



Principal Selection Guidebook

for School-based Decision Making (SBDM) Councils and
Superintendents

These training materials were developed by the Kentucky Department of Education (KDE) as a guide during the process of selecting a principal. Principal selection training cannot substitute for the annually required professional learning for all SBDM members as cited in KRS 160.345(6).

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Foreword

The contents of the Principal Selection Guidebook represent the best practices for the principal selection processes at those schools implementing school-based decision making (SBDM). [KRS 160.345](#), as amended during the 2022 legislative session, allows for separate and distinct principal selection processes contingent upon whether the school does or does not operate in a consolidated local government.

In those districts that do not operate in a consolidated local government, the superintendent selects the candidate to fill a principal vacancy and principal selection training is no longer statutorily required for SBDM council members. Before the superintendent extends an offer to a candidate, he or she must consult with the SBDM council. The exception to this is those SBDM councils that are in a county with a consolidated local government. Those councils will continue to receive principal selection training and will select a candidate by majority vote. The selection is subject to approval by the superintendent; if the superintendent does not approve of the principal candidate, he or she can select the principal.

This guidebook fulfills the requirements for those council members operating in a consolidated local government; however, it is best practice that all school councils participate in the training to ensure they are adequately prepared to support the district's superintendent and to align to the school council's consultation policy. Topics in this training include recruitment and interviewing techniques (which are the two required topics to be covered in accordance with KRS 160.345) and suggestions for consideration when developing principal criteria and interview questions.

Selecting a principal is an important decision that will directly impact the school's staff, as well as the students. The right principal increases morale, builds community trust, motivates staff and students resulting in high levels of achievement and promotes excellence in learning. Because of this, the Kentucky Department of Education (KDE) suggests a highly collaborative decision-making process rather than an isolated approach in selecting the school's instructional leader.

In Partnership,
KDE SBDM Program Staff

Table of Contents

Mission, Vision and Values.....	3
Legal Requirements for Principal Selection	4
Steps for Principal Selection	7
Establishing the Timeline	8
Recruitment Requirements.....	11
Interviewing Techniques.....	12
Interviewing Techniques: The Do’s and Don’ts	13
Developing Sound Principal Candidate Criteria.....	16
Professional Standards for Educational Leaders (PSEL).....	17
Gathering Information and Determining Whom to Interview	18
Chairperson Tips: Preparing for the Principal Selection Process.....	20
SBDM Council Meeting Requirements.....	22
Meetings by Video Teleconference	25
Appendix A: Principal Selection Nondisclosure Agreement	26
Appendix B: Sample Consultation Policy	27
Appendix C: Sample Consultation Policy for Consolidated Local Government Schools.....	30
Appendix D: Sample Interview Questions	33
Appendix E: Sample Writing and/or Performance Events.....	36
Appendix F: Principal Selection FAQs	37

Mission, Vision and Values

A school's mission, vision and values provide purpose and conviction. As you begin developing your ideal principal criteria, start with your school's mission, vision and values. Each school's mission and vision serve as the roadmap of where the school is going and how the school will get there. The school's values are the core beliefs that must never be abandoned. When engaging in the principal selection process, school council members must remain loyal to its mission, vision and values and select a candidate who complements the school's priorities.

Term	Operational Definitions	List your school's mission, vision and values.
Mission	The school's objectives for the short term	
Vision	Where the school aspires to go in the future	
Values	The school's fundamental beliefs that guide their work	



Think It Through: What qualities or attributes must the ideal principal convey to ensure your school's mission, vision and values are lived?

Legal Requirements for Principal Selection

Principal selection can be one of the most difficult tasks for any school. [KRS 160.345](#) (the SBDM statute) outlines specific requirements to adhere to during the principal selection process. The below **excerpts** of the statute address the decision-making process, as well as the consultation requirements of each school council's consultation policy.

(h) Personnel decisions at the school level shall be as follows:

1. From a list of qualified applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies, after consultation with the school council, consistent with paragraph (i)11. of this subsection. The superintendent shall provide additional applicants to the principal upon request when qualified applicants are available. The superintendent may forward to the school principal the names of qualified applicants who have pending certification from the Education Professional Standards Board based on recent completion of preparation requirements, out-of-state preparation or alternative routes to certification pursuant to KRS 161.028 and 161.048. Requests for transfer shall conform to any employer-employee bargained contract which is in effect;
2. If the vacancy to be filled is the **position of principal**:
 - a. The **superintendent shall fill the vacancy after consultation with the school council** consistent with paragraph (i)11. of this subsection;
 - b. Prior to consultation with the school council, **each member shall sign a nondisclosure agreement** forbidding the disclosure of information shared and discussions held during consultation;
 - c. A person who believes a violation of the nondisclosure agreement referred to in subdivision b. of this subparagraph has occurred may file a written complaint with the Kentucky Board of Education; and
 - d. A school council member found to have violated the nondisclosure agreement referred to in subdivision b. of this subparagraph may be subject to removal from the school council by the Kentucky Board of Education under subsection (9)(e) of this section;
3. Notwithstanding subparagraph 2. of this paragraph, if the vacancy to be filled is the **position of principal in a county school district in a county with a consolidated local government** adopted under KRS 11 Chapter 67C, then:
 - a. The outgoing principal shall not serve on the council during the principal selection process. The **superintendent or the superintendent's designee shall serve as the chair** of the council for the purpose of the hiring process and shall have voting rights during the selection process;
 - b. The **council shall have access to the applications of all persons certified** for the position. The principal shall be **elected on a majority vote** of the membership of the council. The school council shall **receive training in recruitment and interviewing techniques prior to carrying out the process** of selecting a principal. **The council shall select the trainer to deliver the training;** and

- c. Notwithstanding the requirement that a principal be elected by a majority vote of the council, **the selection of a principal shall be subject to approval by the superintendent. If the superintendent does not approve the principal selected by the council, then the superintendent may select the principal;**
- 4. No principal who has been previously removed from a position in the district for cause may be considered for appointment as principal in that district;
- 5. Personnel decisions made at the school level under the authority of subparagraph 1 of this paragraph shall be binding on the superintendent who completes the hiring process;
- 6. Applicants subsequently employed shall provide evidence that they are certified prior to assuming the duties of a position in accordance with 21 KRS 161.020; and
- 7. Notwithstanding other provisions of this paragraph, if the applicant is the spouse of the superintendent and the applicant meets the service requirements of KRS 160.380(3)(a), the applicant shall only be employed upon the recommendation of the principal and the approval of a majority vote of the school council;
- (i) The school council **shall adopt a policy** that shall be consistent with local board policy and shall be implemented by the principal in the following additional areas:
 - 11. **Procedures to assist the council with consultation in the selection of the principal by the superintendent**, and the selection of personnel by the principal, **including but not limited to meetings, timelines, interviews, review of written applications and review of references. Procedures shall address situations in which members of the council are not available for consultation;**

