



TO: Members, Calcasieu Parish School Board

FROM: Shannon LaFargue, Chief Operations Officer
Human Resources/Auxiliary Services

DATE: April 25, 2017

SUBJECT: Administrative and Personnel Committee Meeting

Mr. Eric Tarver, Chairman, has called an Administrative and Personnel Committee Meeting for **Tuesday, April 25, 2017** at 5:00 p.m. in the Board Room at 3310 Broad Street, Lake Charles, LA.

AGENDA

- 1. Hiring criteria – Background Checks** **page 2**
- 2. School Food Service - Updates/For Informational Purposes Only** **page 3**
- 3. School Food Service – Merging two positions (SFS clerk and Warehouse Driver for SFS) to create a Head Chef Position** **page 4**
- 4. Social Media Policy - Request for board input and discussion** **page 9**
- 5. Administrative Procedures updates for Discipline – Current Policy Manual has outdated material** **page 10**
- 6. CPSB Policy GBRI Revision – Personnel Leave and Absences** **page 11**
- 7. Administrative Procedures Updates – Discipline**
 - a. JD-R – Zero Tolerance Language updated** **page 12**
 - b. JD-R-AP – Zero Tolerance Procedures updated** **page 14**
 - c. IDFAA – Drug Policy for Student Athletes-updated LHSAA requirements** **page 17**
 - d. JDD-AP – Administrative Procedures updated for Suspensions- Now aligned with the code of conduct** **page 24**
 - e. JDE-AP – Administrative Procedures updated for Expulsions- Now aligned with the code of conduct** **page 29**
- 8. Turnaround School – Principal Position** **page 32**

SL/ab

Administrative Staff
Legal Counsel

Internal Auditor
Publications

Administrative and Personnel Committee:

Eric Tarver, Chair
John Duhon
Fred Hardy
Wayne Williams

Chad Guidry, Vice Chair
Glenda Gay
Dean Roberts

Annette Ballard
Damon Hardesty
Alvin Smith

Building Foundations for the Future

Agenda Item 1

Hiring criteria – Background Checks

Hiring criteria – Background Checks

The board has recently expressed an interest in revisiting the hiring criteria related to felonies. CPSB currently does not hire anyone with a felony on their background check. In early stages of researching this topic, staff has discovered that there are districts in other states that have developed Professional Standards Committees who meet to determine whether or not a prospective employee with a felony may be hired. The districts develop criteria which must be met before the applicant may be approved for hire. Examples of criteria that must be met include, but is not limited to, the type of felony, how long ago the felony was committed, and the honesty of the applicant in revealing the felony on the application. Staff is asking if the board would like more research on this item and bring the item back to committee or no further discussion.

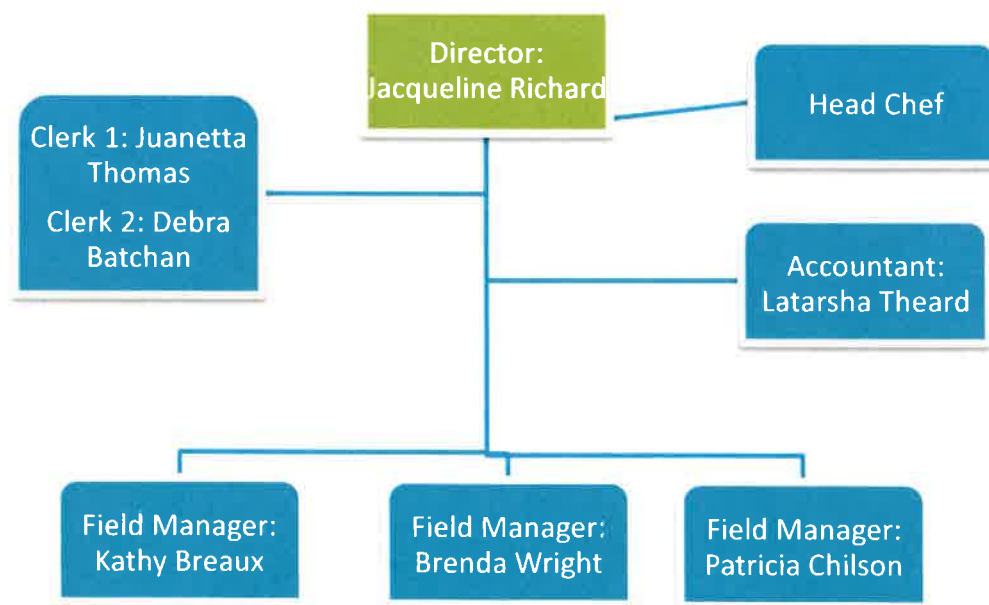
Agenda Item 2

School Food Service – Updates For Informational Purposes Only

Agenda Item 3

School Food Services – Merging two positions (SFS clerk and Warehouse Driver for SFS) to create a Head Chef Position

- After looking at the current positions, evaluating SFS departmental goals and direction, and researching trends in food service, it became clear that a skill set is needed.
- Two positions that were recently vacated were examined versus the overall needs of SFS and Warehouse delivery for SFS. The Warehouse Department and SFS both agree that the vacant positions respectively would be better served by merging them into one, thus creating the skillset needed to advance the ambitious goals of the SFS Department.
- Chefs are utilized in Healthcare and Higher Education, but not as common in the public school setting.
- With our main goal being to increase participation, a Chef could be vital in improving the quality of the meals, presentation of our food, and improve the culinary skills of all of our staff.
- See Power Point



School Food Service

Jacqueline Richard MS, RD, LDN

Child Nutrition Program Goals

Increase Participation

Improve Food Quality

Build Relationships

Be Creative

Increase Nutrition-related Knowledge

Progress

- Smoothie King partnership
- Started Fresh Fruit and Vegetable Program at Combre-Fondel
- Taste Testing
- Menu Upgrades (1600 visits)
- Pictures on Website (160 visits)
- Bottled water at POS
- Selecting higher quality ingredients and products for next year

Fresh Fruits and Vegetables



Cypress Cove



Homemade Cinnamon Rolls



Pizza Taste Testing



DeQuincy Primary



FK White



Feedback

Teacher
feedback

Principal
engagement

Social
Media



Mike Twedell

Follow

@CPSB_org so nice to see the much needed improvements to the school lunch menu. my kids actually wanna eat at school again

