



Speaker Therese M. Terlaje <speaker@guamlegislature.org>

GEB April 19, 2022 Regular Meeting - Reporting Requirements

2 messages

Tia Lynn S. Salas <tlssalas@gdoe.net>

Fri, Apr 22, 2022 at 9:56 AM

To: "Speaker Therese M. Terlaje" <speaker@guamlegislature.org>, michael.weakley@guam.gov

Cc: Christie Lyn San Nicolas <clsannicolas@gdoe.net>, "Jon Fernandez (Superintendent)" <jonfernandez@gdoe.net>

Hafa Adai,

Please see the attached documents for the Guam Education Board's Regular Meeting held on April 19, 2022.

Thank you.

Please confirm receipt of this email.

Respectfully,
Tia Salas
Office of the Superintendent
Guam Department of Education
501 Mariner Avenue
Barrigada, GU 96913
Email: tlssalas@gdoe.net
Tel: (671)300-1627/1536

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Please confirm receipt of this email.

Respectfully,
Tia Salas
Office of the Superintendent
Guam Department of Education
501 Mariner Avenue
Barrigada, GU 96913
Email: tlssalas@gdoe.net
Tel: (671)300-1627/1536

Guam Department of Education

GEB Reporting Requirements April 19, 2022 Regular Meeting.pdf
3737K

Speaker Therese M. Terlaje <speaker@guamlegislature.org>
To: "Tia Lynn S. Salas" <tlssalas@gdoe.net>

Hafa Adai,

This is to confirm receipt of your email and attached documents of the Guam Education Board's Regular Meeting held on April 19, 2022.

Si Yu'os Ma'ase',

Joseph Rapirap Madlangbayan
Policy Analyst

Office of Speaker Therese M. Terlaje

Doc Type: 2066-22-1950
OFFICE OF THE SPEAKER
THERESE M. TERLAJE

04 22 2022
Time: 9:57 AM
Received: [Signature]

COMMITTEE ON RULES

RECEIVED:

April 22, 2022

4:46 P.M.

Fri, Apr 22, 2022 at 10:00 AM

Committee on Health, Land, Justice and Culture

I Mina'trentai Sais na Liheslaturan Guåhan

36th Guam Legislature

Address: Guam Congress Building, 163 Chalan Santo Papa, Hagåtña, Guam 96910

T: (671) 472-3586 F: (671) 989-3590 Email: speaker@guamlegislature.org

website: www.senatorterlaje.com

[Quoted text hidden]

OFFICE OF THE SPEAKER
THOMAS M. LRAJAL

Received: _____
Time: 10:58 AM



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT

www.gdoe.net
501 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671) 300-1547/1536 • Fax: (671) 472-5003
Email: jonfernandez@gdoe.net



JON J. P. FERNANDEZ
Superintendent of Education

April 20, 2022

The Honorable Lourdes A. Leon Guerrero
Governor of Guam
513 West Marine Corps Drive
Ricardo J. Bordallo Complex
Hagåtña, Guam 96910

Honorable Therese M. Terlaje
Speaker
Thirty-Sixth Guam Legislature
Guam Congress Building
163 Chalan Santo Papa
Hagåtña, Guam 96910

Dear Governor Leon Guerrero and Speaker Terlaje:

Håfa Adai! Pursuant to Public Law 31-233, Section 38, *Reporting Requirements for Boards and Commissions*, attached are copies of the Guam Education Board's meeting agenda, ad, approved minutes and other documents as discussed at the April 19, 2022 regular board meeting. The meeting was held in the 3rd floor conference room, GDOE Building B, Tiyan.

Should you have any questions, please contact me at (671)300-1627.

Senseramente,

Handwritten signature of Jon J. P. Fernandez.

JON J. P. FERNANDEZ
Superintendent of Education

Attachments



MARK B. MENDIOLA
Chairman

GUAM EDUCATION BOARD

501 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone Number: (671) 300-1627
Facsimile Number: (671) 472-5003
Website Address: www.gdoe.net/geb



DR. MARY A.Y. OKADA
Vice-Chair

Guam Education Board
REGULAR MONTHLY MEETING

Tuesday, April 19, 2022
6 PM

3rd Floor Conference Room, Bldg. B, Tiyan

AGENDA

- I. Meeting Call to Order**
- II. Approval of Minutes**
 1. Minutes of March 15, 2022 Regular Meeting - Subject to Board Action
- III. Public Participation** (Board Policy 125.6) Time Limit 3 minutes
- IV. Communications**
 1. Correspondence received by the Board after March 15
- V. Ex-Officio Member Reports**
 1. Islandwide Board of Governing Students (IBOGS) Report
 2. Guam Federation of Teachers (GFT) Report
 3. Mayor's Council of Guam (MCOG) Report
- VI. Unfinished Business/ Committee Reports**
 1. Executive Committee
 - a. 2022 National Association of State Boards of Education (NASBE) Legislative Conference
 - b. Appointment of GEB Negotiating Team for Collective Bargaining - Subject to Board Action
 2. Instructional & Academic Support Committee
 - a. April 2022 Head Start Report - Subject to Board Action
 - b. Federal Fiscal Year (FFY) 2022 Individuals with Disabilities Education Act (IDEA) Guam Part B Grant Application - Subject to Board Action
 3. Safe & Healthy Schools Committee
 - a. GDOE Updated COVID-19 Protocol
 - b. Renaming of Schools & Facilities Board Policy (BP) 625/Standard Operating Procedure (SOP) 100-003
 4. Policy Review & Strategic Planning Committee
 - a. GDOE Strategic Plan - Subject to Board Action
 5. Fiscal Management Committee
 - a. GDOE Financial Report
 - i. Accounts Payable Aging Report
 - ii. Unaudited Statement of Appropriation, Expenditures, and Encumbrances for Fiscal Year 2022
 - b. US Department of Education Specific Conditions Report
 - c. Declaration of Financial Status Designation – January 2022 - Subject to Board Action
 6. Superintendent's Report - Subject to Board Action

VOTING MEMBERS: Mark B. Mendiola, Chairman, Mary A.Y. Okada, EdD, Vice-Chair, Peter Alexxis D. Ada, Felicitas B. Angel, Lourdes M. Benavente, Karlyn RCG Borja, Robert A. Crisostomo, Maria A. Gutierrez, Ron L. McNinch, PhD

EX-OFFICIO MEMBERS: Sophie Nochefranca (JFKHS) - IBOGS Representative, Timothy Fedenko - GFT Representative, Mayor, Melissa B. Savares, MCOG Representative

EXECUTIVE SECRETARY: Jon J. P. Fernandez, GDOE Superintendent

VII. New Business

VIII. Executive Session (Board Policy 125.12)

1. Personnel matters (5 GCA § 8111 (a))
2. Matters within scope of Public Employee-Management Relations Act, including collective bargaining (5 GCA § 8111 (b))

IX. Adjournment

The public is welcome to view the meeting via live stream at <https://www.facebook.com/DOEGuam>.

Individuals requiring special accommodations or information or wish to submit public testimony via email may contact Tia Salas by email: tlsalas@gdoe.net.

Agenda to be available on GEB website at least 72 hours before the meeting.

This advertisement was paid by GDOE local funds.

VOTING MEMBERS: Mark B. Mendiola, Chairman, Mary A.Y. Okada, EdD, Vice-Chair, Peter Alexxis D. Ada, Felicitas B. Angel, Lourdes M. Benavente, Karlyn RCG Borja, Robert A. Crisostomo, Maria A. Gutierrez, Ron L. McNinch, PhD

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EXECUTIVE SECRETARY: Jon J. P. Fernandez, GDOE Superintendent



GUAM POWER AUTHORITY

ATURIDÁT ILEKTRESEDÁT GUÁHAN
P.O. BOX 2977
HAGÁTÑA, GUAM U.S.A. 96932-2977
Telephone Nos. (671) 648-3054/55
or Facsimile (671) 648-3165



John M. Benavente, P.E.
General Manager

INVITATION FOR BID

This notice is paid for by the **GUAM POWER AUTHORITY O&M & CIP FUNDS**
Public Law 26-12

| BID NO.: | PRE-BID/SITE VISIT (NON-MANDATORY): | TIME: | DUE DATE: | TIME: | DESCRIPTION: |
|------------|-------------------------------------|-----------|------------|------------|--|
| GPA-025-22 | | | 04/27/2022 | 10:00 A.M. | Circuit-Switcher Interrupter Replacement Component (CIP) |
| GPA-033-22 | 04/21/2022 | 9:00 A.M. | 05/06/2022 | 10:00 A.M. | Unarmed Uniformed Security Guard Services (O&M) |

Bid packages may be picked up at the GPWA Procurement Office, Room 101, 1st. Floor, Gloria B. Nelson Public Service Building, 688 Route 15, Mangilao, Guam. All interested firms should register with GPA's Procurement Division to be able to participate in the bid. Please call our office at (671) 648-3054 / 3055 to register. Registration is required to ensure that all "Amendments and Special Reminders" are communicated to all bidders throughout the bid process. Procurement instructions are posted on the Authority's web site at http://guampowerauthority.com/gpa_authority/procurement/gpa_current_rfps.php#.



