



CUCPTSA LEGISLATION/ADVOCACY TEAM July-August-September 2020 Report

In Local News:

At the June 17, 2020, Board Meeting the Board of Trustees discussed potential re-opening plans. At this point in time they are moving forward under current guidance of the California Department of Health to establish a "Standard of Care" and working on re-opening under Option 3 which will have students on campuses again in the fall for all ages, though with varying amounts of time and incorporating online instruction as well.

At the July 15, 2020, Board Meeting the Board of Trustees adopted a plan for reopening schools in a hybrid fashion for the Fall. Then 2 days later, the Governor announced certain criteria for reopening schools once counties are off the COVID-19 state watchlist. So, CUSD under these guidelines can only open schools online to start the year.

At the August 19, 2020, Board Meeting the Board of Trustees heard some feedback on how the reopening of schools went. All are greatly appreciative of the hard work the CUSD teachers are putting into providing as much normalcy in a very unusual situation. Our teachers are creating the best possible learning environments for our children, despite the challenges faced, the completely new learning platform, and all the technology challenges they face.

On August 26, 2020, the Board of Trustees met for a closed session only meeting to discuss Orange County coming off the watchlist and what needs to happen for reopening our schools. There will be a Special Board Meeting on Wednesday, September 2, 2020, for the public to give input on the reopening of schools and programs. I encourage you to read the plan, look at the guidance from the Orange County Department of Education on keeping cohorts separate, and contact your board members or pull a blue card to speak at the meeting. Our board needs to hear from both sides of the re-open fast, or take time and do it slowly – so please speak up and let them know what works best for your family. The Board has some big decisions to make, and all of the decisions will affect the public health of our communities.

As you read the report this month, things are changing fast and I compile this report over the time between the last one and the day I send the next one out. So, I have started to include the dates articles are written, so you can see what has changed, but also look for ideas and how they evolved over a period of a month. Life is happening fast and changes to what may or may not happen in education are happening even faster. I am hoping noting the dates helps people keep track of information.

A couple of websites that I am tracking at the moment are:

For COVID-19 cases in Orange County:

<https://occovid19.ochealthinfo.com/coronavirus-in-oc>

California Health Covid Site:

<https://covid19.ca.gov/>

California Blueprint for a Safer Economy:

<https://covid19.ca.gov/safer-economy/> This site updates every Tuesday with new data and updated county color coding. Currently Orange County sits in the Purple or Widespread Zone. If our numbers stay how they are, there is the possibility of moving to the Red zone the week of September 8th.

For 2020 Census participation:

<https://2020census.gov/en/response-rates.html> With regards to the Census, please encourage everyone to participate – one it is the law to complete the Census form, but more importantly, we need everyone counted. Federal funding is determined by population counts – the data gathered through the Census will dictate how Federal dollars are distributed across the country for the next 10 years. Everyone counts and everyone matters, please encourage your neighbors to go to <https://2020census.gov> and complete theirs today. **Last day to complete the Census is September 30, 2020.**

Agendas from the most recent Board of Trustee meetings can be found here:

September 2, 2020 – Special Board Meeting – nothing is posted as of writing of this report

August 26, 2020 – Special Board Meeting (Closed session only) - <http://capousd-ca.schoolloop.com/file/1514016268888/1531973256666/7070129615393525677.pdf>

August 19, 2020 – Board Meeting – <http://capousd-ca.schoolloop.com/file/1514016268888/1531973256666/1005129016990275329.pdf>

August 5, 2020 – Special Board Meeting - <http://capousd-ca.schoolloop.com/file/1514016268888/1531973256666/5897251669765963895.pdf>

July 15, 2020 – Board Meeting - <http://capousd-ca.schoolloop.com/file/1514016268888/1531973256666/8738438337545314742.pdf>

June 24, 2020 – Board Meeting - <http://capousd-ca.schoolloop.com/file/1514016268888/1531973256666/7015633193509732799.pdf>

June 17, 2020 – Board Meeting - <http://capousd-ca.schoolloop.com/file/1514016268888/1531973256666/7110400053918590465.pdf>

June 10, 2020 – Special Board Meeting (Closed session only) – <http://capousd-ca.schoolloop.com/file/1514016268888/1531973256666/8826805331344651866.pdf>

May 27, 2020 – Special Board Meeting - <http://capousd-ca.schoolloop.com/file/1514016268888/1531973256666/8772531110590603891.pdf>

May 20, 2020 – Board Meeting – <http://capousd-ca.schoolloop.com/file/1514016268888/1531973256666/6273771296021787504.pdf>

Minutes and Audio Recordings of Meetings can be found at https://capousd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1514016268888&vdid=wi10b1qsopu12s Minutes are listed once approved, audio is typically posted within a day or two of the meeting. Also, on this page are links to 2018-2019 minutes/agendas/audio and previous years.

From Fourth District PTA:

Advocacy Training from 4th District:

OPEN TO ALL PTA MEMBERS

LEARN HOW TO INSPIRE AND ENGAGE YOUR SCHOOL COMMUNITY AND OTHERS TO ADVOCATE FOR KIDS!

Join the Fourth District Advocacy Team to learn about the latest updates on Propositions and other educational issues from California State PTA, ways to take information back to your units and councils and how to participate in advocacy at your own level.