11/4/17 10:02 AM

Plans for New School Year

- Expanding Smoothies to once weekly instead of every other week
- Prepackaged Salads
- Prepackaged Sandwiches
- Increasing Grab-and-Go options
- Add-on sales
- Recipe and menu changes
- Utilizing students and Dietetic Interns to increase nutrition related knowledge with "I tried it!" stickers

Agenda Item #2

Merging two clerk positions to create a Head Chef position

Our Team

Current

- Director
- 3 Field Managers
- Inventory Clerk (vacant)
- 2 Clerks
- Accountant
- 9 warehouseman (1 vacancy)

Departmental Needs Assessment

- After looking at the current positions , evaluating our departmental goals and direction, and researching trends in food service, it became clear that a skill set is needed.
- Chefs are utilized in Healthcare and Higher Education, but not as common in the public school setting.
- With our main goal being to **increase participation**, a Chef could be vital in improving the quality of the meals, presentation of our food, and improve the culinary skills of all of our staff.

Head Chef Position

Responsibilities

- Inventory maintenance
- Ordering
- Coordinating deliveries
- Vendor relationships
- Recipe development
- Training of staff
- Assist with menu planning

Merging positions

Clerk B

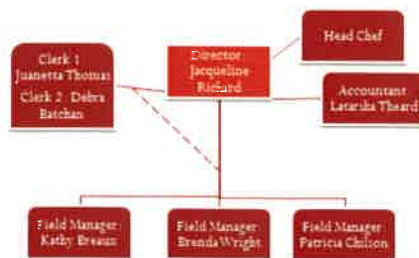
- Median salary: \$23,474

Warehouseman C

- Median salary: \$24,279

New Position: Auxiliary Services G
\$45,267

Organization chart





Head Chef

Staff is requesting the creation of a Head Chef position within School Food Service Department

Agenda Item 4

Social Media Policy – Request for board input and discussion

Considering the technological era we live in, districts and organizations are developing social media policies for employees. Staff has started researching policies in educational districts and government bodies such as the Calcasieu Parish Sheriff's Department. Most districts are doing the same throughout the state. Like students, employees benefit from the tremendous advantages of social media, but also like students, employees must be cognizant of the many pitfalls that social media may produce, thus harming the district-employee relationship. Staff feels it is the responsibility of CPSB to develop and educate our workforce by establishing standards and expectations to be adopted into policy.

Agenda Item 5

Administrative Procedures updates for Discipline

Current Policy Manual has outdated material

Agenda Item 6

CPSB Policy GBRI Revision – Personnel Leave and Absences

Agenda Item 7a

Administrative Procedure Update – Discipline

JD-R - Zero Tolerance Language updated

FILE: JD-R
Cf: JD, JDD, JDE
Cf: JDF, JD-R-AP

VIOLENCE PREVENTION PROGRAM ZERO TOLERANCE

The Calcasieu Parish School Board, in implementing the Violence Prevention Program, requires that student aggressors be arrested by law enforcement officers when school officials determine that a fight has occurred on campus, at extra-curricular activities, on school buses, and at school bus stops.

The Violence Prevention Program shall be preventive in nature, and is intended to ensure that schools will be a safe haven for all students. Parents can be assured that every precaution will be taken to keep their children safe, and to prevent violent acts from occurring at our schools.

PROGRAM PROVISIONS

Students involved in a fight that has occurred on campus, at extracurricular activities, on school buses, or at school bus stops shall be taken into custody or arrested and a cash bond of up to \$250 shall be required to release the student from custody. Upon the 2nd offense in the same school year parents will be required to post a cash bond of up to \$500. Students shall also be required to attend conflict resolution sessions.

Some cases may be accepted by the District Attorney's Office for referral to court. Students may be suspended and/or expelled from school. Students involved in some cases may be ordered to perform community service and subject to any other orders deemed appropriate by the court.

Revised: September, 1997

Revised: October, 2003

Ref: La. Rev. Stat. Ann. §§17:81, 17:223, 17:416, 17:416.1
Board minutes, 6-4-96, 8-5-97, 7-22-03, 8-5-03
Calcasieu Parish School Board

FILE: JD-R
Cf: [JD](#), [JDD](#), [JDE](#)
Cf: [JDF](#), [JD-R-AP](#)

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Board minutes, [6-4-96](#), [8-5-97](#), [7-22-03](#), [8-5-03](#)

Calcasieu Parish School Board

Agenda Item 7b

Administrative Procedure Update – Discipline JD-R-AP – Zero Tolerance Procedures updated

**CALCASIEU PARISH SCHOOLS
ADMINISTRATIVE PROCEDURES**

Date Issued: 7-22-2013

Subject: Zero Tolerance Checklist

1. Administer first aid for injuries/contact parents of injured student(s).
2. Investigate incident – have students that were actively involved in the incident complete a written statement.
3. Investigate thoroughly by seeking any witnesses to the aggression – have each witness complete a written statement.
4. Determine aggressor(s). Self-defense is defined as “the use of reasonable force when apparently necessary to prevent a forcible offense against a student or against property lawfully in a student’s possession”.
5. Complete the Fight Investigation Form, Pickup Affidavit Form and an Office Discipline Referral Form.
6. Fax the paperwork to the judge. Paperwork should include all witness statements and any other information deemed important. (Special disabilities, etc) Your coversheet should include the school name, school phone number and school fax.
7. After receiving the judge’s order, contact law enforcement.
8. Provide law enforcement with the judge’s order.
9. Make every effort to contact parent(s)/guardian(s). Call every number on the student’s emergency record if necessary.
10. Document all attempts to contact parent(s)/guardian(s).
11. If unsuccessful in reaching parent(s)/guardian(s), fax documentation of call attempts along with parent/guardian contact numbers to the M.A.R.C. (Multi-Agency Resource Center).
12. Make verbal contact with M.A.R.C. to verify receipt of fax that informs them that the parent(s)/guardian(s) have not been contacted.
13. If a student has special disabilities (such as autism/asperger) that may trigger an episode, contact the parent instead of law enforcement.
14. Provide the parent with the judge’s order.
15. If this is the student’s first offense, schedule the student into the site-based conflict resolution class.
16. After completing the class, fax form indicating the students who have completed the class to M.A.R.C.
17. If this is the student’s second offense in the current school year, the student may be recommended for alternative placement.
18. Second offense students and their parents will be required to attend conflict resolution classes at the Career Center.
19. No pick-ups after 2:00 p.m.
20. No pick-ups on Friday.

