WASB Legal and Legislative Video Update, October 13, 2021, 12 PM

WASB Staff Counsel will address the following topics:

I. Confidentiality of student records during the pandemic
   a. May a school disclose the number of students who have COVID-19 to parents and students in the school community without prior written consent?
   b. May a school identify a particular student who has COVID-19 to parents and students in the school community without prior written consent?
   c. May a school disclose the number of students who have COVID-19 in order to provide general health data to the public (including the media) without prior written consent?
   d. May a school identify a particular teacher or other school official as having COVID-19?
   e. If an educational agency or institution determines that a health or safety emergency exists, may it disclose, without consent, Personally Identifiable Information (PII) from student education records to the media?
   f. What if a parent of a student who is not an eligible student refuses to provide written consent to permit the release of PII contained in student education records to the public health department?
   g. Is an educational agency or institution required to record disclosures of PII from student education records submitted to the public health department or other outside parties, even in connection with a health or safety emergency?

II. Guidance for handling the recall process

WASB LEGAL UPDATE

I. Confidentiality of Student Records During the Pandemic

a. May a school disclose the number of students who have COVID-19 to parents and students in the school community without prior written consent?

- Yes, provided that the information the school shares with parents and students does not allow for any individual student to be identified.
- If a school discloses information about students in a non-identifiable form, then prior written consent from the parent or student (depending on the age of the student) is not needed under FERPA.
- When determining what information may be shared without consent, the school must take into account other reasonably available information that could potentially enable non-identifiable information to become identifiable.
- For example, a school generally could release the fact that five students are absent due to COVID-19 without disclosing the students' identities.
- This would be allowed under FERPA as long as there are a sufficient number of other students who attend the school and other students at the school are absent for other reasons.
- However, we caution schools to ensure that in releasing such facts, they do so in a way that does not reveal information that, alone or in combination with other information, would allow a person in the school community to identify the students who are absent due to COVID-19.

b. **May a school identify a particular student who has COVID-19 to parents and students in the school community without prior written consent?**

- In most cases, it will be sufficient for a school to report the fact that an individual in the school has COVID-19, rather than identifying the specific student who is infected.

c. **May a school identify a particular student who has COVID-19 to parents and students in the school community without prior written consent?**

- There may be situations during a health or safety emergency in which a school may determine that it is appropriate to disclose identifiable information to parents or students about a student with COVID-19 if knowledge of such information is necessary to protect their health.
- For example, if a student with COVID-19 is an athlete and has been in close contact with other students on a sports team or students who have higher health risks, school officials may determine that these other students or their parents need to know the identity of the infected student in order to take protective measures.
- Therefore, in these limited situations, school officials may determine that it is appropriate to disclose such information to parents or students if the disclosure is necessary to allow parents and students to take appropriate precautions.
- School officials should make this determination on a case-by-case basis, taking into account the totality of the circumstances, including the risks presented to the health of students or other individuals, and the need for such individuals to have the information in order to take appropriate actions.
- School officials may want to consult with public health officials when making this determination.

d. **May a school disclose the number of students who have COVID-19 in order to provide general health data to the public (including the media) without prior written consent?**

- Yes, provided that the information the school shares does not allow for any individual student to be identified. Similar to sharing information with the school community, if a school discloses information about students in a non-identifiable form, then consent is not needed under FERPA.
- As discussed above, when a school determines what information may be shared without prior written consent, the school must take into account other reasonably available information that might allow non-identifiable information to become identifiable.

e. **May a school identify a particular teacher or other school official as having COVID-19?**

- Nothing in FERPA prevents a school from telling parents, students, or the public that a specific teacher or other school official has COVID-19.
  - FERPA applies to students' education records, not records on school officials.
- However, there may be state laws or other considerations that apply in these situations. Schools may also want to consult with public health officials on these matters.
- *Schools will also need to review confidentiality protections that are afforded to employees under the Americans with Disability Act, Wisconsin Fair Employment Act, Wisconsin Statutes concerning patient health care records and any other applicable provisions that address that employee health records.*

f. **If an educational agency or institution determines that a health or safety emergency exists, may it disclose, without consent, PII from student education records to the media?**

- No, FERPA only permits nonconsensual disclosures of PII from students' education records under the health or safety emergency exception to "appropriate parties" (such as public health officials) whose knowledge of the information is necessary to protect the health or safety of students or other individuals.