WHEN:

September 11, 2020 - 9:30 a.m. - 11:30 a.m.

There is no charge, but you must be a PTA member to attend.

Register at <https://forms.gle/GGoEBCBmS3Jv4vAu5>

Registration will close on Tuesday, September 8 at 11:00 p.m.

An email with a link to join the training will be sent out before the event date.

Teleconferencing Points for Legislative Chairs, June 2020

Details are in the June issue of the *Advocacy Communicator*.

- California's proposed education budget is "grossly insufficient," according to an article by Carol Kocivar (former California State PTA president). The harms will be severe and lasting. Children will be hurt.
- California State PTA is asking us to take action. Contact your state representatives, advocate for more federal funding for our schools, and help pass the Schools and Communities First initiative on the November ballot.
- This year's State PTA Convention has been cancelled, but we are all invited to a virtual Statewide Association Meeting that will be held in the evening on June 9, 10 and 11. It will include a lot of things we normally have at convention, including guest speakers and Reflections winners. We will also have an opportunity to vote on five resolutions that will help set the agenda for California PTA in the future. The registration fee is \$10. Go to capta.org to get more information and to sign up.

- California State PTA Advocacy Webinars will be held on June 3, July 1 and August 4 from 7 to 8 in the evening. This is a great way to get the latest news about legislation. Details are in the *Communicator*.

Back issues of the Communicator can be found at:

<http://www.fourthdistrictpta.org/advocacy-communicator/>

CA PTA Monthly Advocacy Calls:

Join California State PTA Director of Legislation Shereen Walter and members of the Legislation Team on Wednesdays. These normally take a break during the summer months, however, Shereen is looking a holding these monthly through the summer as we are continuing our work as well. Details will be added as I find them.

Please watch for an email from the California PTA with Webinar details.

Here is the schedule of upcoming advocacy webinars through June 2021. The webinars generally take place the first Wednesday of every month, from 7:00-8:00 p.m. (with some exceptions):

- Sept. 2, 2020
- Oct. 7, 2020
- Nov. 11, 2020 (second Wednesday of month)
- Dec. 9, 2020
- January 2021 - no webinar
- Feb. 3, 2021
- March 3, 2021
- April 7, 2021
- May 5, 2021
- June 2, 2021

To register for any or all of these webinars, click here:

<https://attendee.gotowebinar.com/rt/31940121174953740>

To watch a recording of the August 4 webinar, [click here](#).

To view the presentation from the August 4 webinar, [click here](#).

CA PTA Voted on and adopted 4 New Resolutions at CAPTA Virtual Convention June 2020, and one was sent back for revisions.

Many things happened during the Virtual Convention including the sharing of Reflections Art winners, Resolutions, speakers from the Governor's office, and other

guests. You can see many of the highlights at <https://capta.org/programs-events/statewide-association-meeting-2020/>

California State PTA is an advocacy organization, fighting for policies that benefit children and youth. The 2020 Statewide Association Meeting is your opportunity to vote on current issues brought forward by local PTAs in proposed resolutions.

What is a resolution? Resolutions guide PTA's actions on issues as wide-ranging as school finance, health and safety, community concerns, and much more.

Resolutions start as issues and ideas concerning PTA members like you in California State PTA units, councils, districts and the Board of Managers. These issues are then carefully researched and formed into resolutions for consideration and adoption as explained here on the California State PTA website.

(<http://downloads.capta.org/res/ResolutionProcedures.pdf>) A resolution that is adopted by Meeting delegates will serve as a new basis for action for all California State PTA members.

The following resolutions were adopted at the **2020 Statewide Association Meeting**:

Resolution A: E-Cigarettes/Vaping, Flavored Tobacco Products and Youth Health (from Palo Alto Council PTA, Sixth District) is about advocating against vaping and flavored tobacco products, and how we can protect our children by sharing information about the dangers of these potentially deadly products.

Resolution B: Net Zero Emission Schools (from Cumberland Elementary PTA, Sixth District) is about advocating, planning, and funding a phased plan for Net Zero Emission schools in California.

Resolution C: Mental Health Services for Our Children and Youth (from Trabuco Hills High School PTSA, Fourth District) represents the need for proper funding and implementation of mental health services in schools for our children and youth.

Resolution E: Chronic Disease and Injury Prevention Funding (from Bancroft Middle School PTA, Peralta District) seeks to invest in chronic disease and injury prevention measures.

The following resolution was rejected and sent back to Committee for modifications/revision and may become either a policy statement or be reintroduced as a resolution at the May 2021 CA PTA Convention:

Resolution D: Promote Evidence Based Policies and Practices to Improve Equitable Outcomes for Marginalized Children and Youth (from Thirty-Second District PTA) promotes evidence-based policies and practices to improve equitable outcomes for marginalized children and youth.

