COMMITTEE OF THE WHOLE MEETING OF THE BOARD OF EDUCATION
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, November 2, 2026 - 6:30 PM

A G E N D A

I. **CALL TO ORDER**

II. **PLEDGE OF ALLEGIANCE**

III. **PUBLIC PARTICIPATION**

IV. **CURRICULUM & INSTRUCTION**
- A. Strategic Plan Goal #1 Update 2
- B. 2025-2026 Standardized Assessment Report
- C. 2025-2026 Advanced Placement Report
- D. 2026 Illinois School Report Card
- E. 2026 Equity Journey Continuum Presentation

V. **STRATEGIC PLAN**
- A. 2027-2032 Strategic Planning Vision Retreat Update 99

VI. **BOARD DISCUSSION - 2026 IASB RESOLUTIONS REVIEW** **100**

VII. **PUBLIC PARTICIPATION**

VIII. **ADJOURNMENT**

BY ORDER OF
TIM ALBORES
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525

Lyons Township High School
Office of Curriculum and Instruction
100 S. Brainard Ave, La Grange IL 60525-2101
Tel: 708-579-6470 E-Mail: ppayne@lths.net

Board of Education Memorandum

Date: November 2, 2026
To: District 204 Board of Education Members
From: Office of Curriculum and Instruction
Subject: Goal 1 – Assessment and Report Card Summary

The purpose of this memorandum is to provide an update on Goal One of the District's Strategic Plan, *Student Growth and Achievement*. This update summarizes key findings from the 2026 standardized assessment results, Advanced Placement (AP) and dual credit participation, the Illinois School Report Card, and the Equity Journey Continuum. It also highlights district accomplishments, identifies areas for continued improvement, and outlines priorities for the 2026–2027 school year.

Goal One focuses on providing a comprehensive, innovative education for every student through a guaranteed, viable, and rigorous curriculum; engaging and equitable learning experiences; and consistent assessment and feedback practices. Additional information regarding all five Strategic Plan goals is available on the LTHS Strategic Plan website.

Summary of Findings

- **Standardized Assessments:** Participation rates remained high across English Language Arts (98.8%), Mathematics (98.9%), and Science (99.3%). Average student growth percentiles met or exceeded state averages in five of six measured areas. ACT college readiness improved in English, Reading, and Science from 2025 to 2026. Mathematics and Science remain areas of focus, along with persistent achievement gaps among student groups.

- **Advanced Placement and Dual Credit:** Advanced Placement participation reached a new record in Spring 2026, with 1,635 students taking 2,975 AP exams. Ninety-one percent of exams earned a score of 3 or higher, maintaining the district's record-high success rate. Dual credit opportunities also continued to expand, with additional coursework available through district partnerships with colleges and universities.

- **Illinois School Report Card:** Lyons Township High School earned an **Exemplary** summative designation, the highest level of performance under Illinois' redesigned accountability system. Composite proficiency was rated Approaching Exemplary at 70.31%, while student growth received a Commendable rating at 51.42. The composite graduation rate was 96.75%, earning an Exemplary rating. Climate survey participation also received an Exemplary rating at 96.66%, while consistent attendance was rated Approaching Exemplary at 78.72%.

- **Equity Journey Continuum:** The district's results indicated moderate gaps in equity in Student Learning and Learning Conditions, and minimal gaps in Elevating Educators. These findings reinforce the importance of continuing to address achievement and opportunity gaps and ensuring equitable outcomes across all student groups.

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Goals and Future Focus

For the 2026–2027 school year, the Office of Curriculum and Instruction will continue advancing Goal One through three key strategies:

1. **Guaranteed, Viable, and Rigorous Curriculum:** Continue the curriculum review process, with an emphasis on rigor, vertical alignment, ACT standards alignment, and the development and use of high-quality common formative assessments.

2. **Engaging and Equitable Learning Experiences:** Continue professional learning community (PLC) work focused on differentiation and instructional responsiveness, expand ACCESS LT to increase access to advanced coursework, strengthen programming for students in co-taught classes, and pursue additional career pathway opportunities.

3. **Consistent Assessment and Feedback:** Develop formative assessment data protocols for PLC teams and use assessment results to guide instructional decisions and Tier II interventions.

The district's continued focus will be on sustaining academic excellence while addressing achievement and opportunity gaps to ensure that all students have equitable access to the opportunities and support necessary for success.

The attached 2026 Goal 1 Assessment and Report Card Summary presentation is provided for the Board's information and review.

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2026 Goal 1, Assessment, and Report Card Summary

October 2026

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Outcomes

01
Assessment & AP Data
Review 2025 - 2026 Standardized Assessment data and Advanced Placement exam data

02
School Report Card
Understand metrics on School Year 2026 School Report Card

03
Equity Continuum
View placement on Equity Journey Continuum

04
Goals & Future Focus
Share Goal 1 updates and future focus areas

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Standardized Assessment Report

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Assessment Participation

English Language Arts

98.8%

Participation Rate

Mathematics

98.9%

Participation Rate

Science

99.3%

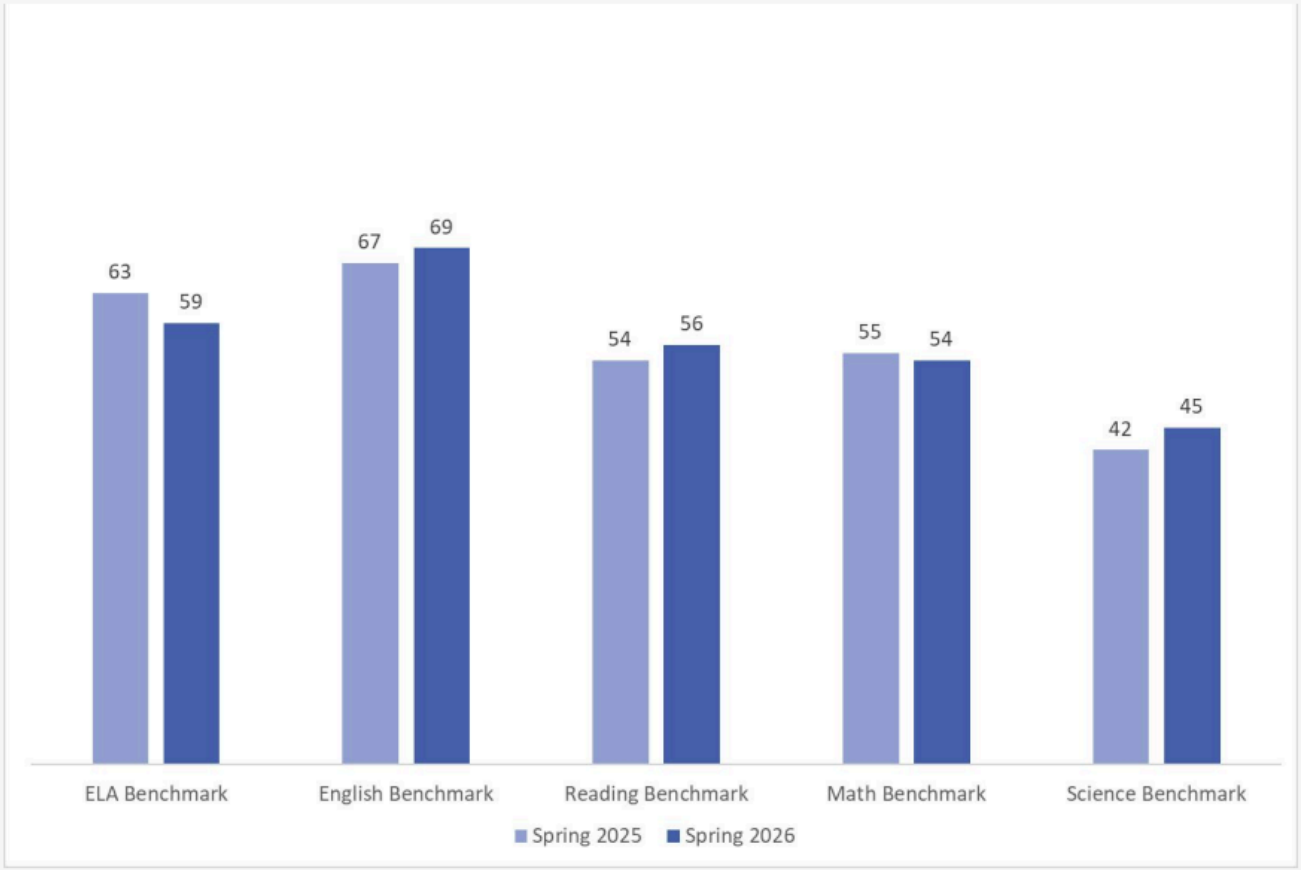
Participation Rate

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ACT Assessments

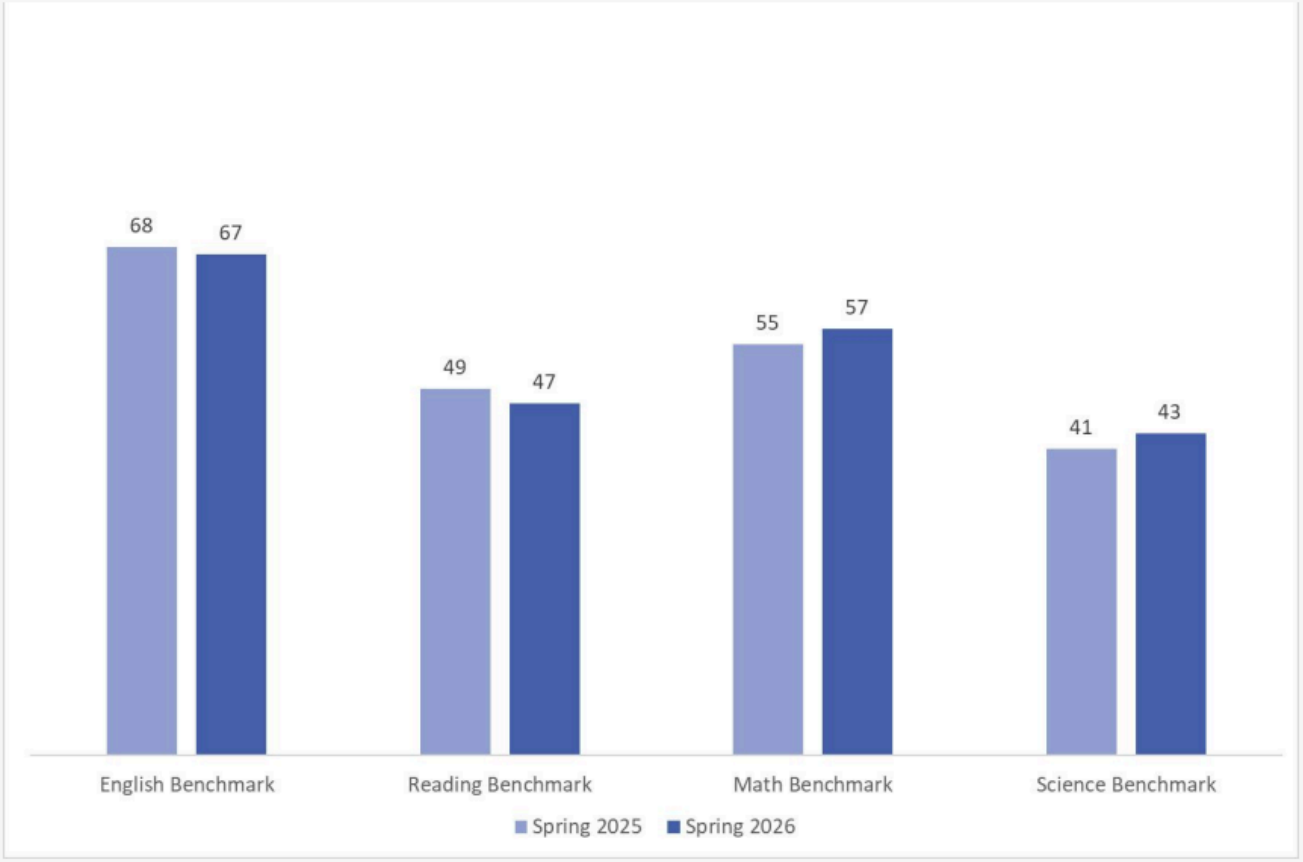
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ACT College Readiness Benchmarks



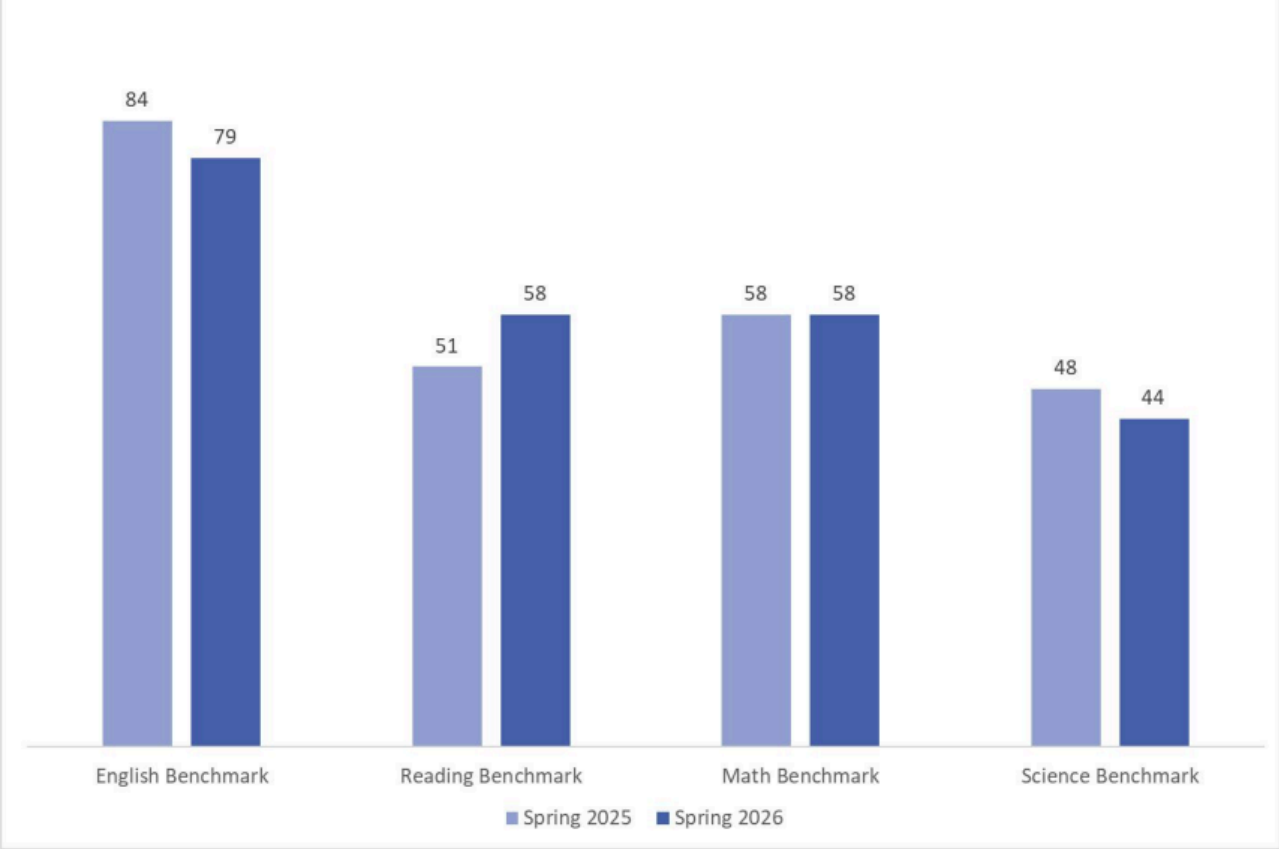
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PreACT (10) College Readiness Benchmarks



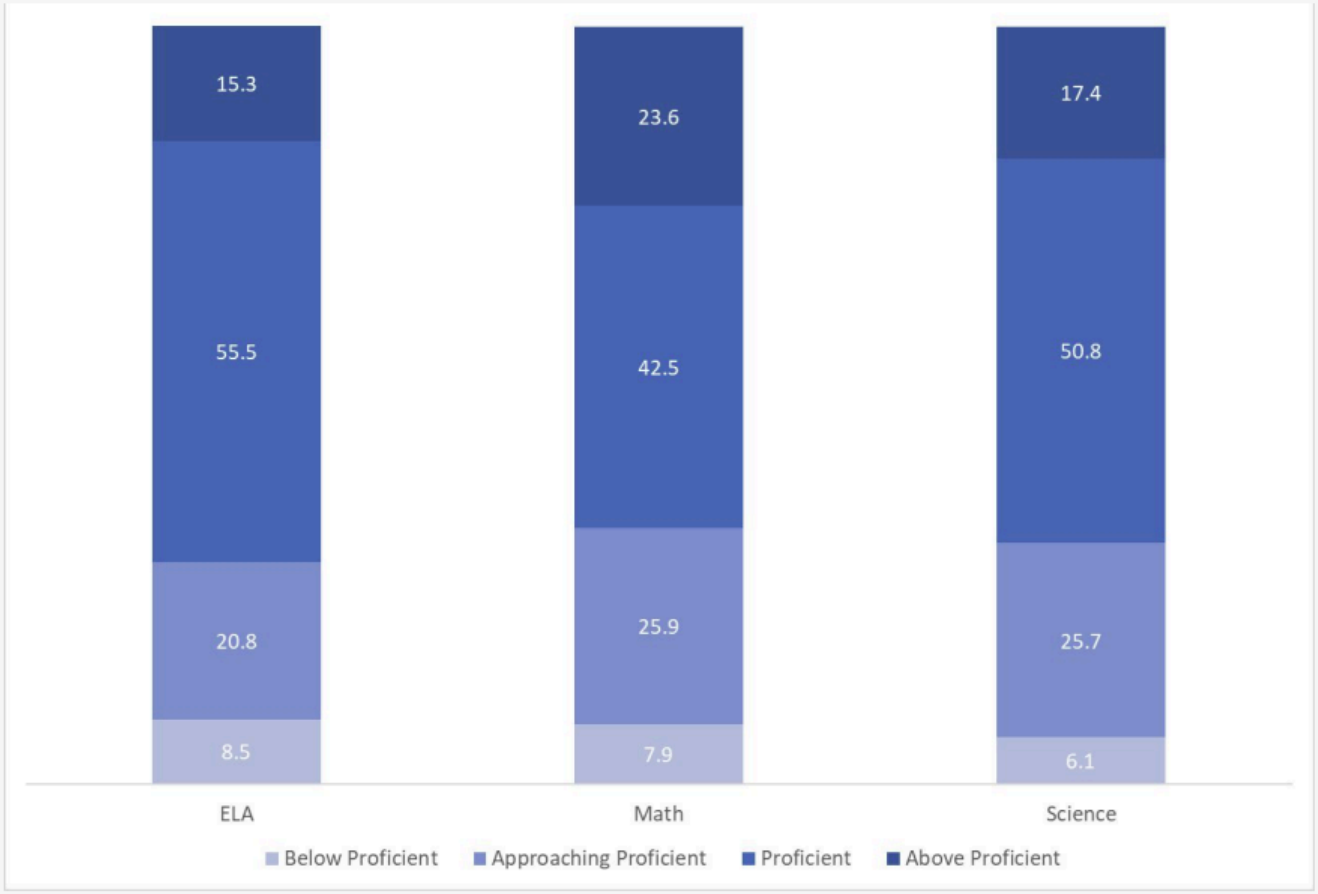
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PreACT (9) College Readiness Benchmarks



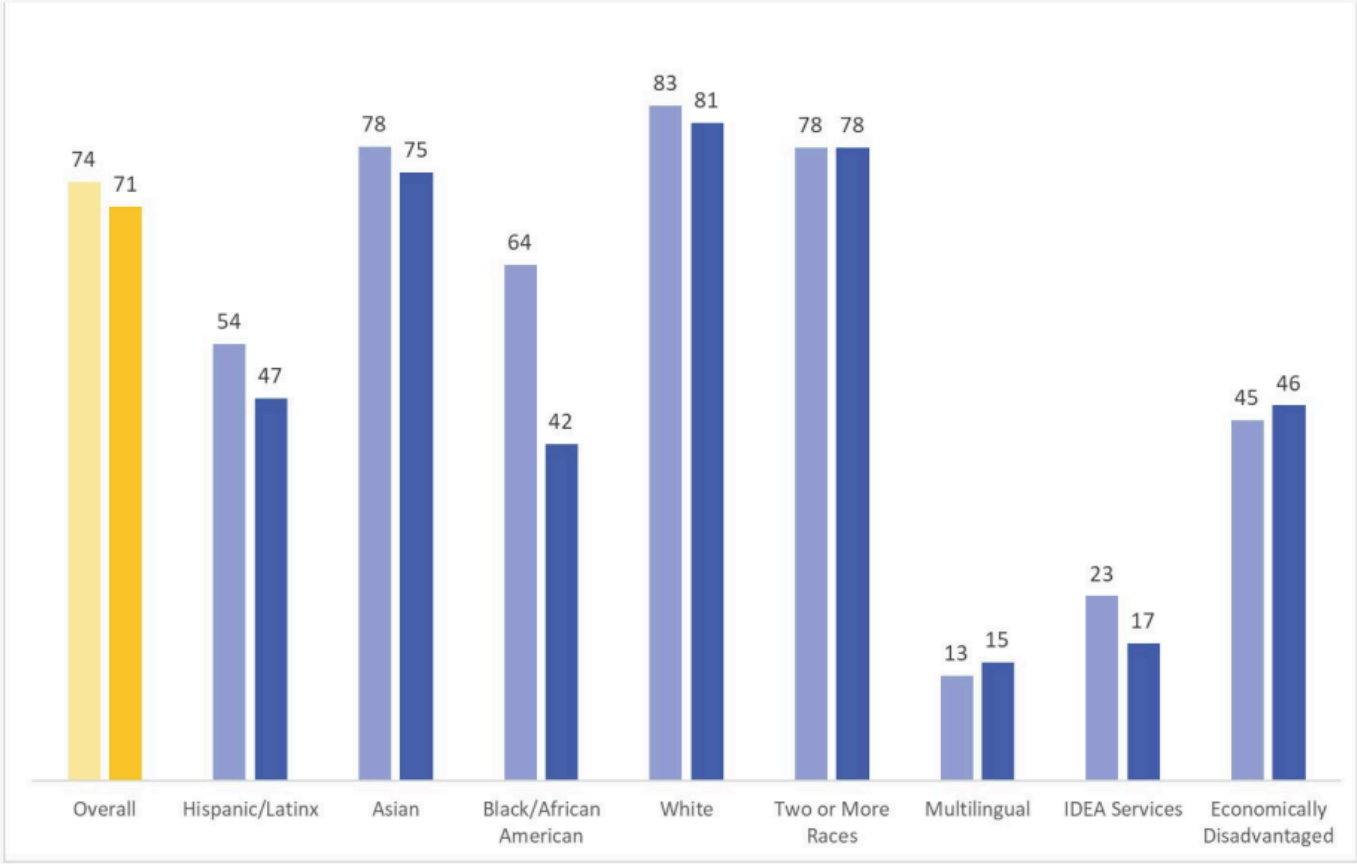
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Spring 2026 ACT Illinois Performance Levels



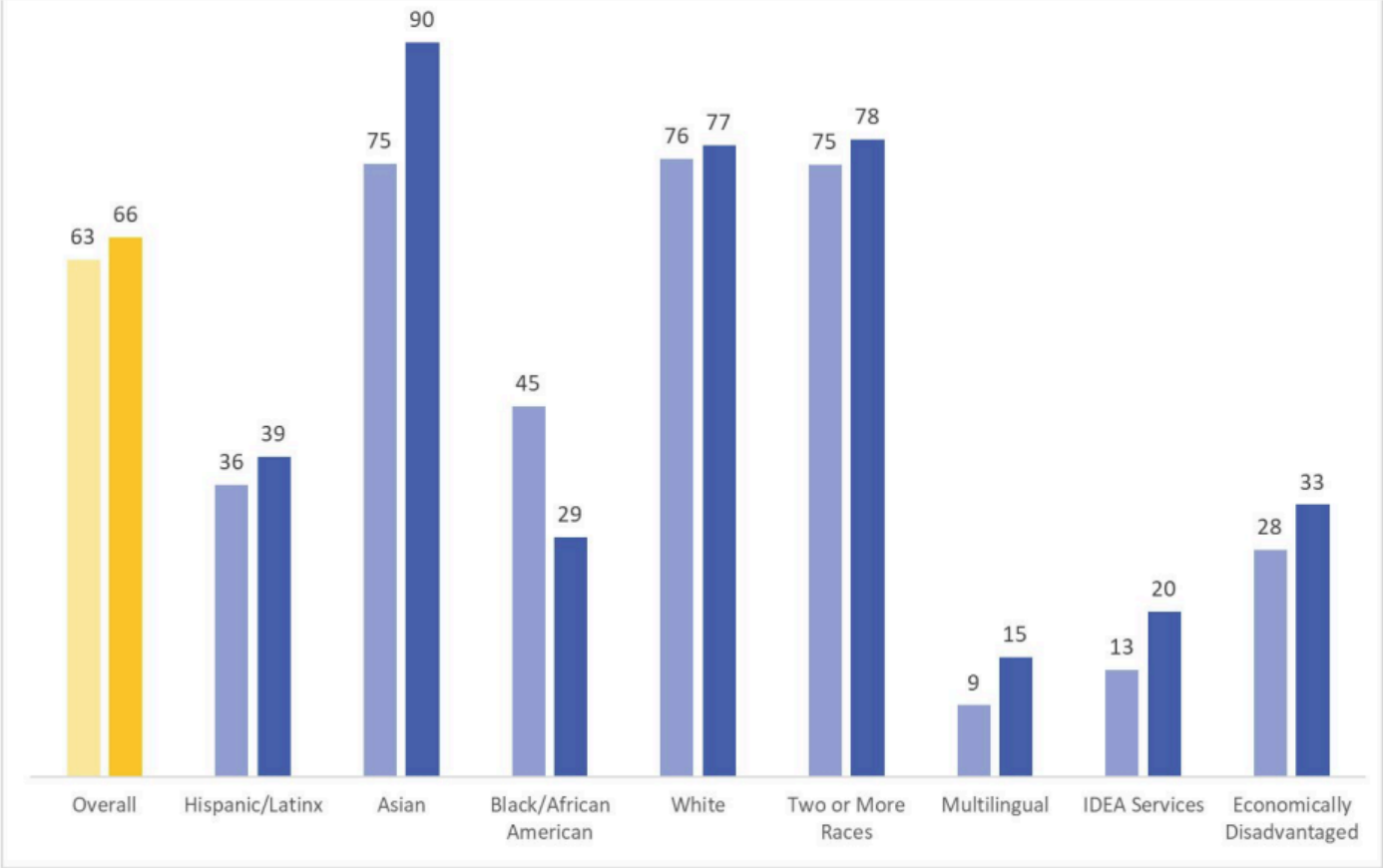
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Spring 2026 ACT Illinois Proficiency Levels - ELA



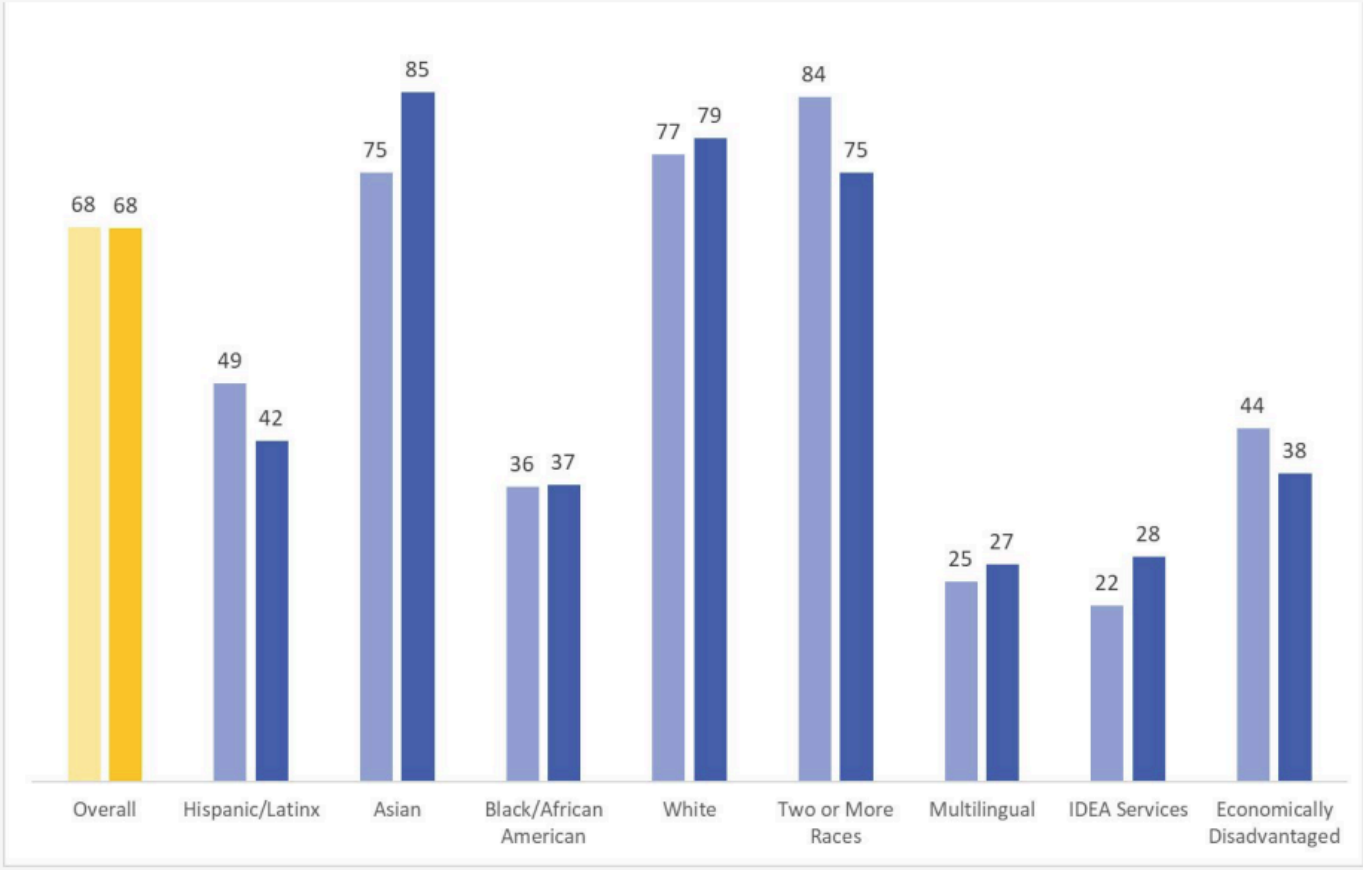
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Spring 2026 ACT Illinois Proficiency Levels - Mathematics



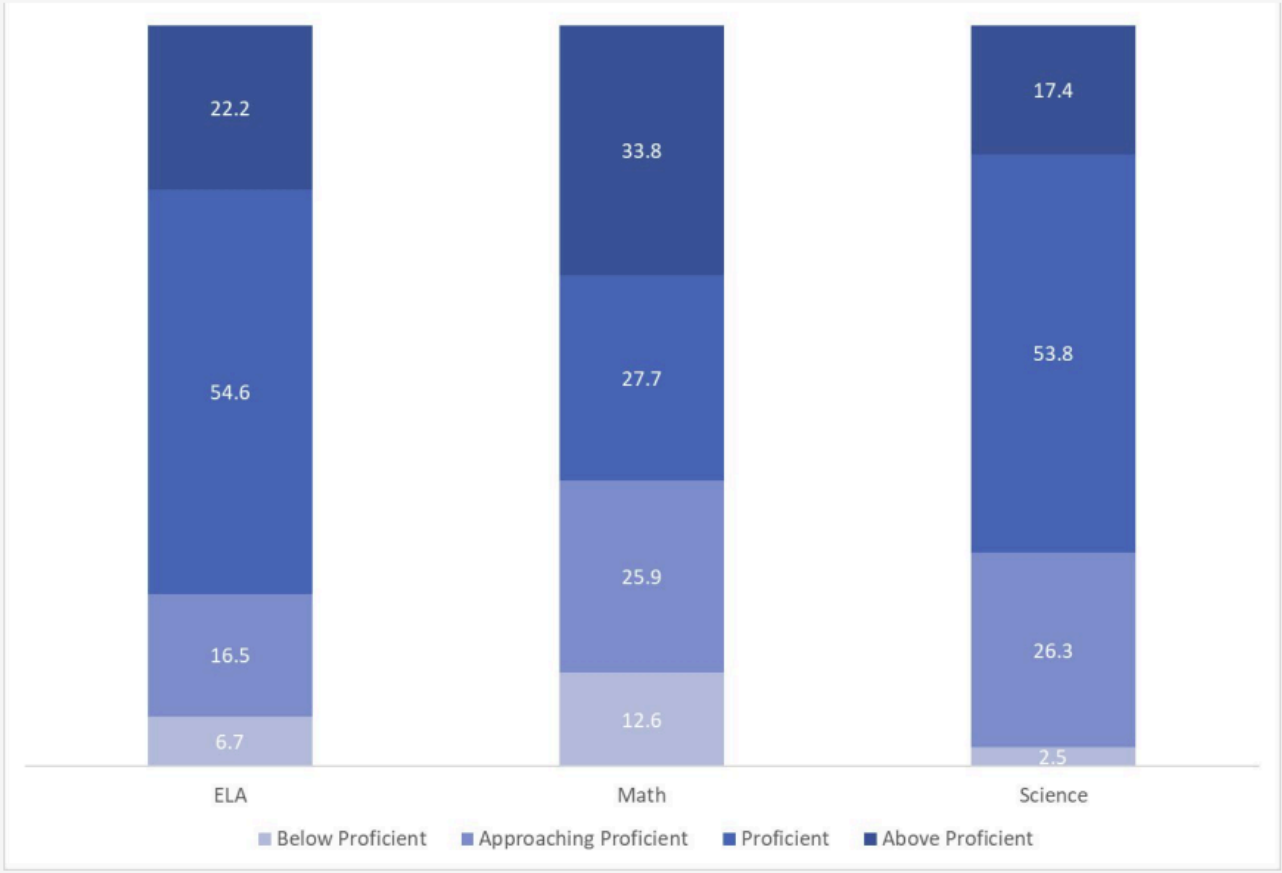
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Spring 2026 ACT Illinois Proficiency Levels - Science