Effective July 14, 2022

Check Your Understanding: Using the information from the statute, answer the following questions:

QUESTION:	RESPONSE:
<p>1. KRS 160.345 outlines two separate principal selection procedures: one for a principal vacancy in a county school district in a county with a consolidated local government and one for those that are not in a county with a consolidated local government. In which method does the superintendent have explicit rights to fill the vacancy after consulting with the SBDM council?</p>	
<p>2. True or False: The nondisclosure agreement forbidding the disclosure of information shared and discussions held must be signed by SBDM council members in all districts.</p>	
<p>3. In those SBDM councils operating in a county school district in a county with a consolidated local government, what voting requirement must be met when selecting the principal?</p>	
<p>4. What rights does the superintendent of a district with a consolidated local county government hold in the event he/she does not agree with the council’s principal selection decision?</p>	
<p>5. In either instance, can a principal who has been removed with cause in the district apply and be selected for a principal?</p>	

Steps for Principal Selection

The following chart summarizes the statutory requirements to assist school councils during the principal selection process; however, each council must refer to their local consultation policy for additional details related to meetings, timelines, interviews, review of written applications and review of references. And, while the statute only requires that school councils operating in a consolidated local government receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal, KDE recommends that all SBDM councils engage in training to the degree in which their consultation policy allows.

Step	Are districts in consolidated local governments required to follow this step?	Are all other school districts required to follow this step?
Declare and post principal vacancy	Yes	Yes
Participate in principal selection training	Yes	Not required by statute; however, principal selection training is a best practice.
Superintendent meets with council	Yes	Refer to consultation policy.
Review the list of applicants and determine whom to interview	Yes	Refer to consultation policy.
Conduct interviews and evaluate candidates	Yes	Refer to consultation policy.
Sign a non-disclosure agreement	NO	Yes. See Appendix A.
Council selects the school's principal	Yes, by majority vote. See below row.	No
Superintendent selects the school's principal	Yes, if he/she does not approve of the council's choice.	Yes, after consultation with the school council.

Establishing the Timeline

Setting the timeframe in which to complete the principal selection process will keep the school council focused. The dates that are included in your timeline will depend on the time of year that the principal selection process begins. The timeline must be included in the council’s consultation policy and those steps must be followed. Below is a list of events and activities to consider as you begin developing your timeline.

- Breaks and holidays
- Last day of classes
- Stakeholder surveys
- Reference checks
- State assessment window
- First day of the new school year
- Complete interviews
- Develop criteria for an ideal candidate
- Review candidate information

Talk It Out: As a council, begin with the end in mind: When do we hope to have this process complete? Pencil in your tentative timeline below. A few of the steps are already included in the chart.

Activity	Anticipated Dates
Vacancy declared	
Principal selection training	
Principal selected	
Staff, family, community and media notification	

The information on pages 10-11 can serve as a general guide; however, please be mindful that each school council and the district’s superintendent are subject to the contents of the school’s consultation policy, as well as other state statutes.

1. Declare and post principal vacancy.

The superintendent declares a principal vacancy at a school as a result of a principal retirement, resignation, termination or other reason. Once the declaration is made, the superintendent can post the vacancy according to KRS 160.380(2)(b). This posting requires a 15-day posting notice prior to filling a position. The position must be posted at the local central office for public viewing and listed in the statewide registry maintained by KDE. According to KRS 160.380(2)(c), the superintendent may ask for a waiver from KDE to fill the vacancy in less than 15-days to prevent the disruption of necessary instructional services.

2. Superintendent (or designee) meets with the school council.

The superintendent (or designee) should meet with the school council in an open meeting to discuss the principal vacancy. At that meeting, the superintendent is encouraged to discuss the following:

- The desire to work collaboratively and cooperatively with the school council to select a principal who meets the unique needs of the school based on specific criteria.
- Human resource procedures as it relates to application and information gathering processes.
- Choosing a principal selection trainer to review recruitment and interviewing techniques.
- Establish a tentative timeline for the principal selection process. It is best to start with the end in mind; note when you want the principal to begin and work backwards.

3. Participate in principal selection training.

In those districts operating in a consolidated local government, principal selection training is required by KRS 160.345(2)(h). The school council selects the trainer. [A list of KDE endorsed trainers can be found on the KDE SBDM webpage](#). Although not required in those districts that do not operate in a consolidated local government, the KDE deems principal selection training as a best practice beneficial to all stakeholders.

4. Establish principal candidate criteria and information gathering process.

In an open meeting, review the attributes and needs of the school. Remember to gather information from all stakeholders. The superintendent (or designee) provides information from a district perspective, performance expectations of the principal and a job description.

Once criteria have been developed, a determination should be made on additional information on each principal candidate will be gathered. Items to consider may include the following:

1. the of review applications, resumes, curriculum vitae and other relevant materials;
2. how the questions for the face-to-face interview will be developed; and
3. who will conduct reference checks and how will this information be considered prior to hiring a principal.

5. Review the list of applicants and determine whom to interview.

The superintendent (or designee) should screen all applicants. From the applications, the school council should review all the information and determine whom they wish to interview. Those that are interviewed should be the candidates that most meet the identified criterion. It is best practice that one person makes all the contacts with the candidates; most often this is the superintendent, school council vice chair or other district determined staff.

6. Conduct interviews, evaluate candidates, and select a principal.

The council should conduct and interview all selected candidates. Ask each candidate all the agreed upon questions in the same order. Ask any follow-up questions, if needed. At the end of the interview, provide the candidate time to ask questions and share any other relevant information. Inform the candidate of the timeframe for selection and by whom or how they will be contacted.

Please note that as a result of SB 1 (2022) and in those districts that do not operate in a consolidated local government, the superintendent selects the candidate to fill a principal vacancy and principal selection training is no longer required for SBDM council members. Before the superintendent extends an offer to a candidate, he or she must consult with the SBDM council.

The exception to this is those SBDM councils that are in a county with a consolidated local government. Those councils will continue to receive principal selection training, review applications and interview candidates for the principal vacancy. The council will select a candidate by majority vote and the selection is subject to approval by the superintendent. If the superintendent does not approve of the principal candidate, he or she can select the principal.