In State News:

Parents must have a say in districts' distance learning plans under new California law: Districts must create new "learning continuity plan" in coming weeks by John Fensterwald – July 16, 2020 – Dissatisfied with the uneven quality of distance learning among school districts after they closed in March, Gov. Gavin Newsom and the Legislature established minimum requirements for the next school year in legislation accompanying the 2020-21 budget. For many districts, the school year will begin next month. With Covid-19 infection rates and deaths rising, some districts, including the state's largest, announced this week they'll open solely with remote learning or hybrid instruction, with some in-person and some remote teaching. ... To make sure that districts follow through with the requirements, legislators are conditioning state funding on compliance. And they're requiring that districts explain how they will implement distance learning in a new report they must write, present at two public hearings and adopt by September 30. Districts are also required to reach out to parents to ask, among other issues, what distance learning will look like. Read the complete article at: <https://edsource.org/2020/parents-must-have-a-say-in-districts-distance-learning-plans-under-new-california-law/> Capistrano Unified held the first public hearing on this new report on Wednesday, August 19, 2020. To create confusion the state named this report LCAP, but it is different than the LCAP we have known before. You can read the LCAP plan at: <http://capousd-ca.schoolloop.com/file/1514016268888/1531973256666/8893129052139843098.pdf> and then send any feedback or comments on the plan to Stacy Yogi at SYOGI@capousd.org prior to September 11, 2020, so your comments can be included in the final version.

Schools want to hire more counselors amid budget woes: Districts anticipate huge demand for mental health services, but funding will be tight for new staff – by Carolyn Jones – July 27, 2020 – With students facing ever-growing levels of depression and anxiety as the pandemic wears on, nearly everyone agrees that school districts need to expand their mental health services. ... But budget uncertainties have stymied school districts' efforts to hire more counselors and psychologists, leaving mental health advocates worried that thousands of students in California won't receive the help they need. Read the complete article at: <https://edsource.org/2020/schools-want-to-hire-more-counselors-amid-budget-woes/> Mental health services are extremely valuable and we are fortunate to have a great team of counselors in CUSD, however, or

student : counselor ratio is way too high. We need to continue to advocate for more counselors to work with our students at all school levels.

California State PTA is putting equity first and foremost in its advocacy efforts.

PTA's Legislative Platform Now Supports Equity

At our Statewide Annual Meeting, PTA amended its Legislative Platform to support "Equity in every aspect of life for all children and youth, while recognizing that each child is unique with individual needs and talents."

PTA Supports Affirmative Action Legislation

PTA supported ACA 5 in the California legislature. This proposed constitutional amendment coming before the voters of California in November permits the use of race, gender, and ethnic diversity as factors (but not decisive factors) in college admissions, government hiring, and government contracting.

Working with the Education Coalition to Address Racism

We are also joining with our Education Coalition partners on a task force to examine what the education community can do to further equity in our schools and communities.

Helping PTA Units Address Racism: Lesson Plans and Discussion Guide from [Ed100](#)

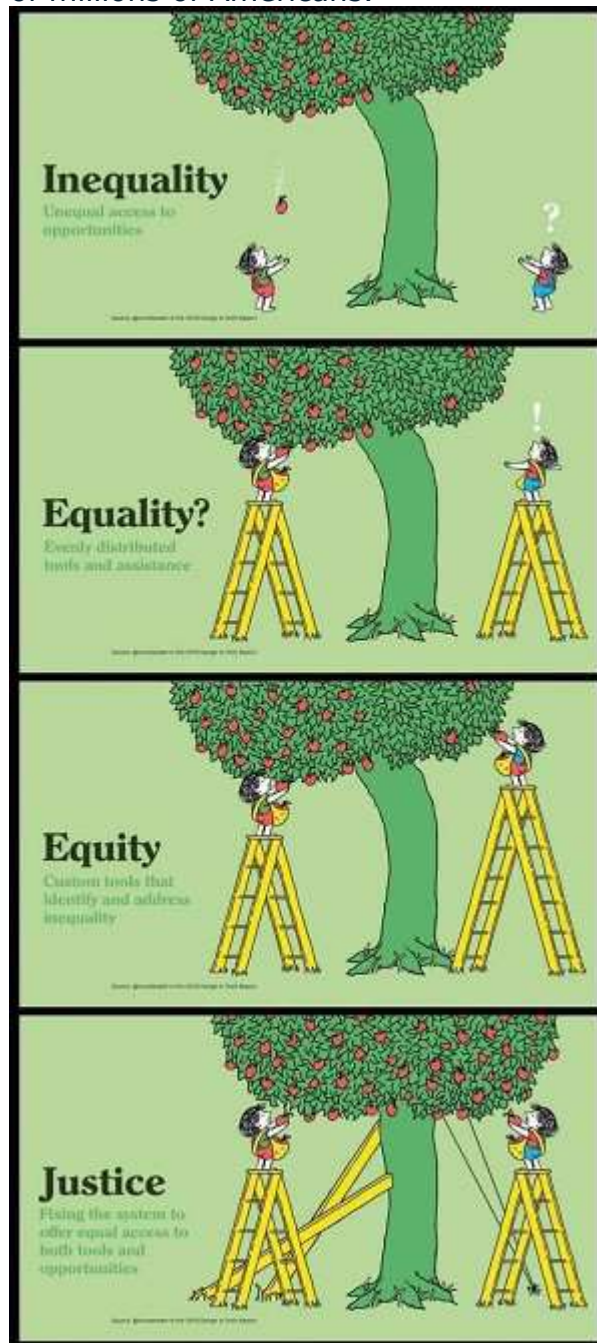
We encourage PTAs to share the blog [One Way Your School Can Address Racism](#) with parents and staff.