Cf: [JD-R](#)

CALCASIEU PARISH SCHOOLS

ADMINISTRATIVE PROCEDURES DATE ISSUED: 8-5-97

SUBJECT: PROCEDURE FOR STUDENT ARREST FOR FIGHTING

1. If the fight results in bodily injury, appropriate first aid will be rendered. Parent/Guardian will be notified of any injury.
2. School officials will investigate the fight by speaking to and taking written statements from witnesses and students involved in fighting. In this investigation, school officials will determine who was the aggressor and whether a student acted in defense of himself/herself or property in their lawful possession.
3. There will be a minimum uniform checklist for use of school officials in their investigation; however, the investigation is not limited to the items on the checklist.
4. Complete paperwork will be faxed to the juvenile judge.
5. Upon receiving the judge's order, and after law enforcement authorities have arrived at the school, the school officials will make every reasonable effort to contact the parent(s)/guardian(s) of the guilty student(s) to notify them that his/ her/their child will be suspended and arrest procedures will be carried out. Every emergency phone number should be attempted and shall be documented. Fax this documentation to the Detention Center (474-0904) followed by verbal contact. The Detention Center staff will continue to try to reach a parent if the school was unable to do so.
6. Parents will be notified if a student is detained beyond the time he/she would normally return home. If the investigation is not complete by the end of the school day, the student will be sent

home and procedures continued the following school day.

7. Fights that occur on Friday even when the investigation has been done should be completed and the arrest made on the following Monday or the next regular school day. NO arrest should be made on Fridays.
8. Arrest procedures will include the following:
 - a. The proper law enforcement authorities will be notified.
 - b. The authorities will pick up judge's order at the school site.
 - c. If parent/guardian could not be contacted, the school will supply the authorities with the documentation of their effort.
 - d. The student(s) will be arrested and taken into custody.
 - e. Arrest(s) should be made at the school.

Calcasieu Parish School Board

Agenda Item 7c

Administrative Procedure Update – Discipline

IDFAA – Drug Policy for Student Athletes – updated LHSAA requirements

CALCASIEU PARISH SCHOOLS ADMINISTRATIVE PROCEDURES

The LHSAA has included drug testing in its eligibility requirements for member schools. The policy stated below meets the requirements for eligibility rule 1.17 in the LHSAA handbook.

I. School responsibilities

A. Maintain an active file which includes the following properly signed documents:

1. LHSAA Substance Abuse/Misuse Contract and Consent Form
2. School Drug Policy for Student Athletes

B. Provide an accurate roster of all athletes for each sport upon request Central Office

1. Rosters shall include student I.D. numbers only (no names)
2. School shall maintain a roster which includes both names and I.D. numbers

C. Must ensure that all student athletes who have been randomly identified are tested.

II. Student/Parent Responsibilities

- A. Student and parent must sign the LHSAA Substance Abuse/Misuse Contract and Consent Form
- B. Student must sign the School Drug Policy for Student Athletes

III. Testing Agency

- A. Must be state certified
- B. Responsible for random selection of athletes to be tested

IV. Student Selection

- A. All student athletes in all sports are subject to testing throughout the school year
- B. At least ten percent of the athletes shall be tested each testing session
- C. Primary testing sessions will occur during the fall, winter, and spring
- D. Secondary testing may be conducted at the discretion of the school

V. Test Results

- A. Negative results require no further action
- B. First Positive Test
 1. Immediate conference with student athlete, parent, school Administrator and coach shall be conducted

2. Student athlete becomes ineligible upon notification of the school of a positive test, for the remainder of the sport season
3. Parents may request further verification of positive results
 - a. Parent is responsible for expenses incurred
 - b. Verification shall be conducted from the original sample and from the designated agency only
 - c. Verification must be accomplished within five working days
4. If verification results in a negative test, student regains eligibility immediately
5. If verification confirms the positive results, the student remains **Ineligible** for the remainder of that sport season including any post season games and/or activities.
6. Counseling shall be offered to all students who test positively – school will provide a resource list
 - a. A minimum of 6 verified hours of Drug-Counseling is required from an accredited agency and/or counselor for those student athletes who wish to regain eligibility
 - b. The required 6 hours of counseling must be completed prior to additional drug testing – with a maximum of 2 counseling hours completed per week.
 - c. Regaining Eligibility
 1. After completion of the required counseling, the student must test negatively to regain eligibility for another sport and wait until the sport season in which the student tested positive has ended (including any post-season games).
 - a. Student cannot regain eligibility for original sport season for which he tested positive.
 - b. Student cannot start participating in another sport including practicing and/or participating in any team activities until the sport season for which the student tested positive has ended.
 2. A school coach/faculty member will be required to accompany the athlete to a certified drug testing agency to verify the appropriate process has been followed – all expenses acquired will be the responsibility of the athlete's guardian.
 3. Eligibility is regained immediately upon notification to the school by Central Office or certified drug testing agency of a negative test result by the student athlete in question and verification of the completed 6 hour of Drug Counseling Form.

D. Second Positive Test

1. Same as B.1
2. Same as B.2 except student athlete becomes ineligible for remainder of the school year.
3. Same as B.3
4. Same as B.4
5. Same as B.5
6. Same as B.6

E. Third Positive Test

1. Same as B.1
2. Same as B.2 except student becomes ineligible for the remainder of his high school career
3. Same as B.3
4. Same as B.4
5. Same as B.5
6. Counseling will be offered

As an LHSAA Athlete, I agree to abide by the Drug Policy for Student Athletes stated above. Parent has received a copy of LHSAA and CPSS Drug Policy.

Parent/Guardian (Printed Name)	Date	Parent/Guardian (Signature)	Date
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Student Athlete (Printed Name)	Date
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Student Athlete (Signature)	Date
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DRUG TESTING OF STUDENT ATHLETES

The Louisiana High School Athletic Association (LHSAA) has included drug testing in its eligibility requirements for members schools for the 1999-2000 school year. The policy stated below meets the requirements for eligibility in the LHSAA Handbook.