Recruitment Requirements

KRS 160.380(2)(d) requires the superintendent to conduct a search to locate minority teachers to be considered for each certified position in the district. The school's instructional leaders and its school council must foster an environment that values and affirms diversity among both staff and students, also. Support for diversity must be evident in both the processes and the outcomes of the school council's work. Effective support for diversity should include the following:

Component	Example
Representational	The actual representation of diverse faculty, staff and school council members at different levels of the school environment
Interactional	Members of different groups working well together
Organizational	A well-established organizational value supporting diverse peoples

As a school council involved in the principal selection process, make it a priority to align your recruitment efforts with KRS 160.380(2)(d) which states that:

When a vacancy occurs in a local district, the superintendent shall conduct a search to locate minority teachers to be considered for the position. The superintendent shall, pursuant to administrative regulations of the Kentucky Board of Education, report annually the district's recruitment process and the activities used to increase the percentage of minority teachers in the district.

While the language directs the superintendent to conduct the search for minority candidates, as the school council of a school, you too have a responsibility to ensure that all students are exposed to a growing demographic diversity. The school council should keep a record of the numbers of minorities interviewed and hired for vacancies, particularly administrative positions such as the principal.



Talk It Out: What are my school's and district's efforts to ensure we have a diverse pool of principal candidates? In general, what recruitment efforts does my district engage?

Interviewing Techniques

Face-to-face interviews (including those in a virtual setting) provide valuable information on each candidate beyond the basic answer to the asked questions. A face-to-face interview may highlight the following:

Ability to connect with strangers	How easy the candidates can make connections with the school council members and others on the interview panel
Presence, mannerisms and self-confidence	How the candidates present themselves by making eye contact and using appropriate gestures
Credibility	How the candidate provides additional evidence to support items in a resume or an application
Interpersonal communication skills	The candidate uses complete sentences with correct grammar; the candidate answers the questions completely and appropriately.
Thinking under pressure and how the candidate thinks through and about issues	How the candidate forms answers to the questions in a logical, concise format; the candidate does not puff themselves up or appear to be self-important.

Interviewing Techniques: The Do's and Don'ts

As you begin thinking about interview questions, the following chart provides some guidance on questions that can be asked of candidates and some questions that cannot be asked of candidates. Some of these topics are on an application; however, use caution when asking follow-up or clarifying questions during the interviews:

Topic	Acceptable	Unacceptable
Name	"Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work and education record? If yes, please explain."	"What is your maiden name?"
Residence	"What is your place of residence?"	"Do you own or rent your home?"
Age	Questions relating to an applicant's age are not appropriate.	"How old are you?"
Birthplace citizenship	"Can you, after employment, submit verification of work or a legal right to work in the United States?" Or, a statement that such proof may be required after employment.	Birthplace of applicant's parents, spouse, or other relatives. "Are you a US citizen?" Or, citizenship of applicant, applicant's parents, spouse, or other relative.
National origin	"What language(s) can you read, speak and write proficiently?"	Questions as to nationality, lineage, ancestry, national origin or descent, or parentage of applicant, applicant's parents, or spouse. "What is the language commonly used by applicant?" How applicant acquired ability to read, write or speak a foreign language.
Gender	Questions relating to an applicant's gender are not appropriate.	"Do you consider yourself male or female?"
Marital status	Questions relating to an applicant's marital status are not appropriate.	Name or address of relative, spouse, children or adult applicant. "With whom do you reside?" Or, "Do you live with your parents?"

Topic	Acceptable	Unacceptable
Family	A statement of company policy regarding work assignment of employees who are related.	Number and/or ages of children or dependents. Provisions for childcare. "Are you pregnant or plan to get pregnant soon?"
Race	Questions relating to an applicant's race/color are not appropriate.	Questions regarding applicant's complexion or color of skin, eyes, hair.
Physical description or photograph	A statement that a photograph may be required after employment.	Questions as to applicant's height and weight. Requiring a photograph after interview but before employment.
Physical condition	A statement by employer that offers may be made contingent on applicant's passing a job-related physical examination. "Do you have any condition that may limit your ability to perform the job-related duties? If yes, what can be done to accommodate your limitation?"	Questions regarding applicant's general medical condition or state of health. Questions regarding receipt of Worker's Compensation. "Do you have any disabilities?"
Religion	A statement by employer of regular days, hours or shifts to be worked.	Questions regarding applicant's religion or religious days observed.
Arrest criminal record	"Have you ever been convicted of a felony or a misdemeanor which resulted in imprisonment?" A statement that a conviction will not necessarily disqualify applicant from the job applied for must accompany such a question.	Asking for copies of arrest records, or asking, "Have you ever been arrested?"
Military service	Questions regarding relevant skills acquired during applicant's US military service.	General questions regarding military service, such as dates and types of discharge. Questions regarding service in a foreign military.
Economic status	Questions relating to applicant's economic status are not appropriate.	Questions regarding applicant's current or past assets, liabilities or credit rating including bankruptcy or garnishment. Questions regarding transportation.

Topic	Acceptable	Unacceptable
Organization activities	“What <u>job-related</u> organizations, clubs, professional societies or other associations do you belong.”	“What organizations, clubs and societies do you belong?”
References	“By whom were you referred for a position here?”	“Do you feel you have an unfair advantage because you know (insert current employee’s name)?”
Emergency Contact	Name and address of <u>person</u> to be notified in case of accident or emergency.	Name and address of <u>relative</u> to be notified in case of accident or emergency.

Developing Sound Principal Candidate Criteria

Solid criteria used to evaluate each principal candidate will assist the school council as they sift and sort through the applications and in selecting the candidates to interview. The following sample criteria could be used as a guide during the principal selection process at your school:

The ideal principal at my school...



believes that all students can learn at high levels, is committed to closing achievement gaps and ensuring proficiency for all students, has an educational philosophy consistent with our school's mission and Kentucky's educational system,



understands and believes in developmentally appropriate instruction and continuous progress for all students, understands the connection of school culture to student achievement, supports the adjustment of instructional practices to meet various student-learning environments that promote student empowerment, **and**



values school-based decision making and will support the SBDM process, welcomes input and is a model of good communication among all stakeholders and approaches all people with respect and dignity.



Think it Through: As a parent, teacher or as the superintendent, what are the non-negotiable criteria for the principal of our school?

Professional Standards for Educational Leaders (PSEL)

In Kentucky, school principals and assistant principals' effectiveness and growth are measured against the Professional Standards for Educational Leaders (PSEL) in accordance with 704 KAR 3:370. The PSEL are organized around the domains, qualities and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each standard features a title and a statement that succinctly defines the work of effective educational leaders in that realm.

The standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development and well-being of each student. The standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:¹

1. Mission, Vision and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement



Think It Through: Although you do not have the expanded definitions and qualifiers of each domain noted above in this module, the titles of the standards provide enough insight that you can infer or draw a logical conclusion about the standards and how they contribute to student success. Of the 10 standards noted above, which three domains are of greatest importance to you? **Highlight** or place an asterisk (*) by your top three.