Too many students ♦ and adults ♦ don't know mu much about the history of racial segregation in America. By understanding this history and its impact on millions of Americans, our schools and communities can start to remedy this wrong.

- Do your children know, for example, if they are white, that their middle class status may in large part be the result of [affirmative action for whites](#) ♦ not simply hard work?
- Can they relate the impact of segregation to the unequal impact of COVID-19 on people of color?
- Can they trace housing segregation policies to the neighborhood they live in and the schools they are allowed to attend?

- Do they know that our government created many of these inequities? Can they use their skills in analysis and critical thinking to try to remedy them?

Using the book [*The Color of Law: A Forgotten History of How Our Government Segregated America*](#) by Richard Rothstein, the blog provides lesson plans and reading suggestions to help students understand one cause of racial injustice and how it affects their lives and the lives of millions of Americans.



California State PTA Announces Support for Proposition 16

California State PTA is proud to support Proposition 16 to provide equity in state hiring, contracting, and education.

Unfortunately, racism and sexism still deny equal opportunities in California. Everyone deserves the opportunity to succeed regardless of their gender, what they look like, or where they were born.

This constitutional amendment, placed on the November 2020 statewide ballot by the legislature, asks the voters of California to vote on permitting the use of race, gender, and ethnic diversity as factors (but not decisive factors) in education including college admissions, government hiring, and government contracting. This measure repeals Prop. 209, which banned consideration of these factors in public employment, public education and public contracting.

California State PTA believes in equity in every aspect of life for all children and youth, and effective governance systems and practices that are rooted in social justice to serve the needs of children, youth and families.

PTA was established to secure adequate laws for the care and protection of children, youth and families. We must address a legacy of unequal treatment of marginalized groups and promote fairness and advance upward mobility, pay equity, and racial wealth gap reduction.

To read National PTA's newly adopted position statement "Addressing Systemic or Institutional Racism," please see <https://www.pta.org/home/advocacy/ptas-positions/Individual-Position-Statements/position-statement---addressing-systemic-or-institutional-racism>

To read more about this ballot measure on the California State PTA website, <https://capta.org/focus-areas/advocacy/state-ballot-measures/proposition-16/>

State Senate action allows California voters to decide on affirmative action: The historic Nov. 3 ballot measure would revoke Proposition 209 after 24 years. By Larry Gordon – June 24, 2020 – California voters will have a historic chance on Nov. 3 to decide whether race, ethnicity and gender can again be considered in admissions at the state's public universities and in government contracts, possibly overturning a 24-year old ban on such affirmative action. Read the complete article at <https://edsources.org/2020/state-senate-action-allows-california-voters-to-decide-on-affirmative-action/> This is now Prop. 16 on the November 3rd ballot and the California State PTA is supporting this measure.

Birth of a Ballot Measure in California – Here is a useful info-graphic on how ballot measures get onto our ballots at each election - <https://infogram.com/birth-of-ballot-measure-2020-1hkv2nr3gygp4x3> Prop 15 went through the proposed by citizens route, but Prop 16 went through the referred by the Legislature route and both are on our November 3rd ballots (btw make sure you are registered to vote – you can check your voter registration at <https://ocvote.com>)

Gov. Newsom signs bill making ethnic studies course a requirement at California State University: Legislative action overrules CSU board of trustees

plan for broader ethnic studies course by Ashley A. Smith – August 17, 2020 – Gov. Gavin Newsom sided with the state legislature on Monday by signing a bill that requires California State University students who enter as freshmen in 2021-22 to take an ethnic studies course focused on one of four ethnic groups in order to graduate. Assembly Bill 1460 requires all students enrolled on all 23 CSU campuses to take a 3-unit class in Native American studies, African American studies, Asian American studies or Latina and Latino studies. The bill proposed by Assemblywoman Shirley Weber passed the Assembly a year ago and the Senate in June. Read the complete article at: <https://edsource.org/2020/gov-newsom-signs-assembly-bill-1460-requiring-ethnic-studies-at-csu/>

California Legislature approves state budget; here are the highlights for education funding: K-12's good news is no cuts but returning to school in a pandemic will be daunting. By EdSource Staff – June 26, 2020 – With crossed fingers, the Legislature passed and sent a 2020-21 state budget to Gov. Gavin Newsom that will rely on \$14 billion in additional congressional coronavirus relief to avert cuts to early and higher education. State funding for K-12 schools will be the same as last year, although school districts and charter schools will have to wait for a year to be repaid for \$11 billion in funding. Read the complete article at: <https://edsource.org/2020/california-legislature-approves-state-budget-here-are-the-highlights-for-education-funding/> One of the items highlighted in this article that will be of specific interest to parents is minimum number of minutes and days of instruction – from the article: California schools will continue to provide 180 days of instruction per year (175 days for charter schools). Instructional minutes will be reduced to a minimum 240 minutes per day for grades 4-12 (180 minutes for kindergarten, 230 minutes for grades 1 to 3) in an effort to offer teachers more flexibility during distance learning (see section [43501 of AB-77](#)).