GUAM EDUCATION BOARD

501 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone Number: (671) 300-1627
Facsimile Number: (671) 472-5003
Website Address: www.gdoe.net/geb



Guam Education Board
REGULAR MONTHLY MEETING
Tuesday, April 19, 2022
6 PM

3rd Floor Conference Room, Bldg. B, Tiyan

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Agenda to be available on GEB website at least 72 hours before the meeting.
This advertisement was paid by GDOE local funds

Kinden CORPORATION

Kinden Corporation is seeking ideal candidates to join our growing company for the following position(s)

- (5) **ELECTRICAL PROJECT ENGINEER**
 - Bachelors Degree in Electrical Engineering / Foreign Equivalent Accepted
 - Work Experience in Military and Federal Construction Projects preferred
 - Must be able to obtain Base Pass Access
- (1) **AUTOCAD OPERATOR**
 - Bachelors Degree in Engineering or Architecture /Foreign Equivalent Accepted
 - 2 years drafting experience with working knowledge of drafting software (CAD/BIM)
 - Must be able to obtain Base Pass Access
- (2) **PROJECT SUPPORT ASSISTANT**
 - Must be able to use Microsoft Office
 - Must be able to obtain Base Pass Access
- (10) **ELECTRICIANS**
 - 5years minimum work experience in electrical construction work
 - Work Experience in Military and Federal Construction Projects preferred
 - Must be able to obtain Base Pass Access
- (10) **ELECTRICIAN HELPERS**
 - Must be able to obtain Base Pass Access

Interested and qualified candidates may complete applications or submit resumes at
Kinden Corporation – 165 Skyline Dr. Ste. 700 Airport Industrial Center Tamuning, Guam

Kinden Corporation is an EEO Employer 41 CFR 60-4.3(a) 7h



CABRAS MARINE CORPORATION Management Trainee Program

Interested in a Career and not just a J-O-B? We're establishing a program looking for college graduates interested and willing to enter the exciting, fast paced, ever evolving, robust, and highly technical field of the Maritime Services and Ship Repair industries. These fast-growing industries are essential to restore the economy of Guam and directly support the Department of Defense, the Government of Guam, local vendors, suppliers, and service providers. We have positions that you can fill in:

- Project Management
- Project Planning & Estimating
- Marine Engineering
- Quality Assurance
- Safety
- Contracting

Candidates may learn a specific and/or multiple skillsets as we continue to grow. Salary starting at \$36K annually. Benefits include matching 401K, Paid Holidays, Vacation & Sick Leave, Health Insurance (Medical, Dental, Vision), and much more.

Requirements:

College degree. Self-starter willing to work individually and as a team with an eagerness to learn. Can-do attitude focusing on solutions, not problems. Ability to work outside normal working shifts/hours including nights and weekends. Ability to obtain and maintain base access. Outdoor working environment, exposed to weather (rain or shine). Promote and live the 7 A's of work ethics...bring your "A-Game."

Application available at <https://www.cabtag.com/contact-us/>. Application and resume may be submitted at our location 178 Industrial Ave., Piti, Guam 96915, www.hireguam.com or hr@cabrasmarine.com

We are an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability or veteran status.

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2 Click on "Place an ad" under the Quick Links on the left blue side bar

3 Click on "Start Creating Your Ad Now"

4 Complete the form and Make Payment



Pacific Daily News

Ray Cruz Haddock, Esq.
PACIFIC LAW PROFESSIONALS, PLLC

277 Chalan Santo Papa Hagåtña, Guam 96910
Telephone: 671-477-0000
Facsimile: 671-477-0001
mail@paclawpro.com

Attorneys for Petitioner

IN THE SUPERIOR COURT OF GUAM

IN THE MATTER OF THE ESTATE OF VIVIAN ATALIG TAIMANGLO, Deceased.

PROBATE CASE NO. PRO039-22

NOTICE TO CREDITORS

Notice is given by the undersigned, Paul Q. Taimanglo, Administrator of the Estate of VIVIAN ATALIG TAIMANGLO, deceased, to the creditors of, and all persons having claims against the said estate or against said decedent, that within (60) days after the first publication of this notice, they either file their claims in the office of the Clerk of the Superior Court of Guam, or exhibit them with the necessary vouchers to the said Paul Q. Taimanglo, at PACIFIC LAW PROFESSIONALS, PLLC 277 Chalan Santo Papa Hagåtña, Guam 96910, the same being the place for the transaction of the business of said Estate.

Dated: 4/6/2022

By: /s/ Paul Q. Taimanglo
Administrator



MARK B. MENDIOLA
Chair

GUAM EDUCATION BOARD

501 Mariner Avenue
Barrigada, Guam 96913-1608
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MARY A. Y. OKADA, Ed.D.
Vice Chair

GUAM EDUCATION BOARD

REGULAR MEETING

Tuesday, March 15, 2022

6 pm

3rd Floor Conference Room, GDOE Building B

MINUTES

VOTING MEMBERS

Mark B. Mendiola, Chairman
Mary A.Y. Okada, EdD, Vice-Chair
Peter Alecxis D. Ada
Felicitas B. Angel
Lourdes M. Benavente
Karlyn RCG Borja
Robert A. Crisostomo
Maria A. Gutierrez
Ron L. McNinch, PhD

EX-OFFICIO MEMBERS

Sophie Nochefranca
IBOGS Representative

Timothy Fedenko
GFT Representative

Mayor, Melissa B. Savares
MCOG Representative

EXECUTIVE SECRETARY

Jon J.P. Fernandez
GDOE Superintendent

I. MEETING CALL TO ORDER

Mr. Mark B. Mendiola, Chairman, called the meeting to order at 6:00p.m.

ROLL CALL OF MEMBERS

Mr. Fernandez, Superintendent and Executive Secretary, took the roll call. The following members were **present** for the meeting:

Voting Members:

Mendiola, Mark B. – Chairman
Okada, Dr. Mary A.Y. – Vice-Chair
Ada, Peter Alecxis D.
Angel, Felicitas B. – via Zoom video conference
Benavente, Lourdes M.
Borja, Karlyn RCG
Crisostomo, Robert A.
Gutierrez, Maria A.

Non-Voting Members:

Dela Cruz, Grace & Paco, Isabella – IBOGS Representatives – via Zoom video conference
Fedenko, Timothy – GFT Representative
Savares, Melissa B. – MCOG Representative – via Zoom video conference

Legal Counsel:

Nasis, Jesse
Tenorio, Christine

Absent:

McNinch, Dr. Ron L.

The Superintendent announced that eight (8) members of the Board were present, constituting a quorum.

II. APPROVAL OF MINUTES

Mr. Ada motioned, seconded by Ms. Gutierrez, to approve the minutes from the February 22, 2022, regular monthly meeting. The Board voted by voice with a vote of 8-0 for the motion, motion passed.

Mr. Ada motioned, seconded by Ms. Benavente, to approve the minutes from the February 28, 2022, special meeting. The Board voted by voice with a vote of 8-0 for the motion, motion passed.

III. PUBLIC PARTICIPATION

Deborah Ellen – Ms. Ellen followed up on the progress regarding the interpreters that were brought up at a previous board meeting and asked for an opportunity at another time to present a PowerPoint on Education for Sustainable Development.

The Superintendent noted that Mr. Thomas Babauta, Assistant Superintendent of Special Education, was present if the board would like an update.

Mr. Babauta stated that there are two positions open, and they are in the process of hiring and working on modifications to ensure they have more qualified people for the Interpreter II and III positions. He noted that they have also included two additional positions in their budget.

Mr. Mendiola informed Ms. Ellen that her request may be made with him, and he would work with the Superintendent and chair of the appropriate committee, noting that it would most likely be with the Curriculum Committee.

Kirsten Rosario – Ms. Rosario also followed up on the educational interpreter job positions.

Mr. Mendiola responded that Mr. Babauta provided the update for the board.

Ms. Rosario brought up further concerns and the background history regarding a Memorandum of Understanding (MOU) between Guam Community College (GCC) and Guam Department of Education (GDOE) relative to language access and the development of the job positions, the job qualifications, and whether GDOE has an American Sign Language (ASL) curriculum.

Mr. Mendiola reassured Ms. Rosario and informed her that Mr. Babauta provided some information about the positions.

Mr. Fernandez advised Ms. Rosario to connect with Mr. Babauta at this meeting. He then addressed the second issue and stated that they would look further into ASL instruction at the school level and regarding the MOU, legal counsel would work on tracking it down.

Mr. Mendiola informed Ms. Rosario that the board is aware of her concerns and Mr. Babauta would assist with providing further details. He then stated he would take it to the committee to allow for the full presentation.

IV. COMMUNICATIONS

CORRESPONDENCE – None.

V. EX-OFFICIO MEMBER REPORTS

IBOGS Report – Grace Dela Cruz and Isabella Paco read their report into the record. They announced that they would both be attending the 2022 National Association of State Boards of Education (NASBE) Legislative Conference alongside the Guam Education Board and provided updates on the Mental Health Training that they are heading.

GFT Report – No report.

MCOG Report – Mayor Savares expressed the mayors’ ongoing concerns regarding the grass-cutting at the schools.

VI. UNFINISHED BUSINESS/COMMITTEE REPORTS

1) Executive Committee – None.

2) Instructional & Academic Support Committee

March 2022 Head Start Report – Ms. Benavente recognized those that joined in on the grant discussion.

Ms. Benavente motioned, seconded by Dr. Okada, to approve Year 4 Head Start Continuation Grant Application for SY 2022-2023. The Board voted by voice and approved the motion with a vote of 8-0. The motion passed.

Mr. Mendiola congratulated and thanked Head Start and their families for their work.

Ms. Benavente motioned, seconded by Ms. Borja, to approve the Head Start Director’s March 2022 Report. The Board voted by voice and approved the motion with a vote of 8-0. The motion passed.

3) Safe & Healthy Schools Committee

GEB Resolution 2022-04 Relative to Returning All Students to In-Person Instruction for SY 2022-2023 – Ms. Gutierrez read the resolution into the record.

Mr. Mendiola responded that it would be included in the last “BE IT FURTHER RESOLVED”.

Mr. Crisostomo brought up a concern regarding resolutions versus policies. Referencing the resolution, he stated that he thinks it is well-written. He commented that the resolution was confusing because one section says that we will not close schools down because of COVID but another section states that if we have to then we are going to close down for COVID. He stated that GDOE is always contradicting itself and recommended that those sections be cleaned up.