¹ National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author. <http://www.npbea.org>.

Gathering Information and Determining Whom to Interview

Once the school council has determined the criteria for a qualified and effective principal candidate and developed questions around that criteria, it is time to determine other information that will be gathered to provide additional information on the candidates. Types of information are noted on the table below:

Source	Notes
Face-to-face Interviews	<p>What we can learn from face-to-face interviews</p> <ul style="list-style-type: none"> • Ability to connect with strangers • Presence/self-confidence • Credibility • Interpersonal communication skills • Ability to think under pressure and how the candidate thinks through and about issues <p>Characteristics of good interview questions:</p> <ul style="list-style-type: none"> • The questions are worded as clearly and simply as they can be, given the subject about which you want to know. • All the criteria should be covered by the interview questions. • Questions should not unintentionally steer the candidate to say what you are hoping to hear. • The questions should include both forward-looking scenarios and those based on past experiences. • The questions are open-ended and require more than a “yes/no” answer. • A good “first” question is, “Tell us why you are interested in this position?” A good “last” question is, “What questions do you have for us?” • Questions are agreed upon in advance and are asked of all applicants in the same order and by the same person (when possible). • If you intend to ask “specialized” questions of any applicant, they should be agreed upon in advance and asked by the chairperson. “Specialized” questions generally involve something specific to that applicant (e.g., why they left a position after a short period of time, unusual experiences listed in resume). • If you intend to ask follow-up questions, hold them until the planned questions have been asked and limit them to questions to clarify previous answers. • Interview questions must be approved in open session. See Appendix D for Sample Interview Questions.

Source	Notes
Applications, Resumes and Curriculum Vitae (CV)	<p>What we can learn from applications, resumes and curriculum vitae:</p> <ul style="list-style-type: none"> • Educational background • Writing ability • Gaps in employment and/or positions held for a short time • Length of time in various jobs • Leadership roles in/out of jobs • Involvement in professional organizations and other activities
References	<p>References offer valuable insight into a candidate’s past work experiences and offer information about strengths and limitations from a variety of perspectives.</p>
Written Interviews	<p>A written interview gives the school council the opportunity to pre-screen how well the applicant communicates in writing, including another opportunity to learn about their philosophy. This interview may be completed before the face-to-face interview.</p>
Portfolios	<p>Many, if not most, applicants will have or will bring a portfolio with them to the interview. The school council will need to decide ahead of time about how the school council wants to handle portfolios. Also, applicants may also share links to blogs, work-related websites, social media accounts, YouTube videos, recordings of conference presentations, etc.</p>
Performance Tasks	<p>Performance tasks may offer another view of the candidate’s personality or philosophy. Ask each candidate to complete a performance task constructed to address a specific issue. A reasonable time frame is 30 to 60 minutes. Inform the applicant ahead of time that following the interview they may have a performance task to complete. Be sure to arrange access to a computer and any other tools needed and be sure to specify to whom the applicant should give the results. See Appendix E for Sample Performance Tasks.</p>

Chairperson Tips: Preparing for the Principal Selection Process

If you are a superintendent or superintendent's designee for the purpose of principal selection, **begin with the school's consultation policy.** This policy outlines the procedures to assist the council with consultation in the selection of the principal by the superintendent, including but not limited to meetings, timelines, interviews, review of written applications and review of references. The policy should also address procedures for situations in which members of the council are not available for consultation.

When **preparing for the interviews**, ensure that each principal candidate knows where to come (e.g., the school's front office, the board of education office). Reserve a private space where each member of the school council can be seated in reasonable comfort. Make sure someone is on hand at the door to greet each candidate. School council members should arrive at least 15 minutes before the interview to review who will handle introductions, who will ask the questions, and how to handle follow-up questions. Additional interview tips include the following:

- As a reminder, interviews may be conducted in closed session of a school council meeting. If the interview is to be conducted in closed session (best practice), the closed session must be properly called for by announcing a need for closed session, providing a general description of the issue to be considered, identifying the statutory section that allows it, obtaining a

motion to go into closed session and obtaining consensus. During closed session, the council or committee can discuss only the issue described. Councils are not required to take minutes in closed session. The council or committee must return to open session before taking any action. See pages 21-24.

- Conduct and interview all selected candidates and ask each candidate all the agreed upon questions in the same order. Ask any follow-up questions, if needed. At the end of the interview, provide the candidate time to ask questions and provide any other relevant information. Inform the candidate of the timeframe for selection and by whom or how they will be contacted.
- Immediately after each candidate interview, the school council should discuss the candidate and whether he/she measures up to the criteria established by the council. Once all candidates have been interviewed, evaluate the candidates using the agreed upon process. Discuss each candidate's strengths and limitations.

In a **county school district in a county with a consolidated local government**, the school council statute requires that candidates be selected by majority vote. The school council must return to open session (if it went into closed session) to cast its



vote for the new principal. This vote must be recorded in the school council minutes. The selection of a principal is subject to approval by the superintendent. If the superintendent does not approve the principal selected by the council, then the superintendent may select the principal

Once a selection has been made, the superintendent should call the candidate and offer the position. If the chosen

candidate does not accept the position the school council will need to either review the remaining candidates and select another or begin the principal selection process again.

It is best practice to contact all interviewed candidates once a selection has been made and accepted. Notify all applicants not chosen for an interview by letter that a selection has been made and thank them for their interest in the district.

SBDM Council Meeting Requirements

The Kentucky Open Records and Open Meetings Acts protect the rights of the general public to know the actions and decisions of its public agencies. Pursuant to KRS 61.870(1), school councils and their committees are public agencies and therefore are required to comply with all aspects of The Kentucky Open Records and Open Meetings Acts.

The requirements of the acts apply to all meetings where a quorum of the membership is present, where public business is being discussed (even if no action is taken), and/or when actions are taken, or decisions are made.

Members of the public may attend any public meeting and a public agency may **not** require an individual to identify himself or herself to attend a public meeting. The courts have stated that the Open Meetings Act must be interpreted most favorably to the public since “failure to comply with the strict letter of the law in conducting meetings violates the public good.”²

As principal selection is a required decision that a school council makes or is consulted on by the superintendent in accordance with the consultation policy, all meetings scheduled as part of the principal selection process must follow the Open Meetings statutes. This includes meetings for training and planning, to review applications and other supporting documentation, and to interview candidates. The information on the next pages summarizes the Open Meetings statutes.