Guide to California's education budget deferrals: pros, cons and costs of delayed payments: Districts won't be reimbursed for \$11 billion in spending until 2021-22 - by John Fensterwald – July 1, 2020 – Prevailing in negotiations with Gov. Gavin Newsom, the Legislature passed a state budget that will let K-12 schools spend at the same level in 2020-21 as this year – avoiding the billion in cuts that Newsom had proposed. – But there's a catch. Spending won't equate to funding. School and community college districts will have to front \$11 billion they would normally get from the state in exchange for IOUs. Districts won't be paid back until 2021-22. Read the complete article at: <https://edsource.org/2020/guide-to-californias-budget-deferrals-pros-cons-and-costs-of-delayed-payments/>

In California budget deal, no cuts for K-12 but billions in late payments to schools – Layoff protections for teachers and some but not all school employees by John Fensterwald – June 23, 2020 – Governor Gavin Newsom and legislative leaders announced Monday that they have reached an agreement on the 2020-21 budget that will preserve spending for K-12 schools and community colleges at current levels but potentially could result in funding cuts of nearly \$1 billion combined for the University of California and California State University. ... The budget will also provide language that will prevent the layoffs of teachers and many other school employees over the next year – actions that unions representing teachers and other

employees, known as classified workers, had strongly lobbied for. These protected employees will include bus drivers, custodians and nutrition workers but not classroom aides. Read the complete article at <https://edsource.org/2020/newsom-reaches-agreement-with-california-legislature-on-state-budget/> This budget means a lot in deferrals for CUSD, minimizes lay-offs, but makes some planning harder for the district as they work within the constraints of the budget.

California school districts should spend less on police, more on counselors, state leaders say: But the state's actions don't go far enough to reform campus discipline, advocates say by Carolyn Jones – June 25, 2020 – As some school districts in California move to dismantle their police departments, that state took a stand this week: All school districts should spend less money on police and more on counseling and other services to support students. Read the complete article at <https://edsource.org/2020/california-school-districts-should-spend-less-on-police-more-on-counselors-state-leaders-say/>

As school starts, California districts try to improve virtual special education: Parents, however, are skeptical that distance learning will ever work for children with disabilities. By Carolyn Jones – August 17, 2020 – As schools in California begin to re-opening virtually, state education officials have taken steps to improve distance learning for a group of students who were largely left behind in the spring: Those in special education. ... But some parents wonder if distance learning will ever work well for students with disabilities. ... The most significant new law, passed in June as part of the state budget, requires districts to craft distance learning plans for all students in special education, tailored to each student's unique needs. The plans will apply to any emergency that forces a school to close for 10 days or more, including wildfires, earthquakes and pandemics. Read the complete article at: <https://edsource.org/2020/as-school-starts-california-districts-try-to-improve-virtual-special-education/>

Why special education funding will be more equitable under new state law: State to spend an additional \$650 million on special education under new law – by Carolyn Jones – August 7, 2020 – California's method of funding special education will become streamlined and a little more equitable, thanks to a provision in the recently passed state budget. The 2020-21 budget fixes a decades-old quirk in the funding formula that had left vast difference between school districts in how much money schools received to educate special education students. ... The old formula, created in the late 1970s and last updated in the early 2000s, based funding on how many students a district had overall, not just its number of students in special education. The result was that some districts received up to \$800 extra per student per year to educate students in special education, while others received as little as \$500. Read the complete article to find out more about the new formula at: <https://edsource.org/2020/why-special-education-funding-will-be-more-equitable-under-new-state-law/> While this legislation is a great first step, additional funding for special education still is needed and advocacy at the federal level for them to meet their promise of paying for 40% of special education costs still needs to happen.

Who are our Teachers? What does it take to become a teacher? And other facts about teaching in California... This is an interesting report on teaching and teachers in California. Did you know the average age of teachers in our state is 45? Did you know which tests and how many tests a teacher must pass to earn their credential? How long is a credential valid? What steps must a teacher take to renew their credentials? Find this information and more at <https://edsources.org/2020/quick-guide-the-california-teacher-workforce/> Given that we were already facing a teacher shortage prior to COVID-19, the challenges facing teachers are now greater than ever.

President of Newport-Mesa teachers' union talks about race and education in Orange County – Interview by Sandra Asper/Costa Mesa Brief – July 13, 2020 – Tamara Fairbanks is the new president of the Newport-Mesa Federation of Teachers. ... Located in Orange County, Newport Mesa Unified School District had an enrollment of 20,173 students in 2019-20. Among California school districts, Newport-Mesa is considered relatively affluent, with per-pupil revenues above the state average. While the student body is about 45% Latino and 44% white, more than 80% of the district's teachers are white. Fairbanks is one of only three Black teachers in the district. This is an interesting look at race in a district close to ours. Read the complete article at: <https://edsources.org/2020/president-of-newport-mesa-teachers-union-talks-about-race-and-education-in-orange-county/>

At the National Level:

Tighter federal rules end free meals for students in California and nationwide: Summer waivers expired that allowed districts to distribute free meals to all children – by Ali Tadayon and Joyce Kasing Tagal – August 27, 2020 – Millions of students and families in California and nationwide who have come to rely on free grab-and-go meals during the past five months of the pandemic may no longer qualify for the food service. Since the start of the Covid-19 closures, school districts have served millions of packaged meals at no cost and without eligibility requirements to all children at food distribution sites made possible by a series of federal waivers, the latest being the "Seamless Summer Option." Some districts, such as Los Angeles and Fresno Unified even kicked in money from their general funds to also feed adults. Read the complete article at: <https://edsources.org/2020/tighter-federal-rules-end-free-meals-for-thousands-of-california-students/> Jessica and I have been speaking with Congresswoman Porter and Congressman Rouda's offices regarding the need for universal feeding to help families within our communities. PTA is actively working to ensure that all children who need meals have access to healthy meals.

