy and influences high academic achievement.



OPERATIONAL LEADERSHIP/ADULT & TEAM LEADERSHIP

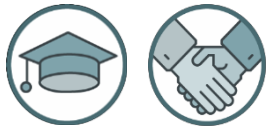
DAY 28 Coaching Challenging Teachers

Overview

This module prepares aspiring leaders to use a structured and granular model to support the work of moving the practice of challenging teachers. Participants also practice simulating conversations in order to build technique for engagement.

Session Outcomes

- A. Practice appropriately communicating with resistant teachers during coaching sessions, and discuss the implications of building trusting relationships with the work of having coaching conversations. (1.2a,b)
- B. Improve instruction by creating an effective teacher improvement plan (MiniPlan) with clear and detailed performance expectations based on an instructional problem of practice. (4.1a,b, 2.3b)



**CULTURAL &
OPERATIONAL
LEADERSHIP/ADULT &
TEAM LEADERSHIP**

DAY 29

**½ Day- Family &
Community
Engagement**

**½ Day- Facilities
Management**

Overview

½ DAY- NATIONAL: Family and Community Engagement

This module introduces participants to research about the impact of family engagement on student learning. Participants will be equipped with tools that will assist them with improving family engagement, especially with regards to supporting shifts in learning based on College and Career Readiness Standards.

Session Outcomes

½ DAY- NATIONAL: Family & Community Engagement

- A. Explain the value and impact of proactively providing meaningful opportunities for families and community members to engage in the academic and social success of their children. (3.4a)
- B. Describe strategies and resources to inform families and the community of how CCSS shifts and instructional expectations prepare all students to achieve 21st Century skills at high levels. (2.1b)
- C. Create a plan to increase family and community engagement and knowledge around CCSS expectations for Residency site and/or teacher team grades. (3.4a)



**OPERATIONAL
LEADERSHIP**

DAY 30

**Hiring & Staffing
(Locally Driven)**

Overview

Locally developed session outcomes should center on residents being able to model appropriate communication strategies with others that transmits strong leadership voice and visionary articulation of school improvement.

Session Outcomes

To be determined locally.



**OPERATIONAL
LEADERSHIP**

DAY 31

**Federal and State
Law Policy
(Locally Driven)**

Overview

Locally developed objectives should center on residents being able to 1.) Optimize prospects and management of human capital resources in service of the school's instructional program and 2.) Operationalize a school's mission and vision in accordance with state and federal policy.

Session Outcomes

To be determined locally.



OPERATIONAL
LEADERSHIP

DAY 32
Entry Planning

Overview

This module prepares the participant to approach large portions of strategic work that must be considered and structured in preparation for opening the school year successfully as principal.

Session Outcomes

- A. Describe the value and key components of an entry plan to provide vision, structure and direction for a newly assigned principal. (1.3a)
- B. Develop an entry plan that includes effective practices that support teaching and learning, systems and structures, safety, and assessments to measure progress and adjustments. (5.1c)
- C. Use an entry plan to operationalize the school's mission and vision to achieve the district and school's academic, climate and operational goals. (3.3b)

Schedule of Tuition and Fees

Tuition & Fees:

NON-REFUNDABLE REGISTRATION FEE: \$N/A

TUITION: \$10,000.00 (See below for further information)

BOOKS & SUPPLIES: \$250.00 (est.)

MISC. EXPENSES: \$N/A

OTHER: \$N/A

Other Includes: N/A

TOTAL COST FOR PROGRAM / COURSE: \$10,000.00

TOTAL COST TO STUDENT FOR PROGRAM / COURSE: \$250.00 (est.)

Except for the cost of books and supplies as set forth above, New Leaders provides the program at no cost to the student. The cost of the program is supported through grants or other earned revenue as further set forth herein.

Financial Aid: As set forth above, except for the cost of books and supplies, the Program is provided at no cost to the student. Tuition is funded by grants from philanthropic donors, which may include, but are not limited to, the donors listed here: <http://newleaders.org/partners/>, as well as through payments from the student's school district, charter management organization, school.

Refund/Cancellation Policy: To withdraw from the program, please contact your Program Director. Please refer to your enrollment agreement for further information about the implications of withdrawal from the program.

Accreditation Status

The institution is not accredited by a U.S. Department of Education recognized accrediting body.