Mr. Mendiola responded that it is a resolution for action. He noted that this discussion had occurred before and clarified that they just want to make sure that everybody is aware of how the decision was formulated and made. He stated that the issue at hand is that the Board, through a resolution, made the decision to implement the three modes of learning and now we are acting on this resolution that would basically override the previously approved resolution.

Mr. Fernandez responded that the way management looks at it is that there are times when the board needs to exercise its authority on a temporary basis, this is the way it does so without having to set a permanent policy. He noted that policies have a different process and they are usually aimed to be more permanent. In this case, if the board were silent, then the management team would go ahead and feel free to determine the model of learning but because the board acted and authorized, on a temporary basis, this model of learning for a COVID response, we wanted to make sure that it was clear that we are rescinding that model or adjusting that model because it was just for a temporary basis. It is temporary versus permanent and now that we are thinking about permanent online model of learning, then we should put that in policy.

Ms. Gutierrez stated that board resolutions started in 2011 and noted that resolutions started at the recommendation and guidance from legal counsel. She stated that we put our actions into resolutions because it is a written expression of the outcome of the GEB’s decision making process. Each resolution

expresses the intent agreed upon by the board regarding a specific issue and events relative to the board and the GDOE, so it is on the website for the public.

Mr. Mendiola, addressing Mr. Crisostomo, stated that he gets his point and believes that they clarified the position of this resolution. Moving forward, if there is a policy like the GDOE Strategic Plan it will be a policy change and will be written in the policy format. He noted that he would also like to see it in a resolution format so that the whole process is laid out and in chronological order. He commented that doing it this way will help the next board members who come in after them will be able to see how this board acted based on information provided in the resolution.

Ms. Gutierrez motioned, seconded by Mr. Ada, to approve GEB Resolution 2022-04 Relative to Returning All Students to In-Person Instruction for School Year 2022-2023. The Board voted by voice and approved the motion with a vote of 8-0. The motion passed.

4) Policy Review & Strategic Planning Committee

Strategic Planning Committee Report – Mr. Crisostomo shared what the committee would be going through in the next couple of weeks leading up to the final draft for the board. He went over the sequence of upcoming events to include final input sessions, board retreats, and a special board meeting.

Mr. Mendiola stated that because more board members are anticipated to attend, that these events be announced to meet the Open Government Law. He then stated that he would like for them to focus on the specific topic because it is going to be a lengthy document.

Mr. Fernandez suggested to Mr. Crisostomo that a way to distinguish between a resolution and a board policy is that the board would probably want a resolution as part of the approval of the strategic plan since there has been a lot of thorough vetting and history behind the work and it would be a great way to capture it. He then stated that he does not believe there is an actual policy as to when the board should be reviewing and updating the strategic plan. He suggested that if a policy is wanted to include something that states what the board should do every five years.

Mr. Crisostomo responded that policies are going to accompany the strategic plan on when it is going to be reviewed yearly and the other policy would be a curriculum policy because the strategic plan is affected by it.

Mr. Mendiola responded that he believes there would be a lot of overlapping because of the way the strategic plan is going to touch different facets of our current policies. Regarding the Superintendent's suggestion in a form of the resolution is to provide historical background and the "therefore be it further resolved" maybe create a different policy number specific to the strategic plan saying that it is the policy of the board that every year the board would take in its retreat those specific issues.

Mr. Crisostomo stated that as soon as a resolution is modified into the record, policies are promulgated from it.

Mr. Mendiola responded that they would discuss it during the Board Retreat. He stated that because this is a five-year plan and for the new board members in the future, he would like to see it in policy that the Board would have to review the strategic plan and make the amendments and adoptions, or any other action needed at the time.

5) Fiscal Management Committee

GDOE Financial Report – Mr. Mendiola informed his colleagues that they may find the AP Aging Report in their packets, which provides an idea of the cash flow. He noted that it continues to be tracked and

there is anticipation that the Legislative budget will occur around June, which would allow an opportunity to provide an update on where the department stands financially. He then noted the collection of property taxes in February and the Territorial Education Facilities Funds (TEFF) would allow us to see what type of revenue would be coming in to possibly close some gaps in the Aging Report.

Dr. Okada noted that based on the appropriations and the cash received, it indicates on the report that the funding has been made available for merit bonuses. She then asked the Superintendent if there is a status update if those have or are being processed since it is a line item and it is specifically received.

Mr. Fernandez responded that there is not an update at this moment, but they would look into it and give an update by the next board meeting. He noted that they are tracking the overall budget and cash has been tight with TEFF providing a little bit of relief coming in and hopes that the next two months would allow an update on those items.

US Department of Education Specific Conditions Report – Mr. Mendiola noted that there would be an opportunity for a meeting with USDOE partners regarding the next steps moving into the DOE specific conditions report and noted that it ties into the strategic plan.

6) Superintendent's Report – Mr. Fernandez provided highlights from his report.

COVID-19. Based on data, the number of new cases is subsiding, and schools will continue to remain open for five days of in-person instruction. GDOE continues to assist DPHSS with after-school vaccination clinics and is working to expand testing at school for employees and students. In addition, COVID-19 restrictions have been loosened by the Governor and DPHSS for many parts of the island. For GDOE, the requirement for employee vaccination or weekly testing has been rescinded, which will enable GDOE to allow for employees on leave to return to work and also cease operating weekly testing clinics. The vaccination requirement for students participating in interscholastic has also been removed.

Mr. Fernandez then provided further updates regarding in-person graduations this year, return to full in-person learning next school year, a plan for an online learning program and the dashboard. He noted that some of the board members have weighed in on taking the next school year to design the online program and set the policies needed to guide that going forward. He then addressed the statement about GDOE being contradictory. He stated that a caveat was put into the resolution which says if we are shut down, we plan to stay open but there are situations in which through an Executive Order or through Public Health, schools or classes have been shut down. He further stated that we would transition right to distance learning and we are able to do that but as a set aside online program, we are no longer planning to do that for next year. He thinks that would get us back on track to address learning recovery, interventions for students, and addressing social and emotional well-being as well.

Mr. Mendiola clarified whether GDOE would bid out the financing and construction for the Simon Sanchez High School design and construction.

Mr. Fernandez responded that it would be going out on a separate bid.

Mr. Mendiola asked if GDOE is monitoring the progress based on the hold up in the report regarding TRMA needing archeological work on the F.B. Leon Guerrero Middle School side.

Mr. Fernandez clarified that it is not really a hold up and many things are moving at the same time. He explained the way the law was set up and the status of what GDOE is working on to get things moving along at the same time.

Mr. Mendiola asked when the construction is expected to begin.

Mr. Fernandez responded possibly during late summer.

Mr. Mendiola noted to ensure the public is kept updated with the progress of the school construction.

Mr. Fernandez then provided further updates as they are working with the Governor's office, DPW, GEDA, Public Works and Land Management on the design progress.

Ms. Gutierrez brought up concerns regarding the low number of participants in the online learning module versus face-to-face and the sizes of the masks provided to the schools as part of the Personal Protective Equipment (PPEs). She then brought up another concern regarding the GDOE Facilities Master Plan. She reminded her colleagues about a resolution that was passed for a central middle school and asked that before the GDOE Master Facilities Plan is finalized, that a work session be scheduled to provide an update to the Board.

Mr. Fernandez acknowledged that there will be a lot of questions and comments about discontinuing online learning, especially for those who are anxious about medical conditions and so forth. He commented that there is nothing that prevents us from providing an accommodation to those individual students who have those concerns or have those documented issues. He then referenced the concern regarding PPEs and commented that there are usually different sizes that have been distributed. When we heard about this issue we realized that it is usually a communication issue of the teacher not being aware that there are different sizes available. He noted that hopefully Doris Bukikosa would be able to address this concern and ensure that there is not just one size delivered to the schools. He then addressed concerns regarding the Master Facilities Plan and noted that we would work on scheduling the briefing. The only issue is that they are coming to the end of their contract so we to ensure that the presentation is done so that HHF could finalize their report.

Mr. Crisostomo commented that there is a huge opportunity in the online learning platform that we have to explore even further. Referencing the Collective Bargaining Agreement (CBA), he asked why a board member is not sitting on the committee representing the Board and providing input on negotiations.

Mr. Fernandez reiterated that with the community especially with the teachers and the students, when we say that we are not doing a set aside model of learning next year, it does not mean we are going to shut down the technology. We still promote the use of technology. Where we are today is a lot further ahead of where we were before the pandemic so we do not want to lose that, we want to continue promoting technology use and acknowledge that there are ideas out there for how we can provide online learning for areas of need.

Mr. Mendiola commented that he likes the way the resolution was written because it gives the Superintendent the flexibility to figure this thing out. He stated that we just need to flush out the mechanics and engage with the GFT as to how our educators are going to be able to proceed. The one key right now is that we have teachers that love the online platform but majority of the students that are attending are for a temporary solution to address the pandemic. At the university level, they are using online courses to fill the gaps, especially with shortages of manpower and teachers in the classroom. He noted that these are things the department could look into.

Mr. Fernandez responded that in the past, a renegotiation of the union contract was completed a board member was assigned as a liaison to be able to participate, directly negotiate or keep updated and recommended that they maintain some assignment of a board member to do that.

Ms. Gutierrez commented that we have a good relationship with the union and it should continue that way. She recommended to her colleagues to let the Superintendent and Mr. Fedenko and his team work together.

Mr. Mendiola responded that he understands both sides and commented that this Board has been very supportive and willing to include the input of our stakeholders. He then stated that they take everything into consideration and he thinks that is why they are able to make tough decisions.

Dr. Okada motioned, seconded by Ms. Benavente, to approve the Superintendent's Report as presented. The Board voted by voice and approved the motion with a vote of 8-0. The motion passed.