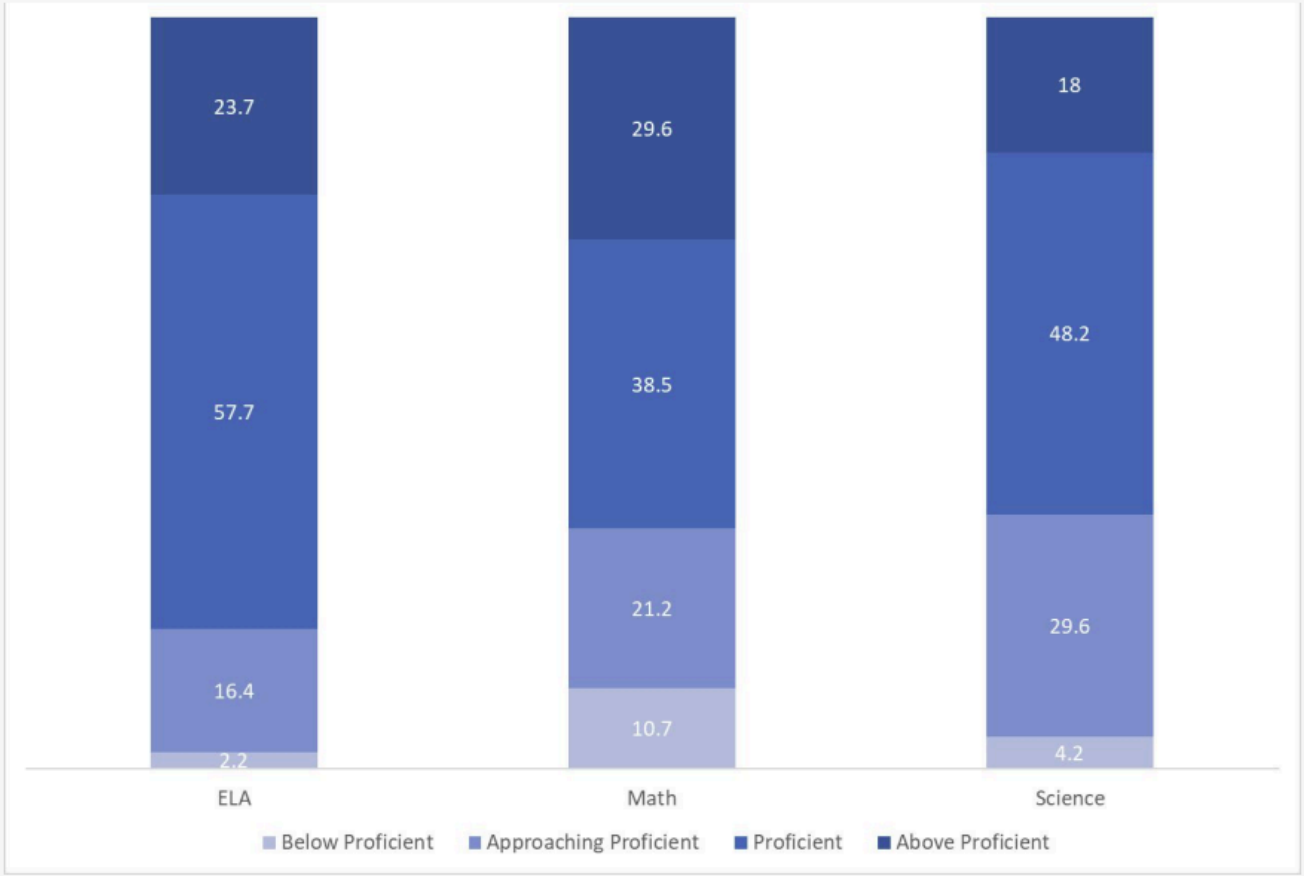
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Spring 2026 PreACT (10) Illinois Performance Levels



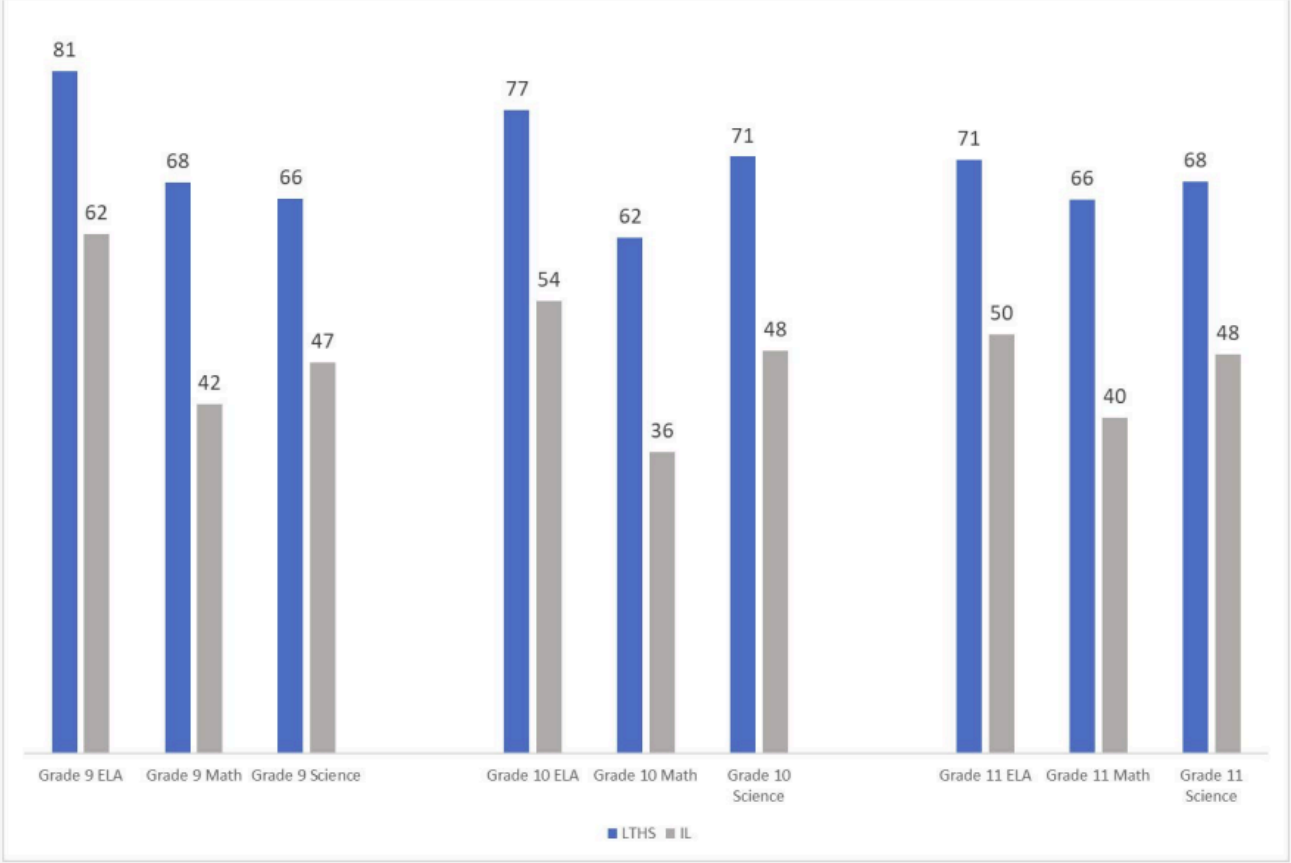
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Spring 2026 PreACT 9 Illinois Performance Levels



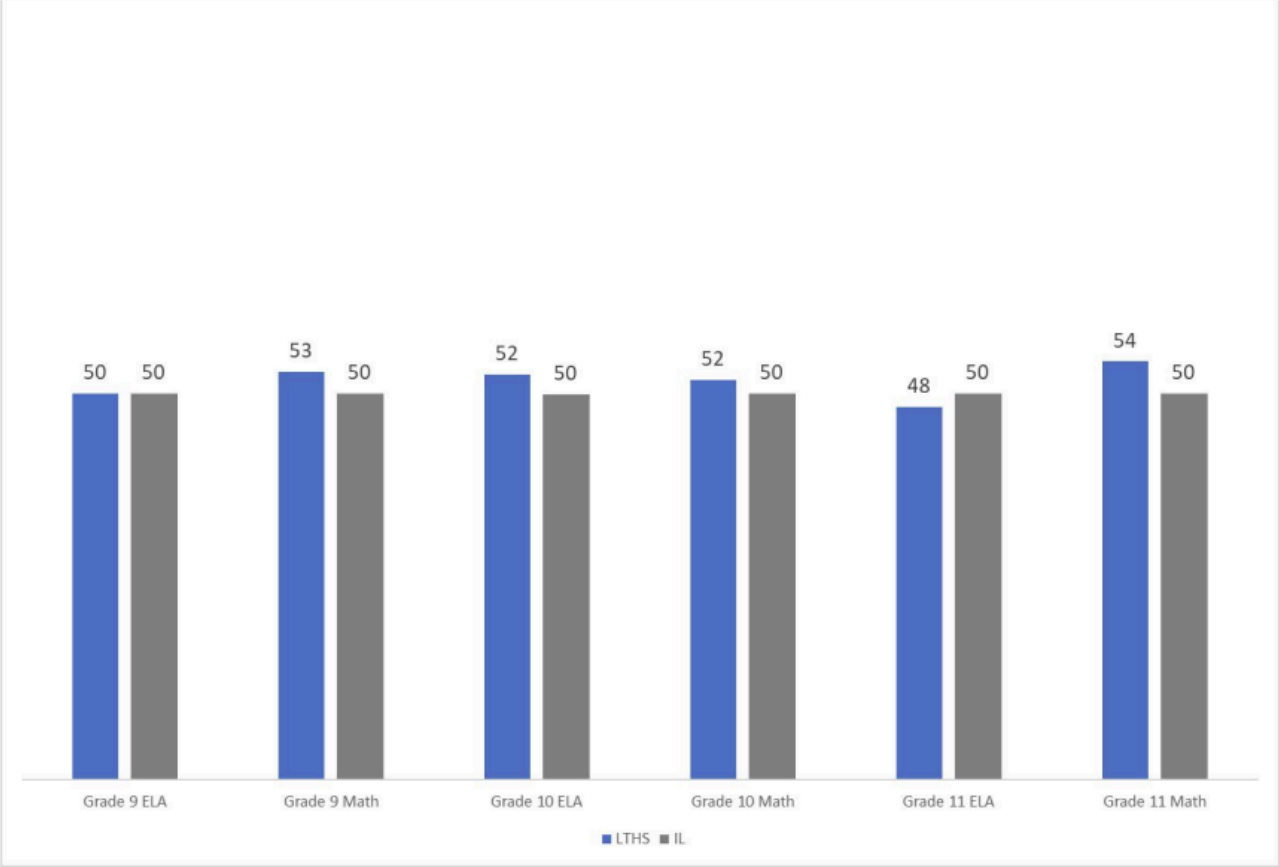
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Spring 2026 ACT Assessments Compared to Illinois



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Spring 2026 ACT Average Growth Percentiles



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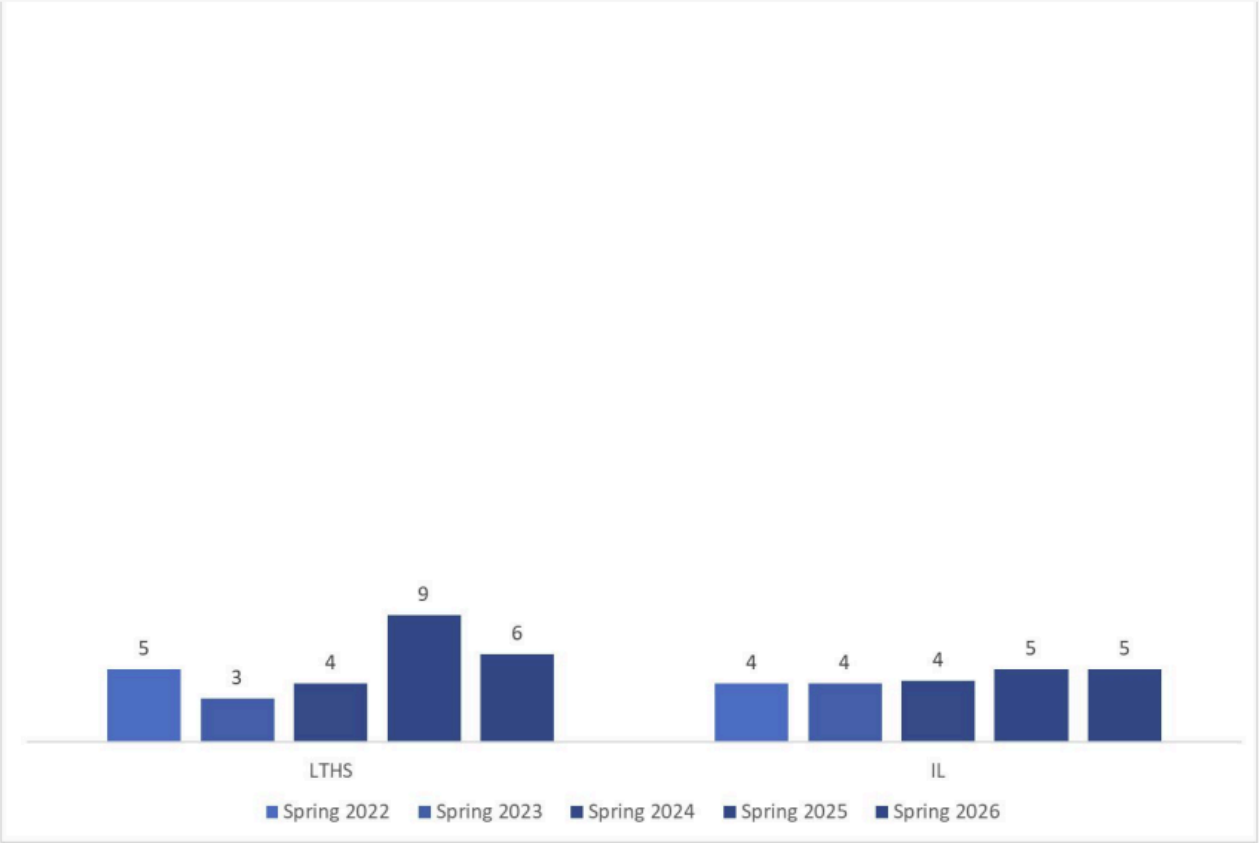
DLM-AA

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WIDA ACCESS for English Learners

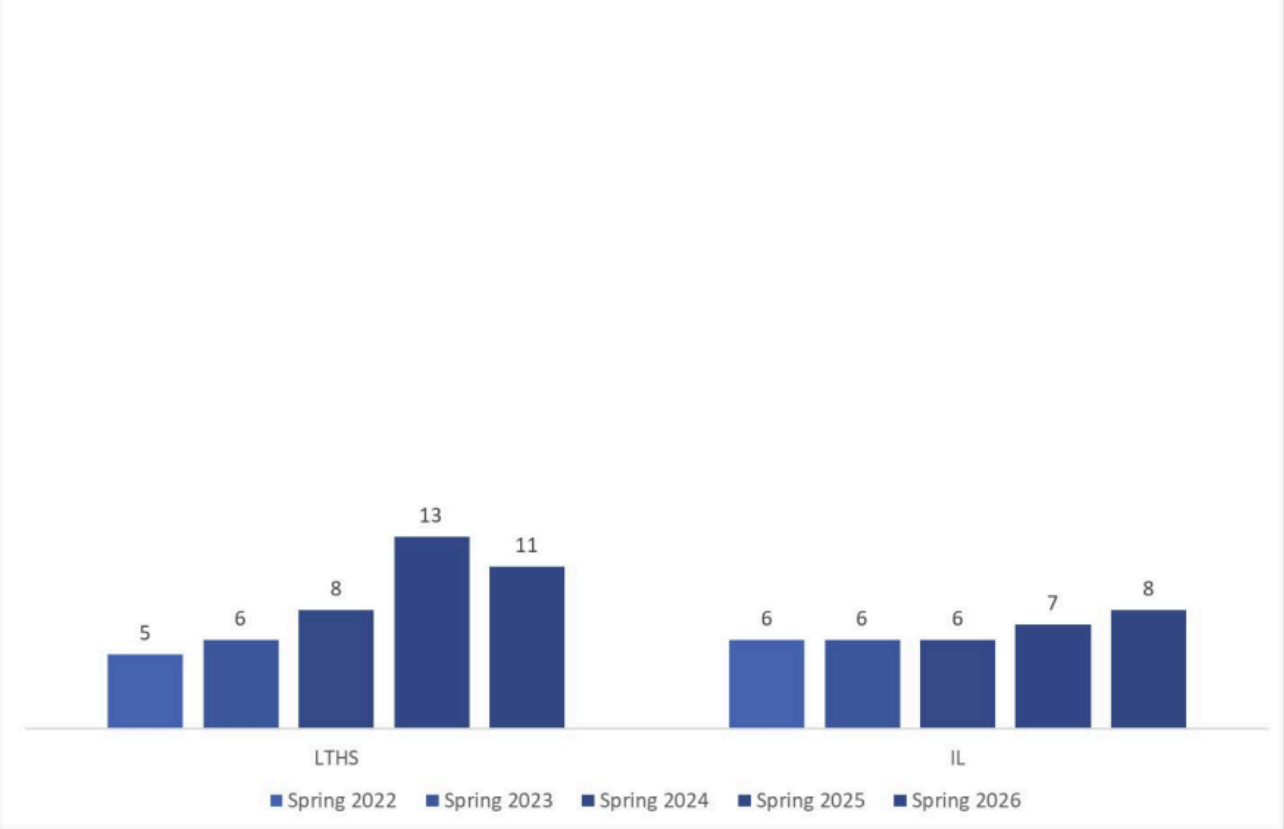
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Spring 2026 WIDA ACCESS Compared to Illinois



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Spring 2026 ML/EL Exit Rate Compared to Illinois



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Standardized Assessment Key Takeaways

Positive Student Growth

Average Student Growth Percentiles meet or exceed the state average in five of six measured areas, with Grade 11 ELA slightly below the state average.

College Readiness Progress

ACT college readiness improved in English, Reading, and Science from 2025 to 2026, while results across PreACT 9 and PreACT (10) were more mixed.

Mathematics and Science Focus

Mathematics and Science continue to present opportunities for growth, particularly in the percentage of students meeting ACT College Readiness Benchmarks.

Achievement Gap Priority

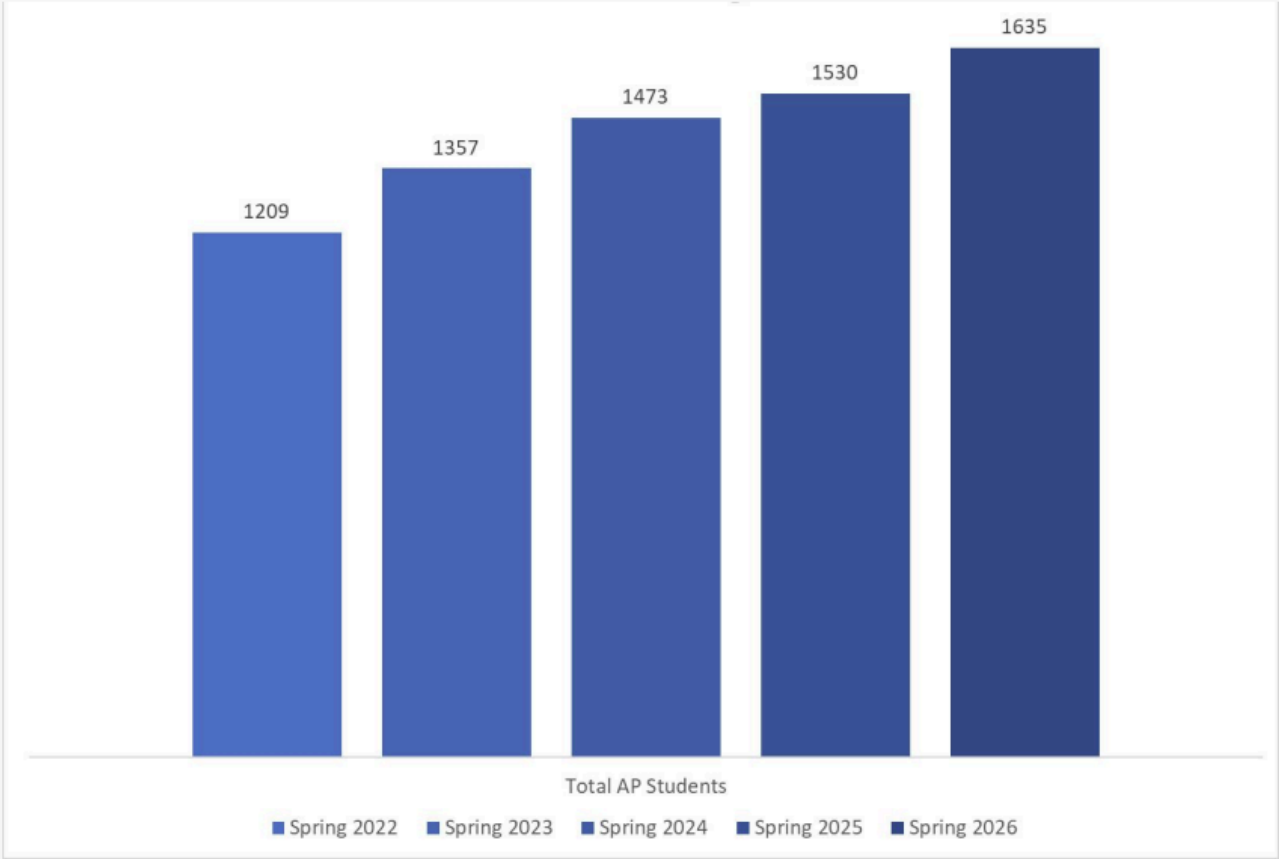
Persistent performance gaps across the ACT assessment series remain for students who identify as Hispanic/Latinx and Black/African American, students in our multilingual programs, students with disabilities, and students who are economically disadvantaged.

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Advanced Placement (AP)

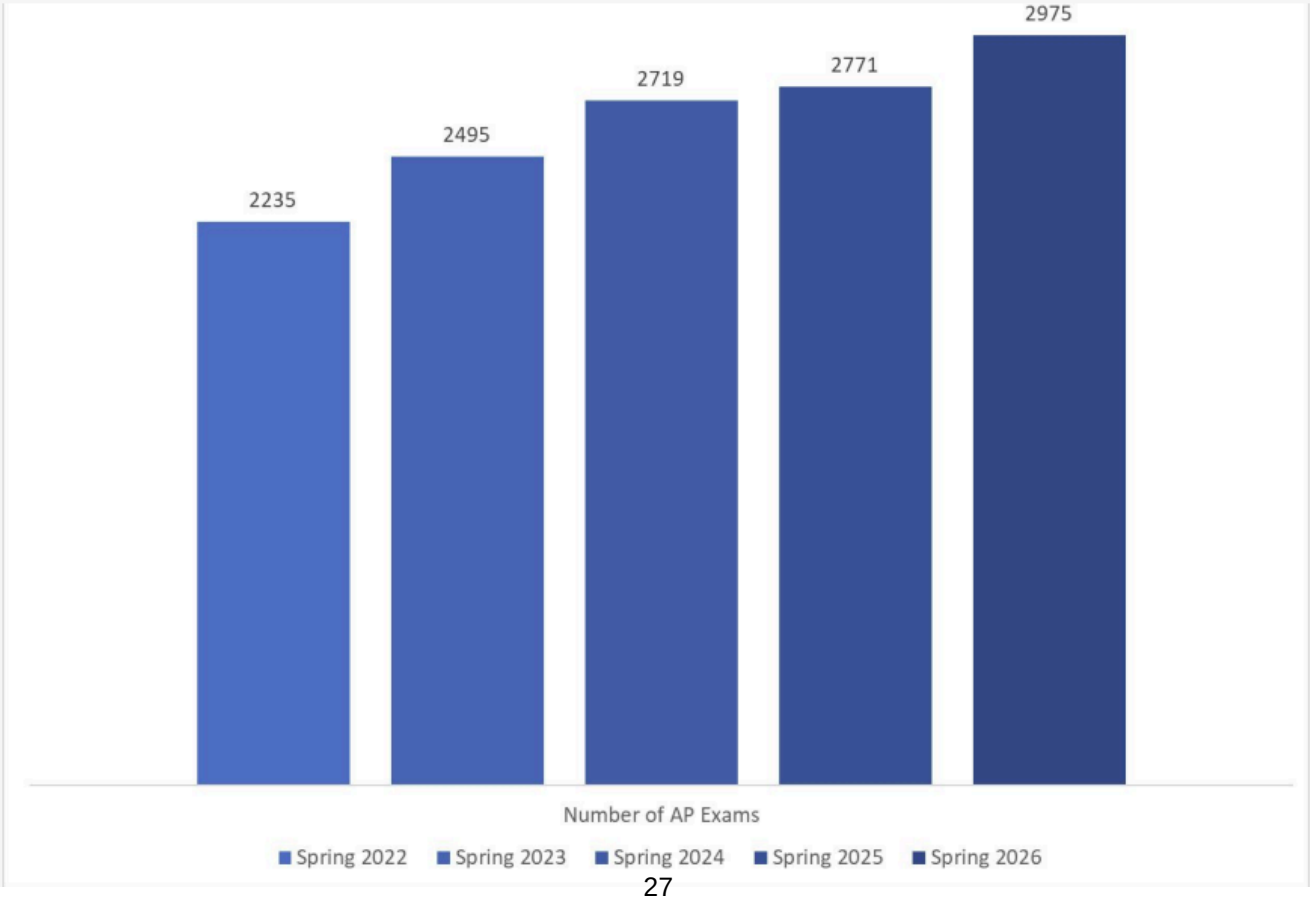
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Spring 2026 AP Exam Student Count



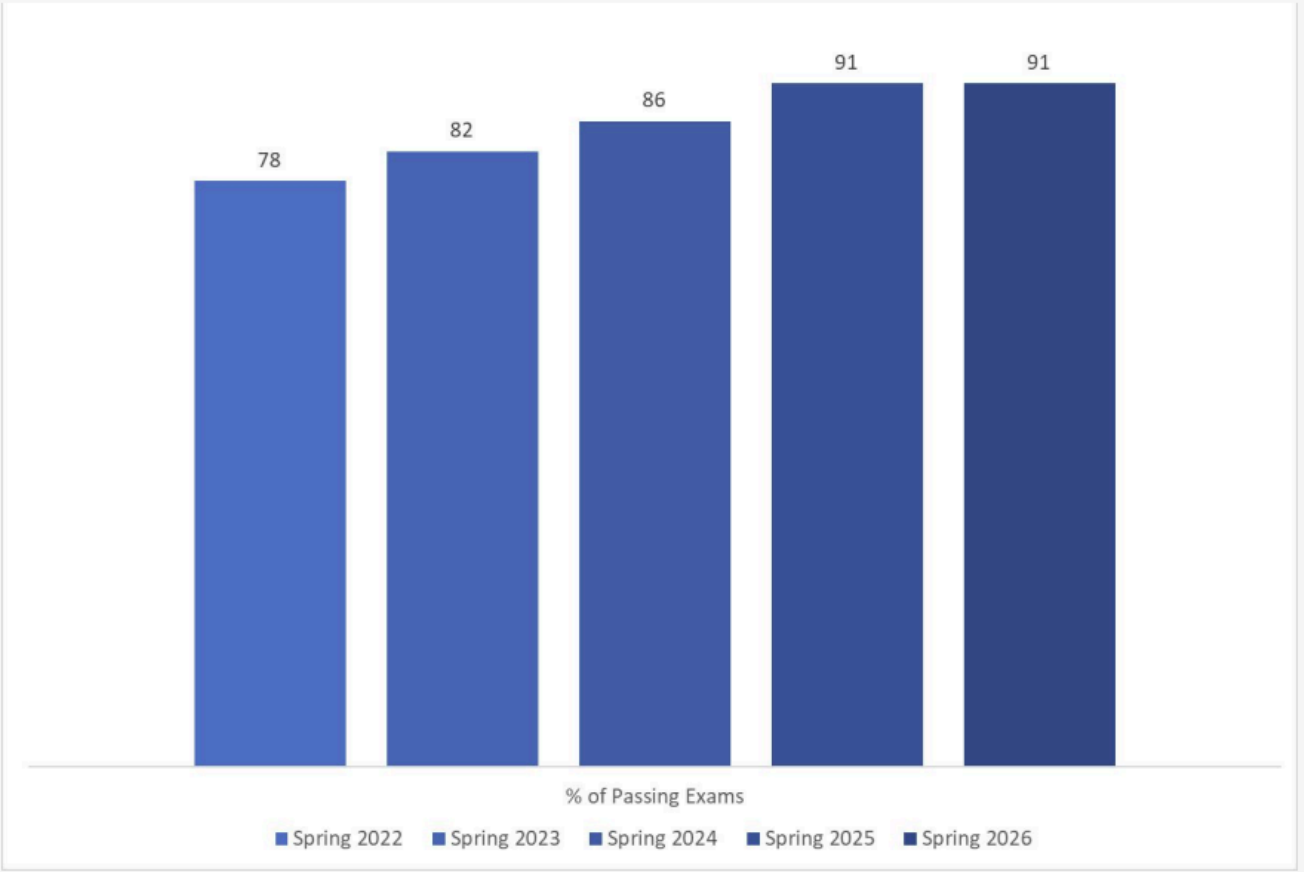
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Spring 2026 AP Exam Count



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Spring 2026 Passing AP Exams