Transferability of Credits

The institution does not guarantee the transferability of credits to another school, college, or university. Credits or coursework are not likely to transfer; any decision on the comparability, appropriateness and applicability of credit and whether credit should be accepted is the decision of the receiving institution.

Consumer Information

The number of students who were admitted in the program as of July 1 of that reporting period.	0
The number of additional students who were admitted in the program during the next 12 months and classified in one of the following categories: new starts, re-enrollments, and transfers into the program from other programs at the institution.	0
The total number of students admitted in the program during the 12-month reporting period.	0
The number of students enrolled in the program during the 12-month reporting period who: transferred out of the program and into another program at the institution, completed or graduated from a program, withdrew from the institution, and are still enrolled.	0
The number of students enrolled in the program who were: placed in their field of study, placed in a related field, placed out of the field, not available for placement due to personal reasons, and not employed.	0
The number of students who took a State licensing exam or professional certification exam, if any, during the reporting period, as well as the number who passed.	0
The number of graduates who obtained employment in the field who did not use the institution's placement assistance during the reporting period (pending reasonable efforts to obtain this information from graduates).	0
The average starting salary for all institution graduates employed during the reporting period (pending reasonable efforts to obtain this information from graduates).	0

Note: New Leaders was approved by the Illinois State Board of Higher Education to operate as a Private Business and Vocational School ("PBVS") on August 1, 2018 after the current reporting period and after its school year 2018-19 program participants matriculated its Aspiring Principals Program. Therefore, "zeroes" have been entered into this disclosures table to reflect that New Leaders has not had a cohort to matriculate into its Aspiring Principals Program under PBVS rules.

Admission Policies

NOTICE OF NONDISCRIMINATORY POLICY AS TO PROGRAM PARTICIPANTS

New Leaders is committed to a policy of non-discrimination. New Leaders admits program participants of any race, color, national or ethnic origin, religion, sex, age, sexual orientation, gender identity, disability, handicap, marital or familial status, veteran status, or any other protected characteristic to all the rights, privileges, programs, and activities generally accorded or made available to program participants at New Leaders. It does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, age, sexual orientation, gender identity, disability, handicap, marital or familial status, veteran status, or any other protected characteristic in administration and operation of its educational policies, admissions policies, scholarship programs, and other New Leaders-administered programs, including employment or treatment therein or admission or access thereto. Individuals having inquiries concerning New Leaders' compliance with applicable law and/or regulations relating to this policy or who wish to file a complaint regarding such compliance should contact New Leaders' General Counsel, who has been designated by New Leaders as the Title IX Coordinator to coordinate its efforts to comply with and carry out its responsibilities under all nondiscrimination laws and regulations, including but not limited to Title IX and its implementing regulations: Laura Kadetsky, General Counsel, lkadetsky@newleaders.org, 202.315.2037, or 1003 K Street NW, Suite 500, Washington, DC 20001.

Disability Accommodations in Application Process

New Leaders is committed to providing equal access and opportunities to candidates with legally recognizable disabilities or handicaps and prohibits discrimination on the basis of disability or handicap in the application process, in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, implementing federal regulations, and similar state laws. We will provide reasonable accommodations for our differently-abled candidates in the application process. Applicants may inform us of any disability for which they may need a reasonable accommodation, so that we may provide such accommodation. If you have any questions regarding our disability accommodations policy, please contact our Admissions Department at admissions@newleaders.org or Laura Kadetsky, General Counsel, at lkadetsky@newleaders.org, 202.315.2037, or 1003 K Street NW, Suite 500, Washington, DC 20001.

Falsifying Information

All information submitted as part of the New Leaders application process must be the applicant's own work, be complete and accurate, and not misrepresent the candidate. Certifications and acknowledgments to this effect are required of every candidate as part of the application process. New Leaders reserves the right to deny admission to or dismiss from its programs any individual who violates the provisions of this policy.

All elements of an application to New Leaders' programs are or will be written by the applicant and in their own words, except for quotations from published and unpublished sources which are clearly noted and acknowledged as such. Applicants may not copy, in part or whole, or otherwise plagiarize the work of other persons. New Leaders reserves the right to reject any application or revoke admission if, at any time, it obtains evidence of copying, collaboration, fabrication, or writing that is not the applicant's, or if it comes to the organization's attention that the applicant has received significant assistance from a third party in preparing their responses to the questions, or if similar actions are discovered.

