

This meeting will be recorded. It is requested that PrAC members please enable video during the meeting.

Principal Advisory Council (PrAC)

Sept. 17, 2026

Robbie Fletcher, Commissioner,
Kentucky Department of Education (KDE)

Geco Ross, PrAC Chairperson
Stacy Noah, KDE Liaison



I. Welcome

Meredith Brewer, Associate Commissioner, Kentucky Department of Education

II. Roll Call

Geco Ross, PrAC Chairperson, Paducah Middle School Principal, Paducah Independent School District

Roll Call

<u>Name</u>	<u>Representing</u>	<u>Term Expiring</u>
Faneshia Jones	Kentucky School for the Deaf	December 2027
Peggy Sinclair-Morris	Kentucky School for the Blind	December 2027
Liz Kirk	Fayette County	December 2027
Geco Ross	Paducah Independent	December 2027
Jeff Blythe	Monroe ATC	December 2027

Roll Call (2)

<u>Name</u>	<u>Representing</u>	<u>Term Expiring</u>
Sarah Williams	Jefferson County	December 2027
Tim Cline	Pike County	December 2027
Amanda Nokes	Bullitt County	December 2027
Amanda Fields	Martin County	December 2027
Martina Skidmore	Powell County	December 2027
Heather Roaden	Whitley County	December 2027
Hubert Schroer	Somerset Independent	December 2027

Roll Call (3)

<u>New Members: Name</u>	<u>Representing</u>	<u>Term Expiring</u>
Jeremy Kidd (assumed new position) Amanda Bretz- replacement	Laurel County	December 2028
Jimica Howard	Jefferson County	December 2028
Ginger Estes	Hancock County	December 2028
James Hood	Rowan County	December 2028
Bonnie Spears	Warren County	December 2028
Josh Henderson	Elizabethtown Independent	December 2028
Nikki Gearheart	Floyd County	December 2028
Beth St Bernard (resigned July 2026- new position)	Spencer County	December 2028
Jaziel Guerra	Mercer County	December 2028

Principal Prep Representatives

Western Kentucky University

- Nicholas Brake

Campbellsville University

- Joseph “Rocky” Wallace

III. Agenda Approval

Geco Ross, PrAC Chairperson, Paducah Independent Schools

IV. Approve Summary Minutes

[June 2026 PrAC Summary](#)

Geco Ross, PrAC Chairperson, Paducah Independent Schools

V. Research Blogs

Leslie McKinney, Office of the Commissioner, Kentucky Department of Education

VI. Individual Learning Plan (ILP) Showcase

Susan Strange and Michelle Sircy, Office of the Commissioner, Kentucky Department of Education

The background of the slide is a composite image. The top left portion shows two yellow school buses parked on a street. The bottom left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several small, square tables and chairs are arranged in the room.

Individual Learning Plan (ILP) Video Showcase

Karen Dodd, Chief Performance Officer

Susan Strange, Strategic Plan Program
Manager

Michelle Sircy, Program Coordinator for
Comprehensive School Counseling

ILP Webpage

<https://www.education.ky.gov/educational/compschcouns/ILP>

VII. Kentucky Principal Leadership Development Program: Senate Bill 4

Kelly Foster, Associate Commissioner, and Nick Pannell, Office of Continuous Improvement and Support, Kentucky Department of Education



KYLDP
KENTUCKY LEADERSHIP
DEVELOPMENT PROGRAM

Kentucky Leadership Development Program (KYLDP)

What We Are Building

Presented by: Nick Pannell, Leadership Development Program Director



Kentucky Department of
EDUCATION

What is KYLDP?

- Senate Bill 4 (2026)
 - Four-year leadership program beginning 2027-2028 school year for first year principals.
 - Years one and two are professional learning and mentorship - Developed and implemented by KDE.
 - Seven mandated curriculum topics aligned to Professional Standards for Educational Leaders (PSEL)
 - 1) Personnel evaluation 2) SBDM/school councils 3) Instructional leadership & HQIM 4) Assessment & accountability 5) MTSS 6) Exceptional children 7) School safety
 - Year Three- Kentucky Chamber of Commerce Leadership Program.
 - Year Four- KDE approved professional learning option.
 - Year Three and Four have not been funded at this time.