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ACCESS LT

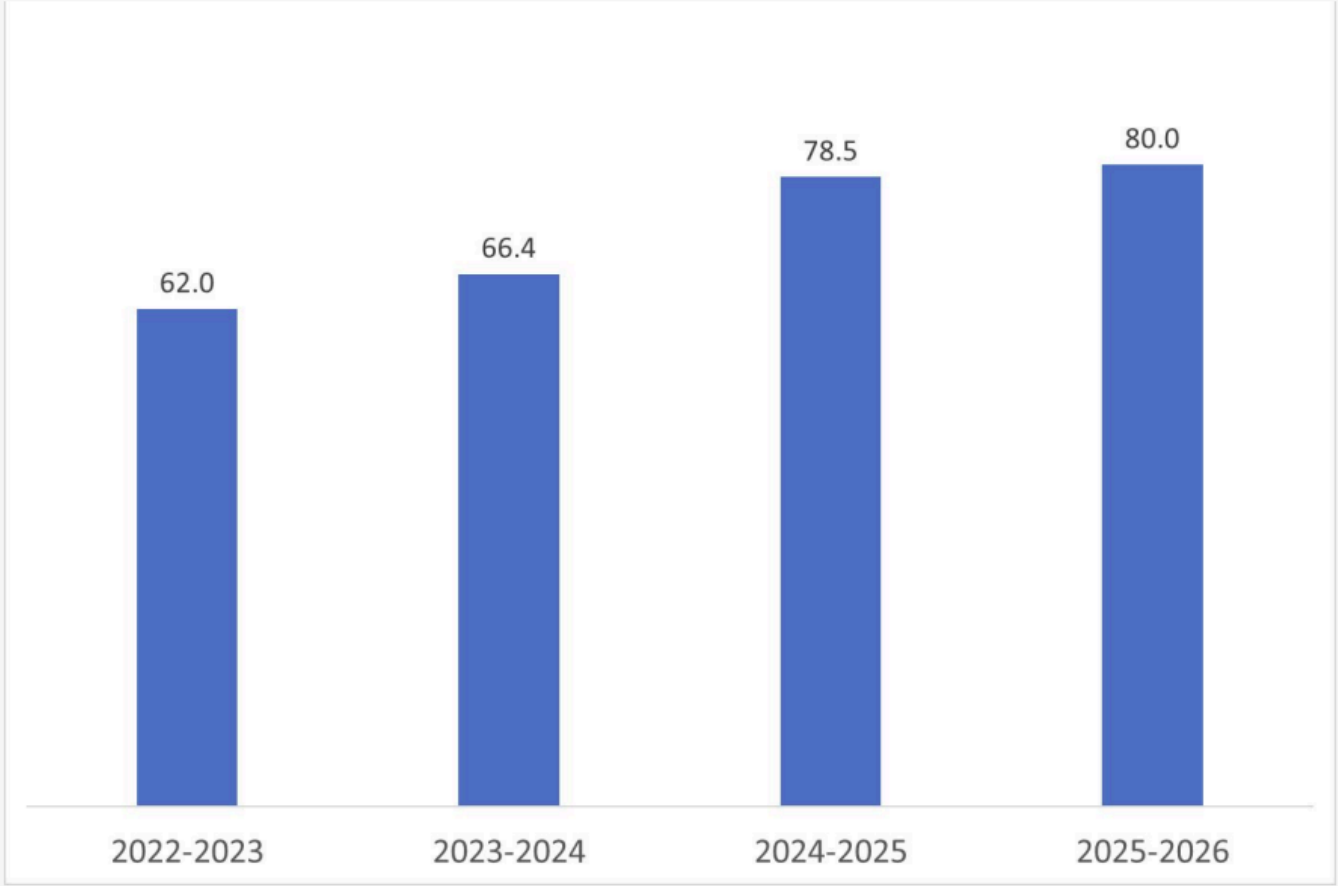
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AP Exam Historical Comparison

Year	Courses	Students	Tests	3+	4+	5+
1998	23	233	468	82%	54%	25%
2006	26	514	982	92%	69%	31%
2016	28	937	2213	87%	59%	29%
2024	29	1473	2719	86%	64%	28%
2026	29	1635	2975	91%	66%	29%

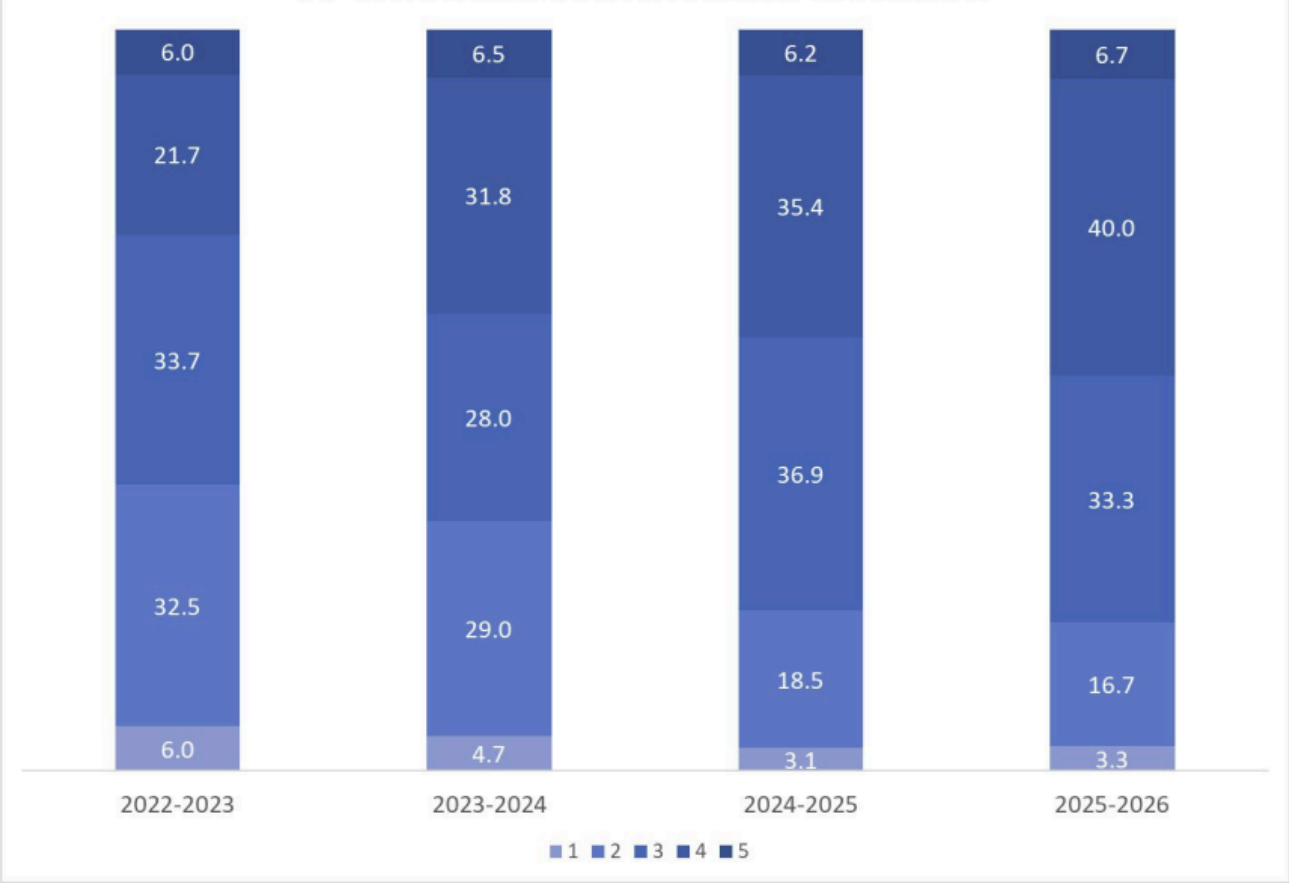
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ACCESS LT AP Exam Pass Rate



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Spring 2026 ACCESS LT AP Exam Score Distribution



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Dual Credit Course Count Historical Comparison

College	2006	2024	2025	2026
COD	5	16	18	20
Triton	1	3	3	3
Moraine Valley	1	3	3	3
Indiana University	0	6	6	6
Embry Riddle	0	2	2	2

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Advanced Placement Key Takeaways

Evolving Course Access Approach

As district systems for early identification and placement into advanced coursework have expanded, ACCESS LT has transitioned to a fully district-led initiative focused on continuing to identify and support students who may otherwise face barriers to advanced coursework.

Record AP Participation

AP participation reached another all-time high in Spring 2026, with 1,635 students taking 2,975 exams, continuing five consecutive years of growth.

ACCESS LT Student Success

Students identified through ACCESS LT continue to demonstrate increasing AP success, with the percentage of exams earning a score of 3 or higher rising from 62% in 2022–2023 to 80% in 2025–2026.

Sustained Exceptional Performance

Despite continued growth in participation, 91% of AP exams earned a score of 3 or higher, maintaining the district's record-high success rate from 2025.

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ISBE School Report Card

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2026 School Report Card

- School Snapshot
- Academic Progress
- School Environment
- Students
- Accountability
- Teachers
- Administrators & Support Personnel
- School Highlights
- Historical Academic Progress
- Equity Journey Continuum
  Only at District Level

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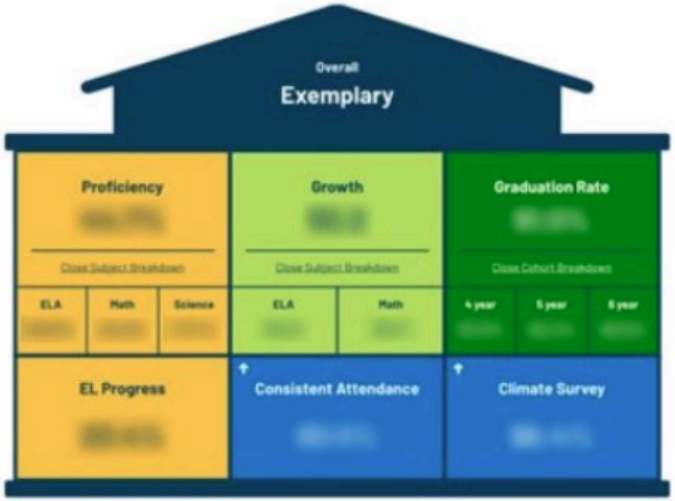
2026 Summative Designation

Exemplary	Highest levels of performance
Approaching Exemplary	Strong performance
Commendable	Typical or average performance
Developing	Below average performance
Comprehensive	Low performance
Auto Comprehensive	A category that applies only to specific core indicators. It applies to Graduation Rate for high schools.

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Summative Designation Indicators

Core Indicators (Top Row)	• Composite Proficiency • Composite Growth • Composite Graduation Rate
Elevating Indicators (Bottom Row)	• English Learner Progress to Proficiency • Consistent Attendance • Climate Survey Participation



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Redesigned Indicators

CORE INDICATORS

Composite Proficiency
Combines Grades 9-11 ELA and math, and Grade 11 science proficiency into one metric

Composite Graduation Rate
A composite 4-, 5-, & 6-year adjusted cohort graduation rate.

Composite Growth
Grade 9 - 11 ELA and math growth utilizing student growth percentiles

ELEVATING INDICATORS

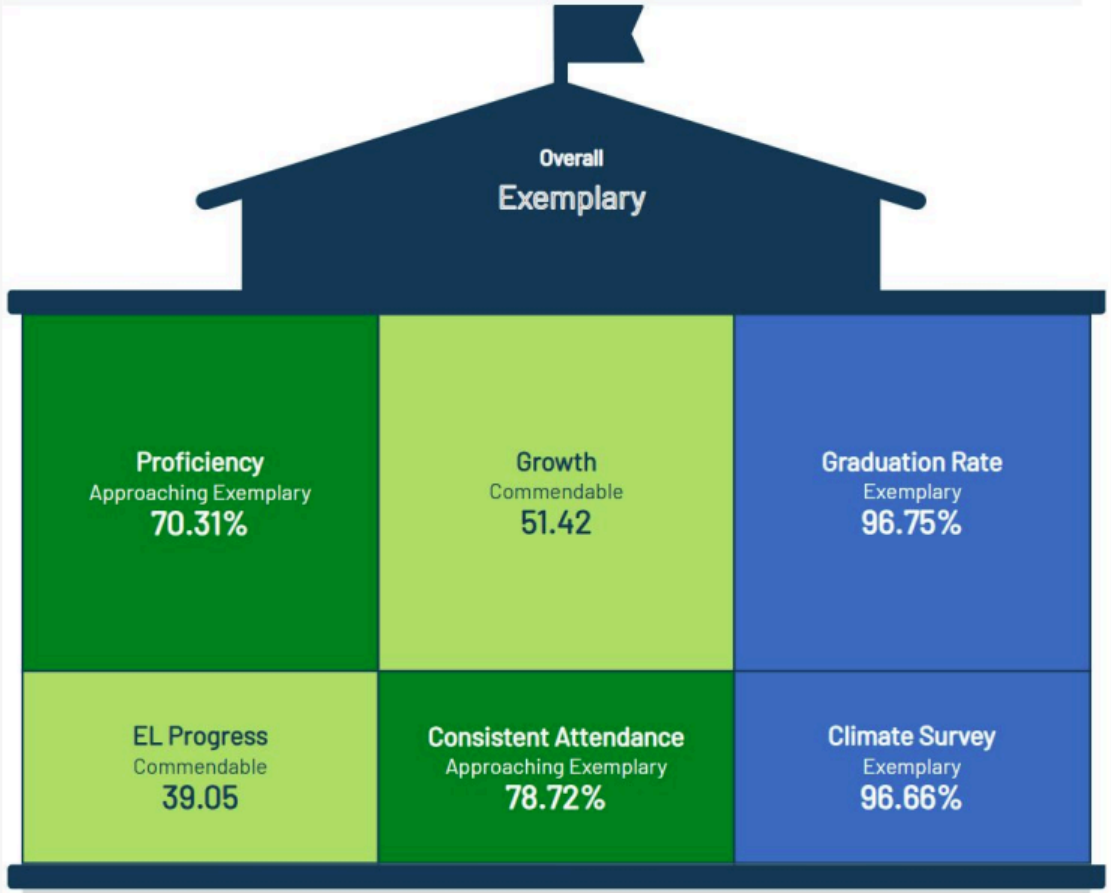
EL Progress
EL student progress towards English Proficiency

Climate Survey
Student participation on the 5Essentials climate survey

Consistent Attendance
Percentage of students present for 90% or more of the school year

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2026 Rating



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Equity Journey Continuum

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Equity Journey Continuum

A research-based framework for evaluating district data through an equity lens

Equity Lens

The Equity Journey Continuum is an informational tool for our district to view our data through the lens of equity.

Identify Gaps

It identifies gaps in student achievement, opportunities, and supports by analyzing data that our district already collects and reports to ISBE.

Improve Outcomes

The tool makes the data more useful for our district to improve outcomes for students.

Research-Based

ISBE developed the tool using national research and examples from other states.

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Equity Journey Continuum

Data Elements

- Student Learning
- Learning Conditions
- Elevating Educators

Steps Along the Continuum

1. Large Gaps in Equity
2. Moderate Gaps in Equity
3. Small Gaps in Equity
4. Minimal Gaps in Equity

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2026 Equity Journey Continuum

District status assessment across key data categories

Student Learning

Moderate Gaps
in Equity

Learning Conditions

Moderate Gaps
in Equity

Elevating Educators

Minimal Gaps
in Equity

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Report Card Key Takeaways

Exemplary School Designation

Lyons Township High School earned an "Exemplary" summative designation, representing the highest level of performance under Illinois' redesigned accountability system.

Academic Performance

Composite proficiency earned an Approaching Exemplary rating at 70.31%, while student growth was Commendable at 51.42.

Graduation Success

The district's 96.75% composite graduation rate earned an Exemplary rating across all student metrics.

Student Engagement

Climate survey participation was Exemplary at 96.66% and consistent attendance was Approaching Exemplary at 78.72%.

English Learner Progress

Progress toward proficiency was rated Commendable at 39.05, identifying an area for continued attention within a strong profile.

Continued Equity Focus

Moderate equity gaps remain in Student Learning & Conditions, while Elevating Educators demonstrates Minimal Gaps in Equity.

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Goal 1 Update

Lyons Township High School
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Goal One: Student Growth and Achievement

Provide a comprehensive, innovative education for every student to ensure all students grow and achieve

Rigorous Curriculum

Deliver a guaranteed, viable, and rigorous curriculum for all students.

Engaging Learning

Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.

Consistent Assessment

Bring consistencies to assessments and feedback processes supported by research and student/staff voice.

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Goal One Celebrations!

Key metrics highlighting student growth, academic excellence, and achievements

Graduation Rate

Sustained excellence in four-year student graduation outcomes.

Unweighted GPA

Strong academic benchmarks maintained consistently across classes.

Advanced Coursework

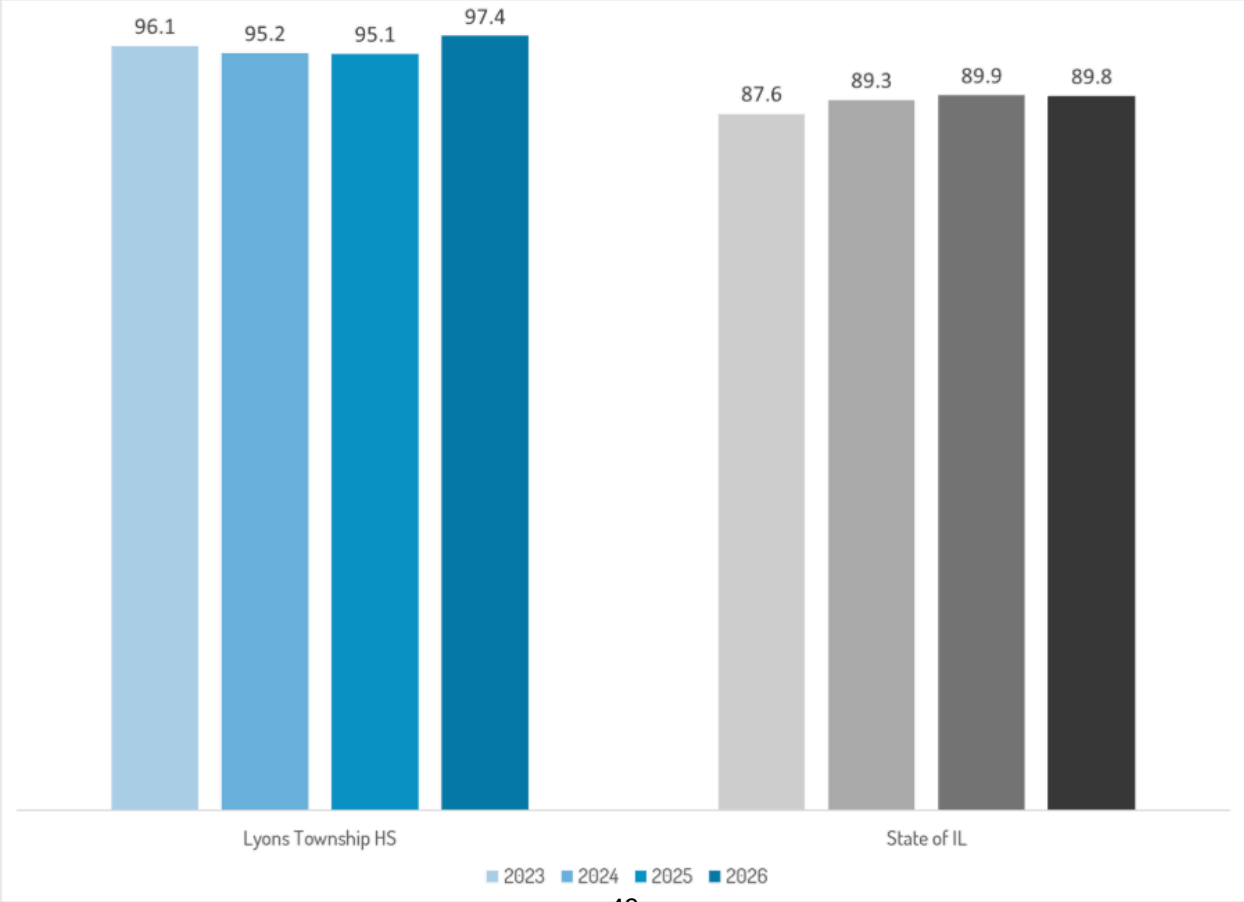
Increased participation and rigor in advanced learning programs.

ACT Proficiency

Outstanding readiness performance exceeding state standards.

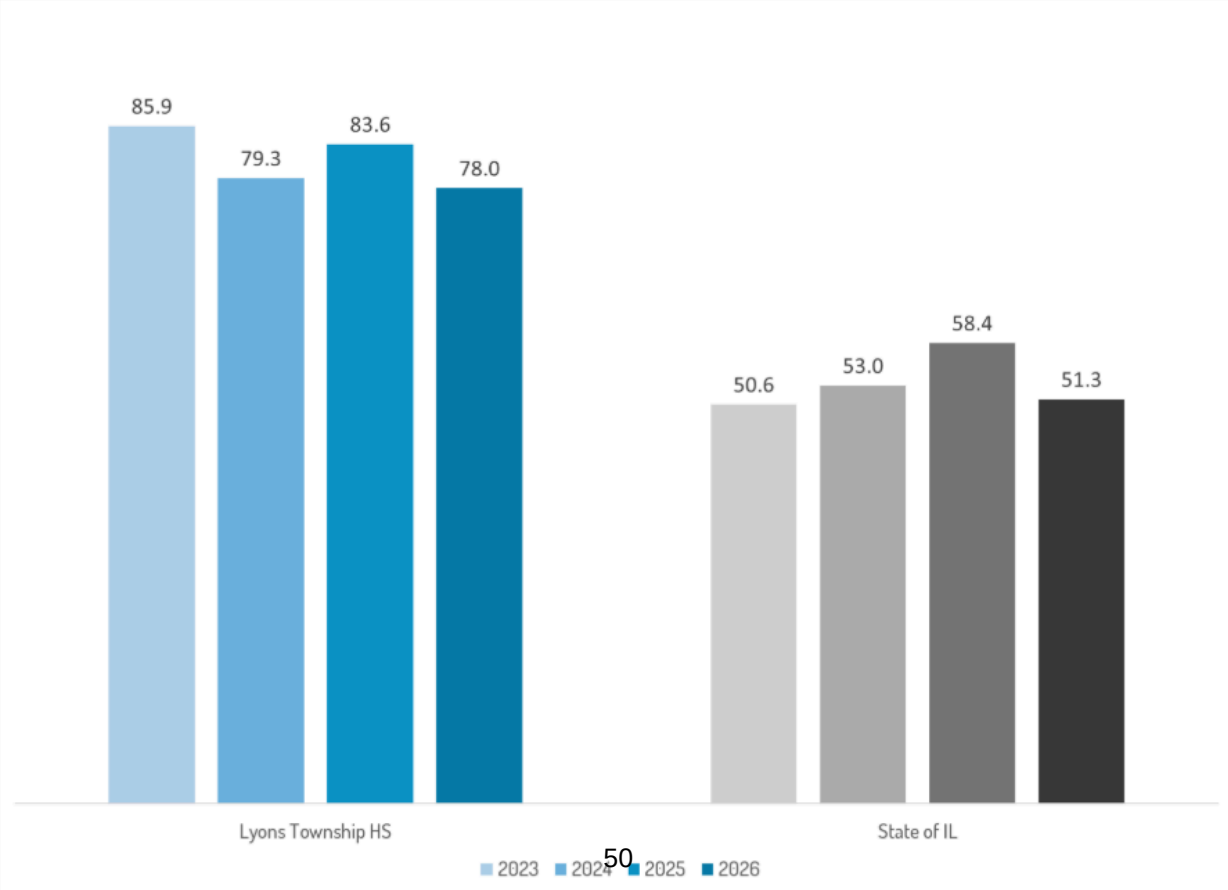
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Four-year Graduation Rate



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Graduating Class Unweighted GPA over 2.8



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Continuing the Climb!

All Means ALL

Following a review and analysis of our data, we identified the following priority to drive our work forward: addressing achievement and opportunity gaps to achieve equitable outcomes across all student groups.

Composite ACT Proficiency

Core metric tracking academic excellence and college readiness across cohorts.

Unweighted GPA

Consistent measure of day-to-day academic performance and course mastery.

Advanced Placement Participation

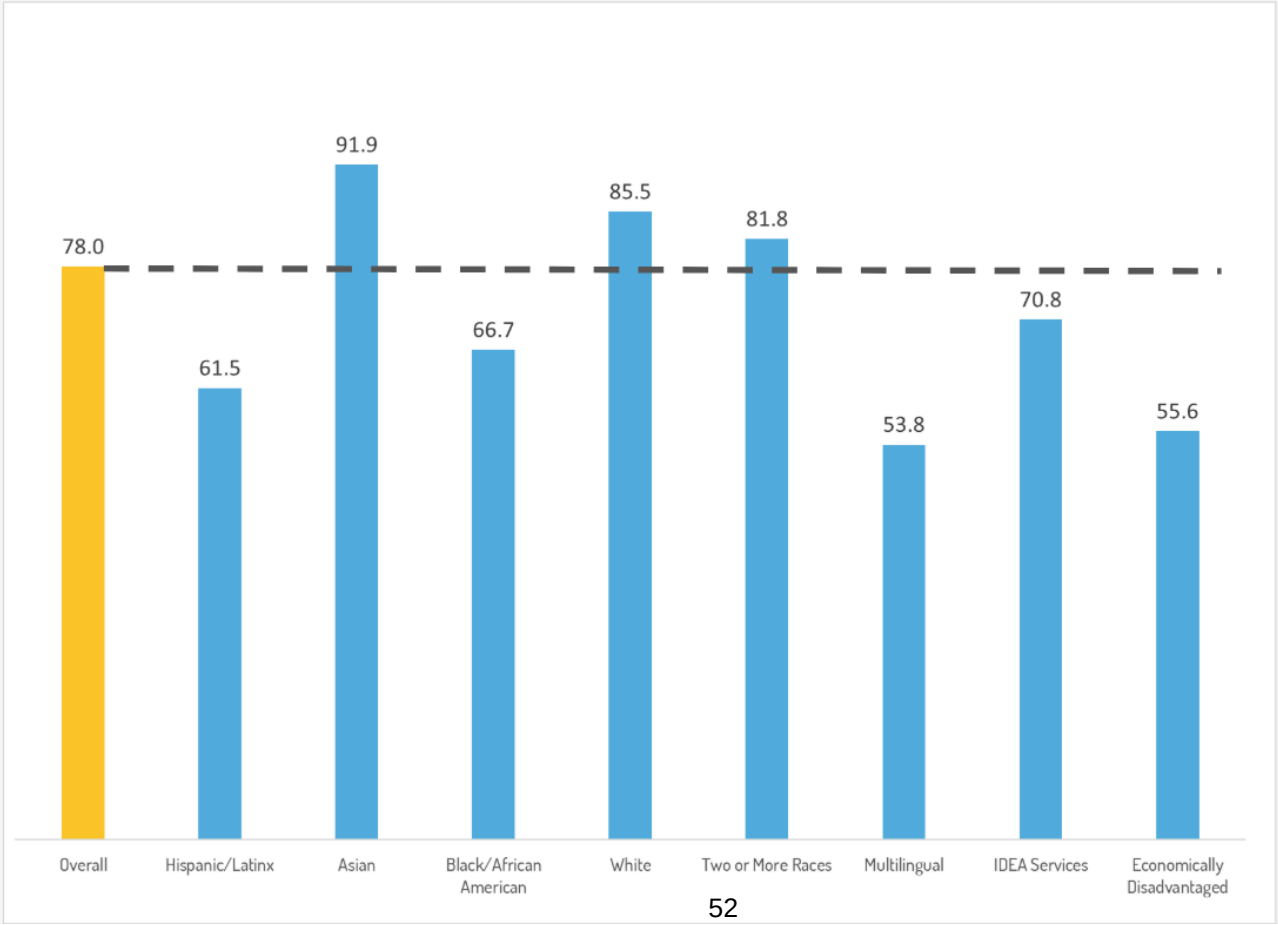
Expanding equitable access to rigorous college-level coursework.

Dual Credit Participation

Fostering post-secondary pathways through early college credit opportunities.

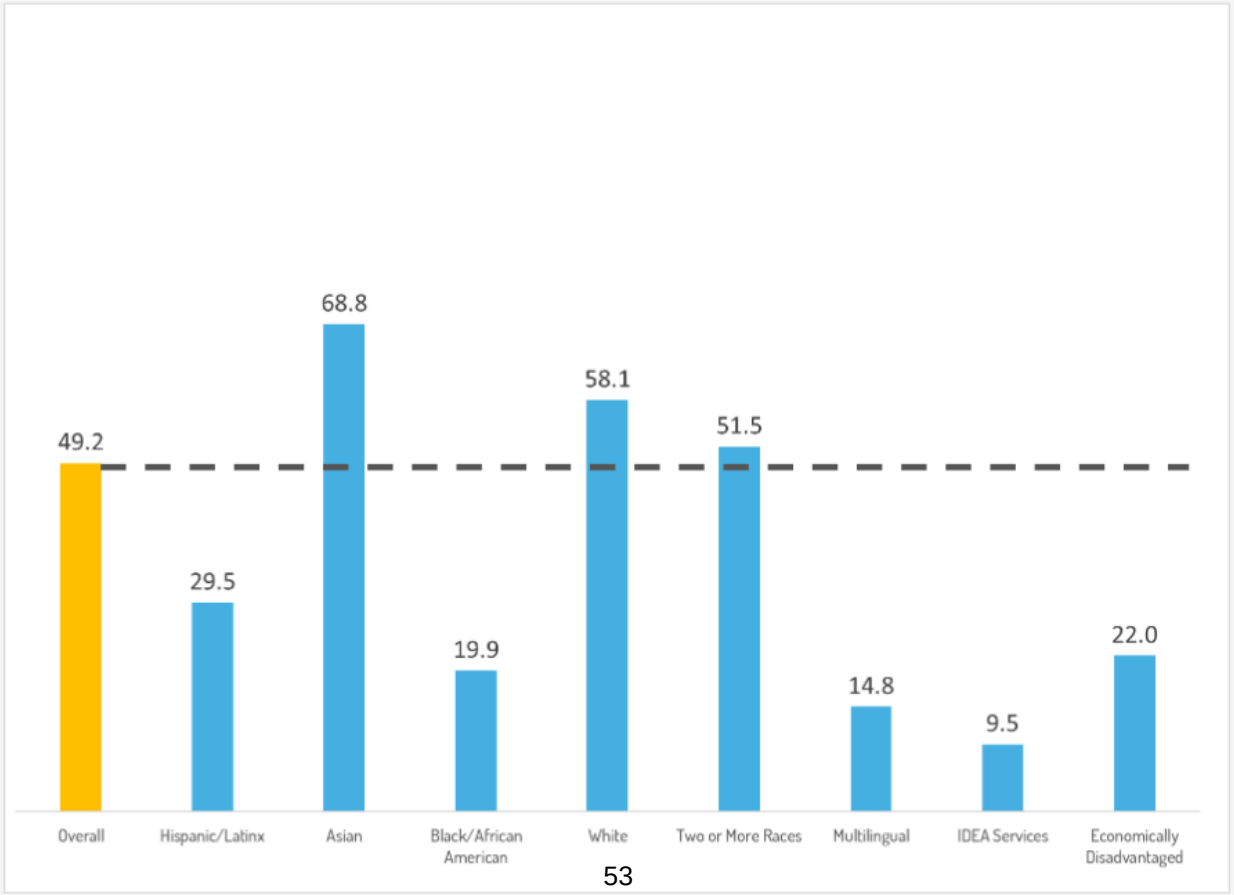
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Class of 2026 Unweighted GPA over 2.8



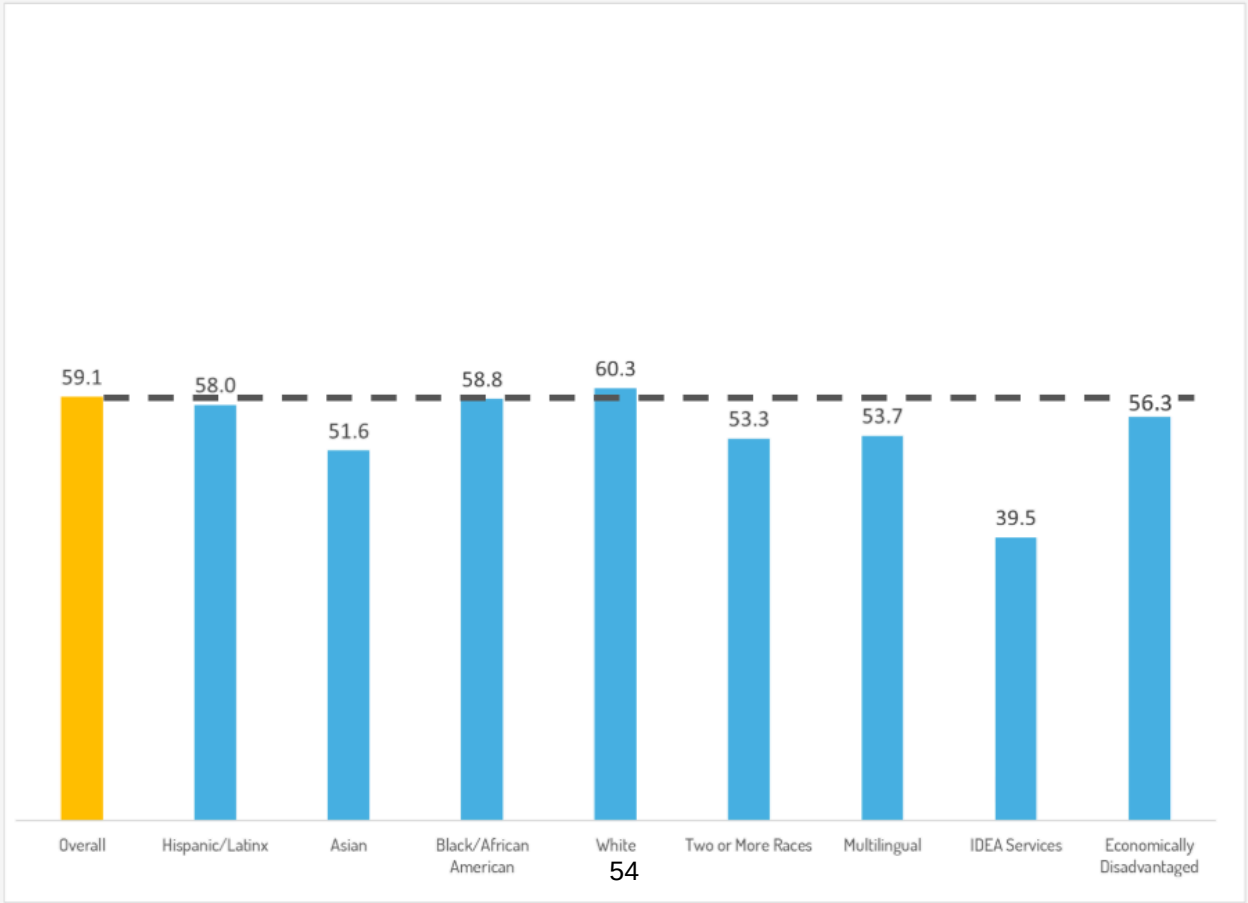
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2026 Advanced Placement (AP) Participation



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2026 Dual Credit (DC) Participation



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Goal 1 Scorecard

Metric	20-21	21-22	22-23	23-24	24-25	25-26	Life of Plan Target
Graduation Rate	95.20%	95.10%	95.50%	95.20%	95.30%	97.20%	97.00%
AP/Dual Credit Participation	49.00%	49.80%	53.30%	60.2%%	72.30%	78.66%	75.00%
ACT Performance in English Language Arts					73.90%	71.20%	80.00%
ACT Performance in Mathematics					63.30%	66.10%	70.00%
Eliminating the Achievement Gap - ELA					24.10%	29.74%	19.00%
Eliminating the Achievement Gap - Math					32.20%	31.88%	29.00%
Eliminating the Opportunity Gap	23.23%	22.09%	16.90%	12.60%	12.50%	10.98%	8.00%
Grade Point Average	76.20%	78.30%	77.90%	77.50%	79.50%	80.20%	85.00%

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2026-2027 Action Steps

Strategy 1: Curriculum

Guaranteed, viable, rigorous curriculum

- Continue curriculum review process focused on auditing for rigor, vertical alignment, and ACT standards-alignment
- Focus PLC work to be grounded in:
  - Refining high quality common formative assessments
  - Collecting and using student performance data to improve instruction

Strategy 2: Learning

Engaging & Equitable Experiences

- Continue PLCs work (Year 4) around differentiation strategies that promote readiness, responsiveness, and instructional shifts based on student data.
- Launch Year 1 of ACCESS LT, building on EOS work to increase access, enrollment, and mobility while supporting AP, Dual Credit, and higher-level courses.
- Build stronger programming for students in co-taught classes amongst partners.
- Submit additional Career Pathways applications across technical and vocational fields.