1. School Responsibilities

- A. Maintain an active file which includes the following properly signed documents:
 - 1. *LHSAA Substance Abuse/Misuse Contract and Consent Form*
 - 2. *CPSB Drug Testing of Student Athletes Consent Form*
- B. Provide an accurate roster for all athletes for each sport upon request by Central Office
 - 1. Rosters shall include student I.D. numbers only (no names)
 - 2. School shall maintain a roster which includes both names and I.D. numbers
- C. Must insure that all student athletes who have been randomly identified are tested.
- D. The principal will be responsible for all provisions under A, B, and C of Section I.

2. Student/Parent Responsibilities

- A. Student and parent must sign the *LHSAA Substance Abuse/Misuse Contract and Consent Form*.
- B. Student must sign the *CPSB Drug Testing of Student Athletes Consent Form*.

3. Testing Agency

- A. Must be state certified.
- B. Responsible for random selection of athletes to be tested.

4. Student Selection

- A. All student athletes are subject to testing throughout the school year.

- B. At least ten percent (10%) of the athletes in each sport shall be tested during the school year.
- C. Primary testing sessions will occur during the fall, winter and spring.
- D. Secondary testing may be conducted at the discretion of the school.
- E. Students who are selected but are not at school must be tested the day they return to school.

5. Test Results

A. Negative results require no further action

B. First Positive Test

- 1. Immediate conference with student athlete, parent, school administrator and coach shall be conducted.
- 2. Student athlete becomes ineligible upon notification of the school of a positive test for the remainder of the sport season.
- 3. Parents may request further verification of positive results
 - a. Parent is responsible for expenses incurred.
 - b. Verification shall be conducted from the original sample and from the designated agency only.
 - c. Verification must be accomplished within five (5) working days.
- 4. If verification results in a negative test, student regains eligibility immediately.
- 5. If verification confirms the positive results, the student remains ineligible.
- 6. Counseling shall be offered to all students who test positively. This counseling must be completed prior to additional drug testing.

C. Regaining Eligibility

- 1. The student must test negatively to regain eligibility for another sport. (Student cannot regain eligibility for original sport season for which he/she tested positive.)
- 2. Eligibility is regained immediately upon notification of the school by the Central Office of a negative test result by the student athlete in question.

3. Counseling is required for those student athletes who wish to regain eligibility.

D. Second Positive Test

1. Immediate conference with student athlete, parent, school administrator, and coach shall be conducted.
2. Student athlete becomes ineligible upon notification of the school of a positive test for the remainder of the school year.
3. Parents may request further verification of positive results.
 - a. Parent is responsible for expenses incurred.
 - b. Verification shall be conducted from the original sample and from the designated agency only.
 - c. Verification must be accomplished within five (5) working days.
4. If verification results in a negative test, student regains eligibility immediately.
5. If verification confirms the positive results, the student remains ineligible.
6. Counseling shall be offered to all students who test positively.
7. This counseling must be completed prior to additional drug testing.

E. Third Positive Test

1. Immediate conference with student athlete, parent, school administrator and coach shall be conducted.
2. Student athlete becomes ineligible upon notification of the school of a positive test for the remainder of the school year.
3. Parents may request further verification of positive results.
 - a. Parent is responsible for expenses incurred.
 - b. Verification shall be conducted from the original sample and from the designated agency only.
 - c. Verification must be accomplished within five (5) working days.
4. If verification results in a negative test, student regains eligibility immediately.

5. If verification confirms the positive results, the student remains ineligible.
6. Counseling shall be offered to all students who test positively.
 - a. This counseling must be completed prior to additional drug testing.

Ref: La. Rev. Stat. Ann. §§[17:81](#), [40:961](#), [49:1111](#)
[Vernonia School District 47J v. Acton](#), 515 U.S. 646 (1995)
[Official Handbook](#), Louisiana High School Athletic Association
Board minutes, [9-21-99](#)

Calcasieu Parish School Board

Agenda Item 7d

Administrative Procedure Update – Discipline

JDD-AP –Suspensions/Now aligned with the code of conduct

**CALCASIEU PARISH SCHOOLS
ADMINISTRATIVE PROCEDURES**

DATE ISSUED: 7-25-2013

SUBJECT: SUSPENSIONS

Should a principal find it necessary to suspend a student, the suspension shall be made in accordance with state and local board policies. For administrative purposes, please refer to the Student Code of Conduct for an outline of infractions and appropriate corrective strategies.

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion.

1. The school must conduct a student conference and school-level investigation.
2. Prior to any suspension or recommendation for expulsion, the principal or designee must inform the student of the “particular” misconduct of which he/she is accused and the basis for the accusation. *
3. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition. *
4. The school must contact the parent/guardian by telephone or send a certified letter giving notice of the suspension, the reason for the suspension, and the date and time of a conference to be conducted within 5 days with the principal or his/her designee required for the readmission of the student.*
5. If the parent/guardian fails to attend the required conference within 5 days of the mailing of the certified letter or other contact with the parent/guardian, the truancy laws shall become effective.
6. The school must give the parent/guardian notice in writing of the suspension and the reason for the suspension.*
7. **THE STUDENT SHALL REMAIN IN SCHOOL UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF A PARENT/GUARDIAN. NO STUDENT SHOULD BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR SUSPENSION.**
8. Any parent/guardian of a suspended student shall have the right to appeal a suspension to the Superintendent or to a designee of the Superintendent. The decision of the Superintendent is final.

9. The school must hold a school-level conference conducted within a reasonable time.

All students have the right to fair and reasonable treatment during disciplinary proceedings.

The suspension of a student from school shall be documented by the school principal or designee in the student information system.

Upon receipt of a third suspension form for a single student, the Office of Child Welfare and Attendance shall notify the parent in writing of the suspensions to date and inform the parent/guardian that upon the fourth suspension the student shall be recommended for expulsion or alternative placement by the school principal. Copies of this due process letter shall be sent to the principal and to the appropriate assistant superintendent.

FILE: JDD-AP

Cf: JDD

CALCASIEU PARISH SCHOOLS

ADMINISTRATIVE PROCEDURES

DATE ISSUED: 8-1-91

SUBJECT: SUSPENSIONS

Should a principal find it necessary to suspend a student, the suspension shall be made in accordance with state and local board policies. For administrative purposes, an outline of violations and recommended maximum terms of suspension is provided below.