VII. NEW BUSINESS

Before the meeting, the Guam Education Board recognized and presented certificates for National Social Worker Month for the month of March and to the Special Education bus drivers for National School Bus Drivers Appreciation Day on February 22, 2022.

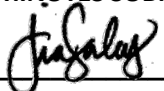
VIII. EXECUTIVE SESSION – None.

IX. ANNOUNCEMENTS AND ADJOURNMENT – None.

Mr. Ada motioned, seconded by Ms. Angel, to adjourn the meeting. The Board voted by voice and approved the motion with a vote of 8-0. The motion passed.

Mr. Mendiola adjourned the meeting at 7:47p.m.

MINUTES SUBMITTED BY:




TIA LYNN S. SALAS
Administrative Officer

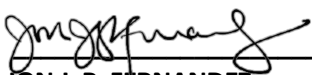
Date: March 15, 2022

MINUTES OF MARCH 15, 2022 REGULAR BOARD MEETING:

- Approved as submitted
- Approved subject to corrections
- Other: _____



MARK B. MENDIOLA
GEB Chairman



JON J. P. FERNANDEZ
Executive Secretary/GDOE Superintendent

Date: April 19, 2022

Date: April 19, 2022



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT



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Barrigada, Guam 96913
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Email: jonfernandez@gdoe.net

JON J. P. FERNANDEZ
Superintendent of Education

April 15, 2022

MEMORANDUM

To: Mark Mendiola
Chairman, Guam Education Board

From: Jon Fernandez
Superintendent

Re: Collective Bargaining Negotiating Team

The Guam Education Board ("GEB") is scheduled to approve the collective bargaining negotiating team for the Guam Department of Education at its April 19, 2022, board meeting.

The negotiating team will take the lead in meeting with the Guam Federation of Teachers in addressing the support staff contract, which has lapsed, and the teachers' contract, which expires this November. The negotiating team includes representatives with experience at the elementary, middle and high school levels as well as in our central office. I believe that the individuals proposed, along with their alternates, are committed educators and administrators who will work together to ensure that the agreement with teachers keeps the interests of our children front and center at all times. The proposed team, along with the list of alternates, is as follows:

Primary Team:

| | | |
|----|----------------------------------|-------------------------------|
| 1. | Jon Fernandez, Superintendent | Chief Negotiator/Spokesperson |
| 2. | Thomas Babauta, Asst Supt Sp.Ed. | Alternate Chief Negotiator |
| 3. | Natasha Dela Cruz, MU Lujan ES | Elementary |
| 4. | Derrick Santos, Inarajan MS | Middle |
| 5. | Carla Masnayon, Simon Sanchez HS | High |
| 6. | Erika Cruz, Deputy Supt ESCL | Central |
| 7. | Joseph Sanchez, Deputy Supt C&I | Central |

Alternates:

| | | |
|----|-------------------------------------|------------|
| 1. | Janice Chargualaf, Adacao ES | Elementary |
| 2. | Melissa Mafnas, FB Leon Guerrero MS | Middle |
| 3. | Sophia Duenas, Tiyan HS | High |
| 4. | Phyllis Blas, EMRO | Central |

I look forward to the GEB's approval of the collective bargaining team representing management for the Guam Department of Education. Thank you for your consideration and approval, as we hope to commence negotiations as soon as possible.

Senseramente,

A handwritten signature in black ink, appearing to read 'Jon J.P. Fernandez', with a stylized flourish at the end.

JON J.P. FERNANDEZ

Superintendent

Guam Department of Education Five-year Strategic Plan



I C Halån-ta Mo'na
“Our path forward”

Adopted: Tuesday, April 19, 2022
Guam Education Board

Our Vision

“Every Student: Responsible, Respectful and Ready for Life”

Mission Statement

Our Educational Community...

Prepares all students for life...

– by ensuring that ALL students, regardless of gender, ethnicity, national origin, sexual orientation, socioeconomic status, language proficiency, special need, religion or beliefs receive a high quality education that will prepare them for post-secondary education, the workforce and civic engagement.

Promotes Excellence...

–by adopting and implementing high standards and expectations for all students and employees with everyone performing at their best at all times. This philosophy is grounded in the belief that all students can learn at high levels and all employees can provide the highest quality of service.

Provides Support...

– by ensuring that our department has a framework to identify and address the academic, social, and emotional needs of our diverse student population through a support system that is comprehensive and timely with an unwavering focus and relentless commitment to the success of each and every student.

Guam DOE Graduate Outcomes

All Students from Department of Education will be...

***Technologically Literate
Effective Communicators
Academically Successful
Model Citizens***

Guam Education Board

Mark B. Mendiola, Chairman

Dr. Mary A.Y. Okada, Vice-Chair

Peter Alexis D. Ada, Member

Felicitas B. Angel, Member

Lourdes M. Benavente, Member

Karlyn R.C.G. Borja, Member

Robert A. Crisostomo, Member

Maria A. Gutierrez, Member

Dr. Ron L. McNinch, Member

Ex-Officio (Non-Voting) Members

Timothy Fedenko

President, Guam Federation of Teachers

Mayor Melissa B. Savares

Mayor of Dededo and Mayors' Council of Guam Representative

Sophie Nochefranca

IBOGS Chair and Representative

Island-wide Board of Governing Students

Sophie Nochefranca (Chair) & Morris (Emmy) Bawit

John F. Kennedy High School

John Paul Pineda, (PRO) & Kyla Trinidad

George Washington High School

Darryl Mercado & Zekiya Mapilisan

Okkodo High School

Grace Dela Cruz (Vice-Chair) & Ryae Cosca

Simon Sanchez High School

Jessica Pendon (Secretary)

Southern High School

Isabella Paco

Tiyan High School

Division Heads

Jimmy Teria, Acting Administrator
CHamoru Studies & Special Projects Division

Franklin Cruz, Acting State Director
Child Nutrition Program (CNP)

Julietta C. Quinene, Administrator
Community Health & Nursing Services

Philip Toves, Acting Manager
Facilities & Maintenance

Ignacio C. Santos, Administrator
Federal Programs Division

Lourdes R. Perez, Comptroller
Financial Affairs Division

Anthony (Sean) Monforte, Administrator
Food & Nutrition Services (FNS)

Catherine M. Schroeder, Program Director
Headstart

Joy Bulatao, Acting Chief Auditor
Internal Audit Office (IAO)

Carmen T. Charfauros, Administrator
Office of Supply Management

Leilani Marie F. Keone, Administrator
Personnel Services Division (Human Resources)

Dr. Zenaida (Zeny) N. Natividad, Administrator
Research, Planning, and Evaluation (RP&E)

Thomas C. Babauta, Assistant Superintendent
Special Education Division (SpED)

Christopher M. Anderson, Administrator
Student Support Services Division (SSSD)

Message from the Guam Education Board Chairman

Hafa Adai GDOE Familia,

I CHalan-ta Mona, Our Path Forward, is a comprehensive strategic plan that was conceptualized, and developed over the past few years. Despite a global pandemic and the ever evolving challenges in carrying out the mission of GDOE, the Guam Education Board remained steadfast and continued its goal in updating and revising its strategic plan. To ensure a well thought out Strategic Plan many stakeholders of our department of education contributed to the final product. This document will be the guiding document for a systematic approach to enhancing our programs and services to our Students, Families, and Employees for the next five years. To get to this point the leadership of the GDOE and the Guam Education Board worked to ensure that we captured what was important for our community.

I want to reassure our community that this document will not be shelved but rather be a living document that would require reports and actions to stay on track to accomplish our goals. Decisions will be data driven which will align resources with our desired outcomes. At the end of the day the overarching goal is to enhance our student experience and achievements. Our community demands nothing less of an efficient and effective education system that prepares our next generation for a life of productivity and prosperity.

I CHalan-ta Mona, Our Path Forward, for our department is clearly defined and our journey will continue on to the next phase of implementation. More to follow...

Congratulations GDOE!

*Kon Respetu,
Mark B. Mendiola, Chairman
Guam Education Board*

Message from Policy and Strategic Planning Chairman

*EDUCATION IS OUR PASSPORT TO THE FUTURE; FOR TOMORROW BELONGS
TO THE PEOPLE WHO PREPARE FOR IT TODAY. MALCOLM X*

*The COVID Pandemic had a significant impact on many aspects of society including public education. For the last year, the members of the Guam Education Board, along with the Superintendent and his staff, Teachers, Parents, Community Partners, External Educational Partners, and Students have all been working feverishly to develop the five-year Strategic Plan (STRATPLAN) that will pave the way toward student success and academic excellence despite the challenges and in synergy with the opportunities presented by the Pandemic. Today is a milestone on that journey as the Guam Education Board adopted the full measure and intent of **I CHalan-ta Mo'na: Our Path Forward**.*

*As Malcolm X so eloquently put it: **"Tomorrow Belongs to the People Who Prepare for it Today."** Through this STRATPLAN, the Department of Education is committed to ensuring that every student within the system will benefit from the best Leadership, the most relevant Curriculum, a fully engaged and informed Parent community, and the safest and most recently renovated facilities that the Department can offer. I want to personally congratulate the many individuals who contributed to the development and creation of this plan from inception to execution. **JOB WELL DONE!!!** I also want to caution everyone that although the GEB adopted the plan **today**, the real work is in the execution of the plan **tomorrow** and beyond. I have every confidence that together, working shoulder to shoulder, we will succeed in our overall Goal to prepare our students for life's challenges and opportunities. John Dewey said, **"Education is not the preparation for Life; rather Education Is Life Itself"**. With this Strategic Plan, our GDOE Students are poised for success and a bright future. Let the Journey begin, **I CHalan-ta Mo'na**.*

I would like to conclude with one last quote to mentally prepare everyone for the work ahead:

"You can't spell CHALLENGE without CHANGE. If you are going to rise to the Challenge, you have to be prepared to Change." Esthella B.