Strategy 3: Assessment

Consistency with Feedback

- Develop formative assessment data protocols for PLC Teams to improve instruction, in collaboration with Goal 2 initiatives.
- Use formative assessment data to inform Tier II interventions.



2026 Standardized Assessment Report

Lyons Township High School District 204

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Introduction

The Illinois State Board of Education (ISBE) and US Department of Education require school districts to assess the Illinois Learning Standards for English Language Arts (ELA), mathematics, and science. Beginning in the Spring of 2025, ELA, mathematics, and science standards are assessed in grades 9 – 11 through the PreACT 9 Secure, PreACT (10) Secure, and ACT assessments. Around 1% of students were administered the Dynamic Learning Maps Alternate Assessment instead of the PreACT 9, PreACT (10), and ACT assessments.

The US Department of Education also requires all English learners be assessed in reading, writing, speaking, and listening each year until they reach English language proficiency. Illinois utilizes the WIDA ACCESS assessment to assess English learners each winter.

The 2026 Standardized Assessment Report summarizes the district's performance on these assessments. While year-to-year comparisons provide helpful insight into trends in student performance, they should be interpreted with caution. Each year represents a different group of students, each bringing their own strengths, areas for growth, prior experiences, and instructional backgrounds. As a result, changes in performance may reflect differences in the student population as well as changes in instruction or programming.

This data is best viewed as one source of information to help us identify trends, celebrate progress, and determine areas for continued focus. These results, in conjunction with many local and classroom-based assessments, will drive the work of Lyons Township High School District 204's strategic plan and the district's commitment to honor our tradition of excellence, foster innovation, and empower ALL students in their quest for a fulfilling life.

ACT Assessments

ACT Assessments comprises the PreACT 9 Secure, PreACT (10) Secure, and ACT. Students are assessed using the PreACT 9 during the spring of their freshman year, the PreACT (10) during the spring of their sophomore year, and the ACT during the spring of their junior year. ACT Assessments are aligned to Illinois Learning Standards in English Language Arts, mathematics, and science. These assessments are research-based and designed to measure the skills and concepts essential for students to be college and career ready. A common scale score allows students, parents/guardians, and school staff to monitor growth across academic years and at both the program and student level.

ACT

The ACT is a college entrance exam that measures college and career readiness across English, mathematics, and reading, with optional science and writing sections. Science and writing are required as part of the state's mandated assessment. In addition to connecting students to colleges and scholarship opportunities, the ACT provides valuable data for school staff to evaluate instructional programs and track the effectiveness of initiatives across the school community.

PreACT (10) Secure

The PreACT (10) provides sophomores with an early measure of progress toward college and career readiness. It offers insights into students' strengths and areas for growth, helping guide academic planning, course selection, and preparation for the ACT.

PreACT 9 Secure

The PreACT 9 is administered to students in the spring of their freshman year. It provides a clear starting point for measuring academic readiness in high school and establishes a baseline for tracking growth toward college and career readiness. Results highlight areas of strength and opportunities for improvement at the student, course, and program level, giving teachers, students, and families valuable information to guide instruction and academic planning.

ACT Assessments – College Readiness Benchmarks

ACT considers students college ready when their section scores meet the ACT College Readiness Benchmarks. The Benchmarks represent the level of achievement required for students to have a 50% chance of earning a B or higher and a 75–80% chance of earning a C or higher in corresponding first-year, credit-bearing college courses.

Benchmarks have been established for the ACT section test scores (English, mathematics, reading, and science), as well as the ACT STEM and ACT ELA scores. The ELA score is a combination of a student's English, reading, and writing scores. Illinois does not utilize the STEM score. These benchmarks were developed using data from hundreds of colleges across the United States and provide an evidence-based measure of readiness.

It is important to note that readiness is fluid, and students scoring below the benchmark can still find success in college with the right supports.

Those ACT benchmarks for Grade 11 are below:

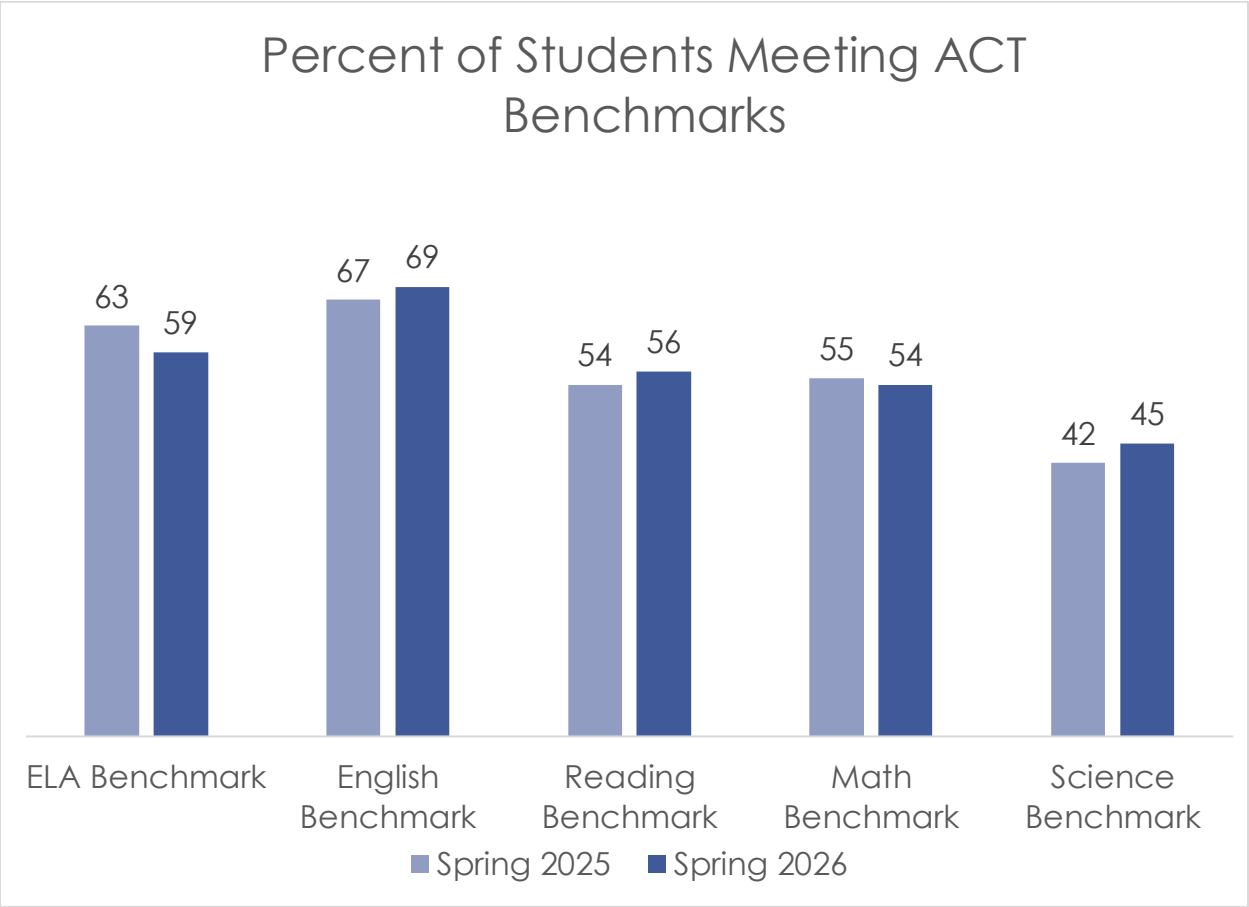
ACT Score	*College Courses*	*ACT College Readiness Benchmark*
English	English Composition I	18
Mathematics	College Algebra	22
Reading	History Courses, Psychology, Sociology, Political Science, Economics	22
Science	Biology	23
ELA	English Composition 1, History Courses, Psychology, Sociology, Political Science, Economics	20

Students meeting the PreACT (10) and PreACT 9 readiness benchmarks are considered on track to meet the ACT readiness benchmark their junior year. Those benchmarks are below:

Spring ACT Score	*PreACT (10)*	*PreACT 9*
English	15	13
Mathematics	19	18
Reading	21	19
Science	21	19
ELA	PreACT does not offer a writing section so this score cannot be calculated by ACT.	

ACT Readiness Benchmarks

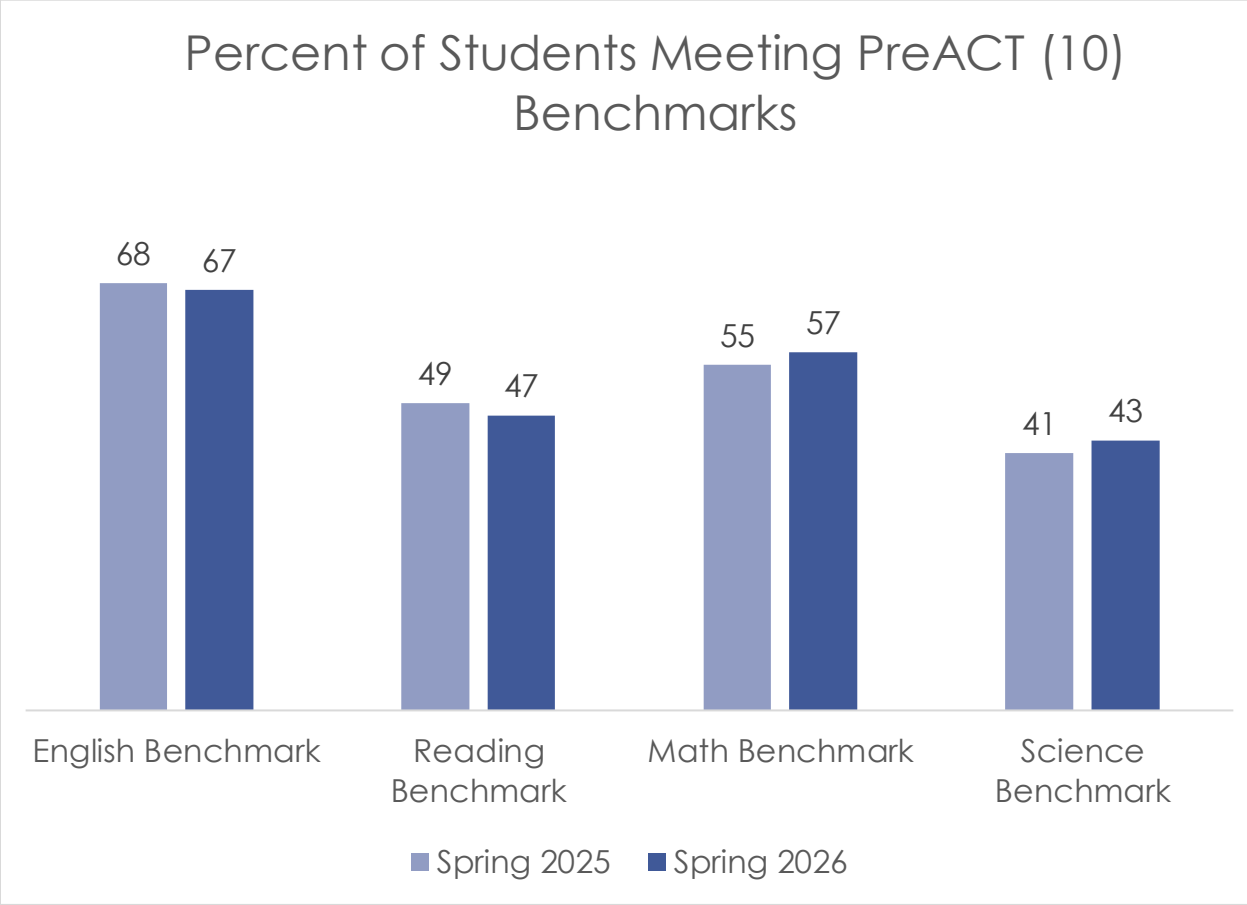
This chart shows the percentage of students meeting ACT college readiness benchmarks across four subject areas and ELA.



The data shows growth in the percentage of students meeting ACT benchmarks from Spring 2025 to Spring 2026 in most areas. English increased by 2 percentage points, reading by 2 points, and science by 3 points. These results reflect progress across several key areas, with the largest increase occurring in science. At the same time, the data highlights opportunities for continued growth, especially in science, where many students are not yet meeting benchmarks. These gains provide a foundation for continued work to identify gaps, support students, and strengthen instruction.

PreACT (10) Readiness Benchmarks

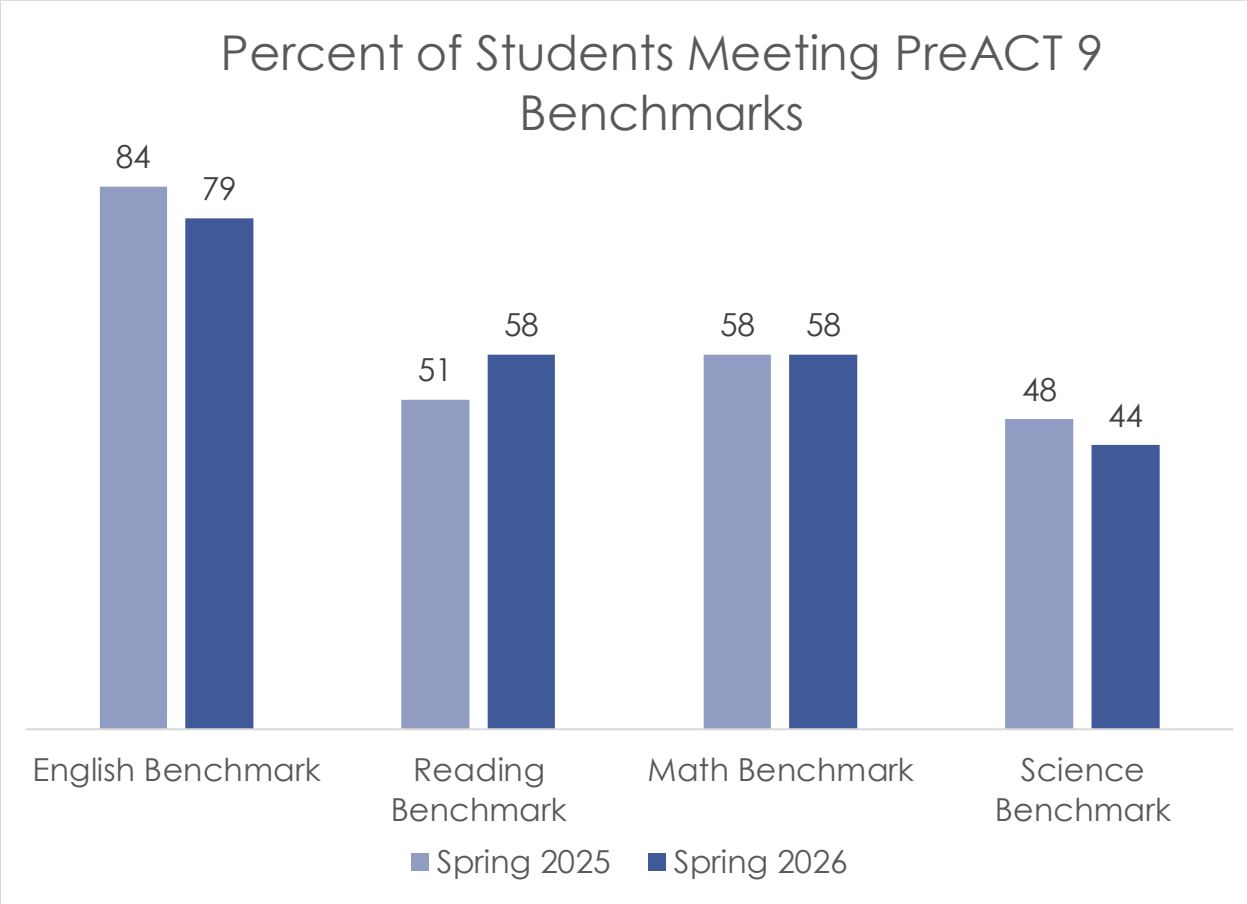
Grade 10 PreACT benchmark performance provides insight into college readiness trajectory one year before the ACT.



PreACT (10) mathematics increased by 2 percentage points and science increased by 2 points, while English and reading decreased slightly by 1 and 2 points, respectively. Overall, students demonstrated higher rates of meeting benchmarks in English and mathematics, with reading and science remaining areas of continued focus.

PreACT 9 Readiness Benchmarks

Grade 9 PreACT results establish baseline college readiness indicators for first year high school students.



PreACT 9 results show a notable increase in reading, with the percentage of students meeting the benchmark rising from 51% to 58%. Mathematics remained steady at 58%, while English decreased by 5 percentage points and science decreased by 4 points. The results in science highlight an area for continued attention and support as students progress toward the PreACT 10 and ACT benchmarks.

ACT Assessments - State of Illinois Performance Levels

The Illinois State Board of Education (ISBE) has performance levels for the ACT Assessments that measure a student's mastery of the Illinois Learning Standards. These performance levels measure mastery of content – not college and career readiness. ISBE performance levels are different than the ACT College Readiness Benchmarks and are used for different purposes.

Students achieving Level 3 or 4 have met or exceeded the standards and are proficient as measured by the ACT. The ISBE Performance Levels are found below:

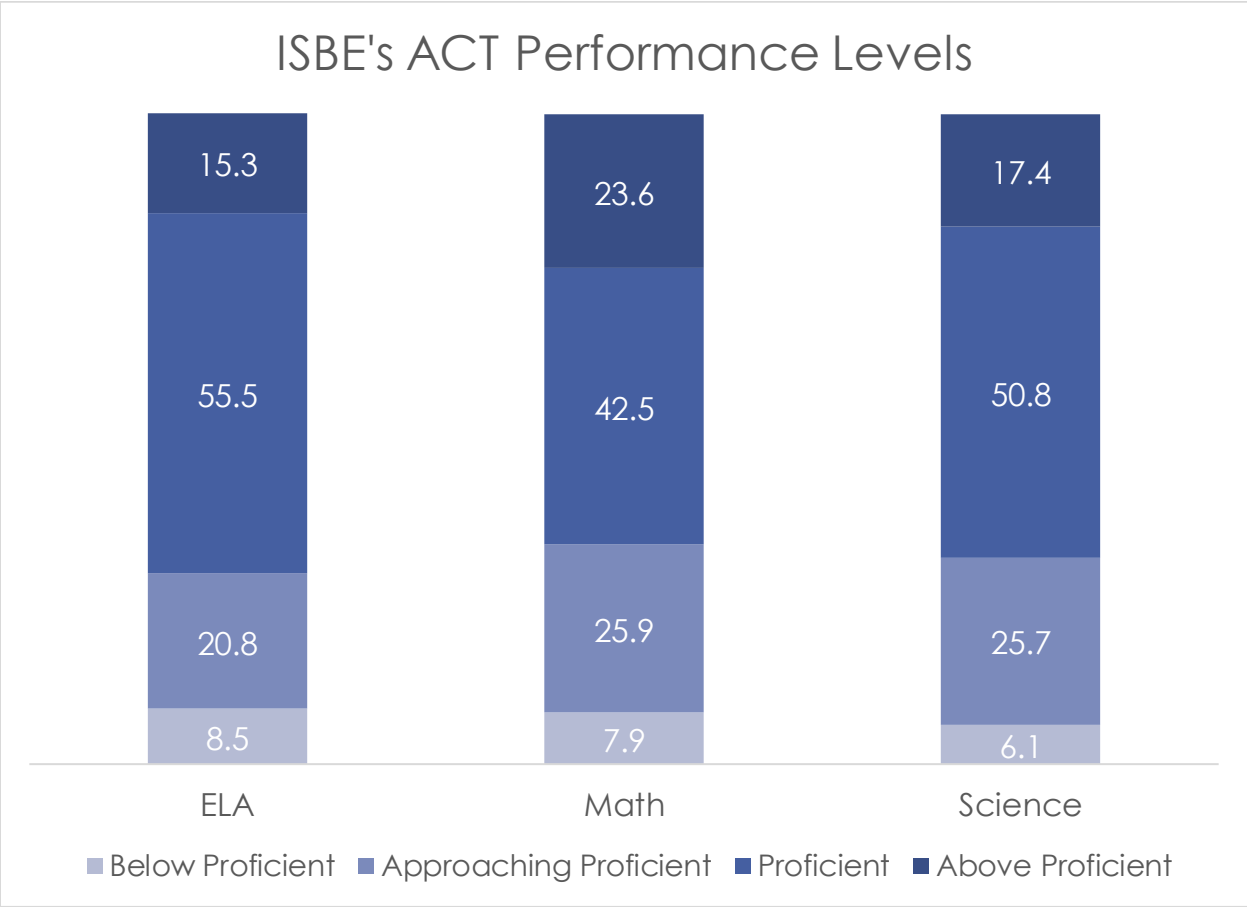
Subject	*Grade*	Level 1 *Below Proficient*	Level 2 Approaching Proficient	Level 3 Proficient	Level 4 Above Proficient
ELA	Grade 9	1 – 10	11 – 13	14 – 24	25 – 32
	Grade 10	1 – 11	12 – 14	15 – 25	26 – 35
	Grade 11	1 – 12	13 – 17	18 – 26	27 – 36
Mathematics	Grade 9	1 – 14	15 – 16	17 – 23	24 – 32
	Grade 10	1 – 14	15 – 17	18 – 24	25 – 35
	Grade 11	1 – 14	15 – 18	19 – 27	28 – 36
Science	Grade 9	1 – 10	11 – 13	14 – 24	25 – 32
	Grade 10	1 – 10	11 – 15	16 – 24	25 – 35
	Grade 11	1 – 13	14 – 18	19 – 26	27 – 36

ISBE calculates the grade 9 and 10 ELA score by averaging the student's reading and English score. If this number is a decimal, ISBE rounds up to the nearest whole number.

ACT calculates the grade 11 ELA score by combining a student's English, reading, and writing score.

ACT with Writing School Day

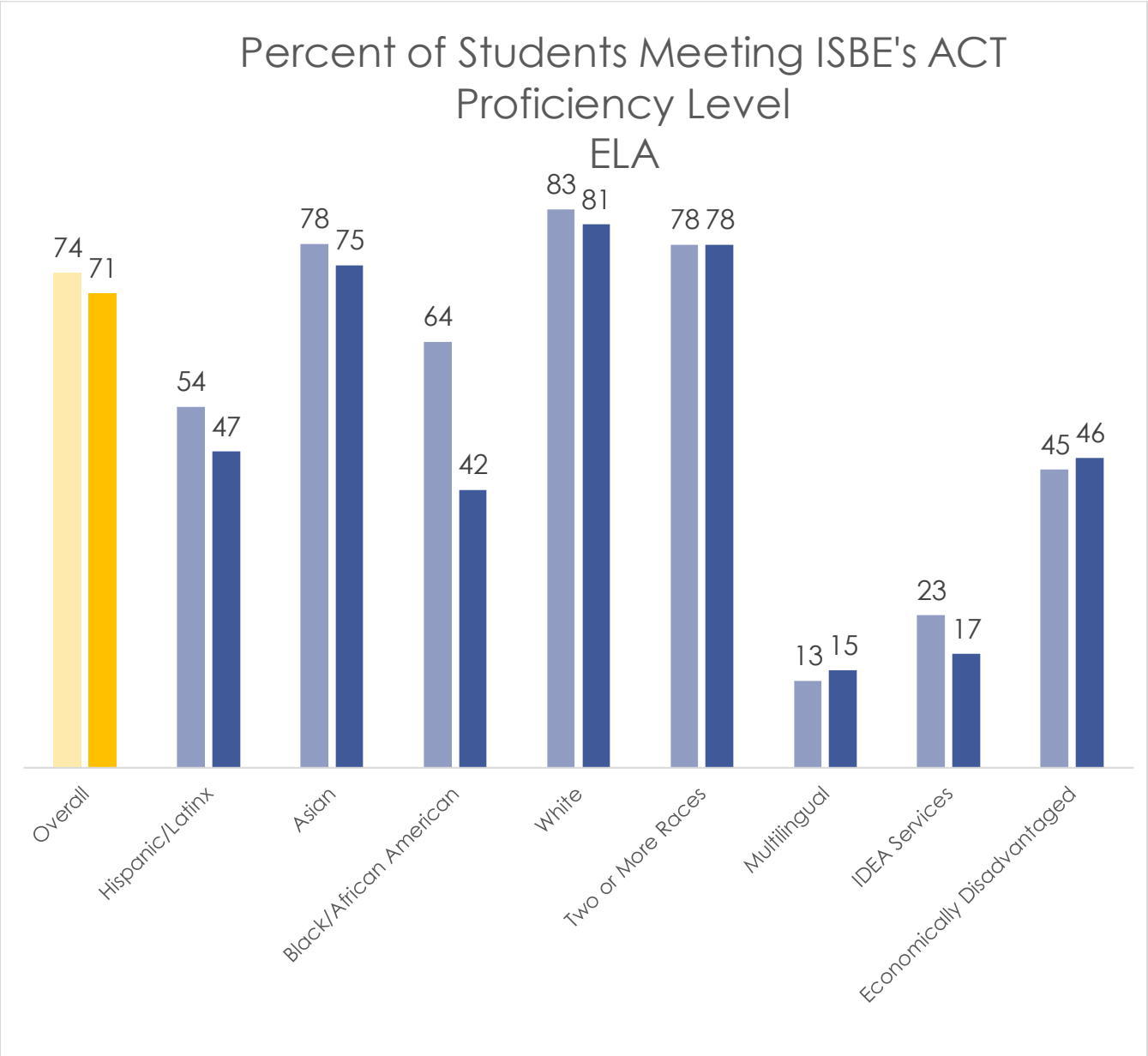
This graph shows the distribution of students across four performance levels for each ACT subject area on the Spring 2026 administration.



The ISBE ACT performance levels show that the majority of students are performing at or above the Proficient level across all three areas. In ELA, 20.8% of students scored in the "approaching" category, while 25.9% achieved an "approaching" score in mathematics and 25.7% in science. These students are approaching proficiency in the Illinois Learning Standards as measured by the ACT.

English Language Arts (ELA)

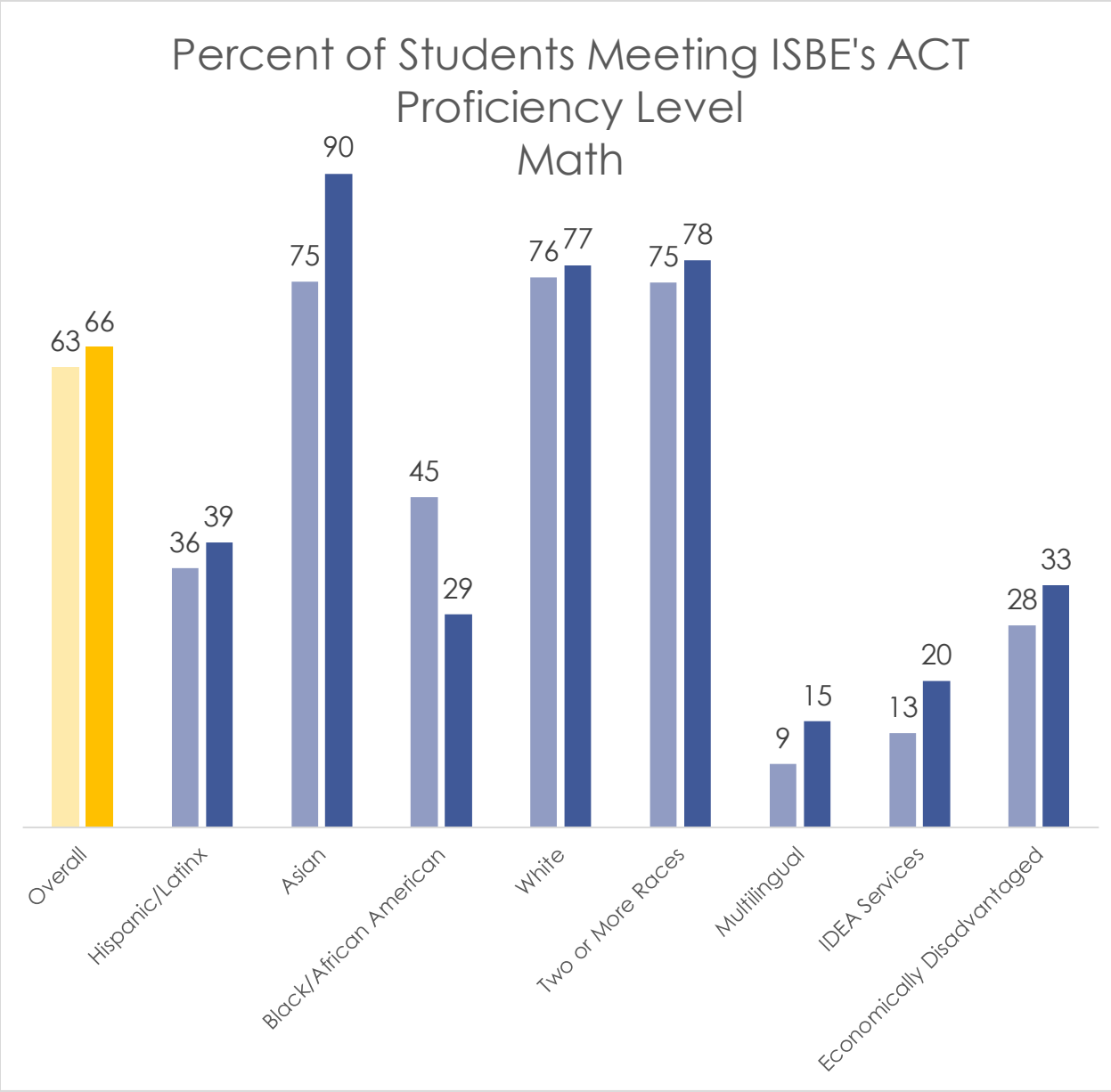
This breakdown examines ACT ELA proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



White, Asian, and Two or More Races subgroups demonstrate high proficiency levels. Achievement gaps exist for Hispanic/Latinx and Black/African American subgroups, students in our Multilingual and Special Education programs, and economically disadvantaged students, indicating the need for continued targeted support strategies.

