Speaker's Office <speaker@guamlegislature.org>

## M&C Fwd: Guam Education Board Packet for November 26, 2019 Regular Meeting

2 messages

**Speaker's Office** <speaker@guamlegislature.org>
To: Clerks Office <clerks@guamlegislature.org>
Cc: Rennae Meno <rennae@guamlegislature.org>
Bcc: Tina Muña Barnes <tinamunabarnes@gmail.com>

Tue, Nov 26, 2019 at 11:04 AM

| | | | | | |
|---|---|---|---|---|---|
| 11-26-19 | 8:15 AM | 11-06-19 | Filing of Guam Waterworks Authority Authority's Creation of Position: Utility Compliance Laboratory Administrator. | Guam Waterworks Authority | 35GL-19-1258 |
| 11-26-19 | 8:31 AM | 11-26-19 | Guam Education Board Packet for November 26, 2019 Regular Meeting.* | Department of Education- Office of the Superintendent | 35GL-19-1259 |

*Sinseru yan Minagåhet,*

**Office of the Speaker • Tina Rose Muña Barnes**
Committee on Public Accountability, Human Resources & the Guam Buildup

35th Guam Legislature
*I Mina'trentai Singko na Liheslaturan Guåhan*

Guam Congress Building | 163 Chalan Santo Papa | Hagatña, GU 96910
T: (671) 477-2520/1
speaker@guamlegislature.org

35GL-19-1259
Speaker Tina Rose Muña Barnes

NOV 2 6 2019
Time 8:31 (✓AM ( )PM
Received By: Glenn

This e-mail message is intended only for the use of the individual or entity named above and may contain confidential and privileged information. If you are not the intended recipient, any disclosure, copying, distribution or use of the information contained in this transmission is strictly PROHIBITED. If you have received this transmission in error, please immediately notify us by replying to speaker@guamlegislature.org and delete the message immediately. Thank you very much.

Gumai pribilchu yan konfedensia este siha na mensåhi. Solo espesiåtmente para hagu ma entensiona par ma aturisa para unrisibi. Sen prubidu kumu ti un ma aturisa para manribisa, na'sethe, par mandespatcha. Yanggen lachi nrisibu-mu na este na mensåhi , put fabot agri' guatu gi I numa'huyong gi as speaker@guamlegislature.org yan despues destrosa todu siha I kopian mensåhi. Si Yu'os ma'åse'

——— Forwarded message ———
From: **Christie Lyn San Nicolas** <clsannicolas@gdoe.net>
Date: Tue, Nov 26, 2019 at 8:31 AM
Subject: Guam Education Board Packet for November 26, 2019 Regular Meeting
To: Governor's Office - Michael Weakley <michael.weakley@guam.gov>, Speaker Barnes <speaker@guamlegislature.org>, Telena Cruz Nelson <senatortcnelson@guamlegislature.org>
Cc: Jon Fernandez (Superintendent) <jonfernandez@gdoe.net>, Maria Roberto <mdroberto@gdoe.net>

Hafa Adai,

I am submitting the Guam Education Board packet for the board meeting scheduled for Tuesday, November 26, 2019, at 6 pm, in the Gallery, DOE Bldg. B, Tiyan.

Should you have any questions, please contact me at 300-1627. Thank you.

Please confirm receipt of this email.

Respectfully,

Christie Lyn San Nicolas

Office of the Superintendent
Guam Department of Education
501 Mariner Avenue Barrigada, Guam 96913
Tel: (671)300-1627 |Email: clsannicolas@gdoe.net

GDOE SY 2019-2020

**20 attachments**

- **1. Agenda.pdf** 431K
- **4. MCOG Representative.pdf** 31K
- **5. Transmittal of GDOE FY2020 Twelve Month Operations Plan.pdf** 493K
- **3. Draft Minutes for October 22, 2019.pdf** 548K
- **6a. IBOGS Student Exchange Report.pdf** 224K
- **6b. IBOGS ML Travel Report.pdf** 143K
- **7. Head Start Report - November 2019.pdf** 270K
- **9a. Financial Report - AP Aging.pdf** 75K
- **2. Ad.pdf** 1754K
- **8. Resolution 2019-19 - ESL Procedural Manual.pdf** 10720K
- **9b. Financial Report - Appropriations.pdf** 211K
- **10a. Bill No. 196-35 (LS).pdf** 702K
- **10b. Bill No. 211-35 (COR).pdf** 679K
- **10c. Bill No. 219-35 (COR).pdf** 1209K
- **10d. Bill No. 228-35 (LS).pdf** 733K
- **10e. Bill No. 232-35 (COR).pdf** 832K
- **10f. Bill No. 233-35 (COR).pdf** 751K
- **11a. EFSC Declaration of Financial Status Designations, Code B-Warning, Explanation of Variance (s) to Date June, July and Aug 2019.pdf** 57K
- **11b. EFSC financial Status Designations, Code C-Watch, Corrective Financial Recover Plan for 2019 Fiscal Year to Date June and ending Aug 2019.pdf** 2131K