Confidentiality

In order to ensure a fair admissions process, New Leaders requires all applicants to treat its application process as confidential. This means that applicants must not disclose to or share with others any information or material provided by New Leaders as part of the application process that is not otherwise publicly available. New Leaders reserves the right to deny admission to or dismiss from its programs any individual who violates the provisions of this paragraph.

Feedback

Due to the large number of applicants and the high volume of requests, we are unable to provide feedback to individual candidates who are denied admission.

Criminal Records and Background Checks

Applicants and participants are expected to submit to any and all background checks required by their school districts, charter management organizations, charter schools, or other employees; by New Leaders; or by any relevant agencies, including but not limited to state accrediting agencies. New Leaders is not responsible for finding alternative employment for any applicant or participant who cannot be hired by a prospective employer or whose employment is terminated by a current employer as a result of a background check or due to his or her criminal records or involvement in criminal proceedings.

New Leaders reserves the right to deny admission to or dismiss any applicant or participant who has been involved in a criminal proceeding other than one involving a minor traffic violation, regardless of the outcome, in accordance with applicable law. This policy includes criminal matters that were handled by a juvenile court and final determinations that are under seal or otherwise expunged from the public record. In addition, New Leaders reserves the right to inform prospective or current employers or state accrediting agencies of applicants' or participants' criminal convictions or involvement in ongoing criminal proceedings. If, through a background check, New Leaders becomes aware of a criminal charge against an applicant or participant, other than a minor traffic violation, that was not disclosed by the applicant or participant when such disclosure was requested, this may be treated as falsification or misrepresentation and be cause for denial of admission to or dismissal from New Leaders' programs. New Leaders will not be liable to any applicant or participant as a result of any action taken by New Leaders consistent with this paragraph.

If a background check conducted or reviewed by New Leaders yields a result that would preclude an applicant or participant from admission to or continuation in New Leaders programs, New Leaders will take such steps as are required by law before that individual is denied admission to or dismissed from New Leaders programs.

Copyright & Academic Integrity

This policy applies to participants in any of New Leaders' programs (collectively, "Programs").

Copyright and Distribution

Course materials, including but not limited to modules, videos, job aids, templates, and other items (collectively, "Program Content"), have been purchased, licensed, or created specifically for use in the Programs. Each Program participant may use Program Content to support Program participation and for personal and professional development purposes unless otherwise stated. Other distribution or copying of Program Content, however, is not permitted.

Specifically, unless otherwise set forth on the applicable Program Content, Program participants may not:

- Create modifications or adaptations to or derivative works based on the Program Content other than as set forth herein;
- Distribute any Program Content or modifications or adaptations thereto or derivative works based thereon to any third party or to any person not participating in the applicable Program;
- Sell, sublicense, transfer, distribute, or use in any commercial manner the Program Content; or
- Use the Program Content to create any other training, training programs, or materials of any kind

In addition, any confidentiality obligations to which you agree or have agreed regarding Program Content continue to apply.

Many experts and authors from around the country have been incredibly generous in sharing their resources with us. It is our responsibility not to violate their confidence by using their materials in ways that they have not explicitly permitted.

Academic Integrity

New Leaders expects Program participants to follow generally accepted standards of academic integrity and honesty when preparing and submitting required written work, as identified in Programs. This includes the following:

- Direct quotations of published or unpublished works must be properly cited, as should representations of another's words, thoughts or ideas.
- Submitted work that is not your own original work will not be accepted.
- Unless otherwise specified, assignments should be completed and submitted independently, without the input of others within or outside of your Program.

Violations

Violation of this policy may lead to disciplinary action, up to and including dismissal from the Program. New Leaders reserves the right to reject any assignment or other submitted material if, at any time, it identifies evidence of cheating, unpermitted collaboration, or work that is not primarily the participant's own work.

Questions regarding this policy may be directed to your main New Leaders point of contact.

Program Non-Discrimination and Anti-Harassment Policy and Procedures

This policy applies to applicants to and participants in any of New Leaders' programs (collectively, "Programs") and to New Leaders employees.