Mathematics

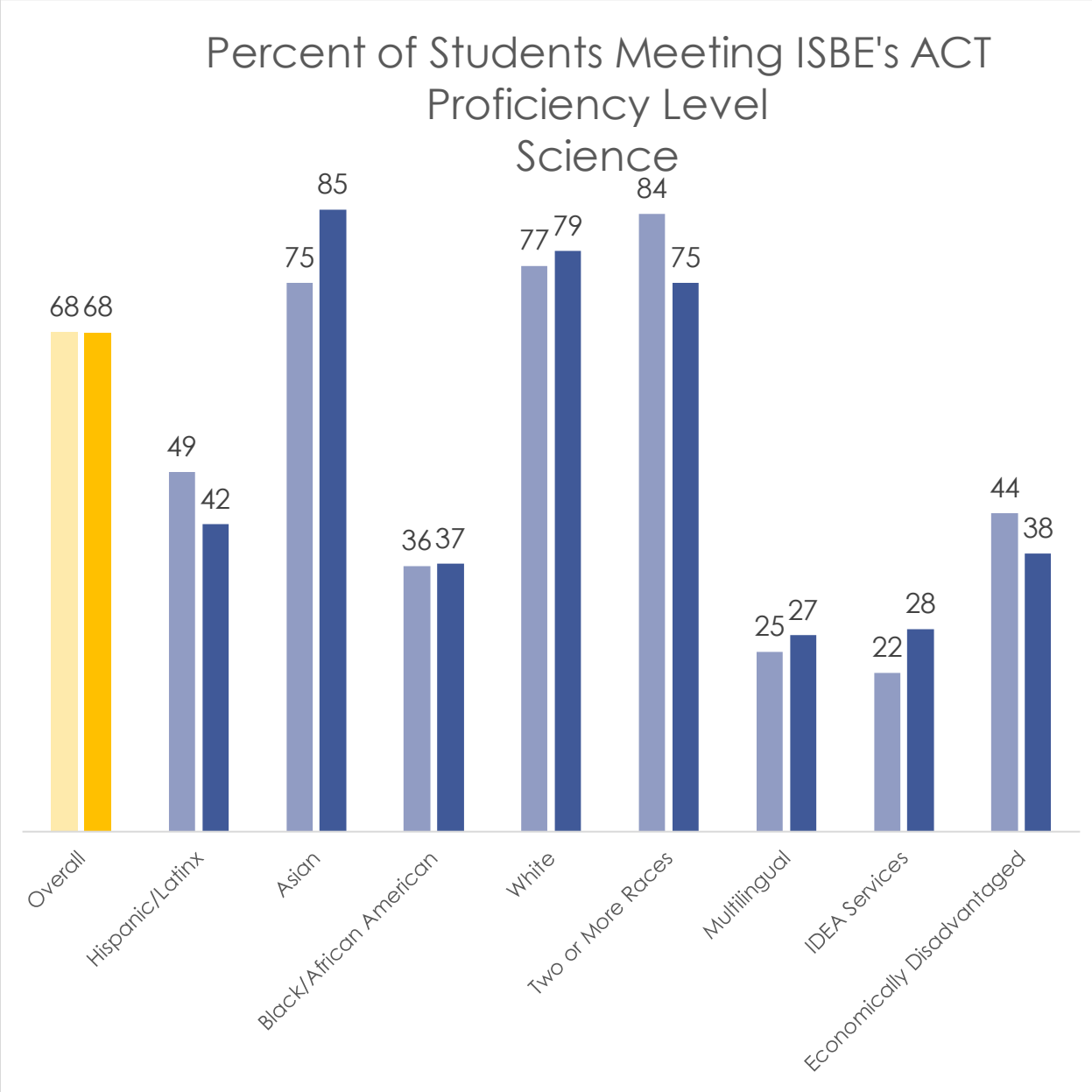
This breakdown examines ACT mathematics proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



Student subgroups of White, Asian, and Two or More Races show high proficiency rates. While many student groups showed improvement from 2025 to 2026, performance gaps remain evident for Hispanic/Latinx and Black/African American subgroups, as well as Multilingual learners, students with disabilities, and economically disadvantaged students. This highlights the need for continued focused intervention efforts.

Science

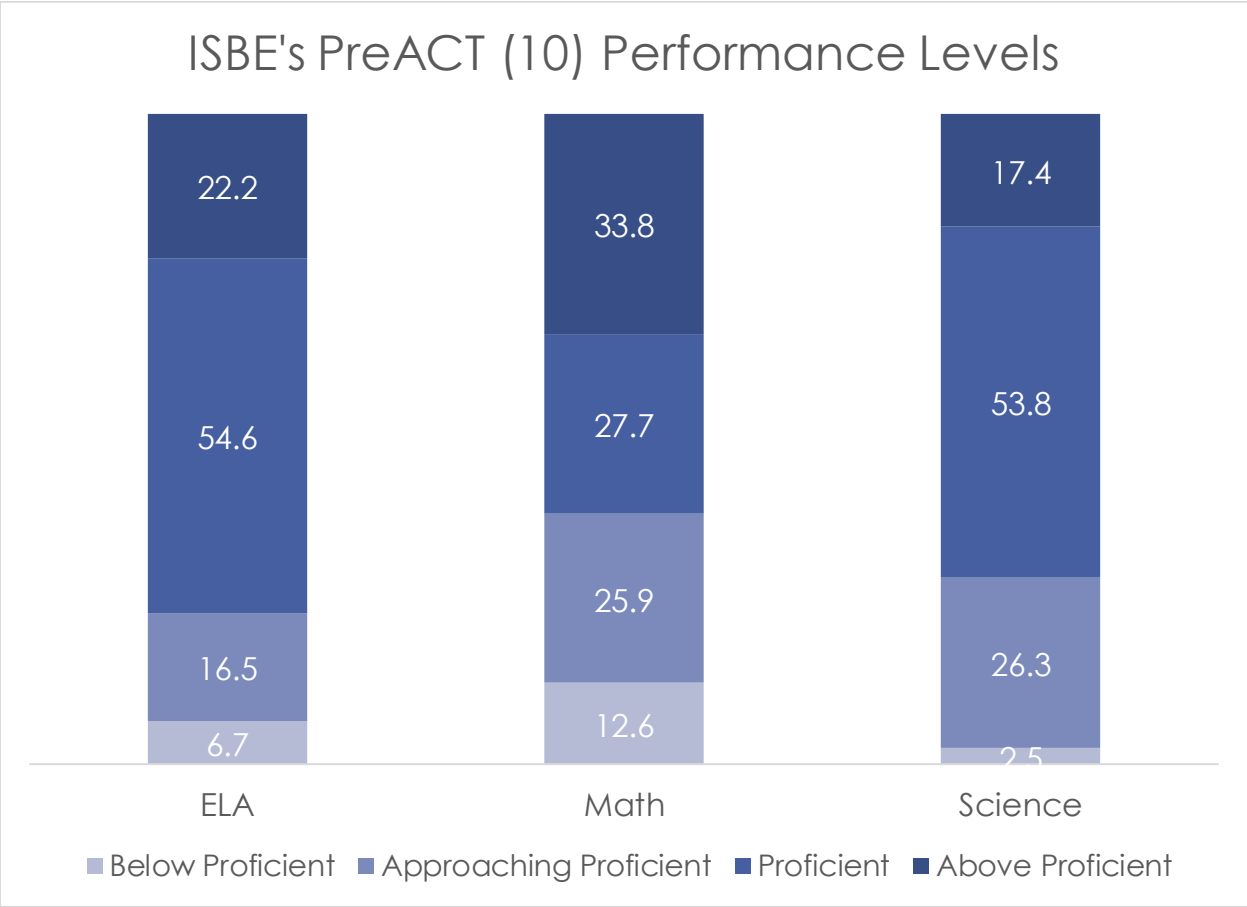
This breakdown examines ACT science proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



White, Asian, and Two or More Races subgroups achieve high proficiency levels. Gaps in performance exist for Hispanic/Latinx and Black/African American subgroups, students in Multilingual and Special Education programs, and economically disadvantaged students, demonstrating the importance of sustained targeted academic support.

PreACT (10) Secure

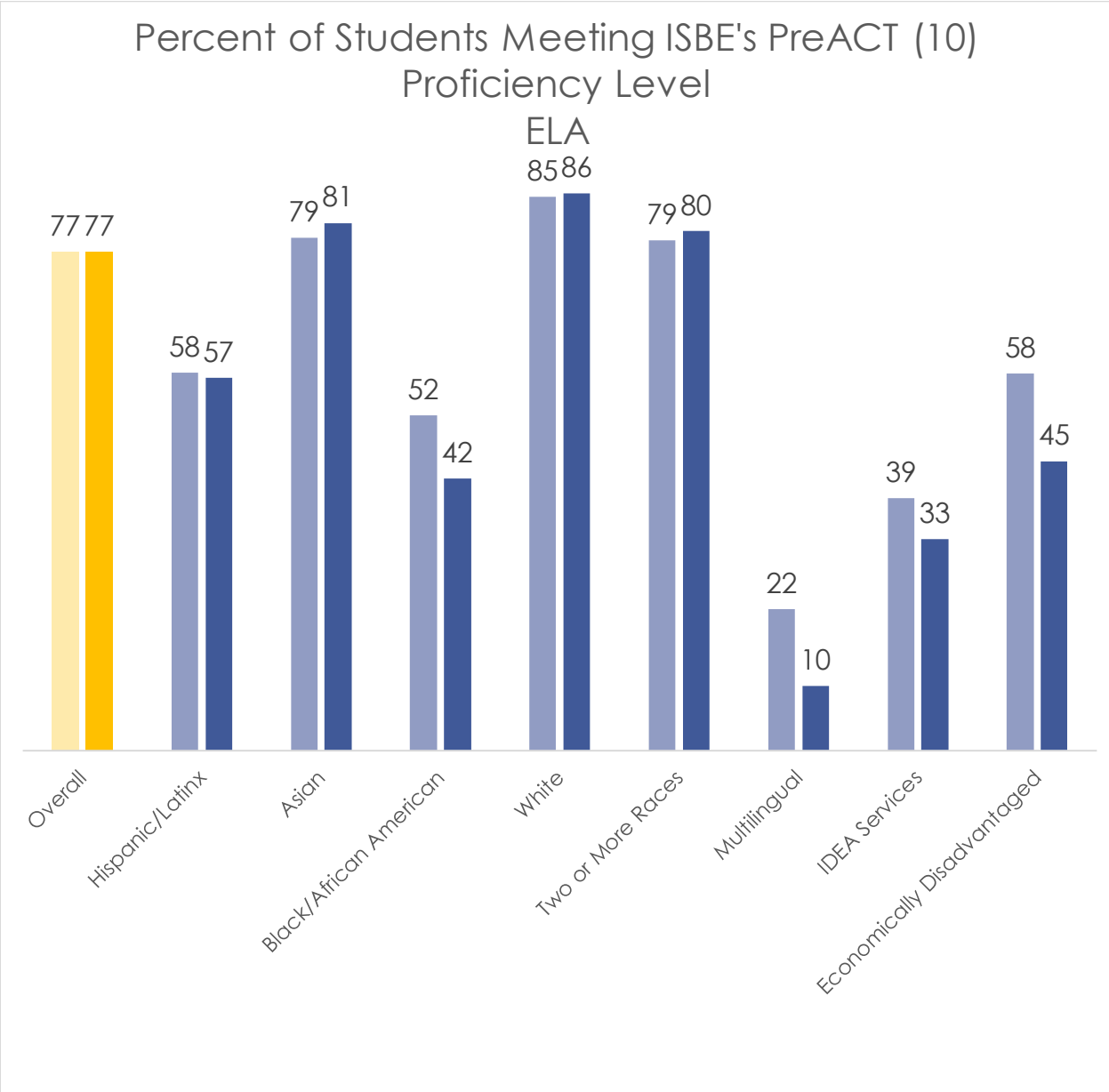
This graph shows the distribution of students across four performance levels for each PreACT (10) subject area on the Spring 2026 administration.



The ISBE PreACT (10) performance levels show that the majority of students are performing at or above the Proficient level across all three areas. In ELA, 16.5% of students scored in the "approaching" category, while 25.9% achieved an "approaching" score in mathematics and 26.3% in science.

English Language Arts (ELA)

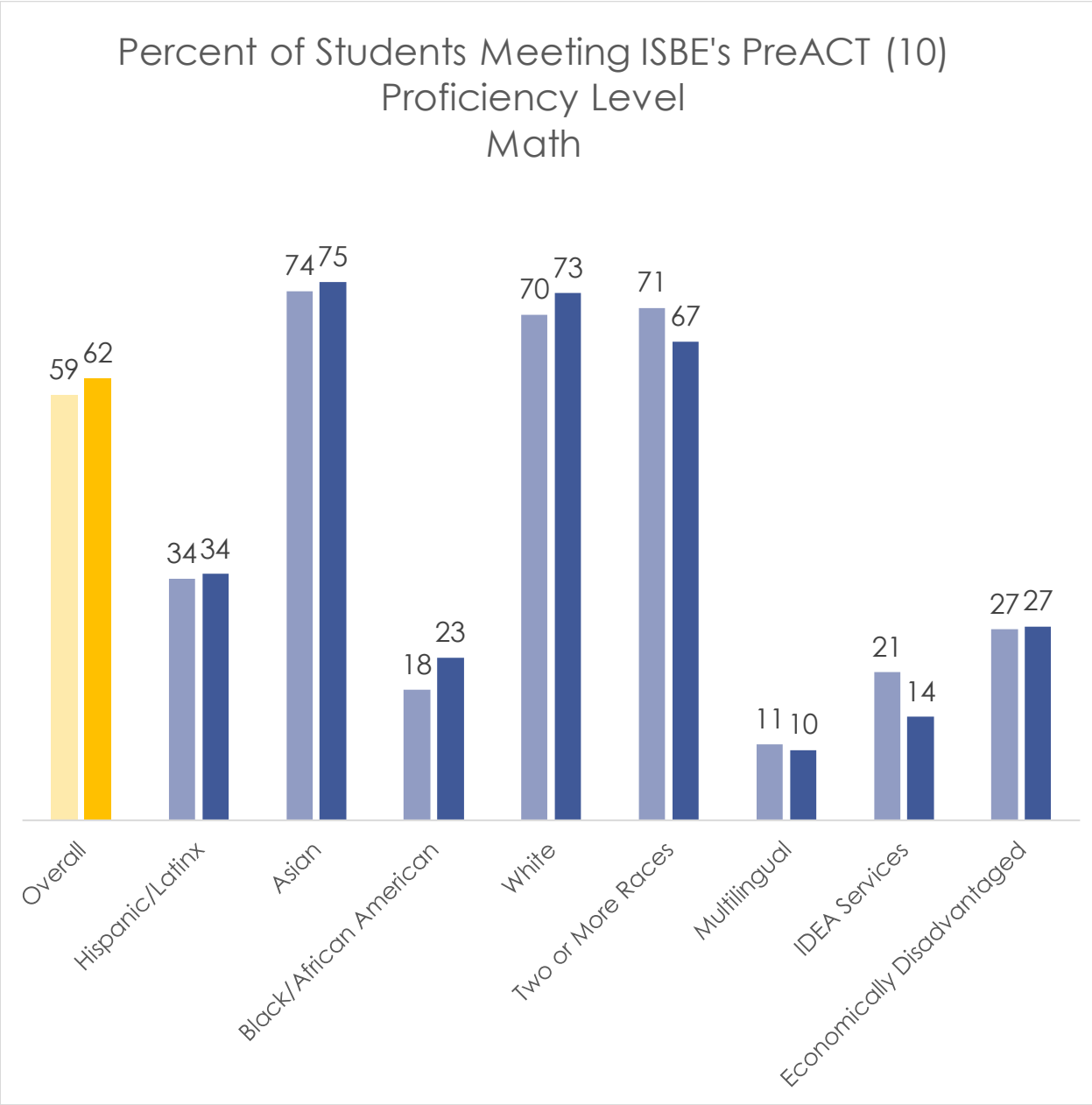
This breakdown examines PreACT (10) ELA proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



Achievement patterns show that White, Asian, and Two or More Races subgroups reach higher levels of proficiency. Performance gaps remain for Hispanic/Latinx and Black/African American subgroups, as well as for students in Multilingual, Special Education, and economically disadvantaged groups.

Mathematics

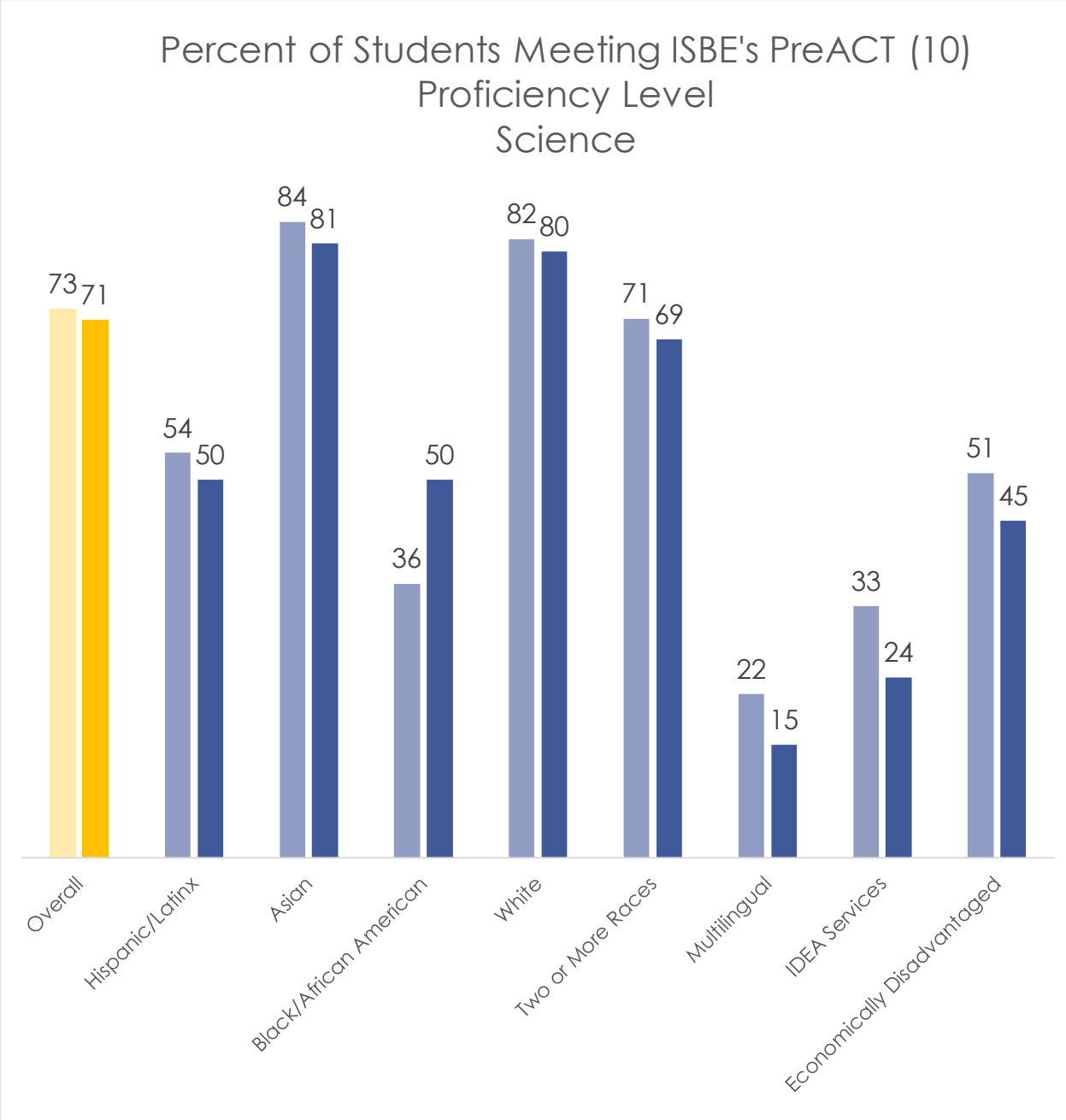
This breakdown examines PreACT (10) mathematics proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



While White, Asian, and Two or More Races subgroups demonstrate high proficiency outcomes, disparities are evident among Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups.

Science

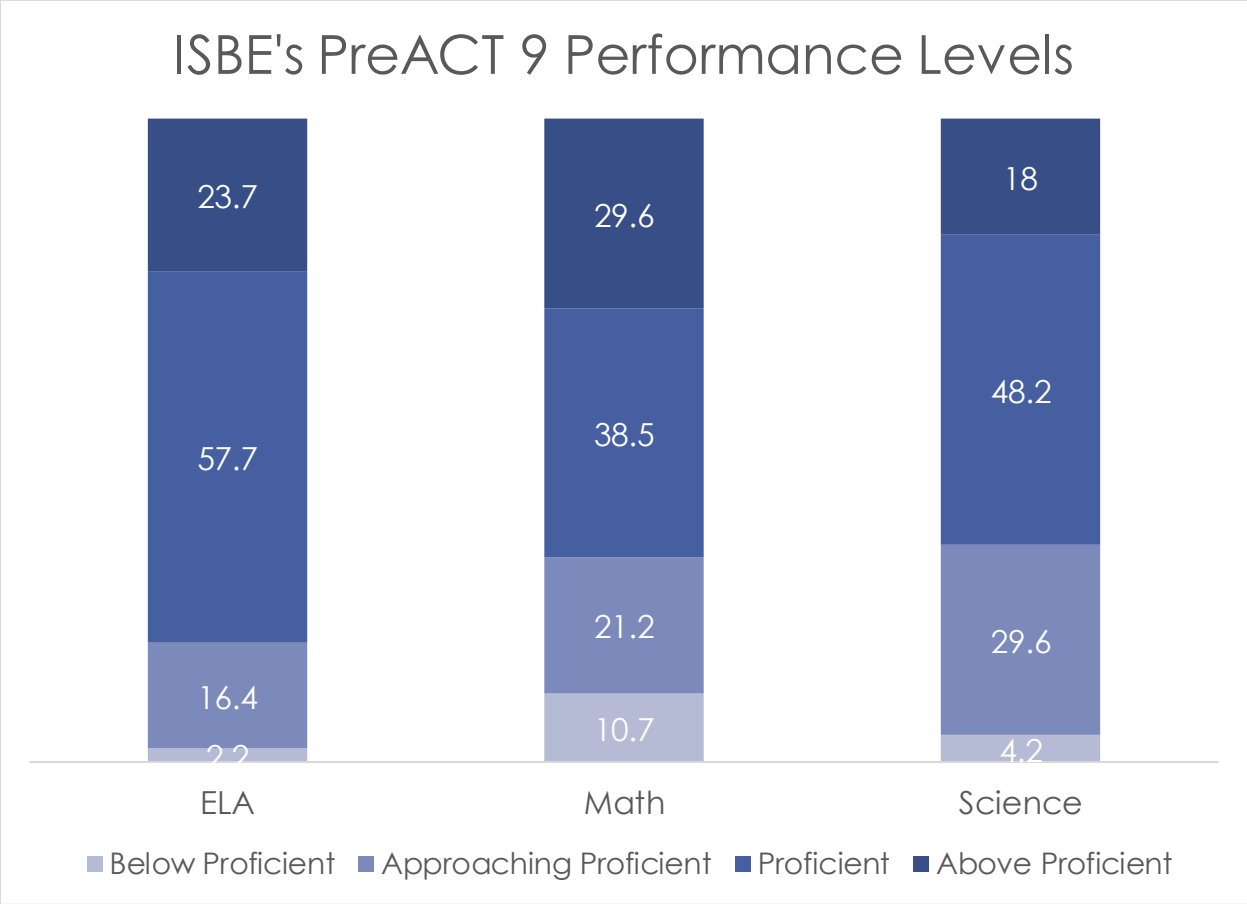
This breakdown examines PreACT (10) science proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



Data indicates that White, Asian, or Two or More Races subgroups achieve higher proficiency rates. In contrast, achievement gaps remain for Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups.

PreACT 9 Secure

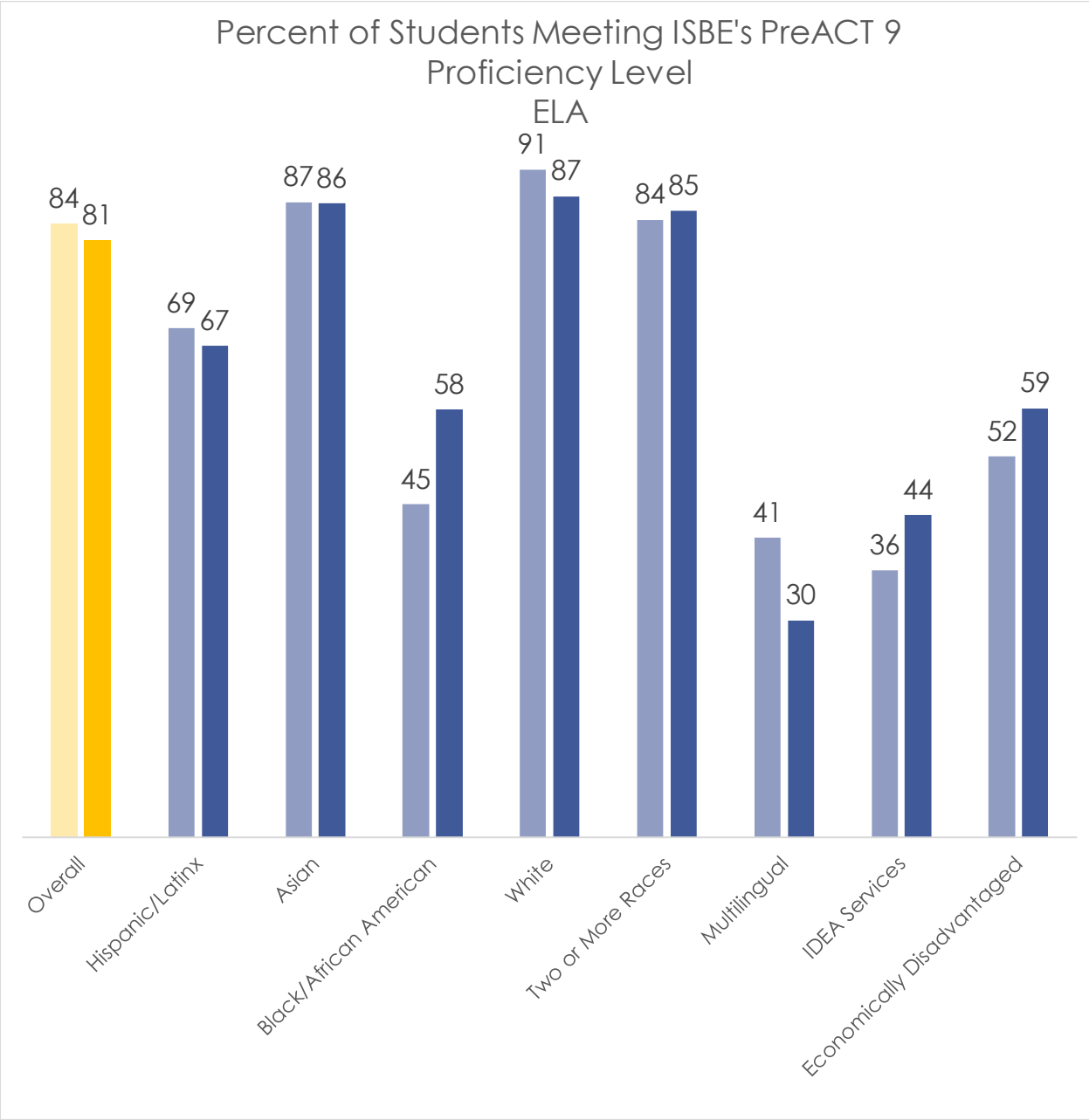
This graph shows the distribution of students across four performance levels for each PreACT 9 subject area on the Spring 2026 administration.



The ISBE PreACT 9 performance levels show that the majority of students are performing at or above the Proficient level across all three areas. In ELA, 16.4% of students scored in the "approaching" category, while 21.2% achieved an "approaching" score in mathematics and 29.6% in science.

English Language Arts (ELA)

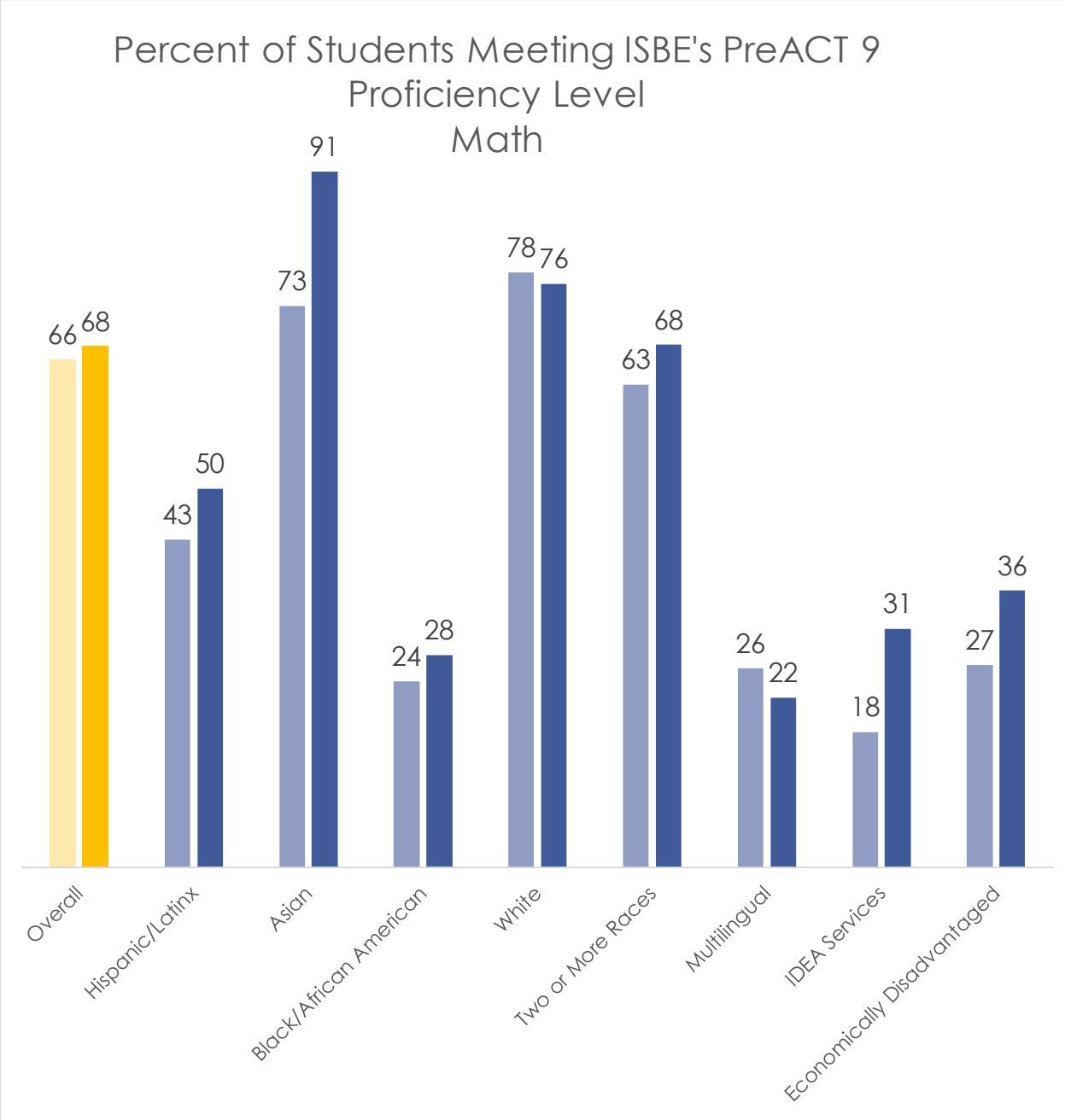
This breakdown examines PreACT 9 ELA proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



White, Asian, and Two or More Races subgroups perform at higher proficiency levels, while gaps in achievement persist for Hispanic/Latinx and Black/African American students, and for students in Multilingual, Special Education, and economically disadvantaged subgroups.