VIII. Kentucky Academic Standards Update

Chrystal Rowland, Division Director, and Sara Merideth, World Language Consultant, Office of Teaching and Learning, Kentucky Department of Education

A collage of two images: the top left shows yellow school buses with 'SCHOOL BUS' written on them, and the bottom left shows a classroom with blue walls, colorful balloons, and desks.

Standards Update

Chrystal Rowland
Director of Academic Program Standards
Office of Teaching and Learning



Review of the Kentucky Academic Standards (KAS)

- [KRS 158.6453](#) calls for the Kentucky Department of Education (KDE) to implement a process for reviewing all academic standards and aligned assessments beginning in the 2017-2018 school year. The schedule calls for one or two content areas to be reviewed each year and every six years after that on a rotating basis.

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several small, square tables and chairs are arranged in the room. A large white diagonal line separates the image from the text on the right.

Kentucky Academic Standards for World Language

Sara Merideth

- Currently serving in my 25th year in education. Previous roles include French teacher, PBIS Teacher Coach, and School-Based Instructional Coach
- Previously served on the Kentucky World Language Association (KWLA) board from 2008–2018 and again 2020–2022
- Nationally served in the inaugural cohort of the Leadership Initiative for Language Learning (LILL)
- Previously served on the Advisory Panel for the most recent KAS for World Language
- Currently live in Lexington with husband, three children, and multiple pets

KDE Seeks Public Comment on Current World Language Standards

- The KDE seeks input from all stakeholders including teachers, administrators, students, families, business and community members.
- The [public comment survey](#) will be open through **Oct. 5**.
- Information will be coming soon via KDE press release, Commissioner's Weekly Message and the Standards Newsletter.
- Please share with those within your local community.



OTL Seeks Standards Committee Members

- [Application for classroom teachers](#) to serve on the world language standards review committees will be open through **Oct. 5**.
- Please share the application with world language teachers, instructional leads and building administrators.
- More information coming soon via KDE press release, Commissioner's Weekly Message and the Standards Newsletter.



Any Questions?



Chrystal Rowland

Division Director

Office of Teaching and Learning

Chrystal.Rowland@education.ky.gov



Sara Merideth

World Language Consultant

Division of Program Standards

Sara.merideth@education.ky.gov

IX. K-8 Social Studies Curriculum Project

Lauren Galliccio, Assistant Director, Division of Program Standards, Office of Teaching and Learning, Kentucky Department of Education



K-8 Kentucky Social Studies Curriculum Project

Lauren Gallicchio

Assistant Director

Division of Program Standards





OUR NATION • OUR WORLD

A New High-Quality Instructional Resource for K-8

Our Commonwealth

A K-8 HQIR for Kentucky

- Acronym: OCNW
- Aligned to revised *KAS for Social Studies* (2026)
- Developed through partnership between KDE and Core Knowledge Foundation
- Responds to district requests for social studies HQIR
- Built FOR Kentucky
- OER, free for districts



in partnership with



Curriculum Design Features

- Organized around coherent knowledge building across K–8.
- Integrates civics, economics, geography and history.
- Reflects Kentucky communities, history and civic life.
- Supports disciplinary inquiry and civic thinking.
- Builds literacy through knowledge rich social studies instruction.

What to Expect

- 2027-2028: K, Grade 3, Grade 5, Grade 8
- 2028-2029: Grades 1, 2, 4, 6, 7
- Comprehensive professional learning will accompany release:
- Regional in-person curriculum-based PL (CBPL) summer sessions
- Live, virtual follow-up CBPL throughout the academic year
- Self-paced asynchronous modules on [KyLearningHub.org](https://www.kylearninghub.org)
- Ongoing updates from KDE as development progresses

Where to go for updates



The screenshot shows the KYStandards.org website. At the top is a navigation bar with links for Home, KY Academic Standards, Standards Resources, and District Spotlights. The main heading is "Kentucky Academic Standards" with a subtext: "Access Kentucky's official K-12 academic standards and the resources that support their implementation. Choose where you would like to begin." Below this are two main buttons: "Browse Academic Standards" and "Explore Standards Resources". At the bottom left, there is a newsletter subscription form with fields for Name and Email, and a Submit button. To the right of the form is a featured article titled "SPOTLIGHT: CALHOUN ELEMENTARY SCHOOL" with a photo of students and a teacher. A "Standards Newsletter" icon is also visible.

KYStandards
Your home for Kentucky Academic Standards.

Home KY Academic Standards Standards Resources District Spotlights ?