Non-Discrimination and Harassment

It is the policy of New Leaders to provide a workplace and Programs free of discrimination based on race, color, age, sex, sexual orientation, gender identity, national origin, ancestry, religion, handicap, disability, or any other protected characteristic. Various laws prohibit discrimination, as well as retaliation against individuals for opposing unlawful discrimination, in the administration and operation of the Programs, including employment or treatment therein, or admission or access thereto. New Leaders does not discriminate in administration and operation of its Programs and activities, including admission or access to treatment or employment, and discrimination and retaliation are prohibited. In particular, New Leaders is required by Title IX and its implementing regulations at 34 C.F.R. Part 106 not to discriminate on the basis of sex in the educational programs and activities that it operates, and it does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act and its implementing regulations at 34 C.F.R. Part 104. Program participants and New Leaders employees are also prohibited from intimidating, threatening, coercing, discriminating against or otherwise retaliating against any employee or Program participant who refuses or objects to discrimination, who reports any discrimination, or who cooperates in New Leaders' investigation of a complaint of discrimination or for the purpose of interfering with any nondiscrimination right or privilege of a Program participant.

It is also the policy of New Leaders to provide a workplace and Programs free of harassment based on race, color, age, sex, sexual orientation, gender identity, national origin, ancestry, religion, handicap, disability, or any other protected characteristic. Various laws prohibit harassment, as well as retaliation against individuals for opposing unlawful harassment, in the administration and operation of the Programs. Harassment and retaliation are prohibited. Specifically, Program participants and New Leaders employees are prohibited from making unwelcome sexual advances or requests for sexual favors and from participating in verbal or physical conduct of a sexual nature – such as jokes, innuendo, or display or dissemination of sexually explicit materials -- which may interfere with an individual's work performance or a Program participant's experience. Program participants and New Leaders employees are also prohibited from intimidating, threatening, coercing, discriminating against or otherwise retaliating against any employee or Program participant who refuses or objects to unwelcome verbal or physical conduct of a sexual nature, who reports any of the above conduct, or who cooperates in New Leaders' investigation of a complaint of harassment or for the purpose of interfering with any nondiscrimination right or privilege of a Program participant.

Complaint Procedures

Any Program participant or New Leaders staff member who has a complaint or concern about discrimination or harassment prohibited by this policy should report it immediately to his or her New Leaders main point of contact; Program Director; Executive Director, Program Implementation; Senior Director, Program Implementation; or to New Leaders' General Counsel, who has been designated by New Leaders to coordinate its efforts to comply with and carry out its responsibilities under all nondiscrimination laws and regulations, including but not limited to Title IX and its implementing regulations ("Title IX Coordinator"¹). If any New Leaders staff member becomes aware of possible discrimination or harassment in violation of this policy, he or she must immediately advise the General Counsel. Complaints may be submitted anonymously to the General Counsel.

Complaints or concerns should be submitted promptly, and within five (5) business days of the alleged offense, for assistance in clarifying such issues, planning an appropriate response, investigation and/or action, and avoiding an unwanted behavior becoming severe and disruptive to the work environment. Complaints or concerns should be submitted without regard to whether a witness was present.

¹ The Title IX Coordinator is required by 34 C.F.R. Part 106 to receive, investigate, and resolve complaints of sexual harassment and discrimination based on sex.

After receiving a report of potential discrimination, harassment, or retaliation, the General Counsel will:

- Receive complaints, questions or concerns directly regarding discrimination, harassment, or retaliation,
- Conduct a complete, prompt, and equitable investigation of any issues,
- Facilitate solutions and related actions for specific situations,
- Communicate with all individuals involved regarding the investigation and related actions,
- Partner with appropriate resources, including the organization's Chief Program Officer or designee, and
- Document reports and steps taken to resolve them

No action will be taken against anyone who complains of discrimination or harassment, via either this policy or an external procedure, unless such an accusation is shown to be intentionally false.

To the extent possible, the confidentiality of any individual who raises a complaint or concern about conduct in violation of this policy, as well as that of any witnesses and the alleged action, will be protected against unnecessary disclosure, subject to compliance with any relevant laws.

Violations

Violation of this policy may lead to disciplinary action, up to and including dismissal from the Program, for Program participants, or termination of employment, for New Leaders staff members.

New Leaders will not tolerate discrimination, harassment, intimidation, or retaliation in any form.

Participants may direct any questions about this policy to their program team. Participants and employees may direct any questions about this policy to the Title IX Coordinator as follows:

Laura Kadetsky, General Counsel

legalteam@newleaders.org

202.315.2037

1003 K Street NW, Suite 500

Washington, DC 20001

Disability Accommodations

This policy applies to participants in any of New Leaders' programs (collectively, "Programs").