g. **If an educational agency or institution determines that a health or safety emergency exists, may it disclose, without consent, PII from student education records to the media?**

- The media is not an "appropriate party" under FERPA's health or safety emergency exception because they generally do not have a role in protecting individual students or other individuals at the educational agency or institution.
  - "Appropriate parties" in this context are normally parties who provide specific medical or safety attention, such as public health and law enforcement officials.

h. **What if a parent of a student who is not an eligible student refuses to provide written consent to permit the release of PII contained in student education records to the public health department?**

- If the parent or eligible student will not provide written consent for the disclosure of the PII, then the educational agency or institution may not make the disclosure <u>unless</u> it has determined that there is an applicable exception to the general requirement of consent that permits the disclosure, such as if a health or safety emergency exists and the PII is disclosed to an appropriate party whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

i. **Is an educational agency or institution required to record disclosures of PII from student education records submitted to the public health department or other outside parties, even in connection with a health or safety emergency?**

- Yes, FERPA generally requires educational agencies and institutions to maintain a record of each request for access to and each disclosure of PII from the education records of each student. The record of each request for access to and each disclosure of PII from student education records must be maintained with the education records of each student as long as the records are maintained.

Summary - the amount of information that you share will depend upon the following:

1. Whether the employee, the adult pupil or parents of a minor pupil consent to the disclosure; and/or
2. The specificity of the information – is the information so general that no personally identifiable confidential health information is being shared?
3. Whether you are required to share it with the local health authorities in order to mitigate the spread of the virus.
4. The school district may also be asked to report positive COVID-19 positive cases to local or state health authorities or be asked to exclude students from school who are suspected of having COVID-19.

Resources:

- **DPI – Student Records and Confidentiality**
- **WI Pupil Records Law - Wis. Stats. § 118.125**
- **WI Patient Health Care Records Law – Wis. Stats. ss. 146.81 to 146.84**
- **UW Health guidance regarding the rights of patients under the age of 18 (minors) to consent to medical care and treatment and authorize disclosure of information about their diagnoses and care.**
- **DHS - Rights of Minors Receiving Services for Development Disability, Mental Health, and Substance Use, P-01844**
- **U.S. DOE & HHS - Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA)**

II. Guidance for handling the recall process

Many school board members across the state are facing the prospect of being recalled. School board clerks and school administrators must be prepared to promptly carry out their duties once the clerk has received a petitioner's statement of intent to circulate a recall petition and campaign registration statement.

The Wisconsin Elections Commission has two key manuals available to school board clerks that provide guidance on the recall process, and it's critical that school board clerks review both of these manuals.

The first manual is entitled "Recall of Local Elected Officials," and this manual answers questions such as (for example):

1. Who can be recalled?
2. Who can petition for a recall?
3. What documents must be filed with the filing officer before the petition for recall may be circulated?
4. Who is the local filing officer?
5. What is the deadline for circulating the recall petition and submitting signatures?

One of the most common questions the WASB receives is "How do we determine how many signatures are required?"

Pursuant to Wis. Stat. § 9.10(1), the petition must contain the signatures of qualified electors equal to at least 25% of the vote cast for the office of Governor at the last General Election held within the same district or jurisdiction as that of the officeholder. The filing officer is required to determine, and inform any interested person upon request, the number of signatures required to recall an officeholder of that district or jurisdiction. To calculate the required number of signatures, refer to the election results page of the agency website: http://elections.wi.gov/elections-voting/results."

The ward-by-ward results for Governor for 2018 are listed here:

https://elections.wi.gov/sites/elections.wi.gov/files/Ward%20by%20Ward%20Report-2018%20Gen%20Election-State%20Constitutional%20Offices_0.pdf

School board clerks may need to work with county and municipal clerks to determine the number of votes cast in municipalities that are not wholly within school district boundaries using the statutory formula below.

9.10(1)(c). If no statistics are available to calculate the required number of signatures on a petition for recall of an officer, the number of signatures shall be determined as follows:

1. The area of the district in square miles shall be divided by the area of the municipality in square miles in which it lies.

2. The vote for governor at the last general election in the municipality within which the district lies shall be multiplied by 25 percent of the quotient determined under subd. 1. to determine the required number of signatures.