Kentucky Academic Standards

Access Kentucky's official K-12 academic standards and the resources that support their implementation. Choose where you would like to begin.

Academic Standards

View and download Kentucky's adopted academic standards organized by subject area.

Browse Academic Standards

Standards Resources

Find implementation guidance, professional learning materials, instructional resources, family guides and other tools.

Explore Standards Resources

Please add your name and email to subscribe to the Standards Newsletter!

Name*

Email*

Submit

Featured Articles & Resources

SPOTLIGHT: CALHOUN ELEMENTARY SCHOOL

Standards Newsletter



[Kystandards.org](https://kystandards.org)

Questions?



Lauren Gallicchio

Assistant Director

Division of Program Standards

Lauren.gallicchio@education.ky.gov

X. KyMTSS Resources and Support

Melissa Wainwright, MTSS Coordinator, Division of Program Standards, Office and Teaching and Learning

The background of the slide is a composite image. The top-left portion shows two yellow school buses parked outdoors. The bottom-left portion shows a classroom interior with blue walls, decorated with colorful balloons and framed pictures. Several small, square tables and chairs are arranged in the classroom.

KyMTSS Resources and Support

Dr. Melissa Wainwright

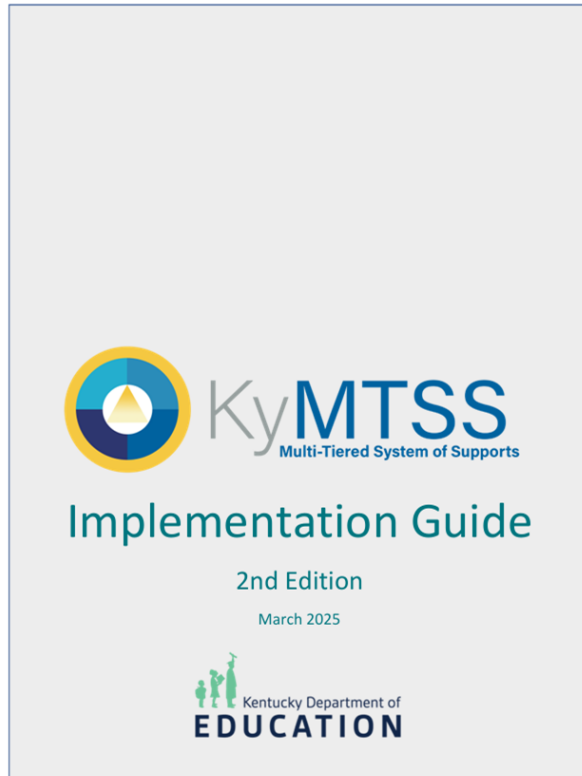
KyMTSS Coordinator

Division of Program Standards



Key Guidance Resource

Roadmap for MTSS



- Strategic Planning
- Active Implementation
- Long-Term Sustainability



Kentucky Multi-Tiered System of Supports (KyMTSS) Self-Assessment Tool

KyMTSS Definition for Common Language: KyMTSS is a multi-level prevention system designed to maximize student achievement and social and behavioral competencies through an integration of differentiated universal instruction, assessment and intervention.

Purpose: The KyMTSS Self-Assessment Tool is designed to guide district and school leaders in implementing a districtwide multi-tiered system of supports for students K-12 as required by [704 KAR 3:095](#). Aligned with Kentucky's Six Essential Elements, the tool promotes systematic, sustainable change by providing a structured process to evaluate current practices, identify strengths, determine priorities for action, identify resources and develop action plans to improve Multi-Tiered System of Supports (MTSS) implementation.

Organization of the Tool: The KyMTSS Self-Assessment is organized into six essential elements. Within each section, there is an embedded action planning space for reflection and next steps. To streamline the assessment, individual key features are primarily assigned to a single essential element. However, in an effective MTSS framework, many features naturally intersect and apply to multiple essential elements. Each subsection is comprehensive but not exhaustive.

Overarching Questions:

- To what extent are we implementing the six essential elements of KyMTSS?
- How effectively is our MTSS framework supporting positive outcomes for all students?
- What are the strengths and barriers of our MTSS implementation?
- What patterns or trends are evident in student outcomes across different groups or grade levels?
 - What professional learning and resources might we need to support implementation of the action steps?
- What are the next steps for MTSS implementation in our district or school?