Mathematics

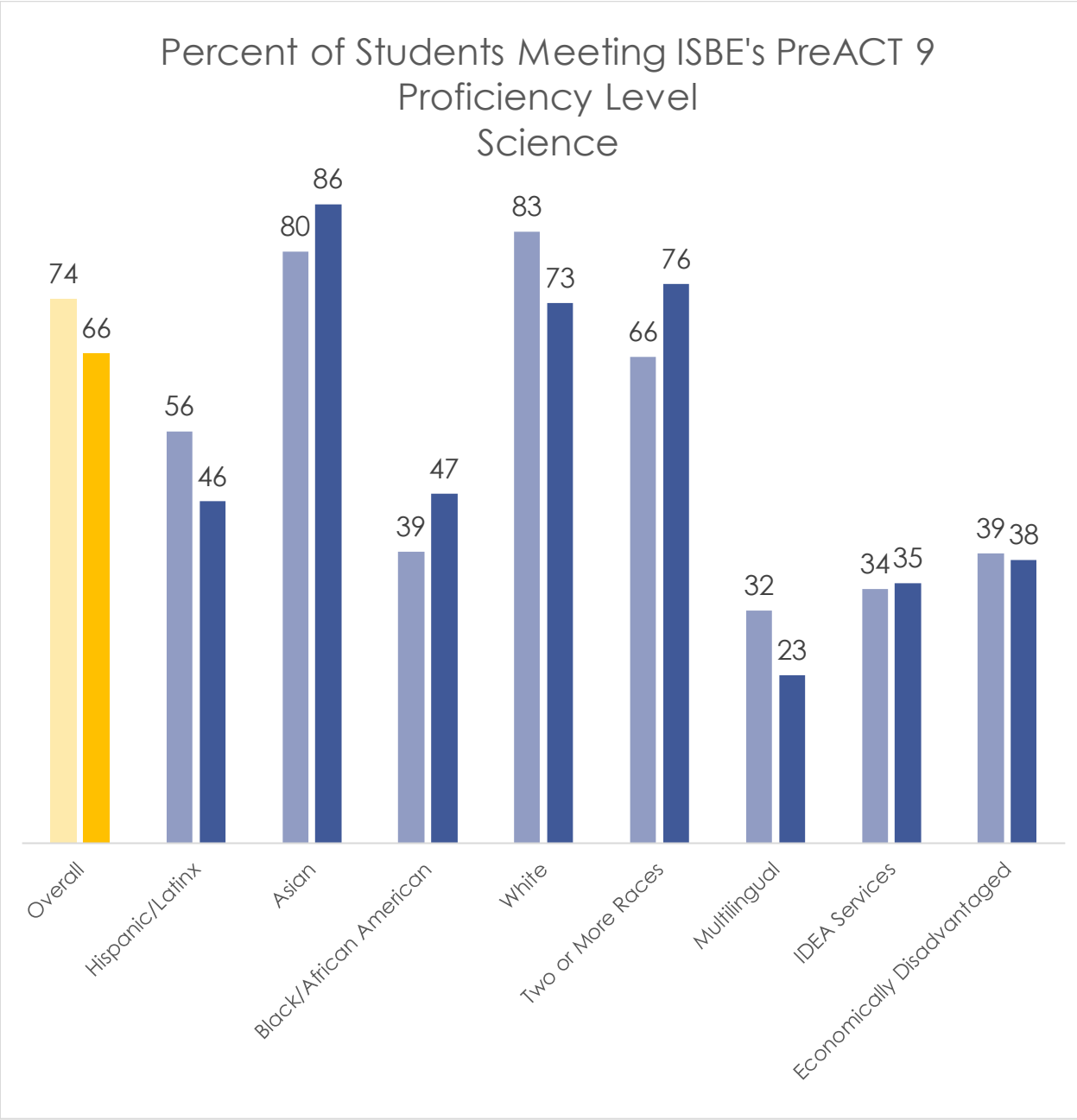
This breakdown examines PreACT 9 mathematics proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



Performance trends show that White, Asian, and Two or More Races subgroups often meet higher proficiency levels. Meanwhile, Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups face gaps.

Science

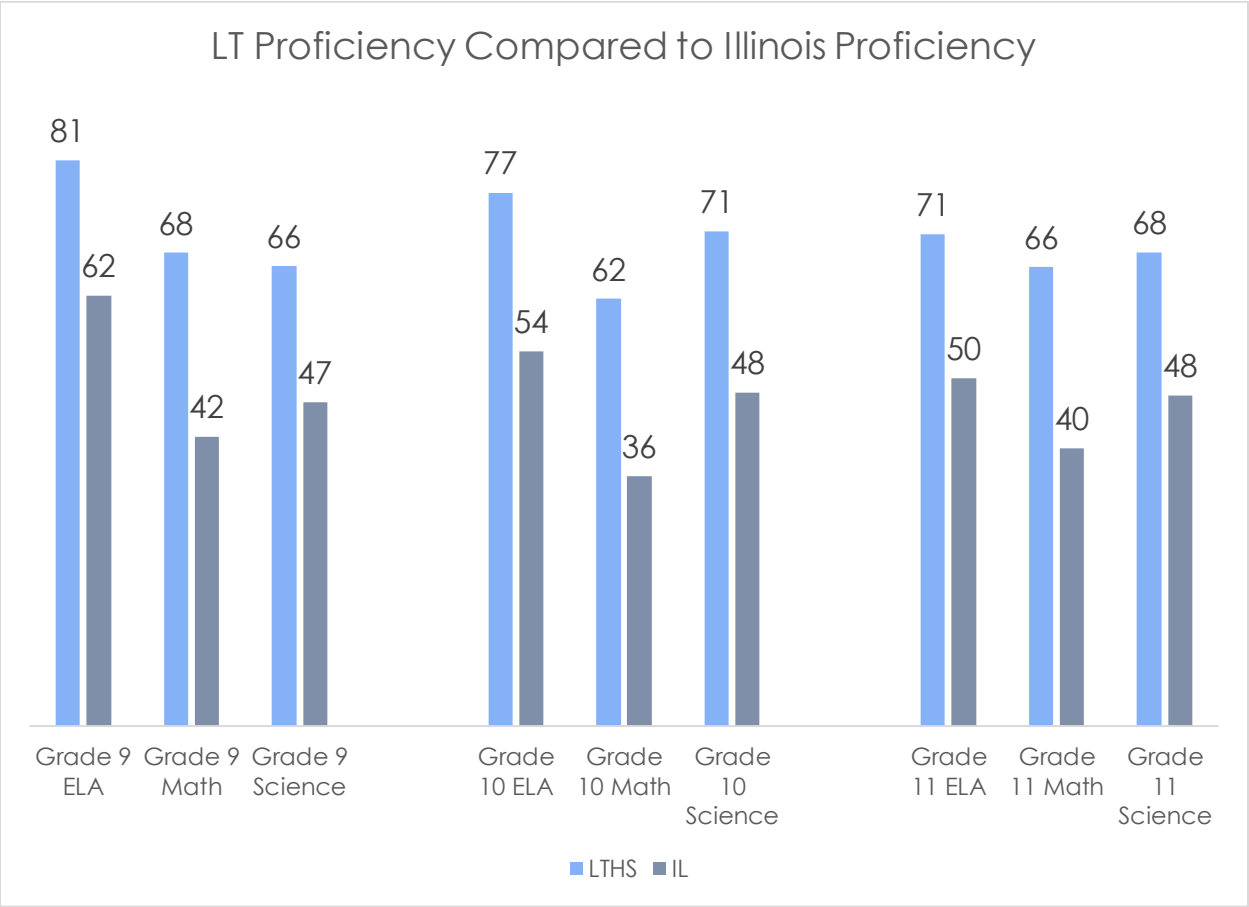
This breakdown examines PreACT 9 science proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



The data reveal higher levels of proficiency for White, Asian, and Two or More Races subgroups, while achievement gaps persist among Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups.

LTHS Proficiency Compared to State Proficiency – ACT Assessments

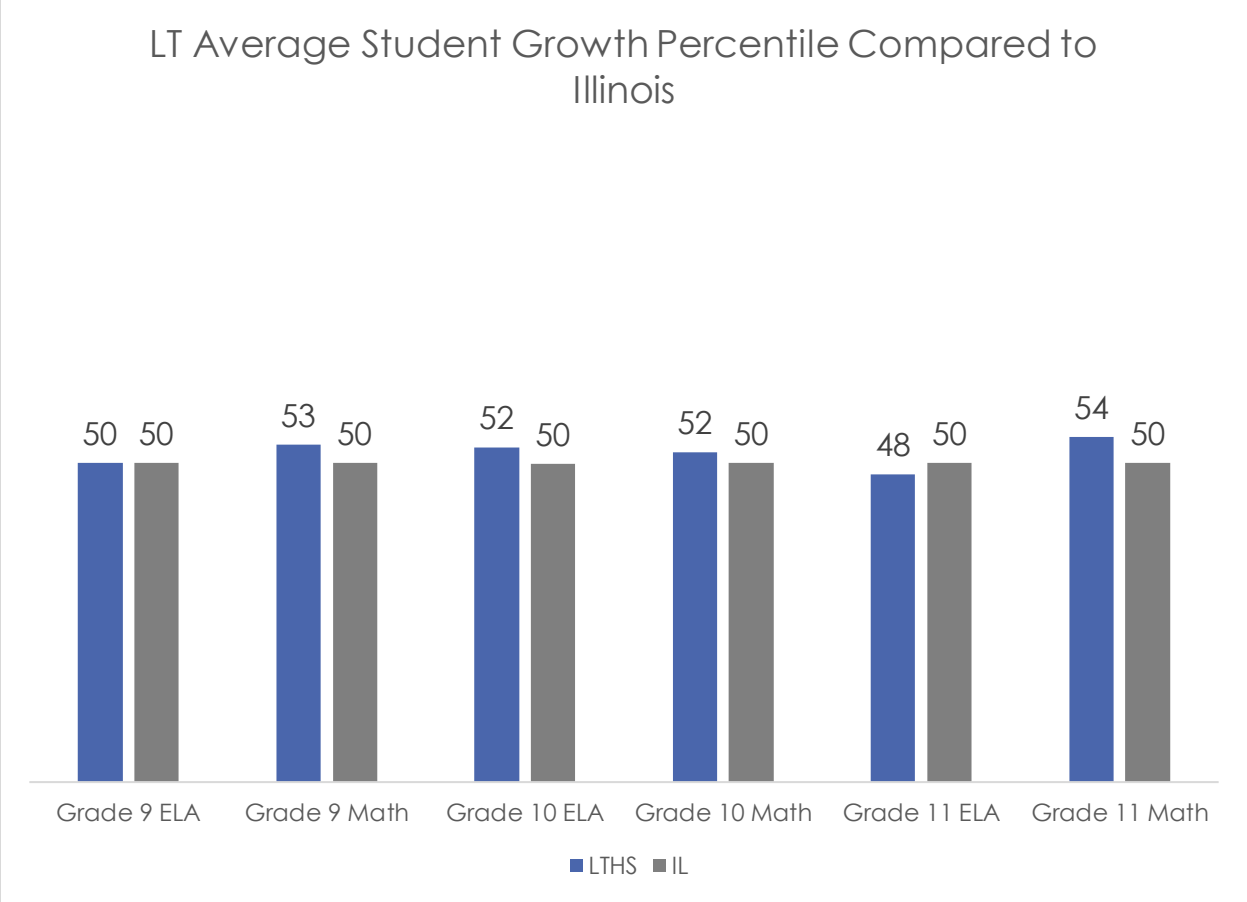
The following graph compares Spring 2026 district proficiency rates across three subject areas and grade levels with statewide Illinois performance data.



District performance surpasses Illinois state proficiency rates across all subjects and grades, reflecting strong student performance relative to statewide results.

LTHS Average Student Growth Percentile Compared to Illinois – ACT Assessments

Student Growth Percentiles (SGPs) measure individual student academic progress over time by comparing a student's growth to that of other students with similar prior achievement levels. SGPs range from 1 to 99, with a percentile of 50 representing typical or average growth. The following graphic compares our district's average SGP on the Spring 2026 ACT with Illinois state averages across subject areas.



Our district's average Student Growth Percentiles meet or exceed the state average across most subject areas, with our Grade 11 ELA performance slightly below the state average. These results indicate that LT students are demonstrating growth that generally meets or exceeds statewide averages.

Dynamic Learning Maps – Alternate Assessment

The Dynamic Learning Maps – Alternate Assessment (DLM-AA) is administered in place of the PreACT/ACT for students with the most significant cognitive disabilities (typically associated with an IQ less than 55). Students participating in the DLM-AA also have deficiencies in communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health and safety. Students in grades 9, 10, and 11 are assessed in English Language Arts, mathematics, and science.

The DLM-AA has four performance levels:

- Emerging
- Approaching the Target
- At Target
- Advanced

Students in the *At Target* and *Advanced* ranges have demonstrated proficiency in the respective subject area.

Less than 1% of students at Lyons Township High School meet the qualifications to participate in the DLM-AA.

This year, a small number of Lyons Township High School students participated in DLM-AA. Due to the small number of students tested, the state redacted the results to protect student privacy.

ACCESS for English Language Learners

ACCESS for English Language Learners is an English language proficiency exam administered to all students in our Multilingual program. The state of Illinois uses the term English Learner for this group of students while ACCESS uses the term English Language Learner. The assessment measures listening, speaking, reading, and writing. Students receive a score in each domain as well as an overall/composite score.

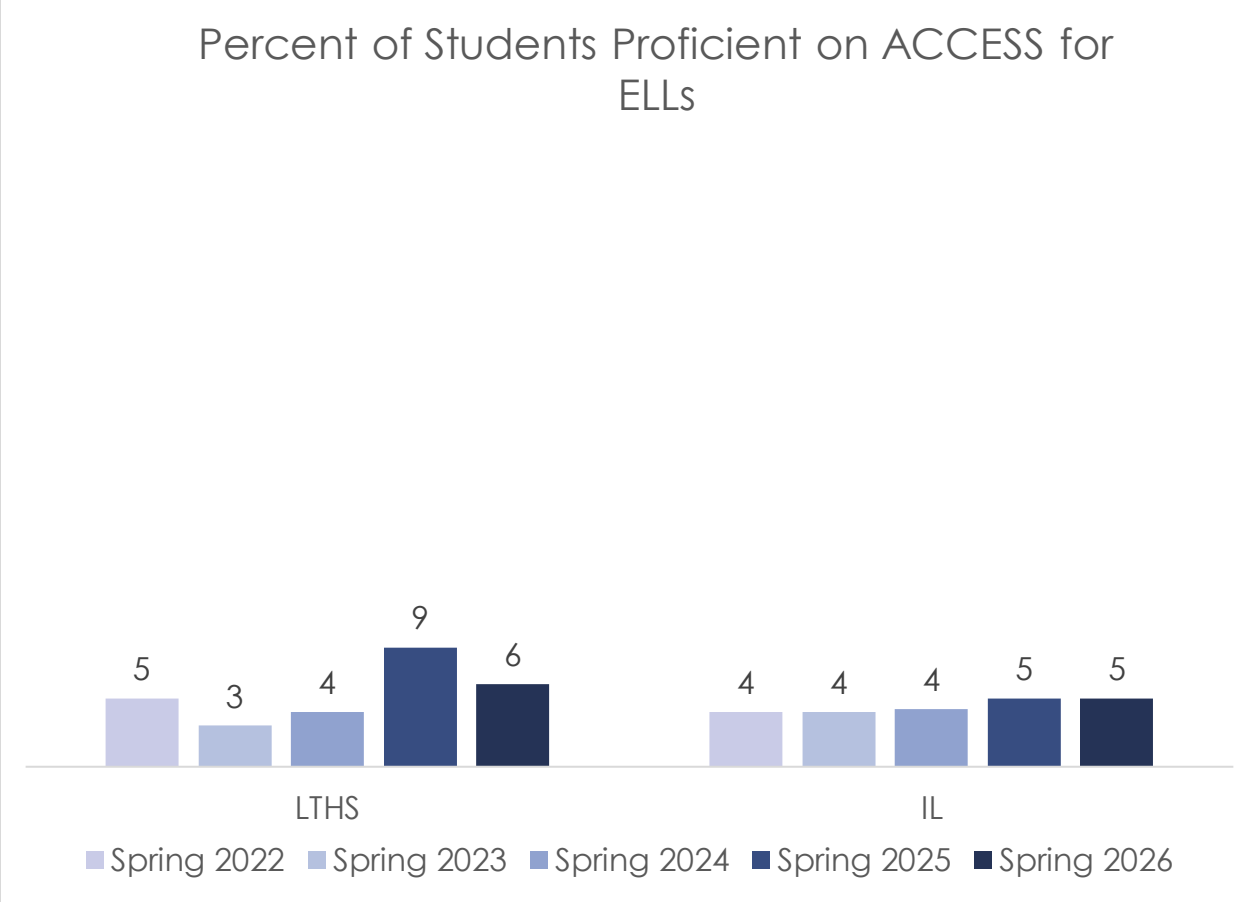
ACCESS for ELLs has 6 proficiency levels with levels 5 and 6 combining to encompass proficient. In Illinois, students earning a 4.8 or higher exit English Learner programming and no longer participate in the ACCESS assessment. The six proficiency levels and their descriptors are below.

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

The number of students who qualify for English Learner services has grown drastically at Lyons Township High School. In 2017, 64 students or 1.6% of the student population qualified for services. In 2022, 157 students or 4% of the student population qualified. In 2026, this percentage increased to 6.7%, which is 240 students.

ACCESS for ELLs Proficiency by School Year

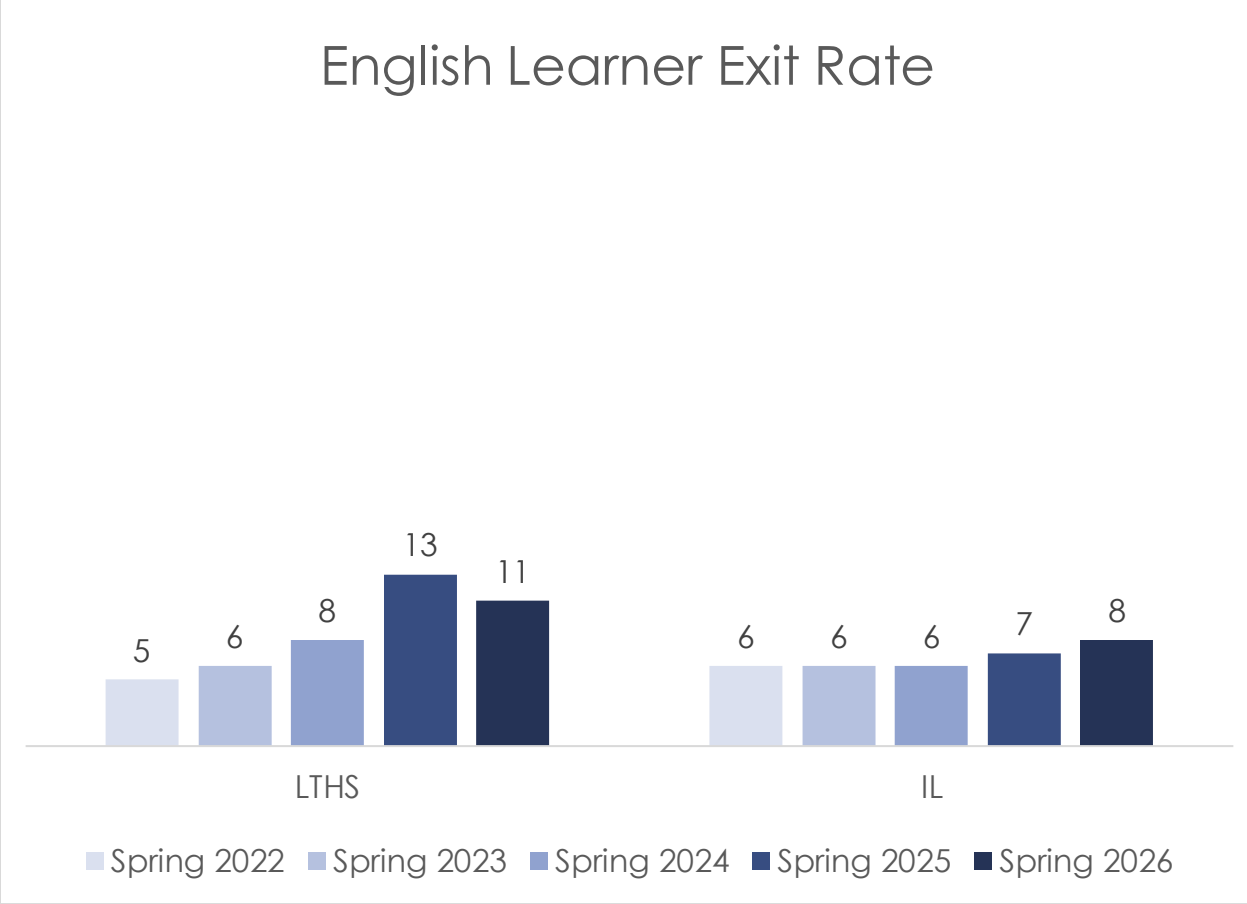
The chart below depicts the percent of students identified as English Learners that met proficiency standards (levels 5 and 6) for each school year. The population of students taking the ACCESS test is constantly evolving, as students who achieve the exit score of 4.8 no longer participate in the assessment the following year.



35% of students earned a score of "expanding" (level 4). These students are very close to achieving a level 5 or 6 on this assessment.

EL Exit Rate by School Year

A student scoring a 4.8 composite score or higher exits EL status and is no longer considered an English Learner by the Illinois State Board of Education. This graphic shows the percentage of students in LT's Multilingual program who have met the state's exit criteria each school year.



LTHS continues to see growth in the percentage of students meeting the state's EL exit criteria.



2026 Advanced Placement Exam Report

Lyons Township High School District 204

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Introduction

Advanced Placement (AP) courses give students the opportunity to engage with college-level material while in high school. Many colleges and universities consider the rigor of a student's coursework, including AP coursework, as part of the admission process.

AP exams are scored on a 1-5 scale. The description of each score level is below:

Exam Score	*Recommendation*
5	Extremely Well Qualified
4	Very Well Qualified
3	Qualified
2	Possibly Qualified
1	No Recommendation

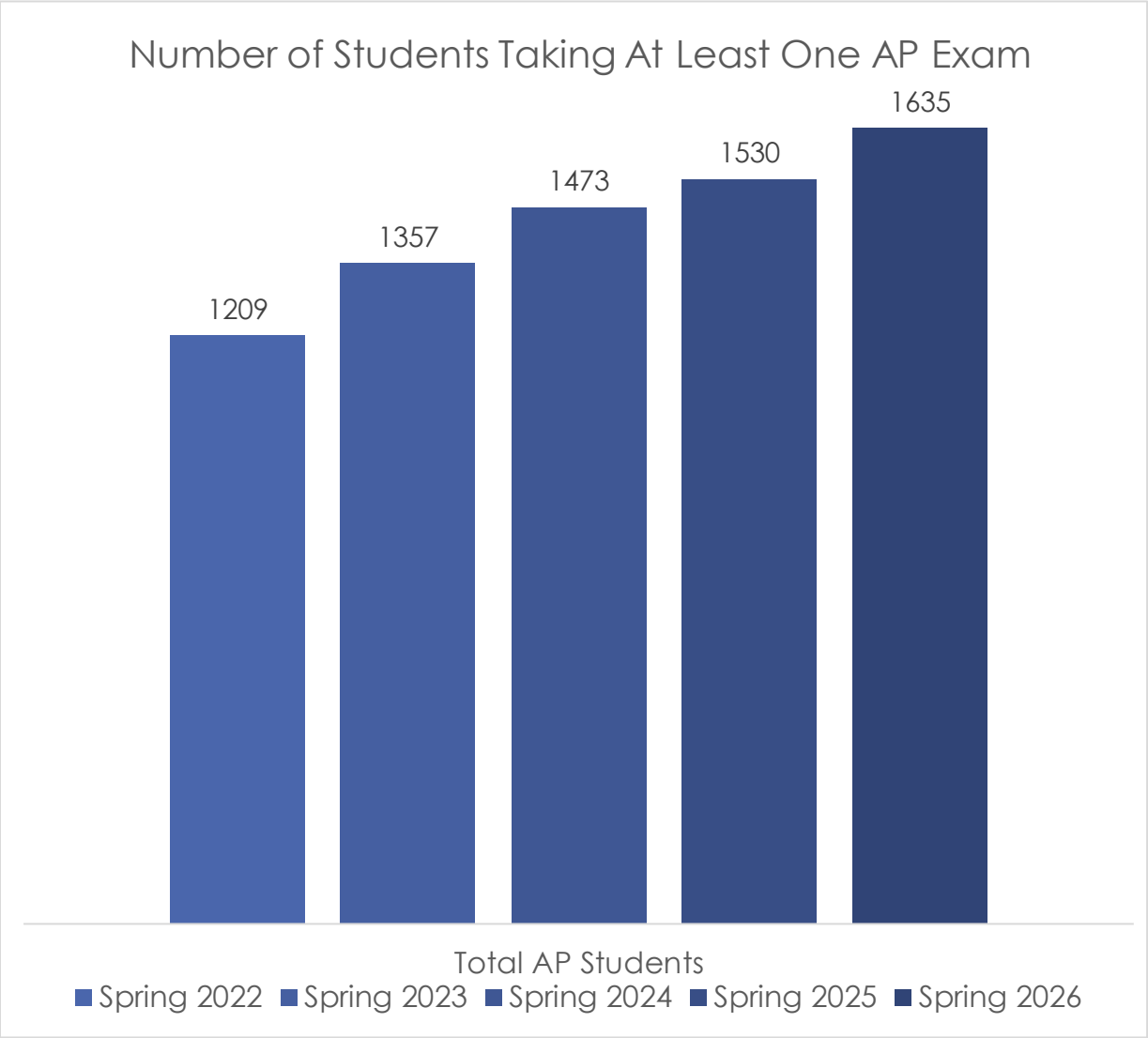
Students who take and pass AP exams have an opportunity to earn college credit, often saving time and money. In Illinois, all public colleges and universities are required to award college credit to students who pass an AP exam. A score of 3 or higher is considered passing. Out-of-state and private universities each have their own requirements for awarding credit.

Lyons Township High School District 204 partnered with Equal Opportunity Schools to expand access to Advanced Placement (AP) and Dual Credit (DC) courses. The partnership began in the fall of 2021, and our first Equal Opportunity Schools cohort enrolled in AP/DC courses during the 2022–2023 school year. In the fall of 2025, the initiative was rebranded as ACCESS LT to better reflect our commitment to expanding equitable access to advanced coursework and to support the transition to a district-led model. Beginning with the 2026–2027 school year, Lyons Township High School District 204 fully assumed ownership of the initiative. While we are no longer formal partners with Equal Opportunity Schools, we remain committed to increasing access to rigorous academic opportunities through ACCESS LT. The results presented in this report reflect the continued impact of these efforts.

The 2026 AP administration built on the successful transition to digital and hybrid testing, with students and staff demonstrating increased confidence and familiarity with the new exam experience. As technology became a seamless part of the testing process, the focus shifted from adapting to maximizing student success.

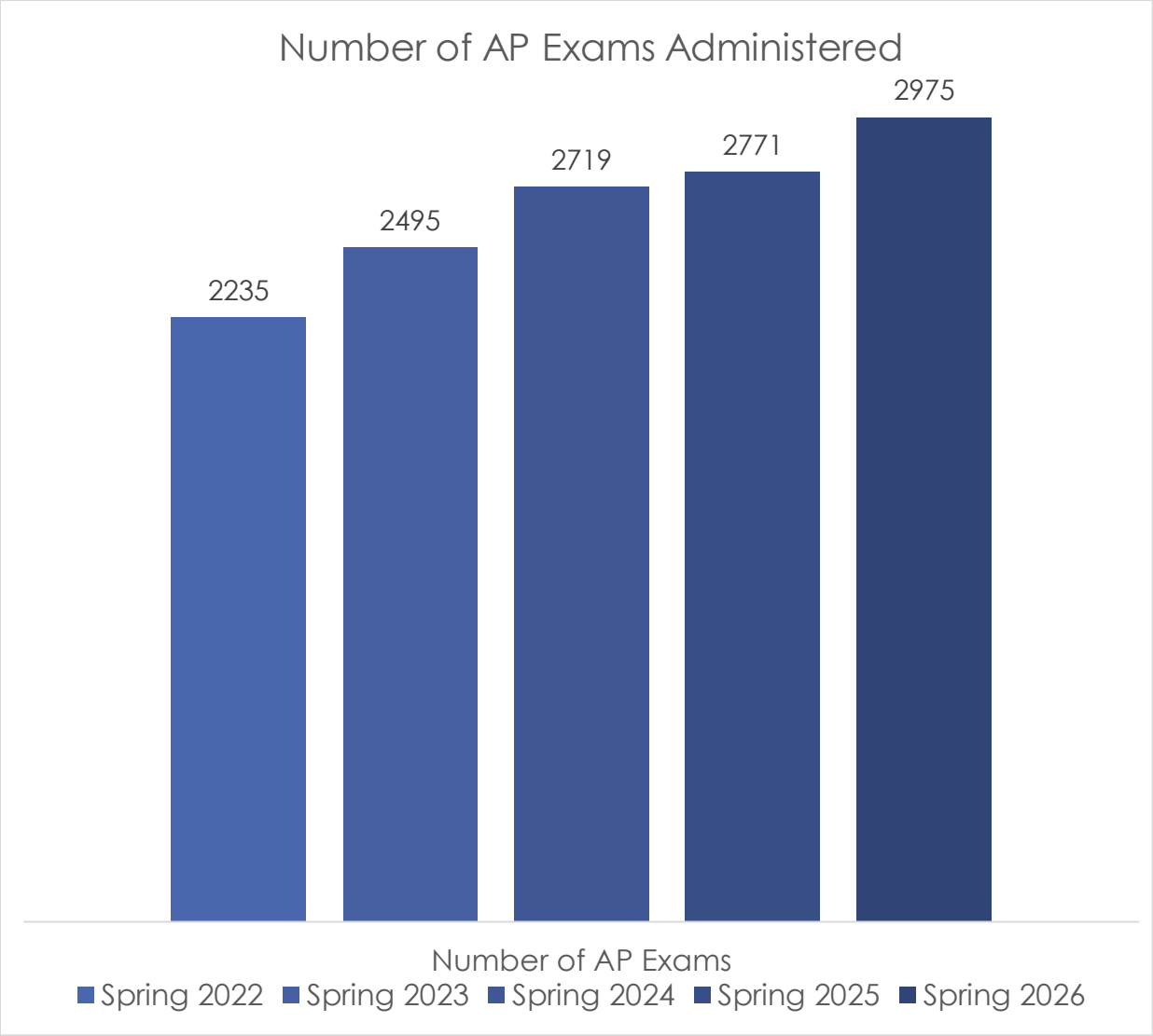
Number of Students Tested

Participation in AP exams has continued to increase over the past five years, reflecting the district's ongoing efforts to expand access to rigorous coursework and support more students in pursuing advanced academic opportunities.