3. If a district is in more than one municipality, the method of determination under subds. 1. and 2. shall be used for each part of the district which constitutes only a fractional part of any area for which election statistics are kept.

(d) The official or agency with whom declarations of candidacy are filed for each office shall determine and certify to any interested person the number of signatures required on a recall petition for that office.

The second key manual for school board clerks is entitled "Election Administration Manual for School Board Clerks," and the reason that it is imperative for school board clerks to review this manual in conjunction with the recall manual is because this manual describes certain notices that the clerk must provide that are not explained within the recall manual. So, for example, the Election Administration manual includes the following Q&A:

2. Are filing officers required to publish a notice for recall elections like all other elections?

Recall elections are noticed, conducted, and canvassed like all other regular elections administered by the filing officer.

WASB Legal and Legislative Video Update, October 13, 2021, 12pm

Today, the WASB Government Relations team will provide an update on a flurry of recent state legislation affecting K-12 education as well as provide an update on recent federal legislation, including the budget action to prevent a federal government shutdown, raising the debt ceiling to avoid a federal default, as well as the bipartisan infrastructure bill and the reconciliation bill.

At the state level, the Wisconsin Legislature is focusing on a host of bills promoting "transparency" and "accountability" in school curriculum and instruction, including several proposals to impose new unfunded mandates and reporting requirements on schools.

State Legislative Update

Senate Bill 463 and Assembly Bill 488 (Curriculum Transparency) – These identical companion bills would require each school board to post on its Internet home page a lengthy and prescriptive list of the learning materials and educational activities used in pupil instruction in the school district as well as any procedure or policy in effect that applies to the documentation, review, or approval of such learning materials or educational activities. That bibliographic list would have to be updated at least twice a year and maintained for at least five years. Any district resident could sue the district to force compliance and could be awarded up to $15,000 in attorney's fees.

In our written testimony, the WASB noted that parents already have a legal right under federal law to review these materials. Under that federal law—the Protection of Pupil Rights Amendment--all school districts that receive federal funds are required to have policies and procedures in place to allow parents access to instructional materials upon request. All or nearly all school districts also have policies and procedures for addressing complaints regarding instructional materials for parents and other community stakeholders.[1]

The WASB also noted the posting requirements alone will be burdensome because many, if not most, Wisconsin school districts do not have a staff person who is devoted full-time to managing the district's website. As a result, the mandates in these bills will likely require school districts to either hire a new

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[1] *School districts that receive federal funds for any program administered by the U.S. Department of Education are required by the Protection of Pupil Rights Amendment (PPRA) to adopt written policies addressing parent access to instructional materials and student privacy. Among other items, the policies must address the right of a student's parent, upon request, to inspect (but not necessarily receive copies of) any instructional material used as part of the educational curriculum for the student. Such policies must be supported by procedures for granting a parent's request for reasonable access to instructional material within a reasonable period of time after the request is received. For purposes of the PPRA, the term "instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials and materials in electronic or digital formats (such as materials accessed through the Internet). In connection with certain experimental programs and research, it also includes any teachers' manuals and other supplementary materials. "Instructional materials" under the PPRA do not include academic tests or academic assessments*.

staff person solely to comply with these bills or to contract with a private vendor to perform this work at significant new cost either way.

With regard the provisions that allow lawsuits to compel compliance and increase the amount of attorney's fees to exceed the normal limit of $500, we noted that **all** legal actions brought against a school district, whether meritorious or not, must be defended at a cost to the district that may or may not have been budgeted for. That is money that cannot be used for educating children.

The Senate version of these bills—Senate Bill 463—has passed both house of the Legislature and is currently enrolled, which means it is ready to be sent to the governor for his signature or veto.

Senate Bill 448/Assembly Bill 475 (Referendum Interest) – Currently, whenever a school district must hold a referendum seeking voter approval to issue bonds, the referendum ballot question must include a statement of the purpose for which bonds are to be issued and the maximum amount of the bonds to be issued. These identical companion bills would add a requirement that the ballot question also state the estimated amount of the interest accruing on the amount of the bonds, along with the interest rate.

If the interest rate is a variable rate, the statement must also specify the amount of the interest accruing on the amount of the bonds calculated using the lowest rate during the term for which the rate is applicable and the amount of the interest accruing on the amount of the bonds calculated using the highest rate during the term for which the rate is applicable.