*Thank you and God Bless.
Robert A. Crisostomo, Chairman
Policy and Strategic Planning Committee*

Message from Superintendent of Education

Hafa Adai to our students, families and educational community!

Over the past two years, the Guam Department of Education has had to join forces with our partner agencies to ensure that our island community survived the COVID-19 pandemic. This meant shifting resources and mobilizing our people to help feed families, team with other health care professionals to prevent the spread of COVID-19, provide protective supplies and equipment to our schools, and organize and support community vaccination efforts. Because of the pandemic, our educational system was disrupted, and we found ourselves forced to move rapidly to provide distance learning opportunities for students to continue learning, despite the repeated shutdown of our island and our schools. Even with our best efforts, the two years have proven challenging and difficult for all of us who care about our children.

Of course, we recognize the important role that GDOE plays during community emergencies, but we also know that it is time to fully return to our core mission of educating our children. Our updated GDOE strategic plan, entitled “I Chalan-ta’ Mo’na” (Our Path Forward), will help guide our emergence from this pandemic with an emphasis on learning recovery, academic progress, and the social and emotional well-being of our students and our employees. In our plan, there are seven goals focused on maintaining collaborative leadership, graduating students ready for life, ensuring academic progress at all levels, engaging family and community partners, creating a safe and healthy learning environment, supporting safe and healthy facilities, and maximizing our critical resources to serve our children over the next five years. Between now and 2027, meeting these goals will ensure that we retain effective teachers and leaders, prepare our students college and work, keep our families and community partners engaged, and support all children in maximizing their potential. The work we have ahead is critical for our entire island.

Thank you to the Guam Education Board, our GDOE management team, school administrators, teachers, staff, parents and students for working together over the past several months to update our GDOE strategic plan. Our collaboration demonstrates the importance we all place on education as the key to helping each student succeed in life and to strengthening the resilience of our community through all challenges. Our journey forward begins today.

*Si Yu’os’ Ma’ase’,
JON J.P. FERNANDEZ
Superintendent of Education*

Introduction and development process for *I CHalån-ta Mo'na*

On September 23, 2014, the Guam Education Board adopted *20/20: A Clear Vision for Education on Guam* as the department's strategic plan for the next six years. It was an inspiring plan with high expectations and ambitious objectives for student achievement. In summary, the plan revolved around four main components: Professional Learning Communities and Collaborative Teams; Curriculum, Instruction, Assessment and Interventions; a Comprehensive Student Assessment System; and efforts to improve services with limited funding by increasing efficiency in our operations.

Being up for renewal during SY2019-20, the strategic planning process began during the spring semester of SY18-19, which coincided with the district's mid-term accreditation visit by the Western Association of Schools and Colleges (WASC) on May 14-17, 2019. In preparation for the visit and the completion of the accreditation report, we solicited feedback from stakeholders throughout SY2018-19 related to the different sections of the strategic plan. As the first district to go through the WASC district accreditation process, the report was formatted to align with the department's strategic plan, which then allowed us to use the mid-term accreditation visit as an evaluation point in its implementation. In the findings, the WASC visiting team essentially concurred with the department's findings that although we were successful in implementing almost all of our strategies in the strategic plan and have created a strong culture of collaboration among administrators, teachers and instructional personnel around our standards and ongoing professional development, we did not see the substantial gains we had hoped for in our objectives for student achievement. Though we did show annual increases in the graduation rates, the student achievement data in English language arts and math still showed a large percentage of students were in substantial need of support. Yes, there was improvement in the scores for students at all levels of achievement in both our interim and summative assessments unfortunately however, the improvements were not enough to show substantial gains towards our plan's objectives.

In the spring of SY2019-20, when the various accreditation and strategic planning teams were getting ready to present their proposed revisions to the strategic plan, the island and planet were hit with a pandemic that would change the way our island, our country and the world will view education in the years to come. This put the strategic planning work of the department on hold for over nine months.

Throughout the summer and fall of 2020, the focus of all department personnel was on supporting the operations of three models of learning. These models included online instruction, a hard-copy or paper-based curriculum, and face-to-face instruction. Unfortunately, face-to-face instruction wouldn't come into realization until much later in the school year during the spring semester. Fortunately, during this period around December, 2020 central office staff and school leadership teams started to rekindle some of their strategic planning work while obtaining input from stakeholders for the District/School Readiness Task Force (DSRTF). This task force was the group responsible for the planning of GDOE's COVID response and use of federal funding under the Education Stabilization Fund (ESF) and later, the American Rescue Plan (ARP). Then in February, 2021 with the new members of the Guam Education Board in place and after COVID operations were somewhat stabilized, we resumed work on the five-year strategic plan and initiated regular input sessions with stakeholders over the course of the spring, summer and fall semesters.

Starting in February, 2021 numerous input sessions with School Leadership Teams composed of school administrators, teacher leaders, and staff were held along with other stakeholder groups such as parents, community members and student leaders. In April, 2021 the Board adopted the seven strategic priorities of the plan and in July, 2021 the committee started sharing the drafts of the first round of goals, objectives and strategies.

During these months, we also had the good fortune to be guided by planning experts from the Region 18 Comprehensive Center, in particular Dr. Allison Layland, a nationally recognized expert in strategic planning and management and Mrs. Lynette Villagomez, the center’s assistant director and an experienced educator with a background in research, evaluation and data. Additionally, through an effective leadership and communications project funded with consolidated grant funds, the different stakeholder groups from the schools and parent representatives spent some time working with Drs. Laura Souder and Samuel Betances on the development of a set of recommendations for post-COVID approaches to education. Their work is appreciated and findings incorporated into this plan.

Fast forward to today, the final goals, objectives and strategies articulated in this plan are the result of over a year’s worth of input sessions, review, revisions, debate and finally consensus around how we as a department wish to approach and address the strategic priorities identified by the Board. They form what we are calling *I CHalân-ta Mo’na* or “Our path forward” as we return to school full-force after this pandemic, which is sure to be recognized as one of the most if not the single most devastating natural disaster to hit the entire planet. There is no doubt that the negative impacts on our children’s education and mental health will be felt for years to come. The key to mitigating these negative impacts is to have a strong vision, the resources to achieve that vision and a comprehensive and well-designed plan to get us there. We have the vision... thanks to our covid funding, we have the resources... this is our plan to get there.

Strategic Priorities & Working Committees

| Strategic Priority | Description |
|---|---|
| <p>1) Leadership: Organizational structure, professional development for leadership and management in the organization.</p> <p>GEB Committee Chair: Mark Mendiola Lead Staff: Superintendent of Education</p> | <p>As the first strategic priority, LEADERSHIP is recognized as being a key factor in the successful implementation of this strategic plan and the overall success of the department in achieving its long-term vision, mission, goals and objectives. Leaders at all levels must be provided with the training, resources and supports necessary to move the department forward but must also be held accountable for ensuring that there is progress being made despite the many challenges that the organization faces on a regular basis.</p> |
| <p>2) Curriculum, Instruction and Assessment:</p> <p>GEB Committee Chair: Lou Benavente, Lead Staff: Joe Sanchez, Deputy Sup-CI&I, Sub-committee: Comprehensive Student Assessment System (CSAS)</p> | <p>Central to any education system is its curriculum, instruction and assessment programs which are easily described as what students are supposed to learn, what type of instruction they receive, and how they demonstrate their achievement of those expectations. The curriculum articulates the knowledge, skills and dispositions that students are supposed to achieve upon graduation from our system.</p> |
| <p>3) Family & Community Engagement:</p> <p>GEB Committee Chair: Karla Borja, Parent Representative, Lead Staff: Erika Cruz, Deputy Sup- ESCL</p> | <p>In the previous strategic plan, family and community engagement was identified as a strategy under student safety. This time around, the Board wanted to elevate it as a separate strategic priority to emphasize its importance to the success of all students.</p> |
| <p>4) Student Behavior, Discipline and Safety:</p> <p>GEB Committee Chair: Maria Gutierrez Lead Staff: Erika Cruz, Deputy Sup- ESCL</p> | <p>For students to achieve academically or mature socially and emotionally, they need to feel safe from physical and emotional harm or danger. Based on student data compiled by student support services, it is only a small percentage of students who are committing the majority of the behavioral infractions in the district. Accordingly, this plan will focus on</p> |

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|---|--|
| | strategies that reinforce the good behavior exhibited by a large majority of students as well as targeted supports for those with repeat infractions. |
| 5) Facilities and Maintenance: GEB Committee Chair: Maria Gutierrez, Lead Staff: Frank Cooper-Nurse- Deputy Sup- FAS | Facilities and Maintenance is a new priority for this strategic plan, but NOT a new priority for the department. For years, the facilities of the department have been a challenge with leaking roofs, partial walkway coverings, broken urinals and toilets, and other well-known and reported deficiencies. With the influx of federal funds from the American Recovery Plan, the department intends to address many of these challenges. This plan will help with setting the needed direction for this work. |
| 6) Finance and Administrative Services: GEB Committee Chair: Mark Mendiola, Lead Staff- Frank Cooper-Nurse, Deputy Sup- FAS | During the timeframe of this strategic plan, it will be the first time in many years that a substantial amount of funding is made available to assist with the implementation of the activities herein. Through the Education Stabilization Funds, the American Rescue Plan, and the annual Consolidated Grant, we have the funding we need to make real improvements to our system that we could not do in previous years. This makes Finance and Administrative Services an important strategic priority so that we hold ourselves accountable for these funds, access them in a timely manner, and process the resources that our students, families and teachers need. |
| 7) Data and Accountability Framework: GEB Committee Chair: Robert Crisostomo, Lead Staff- Deputy Joe Sanchez & Dr. Zeni Natividad, Administrator, RP&E | Lastly, through a strategic priority, the Data and Accountability Framework won't be expressed as a separate goal, rather, it will be embedded in all of the other goals to support the collection, organization, and reporting of the objectives and implementation activities. Each committee will have one of their representatives serve as a member of the data committee to provide data and generate the reports to be submitted to the Board. |