The Kentucky Open Records and Open Meetings Act are two important means by which the citizens of this great Commonwealth can **access** their government, and government officials can maintain **transparency** for the citizens they serve.³

² Office of the Attorney General. “The Kentucky Open Records & Open Meetings Acts: A guide for the public and public agencies.” June 2020.

³ Kentucky Attorney General. Letter to Kentuckians. 29 June 2020. Dear Fellow Kentuckians.

During the principal selection process, council members may be asked to participate in **two meeting types**: regular and special. A set of characteristics helps to distinguish the two meeting types; however, key to both meetings is that they must begin in open session to allow the public an opportunity to attend and hear what transpires during council discussion and the meetings must be held at times and places that are convenient to the public.

Regular	<ul style="list-style-type: none"> ○ Held at dates and times on a regular meeting schedule ○ Listed on a regular meeting schedule that is available to the public
Special	<ul style="list-style-type: none"> ○ Held at dates and times not on a regular meeting schedule ○ Called by the chairperson or a majority of the council ○ Requires written notice that includes the date, time, place and agenda (agenda cannot be added to or amended during meeting) ○ Requires that the notice be sent to all members by fax, mail, email⁴ or hand delivered 24 hours in advance ○ Posted at your location and meeting location 24 hours in advance ○ Sent to media, fax, mail, email⁵ or hand delivered 24 hours in advance if media has asked to receive notification of special meetings

Having effective meetings is crucial to an SBDM council’s work. The conversations that take place at a council meeting and the decisions that are made directly impact the functioning of the school. There will be times that a council will need to discuss matters in closed session; however, all decisions made by the council must occur in open session. Continue reading to learn how the **two session types** differ.

⁴ Written requests for council email notifications must be on file at the school.

⁵ Written requests for media email notifications must be on file at the school.

Open Session	<ul style="list-style-type: none"> ○ Regular and special meetings must be open to the public. ○ Council and committee decisions must be made in open session. ○ Exceptions for open meetings are allowable when a closed session is properly called for and permissible.
Closed Session	<ul style="list-style-type: none"> ○ Closed session can be called for so long as it is permissible. While KRS 61.810 includes many permissible reasons for closed session, the following reasons pertain to council discussions: <ul style="list-style-type: none"> ○ actual or potential litigation ○ appointment of individuals ○ school’s emergency plan ○ Closed session must be properly called for by completing the following: <ul style="list-style-type: none"> ○ announcing a need for closed session and ○ providing a general description of the issue to be considered and ○ identifying the statutory section that allows it and ○ obtaining a motion to go into closed session and ○ obtaining consensus. ○ During closed session, the council or committee can discuss only the issue described. ○ Councils are not required to take minutes in closed session. ○ The council or committee must return to open session before taking any action.



Time to Decide: The majority of the principal selection meetings will be special called meetings. Who will oversee the agenda and notify council members? Please refer to your school’s bylaws and consultation policy to ensure all proper procedures are followed. Please see Appendix B and Appendix C for sample consultation policies.

Meetings by Video Teleconference

During the 2018 legislative session, [KRS 61.826](#) was amended to allow a public agency to conduct any meeting, including a closed meeting, through video teleconference. During the 2022 legislative



session, the statute was amended to clarify video teleconferencing procedures.

A **video teleconference** is defined as one meeting occurring in two or more locations in which individuals can see and hear each other by means of video and audio equipment. The statute, as amended, also says:

1. Notice of a video teleconference meeting shall comply with the requirements of [KRS 61.820](#) or [61.823](#) as appropriate. It should clearly state that the meeting will be a video teleconference and provide specific information on how any member of the public or media organization may view the meeting electronically.
2. In any case where the council has elected to provide a physical location, or in any circumstance where two or more members of the

council are attending a video teleconference meeting from the same physical location, a primary physical location must be identified where all members can be seen and heard, and the public may attend in accordance with KRS 61.840.

3. The same procedures regarding participation, distribution of materials and other matters shall apply in all video teleconference locations. Members of the council who participate in a video teleconference must always remain visible on camera business is being discussed.
4. Any interruption in the video or audio broadcast of a video teleconference at any location shall result in the suspension of the video teleconference until the broadcast is resolved.
5. If a regular meeting is changed to a video conference, the meeting will remain a regular meeting if it occurs on the same time and date as originally scheduled.

Attendance through video teleconference **does count** toward quorum. Voting and decision-making processes **can occur** during teleconferencing.

Appendix A: Principal Selection Nondisclosure Agreement

Disclaimer: This document has been prepared for informational and/or educational purposes **only** and is not intended to provide, and should not be relied upon for, legal advice.

KRS 160.345(2)(h)(2)(b) states that prior to consultation with the school council, each member must sign a nondisclosure agreement forbidding the disclosure of information shared and discussions held during consultation. Any person who believes a violation of the nondisclosure agreement has occurred, may file a written complaint with the Kentucky Board of Education and a school council member found to have violated the nondisclosure agreement may be subject to removal from the school council by the Kentucky Board of Education.

By signing below, I acknowledge the confidentiality provision in KRS 160.345(2)(h)(2)(b) and the consequences for noncompliance stated in KRS 160.345(2)(h)(2)(d).

Signature

Date

Appendix B: Sample Consultation Policy

Kentucky School Consultation Policy (Personnel & Principal)

KRS 160.345(2)(i)11

Purpose:

Kentucky School, through its consultation policy, ensures that students have equitable access to highly effective, experienced educators, including, but not limited to the following: teachers, media specialists, instructional coaches, principals, paraeducators, etc. who are culturally competent and able to reach each student. Likewise, Kentucky School ensures students have access to qualified non-instructional staff who are dedicated to the school and the responsibilities their position requires.

Definitions:

For the purpose of this policy, Kentucky School defines **vacancy** as any of the following: a position that did not previously exist, but which can now be funded, a position previously held by an employee who has retired or resigned; or a position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year.

For the purpose of this policy, Kentucky School defines qualified **teacher** as a teacher who has completed an Educator Preparation Program approved by the Educational Professional Standards Board (EPSB); holds full Kentucky certification or statement of eligibility; and demonstrates competency in each subject taught. Kentucky School defines qualified **principal** as the instructional leader of the school who has at least three years of teaching experience and who holds the proper certification and credentials.

A **paraeducator** is defined as an instructional assistant who has completed at least two years of study at an institution of higher education; obtained an associate's (or higher) degree; or has met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment – knowledge of, and the ability to assist in instructing, reading, writing and mathematics; or knowledge of, and the ability to assist in, instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.

Non-instructional staff is defined as staff who offer other non-instructional related services; however, their services greatly improve the experiences of all students and their families at the school in general. Non-instructional staff includes but is not limited to the following: custodial staff, food services and nutrition staff, clerical workers, and athletic and extracurricular personnel.

