



### **Purpose of Committees**

---

Standing and ad hoc committees are established to gain input from all stakeholders including certified and classified staff, parents, students, and community members.

Standing and ad hoc committees shall serve as a council resource for gathering data and information and making recommendations to the school council.

### **Appointment of Committees**

---

Standing and ad hoc committees are formed and dissolved by the school council as needed.

### **Membership and Election of Chair**

---

All certified staff may participate in the shared decision making process at school by serving on committees in their areas of interest.

Each committee may consist of representatives from the faculty, support staff, parents, and students.

Committee membership is open to all interested persons, including school district staff, students, and community residents.

Committee membership will be determined by posting sign-up sheets in the school. Teachers and parents will be notified of the committee appointment. Teachers and parents who volunteer to serve on a particular committee through the sign-up process shall be considered appointed to the committee.

Committee membership at the discretion of the school council.

Committees shall elect a chairperson from their membership at the first meeting who shall serve for a term of no longer than one school year, and who is eligible to seek re-election.

### **Decision Making**

---

Committee decisions shall be made by consensus. In the event that consensus is not possible, a majority of the committee may decide that an issue shall be decided by majority vote.

### **Duties**

---

1. Committees shall carry out tasks assigned to them by the school council.
2. Committees shall decide to bring issues of concern or interest to the school council.
3. Committee chairs or their designees will report as requested by the school council.
4. Committee chairs shall provide the principal with written minutes of their meetings no later than 5 days after the meeting occurred.



Menifee County High School  
COMMITTEE POLICY

POLICY NUMBER 2.3

**Ad Hoc Committees**

---


As needed, the council may also approve ad hoc committees for specific tasks.

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge.

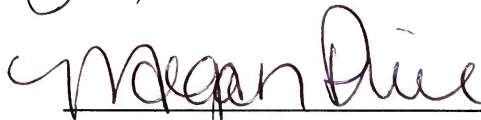
Ad hoc committees automatically dissolve at the completion of the assigned task.


**ADOPTED/APPROVED:** adopted=March 8, 2016


**REVIEWED:** 6\_08\_2021; 10\_12\_2021; 11/8/2022; 12/10/2024

  
\_\_\_\_\_  
Principal

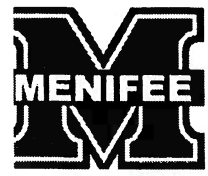
  
\_\_\_\_\_  
Council Member

  
\_\_\_\_\_  
Council Member

  
\_\_\_\_\_  
Council Member

  
\_\_\_\_\_  
Council Member

\_\_\_\_\_  
Council Member



**Menifee County High School  
CONSULTATION POLICY**

**INTERVIEW COMMITTEE**

For each vacancy that occurs at our school (\*except principal), the principal will decide which of the two types of committees in the chart below is best suited for the particular vacancy situation. Regardless of the type of interview committee used, consultation with the council must take place during a regular or special called meeting.

<b>COUNCIL as the Interview Committee</b>	<b>APPOINTED Interview Committee</b>
<ul style="list-style-type: none"> <li>● Council members plus at least one staff member who will work directly with the person to be hired (if not already on the council).</li> <li>● The principal may add other staff to the Interview Committee who can contribute to the interviewing process.</li> <li>● All interviews will take place in a regular or special called council meeting.</li> <li>● Consultation will take place after the last interview for the vacant position.</li> </ul>	<ul style="list-style-type: none"> <li>● The principal will appoint an Interview Committee. The Interview Committee will include at least one staff member who will work directly with the person to be hired.</li> <li>● All interviews will take place in a special called committee meeting.</li> <li>● Consultation with the council will take place after the Interview Committee has finished the last interview for the vacant position. This consultation, with the council, must take place during a regular or special called council meeting.</li> </ul>

\*See the Principal Selection Policy for procedures for this vacancy.