USDA waiver impasse may hamper school meal distribution: The National School Lunch and Breakfast programs are still available, but not every child is eligible, and the pandemic complicates distribution and payments. By Naaz Modan – August 27, 2020 – The U.S. Department of Agriculture has extended a handful of meal waivers for the 2020-21 school year, but left out flexibilities for key programs many schools have depended on to distribute meals to students during the pandemic. ... The Summer Food Service Program and Seamless Summer Option, combined with additional flexibilities, allowed almost any school to be an open meal site where families could pick up meals for children regardless of income status or the child's age. Read

the complete article at: <https://www.educationdive.com/news/disagreement-on-usda-waivers-could-hamper-school-meal-distribution/>

5 financial issues schools will face due to the coronavirus-induced recession: If the economic downturn is like the Great Recession, administrators will be challenged by smaller budgets, layoff decisions and more in the coming years.

By Naaz Modan – August 19, 2020 – The education sector was still feeling the effects from the Great Recession when the coronavirus pandemic shuttered school buildings this spring, sending the country into economic shock – one that is expected to be much worse than the 2007-2009 recession. Read the complete article at <https://www.educationdive.com/news/5-financial-issues-schools-will-face-due-to-the-coronavirus-induced-recessi/> This is a great article providing insight into what happened during the 2007-2009 Great Recession and the lessons we can apply to our economy today, especially in the education field.

Education highlights of HEALS and HEROES acts: Congress is considering two proposals to bring financial relief to schools amid the COVID-19 pandemic.

Here is a breakdown of each, by the numbers – by Kara Arundel – July 28, 2020 – There are two main proposals in Congress designed to bring financial relief to schools as they continue education services during COVID-19 outbreak. The Health; Economic Assistance; Liability protection; and Schools Act was introduced by Senate Republicans on July 27 and dedicates \$105 billion for the Education Stabilization Fund. The Health and Economic Recovery Omnibus Emergency Solutions Act, introduced by House Democrats and passed in the House on May 15, reserves \$100.15 billion for education stimulus funding. These two proposals are starting points for negotiations. Congress is under pressure to come to an agreement on what may be the last relief package considered before the November elections. Once an agreement is reached, the legislation will need the approval of President Trump. Read the complete article at: <https://districtadministration.com/education-highlights-of-heals-and-heroes-acts/> This is a great side-by-side comparison of the two acts which are still being debated at the Federal level as they work to create a single unified plan.

With coronavirus relief for private schools, legal experts say Betsy DeVos is pushing boundaries of the law – by Matt Barnum – June 16, 2020 – Chalkbeat.org – Education Secretary Betsy DeVos is wielding federal authority to help private schools in the wake of the coronavirus pandemic – and legal experts say she’s pushing the bounds of the law to do it. States are divided over whether they will follow guidance DeVos issued at the end of April, which directs districts to set aside a larger-than-expected share of dollars for private schools. With several states saying they don’t intend to follow the department’s interpretation, DeVos is now moving to turn it into a legally binding rule, just as Congressional Democrats try to nullify it. Read the complete article at: <https://www.chalkbeat.org/2020/6/16/21293597/betsy-devos-cares-coronavirus-equitable-services-legality>

California sues Betsy DeVos over rule steering coronavirus aid to private schools: Attorney General Becerra charges DeVos exceeded her power at public schools’ expense – by John Fensterwald – July 8, 2020 – California is leading a multi-state lawsuit challenging U.S. Secretary of Education Betsy DeVos’ ruling that

orders states to share federal coronavirus relief with private schools. ... Attorney General Xavier Becerra called it “the Trump administration’s latest effort to steal from working families to give it to the very privileged” in a press conference Tuesday that coincided with the filing of a 45-page lawsuit in U.S. District Court for Northern California in Sacramento. Read the complete article at:
<https://edsources.org/2020/california-sues-betsy-devos-over-rule-steering-coronavirus-aid-to-private-schools/>

Supreme Court’s DACA decision protects thousands of educators, students – by Naaz Modan and Hallie Busta – June 18, 2020 – The U.S. Supreme Court on Thursday announced in a 5-4 decision that the Trump administration cannot end the Deferred Action for Childhood Arrivals Program (DACA), an Obama-era initiative that allows individuals who came to the U.S. as children to receive two-year temporary protection from deportation, subject to renewal, and to become eligible for a work permit. Read further into the article for information on teachers who qualify for DACA and students impacted by the DACA decision. Read the complete article at:
<https://www.educationdive.com/news/supreme-court-daca-decision-protects-thousands-of-educators-students/>

Improving LGBTQ representation in curriculum reduces stigma, bullying – by Lauren Barack – June 24, 2020 – An LGBTQ-inclusive curriculum may not only help LGBTQ students feel they are reflected in materials used in their school or classroom, but also help to play a role in reducing bullying and stigma by creating social-emotional learning opportunities. Read the complete article at:
<https://www.educationdive.com/news/improving-lgbtq-representation-in-curriculum-reduces-stigma-bullying/>