Key Guidance Resource

Implementation Status

- Strengths
- Gaps
- Next Steps

Plans into Action

KyMTSS Annual Plan of Action

District/School Name School Year		
MTSS Team/School Goals		
Annual Goals:		
Behavioral (PBIS) Annual Goals:		
Monthly Meeting Plan Team Meeting Information		
Monthly Meeting Purpose:	Guiding Documents:	Professional Development
Goals Academic and Social and Behavioral Data Informed Decisions regarding MTSS Strategic actionable steps	☐ Team Roles and Responsibilities document ☐ District MTSS Plan ☐ Other	☐

- Identify Key Priorities
- Monitor Progress
- Maintain Implementation

Implementation on Track

District/School Name					
School Year					
Year at a Glance					
{Add your meeting schedule information here, e.g., "Meetings will be held the first Thursday of every month at 8:00AM"} Use these spaces to add important district initiative and assessment timelines and due dates.					
July MTSS team members and annual meeting schedule	August Needs Assessment	September	October	November	December
January	February	March	April MTSS Fidelity of Implementation Review	May	June
KyMTSS Team					
Team Member Roles:	Team Member:	Position:			
MTSS Team Facilitator					
Recorder - Note Taker					
Time Keeper					
Data Analyst or Coordinator					
Active Team Members					
Note: Adapted from KyABRI Annual Plan of Action (n/d).					

Monthly Agendas and Notes			
August Meeting			
Agenda: (link)	Notes:		
Introductions & Celebrations			
Review Action Items from Previous Meeting			
Analyze Data - Academic Data - Attendance Data - Social and Behavioral Data - Other			
Updates			
Action Items for current month			
Next Meeting Date and Time			
ACTION ITEM:	Who is responsible?	Date to be completed?	How will it be monitored?

All KyMTSS Resources



<https://kymtss.org/>

Team Understanding and Capacity



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Welcome to Introduction to KyMTSS as an Integrated Framework!

This module is designed to support your understanding of an integrated KyMTSS framework. As you move through the content, consider how each component connects to your current system and practices.

Module 1

- Introduction to KyMTSS
- Self-Paced Capacity Building

KyMTSS Virtual Support

KyMTSS Bookings



Book Virtual Support

- 1:1 Team Consultation
- Virtual Office Hours
- Bright Spot Sessions
- Implementation-Focused Sessions

melissa.wainwright@education.ky.gov

XI. Accountability Regulation Updates

Jennifer Stafford, Associate Commissioner, and Shara Savage, Director, Office of Assessment and Accountability

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small tables and chairs in the classroom.

Fall 2026 Accountability

Jennifer Stafford, Ed.D. Associate Commissioner

Shara Savage, Director

Office of Assessment and Accountability

Division of Assessment & Accountability Support



Agenda

- Introduction of Kentucky's Accountability System
- Fall 2026 Data Reporting
- House Bill 500 Website Requirements
- House Bill (HB) 257 Changes to Assessments and Accountability
- Individual Student Growth
- Chronic Absenteeism
- Indicator Weighting
- English Language Proficiency

Introduction of Kentucky's Accountability System

Shara Savage, Director

Kentucky's Accountability System (Fall 2026)

- Kentucky's Accountability System is established under state statute ([KRS 158.6455](#)) and regulation ([703 KAR 5:270](#)).
- The exclusive list of accountability indicators is based on Status (current year performance) and Change (difference between prior year and current year status score).
 - State Assessment Results in Reading and Mathematics;
 - State Assessment Results in Science, Social Studies, and Writing (on-demand and editing/mechanics);
 - Progress on English Language Proficiency;
 - Quality of School Climate and Safety Survey;
 - Postsecondary Readiness (high school only); and
 - Graduation Rate (high school only).
- An Overall Performance Rating combines all available indicators.