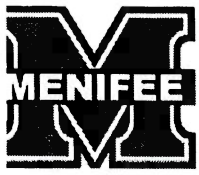
**TIMELINE, APPLICATIONS/REFERENCES, and CRITERIA/INTERVIEW QUESTIONS**

The principal will:

1. Chair the Interview Committee and ensure that the Open Meeting Law is followed during all procedures for filling vacancies.
2. Establish a timeline for filling each vacancy.
3. Review and screen all applications and references.
4. Decide on applicants to interview and check references taking into special consideration applicants with international, language, and/or cultural experiences and Fulbright teachers.
5. Arrange all interviews including calling special meetings if needed.

The Interview Committee will:

1. Develop a set of criteria for a strong candidate. These criteria will not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other illegal grounds.
2. Use the criteria they have developed to write standard interview questions that fit those criteria. These questions will be asked of all candidates in an in-person interview.



Menifee County High School  
CONSULTATION POLICY

*Lisa Reed*  
\_\_\_\_\_  
Principal

*James Kash*  
\_\_\_\_\_  
Council Member

*Maegan Quin*  
\_\_\_\_\_  
Council Member

*Kimberly*  
\_\_\_\_\_  
Council Member

*Jan Brun*  
\_\_\_\_\_  
Council Member

\_\_\_\_\_  
Council Member



Menifee County High School  
INSTRUCTIONAL & NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY

**CRITERIA FOR ASSIGNMENT**

---

The principal will assign staff members' time in a manner that will:

1. Take into account specific student needs, including both developmental and academic, based on student data and student interest.
2. Facilitate the implementation of our improvement plan and our Student Assignment Policy.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics and assign highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
4. Take into account staff members' requests to vary their work.
5. Put a priority on manageable class loads for all teachers.
6. Include formal and informal assignment processes that support and assist all new personnel and provide mentoring for new instructional personnel.
7. Meet certification requirements and the parameters of district job classifications.

**ASSIGNMENTS BASED ON CRITERIA**

---

To complete assignments, the principal will:

1. In Spring, invite all returning staff members to indicate their preferences for continuing or changing assignments the next year, including classroom assignments, extra-duty (supervision) assignments, and other responsibilities.
2. In Spring, meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In Spring, assign staff members based on the criteria in the first section of this policy. Notify all staff members of their assignments.
4. In August, notify the council of how all staff members have been assigned.

**ALTERING ASSIGNMENTS**

---

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and the affected teachers agree that the change is needed.
3. When the council changes other policies or the school improvement plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.



### **CRITERIA/BEST PRACTICE PRINCIPLES**

---

In order to provide an environment where students perform up to their potential and are college and career ready. We will make sure all students:

- Are actively involved in their own learning.
- Use writing as a way to learn.
- Have some ownership over what is being learned.
- Communicate with peers and others about what they are learning.
- Use technology in meaningful/real life ways.
- Study subjects in a way that allows for applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways that help them demonstrate the attainment of the Kentucky Core Academic Standards.

### **INSTRUCTIONAL PRACTICE GUIDELINES**

---

To help ensure our criteria and instructional best practice principles listed in the first section of this policy are implemented:

**Each grading period, students may be provided multiple opportunities to:**

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Engage in authentic models of learning.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.
- Discuss different ways to solve problems.
- Read and write in all content areas.
- Do assessments and/or activities involving short answer, constructed response, on-demand and multiple-choice which are appropriate for the target.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide/rubric.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment to solve problems.
- Be exposed to real-life examples that relate to content areas including but not limited to discussing or reading about current events/issues/topics.

**Each grading period, students may be provided at least one opportunity to:**

- Lead or participate in a one-on-one reading or writing conference with a teacher.
- Participate in a peer reading or writing conference.
- Do projects/investigations, including but not limited to, designing or investigating projects based on their interests.
- Read novels, short stories, poems, newspapers, and magazines.
- Use technology for research.



10. Make skillful use of a variety of developmentally appropriate and culturally diverse resources including not only those available in the school/district and beyond the classroom walls, but also incorporating non-instructional assistance both for student use and for his/her own expansion of knowledge.
11. Make adjustments to lessons when necessary, to enhance learning and also to try other approaches when students experience difficulty.