Supporting special needs students during remote IEP meetings, learning – by Lauren Barack – July 15, 2020 – Serving students with special needs remotely was a big concern in the spring and will continue to be an issue this fall. Beside the IEP meeting, educators in charge of curriculum need to continue to ensure these students are getting what they need if school continues from home or in a hybrid in-person/digital learning format. Read the complete article at:
<https://www.educationdive.com/news/supporting-special-needs-students-during-remote-iep-meetings-learning/>

New guide aims to help schools navigate privacy concerns for students with disabilities – by Roger Riddell – August 5, 2020 – The Future of Privacy Forum and National Center for Learning Disabilities (NCLD) on Tuesday launched “Student Privacy and Special Education: An Educator’s Guide During and After COVID-19, “a downloadable resource (<http://studentprivacycompass.org/resource/student-privacy-and-special-education/>) to help educators navigate privacy challenges for students with disabilities during virtual learning. Read the complete article at:
<https://www.educationdive.com/news/new-guide-aims-to-help-schools-navigate-privacy-concerns-for-students-with/>

Supreme Court: Public money can be used for religious education -by Linda Jocaobson – June 30, 2020 - In Espinoza v. Montana Department of Revenue, plaintiff

Kendra Espinoza and two other families in the case argued the state took a hostile, rather than neutral, stand toward religion when it invalidated the scholarship program instead of letting the funds be used at a religious school. The state's action, according to the plaintiffs, violated the free exercise, equal protection and establishment clauses of the First amendment. ... The U.S. Supreme Court ruled 5-4 Tuesday in favor of a Montana mother who wanted to use the state's tax credit-funded scholarship to send her children to a Christian school, giving school choice advocates, and the Trump administration, a major victory. Read the complete article at:

<https://www.educationdive.com/news/supreme-court-public-money-can-be-used-for-religious-education/>

From the National PTA:

National PTA Reflections contest for 2020-2021

Stay tuned for entry materials for the 2020-2021 Reflections Art Program, whose theme is **"I Matter Because..."** This theme was selected in 2018 and couldn't be more perfect for the times we find ourselves in today. Themes for Reflections are submitted by students from across the nation and selected by a committee at the National PTA. The theme "I Matter Because..." Was suggested by a student in California. Let's have our students create art this summer around this theme. School sites will have due dates in September and winning projects will be due to Council between September 28-October 2, 2020, look for more information from your Reflections Chair.








There are two take action letters up on the National PTA website at the moment relating to funding and COVID-19. Please take a moment to email your representatives – there is an easy link to click and send right on the website. You can find them at: <https://www.pta.org/home/advocacy/take-action/write-your-officials>

Advocacy letters for National PTA:

Please visit the Take Action site <https://www.pta.org/home/advocacy/take-action> to send a letter to your Congress members on the issues of the day/week/month. Here you can keep up-to-date on the latest issues the National PTA is supporting or opposing.

The 116th Congress is considering the following legislation items. The National PTA is supporting (green checkmarks) or opposing (red x) the following items:

Child Health and Safety

- H.R. 5: Equality Act | 116th Congress (2019-2020) 
- H.R. 662: REACH Act | 116th Congress (2019-2020) 
- H.R. 852: Get the Lead Out of Schools Act | 116th Congress (2019-2020) 
- H.R. 2311: Anti-Lunch Shaming Act of 2019| 116th Congress (2019-2020) 
- H.R. 2599: Suicide and Threat Assessment Nationally Dedicated to Universal Prevention Act of 2019| 116th Congress (2019-2020) 
- H.R. 3451: To protect children affected by immigration enforcement actions 116th Congress (2019-2020) 
- H.R. 3452: To amend part E of title IV of the Social Security Act to ensure that immigration status alone does not disqualify a parent, legal guardian, or relative from 

being a placement for a foster child, to authorize discretion to a State, county, or other political subdivision of a State to delay filing for termination of parental rights in foster care cases in which an otherwise fit and willing parent or legal guardian has been deported or is involved in (including detention pursuant to) an immigration 116th Congress (2019-2020) ✓

H.R. 4019: To protect and educate children about the dangers of e-cigarettes and other electronic nicotine delivery systems, and for other purposes 116th Congress (2019-2020) ✓

H.R. 4381: To effectively staff the public elementary schools and secondary schools of the United States with school-based mental health services providers| 116th Congress (2019-2020) ✓

H.R. 4742: To amend the Internal Revenue Code of 1986 to impose a tax on nicotine used in vaping, etc. | 116th Congress (2019-2020) ✓

H.R. 5463: To amend the Richard B. Russell National School Lunch Act to require a study of the time and duration of school lunch periods, and for other purposes | 116th Congress (2019-2020) ✓

H.R. 5611: Protecting Student Athletes from Concussions Act of 2020| 116th Congress (2019-2020) ✓

S. 788: A bill to prohibit discrimination on the basis of sex, gender identity, and sexual orientation, and for other purposes | 116th Congress (2019-2020) ✓

S. 1119: A bill to amend the Richard B. Russell National School Lunch Act to prohibit stigmatization of children who are unable to pay for meals| 116th Congress (2019-2020) ✓