The WASB **is not** opposed to a requirement that a school board or school district disclose the amount of interest or the interest rate; however, we have strong concerns about requiring this information to be part of the ballot question. We think a better approach would be to require school boards and districts to disclose this information on their websites or during public information meetings held prior to the referendum.

At the public hearing on the Assembly version of the bill--Assembly Bill 475--the WASB testified in opposition to the bill as written. The WASB is concerned that placing this information before voters as part of the ballot question could create a new avenue for legal challenges to school district bond referenda and bond issuance.

Keep in mind that it may be a year or more between referendum approval and marketing of the bonds. Interest rates can (and often do) change, and sometimes they go up. Financing plans can (and often do) change. The financing plan may not be finalized 70 days or more before the referendum election, when the referendum resolution and the ballot question and statement are approved by the school board.

The WASB is also concerned that if the requirements of this bill make it harder to sell a school district's bonds because of the element of added risk they impose (e.g., the risk that the referendum result or the bond issuance may be challenged legally on the basis that the estimate was somehow not accurate) a district will likely have to offer a higher interest rate in order to sell the bonds. That could mean this bill will either make borrowing more expensive for taxpayers than it would otherwise have to be, or it could prevent a project from taking place at all if the bonds cannot be sold at the estimated interest rate.

Calculating this interest rate and total interest payment may not be as simple as it might seem. The bond market and interest rates are subject to change over time. Interest rates, in particular, are determined by

markets that operate nationally and internationally. As a result, rates fluctuate, sometimes going up and sometimes going down. In a rising interest rate environment, it is likely that districts will opt to err on the high side (i.e., overstate) when making these estimates in order not to underestimate these figures, which could potentially subject them to legal challenges. This will generally have the effect of inflating the stated interest rate and total interest costs if this bill becomes law.

Further, there may be a variety of possible, applicable interest rates in effect at any given time, based on a number of variables, including the issuing school district's bond rating, the district's plan for financing (e.g., use of short-term versus long-term obligations, the number of financings contemplated, the time period over which those multiple financings may occur, etc.) Particularly in a period of bond market instability, it may not always be possible to sort this out more than 70 days before the date of the referendum election when the ballot question language is voted on and approved by the school board.

Senate Bill 567/Assembly Bill 561 (credit recovery courses) – These identical companion bills would require a school board annually to report to the Department of Public Instruction the number of pupils who attended a credit recovery course during the school year and, for each pupil, the pupil's grade level and the subject of the recovery course the pupil attended. DPI must annually compile and submit that information to the appropriate standing committees of the legislature. In the bill, "credit recovery course" means a program or course, including an alternative education program, as defined in s. 115.28 (7) (e) 1., that allows a pupil to retake a course or make up course credit for a course that the pupil took but did not pass and that is required for high school graduation.

The Assembly version—Assembly Bill 567—has already been passed by the Assembly and is currently in the senate Education Committee. The WASB has significant concerns about the way the Assembly version has been amended. The Assembly version was amended in three concerning ways:

1) The initial applicability date was changed from next school year to the current school year. (Under the amendment, school districts must begin reporting credit recovery course information for the 2021-22 school year.)
2) private schools were exempted. (As amended, the bill now limits the reporting requirement so to apply only to school districts, independent charter schools, and private schools participating in a school choice program or the Special Needs Scholarship Program, rather than applying to all public and private schools.)
3) The types of credit recovery course information that school districts must report to DPI as greatly expanded and reporting must be disaggregated b student group. In addition to categories required under the bill, as amended, the bill would also require districts to report a student's ethnicity, whether the student is a limited-English proficient student, and whether the student's rate of truancy during the school year was 20 percent or more of the days on which school was held.

Senate Bill 598/Assembly Bill 562 (Gender Identity) - These identical companion bills would require each school board of a school district and each operator of an independent charter school, before providing any program related to sexual orientation, gender, gender identity, or gender expression to a pupil in the school district or attending the charter school, to give notice of the program to the pupil's parents or guardians. This notice is required with respect to a pupil in any grade before such a program is provided to the pupil. A "program" is defined to include instruction and materials as well as any test, survey, questionnaire, or other activity.

A pupil may not be required to participate in a program related to sexual orientation, gender, gender identity, or gender expression if the pupil's parent or guardian submits a written request to opt out of the program.