### **PRINCIPAL ROLE**

To ensure that the criteria/principles in the first section of this policy are implemented and teachers are able to fulfill their role, the principal will:

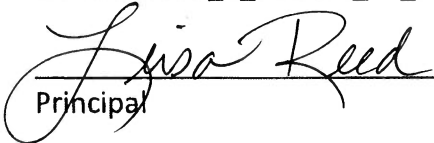
1. Demonstrate knowledge of and encourage the use by all teachers of research-based instructional practices.
2. Make sure that those instructional practice criteria and best practice principles are taken into account in both the interview process and in the final selection of all teachers.
3. Ensure integration of program review areas throughout the school across the curriculum.
4. Encourage and support teachers in their role including access to resources, including but not limited to, time, fiscal, and human resources for the successful implementation of effective instructional strategies.
5. Encourage professional development/learning (PD/L) that supports the teachers' Professional Growth Plans and the implementation of this policy, including but not limited to, teachers of the arts/humanities, practical living/career studies, and world language/global competency.
6. Ensure teachers have access to PD/L to help improve content knowledge, teaching skills, and support effective research-based instructional strategies to their disciplines.

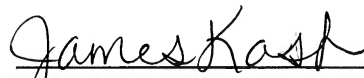
### **POLICY EVALUATION**


We will evaluate the effectiveness of this policy through our school improvement planning process.

**ADOPTED/APPROVED:** 1<sup>st</sup> Reading = February 18, 2016; 2<sup>nd</sup> Reading = March 8, 2016

**REVIEWED:** 8\_8\_2017; 1\_14\_2020; 8\_09\_2020; 10\_12\_2021; **11/8/2022**; 12/10/2024

  
Principal

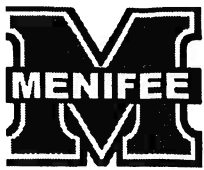
  
Council Member

  
Council Member

  
Council Member

  
Council Member

\_\_\_\_\_  
Council Member



Menifee County High School  
WELLNESS POLICY

### **PHYSICAL ACTIVITY PLAN**

All students will participate in moderate to vigorous physical activity each day, as follows:

1. When feasible, each student may engage in at least 15 minutes of planned moderate to vigorous physical activity each day. With input from the staff, the principal (or principal designee) will work out how this will be implemented. The arrangements must fit within the limits of our building and staffing and be compatible with our school improvement plan.
2. Teachers will make all reasonable efforts to avoid periods of more than 30 minutes when students are inactive. When possible, physical activity will be integrated into learning activities. When that is not possible, students will be given periodic breaks during which they are encouraged to stand and move in some form.
3. Students will not be deprived of physical activity as a consequence for behavior or academic performance.
4. Appropriate accommodations will be made for students with special needs, as required by law and sound professional judgment.

### **HEALTHY CHOICE PLAN**

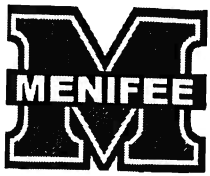
We will encourage healthy choices among students using the following methods:

1. Implementing the nutritional standards required by federal and state laws and regulations, which apply to our food program and to other food and beverages available during the school day.
2. Implementing a practical living curriculum, which addresses the standards for health education, physical education, and consumerism.
3. Integrating all content areas by making connections to health and wellness and by incorporating movement-based activities when possible. (A Coordinated School Health education, physical education, and consumerism.

### **ASSESSMENT TOOL**

We will assess students' level of physical activity and physical fitness when feasible using the following procedures:

1. The principal (or principal designee), with collaboration from teachers, will select an assessment tool. Once the council has adopted a tool, it will remain in use unless the principal (or principal designee) recommends a change.
2. The principal (or principal designee) will develop a schedule for completing the assessment during the last month of school.
3. The council in coordination with the wellness committee will discuss the results of the report and decide if appropriate wellness goals are included in the school improvement plan or if they need to be added or revised.



