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SENATE RESOLUTION

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WHEREAS, All students, educators, and families in Illinois have been deeply affected by COVID-19 in ways that will be felt for years to come; and

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WHEREAS, The pandemic has laid bare systemic inequities in American society and has disproportionately impacted Black and Latinx students, students from low-income households, English Learners, and students with special needs; and

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WHEREAS, Even prior to COVID-19, Illinois students faced significant unmet academic and social-emotional needs; and

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WHEREAS, Since March 2020, the COVID-19 pandemic has forced districts to disrupt traditional in-person learning and educator professional development, and schools have been implementing variations of in-person, hybrid, and remote learning models; and

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WHEREAS, Research suggests that the disrupted schooling over the past year, left unaddressed, will impact students' academic and social-emotional learning and development and will disproportionately impact historically underserved students' educational and lifelong outcomes; and

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1 WHEREAS, The path to recovery for Illinois students
2 requires a commitment to address their academic, emotional,
3 and mental health needs and requires adults in the State of
4 Illinois to provide our children with stronger, more systemic
5 supports and interventions; and

6 WHEREAS, Teachers and administrators will need additional
7 time to plan and adapt practice to best support student needs;
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9 WHEREAS, Both research and practice indicate that adding
10 time to the school day and/or year can have a meaningful
11 positive impact on student outcomes; and

12 WHEREAS, To be most effective, this additional time needs
13 to be of both a sufficient quantity and quality, including
14 engaging instructional and enrichment time for students and
15 planning and collaboration time for educators; and

16 WHEREAS, There are meaningful equity considerations that
17 schools and districts must consider in how they elect to add
18 additional time to the school day and/or school year so that no
19 student or group of students is excluded or faces opportunity
20 gaps; and

21 WHEREAS, Illinois school districts have received

1 significant federal stimulus dollars to address both the
2 COVID-19 related immediate and recovery needs of students, and
3 extended time is an allowable use for these funds; and

4 WHEREAS, Absent additional time, in order to provide the
5 needed academic and social-emotional supports, schools may be
6 forced to eliminate or decrease time and support for
7 enrichment opportunities or focus on a subset of content
8 instead of the breadth and depth of knowledge the State and
9 Illinois institutions of higher education have deemed
10 necessary for post-secondary success; and

11 WHEREAS, National and local education and civil rights
12 leaders, as well as state education leaders, have advocated
13 for additional time as a critical strategy to address learning
14 disruption; therefore, be it

15 RESOLVED, BY THE SENATE OF THE ONE HUNDRED SECOND GENERAL
16 ASSEMBLY OF THE STATE OF ILLINOIS, that we urge Illinois
17 school districts to add additional time to the school day
18 and/or school year, beginning in the School Year 2021-22 and
19 for the next three years, to help all students address the
20 unprecedented need brought by the COVID-19 learning
21 disruption; and be it further

22 RESOLVED, That this additional time should be added based

1 on research-based best practices, including ensuring there are
2 sufficient additional minutes added to the calendar with a
3 focus on quality instructional, social-emotional, and
4 enrichment programming; and be it further

5 RESOLVED, That additional consideration should be given to
6 the need for additional time for educators to plan and
7 prepare; and be it further

8 RESOLVED, That districts should prioritize equity
9 considerations in the planning and implementation of this
10 additional time, including how this time is (1) prioritized
11 for those schools and communities that serve predominantly
12 historically underserved student populations, (2) supported by
13 qualified educators and staff, (3) accessible by sufficient
14 transportation services and not at the exclusion of
15 participating in extracurricular activities like sports,
16 internships and clubs, (4) inclusive of programming that takes
17 into consideration the language needs and diverse learner
18 needs of the community's students, (5) not prohibitive for
19 students based on fees, and (6) executed in partnership with
20 caregivers, students, and school staff.