VIOLATIONS WITH DESIGNATED MAXIMUM DISPOSITIONS

<u>Violation</u>	<u>Maximum Disposition</u>
1. Cutting classes/leaving campus	Short-term Suspension
2. Excessive tardiness/absence	Short-term Suspension
3. Hooky (absent from school without parents'/guardians' knowledge)	Short-term Suspension
4. Smoking	Short-term Suspension
5. Possession of tobacco and/or lighter	Short-term Suspension
6. Disrespect for authority	Long-term Suspension
7. Fighting students and/or faculty	Long-term Suspension
8. Bodily injury to students, faculty, and other school personnel	Indefinite Suspension
9. Threatening students and/or faculty	Long-term Suspension
10. Vandalism/destruction or defacement of school property	Long-term Suspension
11. Possession of weapon or any instrument that can be	Indefinite Suspension

	used to inflict bodily injury	
12.	Possession and/or distribution of drugs	Indefinite Suspension
13.	Possession and/or distribution of alcohol	Indefinite Suspension
14.	Gambling	Short-term Suspension
15.	Stealing	Short-term Suspension
16.	Molesting students/ indecent behavior	Indefinite Suspension
17.	Profane or obscene language/ notes	Short-term suspension
18.	Possession/shooting fireworks	Long-term Suspension
19.	Disturbance in classroom, on campus, or school bus, etc	Short-term Suspension
20.	Habitual violation of school rules	Long-term Suspension or Indefinite suspension

Short-Term Suspension is a denial of school attendance for three (3) days or less. A student shall not be permitted to make up work missed during the period of the suspension.

Long-Term Suspension is denial of school attendance for five (5) days or less. A student shall not be permitted to make-up work missed during the period of suspension.

Indefinite Suspension Pending Hearing or Review allows time for planning an expulsion hearing which may involve staff from various departments.

JDD: Reporting of Suspensions

The suspension of a student from a school shall be reported by the school principal or his designee to the appropriate assistant superintendent and to the Office of Child Welfare and Attendance. A copy of the student suspension form and a completed NCS transoptic form shall immediately be forwarded to the Office of Child Welfare and Attendance and to the appropriate assistant superintendent.

Upon receipt of a third suspension form for a single student, the Office of Child Welfare and Attendance shall notify the parent in writing of the suspensions to date and inform the parent that

upon the fourth suspension the student shall be recommended for expulsion by the school principal. Copies of this due process letter shall be sent to the principal and to the appropriate assistant superintendent.

Calcasieu Parish School Board

Agenda Item 7e

Administrative Procedure Update – Discipline

JDE-AP –Expulsions/Now aligned with the code of conduct

**CALCASIEU PARISH SCHOOLS
ADMINISTRATIVE PROCEDURES**

DATE ISSUED: 7-25-2013

SUBJECT: Recommendation for Expulsions/Alternative Placements

A principal can recommend a student for expulsion/alternative placement. If a principal recommends a student for expulsion/alternative placement the student will then be suspended pending a hearing. The student will have an expulsion/alternative placement hearing, in which a hearing officer working for the district will determine if the recommendation is upheld, denied, or modified.

The due process procedures for recommendations for expulsion/alternative placement and hearings are as follows:

10. The school must conduct a student conference and school-level investigation.
11. Prior to any suspension or recommendation for expulsion, the principal or designee must inform the student of the “particular” misconduct of which he/she is accused and the basis for the accusation. *
12. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition.
13. The school must hold a school-level conference conducted within a reasonable time.
14. A recommendation for expulsion/alternative placement is made by principal in writing to the Superintendent or designee. The student will be suspended pending hearing. Procedures for suspensions will be followed. Copies of all previous suspensions for the school year and any supporting documentation shall accompany the recommendation letter. A copy of the letter shall be forwarded to the Office of Child Welfare and Attendance.
15. The school must contact the parent/guardian by telephone or send a certified letter giving notice of the recommendation, the reason for the recommendation, and the date and time of a hearing to determine whether the student will be expelled or assigned an alternative placement.
16. The school must give the parent/guardian notice in writing of the recommendation and the reason behind the recommendation.
17. If the parent/guardian fails to attend the required conference within 5 days of the mailing of the certified letter or other contact with the parent/guardian, the truancy laws shall become effective.

18. **THE STUDENT SHALL REMAIN IN SCHOOL UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF A PARENT/GUARDIAN. NO STUDENT SHOULD BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR RECOMMENDATION.**
19. A hearing is conducted by the Superintendent or designee within 10 school days of the incident. At the hearing the principal or teachers concerned may be represented by any other person appointed by the Superintendent. At the hearing, the student needs to be in attendance and may be represented by any person of his/her choice.
20. Superintendent or designee will make a determination of whether to expel, assign an alternative placement or other corrective or disciplinary action shall be taken.
21. The parent/guardian of the student, within five days after the decision to expel or assign the student to alternative placement has been rendered, may request the district to review the findings. Otherwise, the decision of the Superintendent or his designee shall be final.
22. The district, in reviewing the case, may affirm, modify, or reverse the action previously taken.
23. If the district upholds the decision of the Superintendent, the parent/guardian may within 10 days, appeal to the district court for the parish in which the student's school is located.

FILE: JDE-AP

Cf: JDE

CALCASIEU PARISH SCHOOLS

ADMINISTRATIVE PROCEDURES

DATE ISSUED: 8-1-91

SUBJECT: EXPULSIONS

State and local board policies mandate that any student, after being suspended on three (3) occasions for committing statutorily prohibited offenses during the same school session, shall on committing the fourth offense be recommended for expulsion. The recommendation for expulsion of a student from Calcasieu Parish Schools shall be made in writing to the Superintendent or designee by the school principal. This shall be done immediately following the suspension. Copies of all previous suspensions for the school year and any supporting documentation shall accompany the letter of recommendation for expulsion. A copy of the letter shall be forwarded to the Office of Child Welfare and Attendance.

Upon receipt of a written recommendation for expulsion, the Superintendent, or his/her designee, shall conduct an expulsion hearing in accordance with board policy, no later than ten (10) school days from the date of suspension. Until the hearing takes place, the student shall remain suspended from school. At the hearing the principal or teachers concerned may be represented by any other person appointed by the Superintendent. At the hearing the student may be represented by any person of his/her choice. If the student is an identified handicapped student, the Director of Special Education or his/her designee and at least one (1) member of the Pupil Appraisal team assigned to the school shall be in attendance. Upon conclusion of the hearing, the Superintendent or his/her designee shall determine whether the student shall be expelled from the school system or if some other corrective or disciplinary action shall be taken.