Menifee County High School  
TECHNOLOGY UTILIZATION POLICY

CRITERIA AND GUIDELINES:

In order to help prepare students for life in a digital world, the following are criteria and guidelines for technology use to which Menifee County High School will adhere:

- The role of technology in classroom instruction will focus on ways to do work better and more efficiently, on synthesizing information and content, and on doing higher level work in collaborative, real-world ways.
- Students will be taught to use technology as a vehicle for creating work.
- Students will be taught to use critical evaluation of internet sites used for research and study including, but not limited to, currency/data, authorship and authority, accuracy/validity, objectivity or bias, and presence or absence of a copyright.
- Students will be taught the ethical practices, appropriate etiquette, and online safety including, but not limited to, interacting with other individuals on social networking sites and in chat rooms and cyber bullying awareness and response.
- Teachers will be given technology professional development (PD) as indicated by annual needs assessments in order to work proficiently with students including, teaching the skills and knowledge called for in this section.
- Students will be allowed to bring personal technology to school for educational use during instructional time (classroom, assemblies, meetings, club time, or any other type of instructional meeting or time) and such devices will be kept turned off and out of sight unless being used under a staff member's direct supervision.
- An Acceptable Use Policy/Form that is aligned to district technology policies and includes space for student and parent signatures will be developed, reviewed and updated, if necessary, each year.

ELECTRONIC DEVICES

Students will adhere to all school and district rules and policies regarding the use of any and all electronic devices at school. Specific details about using electronic devices as well as consequences for misuse can be found in the Acceptable Use Policy/Form and also in the MCHS Student Handbook.

ACCEPTABLE USE

Each year all students and parents will be required to sign and date an Acceptable Use Policy/Form in order to have access to school/district technology. This policy/form is considered part of this Technology Utilization Policy adopted by the Menifee County High School-Based Decision-Making Council.



Menifee County High School  
STUDENT ASSIGNMENT POLICY

POLICY NUMBER 0016

**CRITERIA FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS**

The principal (or designee) will assign students to classes and programs in a manner that will:

1. Take each student's developmental and academic needs into account.
2. Facilitate the implementation of our School Improvement Plan.
3. Prepare all students to be ready for college level work during their high school careers.
4. Implement each student's Individual Learning Plan (ILP).
5. Involve parents and students in a process for class/program assignment that involves choice including but not limited to choices in music/dance/drama and/or visual arts, practical living and/or career studies, and world languages and/or global competencies.
6. Support the goal of not exceeding the state class size cap except temporarily to accommodate a newly enrolled student or for the current school year with the approval of the SBDM Council.

**PRIVACY RIGHTS**

Information about students under the Rights to Privacy Act shall be held in confidence by the administration and staff during the assignment process.

**PARENTAL REQUESTS**

Parent/guardian requests should only be submitted if there are unusual academic, social, or emotional circumstances. In these cases, the request must be in writing and returned personally by the parent to the office. *The requests will be considered on a case-by-case basis by the principal and counselor, and decisions will be final.*

**SCHOOL SAFETY PLAN**

Our school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will also address any issues identified by our stakeholders and issues required by state law. A copy of our current Safety Plan is on file.

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our school improvement planning process.

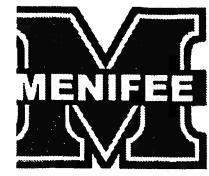
**ADOPTED/APPROVED:**

1<sup>st</sup> Reading = February 18, 2016

2<sup>nd</sup> Reading = March 8, 2016

Adopted = March 8, 2016

Date Reviewed or Revised: 8/8/2017; 1/14/2020; 12/08/2020; 12/14/2021; 2/14/2023; 12/10/2024



Menifee County High School  
SCHOOL SPACE USE POLICY

### **CRITERIA FOR ASSIGNING SCHOOL SPACE**

---

The principal will assign the use of school space during the school day in a manner that will:

1. Take each student's development needs into account.
2. Facilitate the implementation of our school improvement plan.
3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years.

### **CLASSROOM SPACE ASSIGNMENTS**

---

To assign classroom space, the principal will:

1. In March, invite all returning staff members to indicate their preferences for continuing or changing classroom space assignments the next year, if feasible.
2. In April, meet with any staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.
4. In August, notify the council of how classroom space has been assigned.