S.1832: A bill to protect and educate children about the dangers of e-cigarettes and other electronic nicotine delivery systems and for other purposes 116th Congress (2019-2020) ✓

S. 2097: Protecting Sensitive Locations Act 116th Congress (2019-2020) ✓

S.2492: Suicide Training and Awareness Nationally Delivered for Universal Prevention Act of 2019| 116th Congress (2019-2020) ✓

S. 2499: A bill to effectively staff the public elementary schools and secondary schools of the United States with school-based mental health services providers| 116th Congress (2019-2020) ✓

S. 2548: A bill to amend the Elementary and Secondary Education Act of 1965 to address and take action to prevent bullying and harassment of students| 116th Congress (2019-2020) ✓


S. 2600: A bill to promote minimum State requirements for the prevention and treatment of concussions caused by participation in school sports and for other purposes| 116th Congress (2019-2020) ✓

Education Technology and Student Data Privacy


H.R. 1693: To require the Federal Communications Commission to make the provision of Wi-Fi access on school buses eligible for E-rate support|116th Congress 2019-2020 ✓


S. 558: CAMRA Act| 116th Congress (2019-2020) ✓

S.738: A bill to require the Federal Communications Commission to make the provision of W-Fi access on school buses eligible for E-rate support |116th Congress (2019-2020) ✓


S.1167: A bill to require the Assistant Secretary of Commerce for Communications and Information to establish a State Digital Equity Capacity Grant Program, and for other purposes | 116th Congress (2019-2020) 

Elementary and Secondary Education

H.R. 69: Ending Common Core and Expanding School Choice Act| 116th Congress (2019-2020) 

H.R. 865: To provide for the long-term improvement of public school facilities, and for other purposes. | 116th Congress (2019-2020) 


H.R. 3322: Renew America’s Schools Act of 2019 | 116th Congress (2019-2020) 


H.R. 4220: Chronic Absenteeism Reduction in Every School (CARES) Act| 116th Congress (2019-2020) 


S. 5: Educational Opportunities Act. | 116th Congress (2019-2020) 


S. 213: A bill to amend the SOAR Act. | 116th Congress (2019-2020) 

S. 235: Teachers Are Leaders Act | 116th Congress (2019-2020) 

S. 266: A bill to provide for the long-term improvement of public school facilities, and for other purposes. | 116th Congress (2019-2020) 


S. 579: A bill to provide grants to eligible local educational agencies to help public schools reduce class size in the early elementary grades, and for other purposes. | 116th Congress (2019-2020) 


S. 1299: A bill to amend the Elementary and Secondary Education Act of 1965 to provide grants to local educational agencies to encourage girls and underrepresented minorities to pursue studies and careers in STEM fields 116th Congress (2019-2020) 

S. 1890: Renew America’s Schools Act of 2019| 116th Congress (2019-2020) 


S. 2784: Family Friendly Schools Act. | 116th Congress (2019-2020) 

Federal Investments in Education

H.R. 2021: To amend the Balanced Budget and Emergency Deficit Control Act of 1985 and to establish a congressional budget for fiscal year 2020. | 116th Congress (2019-2020) 

H.R. 2315: To require full funding of part A of title 1 of the Elementary and Secondary Education Act of 1965 and the Individuals with Disabilities Act. | 116th Congress (2019-2020) 

H.R. 3647: Impact Aid Infrastructure Act 116th Congress (2019-2020) 


S.1172: A bill to require full funding of part A of title 1 of the Elementary and Secondary Education Act of 1965 and the Individuals with Disabilities Act | 116th Congress (2019-2020) 


Gun Safety and Violence Prevention


H.R. 8: Bipartisan Background Checks Act of 2019 | 116th Congress (2019-2020) 

H.R. 674: Gun Violence Prevention Research Act of 2019|116th Congress(2019-2020) 

H.R. 1236: Extreme Risk Protection Order Act of 2019 | 116th Congress (2019-2020) 

H.R. 1296: Assault Weapons Ban of 2019 | 116th Congress (2019-2020) 

S. 42: Background Check Expansion Act | 116th Congress (2019-2020) 

S. 66: Assault Weapons Ban of 2019 | 116th Congress (2019-2020) 

- S. 184: Gun Violence Prevention Research Act | 116th Congress (2019-2020) ✓
- S. 506: Extreme Risk Protection Order Act of 2019| 116th Congress (2019-2020) ✓

Post-Secondary Access and Opportunity

- S. 874: Dream Act of 2019 116th Congress (2019-2020) ✓

Special Education

- H.R. 1878: To amend part B of the Individuals with Disabilities Education Act to provide full Federal funding of such part. | 116th Congress (2019-2020) ✓
- H.R. 3086: To amend the Higher Education Act of 1965 to provide students with disabilities and their families with access to critical information needed to select the right college and succeed once enrolled 116th Congress (2019-2020) ✓
- H.R. 4107: To authorize funding for section 619 and part C of the Individuals with Disabilities Education Act 116th Congress (2019-2020) ✓
- S.866: A bill to amend part B of the Individuals with Disabilities Education Act to provide full Federal funding for such part. | 116th Congress (2019-2020) ✓
- S. 1585: RISE Act of 2019 116th Congress (2019-2020) ✓