The parent or guardian of the student may, within five (5) days after the decision is rendered, request in writing that the School Board review the decision of the Superintendent or his/her designee at a time set by the School Board; otherwise, the decision of the Superintendent shall be final. After reviewing the decision of the Superintendent or his/her designee, the School Board may affirm, modify, or reverse the action previously taken. The parent or guardian may, within ten (10) days, appeal an adverse decision to the district court.

Calcasieu Parish School Board

Agenda Item 8

Turnaround School – Principal Position

McREL Leadership Responsibilities

Responsibilities	<i>The extent to which the principal ...</i>
1. Affirmation	recognizes and celebrates school accomplishments and acknowledges failures
2. Change agent	is willing to and actively challenges the status quo
3. Communication	establishes strong lines of communication with teachers and among students
4. Contingent reward	recognizes and rewards individual accomplishments
5. Culture	fosters shared beliefs and a sense of community and cooperation
6. Discipline	protects teachers from issues and influences that would detract from their teaching time and focus
7. Flexibility	adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent
8. Focus	establishes clear goals and keeps those goals in the forefront of the school's attention
9. Ideals and beliefs	communicates and operates from strong ideals and beliefs about schooling
10. Input	involves teachers in the design and implementation of important decisions and policies
11. Intellectual stimulation	ensures that faculty and staff are aware of the most current theories and practices, and makes the discussion of these a regular aspect of the school's culture
12. Involvement with Curriculum, Instruction and Assessment (CIA)	is directly involved in the design and implementation of curriculum, instruction and assessment processes
13. Knowledge of CIA	is knowledgeable about current curriculum, instruction and assessment processes
14. Monitor/evaluate	monitors the effectiveness of school practices and their impact on student learning
15. Optimizer	inspires and leads new and challenging innovations

16. Order	establishes a set of standard operating procedures and routines
17. Outreach	is an advocate and spokesperson for the school to all stakeholders
18. Relationships	demonstrates an awareness of the personal aspects of teachers and staff
19. Resources	provides teachers with materials and professional development necessary for the successful execution of their jobs
20. Situational awareness	is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems
21. Visibility	has quality contact and interaction with teachers and students

Review of the Literature

- There is a growing body of evidence that school leadership has an impact on student outcomes second only to the influence of teachers in the classroom (Hattie, 2003; Leithwood et al, 2006; Tooley, 2009; Day et al, 2009; New Leaders for New Schools, 2009; Day et al, 2010; Barber et al, 2010).
- A recent RAND Corporation report found that nearly 60% of a school's impact on student achievement is attributable to leadership and teacher effectiveness, with principals accounting for 25% of a school's total impact on achievement. Furthermore, the report found that while effective teachers have a profound effect on student outcomes, this effect soon fades when the student moves on to another teacher, unless the new teacher is equally effective. In order for students to have high-quality learning every year, whole schools must be high functioning, and this means they must be led by effective principals. (New Leaders for New Schools, 2009)
- A research paper written by Leithwood and colleagues (2006) concludes, 'as far as we are aware, there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership.
- Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. The total (direct and indirect) effects of leadership on student learning account for about a quarter of total school effects.

Leadership effects are usually largest where and when they are needed most. Especially when we think of leaders in formal administrative roles, the greater the challenge the greater the impact of their actions on learning. While the evidence shows small but significant effects of leadership actions on student learning across the spectrum of schools, existing research also shows that demonstrated effects of successful leadership are considerably greater in schools that are in more difficult circumstances. Indeed, there are virtually no documented instances of troubled schools being turned

around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst. (How leadership Influences Student Learning, Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom)

- Educational research shows that most school variables considered separately, have at best small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal. (Wallace Foundation, 2011, p.2)
- Leadership is second only to classroom instruction as an influence on student learning. To date we have not found a single case of a school improving its student achievement record in the absence of a strong leader. Leadership's effects are usually largest where and when they are needed most. Six years of research have shown us that the demonstrated effects of successful leadership are considerably greater in schools that are in more difficult circumstances. (Lewis, Leithwood, Wahlstrom, and Anderson 2010, p.9)
- Good principals attract, support, and retain a high-quality teaching staff. Pick the right school leader and great teachers will come and stay. Pick the wrong one and, over time, good teachers leave, mediocre ones stay, and the school gradually (or not so gradually) declines. Reversing the impact of a poor principal can take years. (Cerf, as cited in Mitgang, 2008, p. 3)
- In response to a study conducted in South Carolina, more than one-quarter of the teachers identified leadership as the "most crucial working condition in making their decisions about whether to stay in a school," and this factor was "significantly predictive of teacher retention" (Center for Comprehensive School Reform and Improvement, 2007, p. 2).
- Maryland teachers emphasized the importance of school leadership on teaching retention: School leadership was the most important condition affecting teachers' willingness to remain teaching at their school. Teachers who indicated that they plan to remain teaching in their school were twice as likely to agree they work in trusting and supportive environments. (Hirsch, Sioberg, & Germuth, 2010, p. vii)
- Finally, a study of principals in high-need districts characterized most of those principals as falling into one of two categories—"transformers" or "copers." The "transformers" [the more effective principals] had an explicit vision of what their school might be like and brought a "can-do" attitude to their job.... [They] focused intently on creating a culture in which each child can learn. Giving up is not an option. In contrast, the copers were "typically struggling to avoid being overwhelmed." (Johnson et al., 2008, p. 3)
- What Stands in the Way of effective School Leadership? It is important to celebrate the principalship and talk about the positive impact that effective principals have on their schools. But the broader view of celebrating the principalship should include recognizing that every school—and every student—deserves such a principal. Johnson (2005)

- The new understanding of the principal’s impact on learning should motivate all policymakers and others with a stake in student learning to advocate for effective, ongoing principal development. Everyone shares a common aspiration for all students to attend high-quality schools. Yet, as the research definitively illustrates, that goal will remain out of reach without a similar commitment to high-quality principal leadership. The bottom line is that investments in good principals are a particularly cost-effective way to improve teaching and learning. (devita, 2010, p. 3–4)

Turnaround Principal Proposal

Staff recommends adding two additional supplements to the CPSB Principal’s salary schedules for the following two positions:

1. A **“Level I Turnaround Principal”** would be defined as any current sitting principal who has a proven record of Transformational Leadership with documented successes in student growth, teacher development, and positive school culture that transfers to a “Persistently Struggling School”.