Format and layout of STRATEGIC Plan

| | |
|-------------------------|--|
| Goals | The Goals articulate the broad, aspirational desires for a particular strategic priority; a description of the desired conditions for each priority. |
| Objectives | The Objectives in this strategic plan are the measurable targets that define and describe success for each of the goals; measures of success of each goal. Answers the question: Are we and/or to what extent are we achieving our goals? |
| Strategies | The Strategies are how we intend to achieve the plan's goals and objectives; describing what we will do. These strategies will help guide the development and implementation of specific programs, projects, and initiatives to support the achievement of the goals. |
| Theory of Action | The Theory of Action provided for each of the goals within the strategic priorities explain the connection and importance of each goal to the overall |

| | |
|--|--|
| | vision and mission of the department. It describes how each goal with support overall student achievement and success. |
|--|--|

Format and layout of IMPLEMENTATION Plan

| | |
|--|--|
| Development | The development timeframe is late spring and early summer, 2022 for implementation during SY2022-23. This implementation plan will cover the first two years of implementation. |
| Projects Activities & Tasks | <ul style="list-style-type: none"> ➤ Specific programs, project activities and initiatives that will be implemented for each strategy ➤ Associated tasks for implementation will be identified for each activity and initiative ➤ Timelines for the completion of each associated tasks will be outlined, monitored and reported regularly to the superintendent and GEB. |
| Progress Monitoring | Based on the associated tasks and timelines, the progress of each activity will be monitored and reported on throughout the school year with adjustments being made accordingly. |

Oversight of Strategic Plan Implementation

| | | |
|--|--|---|
| Oversight of the implementation of this strategic plan is described below. This framework clearly identifies the specific roles and responsibilities that Board members, senior management, division heads, and school and central office leadership and personnel play in the implementation, monitoring and reporting of the status and progress made in the objectives, strategies and implementation activities. | | |
| Overall Strategic Plan Implementation | <ul style="list-style-type: none"> ✓ GEB Chair & Vice-Chair ✓ GEB Committee Chair on Policy and Planning ✓ Island-wide Board of Governing Students Chair ✓ Superintendent of Education | As the overarching plan that identifies the Guam Education Board’s strategic priorities and sets direction for the department for the next five years, its implementation is a major priority of the Board and will be monitored closely by the Board’s executive committee and the Superintendent of Education who will, in turn, hold the appropriate senior leadership and staff accountable for their roles in the plan implementation. |
| Guam Education Board Committees | <ul style="list-style-type: none"> ✓ GEB Committee Chairs and Members ✓ Island-wide Board of Governing Students ✓ Assigned Deputy Superintendents and Staff | The Board committee chairs of each committee with work closely with their assigned deputy superintendents, division heads and appropriate staff to ensure the collection and timely reporting of data and progress to the Board. |
| Superintendent and Deputy Superintendents | <ul style="list-style-type: none"> ✓ Superintendent- Overall plan and Leadership committee ✓ Deputy Superintendents- Respective committees | The Superintendent and Deputy Superintendents are responsible for the execution of the strategies, activities and task under their respective |

| | | |
|---|--|--|
| | | committees. They assign and supervise staff and will be responsible for the collection, organization, and reporting of data and progress to their respective Board committee chairs. |
| Division Heads, Principals, Senior Staff | <ul style="list-style-type: none"> ✓ Division Heads assigned to respective committees ✓ Principal representatives in each committee ✓ Central office and project staff assigned to each committee | Deputy Superintendents will be responsible for assigning division heads, principals, central office personnel, and school-based staff to lead or work with specific projects and activities that are identified for implementation under one or more of the plan's strategies. |
| Internal and external stakeholders | <ul style="list-style-type: none"> ✓ School Leadership Teams: Administrators, Teachers, Staff ✓ Central office staff ✓ IBOGS as Student representatives ✓ Island-wide PTO, Head Start Parent Council and GAPSD as parent representatives | These stakeholder groups will be engaged regularly during quarterly briefings on status and progress of strategic plan activities. During these briefings, there will be opportunities for questions, concerns and recommendations moving forward. |

Research, Best Practices and Trends in K-12 Education

During the various input sessions and throughout the development of the plan, committee members and stakeholder have shared various media articles, research papers, and literature reviews/summaries to support their many ideas and recommendations. These are some of the main organizations and sources of information provided along with the different research findings, recommended best practices and trends.

Sources of information and support

- ❖ United States Department of Education (US-Ed)
- ❖ National Association of State Boards of Education (NASBE)
- ❖ National Association of State Directors of Special Education (NASDSE)
- ❖ Region 18 Comprehensive Center
- ❖ Pacific Resources for Education and Learning (PREL)
- ❖ McREL International
- ❖ Council of Chief State School Officers (CCSSO)

Research findings, recommended best practices, and trends in prek-12 education

- ✓ Support for promoting the **professional learning of teachers, administrators and instructional support** staff to improve the quality of instruction in all classrooms
- ✓ Support for the **establishment of collaborative structures in schools and school systems** to allow for the identification, sharing, development and dissemination of research-based strategies and best practices throughout the district
- ✓ Support for **diverse curricular programs and multiple pathways to success** such as career academies, career and technical education, individualized academic plans, job certification programs, and internships
- ✓ Support for the **importance of students' social and emotional development and overall health and well-being**
- ✓ Support for the **importance of engaging parents and families** in school leadership roles and activities
- ✓ Support for the **incorporation of literacy strategies** in all content areas
- ✓ Support for the use of **multiple data sources and measures of success** to determine and monitor student achievement along with the training of staff to utilize the data in both a formative and summative manner
- ✓ Support for the **alignment of district and school policies and practices** towards key strategies meant to support student achievement at all levels

Strategic Priority #1 Collaborative LEADERSHIP

Goal# 1: The Guam Department of Education will establish and maintain a culture of collaborative Leadership throughout the organization to foster greater engagement of all stakeholders to support student success.

Theory of Action

By establishing and maintaining a culture of collaborative leadership in the department, both internal and external stakeholders will be more engaged in the leadership and management of the organization which will result in improved communication, more productive and effective interactions, and higher quality decisions and outcomes that will ultimately support greater student success.

Objective 1.1: By the end of the third year of this strategic plan, at least 70% of stakeholder survey participants will rate GDOE leadership overall and targeted leadership groups (Superintendent, Deputy Superintendents, Division Heads, School Principals and Assistant Principals) as satisfactory or higher or equivalent ratings based on identified best practices related to effective leadership. By the end of year five, that percent will increase to 80%.

Objective 1.2: By the end of the third year of this strategic plan, at least 70% of stakeholder survey participants will perceive the department leaders to be promoting a culture of collaboration in the organization. By the end of year five, that percent will increase to 80%.

Strategy 1.1: Implement practices that provide structured and consistent opportunities for collaboration among all divisions, schools, and employees in order to promote better communication, the sharing of resources, and collective problem solving with the intent to advance greater effectiveness and efficiency in department operations.

Strategy 1.2: Strengthen and maintain activities that regularly engage stakeholders in collaborative decision making at all levels to include, but not be limited to, department personnel, students, parents, government officials, community members and organizations.

Strategy 1.3: Assess the needs and support the professional learning of the department's current and aspiring leaders, managers, supervisors, and project leads at all levels to develop and increase their capacity to engage stakeholders, practice collaborative leadership, and improve their overall leadership, management, and administrative skills.

Strategy 1.4: Implement a process to review and update our current evaluation systems for educational leaders, department managers, and instructional personnel in order to establish and maintain focus on critical areas of need and strategic priorities.

Strategy 1.5: Implement activities that support the preparation, recruitment and retention of educational leaders at all levels of the system.

Strategic Priority #2: Curriculum, Instruction and Assessment

Goal #2: All Guam Department of Education students will graduate from high school prepared to engage in life-long learning and contribute to the economy with the academic and work-ready skills necessary to thrive in 21st Century society.

Theory of Action

By providing students with a diverse and high quality curriculum supported by evidence-based instructional strategies and assessment tools, more students will be engaged in their education and obtain the knowledge, skills and dispositions necessary to be happy, independent and productive adults in today's society.

Objective 2.1: Throughout the duration of the Strategic Plan, the GDOE will maintain a four-year cohort graduation rate of 80% or higher.

Objective 2.2: By year three of this strategic plan, at least 80% of all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment (or equivalent work readiness assessment). By year five, at least 50% will score Gold or higher.

Objective 2.3: By year five of this strategic plan, at least 80% of all third year high school students will score at the close to ready/proficient level or higher in English Language Arts and Math as measured by the Department's State-wide Assessment

Objective 2.4: By year five of this strategic plan, at least 50% of third year high school students will score at the ready/proficient level or higher in English Language Arts and Math as measured by the Department's State-wide Assessment.

Objective 2.5: By year three of this strategic plan, at least 50% of all graduating students will have completed a specific pathway towards graduation and/or job/career certification program (examples: GCC CTE programs, career academies, Guam Trades Academy, computer/tech certification, etc.). By year five, this percent will increase to 80%.

Objective 2.6 By year three of this strategic plan, at least 80% of first-year high school students will earn at least five credits by the end of their first year in high school. By year five, this will increase to 90%.

Strategy 2.1: Strengthen and diversify the curriculum at all levels to provide students with a variety of culturally relevant activities, multiple opportunities for growth, and pathways for success to support their readiness for life-long learning, the 21st century workforce, civic engagement, and life on Guam, in our region and throughout the world.

Strategy 2.2: Continue to provide research and evidence-based professional learning opportunities, resources, and implementation support to teachers, administrators, and instructional staff to build the overall capacity of department personnel to strengthen and improve the quality of the curriculum, classroom instruction, assessment systems and interventions for students.