State and Federal Accountability

State
Accountability
Colors

KRS 158.6455

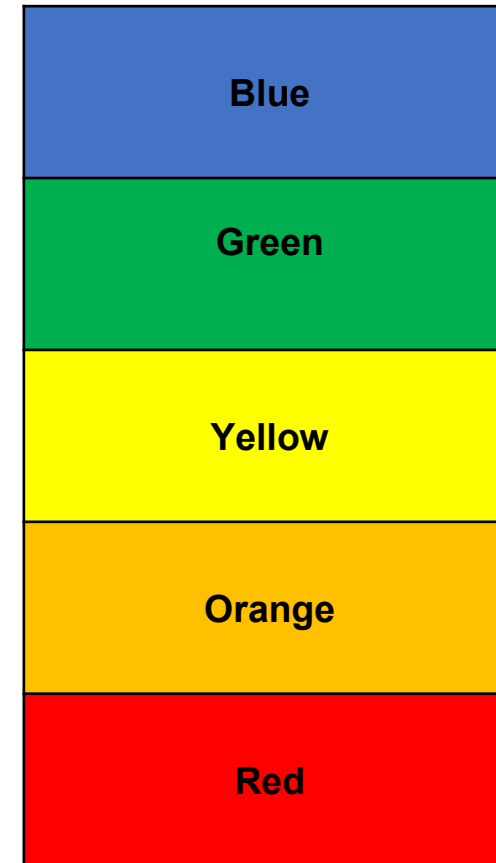
Status and change shall receive equal weight in determining overall performance. For all students as a group and separately for individual groups, status shall be determined by using the current year performance, and change shall be determined by using the difference in performance from the prior to the current year.

Federal
Accountability
Classifications

Except that change shall be based on the difference in performance for the prior three (3) years for the purpose of determining the lowest-performing five percent (5%) of schools under subsections (2) and (3) of Section 2 of this Act.

Overall and Indicator Performance Ratings

- Each state accountability indicator receives a color rating based on school performance.
- Overall performance is reported using five color ratings: Blue (highest), Green, Yellow, Orange, and Red (lowest).



2026 Overall Accountability Weights

	State Assessment Results - Reading and Math	Other State Assessment Results - Science (SC), Social Studies (SS), and Combined Writing (CW)	English Learner Progress	Quality of School Climate and Safety (QSCS)	Postsecondary Readiness	Graduation Rate
Elementary	51	40	5	4		
Middle	46	45	5	4		
High	45	20	5	4	20	6

If any indicator is not available, weights will be redistributed proportionally to remaining indicators.

Fall 2026 Data Reporting

Shara Savage, Director

Tentative 2026 Data Reporting Timeline

Assessment Student Data Released

- Aug. 5-7
- Kentucky Summative Assessment (KSA) and AKSA Data Released to Districts in Pearson Access Next

Fall QC Data Review

- Aug. 12-20 (New Tickets)
- District Assessment Coordinators (DACs) Review Student Participation, Demographic

Quality Control Day

- Sept. 23
- DACs Have a First Look at Accountability to Identify Possible Systemic Issues

Embargo to the District

- Oct. 13-14
- DACs and Select District Staff

Public Reporting

- Oct. 15
- Accountability Data Released Publicly

10 Day Regulatory Data Review Period

Immediately Following Public Release
DACs' Final Opportunity to Review Publicly Released Data

House Bill 500 Website Requirements

Shara Savage, Director

House Bill 500 (Budget) Website Requirements: Each District and Each School

All local districts and schools within those districts that receive SEEK funding are required to display the following information on their internet landing pages prominently:

1. In not less than 16-point type, the district's/school's percentage of students scoring:
 - Proficient in Reading
 - Distinguished in Reading
 - Proficient in Mathematics
 - Distinguished in Mathematics
2. A web link to the district's/school's detailed results on the most recent KSA (School Report Card).

House Bill 500

Districts and schools must display the item 1 information in **a banner** at the top of every webpage.

House Bill 500 (Budget) Website Requirements: Kentucky Department of Education

KDE is required:

- Post a rank order by overall academic performance of all schools on its website (Open House);
- Ensure compliance of the requirements outlined in the previous slide by every district (through superintendent assurances); and
- Provide support as needed.

House Bill (HB) 257 Changes to Assessments and Accountability

Shara Savage, Director

Locally Developed Indicators of Quality

Locally Developed Indicators of Quality

- Aligned to Kentucky academic standards
- Allow all students to apply knowledge and skills in real-world contexts
- May include local priorities (e.g., student well-being, fiscal responsibility, school safety)

Vibrant Learning

- Emphasizes student agency and real-world application
- Developed with families, communities, and workforce partners
- Demonstrated through personalized projects and experiences tied to student interests

District Implementation

Districts may develop and implement a local system that includes:

- Student participation in vibrant learning experiences
- Locally developed performance indicators

If implemented, districts must:

- Include student performance data (disaggregated by subgroup, where permissible)
- Provide a public, online display of school and district performance

KDE Support

- KDE will offer technical assistance
- KDE may offer a one-time payment (up to \$15,000 per district) to offset cost of development.