New Leaders is committed to providing equal access and opportunities to program participants with legally recognizable disabilities or handicaps and prohibits discrimination on the basis of disability or handicap in its programs, in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, implementing federal regulations, and similar state laws. We will provide reasonable accommodations for our differently-abled program participants. Please inform your main New Leaders point of contact of any disability or handicap for which you may need a reasonable accommodation, so that we may review your request to provide such accommodation. If you have any questions regarding our disability accommodations policy, please contact your main New Leaders point of contact or Laura Kadetsky, General Counsel, at legalteam@newleaders.org, 202.315.2037, or 1003 K Street NW, Suite 500, Washington, DC 20001.

Annual Notification of Rights under FERPA & Annual Notification of Directory Information

New Leaders is committed to maintaining the privacy and confidentiality of education records of participants in all of its programs. With this in mind, New Leaders is giving you this brief summary of your rights under The Family Educational Rights and Privacy Act (FERPA). These rights include:

1. *The right to inspect and review your education records within 45 days after the day New Leaders receives a request for access.* To request access to your education records, you should submit to your main New Leaders point of contact a written request that identifies the record(s) you wish to inspect. The staff member will make arrangements for access and notify you of the time and place where the records may be inspected.
2. *The right to request an amendment of education records that you believe are inaccurate, misleading, or otherwise in violation of your privacy rights under FERPA.* You should write your main New Leaders point of contact, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading. If New Leaders decides not to amend the record as requested, it will notify you in writing of the decision and of your right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to you if and when you are notified of the right to a hearing. Please note that this provision does not provide for a hearing to contest an evaluation or assessment.
3. *The right to provide written consent before New Leaders discloses personally identifiable information (PII) from your education records, except to the extent that FERPA authorizes disclosure without consent.*

One exception to this procedure is that New Leaders may disclose your education records without your prior written consent to New Leaders staff members or other representatives with legitimate educational interests. This includes a person employed by New Leaders in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of directors; or a participant serving on an official committee. This also includes a volunteer, contractor, or company outside of New Leaders who performs an institutional service or function for which New Leaders would otherwise use its own employees and who is under the direct control of New Leaders with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent. New Leaders may also disclose PII from your education records to third-party researchers for the purposes of analysis or research that New Leaders determines is in furtherance of the mission of New Leaders, as authorized by FERPA. A legitimate educational interest exists if the person needs to review an education record in order to fulfill his or her professional responsibilities for New Leaders.

Please note that, because you are an employee of a district or charter school where New Leaders operates one of its Programs, New Leaders may also disclose PII from your education records to your Principal, Principal Supervisor, or other representative(s) of your employer.

Another exception is that New Leaders may disclose “Directory Information” without your consent. Directory Information consists of your name, preferred email address, preferred telephone number, mailing address(es), dates of participation, program enrollment, honors and awards, photograph, date of birth, and most recent educational agency or institution attended. Additional Directory Information consists of information about the progress of you, or your team in team-based New Leaders programs, in completing program elements, and New Leaders will disclose such additional Directory Information only to representative(s) of your employer. Directory Information does not include your social security number. You may block disclosure of Directory Information by contacting your main New Leaders point of contact, within one (1) month after your Program’s start date, and stating in writing the items you wish to block from disclosure. Please note that, even if you block disclosure of Directory Information, those persons authorized by law to inspect education records without your consent may still view such information.

4. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by New Leaders to comply with the requirements of FERPA.* The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. *Your obligations under FERPA.* At all times during your participation in a New Leaders program, you must act in accordance with FERPA, with any similar state or local law, rule, or regulation applicable to your employer, and with any policies of your employer related to student data. This includes, but is not limited to, ensuring that any student-identifying information on any student work, data, or other information you submit as part of the Program is redacted, deleted, or otherwise made non-identifying.

Drug & Alcohol Abuse

This policy applies to participants in any of New Leaders' programs (collectively, "Programs").

Excessive use of alcohol and any use of illegal drugs at any New Leaders event or New Leaders-related activity will not be tolerated.

Program participants must abide by all drug- and alcohol-related rules and regulations of their employers, as well as all laws governing drug and alcohol use, including but not limited to when involved in any New Leaders-related activity.