Qualified Level I Turnaround Principals must have:

- Highly Effective Compass Evaluations in each of the past two school years.
- A record of sustained student and school growth over their time as principal.
- A rating of 3.5 or above on the “Staff’s Review of the Principal’s Performance Survey”.

The yearly supplement for a Level I Turnaround Principal would be divided into two parts.

Part One would be a \$10,000 yearly supplement for choosing to work in a Persistently Struggling School. This supplement would continue each year as long as the principal earned Effective end of the year evaluations and as long as they are assigned to a school designated as Persistently Struggling.

Part Two would be a \$5,000 yearly supplement tied to the achievement of individual Performance Targets assigned to the principal. The principal would earn \$1,000 of the Part Two Supplement for each performance target listed below met or exceeded by the end of each school year.

Performance Targets:

- Growth in the School Performance Score
- Increased percent of students scoring Basic and Above on State Standardized Tests
- Growth in the percentage of students scoring proficient on Core District Common Assessments

- A score of 80 or above on the District SWPBIS Monitoring Instrument
- A rating of 3.0 – 4.0 by the faculty on the *McREL Leadership Responsibility Survey*

2. A “Level II Turnaround Principal” would be defined as any current Assistant Principal, who exhibits the competencies of a Transformational Leader and has documented success working with students and teachers in a school that has seen sustained growth and documented success over the past two years who is appointed as principal of a Persistently Struggling School.

Qualified Level II Turnaround Principals must have:

- Highly Effective Compass Evaluations as an Assistant Principal in each of the past two school years.
- Served in a school that has achieved sustained school and student growth with documented successes over their time there as an assistant principal.

The yearly supplement for a Level I Turnaround Principal would be divided into two parts.

Part One would be a \$5,000 yearly supplement for choosing to work in a Persistently Struggling School. This supplement would continue each year as long as the principal earned Effective end of the year evaluations and as long as they are assigned to a school designated as Persistently Struggling.

Part Two would be a \$10,000 yearly supplement tied to the achievement of individual Performance Targets assigned to the principal. The principal would earn \$2,000 of the Part Two Supplement for each Performance Target met by the end of each school year.

- Growth in the School Performance Score
- Increased percent of students scoring Basic and above on State Standardized Tests
- Growth in the percentage of students scoring proficient on District Common Assessments
- A score of 80% or above on the District SWPBIS TFI Monitoring Instrument
- A rating of 3.0 – 4.0 by the faculty on the *McREL Leadership Responsibilities Survey*

Persistently Struggling Schools in the district will be identified by the Superintendent and will be defined as a school exhibiting the following characteristics:

- The school has been assigned a D or F through the state accountability system in at least two of the previous three school years.
- The school has a high turnover rate of teachers and has been consistently hard to staff.

- The school's enrollment is decreasing due to a prevalent perception that the school does not provide effective instruction or a safe and orderly learning environment.
 - The faculty exhibits low teacher morale and expresses a lack of support from the current school principal as measured through teacher surveys.
- Turnaround Principal Positions will be created as vacancies occur through normal personnel processes like retirements or transfers.

We are specifically seeking **transformational leaders** with a commitment to serve a diverse school community in an urban context. Strong candidates must:

- be focused on results and have proven success in increasing student achievement and adult performance.
- have the ability to influence and motivate others to reach their potential.
- be solution-oriented and creative problem solvers with experience in data analysis and creating and managing systems.
- set high expectations and communicate them to a variety of stakeholders.
- understand, communicate and effectively interact with people across racial, cultural and linguistic differences.
- continually reflect and seek feedback to improve their practice.
- have demonstrated perseverance and a "So what. Now what." attitude in their career.
- possess strong pedagogical skills and be highly effective at coaching other adults.

The Seven Principles of Calcasieu Parish School Turnaround Plan

1. Appoint highly effective Turnaround Principals with the ability to:

- create a culture of high expectations and no excuses.
- recruit, mentor, and retain quality teachers and support staff members.
- creatively use the operational flexibility in the areas of scheduling, staffing, curriculum, and budget that will be given them by the district.

2. Ensuring that teachers are effective and able to improve instruction by:

- evaluating the quality of all current staff members.
- providing frequent high quality observation feedback to teachers using the Teacher Advancement Program (TAP).
- providing high quality coaching in the form of Master and Mentor Teachers.
- providing job-embedded, ongoing professional development informed by the teacher evaluations and support systems tied to teacher and student needs.

3. Redesigning the school day by:

- including additional time for student learning and teacher collaboration.
- adjusting instructional times for subjects and grade levels
- Providing time after school and during the summer for targeted support programs

4. Strengthening the school's instructional program by:

- ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.
- evaluating and then streamlining the school's use of instructional programs.

5. Using data to inform instruction for continuous improvement by:

- frequent monitoring of student progress through the use of diagnostic, interim, and summative assessments.
- providing embedded time for teachers and instructional leaders to collaborate and analyze data.

6. Establishing a school environment that improves school safety, discipline, and teacher moral by:

- appointing and training Turnaround Principals in the Transformational Leadership competencies of idealized influence, inspirational motivation, individual consideration, and intellectual stimulation.
- practicing shared leadership through active School Leadership Teams.
- providing additional resources that target positive behavior and RTI interventions.
- addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

7. Providing ongoing mechanisms for family and community engagement by:

- championing the promoting the school through every media available.
- creating a Parent Involvement Plan which includes the creation of a parent organization along with numerous family involvement activities throughout the school year.