Certified and Classified Personnel Procedures:

The school council must be consulted by the principal prior to filling any certified or classified vacancies that occur at the school. Once any vacancy has been posted publicly, the principal must include on the agenda of the next regular or special called meeting, the following agenda topic: "Consultation with the school council for the (position title) vacancy."

The principal and school council must meet the following timeline for filling vacancies:

- Once a vacancy is determined, the principal, along with at least one parent member and at least one teacher member chosen by the school council, must serve as an ad hoc interview committee. The ad hoc interview committee must meet in an open meeting within one week of selection to develop a set of criteria for a strong candidate and a list of interview questions to be asked of each applicant.
- Once the vacancy has completed the 15-day posting requirement, the ad hoc committee must reconvene and review applications and supporting materials for each applicant and make a final selection of candidates who exhibit the characteristics of a strong candidate. Any applicant that does not meet the criteria will not be considered for an interview. An interview schedule must be developed by the ad hoc committee so that all committee members are present for each interview. The principal or district determined staff must contact the candidates and schedule the interviews.
- During the interviews, each candidate will be asked the developed questions in the same order. Follow-up questions may be asked in response to applicant answers/statements during the interview.
- Upon the conclusion of the interview and within three business days, the principal or district determined staff must follow-up with reference checks on candidates of interest.
- The ad hoc committee must reconvene within one week of the final interview to review the candidates, discuss reference checks, and prioritize candidates.
- At the school council's next meeting, whether regular or special called, the council will convene to closed session permitted by KRS 61.810(1)(f) and will consider the ad hoc committee's candidate recommendations and provide its thoughts on the candidates to the principal whom will select a candidate to fill the vacancy.
- At the next regular or special called meeting, the principal must consult with the council and report his/her candidate selection.
- The principal will inform the superintendent of his/her selection and the superintendent will complete the hiring process.

Principal Selection Procedures:

The school council must be consulted by the superintendent prior to filling a principal vacancy that occurs at the school. Once the vacancy has been posted publicly, the superintendent must include on the agenda of the next regular or special called meeting, the following agenda topic: "Consultation with the school council for the principal vacancy."

The superintendent and school council must meet the following timeline for filling the principal vacancy:

- Prior to consultation with the school council, each member must sign a nondisclosure agreement forbidding the disclosure of information shared and discussions held during consultation.
- Once a principal vacancy is determined, the superintendent, along with at least one parent member and at least one teacher member chosen by the school council, must serve as an ad hoc interview committee. The ad hoc interview committee must meet in an open meeting within one week of selection to develop a set of criteria for a strong

principal candidate and a list of interview questions to be asked of each applicant. At the discretion of the superintendent, additional members may be asked to participate on the committee.

- Once the vacancy has completed the 15-day posting requirement, the ad hoc committee must reconvene and review applications and supporting materials for each applicant and make a final selection of candidates who exhibit the characteristics of a strong candidate. Any applicant that does not meet the criteria will not be considered for an interview. An interview schedule must be developed by the ad hoc committee so that all committee members are present for each interview. The superintendent or designee must contact the candidates and schedule the interviews.
- During the interviews, each candidate will be asked the developed questions in the same order. Follow-up questions may be asked in response to applicant answers/statements during the interview.
- Upon the conclusion of the interview and within three business days, the superintendent or designee must follow-up with reference checks on candidates of interest.
- The ad hoc committee must reconvene within one week of the final interview to review the candidates, discuss reference checks, and prioritize candidates.
- At the school council's next meeting, whether regular or special called, the council will convene to closed session permitted by KRS 61.810(1)(f) and will consider the ad hoc committee's candidate recommendations and provide its thoughts on the candidates to the superintendent whom will select a principal candidate to fill the vacancy.
- At the next regular or special called meeting, the superintendent must report his/her candidate selection to the council.

Emergency Provisions:

If a quorum of the members of the school council is not available for the purpose of conducting consultation in the filling of a vacancy, the principal (or superintendent when filling a principal vacancy) must conduct consultation with the council members who can attend. The timeline may also be amended with school council approval to fill a vacancy during times where continuation of instructional and non-instructional services may be affected and a waiver of the 15-day posting may be requested from the KDE. Council members may be consulted virtually through video teleconference by following the procedures outlined in KRS 61.826.

Evaluation:

The school council must annually review the policy and timeline and make revisions as necessary to ensure highly qualified personnel are recruited and retained at the school. Any revisions to the policy must be made and approved prior to March 31.

Date Adopted: _____

Date Reviewed/Revised: _____

Appendix C: Sample Consultation Policy for Consolidated Local Government Schools

Kentucky School Consultation Policy (Personnel and Principal) – Consolidated Local Government Only [KRS 160.345(2)(i)11]

Purpose:

Kentucky School, through its consultation policy, ensures that students have equitable access to highly effective, experienced educators, including, but not limited to the following: teachers, media specialists, instructional coaches, principals, paraeducators, etc. who are culturally competent and able to reach each student. Likewise, Kentucky School ensures students have access to qualified non-instructional staff who are dedicated to the school and the responsibilities their position requires.

Definitions:

For the purpose of this policy, Kentucky School defines **vacancy** as any of the following: a position that did not previously exist, but which can now be funded, a position previously held by an employee who has retired or resigned; or a position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year.

For the purpose of this policy, Kentucky School defines qualified **teacher** as a teacher who has completed an Educator Preparation Program approved by the Educational Professional Standards Board (EPSB); holds full Kentucky certification or statement of eligibility; and demonstrates competency in each subject taught. Kentucky School defines qualified **principal** as the instructional leader of the school who has at least three years of teaching experience and who holds the proper certification and credentials.

A **paraeducator** is defined as an instructional assistant who has completed at least two years of study at an institution of higher education; obtained an associate's (or higher) degree; or has met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment – knowledge of, and the ability to assist in instructing, reading, writing and mathematics; or knowledge of, and the ability to assist in, instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.

Non-instructional staff is defined as staff who offer other non-instructional related services; however, their services greatly improve the experiences of all students and their families at the school in general. Non-instructional staff includes but is not limited to the following: custodial staff, food services and nutrition staff, clerical workers, and athletic and extracurricular personnel.

Certified and Classified Personnel Procedures:

The school council must be consulted by the principal prior to filling any certified or classified vacancies that occur at the school. Once any vacancy has been posted publicly, the principal must include on the agenda of the next regular or special called meeting, the following agenda topic: "Consultation with the school council for the (position title) vacancy."