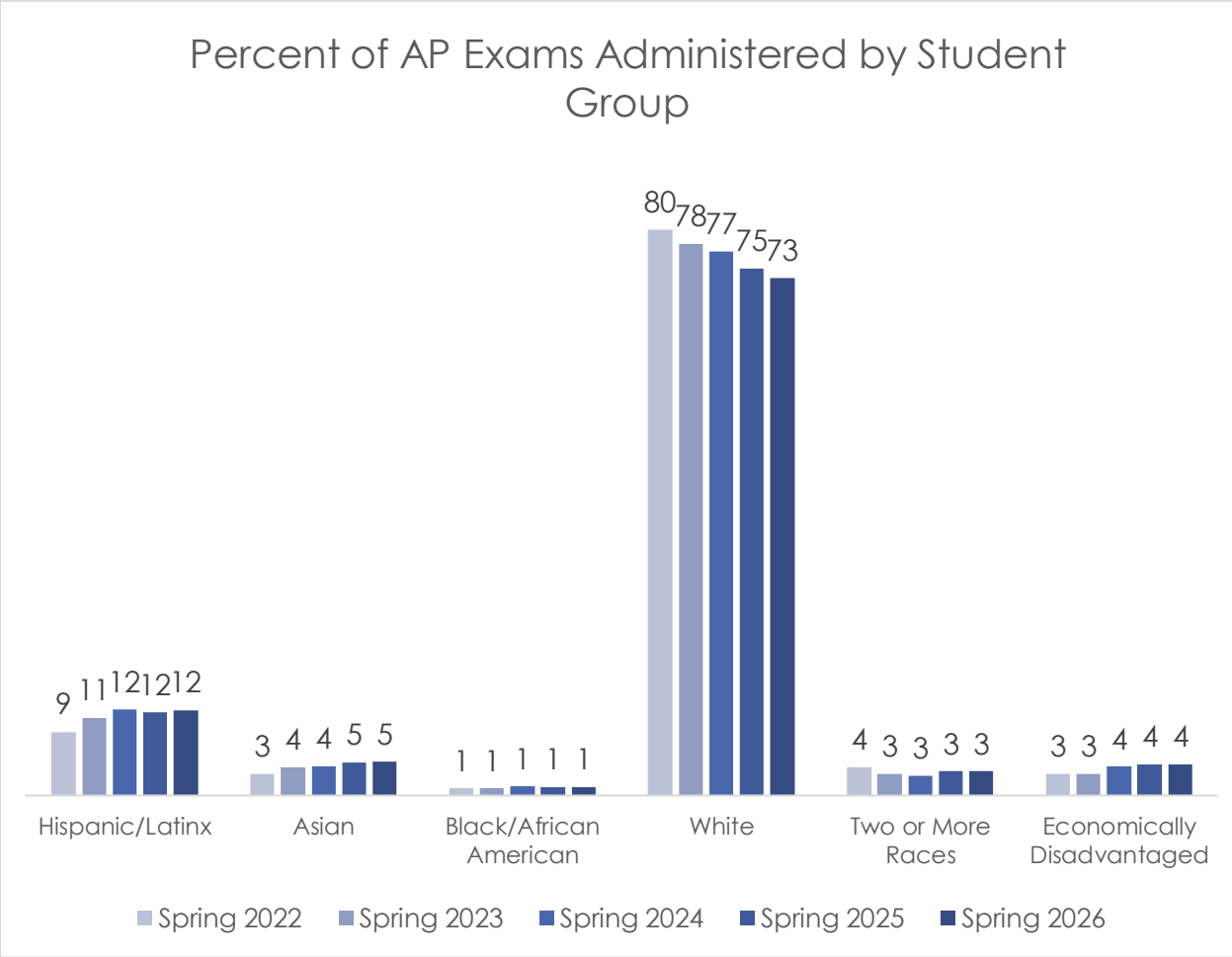
Number of Exams Administered

The upward trend in AP exam administrations indicates that more students are engaging in advanced coursework, with many students choosing to take multiple AP courses and exams. Lyons Township High School continues to support this expansion by increasing equitable access to rigorous courses and providing high-quality student supports.



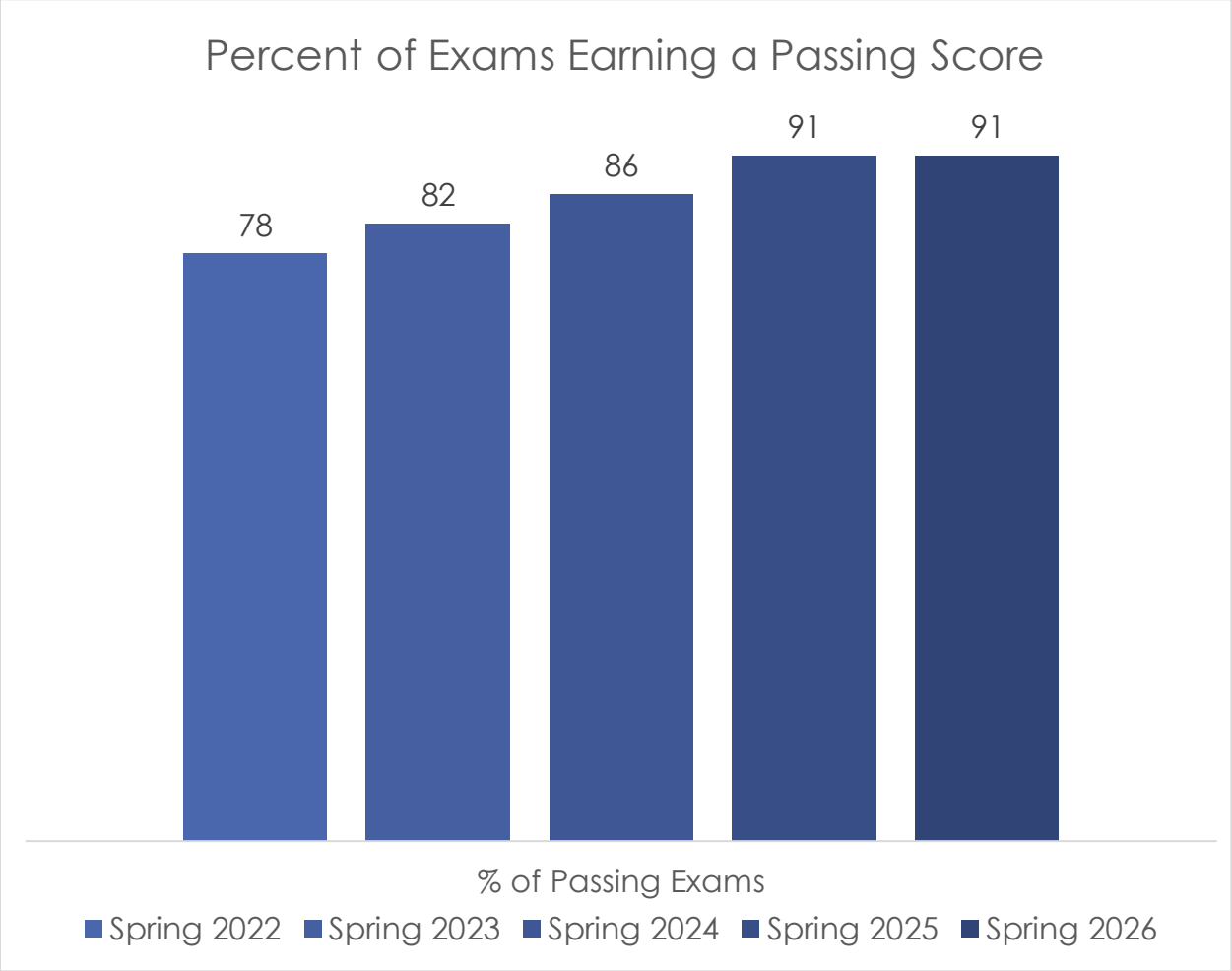
Percent of AP Exams Administered by Student Group

The chart below shows the demographic distribution of all AP exams administered at Lyons Township High School over the past five years. As participation in AP coursework continues to grow, we remain focused on ensuring students from all backgrounds have opportunities to engage in rigorous learning. While our efforts have expanded access for many students, we continue working toward participation rates that more closely reflect the diversity of our student population.



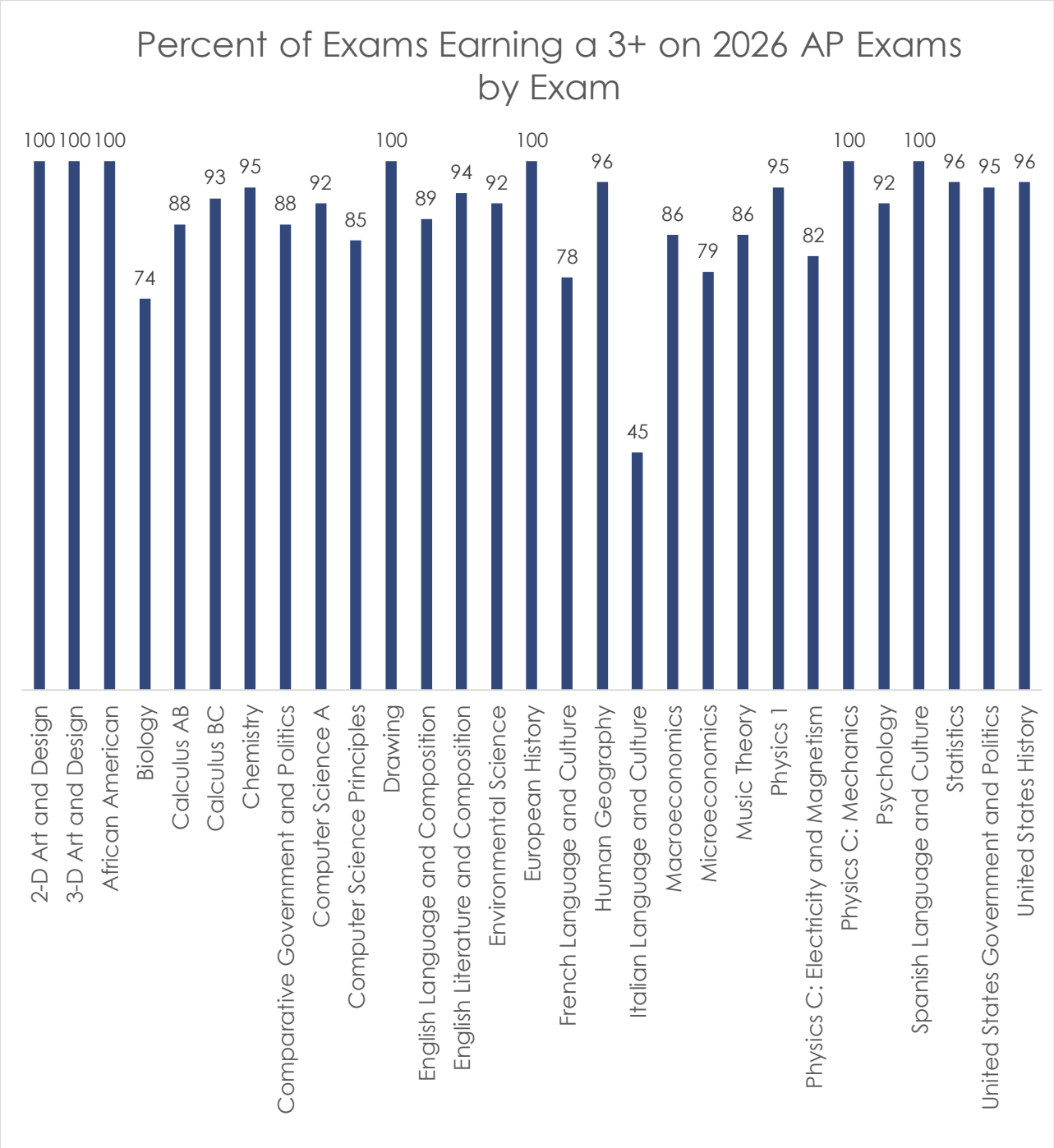
Percent of Passing Exams

The chart below highlights AP exam success rates over the past five years. In Spring 2026, 91% of AP exams earned a score of 3 or higher, an increase of 13 percentage points since Spring 2022. As AP participation has continued to grow, Lyons Township High School has sustained exceptionally strong student performance.



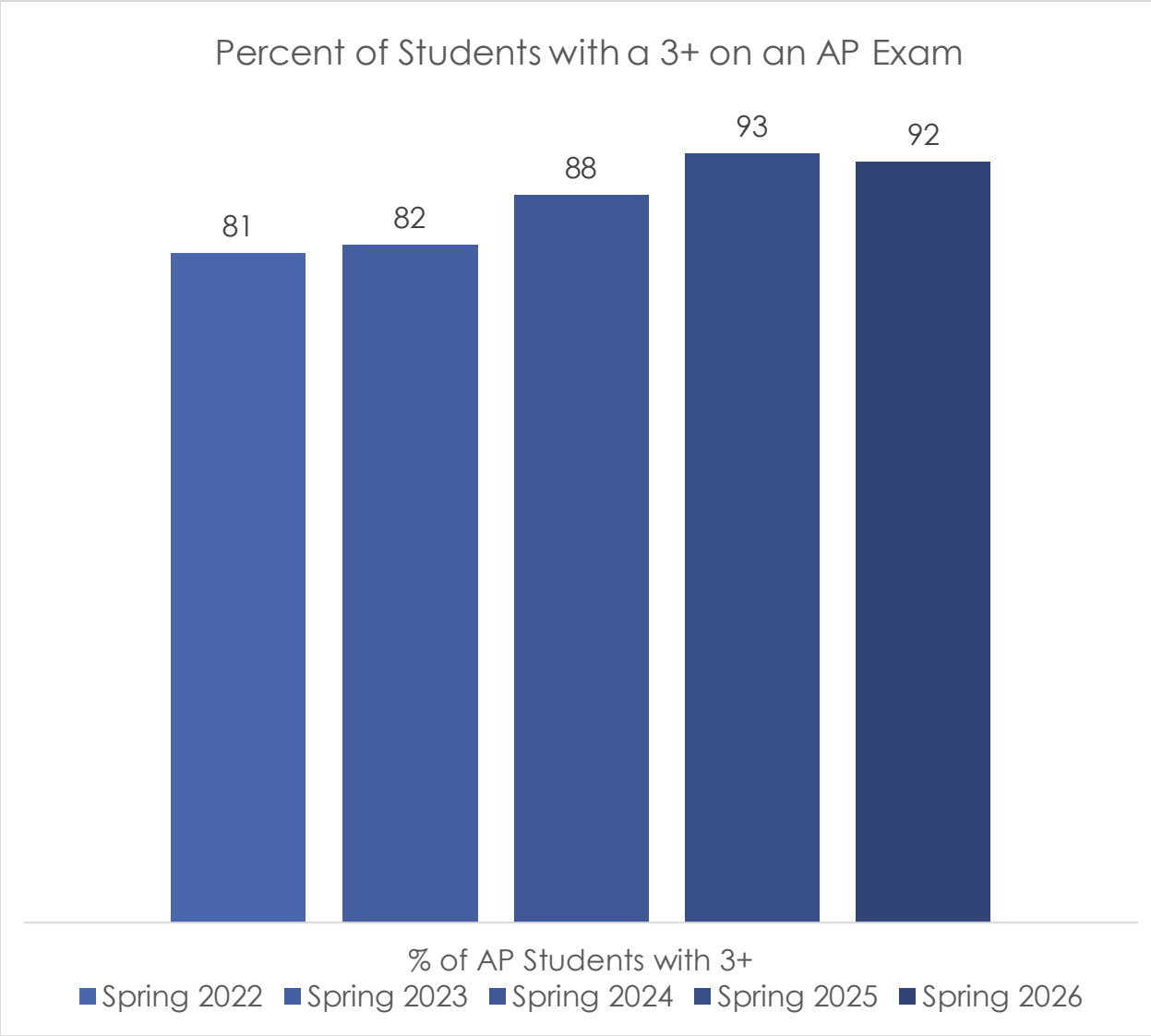
Percent of Passing Exams by Course

The chart below displays the percentage of exams earning a score of 3 or higher for each AP subject. While results vary by course, the data provide valuable insights for Professional Learning Communities as they celebrate areas of success, identify opportunities for growth, and refine curriculum and instructional practices through the continuous improvement process.



Percent of Students Earning a Passing Score

A score of 3 or higher is considered a passing score in Illinois and is accepted for college credit at all public colleges and universities in Illinois. The chart below shows the percentage of AP students who earned at least one qualifying score over the past five years. The upward trend reflects increased student success alongside the district's continued commitment to providing rigorous instruction and meaningful academic support.





2026 ACCESS LT
Advanced Placement Exams

Lyons Township High School District 204

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Introduction

Lyons Township High School District 204 partnered with Equal Opportunity Schools to expand access to Advanced Placement (AP) and Dual Credit (DC) courses. The partnership began in the fall of 2021, and our first Equal Opportunity Schools cohort enrolled in AP/DC courses during the 2022–2023 school year.

In the fall of 2025, the initiative was rebranded as **ACCESS LT** to better align with our broader goal of increasing equitable access to all advanced coursework and to transition the work to an in-house model. Beginning in the fall of 2026, Lyons Township High School District 204 fully assumed ownership of the initiative. While we are no longer formal partners with Equal Opportunity Schools, we remain committed to the work and continue to expand opportunities for students through ACCESS LT.

Number of Students

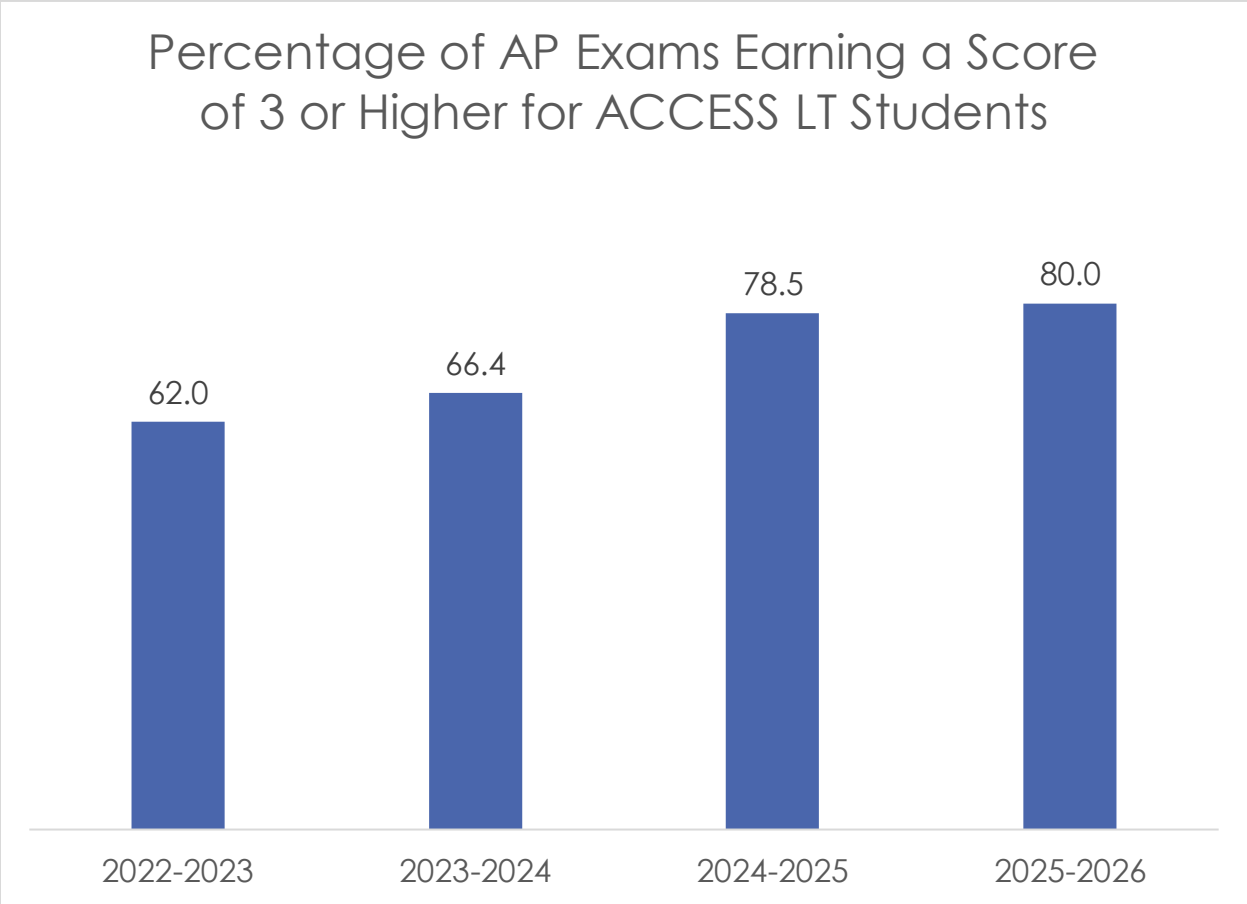
The chart below shows the number of students recommended for AP courses through the ACCESS LT process. The table also shows the number of AP exams administered to students in each cohort and the number of recommended courses that were not taken or completed. There are a variety of reasons a student may not take a recommended course.

School Year	*Number of Students Recommended*	*Number of Exams*	*Number of Courses not Taken or Completed*
2022 – 2023	80	83	14
2023 – 2024	123	107	56
2024 – 2025	58	65	17
2025 – 2026	37	30	24

ACCESS LT participation has decreased in recent years as the district has continued to strengthen systems for identifying and placing students into rigorous coursework earlier in their academic careers. During this same period, enhanced collaboration with our associate schools, implementation of the Accelerated Placement Act, and continued refinement of counseling and placement practices have expanded opportunities for students to access advanced coursework.

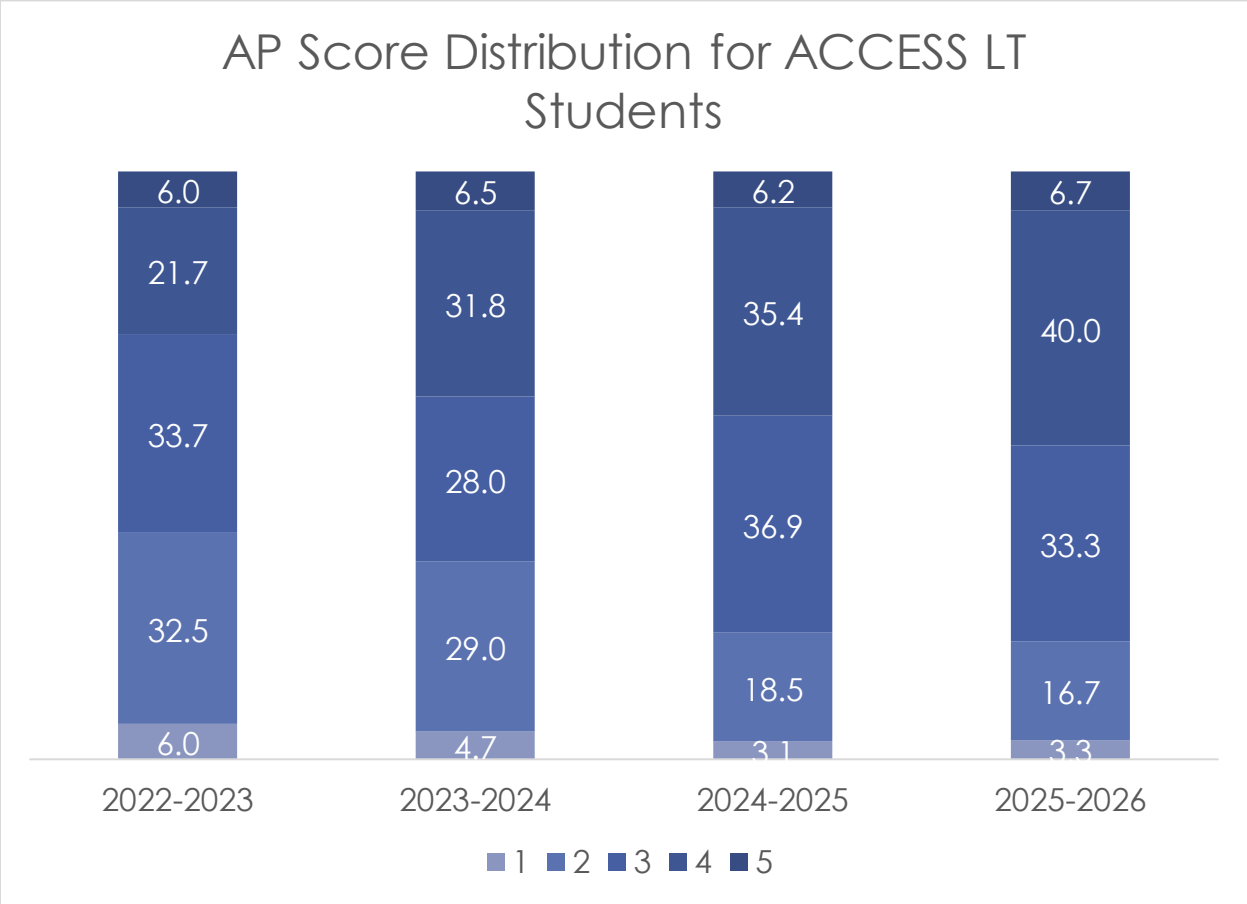
Percent of Passing Exams

The graphic displays the percentage of AP exams administered to students in the ACCESS LT cohort that earned a score of 3, 4, or 5. The percentage of ACCESS LT exams earning a score of 3 or higher has shown substantial growth, increasing from 62.0% in 2022–2023 to 80.0% in 2025–2026. This improvement has occurred alongside the district's continued efforts to provide targeted supports and increase opportunities for underrepresented students to succeed in AP courses.



AP Exam Score Distribution

The graphic illustrates the distribution of AP exam scores for students in the ACCESS LT cohort, with data presented for the last four school years. The score distribution shows meaningful progress in student achievement over the past four years, alongside continued efforts to provide targeted instructional supports and expand access to rigorous coursework.



LYONS TOWNSHIP HIGH SCHOOL
District 204

Dr. Brian Waterman, Superintendent
Ph: 708-579-6451 E: BWaterman@LTHS.net
North Campus 100 S. Brainard Ave., LaGrange, IL 60525
South Campus 4900 S. Willow Springs Ave., Western Springs, IL 60558

TO: District #204 Board of Education
FROM: Dr. Brian Waterman, Superintendent
DATE: November 2, 2026
RE: 2027-32 Strategic Planning Process Update

I would like to provide an update to the Board regarding Lyons Township High School District 204's 2027–2032 Strategic Planning process, including the Strategic Plan Team's Vision Retreat held on Wednesday, October 21, 2026 and the upcoming Setting Direction Retreat scheduled for Wednesday, December 9, 2026.

The Strategic Plan Team continued its work with a Vision Retreat on Wednesday, October 21 from 12:00p.m. - 4:00p.m. The session was designed to finalize the SWOT (Strengths, Weaknesses, Opportunities, and Threats) and to discuss and provide feedback toward the district's Preferred Future Statement, which includes the motto, vision, mission, core values, and portrait of a graduate.

The Strategic Plan Team includes 96 members of our school community, including the seven members of our Board of Education. The strong level of participation reflects the commitment of staff, families, students, community members, and other stakeholders to engage in the district's strategic planning process.

The next phase of the strategic planning process will be the Strategic Plan Team Setting Direction Retreat on Wednesday, December 9 from 5:30p.m - 8:30p.m. The retreat will be held in person in the Lyons Township High School South Campus Library, and will be conducted as a School Board Special Meeting, pursuant to the Open Meetings Act. The meeting will also be live streamed.

All materials and resources used during the orientation have been posted to the LTHS Strategic Plan website. The website will continue to serve as a central repository for strategic planning documents, resources, and video links throughout the process.

I will be providing monthly updates to the Board as we continue to move through this process together and all information and updates will also be available on our Strategic Planning Website.

Recommendation
This is for informational purposes only.

LYONS TOWNSHIP HIGH SCHOOL
District 204

Dr. Brian Waterman, Superintendent
Ph: 708-579-6451 E: BWaterman@LTHS.net
North Campus 100 S. Brainard Ave., LaGrange, IL 60525
South Campus 4900 S. Willow Springs Ave., Western Springs, IL 60558

TO: District #204 Board of Education

FROM: Dr. Brian Waterman, Superintendent

DATE: November 2, 2026

RE: IASB Resolutions Packet

The IASB Resolutions Process provides Boards of Education throughout the state with an opportunity to participate in the advocacy process with the Illinois Association of School Boards.

The IASB Delegate Assembly will take place on Saturday, November 21, 2026 and will involve one board member voting on a variety of resolutions on behalf of the BOE.

Included within this packet, you will find information regarding the resolutions, as well as the IASB Delegate Assembly process. The Board will discuss each of these resolutions at the November 2 Committee of the Whole Meeting.The Board has identified Shawn Kennedy as the delegate who will represent the Board in a voting capacity at the November 21 Delegate Assembly.

If you have questions regarding the Board's participation in the IASB Resolutions process, please don't hesitate to reach out to myself or Tim Albores.

2026 Resolutions Committee Report

For the 2026 Delegate Assembly on Saturday, November 21, 2026



Published September 8, 2026

IASB Illinois Association of School Boards
Lighting the Way to Excellence in School Governance

IASB Illinois Association of School Boards

Lighting the Way to Excellence in School Governance

September 2026

IASB School Board Members and Administrators,

This 2026 Resolutions Committee Report includes proposed resolutions to be acted upon at the annual meeting of the IASB Delegate Assembly, which will take place on **Saturday, November 21, 2026, at 11:45 a.m. in conjunction with the Joint Annual Conference at the Hyatt Regency, Grand Ballroom, in Chicago**. Please note changes to both the time and location of the Delegate Assembly.

For years, our members have expressed that the Delegate Assembly conflicts with other meaningful events at Conference. Following conversations with the IASB Resolutions Committee, staff, and Board of Directors, the decision was made to move the Delegate Assembly to the lunch hour and to provide lunch for delegates. The location change to the Grand Ballroom will allow additional space for delegates, as well as other board members who observe the Delegate Assembly. IASB hopes this change better serves its members. Once again this year, there will not be tables. However, the new location has additional space for lunch and the Delegate Assembly.

Through the Resolutions Process and Delegate Assembly, member districts provide critical direction for IASB to represent member interests before state and national policymakers. Every member school district is entitled to one voting delegate at the Delegate Assembly. Your board should nominate a primary delegate to represent your school board and an alternate delegate, in the event the primary is unable to attend. Once your board chooses a primary delegate, the district's roster manager should register them online with IASB in advance of the Delegate Assembly. Delegate registration is now open. The alternate delegate does not need to be registered unless the primary delegate becomes unavailable.

This year delegates will vote on three proposed resolutions that received a recommendation of "Do Adopt" from the Resolutions Committee. Two other proposed resolutions received "Do Not Adopt" recommendations from the Resolutions Committee. The submitting districts have an opportunity to appeal that decision. If timely appealed, the IASB Constitution requires a two-thirds affirmative vote of the delegates present and voting at the Delegate Assembly for the appeal to be considered and voted upon.

Please discuss with your board the proposed resolutions to prepare your district's delegate to vote on behalf of your board. To guide these efforts, two documents are included in this report: *Guidance for Discussing IASB Resolutions* and *Local School Board Delegate Direction.*

Finally, I want to highlight the meaningful work done by the Resolutions Committee earlier this year in its annual review of the IASB Position Statements. This Resolutions Committee Report highlights opportunities to hear more about that work and ask questions about that process.

I hope these pages serve as a valuable resource for your school board in preparing for this discussion.

We look forward to our work together in November.

Alva Jr Kreutzer

Alva Kreutzer, IASB Resolutions Chair and Vice President

New Time & Location!

Delegate Assembly

New Time: Saturday, November 21, 2026, 11:45 a.m.

New Location: Grand Ballroom, Ballroom Level, Hyatt East

Delegate Assembly Registration & Credentials for Attending Delegates

Districts are encouraged to pre-register their delegate through IASB's online registration process. Credentials are required for delegates to be seated. Alternate delegates only need to be registered if the delegate becomes unable to attend the Delegate Assembly.

Delegate Packet Pickup, Registrant Changes & Onsite Registrations

New Location: Grand Registration Desk

(Across from the Grand Ballroom, Ballroom Level, Hyatt East)

Friday, November 20
7:30 a.m. - 5 p.m.

Saturday, November 21
8:30 a.m. - 11:45 a.m.



Mark Your Calendars

Delegate Assembly Webinars

The Governmental Relations team will host two webinars to help members prepare for the IASB Delegate Assembly. The webinars can be found on the IASB Events Calendar where you can also register to attend.

Delegate Assembly Overview: Resolutions and Logistics
Thursday, October 22, noon

Conference 2026: Your Questions Answered
Thursday, November 5, noon

Also new this year: Lunch will be provided to delegates pre-registered online; please register your delegate by **November 8** to ensure lunch availability. We will try, but cannot promise, to provide lunch to delegates registered after November 8, including those who register on-site. Once again this year, there will not be tables. However, the new location has additional space for lunch and the Delegate Assembly.

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DELEGATE ASSEMBLY AGENDA

1. Call to Order
2. Delegate Assembly Welcome
3. Approval of Report of the Credentials Committee
4. Approval of Delegate Assembly Business Rules
5. Approval of the Delegate Assembly Agenda
6. President's Report, Tracie Sayre
7. Executive Director's Report, Kimberly A. Small, J.D.
8. Financial Report, Marc Tepper, IASB Treasurer
9. Resolutions Committee Report, Alva Kreutzer, Resolutions Committee Chair
   a. Consent Agenda – Resolutions
      i. Tier II Pension Reform
      ii. Amendment to Existing Position Statement 2.12: Local Tax Collection and Distribution
      iii. FOIA Safeguards
   b. Appealed Resolutions
10. Adjournment

Resolutions for Consideration at the 2026 Delegate Assembly



At the Delegate Assembly, proposed resolutions that received a "Do Adopt" recommendation and timely appealed proposed resolutions that received a "Do Not Adopt" recommendation are brought for a vote of the Assembly. The Delegate Assembly vote determines the final decision on all resolutions. If approved by the Delegate Assembly, resolutions become Position Statements and provide IASB direction on legislative positions.