ELEMENTARY SCHOOL PRINCIPAL

2017-2018

Index based on Step 76 on the Calcasieu Teachers' Salary Schedule. (\$58,461.00)

1	2	3
AEP1	AEP2	AEP3
0-17.9 TEACHERS	18-29.9 TEACHERS	30 TEACHERS
STEP	FACTOR	FACTOR
1	1.1610	1.1817
2	1.1702	1.1909
3	1.1795	1.2000
4	1.1886	1.2093
5	1.1978	1.2184
6	1.2070	1.2277
7	1.2162	1.2369
8	1.2255	1.2461
9	1.2346	1.2553
10	1.2439	1.2644
11	1.2530	1.2737
12	1.2623	1.2829
13	1.2684	1.2891
14	1.2745	1.2952
15	1.2807	1.3013
16	1.2868	1.3075
17	1.2929	1.3136
18	1.2991	1.3197
19	1.3052	1.3258
20	1.3113	1.3320
21	1.3204	1.3411
22	1.3295	1.3502
23	1.3386	1.3593
24	1.3477	1.3684
25+	1.3568	1.3775

Teacher is defined as classroom teachers (regular instruction), special education teachers (resource and self-contained only), assistant principals, librarians and counselors.

STEP: Administrative Experience + Teaching Experience Component + Degree Component

Administrative Experience: 1 year per year of experience as an administrator.

Teaching Experience Component: 1 if teaching exp. = 5-9.9 years; 2 if teaching exp. = 10-14.9 yrs;

3 if teaching exp. = 15-19.9 yrs; 4 if teaching exp. = 20-24.9 yrs; 5 if teaching exp. = 25-29.9 yrs

Degree Component: 1 if Degree = Masters +30 or Specialist Degree; 2 if Degree = Doctorate; 0 if otherwise

Turnaround School Principal Supplements: Designated by Superintendent & CAO

Level 1 Turnaround Principal - Appointment: \$10,000, Performance potential: \$5,000

Level 2 Turnaround Principal - Appointment: \$5,000, Performance potential: \$10,000

Criteria for this appointment and these supplements are more fully described in the **Turnaround Principal Guidelines** document.

MIDDLE SCHOOL PRINCIPAL 2017-2018

Index based on Step 76 on the Calcasieu Teachers' Salary Schedule. (\$58,461.00)

1 AMP1 0-29.9 TEACHERS	2 AMP2 30-69.9 TEACHERS	3 AMP3 70+ TEACHERS	
STEP	FACTOR	FACTOR	FACTOR
1	1.2022	1.2381	1.2740
2	1.2114	1.2473	1.2832
3	1.2206	1.2565	1.2924
4	1.2298	1.2657	1.3016
5	1.2390	1.2748	1.3106
6	1.2482	1.2841	1.3200
7	1.2574	1.2933	1.3292
8	1.2666	1.3025	1.3384
9	1.2758	1.3117	1.3476
10	1.2850	1.3209	1.3568
11	1.2943	1.3301	1.3659
12	1.3034	1.3393	1.3752
13	1.3127	1.3485	1.3843
14	1.3218	1.3577	1.3936
15	1.3310	1.3669	1.4028
16	1.3402	1.3761	1.4120
17	1.3495	1.3853	1.4211
18	1.3587	1.3945	1.4303
19	1.3678	1.4037	1.4396
20	1.3771	1.4129	1.4487
21	1.3862	1.4220	1.4578
22	1.3953	1.4311	1.4669
23	1.4044	1.4402	1.4760
24	1.4135	1.4493	1.4851
25+	1.4226	1.4584	1.4942

Teacher is defined as classroom teachers (regular instruction), special education teachers (resource and self-contained only), assistant principals, librarians and counselors.

STEP: Administrative Experience + Teaching Experience Component + Degree Component

Administrative Experience: 1 year per year of experience as an administrator.

Teaching Experience Component: 1 if teaching exp. = 5-9.9 years; 2 if teaching exp. = 10-14.9 yrs;

3 if teaching exp. = 15-19.9 yrs; 4 if teaching exp. = 20-24.9 yrs; 5 if teaching exp. = 25-29.9 yrs

Degree Component: 1 if Degree = Masters +30 or Specialist Degree; 2 if Degree = Doctorate; 0 if otherwise

Turnaround School Principal Supplements: Designated by Superintendent & CAO

Level 1 Turnaround Principal - Appointment: \$10,000, Performance potential: \$5,000

Level 2 Turnaround Principal - Appointment: \$5,000, Performance potential: \$10,000

Criteria for this appointment and these supplements are more fully described in the **Turnaround Principal Guidelines** document.

HIGH SCHOOL PRINCIPAL

2017-2018

Index based on Step 76 on the Calcasieu Teachers' Salary Schedule. (\$58,461.00)

1 AHP1 0-29.9 TEACHERS	2 AHP2 30-69.9 TEACHERS	3 AHP3 70+ TEACHERS
STEP	FACTOR	FACTOR
1	1.2844	1.3257
2	1.2937	1.3348
3	1.3028	1.3441
4	1.3121	1.3532
5	1.3213	1.3624
6	1.3305	1.3716
7	1.3397	1.3809
8	1.3488	1.3901
9	1.3581	1.3992
10	1.3672	1.4085
11	1.3765	1.4176
12	1.3857	1.4269
13	1.3949	1.4360
14	1.4041	1.4453
15	1.4133	1.4545
16	1.4225	1.4636
17	1.4317	1.4729
18	1.4409	1.4819
19	1.4501	1.4910
20	1.4593	1.5000
21	1.4684	1.5091
22	1.4775	1.5182
23	1.4866	1.5273
24	1.4957	1.5364
25	1.5048	1.5455
		1.5862

Teacher is defined as classroom teachers (regular instruction), special education teachers (resource and self-contained only), assistant principals, librarians and counselors.

STEP: Administrative Experience + Teaching Experience Component + Degree Component

Administrative Experience: 1 year per year of experience as an administrator.

Teaching Experience Component: 1 if teaching exp. = 5-9.9 years; 2 if teaching exp. = 10-14.9 yrs;

3 if teaching exp. = 15-19.9 yrs; 4 if teaching exp. = 20-24.9 yrs; 5 if teaching exp. = 25-29.9 yrs

Degree Component: 1 if Degree = Masters +30 or Specialist Degree; 2 if Degree = Doctorate; 0 if otherwise

Turnaround School Principal Supplements: Designated by Superintendent & CAO

Level 1 Turnaround Principal - Appointment: \$10,000, Performance potential: \$5,000

Level 2 Turnaround Principal - Appointment: \$5,000, Performance potential: \$10,000

Criteria for this appointment and these supplements are more fully described in the **Turnaround Principal Guidelines** document.