Targeted Quality Measures to be reported on the Kentucky School Report Card until June 2030

Additional Readiness & Quality Measure

- Educators
 - Percentage of certified teachers who have:
 - Achieved Rank II status or higher
 - Earned National Board Certification
- Grade 8 Students
 - Percentage of students earning at least one high school credit by the end of grade 8
- Grade 12 Students
 - Percentage of graduates who:
 - Complete the FAFSA by graduation or
 - Parents submit an approved opt-out

2026–2027 Assessment Changes

- Testing (KSA and AKSA) **Changes** for Spring 2027 Testing for grades 3 through 8, 10 and 11.
 - The following will be removed from the state testing program:
 - Editing and Mechanics
 - On-Demand Writing
 - Quality of School Climate and Safety Survey (QSCS)

2026–2027 Accountability Changes

- New Accountability **Changes** for 2026-2027
 - Chronic Absenteeism will be a new indicator
 - Individual Student Growth will be a new indicator
 - Evaluation of Change for each indicator is removed
 - Writing is removed from the State Assessment Results indicator
 - One Overall Score used in the state accountability system that meets federal requirements
- *Please note: The contract for the KSA and AKSA will also be out for bid, which could affect future administrations (i.e., 2028 and beyond).*

2026-2027 New Accountability Indicators

The state indicators shall exclusively include:

- State Assessment Results - Reading and Mathematics
- State Assessment Results -Science (SC) and Social Studies (SS)
- Individual Student Growth – Reading and Mathematics
- English Learner Progress
- Chronic Absenteeism
- Postsecondary Readiness
- Graduation Rate

Individual Student Growth

Jennifer Stafford, Ed.D. Associate Commissioner

Individual Student Growth Indicator

Key Features

- Replaces the current Status and Change approach
- Measures student growth in reading and mathematics
- Uses a student performance value table to calculate growth
- Applies only at the elementary and middle school levels

Growth Value Table for Individual Student Growth in Reading and Mathematics **Updated after KBE**

Growth Value Table Individual Student Growth in Reading and Mathematics (Points for student performance in Year 2, given performance in Year 1)								
Prior Year	Novice Low	Novice High	Apprentice Low	Apprentice High	Proficient Low	Proficient High	Distinguished Low	Distinguished High
Distinguished High	0	0	0	0	0	0	100	125
Distinguished Low	0	0	0	0	0	50	100	125
Proficient High	0	0	0	0	50	100	110	125
Proficient Low	0	0	0	50	100	110	125	125
Apprentice High	0	0	50	100	110	125	125	125
Apprentice Low	0	50	100	110	125	125	125	125
Novice High	0	100	110	125	125	125	125	125
Novice Low	0	110	125	125	125	125	125	125

Chronic Absenteeism

Shara Savage, Director

Chronic Absenteeism Indicator

- HB 257 Chronic Absenteeism is defined as student engagement as measured by chronic absenteeism, which shall be defined as a student missing ten percent (10%) or more of yearly school time for excused or unexcused reasons throughout the school year.
- There are two calculations of how chronic absenteeism is measured. The federal calculation is based on school days missed, while the state is currently measured by minutes of instructional time missed.
- ESSA states that it must be measured for half the year (at least 50 days).

Half-Year (50-day Rule) Example

- Chronically Absent for 50 days in Carter Co. and has been in Bath Co. for 120 days.
- With the 50-day rule, the student is accountable at Carter and Bath.
- Rather than the 100-day accountability rule with track-back, where only Bath Co. would be accountable for the student's chronic absenteeism.