The principal and school council must meet the following timeline for filling vacancies:

- Once a vacancy is determined, the principal, along with at least one parent member and at least one teacher member chosen by the school council, must serve as an ad hoc interview committee. The ad hoc interview committee must meet in an open meeting within one week of selection to develop a set of criteria for a strong candidate and a list of interview questions to be asked of each applicant.
- Once the vacancy has completed the 15-day posting requirement, the ad hoc committee must reconvene and review applications and supporting materials for each applicant and make a final selection of candidates who exhibit the characteristics of a strong candidate. Any applicant that does not meet the criteria will not be considered for an interview. An interview schedule must be developed by the ad hoc committee so that all committee members are present for each interview. The principal or district determined staff must contact the candidates and schedule the interviews.
- During the interviews, each candidate will be asked the developed questions in the same order. Follow-up questions may be asked in response to applicant answers/statements during the interview.
- Upon the conclusion of the interview and within three business days, the principal or district determined staff must follow-up with reference checks on candidates of interest.
- The ad hoc committee must reconvene within one week of the final interview to review the candidates, discuss reference checks, and prioritize candidates.
- At the school council's next meeting, whether regular or special called, the council will convene to closed session permitted by KRS 61.810(1)(f) and will consider the ad hoc committee's candidate recommendations and provide its thoughts on the candidates to the principal whom will select a candidate to fill the vacancy.
- At the next regular or special called meeting, the principal must consult with the council and report his/her candidate selection.
- The principal will inform the superintendent of his/her selection and the superintendent will complete the hiring process.

Principal Selection Procedures:

The superintendent and school council must meet the following timeline for filling the principal vacancy:

- Once a principal vacancy is determined, the superintendent, along with the council, must meet in an open meeting to receive principal selection training on recruitment and interviewing techniques, develop a set of criteria for a strong principal candidate and create a list of interview questions to be asked of each applicant. The trainer will be selected from the [list of Kentucky Department of Education \(KDE\) endorsed trainers](#) and the trainer will utilize the [KDE's Principal Selection training materials](#).
- Once the vacancy has completed the 15-day posting requirement, the council must reconvene and review applications and supporting materials for each applicant and make a final selection of candidates who exhibit the characteristics of a strong candidate. Any applicant that does not meet the criteria will not be considered for an interview. An interview schedule must be developed by the council so that all council

members are present for each interview. The superintendent or designee must contact the candidates and schedule the interviews.

- During the interviews, each candidate will be asked the developed questions in the same order. Follow-up questions may be asked in response to applicant answers/statements during the interview.
- Upon the conclusion of the interviews and within three business days, the superintendent or designee must follow-up with reference checks of each candidate of interest.
- The council must reconvene in closed session permitted by KRS 61.810(1)(f) within one week of the final interviews to review the candidates, discuss reference checks, and prioritize candidates.
- In open session, the council will vote on a principal candidate and the principal will be selected by majority vote.
- The selection of a candidate is subject to the superintendent’s approval. If he/she does not agree with the council’s choice, the superintendent may select a different principal to fill the vacancy.

Emergency Provisions:

If a quorum of the members of the school council is not available for the purpose of conducting consultation in the filling of a vacancy for the purpose of consultation, the principal (or superintendent when filling a principal vacancy) must conduct consultation with the council members who can attend. The timeline may also be amended with school council approval to fill a vacancy during times where continuation of instructional and non-instructional services may be affected and a waiver of the 15-day posting may be requested from KDE. Council members may be consulted virtually through video teleconference by following the procedures outlined in KRS 61.826.

Evaluation:

The school council must annually review the policy and timeline and make revisions as necessary to ensure highly qualified personnel are recruited and retained at the school. Any revisions to the policy must be made and approved prior to March 31.

Date Adopted: _____

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Appendix D: Sample Interview Questions

The below questions may be used during the interview process with principal candidates. While the questions are not exemplars, they do serve as a best practice. KDE suggests selecting eight to 10 questions that reflect the principal criteria developed for the school. The questions below are organized thematically for ease of review.

Kentucky's Goals

1. The Kentucky Department of Education's vision is, "Each and every student empowered and equipped to pursue a successful future." What does that phrase mean to you?
2. What must happen for a school to reach proficiency?
3. Define equity. Provide an example of an equitable decision that you made during your professional career.
4. The core values of the Kentucky Department of Education are equity, achievement, collaboration and integrity. How will you ensure those core values are lived at Kentucky School?
5. During your educational career, how have you ensured achievement gaps were closed?

Mission & Vision

1. What would be your top priority if selected for this position and what is your basis for that priority?
2. As the instructional leader of the school, what would be your primary mission?
3. The mission of Kentucky School is [insert your school's mission]. As an administrator, what does that mean to you?
4. How do you define continuous improvement? How will you measure continuous improvement at Kentucky School?

Conflict Resolution

1. What is your approach for handling conflict amongst staff?
2. If your curriculum views differed from those of the district's superintendent, how would you work to resolve those differences?
3. Describe your strategies for resolving parental complaints when you know the teacher is in err.
4. Describe your strategies for resolving parental complaints when you know the teacher is **not** in err.
5. How would you handle a parent or family member who had issue with a school policy?

Leadership

1. What do you believe to be the major roles and responsibilities of the principal?
2. Describe your leadership style and philosophy.
3. How will you motivate teachers so they will want to try new ideas?
4. What role do you see for the principal in school-based decision making?
5. How will you maintain staff morale whom feel under pressure?

6. How will you use evidence to make decisions? How will you teach your staff to use evidence to make decisions?

Teamwork

1. A core tenant of a successful school is collaboration. What does strong collaboration look like and what does it not look like?
2. How will you work with the school counselor (or assistant principal) to improve student and staff relationships?
3. What specific steps would you take to build rapport with staff?
4. What is the principal's role in assisting teachers in team planning and teaching?
5. Describe how you will support strong relationships between the school staff and district personnel.
6. How will you ensure parents, family and community engage beyond those serving on the school-based decision making council?

Professional Learning/Development

1. How does high quality professional development impact the classroom? What is an example of professional learning that you have participated in that you would consider high quality?
2. What professional qualities would you particularly encourage in your staff?
3. How would you help an inexperienced teacher become more effective in the classroom?
4. Staff engage in a myriad of professional learning throughout the academic year. How would you prioritize professional learning at this school and how would you monitor the implementation of professional learning for fidelity?

Judgment

1. On what basis do you judge your success as a principal?
2. How do you ensure that you make fair decisions?

Curriculum and Instruction

1. What instructional strategies would you want new teachers to be sure to employ? How would you ensure this?
2. How have you demonstrated your belief that all students can learn at high levels?
3. Explain your philosophy on educating students.
4. What evidence would you expect to see if a teacher is utilizing developmentally appropriate instruction?