Testimony at the public hearing on the Assembly Version—Assembly Bill 562—focused on the chilling effect this bill would have on discussions of issues that are faced by or of concern to some of our most vulnerable youth. Concern was also expressed about a lack of clarity about exactly sorts of discussion would be considered a "program" that would trigger the parent notification requirement.

Earlier, we mentioned the federal Protection of Pupil Rights Amendment (PPRA). Another aspect of the federal PPRA is that it requires school districts to follow certain procedures prior to the school-based administration of "protected information" surveys. The mandatory pre-survey procedures relate to (1) providing advance notice of surveys of students that address PPRA protected-information (see the list in the next paragraph), (2) providing parents with an opportunity to inspect the survey instrument upon request, and (3) either obtaining consent for participation or offering an opportunity to opt-out of participation in the survey (depending on specific source/purpose of the survey).

More generally, the PPRA requires local school district policies to address the arrangements to protect student privacy that are provided by the school district in the event a school administers or distributes a survey to a student that would reveal information containing one or more of the following items: (1) political affiliations or beliefs of the student or the student's parent; (2) mental and psychological problems of the student or the student's family; (3) sex behavior or attitudes; (4) illegal, anti-social, self-incriminating or demeaning behavior; (5) critical appraisals of other individuals with whom students have close family relationships; (6) legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers; (7) religious practices, affiliations or beliefs of the student or student's parent; or (8) income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Senate Bill 585/ Assembly Bill 602 (Crime Reporting) – These identical companion bills would require public high schools and private high schools participating in a parental choice program to collect statistics on violations of municipal disorderly conduct ordinances and certain crimes, including homicide, sexual assault, burglary, battery, and arson, that occur on school property, on transportation provided by the school, or at school-sanctioned events. Statistics must be collected about the crime or disorderly conduct only if:

a) it occurred on a weekday between the hours of 6 a.m. and 10 p.m.;
b) it is reported to law enforcement; and
c) a charge is filed, or citation is issued.

The collected statistics must be reported to the Department of Public Instruction. The DPI must include the collected statistics on the annual school and school district accountability report but may not consider those statistics for purposes of determining a school or school district's performance on the annual school and school district accountability report.

Voucher Expansion

Senate Bill 587/Assembly Bill 600 (Transfer Payments) – These identical companion bills would allow a student in a public or private school to transfer to any other private or public school if the school has different COVID masking or vaccine policies. A taxpayer-funded payment amount must then follow the student to their new school called a "transferee school" under the bill. The bill specifies the amount of the taxpayer-funded amount depending on whether the student is transferring to a private or public school and whether the student has a disability or not.

The bill also contains the provisions from a previously vetoed bill—Senate Bill 384—prohibiting a school district from being a member of an interscholastic athletic association (i.e., the WIAA) unless the association allows an exception to its transfer rules based on the manner in which educational programming was delivered during the 2020-21 and 2021-22 school years.

The bill would require the parent of a pupil who wants to transfer to a transferee school as allowed under the bill to submit an application to the governing body of the transferee school. No later than 20 days after the governing body of a transferee school receives an application, the governing body must notify the applicant whether the governing body accepts or rejects the application.

The bill clearly contemplates the ability of a "transferee school" to reject an application, but provides no criteria under which a rejection could occur. The WASB is also concerned that bill appears to disregard existing public school open enrollment procedures and existing voucher school eligibility procedures in allowing transfers and awarding taxpayer-funded amounts to transferring students and their families. This includes, among other things, ignoring or disregarding the existing alternative open enrollment procedures and perhaps ignoring open enrollment space availability determinations by public schools.

Federal Legislative Update

Cybersecurity Legislation: Last Friday (10/8) President Biden signed into law bipartisan legislation intended to strengthen the cybersecurity of K-12 schools after a year in which cyberattacks aimed at schools spiked as classes moved online during the COVID-19 pandemic.

> **The K-12 Cybersecurity Act of 2021** (Public Law No. 117-47) requires the Cybersecurity and Infrastructure Security Agency (CISA) to study challenges schools face in keeping their information systems and sensitive student and employee records secure and to create cybersecurity recommendations and tools for schools to use to defend themselves against hackers after conducting a study on the cybersecurity risks facing K-12 institutions. The use of such recommendations shall be voluntary.
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> In addition, the Act requires CISA to (1) develop an online training toolkit designed for school officials; and (2) make available on the Department of Homeland Security website the study's findings, the cybersecurity guidelines, and the toolkit.