Strategy 2.3: Provide high quality instructional resources, both printed and digital, to instructional personnel to support the department's curricular programs and activities.

Strategy 2.4: Maintain and support activities that promote collaboration among teachers, administrators, and instructional personnel in order to foster a deeper understanding and alignment of our standards; allow for the

development and sharing of effective lessons and instructional strategies; support the design and use of standards-based assessments and instructional tools; and coordinate the identification and implementation of needed interventions for both advanced and struggling students.

Strategy 2.5: Provide high quality language learning instruction to produce CHamoru speakers and support teacher certification and the professional learning of CHamoru instructors to strengthen the department’s CHamoru language revitalization programs and activities.

Strategy 2.6: Implement activities that support the preparation, recruitment and retention of classroom teachers at all levels of the system.

Strategic Priority #2: Curriculum, Instruction and Assessment

Goal #3: All Guam Department of Education students will attain the knowledge, skills and disposition necessary to progress from grade to grade and from one level of schooling to another in order to maximize the opportunities available to them to successfully graduate from high school.

Theory of Action

In order for students to be successful through the course of their k12 education, students need support along the way to overcome the many academic, social and emotional challenges often experienced by children and young adults. By providing these supports in a timely and consistent manner throughout the system and at every level, we will increase the likelihood of students obtaining the knowledge, skills and dispositions to be successful in the next grade and level of schooling which will support their continued progress towards graduation.

Objective 3.1: By year three of this strategic plan, at least 80% of 3rd– 8th grade students will score at the close to ready/proficient level or higher in English Language Arts and Math as measured by the Department’s State-wide Assessment.

Objective 3.2: By year five of this strategic plan, at least 50% of 3rd – 8th grade students will score at the ready/proficient level or higher in English Language Arts and Math as measured by the Department’s State-wide Assessment.

Objective 3.3: By year five of this strategic plan, at least 80% of elementary and middle school students will reach the target level in reading and math as measured by the Department’s Interim Assessments.

Objective 3.4: By year five of this strategic plan, at least 80% of elementary and middle school students will achieve at Proficiency Level Three (3) or better for their semester grade in Language Arts, Reading and Math.

Strategy 3.1: Implement new and/or improve current evidence-based intervention projects and activities at all grade levels that support the success of ALL STUDENTS in particular, students with special needs, English learners, students from diverse cultures, students experiencing homelessness, students living in poverty, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.

Strategy 3.2: Provide instructional staff with ongoing training, resources and support to increase their capacity and enhance their skills to work with ALL STUDENTS, in particular students with special needs, English learners, students from diverse cultures, students experiencing homelessness, students living in poverty, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.

Strategy 3.3: Identify and implement policies, activities or initiatives that help promote a growth-mindset, student engagement and supports those who need additional assistance with attaining grade level knowledge and skills.

Strategic Priority #3

Family & Community Engagement

Goal #4: The Guam Department of Education will establish and maintain a culture of strong family and community engagement to support the success of all students.

Theory of Action

When parents, families and communities are engaged with their schools, they exert a strong positive influence on students that helps them stay focused, excited and committed to their education. By establishing and maintaining a culture of family and community engagement, our students will experience this positive support which will result in greater student achievement, positive behaviors, and overall positive student outcomes.

Objective 4.1: By the end of the third year of this strategic plan, at least 75% of parent survey participants will report feeling regularly informed about department of education matters. By the end of the fifth year, that number will increase to 85%.

Objective 4.2: By the end of the third year of this strategic plan, at least 75% of parent survey participants will report they are regularly provided with opportunities to be engaged in and provide input into department matters and decisions. By the end of the fifth year, that number will increase to 85%.

Strategy 4.1: Establish and maintain practices at all levels of the department to ensure that families and community stakeholders are informed about school and department matters on a consistent basis and through a variety of media platforms.

Strategy 4.2: Establish and maintain a communications infrastructure at all levels of the department that promote greater access and engagement of families and community stakeholders in discussions regarding school and department matters.

Strategy 4.3: Establish and maintain practices at all levels of the department meant to strengthen the use and maximize the impact of community partnerships meant to provide support to students and families.

Strategy 4.4: Provide training and support to school and district personnel that help build their competencies in working with families who come from diverse backgrounds and with diverse needs.

Strategy 4.5: Provide training and support to families that help build their capacity to support their children's academic, social and emotional success in school and in life.

Strategic Priority #4

Student Behavior, Discipline and Safety

Goal #5: The Guam Department of Education will maintain a safe and positive school culture and learning environment that supports the academic and social-emotional growth of all students.

Theory of Action

In order for students to achieve academically and mature socially and emotionally, they need to feel safe and secure in their schools. By providing our students with a safe and positive learning environment, they will be able to focus on their academic work and develop the social and emotional skills necessary to grow into mature, responsible young adults who are ready for life.

Objective 5.1: By the end of the third year of this strategic plan, the GDOE will achieve and maintain a student daily attendance rate of 90%.

Objective 5.2: By the end of the third year of this strategic plan, the GDOE will decrease the overall number of disciplinary infractions to 25% of the total population. By the end of the 5th year, that number will decrease to 20%.

Objective 5.3: By the end of the third year of this strategic plan, the total number of students with three or more offenses within the school year will decrease to 2% of the total population. By the end of the 5th year, that number will decrease to <1%.

Objective 5.4: By the end of the third year of this strategic plan, at least 75% of student survey participants will perceive their school to be safe and supportive of learning. At the end of the fifth year, that number will increase to 85%.

Objective 5.5: By the end of the third year of this strategic plan, at least 75% of parent survey participants will perceive their school to be safe and supportive of learning. At the end of the fifth year, that number will increase to 85%.

Objective 5.6: By the end of the third year of this strategic plan, at least 85% of employee survey participants will perceive their school to be safe and supportive learning. At the end of the fifth year, that number will increase to 95%.

Strategy 5.1: Develop and implement a comprehensive set of policies, procedures and activities that help establish and maintain a safe, positive, and supportive school culture and learning environment for ALL STUDENTS.

Strategy 5.2: Provide training, resources and support to school personnel to increase their capacity and improve their skills in working with ALL STUDENTS, in particular, students with special needs, English learners, students from different cultures, students living in poverty, students experiencing homelessness, students in the LGBTQ community, and other students with diverse backgrounds and untapped potential.

Strategy 5.3: Explore and/or develop and implement intervention activities that support the engagement and success of students with specific, repeated, and/or severe behavioral challenges and untapped potential.

Strategy 5.4: Broaden, sustain and monitor the current behavioral and mental health initiatives to help support the overall social, emotional, behavioral and mental health development and needs of ALL STUDENTS.

Strategy 5.5: Broaden and strengthen the relationships with community partners and stakeholders to enhance school safety and health.

Strategic Priority #5 Facilities & Maintenance

Goal #6: The Guam Department of Education will provide a safe, clean, well-maintained and healthy learning environment designed to support academic excellence and our students' social and emotional growth.

Theory of Action

Our students need to their schools to be a safe, clean and positive learning environment in order for them to be able to focus on their education. By providing students with facilities that are safe, clean, well-maintained and conducive to learning, they will be able to focus their attention on their school work and develop the academic and social-emotional skills necessary to succeed as adults.

Objective 6.1: By the third year of the strategic plan, the GDOE will have implemented 25% of the facilities master plan.

Objective 6.2: Throughout the duration of the strategic plan and subject to the availability of funds, the GDOE will achieve compliance on the 14 points related to facilities pursuant to the Adequate Education Act.

Objective 6.3: At the end of the first year, the GDOE will achieve 70% of EAMS implementation with increasing percentages until year three being at 100%.

Objective 6.4: By the third year of the strategic plan, the GDOE will achieve at least 70% satisfaction with facilities on Student, Staff and Parent surveys, by year five, that number will increase to 80%.

Strategy 6.1: Develop and implement a plan to effectively address the immediate maintenance needs of schools, in a timely manner, and which maximizes current funding, personnel and resources.

Strategy 6.2: Establish procedures to effectively communicate with schools, in a timely manner, to provide a status and progress of all outstanding work requests.

Strategy 6.3: Develop and implement a process to monitor the current condition of all GDOE facilities and identify short/long –term facility needs.

Strategy 6.4: Provide ongoing improvements to existing facilities in terms of repair, maintenance and modernization of school facilities that best utilize GDOE's financial resources.

Strategy 6.5: Strengthen the technological infrastructure to support the upgrading and availability of computer and technology hardware and connectivity needs of the system.

Strategy 6.6: Implement the School Facility Master Plan (currently being developed by our partners, HHF Planners) as a guide to short and long term facility improvements and planning for Guam’s public schools.

Strategic Priority #6

Finance and Administrative Services

Goal #7: All GDOE financial and administrative functions will maximize the critical uses of limited resources and meet high standards of accountability.

Theory of Action

Resources are needed in the classrooms, schools and department to support all of the goals, objectives, and strategies in this plan. By maximizing the use of limited resources and meeting high standards, the department will have more resources available to focus on the classroom and other student supports.

Objective 7.1: By the end of the first year of this strategic plan, the GDOE will achieve 100% of the Reconsideration Evaluation Plan (REP) tasks which outlines the department’s responsibilities to be removed from high risk.

Objective 7.2: By the end of the second year of this strategic plan, the GDOE would have completed an overall technology plan to examine automation and increased efficiencies across all GDOE divisions and schools.

Objective 7.3: By the end of the fourth year of this strategic plan, the GDOE would have fully implemented automated systems for:

- ✓ Employee Timekeeping,
- ✓ Property Management,
- ✓ Procurement and
- ✓ HR processes

Objective 7.4: By the end of the third year of this strategic plan, at least 80% of GDOE administrative support staff will report participating in annual training and professional development related to their position and responsibilities. By the end of year five, that number will increase to 90%.