2026 Resolutions Committee

Service of the following school board members is acknowledged with sincere appreciation



CHAIR, RESOLUTIONS
IASB Vice President
Alva Kreutzer



IASB PRESIDENT
Tracie Sayre



IMMEDIATE PAST PRESIDENT
Mark Harms



ABE LINCOLN
Jerry Bishoff



BLACKHAWK
Debra Stevenson



CENTRAL ILLINOIS VALLEY
Dana Smith



CORN BELT
Alex Williams



DUPAGE
James Blair



EGYPTIAN
Schannone Steinberger



ILLINI
Matt Titus

KASKASKIA
Kathy Norris



KISHWAUKEE
Evelyn Meeks



LAKE
Odie Pahl



NORTH COOK
Wenda Hunt



NORTHWEST
Steve Snider



SHAWNEE
Kevin McAllister



SOUTH COOK
Wilbur Tillman



SOUTHWESTERN
Jeff Hewitt



STARVED ROCK
Carol Alcorn



THREE RIVERS
Julie Oost



TWO RIVERS
Noel Beard



WABASH VALLEY
Chad Weaver



WEST COOK
Jim Lima



WESTERN
Scott Vogler

CONSENT AGENDA RESOLUTIONS

The below resolutions,
the Resolutions Committee recommends DO ADOPT.

i. Tier II Pension Reform
ii. Amendment to Existing Position Statement 2.12: Local Tax Collection and Distribution
iii. FOIA Safeguards

The following resolutions received a "Do Adopt" recommendation from the Resolutions Committee. When they are presented to the Delegate Assembly, they will be put forth on a consent agenda. Delegates may pull a specific resolution from the consent agenda for discussion on the floor. If resolution(s) are not pulled from the consent agenda, they will be put forth together for one vote.

FINANCING OF PUBLIC EDUCATION – STATE

Tier II Pension Reform

Submitting District: Sycamore CUSD 427

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall urge the Illinois General Assembly and Governor to enact legislative remedies, that at a minimum include the plan proposed in Senate Bill 1937 (104th General Assembly), to modernize the traditional Tier II pension system. Such legislation must ensure fiscal stability and workforce equity by enacting changes that:

- Fix the Automatic Annual Increase Formula: Replace the current capped Tier II formula with an annual adjustment that at minimum tracks the rate of inflation. This change ensures that baseline benefits keep proper pace with the actual cost of living, permanently eliminating the risk of a federal Safe Harbor violation.
- Align Pensionable Salary Limits and Calculations: Reduce the quantity of years used in the final average salary calculator and calibrate the maximum pensionable salary caps to the Social Security wage base. Such improvements establish long-term equity with federal retirement standards, preventing the deterioration of retirement security for career public servants.
- Reduce the Statutory Retirement Age: Lowers the standard retirement age for Tier II educators and educational support staff from 67 to an equitable and realistic age, such as age 65 with 10 years of service, or Age 62 with maximum years of service. This adjustment better reflects the true physical and mental demands of professions in education.

District Rationale: The State of Illinois implemented the Tier II pension system in 2011 to reduce unfunded liabilities. Today, Tier II educators and support staff constitute a rapidly growing segment of the state's public school workforce, representing roughly 35% of Sycamore CUSD 427's employees. Federal IRS law mandates a "Safe Harbor" rule requiring public retirement systems to provide a retirement benefit equal to or greater than what federal Social Security would provide for the same period of service. However, the current traditional Tier II pension formulas utilize simple interest and a strictly capped automatic annual increase of one-half of inflation or 3%, whichever is less. Because it relies on this non-compounding simple interest capped below true economic metrics, the traditional Tier II formula mathematically fails to keep pace with the compound interest calculations of inflation and Social Security, placing the state's retirement systems on the verge of a catastrophic federal Safe Harbor violation over a standard career lifespan. If the traditional Tier II formula is formally deemed by federal regulators to violate the Safe Harbor rule, the Internal Revenue Service will mandate immediate enrollment in Social Security for all affected employees. Such a ruling would trigger an automatic, unfunded 6.2% employer payroll tax shift forced directly onto local school district operating budgets and local property taxpayers. To prevent this severe budgetary cliff, meaningful statutory intervention is required. Amending the traditional Tier II pension calculation to ensure the annual increase tracks inflation, or matches the greater of 3% simple interest or inflation, updates the benefit structure to reflect compounding macroeconomic realities. This direct statutory correction permanently lifts the baseline state pension above the federal Safe Harbor floor, executing a vital fiscal defense that actively shields local municipal operating budgets and property taxpayers from billions in combined federal tax penalties while ensuring the structural burden of compliance remains firmly on the State of Illinois. Beyond the financial math, the current Tier II statutory retirement age of 67 is an immense physical and mental ask for teachers, administrators, and essential school support personnel—including paraprofessionals, custodians, and bus drivers. Expecting public school employees to effectively manage modern classrooms, ensure student safety, and maintain complex school facilities well into their late sixties

accelerates professional burnout and directly undermines local district efforts to recruit and retain high-quality staff. Lowering the Tier II retirement age to a realistic standard is critical to securing a sustainable career lifespan and stabilizing the state's educational workforce pipeline. Furthermore, aligning maximum pensionable salary caps to establish long-term equity with federal retirement standards prevents the deterioration of benefits for career public servants. Enacting these traditional pension adjustments permanently satisfies federal IRS Safe Harbor requirements, values the dedication of public school employees, and ensures that public education remains a viable, high-quality career in Illinois.

Resolutions Committee Rationale: The Committee determined that there are increasingly more Tier II employees impacted each year and that failure to address the Safe Harbor provision has the potential to negatively impact both the school district as the employer, as well as its employees. Additionally, it was determined that districts need quality employees and the issues with the Tier 2 pension system are likely contributing to the teacher shortage. This resolution puts forth a framework for a reasonable and measured approach to such reform and allows for flexibility in resolving this issue.

The Resolutions Committee recommends **DO ADOPT.**

FINANCING OF PUBLIC EDUCATION – STATE

Amendment to Existing Position Statement 2.12: Local Tax Collection and Distribution

Submitting District: Mount Prospect SD 57

The following resolution is an amendment to an existing position statement. The portion of the proposed resolution in black and not underlined was previously adopted by the Delegate Assembly. The portion of the proposed resolution underlined in red is the proposed amendment to the existing Position Statement.

Current Position Statement 2.12:

The Illinois Association of School Boards shall seek legislation to amend the tax code, or other prescriptive procedures, to minimize the punitive effects of delinquent collection and disbursement to districts of tax moneys raised by local levy. In the event tax monies are not collected or disbursed as required by State law, it shall be the county's obligation to reimburse the taxing district for any loss incurred. (Adopted 1996; Amended 1999)

Proposed Amendment to Position Statement 2.12 added to Current Position Statement 2.12 Be it resolved that the Illinois Association of School Boards shall further seek legislation establishing a uniform process for reporting delayed tax collections and distributions, determining financial losses incurred by taxing districts, and requiring timely reimbursement when tax monies are not collected or disbursed as required by State law. Such legislation should provide clear accountability measures, transparency in the reporting of delays, and an administrative process through which taxing districts may recover documented losses without the need for costly litigation.

District Rationale: Position 2.12 recognizes that school districts should be reimbursed when delays in tax collection or distribution cause financial losses. However, the position does not address how losses are calculated, how reimbursement is obtained, or what remedies are available when reimbursement is not provided. School districts should not be required to expend additional taxpayer resources pursuing legal action to recover funds lost as a result of delayed tax collection or distribution. Establishing a uniform statewide process for transparency, accountability, and reimbursement would strengthen existing policy while protecting students, taxpayers, and local communities from the financial consequences of delays beyond a district's control.

Resolutions Committee Rationale: The Committee determined that affected districts have lost a significant amount of money due to recent delays in local tax distribution in Cook County, and that it is desirable to establish a method by which affected school districts would be reimbursed. School districts rely on property taxes. When the County delays payment of those taxes, districts experience serious disruptions to cash flow and fiscal uncertainty. While the most recent occurrence of this issue happened in Cook County, there is potential for it to happen anywhere in the state. Having additional guidelines would be helpful to all districts should this problem occur in the future.

The Resolutions Committee recommends **DO ADOPT.**

LOCAL-STATE-FEDERAL RELATIONS

FOIA Safeguards

Submitting District: Homer CUSD 33C

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall advocate for amendments to the Illinois Freedom of Information Act (5 ILCS 140) to preserve public access to records while establishing reasonable safeguards against abusive, fraudulent, automated, or unduly burdensome requests by: (i) permitting public bodies to require reasonable verification that a requester is a real person submitting a valid request; (ii) authorizing limited identity verification

when there is a reasonable basis to question the legitimacy of a request and ensure that the requester is within the state; (iii) clarifying standards for narrowing, batching, or denying requests that are duplicative, automated, harassing, or unduly burdensome; (iv) expanding authority for public bodies to recover reasonable costs associated with excessive staff time, data extraction, redaction, and review; and (v) strengthening protections for school districts against serial or bad-faith misuse of FOIA that diverts time, personnel, and public resources from student-centered operations.

District Rationale: Illinois school districts strongly support governmental transparency and public access to records. However, the current Illinois FOIA framework is increasingly being used in ways that exceed its intended purpose and create substantial operational burdens on school districts. In recent years, districts have experienced increased volumes of duplicative, automated, commercially motivated, anonymous, and bad-faith requests that consume disproportionate administrative and legal resources while providing limited public benefit.

Although Illinois law includes some safeguards for "recurrent requesters" (5 ILCS 140/3.2), "voluminous requests" (5 ILCS 140/3.6), and requests made for "commercial purposes" (5 ILCS 140/3.1), these provisions do not adequately address modern misuse of FOIA, including bot-generated requests, identity masking, serial harassment, or requests designed primarily to disrupt district operations.

Illinois recently amended FOIA to permit a public body to require a requester to verify that the requester is a real person when there is a reasonable belief the request was not submitted by a person, but the law expressly prohibits requiring identifying information to complete that verification. See 5 ILCS 140/3(j) (effective January 1, 2026). While this is a modest improvement, it remains insufficient to address fraudulent identities, impersonation, and coordinated misuse.

Other states provide stronger administrative safeguards while preserving public access:

- Virginia permits public bodies to require requesters to be citizens of the Commonwealth under Va. Code Ann. § 2.2-3704(A), limiting access to Virginia citizens and certain in-state media. "…all public records shall be open to citizens of the Commonwealth…"
- Tennessee permits records access to Tennessee citizens under Tenn. Code Ann. § 10-7-503(a)(2)(A). "…be open for personal inspection by any citizen of this state…"
- Delaware limits FOIA access to Delaware citizens under 29 Del. C. § 10003(a). "…Reasonable access to and reasonable facilities for copying of these records shall not be denied to any citizen."
- Arkansas restricts access to Arkansas citizens under Ark. Code Ann. § 25-19-105(a)(1)(A). " Except as otherwise specifically provided by this section or by laws specifically enacted to provide otherwise, all public records shall be open to inspection and copying, including without limitation copying through image capture, including still and moving photography and video and digital recording, by any citizen of the State of Arkansas during the regular business hours of the custodian of the records."
- Connecticut authorizes denial of vexatious requests through its Freedom of Information Commission under Conn. Gen. Stat. § 1-206(b)(2). "…If the commission finds that a person has taken an appeal under this subsection frivolously, without reasonable grounds and solely for the purpose of harassing the agency from which the appeal has been taken, after such person has been given an opportunity to be heard at a hearing conducted in accordance with sections 4-176e to 4-184, inclusive, the commission may, in its discretion, impose against that person a civil penalty…"

Illinois should modernize its statute by preserving transparency while granting districts practical tools to manage abuse, recover costs, and prioritize educational operations without undermining legitimate public oversight.

Resolutions Committee Rationale: The Committee acknowledged the significant amount of district staff time expended statewide in responding to FOIA requests, particularly those recurring requests coming from the same person or organization and those coming from outside of the state or country. The Committee determined that this resolution allows IASB to build upon the work that is currently being done by legislators and continue to address this problem in a way that balances maintaining transparency with providing reasonable safeguards to prevent abuse and maintain the integrity of the FOIA process.

The Resolutions Committee recommends **DO ADOPT.**

Resolutions Eligible For Appeal at the 2026 Delegate Assembly



The following resolutions all received a “Do Not Adopt” recommendation from the Resolutions Committee. With a “Do Not Adopt” recommendation, the following proposals may be appealed by the submitting district. If the resolution is timely appealed, a two-thirds affirmative vote by the Delegate Assembly is required for consideration.

RESOLUTIONS ELIGIBLE FOR APPEAL

the below resolutions, the Resolutions Committee recommends 'DO NOT ADOPT'

i. School Board Elections - Nominating Petition Signatures
ii. School Meals and Fee Waiver Eligibility

The following resolutions all received a "Do Not Adopt" recommendation from the Resolutions Committee. With a "Do Not Adopt" recommendation, the following proposals may be appealed by the submitting district. If the resolution is timely appealed, a two-thirds affirmative vote by the Delegate Assembly is required for consideration.

School Board Elections – Nominating Petition Signatures

Submitting District: Creve Coeur SD 76

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall support legislative action to reduce nominating petition signature requirements for School Board Candidates from 50 voters or 10% of voters, whichever is less, to 25 voters or 5% of voters, whichever is less.

District Rationale: The current signature requirement for school board candidate nominating petitions, as outlined in Section 9-10 of the Illinois School Code (105 ILCS 5/9-10), creates an unnecessary barrier to entry for prospective candidates—particularly in smaller districts, rural communities, and districts experiencing high student mobility or lower levels of civic engagement.

Requiring a minimum of 50 signatures may discourage otherwise qualified individuals from seeking office due to the time and logistical burden of gathering signatures. This is especially notable when compared to other local elected offices, such as library or park district boards, which often require significantly fewer signatures.

Additionally, the requirement to gather in-person signatures may present logistical challenges for candidates with limited time or access to voters, further discouraging participation. These challenges are particularly relevant in districts like ours, where community engagement and access to voters can vary significantly.

Reducing the requirement to 25 voters, or 5% of voters, whichever is less, would:

Encourage a broader and more diverse pool of candidates, including working parents, community members, and emerging leaders

- Better align school board election requirements with those of other local governing bodies
- Remove an unnecessary procedural hurdle that does not meaningfully improve candidate quality or voter choice
- Maintain an appropriate level of demonstrated community support while increasing accessibility to the electoral process

This proposed change represents a practical step toward strengthening civic participation and improving access to local school board governance, while preserving the integrity of the candidate nomination process.

Resolutions Committee Rationale: The Committee determined that gathering 50 signatures is an important part of demonstrating that a prospective board member has the time and energy to serve on a school board and that 50 signatures is a reasonable threshold for being placed on the ballot. Additionally, given that the state recently moved up the dates for the signature collection timeframe, this process no longer happens during the coldest months of the year, making it more accessible for candidates.

⊗ The Resolutions Committee recommends **DO NOT ADOPT.**

School Meals and Fee Waiver Eligibility

Submitting District: Homer CUSD 33C

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall advocate for amendments to Illinois law governing eligibility determinations for free and reduced-price school meals and school fee waivers to strengthen local school district authority to verify applicant eligibility, audit income documentation, investigate suspected fraudulent claims, and revoke benefits obtained through material misrepresentation, while preserving access for eligible students and protecting student dignity. Such amendments should authorize school districts to conduct reasonable audits of household applications, require supporting income documentation where fraud is suspected, establish clearer penalties for intentional misrepresentation, and provide districts with the authority to recover improperly waived fees or improperly granted benefits in cases of verified fraud.

District Rationale: Illinois school districts have a legal and moral responsibility to ensure that public assistance programs intended for financially eligible students are administered with integrity, consistency, and fairness. Free and reduced-price meal benefits and school fee waivers are essential supports for many students and families, but the effectiveness and credibility of these programs depend on ensuring that benefits are reserved for households that meet established income eligibility requirements.

Current Illinois law ties school fee waiver eligibility in many districts to federal meal eligibility standards and already permits limited verification of eligibility. However, the existing statutory framework provides insufficient local authority for districts to audit questionable applications, require additional income verification where fraud is suspected, or revoke benefits when material misrepresentation is confirmed. Illinois law currently requires districts using meal eligibility for fee waivers to follow federal verification rules under 7 CFR 245.6a, and districts operating an independent fee waiver process may verify eligibility no more than once per academic year. While this provides some verification authority, it does not sufficiently address intentional fraud, underreporting of income, falsified household composition, or repeated misuse of benefits.

Other states and federal administrative frameworks provide stronger mechanisms for eligibility verification and compliance oversight. Federal regulations governing school meal eligibility already require annual verification and mandatory verification of questionable applications. See 7 CFR § 245.6a. Some states expressly require income-based certification and documentation retention sufficient for audit and compliance review. Such models provide clearer authority for districts to verify eligibility and review questionable claims than currently exists under Illinois' more limited fee waiver framework. Illinois should modernize its statutory framework to provide school districts with clearer authority to verify eligibility, audit suspicious applications, and address fraud in a way that protects taxpayer resources, preserves public trust, and ensures assistance reaches the students for whom it was intended.

Resolutions Committee Rationale: The Committee determined that there are currently sufficient systems in place at the state and federal levels to audit school meals and fee waiver eligibility. For students who apply for Free and Reduced Lunch, federal regulations already allow districts to audit for cause at any time and, as it relates to student fees at the state level, schools can already conduct an audit as a routine procedure once a year. Allowing additional audits and investigations could discourage students and families from applying for these programs at a time when such programs may be increasingly important to ensure food security for students. Additionally, the financial loss to the district due to potential fraud needs to be balanced with the potential cost and administrative time that would be spent by districts to investigate these cases, as well as the participation barriers that may be created to accessing these programs if districts continually request sensitive financial data from families. Given these concerns, it was determined that the current audit measures in place at the state and federal levels are reasonable and sufficient.

The Resolutions Committee recommends **DO NOT ADOPT.**

Guidance for Local Board Discussion and Voting at the 2026 Delegate Assembly



This guidance is published for informational purposes and is not a substitute for legal advice. For legal advice or a legal opinion on a specific question, please consult the board attorney.

DISCUSSING IASB RESOLUTIONS

This guidance is published for informational purposes only and is not a substitute for legal advice. For legal advice or a legal opinion on a specific question, please consult the board attorney.

Open Meetings Act

Resolutions of the Illinois Association of School Boards (IASB) are likely considered public business and subject to the Illinois Open Meetings Act (OMA) (5 ILCS 120/). OMA requires school boards to discuss district business only at properly noticed board meetings. Other than during a properly noticed board meeting, a majority or more of a board-quorum (or in the case of a five-person board, a quorum or more) may not engage in contemporaneous interactive communication, which includes electronic communication, to discuss district business, including IASB resolutions. IASB does not monitor for OMA compliance or investigate claims of OMA violations. Members are responsible for their own compliance with OMA requirements.

Freedom of Information Act

Resolutions of IASB and related information are likely subject to the Illinois Freedom of Information Act (FOIA) (5 ILCS 140/). Because of this, the resolutions and related information are likely subject to disclosure under FOIA, unless a specific exemption applies. Members with specific questions should contact their board attorney.

Discussion of IASB Resolution to Appointment and Direct a Delegate at the Delegate Assembly

IASB recommends that as a best practice each school board discuss the proposed resolutions from IASB and come to a consensus regarding whether to vote in support of or against each resolution at the 2026 IASB Delegate Assembly. School boards should also appoint a delegate and alternate delegate and determine how they wish to direct the delegate to vote at the 2026 Delegate Assembly. PRESS sample exhibit 2:120-E3, *Resolution to Appoint a Delegate to the Illinois Association of School Boards Delegate Assembly*, provides a template resolution that boards can customize and adopt to accomplish this. Additional details regarding sample board agenda items and motion language are noted below.

Discussion of Resolutions by the School Board

As noted above, IASB recommends that as a best practice each school board discuss the proposed resolutions from IASB and come to a consensus regarding whether to vote in support of or against each resolution at the 2026 IASB Delegate Assembly. Board members may consider entering an agenda item on the agenda of a publicly scheduled board meeting to do this. A sample agenda item is as follows:

> **If using the PRESS sample resolution:** *Discussion and Action on Resolution to Appoint a Delegate to the Illinois Association of School Boards 2026 Delegate Assembly*
>
> **If not using the PRESS sample resolution:** *Discussion and Action on Proposed Illinois Association of School Boards (IASB) Resolutions for Consideration at the 2026 IASB Delegate Assembly and Appointment of [INSERT SCHOOL DISTRICT NAME] Delegate and Alternate Delegate to the 2026 IASB Delegate Assembly,* Next, at the board meeting, board members should discuss the proposed IASB resolutions to come to a consensus on how the delegate will vote on each resolution and determine who will represent them as a delegate at the 2026 IASB Delegate Assembly. The District should also consider appointing an alternate delegate in case the delegate cannot attend the Delegate Assembly. Sample motion language may read as follows:

Adoption of Resolution to Appoint a Delegate to the Illinois Association of School Boards 2026 Delegate Assembly (if using the PRESS sample resolution)

> I move to adopt the *Resolution to Appoint a Delegate to the Illinois Association of School Boards 2026 Delegate Assembly.* This resolution appoints *[INSERT NAME]* as the Board's Delegate and *[INSERT NAME]* as the Boards' Alternate Delegate to the 2026 IASB Delegate Assembly, and it gives the Delegate or Alternate Delegate the authority to vote on IASB resolutions at the 2026 Delegate Assembly **[CHOOSE THE APPLICABLE OPTION:** solely in accordance with the consensus of the Board on *[INSERT DATE]* **[OR]** with their independent discretion, based on the consensus of the Board on *[INSERT DATE]* and any discussions had on each resolution at the 2026 IASB Delegate Assembly].

Appointment of Delegate and Alternate Delegate (if not using the PRESS sample resolution)

1. I move that *[INSERT NAME]* be appointed the IASB Delegate to the 2026 IASB Delegate Assembly on behalf of *[INSERT DISTRICT NAME]*.
2. I move that *[INSERT NAME]* be appointed the IASB Alternate Delegate to the 2026 IASB Delegate Assembly on behalf of *[INSERT DISTRICT NAME]*.

Finally, board members will need to take action to determine how the district's delegate should vote at the Delegate Assembly. For example, the board may have two options:

Motion to Direct Delegate Votes at the Delegate Assembly (if not using the PRESS sample resolution)

1. The appointed delegate or alternate delegate may only vote in accordance with the consensus reached at the district's board meeting. In that case, a sample motion might read as follows:

   I move that Delegate *[INSERT NAME OF DELEGATE]* or Alternate Delegate *[INSERT NAME OF ALTERNATE DELEGATE]* be granted the authority to vote on the IASB resolutions at the 2026 Delegate Assembly solely in accordance with the consensus of the *[INSERT DISTRICT NAME]* School Board on *[INSERT DATE]*.

2. The delegate or alternate delegate may vote keeping in mind at the Delegate Assembly the consensus at the board table and any discussion or debate raised at the 2026 IASB Delegate Assembly.

   I move that *[INSERT NAME OF DELEGATE]* or Alternate Delegate *[INSERT NAME OF ALTERNATE DELEGATE]* be granted the authority to vote on the IASB resolutions at the 2026 IASB Delegate Assembly with their independent discretion based on the consensus of the *[INSERT DISTRICT NAME]* School Board on *[INSERT DATE]* and any discussions had on each resolution at the 2026 IASB Delegate Assembly.

LOCAL SCHOOL BOARD DELEGATE DIRECTION

Resolutions that received a "Do Adopt" Recommendation from the IASB Resolutions Committee

All the below resolutions will be placed on a consent agenda for a vote during the IASB Delegate Assembly. If any are removed from the consent agenda, what is your board's direction as to whether the following resolutions should be adopted by the IASB Delegate Assembly?

Yes	No	
❑	❑	1. Tier II Pension Reform
❑	❑	2. Amendment to Existing Position Statement 2.12: Local Tax Collection and Distribution
❑	❑	3. FOIA Safeguards

Resolutions that received a "Do Not Adopt" Recommendation from the IASB Resolutions Committee

The below resolutions may be appealed by the submitting district. Any resolution that is timely appealed requires a two-thirds vote at the Delegate Assembly to be reconsidered. If a "Do Not Adopt" resolution is appealed, what is your board's direction as to whether the following resolutions:

a) Should be reconsidered by the IASB Delegate Assembly; and

b) If reconsidered, should be adopted by the IASB Delegate Assembly.

Yes	No	
❑	❑	4a. School Meals and Fee Waiver Eligibility — should be reconsidered
❑	❑	4b. If reconsidered, should be adopted by the Delegate Assembly
❑	❑	5a. School Board Elections: Nominating Petition Signatures — should be reconsidered
❑	❑	5b. If reconsidered, should be adopted by the Delegate Assembly

Appendix





RULES OF THE IASB DELEGATE ASSEMBLY

1. **Business Procedures** — Robert's Rules of Order Newly Revised shall govern in all cases to which they are applicable and in which they are not incompatible with the Constitution and any special rules the Association may adopt, provided those rules are in compliance with federal, state, and local laws.
2. **Credentials** — Delegates shall be registered with the Credentials Committee and must display their credentials.
3. **Delegate Seating** — Only those delegates seated in the reserved section will be permitted to participate in the business session.
4. **Recognition by Chair** — Delegates wishing to speak on a motion shall rise and be recognized by the Chair before speaking. They shall give their full name and the name of the board they represent.
5. **Debate on the Floor** — No delegate shall speak in debate more than once on the same question and no longer than two minutes. Total time for discussion of all constitutional amendments shall be limited to 30 minutes.
6. **Calls for the Question** — A delegate may "call for the question" to end debate on a motion. The delegate may not make such a motion if, immediately preceding the motion, he or she has engaged in discussion of the motion or otherwise participated in the debate. A motion, a second, and a 2/3 majority vote is required to end debate.
7. **Consent Agenda** — Use of a Consent Agenda to expedite the proceedings is authorized. Proposed resolutions which have been recommended "Do Adopt" by the Resolutions Committee may appear on a Consent Agenda. Proposed Constitutional Amendments which have been recommended "Do Adopt" by the Board of Directors may also appear on a Consent Agenda.
8. **Appeals** — Those delegates wishing to appeal a "Do Not Adopt" recommendation of the Resolutions Committee, and have provided written notice to the Resolutions Committee at least thirty (30) days prior to the Annual Meeting of the Delegate Assembly, shall have a period of time not to exceed five minutes in which to explain why the proposed action should be considered by the Delegate Assembly. Appeals shall only be accepted from the submitter of the proposed resolution that has received the "Do Not Adopt" recommendation. Those proposed resolutions that have received a "Do Not Adopt" recommendation from the Resolutions Committee, and of which the committee has not received a timely written appeal of the negative recommendation from the submitting entity, will not be considered by the Delegate Assembly.
9. **Other Recognition** — Members of the Resolutions Committee, IASB staff, a member of the IASB Board of Director, and an individual eligible to run from the floor for an officer position shall be given the privilege of the floor at the discretion of the presiding officer.
10. **Voting** — The indications to signify voting shall be specified by the presiding officer.
11. **Nomination** — The consent of any nominee from the floor during the election of officers must be secured in writing prior to presentation to the Delegate Assembly, as required in Article IV, Section 1, of the IASB Constitution.
12. **Order of Resolutions** — Each resolution to be adopted will be considered in the following order of categories: Educational Programs, Financing Public Education, Legislative Activity, Board Operations and Duties, Board Employee Relations, Local-State-Federal Relations, and District Organization and Elections.



IASB CONSTITUTION, ARTICLE IX: RESOLUTIONS

1. **Section 1. Types of Resolutions** — Resolutions should be in the form of a Position Statement. Position Statements address issues affecting or concerning local boards of education; they direct the Association's advocacy efforts.
2. **Section 2. Proposals** — Resolutions for proposed Position Statements may be proposed by any Active Member, Association Division, the Association's Board of Directors, or the Resolutions Committee upon a majority vote of the Active Member's school board, the Active Members that make up an Association Division, the Association's Board of Directors, or the Resolutions Committee. The vote must be submitted along with the resolution. Resolutions to be published and distributed to the Active Members must be submitted to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly. Any resolution which is not submitted in the manner described herein shall not be considered by the Delegate Assembly.
3. **Section 3. Presentation of Resolutions** — The Resolutions Committee shall review all proposed resolutions, distribute a final draft of proposed resolutions to the membership not less than 45 days prior to the Annual Meeting of the Delegate Assembly, and may recommend the approval or disapproval of any resolution to the Delegate Assembly. The Resolutions Committee has the prerogative to determine which proposals are to be presented to the Delegate Assembly; and whether they are presented as Position Statements. However, all resolutions submitted timely to the Resolutions Committee according to Section above must be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly. All proposals require a two-thirds affirmative vote by the Delegate Assembly for passage.
4. **Section 4. Annual Review** — The Resolutions Committee shall annually review, in accordance with the rules established by the Resolutions Committee, current Position Statements to determine whether they shall remain Position Statements, be amended or be rescinded. All amendments or deletions to existing Position Statements shall be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly, subject to approval by the Board of Directors. All current Position Statements will be published annually and distributed to Active Members within 120 days following the Annual Meeting of the Delegate Assembly.
5. **Section 5. Appeals** — Any Active Member, Association Division, or the Association Board of Directors, that has submitted a resolution that has received a "Do Not Adopt" recommendation from the Resolutions Committee, shall have the right to appeal the decision(s) of the Resolutions Committee at the Annual Meeting of the Delegate Assembly. Notice of appeal must be submitted in writing to the Resolutions Committee. An appeal must be filed in accordance with the rules established by the Resolutions Committee and approved by the Board of Directors. All appeals require a two-thirds affirmative vote by the Delegate Assembly for consideration.
6. **Section 6.** — Any proposed amendment to a resolution that does not meet the time requirements as set in Section 2 shall not be considered.



ADVOCACY CORE VALUES

The Advocacy Core Values, legislative priorities, and Position Statements guide the IASB Advocacy agenda in support of its membership and ensure a strong collective voice on the highest priority issues and concerns.

IASB is committed to an advocacy program that

- Supports locally elected, non-partisan, and volunteer school board members in providing excellence in local school board governance based upon the Association's Foundational Principles of Effective Governance.
- Supports and protects adequate and equitable funding necessary to provide all students with access to an excellent public education.
- Promotes excellence in student achievement for all Illinois students and fair accountability for academic progress.
- Advocates for legislation that supports the physical and emotional wellbeing of students and staff.
- Supports a safe and secure learning environment for all; including, but not limited to one in which all are free from bullying, harassment, discrimination, and violence.
- Supports the Association's commitment to educational equity for every student.
- Promotes non-partisan member engagement and provides the tools to enhance advocacy efforts.



POSITION STATEMENTS ANNUAL REVIEW OVERVIEW

The IASB Constitution charges the Resolutions Committee with annually reviewing Position Statements to determine whether they shall remain Position Statements, be amended, or be rescinded. Following the 2025 Delegate Assembly, there were 148 Position Statements. The volume of Position Statements made it difficult for members and staff to navigate, and questions have arisen as to the relevance of Position Statements passed decades ago. After discussions over time of the need for a thorough and comprehensive review of all Position Statements, the Resolutions Committee determined to complete this work in the spring of 2026. This consisted of five full Resolutions Committee meetings and three subcommittee meetings between January and April 2026.

In anticipation of this comprehensive review of Position Statements, a constitutional amendment was added by the Constitutional Review Committee in 2025 and approved by the Delegate Assembly, to clarify and strengthen the process for completing this Annual Review. Because the IASB Constitution did not require a vote from the Delegate Assembly to approve changes made by the Resolutions Committee, language was proposed to require the Board of Directors, in addition to the elected Resolutions Committee members, to approve the changes. Language was also added clarifying the timing for distribution of these changes to members. Additionally, the Resolutions Committee updated the rules to provide additional transparency in the process used to make these decisions.

To ensure that all members understand the changes that were made and the rationale for the changes, and to provide members with an opportunity to ask questions, IASB has made the following resources available.

- Division Meetings: All divisions were given the opportunity to have a pre-Division Meeting session to discuss the changes to the Position Statements. If your division chose to have this session, an IASB Governmental Relations staff member will be at your Division Meeting to facilitate a conversation on this topic.
- Website: Several resources have been added to the IASB website (https://www.iasb.com/advocacy/delegate-assembly/position-statement-review-process), including:
  - A timeline of the Annual Position Statement Review Process;
  - An Overview of the 2026 Position Statement work; and
  - A video recording explaining the 2026 Position Statement process and all of the changes to Position Statements.
  - A red-line copy and clean copy of all Position Statement changes approved by the IASB Resolutions Committee and the Board of Directors.
- Webinars: IASB will be hosting two webinars focused on the Delegate Assembly (see page 2 for additional information). While the focus of these webinars will be the Delegate Assembly, IASB staff will provide an overview of the Annual Position Statement Review Process and an opportunity for members to ask questions at each of the webinars.

Additional questions can be directed to the IASB Governmental Relations team at govrel@iasb.com.



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