Violations

Violation of this policy may lead to disciplinary action, up to and including dismissal from the Program and/or referral to appropriate law enforcement authorities.

Questions regarding this policy may be directed to your main New Leaders point of contact.

Program Participant Grievances

New Leaders receives and endeavors to resolve Grievances regarding Program Participants' academic experiences, harassment and discrimination, disability accommodations, and other aspects of the Program Participant experience. This Policy establishes procedures for reporting Grievances to New Leaders and for New Leaders to address them.

Program Participants should report Grievances promptly to ensure timely review and resolution.

General Definitions

Program: New Leaders' Aspiring Principals, Emerging Leaders, and/or Leading Instruction programs.

Program Participant: an individual who matriculates into a Program.

Grievance: an alleged wrong that gives ground to a complaint submitted by a Program Participant.

Academic Grievances: Academic Grievances include but are not limited to concerns regarding:

1. The integrity and quality of New Leaders' Programs,
2. The application of Program policy and procedure,
3. Alleged Program faculty bias in coaching or Program Participant interaction, and/or
4. Assignment scoring.

Academic Grievances

Reporting an Academic Grievance

Program Participants should send a written statement about an Academic Grievance to programgrievances@newleaders.org or to the Senior Director or Executive Director of Program Implementation overseeing your program.

The Program Participant's written statement regarding the Grievance must note the activity, rule, standard and/or occurrence by which he/she claims to be aggrieved and explain the manner in which the activity, rule, standard and/or occurrence has caused the Grievance. He/she should include the date the Grievance arose and, to the extent possible, other individuals involved in the Grievance, and any other information that could help resolve the Grievance.

The Program Participant must report his/her Grievance promptly, but in no event should the Program Participant report a Grievance later than thirty (30) days after the Grievance or after he/she becomes aware of the Grievance.

Initial Review & Resolution

New Leaders will endeavor to resolve Grievances in a timely and efficient manner while complying fully with applicable law. To resolve a Grievance, New Leaders staff members will assess the Grievance and submit it to New Leaders' Grievance Review Committee as appropriate. The Grievance Review Committee will assess the Grievance based on several factors including, but not limited to, the impact of the Grievance on the Program Participant's ability to successfully complete the Program. New Leaders will provide notice as to the resolution of the Grievance in writing to the Program Participant. The scope and timing of resolution will depend upon a number of factors, including, but not limited to, whether the Program Participant is willing to participate in an investigation, whether additional individuals are involved, and whether the Grievance is of a substantive or frivolous nature.

Appeals

If, after initial review and resolution, the Program Participant believes that the Grievance is unresolved, the Program Participant may appeal the resolution of the Grievance to the Deputy Chief Officer, Program Implementation within five (5) business days of receipt of the resolution in writing by email to programgrievances@newleaders.org. The Deputy Chief Officer, Program Implementation may consult with other New Leaders staff, including but not limited to the General Counsel, to review and respond to the appeal. The Deputy Chief Officer, Program Implementation, will endeavor to respond to the appeal in a timely and efficient manner.

General Information Regarding Academic Grievances

The review and resolution of Academic Grievances is confidential to the extent possible. In the course of the investigation, however, absolute confidentiality is not guaranteed. All persons involved in an investigation are expected to treat the information discovered in the investigation as confidential unless compelled by law or New Leaders' policy. New Leaders, in all cases, shall comply with Family Educational Rights and Privacy Act (FERPA) requirements.

Harassment and Discrimination Grievances

Please refer to the Non-Discrimination & Anti-Harassment Policy (Participant) for information regarding complaint procedures.

Disability Access and Accommodation Grievances

Please refer to Disability Accommodations (Participant) for information on disability access and accommodation. Grievances regarding Disability Accommodation should be reported to New Leaders' General Counsel, Laura Kadetsky at legalteam@newleaders.org. 2

All Other Grievances

For all other Grievances, Program Participants may send an email to programgrievances@newleaders.org noting the instance that gave rise to the Grievance, the individuals involved in the Grievance, and how the instance caused the Grievance.

The Program Participant must report all other Grievances within thirty (30) days of the Grievance or within thirty (30) days of the date he/she becomes aware of the Grievance. New Leaders will review any other Grievance in the same manner as set forth above under the section titled "Academic Grievances."

For questions about this Policy, a Program Participant should contact his or her Program Director. This Policy is effective July 1, 2018.