Objective 7.5: Throughout the duration of the strategic plan, the GDOE will sustain clean audit opinions, with minimal findings and questioned costs.

Strategy 7.1: Focus all divisions and appropriate personnel on supporting the department’s efforts to remove the GDOE from USEd’s High Risk designation.

Strategy 7.2: Maximize the use of technology to automate and operate all the department’s administrative functions to increase their effectiveness and efficiency

Strategy 7.3: Implement a department-wide training and professional development plan for administrative and support personnel to help increase their individual and collective capacities and skill levels.

Strategy 7.4: Implement a formal process for the regular review of department processes and standard operating procedures to identify strengths, weaknesses and recommendations for improvement with the intent to increase effectiveness and efficiency.

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**Strategic Priority #7
Data and Accountability**

This component, though a strategic priority, will not have a separate goal and objectives as it encompasses the data for all other goals. Instead, this implementation team will be composed of members of each of the other six implementation teams and will be responsible for the compilation, organization, and presentation of the data and updates of the strategic plan.

Task 1: Establish data framework for the Strategic Plan to monitor the implementation of the goals, objectives, and strategies

Task 2: Provide training to all appropriate personnel regarding the data collection methods, reporting and presentation

Task 3: Provide regular reports to the GEB on the implementation status of the plan’s goals, objectives and strategies

Comprehensive Student Assessment System

Kindergarten to 8th Grade Framework

Interim Assessments

Kindergarten to 8th Grade

- ✓ **Reading and Math:** AIMSWeb

- ✓ **All subjects:** school-based Classroom Formative Assessments

3rd to 8th Grade

- ✓ **ELA and Math:** Smarter Balanced

Summative/EOY Assessments

Kindergarten to 8th Grade

- ✓ **Reading and Math:** AIMSWeb Spring

3rd Grade to 8th Grade

- ✓ **ELA and Math:** Smarter Balanced

3rd Grade to 8th Grade

- ✓ **Science:** Next Generation Science Standards

High School Framework

9th Grade/1st Year students

- ✓ ACT WorkKeys Curriculum - ELA and Math classes

- ✓ Choices 360 Career Interest Inventory (or other equivalent tool)

- ✓ Choices 360 Portfolios (or other equivalent tool)

10th Grade/2nd Year students

- ✓ ACT WorkKeys Curriculum - ELA and Math classes

- ✓ Choices 360 Portfolios (or other equivalent tool)

- ✓ Smarter Balanced Interim Assessments in ELA and Math

| | |
|--|---|
| <ul style="list-style-type: none"> ✓ Smarter Balanced Interim Assessments in ELA and Math | |
| <p><u>11th Grade/3rd Year students</u></p> <ul style="list-style-type: none"> ✓ Smarter Balanced Summative- ELA, Math ✓ NGSS Science Summative Assessment ✓ ACT WorkKeys Assessment ✓ Choices 360 Portfolios (or other equivalent tool) | <p><u>12th Grade/4th Year students</u></p> <ul style="list-style-type: none"> ✓ ACT WorkKeys Assessment-for those who didn't achieve a certificate during their third year or who want to achieve a higher score/certificate ✓ Accuplacer (or equivalent tool) for ELA and Math ✓ Choices 360 Portfolios (or other equivalent tool) |

End...

**GUAM EDUCATION BOARD
RESOLUTION NUMBER 2022-05**



Introduced by:

Guam Education Board Members

RELATIVE TO APPROVING THE CORRECTIVE FINANCIAL RECOVERY PLAN PREPARED IN RESPONSE TO THE CODE C-WATCH ISSUED BY THE EDUCATION FINANCIAL SUPERVISORY COMMISSION FOR THE MONTH OF JANUARY 2022 OF FISCAL YEAR 2022

WHEREAS, 17 GCA Chapter 3 §3133 established the Education Financial Supervisory Commission (EFSC) to develop financial performance indicators that produce a monthly financial designation status for the Guam Department of Education (GDOE); and 17 GCA Chapter 3 §3133(d)(3) defines Code C-Watch as a negative variance report exceeding two percent (2%) of the approved budget amount when combining year-to-date actual and annualized projections at the time of reporting; and

WHEREAS, on February 9, 2022 the EFSC issued Declarations of Financial Status Designation (FSD) for the months ending November and December 2021, and that these EFSC FSDs were transmitted and received by the Guam Education Board (GEB) office February 9, 2022; and

WHEREAS, 17 GCA Chapter 3 §3133(e)(3) requires that the GEB review, modify and approve by resolution the Corrective Financial Recovery Plan (CFRP) and submit it to the EFSC within fifteen (15) working days of receipt from the Superintendent of Education; and

WHEREAS, on April 19, 2022 the Superintendent of Education provided to the GEB a CFRP to address the projected Code C-Watch shortfalls for the period ending January 31, 2022, indicating C-Watches in the categories of 113 Benefits, 361 Power, 362 Water, and 363 Telephone; and

NOW THEREFORE BE IT RESOLVED, that the Guam Education Board approves the attached Corrective Financial Recovery Plan(s) submitted to the Board on April 19, 2022 by the Superintendent of Education; and

BE IT FURTHER RESOLVED, that a copy of this Resolution 2022-05 and the attached CFRP be transmitted to the EFSC.

DULY AND REGULARLY ADOPTED BY THE GUAM EDUCATION BOARD ON THIS 19th DAY OF APRIL 2022.

MARK B. MENDIOLA
Chair, Guam Education Board

JON J.P. FERNANDEZ
Executive Secretary, Guam Education Board



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT



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JON J. P. FERNANDEZ
Superintendent of Education

April 12, 2022

MEMORANDUM

TO: Chairman and Members, Guam Education Board

FROM: Superintendent of Education

RE: EFSC Declaration of Financial Status Designations, Code C-Watch, Corrective Financial Recovery Plan for Fiscal Year 2022 to Date: month ending January 2022

On February 17, 2022 the Education Supervisory Commission issued Declarations of Financial Status Designation for the month ending January 2022. The documents were received by the Guam Education Board on March 14, 2022. The EFSC summary spreadsheets for the FY2022 January 2022 FSD are attached. The Corrective Financial Recovery Plan as required by law follows. This plan must be provided to the Guam Education Board within twenty (20) working days of receipt of the EFSC issued Watch. The GEB shall review, modify and approve by resolution, the Financial Recovery Plan and submit it to the EFSC within fifteen (15) working days of receipt from the Superintendent of Education."

Code C-Watch Corrective Financial Recovery Plan

In summary and pursuant to the FY22 Spending Plan as approved by GEB Resolution 2021-10, GDOE began the fiscal year with a projected shortfall of \$45M and consequently, anticipated reoccurring C-Watches (projected shortfalls) in a number of operational object classes throughout the fiscal year. As such, the GEB Resolution 2021-10 authorized the Superintendent to consider and implement austerity measures and budgetary cuts, inclusive of a hiring freeze; reductions in the scale and scope of locally funded programs/activities, essential contracts and services; a cross-leveling of all staffing to reduce personnel; maximizing and re-programming federal funding to supplement the needs of students, teachers and classroom instruction; requesting the Governor to earmark both local and federal funding under her authority for GDOE operational offsets, wherever applicable; and requesting the Legislature for a supplemental to GDOE appropriations.

In addition to implementing the above austerity measures and budgetary cuts authorized, the Corrective Financial Recovery Plan (CFRP) to remedy these C-Watches throughout the fiscal year is to transfer funding from personnel lapses and other object categories on a quarterly basis.

The following table reflects the EFSC designated C-Watches:

| A | B | C | D | E | F |
|------------------------|--------|---------------|---------------|---------------------|-----------------------------|
| Operations Plan Budget | Month | Account | Expenditure | PROJECTED REMAINING | PROJECTED LAPSE/(SHORTFALL) |
| \$ 41,926,575 | Jan-22 | 113 Benefits | \$ 14,419,734 | \$ 31,333,211 | \$ (3,826,370) |
| \$ 8,490,583 | Jan-22 | 361 Power | \$ 4,079,625 | \$ 8,159,250 | \$ (3,748,292) |
| \$ 1,535,030 | Jan-22 | 362 Water | \$ 1,339,872 | \$ 2,679,744 | \$ (2,484,586) |
| \$ 399,328 | Jan-22 | 363 Telephone | \$ 189,340 | \$ 378,681 | \$ (168,693) |

113 Benefits

The projected shortfall of \$3,826,370 is the result of PPE expenditures that include FY2021 and FY2022; as well as one-time annual leave payments for retiring and severing employees. GDOE anticipates the shortfall will continue to diminish with austerity measure savings, journal adjustment entries, the cancellation/postponement of certain procurements, budgetary offsets and modifications to address any remaining shortfall balances from lapses in other categories as part of the year-end process.

361 Power

The projected shortfall of \$3,748,292 in January 2022 is the result of insufficient allotments for the month of January 2022. With concurrence from the US Department of Education, this shortfall will be addressed by a budgetary offset against federal funds for school-based power consumption.

362 Water

The projected shortfall of \$2,484,586 is the result of insufficient allotments for the month of January 2022. With concurrence from the US Department of Education, this shortfall will be addressed by a budgetary offset against federal funds for school-based water consumption.

363 Telephone

The projected shortfall of \$168,693 is the result of insufficient allotments for the month of January 2022. A budget modification in February 2022 will address the shortfall for this object class.

The corrective actions and responses of remediation of the EFSC Financial Status Designations (FSD) for the FY2021 month ending January 2022 are being addressed and referenced in the attached draft resolution No. 2022-05 for the GEB approval in the next scheduled meeting. Please let me know if you would like to discuss this matter in greater detail.



JON J.P. FERNANDEZ

CC: Deputy Superintendent of Finance and Administrative Services

Attachments:

- January 2022 Financial Status Designations
- Draft GEB Resolution No. 2022-05