Indicator Weighting

Jennifer Stafford, Ed.D. Associate Commissioner

Current Accountability Indicators and Weights

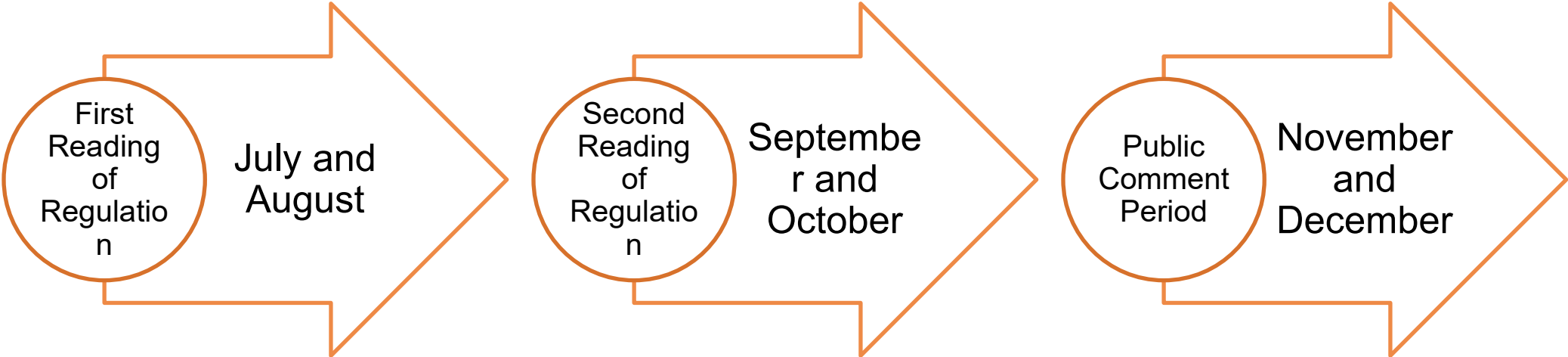
	State Assessment Results - Reading and Mathematics	State Assessment Results - Science, Social Studies, and Writing	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness	Graduation Rate
Elementary	51	40	5	4	-	-
Middle	46	45	5	4	-	-
High	45	20	5	4	20	6

Proposed Overall Accountability Weights

	State Assessment Results in Reading and Mathematics	Individual Student Growth in Reading and Mathematics	State Assessment Results in Science and Social Studies	English Learner Progress	Chronic Absenteeism	Postsecondary Readiness	Graduation Rate
Elementary Schools	36	25	30	5	4	N/A	N/A
Middle Schools	36	25	30	5	4	N/A	N/A
High Schools	40	N/A	20	5	4	25	6

The combined weight of academic indicators (Reading/Math, Growth, Graduation Rate, and English Language Proficiency) must be substantially higher than the School Quality and Student Success (SQSS) indicator(s).

Next Steps for 703 KAR 5:270, Kentucky's Accountability System



Date	Advisory Group
July 21	School Curriculum, Assessment and Accountability Council
July 28	Local Superintendents Advisory Council
Aug. 5-6	<i>Kentucky Board of Education</i>
Aug. 19	Kentucky Technical Advisory Committee

Date	Advisory Group
Sept. 15	School Curriculum, Assessment and Accountability Council
Sept. 29	Local Superintendents Advisory Council
Oct. 7-8	<i>Kentucky Board of Education</i>

[House Bill 257 at a Glance](#)

Additional groups will be consulted in August and September.

Division of Assessment and Accountability Support

OAA/DAAS

(502) 564-4394

dacinfo@education.ky.gov

Thank you for your participation!

XII. Advisory Group Priorities for 2026-2027

Geco Ross, PrAC Chairperson, Paducah Middle School, Paducah Independent School District

Review of Purpose Statement

Purpose: The Principal Advisory Council (PrAC) provides direct input to Kentucky's Commissioner of Education about important issues in Kentucky schools. The council allows for discussion and feedback from the field about topics that will lead to the improvement of Kentucky public schools and the opportunities they afford students. The goal of the council is to ensure excellent teaching and learning is happening in every classroom in every Kentucky school.

Individual Reflection: 3-5 topics

Thinking about your district and others across Kentucky, what are the top issues, challenges or opportunities that you believe this Council should focus on this year to support the Commissioner best? Think of at least 5 issues that routinely come up locally?

Breakout Rooms

- Groups of 3–5
- Each person share topic ideas
- Cluster similar ideas into “theme buckets”
- Each group names 3 strongest themes
- Decide which 3 topics are top priorities.

Whole Group Synthesis

- Each group shares 3 themes
- Consolidate overlapping themes into 10-15 topics
- Vote: Top 5 vote-getters become the council's official priorities for the year.

XIII. Adjournment

Geco Ross, PrAC Chairperson, Paducah Independent Schools

Upcoming Meeting Dates

Dec. 1, 2026
March 23, 2027
June 10, 2027

[Feedback Form for Today's Meeting](#)