### **ALTERING CLASSROOM SPACE ASSIGNMENTS**

---

After assigning classroom space, the principal may alter those assignments:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and affected teachers agree that a change is needed.
3. When the council changes other policies or the school improvement plan and recognizes in the minutes that those changes may require space use changes that cannot be put off until the next school year.

### **ASSIGNMENTS OF NON-CLASSROOM SPACE**

---

For non-classroom space, the principal will make decisions based on the criteria in the first section of this policy after consulting with staff members who work or will work in any space affected by change from existing arrangements.

### **POLICY EVALUATION**

---

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date adopted: March 8, 2016

Date Reviewed or Revised: December 8, 2020; 1/11/2022; 2/14/2023; 12/10/2024



**Menifee County High School  
SCHOOL DAY AND WEEK SCHEDULE POLICY**

**CRITERIA FOR DEVELOPING THE MASTER SCHEDULE**

---

Our schedule will:

1. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
2. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
3. Promote efficiency and effectiveness including protecting instructional time.
4. Facilitate decisions to give particular students expanded time and support for successful performance without sacrificing other key learning experiences in the arts/humanities and Career & Technical Educational pathway courses.
5. Provide equitable access to effective teachers for all students including opportunities for teachers to switch assignments to capitalize on in-depth knowledge of specific subjects.
6. Facilitate teacher opportunities to adjust the length of class periods when needed.
7. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
8. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

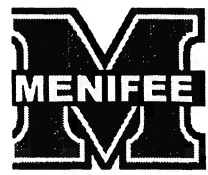
**PROCESS FOR DEVELOPING THE MASTER SCHEDULE**

---

Annually, the principal and council, with input from committee members and help if necessary, from designees, will develop a master schedule for the school day that includes any identified or needed changes.

The following procedures will be used:

1. Review student performance data, survey data (if available) from students, parents, and staff, and other input from staff on how well instructional time is being used and what changes (if any) are needed.
  - Brainstorm current time barriers to implementing needed changes and meeting student needs and ways the schedule might be changed to remove those barriers.
  - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. The following issues will be taken into account:
  - Arts and Humanities (A/H): Revise class offerings as necessary based upon emerging student instructional needs as evidenced by student ILPs in the arts data.
  - Career and Technical Education (CTE): Consider pertinent data generated from student ILPs and surveys in determining CTE program pathway course offerings.
  - World Languages and Global Competencies: Data from student ILPs and student surveys will be used to determine course offerings.
  - Writing: Consider pertinent data from student ILPs and student surveys to determine necessary changes in or extra course offerings.
3. Based on the above work those involved will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February.
4. By the 1<sup>st</sup> of April, the principal (and/or designee) will prepare a schedule for the coming school year including changes (if any) and notify the staff.



**Menifee County High School  
PARENT INVOLVEMENT POLICY**

(Legally Required for Title I Schools and Best Practice for Non-Title I Schools)

**DEFINITION OF PARENT**

---

The legal definition of a “parent” is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy we will use the term “parent” to encompass all diverse family situations.

**COMMITMENTS**

---

We commit to:

1. Sharing clear information about each student’s progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home and providing activities designed to successfully engage families in their children’s learning, as appropriate.
3. Making representative parents and community members full partners in our decision-making.
4. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student’s life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

**SCHOOL-PARENT COMPACT**

---

Our students’ parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

**SCHOOL RESPONSIBILITIES**

Menifee County High School will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky’s academic standards.
2. Make available, on a regular basis, information on our programs and the content students will learn each year.
3. Assign homework in accordance with our Homework Policy.
4. Send home information on student progress on a regular basis. Specifically, we will provide formal reports every nine weeks (end of the grading period).
5. Hold parent-teacher conferences. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.
6. Provide parents reasonable access to staff. The email addresses of their child’s teachers will be provided to parents to promote communication. Staff will make a reasonable effort to be available to parents by appointment for face-to-face conferences.
7. Support an active Parent Teacher Association or Organization where applicable.