Major Congressional Legislation:

During our September Legislative Update presentation, we noted Congress had several key pieces of legislation on its agenda. Those included the following bills or resolutions:

- **Measures to Fund the Federal Government (e.g., Continuing Resolution (CR) / Appropriations Bills / Omnibus Spending Package)**
- **Suspending / Raising the Federal Debt Ceiling**
- **Bipartisan Infrastructure Bill**
- **Budget Reconciliation**

Funding the Federal Government: Congress passed a Continuing Resolution (CR) to continue funding of the federal government at present levels through Dec. 3. The temporary nature of that "stopgap" measure sets up the possibility of another political showdown or potential partial federal government shutdown in early December.

Raising the Federal Debt Ceiling: With only a hint of bipartisan support, Congress raised the federal debt ceiling by $480 billion, enough to continue funding the federal government through roughly Dec. 3. Bipartisan support in the Senate was necessary to avoid a filibuster and allow passage of the increase by a simple majority rather than 60 votes. The vote in the House, which took place yesterday (10/12) as a party line vote, with Democrats voting Aye and Republicans voting Nay.

Without the passage of this increase, it was projected the federal government might default on its borrowing/ debt obligations by as early as Oct. 18. The temporary nature of the increase sets up the possibility of another political showdown or potential federal default in early December. Senate and House Republicans have vowed not to vote in support of another increase. They want Democrats to raise the debt ceiling through the Budget Reconciliation Bill (i.e., with only Democratic votes).

Democrats counter that increasing the debt ceiling is needed to fund spending obligations already incurred, including those enacted by Congress when the GOP controlled the federal government or controlled the U.S. Senate and White House.

The Bipartisan Infrastructure Bill: The Bipartisan Infrastructure Bill remains in the House of Representatives. This bill would provide roughly $1 Trillion in infrastructure spending and had bipartisan support in the Senate where it passed 69-30.

House Speaker Nancy Pelosi had negotiated a deal to bring the infrastructure bill to the floor by Sept. 27; however, there were not enough votes to pass it, so the vote was postponed. Speaker Pelosi's political problem is that House moderate Democrats are pushing for Passage of the infrastructure bill, while House Progressives want a vote on the infrastructure bill linked to a vote on the Reconciliation bill that contains their priorities.

Provisions of interest for K-12 Schools:

- Contains money for electric school buses
- Contains money to replace lead pipes in schools
- $65 billion for broadband infrastructure (not education specific)

Budget Reconciliation Bill: "Reconciliation" is a special procedure that only requires majority vote to pass in the Senate. A reconciliation bill is not subject to a filibuster. there are parliamentary restrictions on what can go in a reconciliation bill.

The House version would spend $3.5 Trillion over a period of as long as 10 years and contains big policy priority items for Democrats like health care, climate change provisions, free community college, childcare, and many more progressive priorities.

The House had hoped to have voted on this bill by now—and at the same time as the Bipartisan Infrastructure bill, but the two pieces of legislation became de-linked and then re-linked.

All 50 Senate Democrats are not on board and all 50 must vote in favor of the package in order to move it through the Senate. The principal obstacle appears to be the amount of spending in the bill Of the Democrats not on board, Sen. Joe Manchin (D-West Virginia) has been the most vocal. He has said he will not support a bill that spends more than about $1.6-$2.0 Trillion.

Just yesterday (10/12), President Biden called for the House of Representatives to advance a scaled-back bill that would spend $2 Trillion, a reduction of about 40 percent from the proposal the House has been considering. The current $3.5 Trillion House version includes the following provisions of interest for K-12 Schools:

- $450 billion for universal pre-K and childcare subsidies for eligible families;
- $111 billion to provide two years of free community college and a $500 increase to Pell grants;
- $82 billion for K-12 school infrastructure,
- $4 billion to continue the Emergency Connectivity Fund for connecting students and staff to home broadband and devices;
- $297 million for Part D of the Individuals with Disabilities Education Act (IDEA), which funds teacher professional development among other things;
- $198 million for teacher residency programs;
- $198 million to support school principals;
- $197 million for “Grow Your Own” teacher preparation programs meant to increase teacher workforce diversity; and
- Allowing advance refunding of municipal/school bonds.