Discipline

1. What is your philosophy of discipline?
2. What is the connection between safe and orderly schools and student outcomes?
3. What discipline procedures have you used effectively in previous positions?
4. Share your method of dealing with a student who is continually disruptive in class.

5. Tell us how you would handle the following situation: A student is sent to your office because she has forgotten her homework for the fifth day in a row.

School-Based Decision Making

1. Describe your personal decision-making process.
2. How do you see your role in working with the SBDM council?
3. What provisions will you make to ensure staff and parent involvement with the SBDM council?
4. How do you help keep the school council focused on doing what is best for improving student achievement?

Culture

1. Explain why you think a positive school culture is important.
2. As the principal, how could you create a culture of academic excellence in a school? How have you done that in previous jobs?
3. In what ways would you encourage students who are not working up to their potentials?
4. Describe how you would go about establishing positive relations with the school community?
5. How would you involve parents more in students' education?

Appendix E: Sample Writing and/or Performance Events

Performance tasks or writing samples can provide insight into the thoughts and experiences of a principal candidate. Below are several examples of performance tasks/writing samples that could be used to evaluate candidates; however, if the school is going through an issue, this also can be formed into a question to illicit responses from the candidates:

1. After reviewing Kentucky School's Comprehensive School Improvement Plan (CSIP), identify three challenges that our school will face in implementing this plan. For each challenge, describe how you will support the school and its stakeholders in seeing the plan through and ensuring academic achievement for all students.
2. Several of the community's minority families have been very vocal on social media regarding their concerns about the school, specifically that teachers do not share the same expectations for minority students. In fact, proficiency scores are significantly lower for minority students at the school. The parents are hopeful that you, the new principal, will turn the situation around. List the steps you will take to address this issue.
3. School culture is a vital part of a successful school. What three elements of school culture do you think are most important and how would you promote and strengthen those elements in our school?
4. What does instructional leadership mean to you? Share an experience that demonstrates your instructional leadership ability. How would you help develop teacher, family and student leaders who also are focused on student achievement?
5. Give examples of how you have used student assessment data and analysis of student work to improve instruction. How would you help our staff use data to improve instruction on a regular basis?
6. A family is considering relocating to your district and have two school-aged children who will likely enroll in your school. The parents of the children reach out via email to ask why they should come to the district and/or school. Draft an email response back to the parents to include at least three reasons why the school would be a good fit for the children. In your response, highlight what you know about the school and the community by referencing the School Report Card, the school's Comprehensive School Improvement Plan (CSIP) and the school's website.

Appendix F: Principal Selection FAQs

1. What does Senate Bill 1 (2022) change regarding principal selection?

The superintendent selects the candidate to fill a principal vacancy and the principal selection training is no longer required for SBDM council members. Before the superintendent extends an offer to a candidate, he or she must consult with the SBDM council.

The **exception** to this is those SBDM councils that are in a county with a consolidated local government. Those councils will continue to receive principal selection training, review applications and interview candidates for the principal vacancy. The council will select a candidate by majority vote and the selection is subject to approval by the superintendent. If the superintendent does not approve of the principal candidate, he or she can select the principal. Principal selection training still is required and those materials can be accessed on the [SBDM Training webpage](#).

2. What is a council member required to do prior to consultation with the superintendent?

Each member will sign a nondisclosure agreement forbidding the disclosure of information shared and discussions held during consultation. A school council member found to have violated the nondisclosure agreement may be subject to removal from the school council by the Kentucky Board of Education.

3. Must councils create a principal selection policy?

SBDM councils must add to their current consultation policy procedures to assist with consultation in the selection of the principal by the superintendent. However, KRS 160.345 requires that SBDM council policy must be consistent with local school board policy. Therefore, SBDM policies on consultation must comply with KRS 160.345 and local board policies on principal selection. When the superintendent is consulting with the council on the principal hire, he/she must follow the procedures outlined in the policy, including meetings, timelines, interviews, review of written applications and review of references.

4. What should happen if a council is in the middle of the principal selection process once the law becomes effective?

The decision to finish the process under the previous provisions in KRS 160.345 or to transfer the principal selection process is a determination made at the local level by each district's superintendent.

5. Can the superintendent delegate principal selection authority to SBDM councils using the same traditional principal selection processes and/or those currently afforded to those districts with a consolidated local government?

Yes. However, the decision to delegate principal selection authority to SBDM councils is made at the local level and must be consistent with local school board policies.

6. When consulting with the council prior to filling a principal vacancy, will the superintendent follow the consultation policies of each council or will the superintendent amend the district policy and the council consultation policy will align to that one?

Each council will have to amend their consultation policy to include the principal selection process and the superintendent will follow each separate consultation policy when consulting.

7. Does the KDE have model policies to assist schools in the revision of their consultation policies to comply with SB1?

The KDE has amended its model consultation policy to assist schools with procedures related to principal selection and to align with SB1. SB1 requires SBDM councils to modify their consultation policy to include procedures to assist the council with consultation in the selection of the principal by the superintendent and the selection of personnel by the principal, including but not limited to meetings, timelines, interviews, review of written applications and review of references. The consultation policy must continue to address situations in which members of the council are not available for consultation.

Also, SB1 allows for a separate principal selection process for those SBDM councils operating in a consolidated local government and KDE created a separate and distinct model policy that supports those statutory processes. Both sample consultation policies can be found on the [SBDM Technical Documents page](#).

8. If my school has both a consultation and principal selection policy, should we amend both policies to align to the statutory requirements on principal selection?

Pursuant to KRS 160.345(2)(i)(11), councils must revise their consultation policies to include procedures to assist the council with consultation in the selection of the principal by the superintendent. Although best practice, a principal selection policy is not a required policy of SBDM councils; however, any language included within a school's principal selection policy must align to the language of the consultation policy.

9. When would a school want an interim principal?

Interim principals can be helpful when there is a vacancy at an awkward point during a school year such as in the following three common situations:

- When a principal leaves suddenly during the school year.
- When the principal leaves suddenly at the end of the school year and key summer tasks need to be completed before a new principal is named (e.g., consultation on vacancies, budget and purchasing).

- When the principal announces a resignation or retirement late in the fall or after Christmas holiday to where a strong candidate may not be available, and the school council prefers to wait until the spring to seek a permanent principal.

10. Who selects the interim principal?

The district's central office can select anyone with the appropriate certification to serve as interim principal.

11. Can the interim principal be a candidate for the principal vacancy?

Yes, they can; however, it may provide an unfair advantage to other candidates.

12. Can the interim principal take part in the selection of the new principal?

No, the superintendent or his/her designee holds the role of chair of the school council during the principal selection process.