Menifee County High School  
PARENT INVOLVEMENT POLICY

(Legally Required for Title I Schools and Best Practice for Non-Title I Schools)

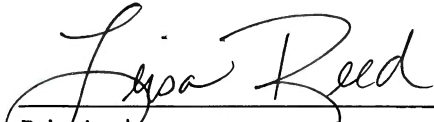
**POLICY EVALUATION**

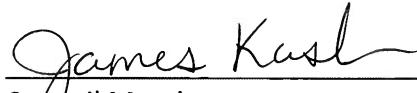
---


We will evaluate the effectiveness of this policy through our school improvement planning process.

Date adopted: March 8, 2016


Date Reviewed or Revised: Jan. 2020; 1/14/2021; 2/8/2022; **12/14/2023**; 12/10/2024

  
\_\_\_\_\_  
Principal

  
\_\_\_\_\_  
Council Member

  
\_\_\_\_\_  
Council Member

  
\_\_\_\_\_  
Council Member

  
\_\_\_\_\_  
Council Member

\_\_\_\_\_  
Council Member

# PRINCIPAL SELECTION — CONSULTATION POLICY

## MENIFEE COUNTY HIGH SCHOOL

*Text in bold italics addresses legal requirements.*

### LEGAL PARAMETERS

---

*If the vacancy to be filled is the position of principal, the superintendent shall fill the vacancy after consultation with the school council.*

Consultation is a discussion between the council and the superintendent and must occur ***in a regular or special council meeting***. This process may involve advice, opinions, prioritizing candidates, etc. ***After consultation, the superintendent has the final decision on principal selection.***

### SELECTION PROCESS

---

When a principal vacancy occurs, the council and the superintendent/designee will meet to:

1. Establish that the superintendent/designee will serve as chair of the council
  - It is best practice for the outgoing principal to excuse him/herself from the council for the principal selection process.
  - The council may elect a Vice-Chairperson (if none exists) to act as a liaison and contact person with the superintendent during this process.
2. Review this Principal Selection — Consultation Policy and the *Best Practices for Principal Selection* document available on the Kentucky Association of School Councils website.
3. Discuss the needs for training and/or facilitation for the selection process; including, but not limited to: recruitment, non-discrimination, legal requirements, surveys of the school community, criteria and question development, interviewing techniques, open meetings and record laws, and confidentiality.
4. ***Each council member must sign a nondisclosure agreement forbidding sharing of information shared and discussions held during consultation.*** Council members still retain the right to share information that is publicly known at the time of disclosure or publicly shared by the superintendent.
5. ***Establish a timeline for completing each step of the principal selection process.***
6. Decide the process for ***reviewing and screening applications and references.***
7. ***Review and screen applications and references.***
8. ***Select applicants to interview.***

Schedule interviews with selected applicants.

10. **Conduct each interview in a special called meeting in closed session** during which:
- a. The same questions will be asked in the same order for every candidate.
  - b. Any specialized or follow-up questions will be asked after the standard questions.
  - c. A discussion will be held immediately following each interview about how well the applicant meets the criteria.

### **CONSULTATION AND PRINCIPAL SELECTION**

1. After all information is gathered, the superintendent/designee and the council will meet in **closed session** for consultation on principal selection:
- a. discuss of the merits of the candidates
  - b. work toward consensus on the principal selection

**If a quorum of the council fails to attend this meeting**, the superintendent may either call another meeting or conduct the required consultation with the council members present so the hiring process can continue.

**2. After consultation, the superintendent shall select the principal.**

3. As soon as possible, the council will announce the decision to shareholders.

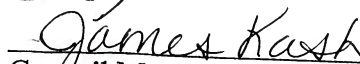
### **POLICY EVALUATION**

The council will evaluate the effectiveness of this policy through an annual review.

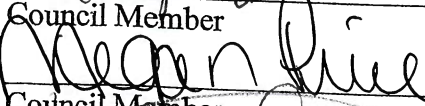
Date Adopted:                      Date(s) Reviewed or Revised:

03/11/25

  
Principal

  
Council Member

  
Council Member

  
Council Member

  
Council Member

  
Council Member