1259

**letter to speaker muna barnes for board packet.doc**
175K

**Speaker's Office** <speaker@guamlegislature.org>
To: Clerks Office <clerks@guamlegislature.org>

Tue, Nov 26, 2019 at 11:08 AM

| | | | | | |
|---|---|---|---|---|---|
| 11-26-19 | 8:15 AM | 11-06-19 | Filing of Guam Waterworks Authority's Creation of Position: Utility Compliance Laboratory Administrator. | Guam Waterworks Authority | 35GL-19-1258 |
| 11-26-19 | 8:31 AM | 11-26-19 | Guam Education Board Packet for November 26, 2019 Regular Meeting.* | Department of Education- Office of the Superintendent | 35GL-19-1259 |

[Quoted text hidden]

# DEPARTMENT OF EDUCATION
## OFFICE OF THE SUPERINTENDENT

www.gdoe.net
501 Mariner Ave. Barrigada, Guam 96913
Telephone: (671)475-0457 or 300-1547/1536•Fax: (671)472-5001
Email: jonfernandez@gdoe.net

**JON J.P. FERNANDEZ**
Superintendent of Education


November 26, 2019

Honorable Tina Muña Barnes
Speaker, 35th Guam Legislature
163 Chalan Santo Papa
Hagatna, Guam 96910

**Dear Speaker Barnes:**

***Håfa Adai!*** I am submitting the Guam Education Board packet for the Regular Board Meeting scheduled for Tuesday, November 26, 2019, 6 pm, in the Gallery, DOE Bldg. B, Tiyan.

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

Attachment
- GEB Meeting Packet

# 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

**MARK B. MENDIOLA**
**Chairman**

**MARIA A. GUTIERREZ**
**Vice Chairwoman**


**9th Guam Education Board**
**REGULAR MONTHLY MEETING**
**Tuesday, November 26, 2019**
**6 PM**
**Gallery, Building B, Tiyan**
**AGENDA**

**I. Meeting Call to Order**

**II. Approval of Minutes**

ACTION 1. Minutes of October 22, 2019 Regular Meeting

**III. Public Participation** (BP 125.6) Time Limit 3 minutes

**IV. Communications**

INFO 1. Correspondence
INFO 2. Superintendent's Report and Communication

**V. Ex-Officio Member Reports**

INFO 1. GFT
INFO 2. Mayor's Council of Guam
INFO 3. IBOGS Report

**VI. Unfinished Business/ Committee Reports**

1. **Executive Committee**
   - INFO/ACTION a. Superintendent's Evaluation
2. **Instructional & Academic Support Committee**
   - INFO/ACTION a. Head Start Report
   - ACTION b. GEB Resolution 2019-19 ESL Procedural Manual
3. **Safe & Healthy Schools Committee**
4. **Organizational Efficiency and Development Committee**
5. **Fiscal Management Do**
   - INFO a. Update on FY20 Budget
   - INFO b. Meeting with the Attorney General re: EFSC
   - INFO c. Status Update on High Risk
   - d. Pending Legislation
     - i. Bill 233-35 – Vendor Payments
     - ii. Bill 232-35 – Instructional Days
     - iii. Bill 228-35 – Simon Sanchez Funding
     - iv. Bill 219-35 – Solar
     - v. Bill 211-35 – Simon Sanchez Funding
     - vi. Bill 196-35 – Solar

**VII. New Business**

ACTION 1. Declaration of Financial Status Designation for the months of June, July, August 2019
2. GDOE Interscholastic Sports Association

**VIII. Executive Session**


**VOTING MEMBERS:** Chairman Mark B. Mendiola, Vice Chairwoman Maria A. Gutierrez, Lourdes M. Benavente, Karlyn RCG Borja, John T. Burch, Ray P. Chargualaf Jr., James C. Lujan, Ronald L. McNinch, PhD
**EX-OFFICIO MEMBERS:** IBOGS Representative - Devin Eligio (SSHS), GFT Representative - Nicole Nadal (OMS), MCOG Representative - Mayor Melissa B. Savares
**EXECUTIVE SECRETARY:** GDOE Superintendent Jon J. P. Fernandez

The Board of Education reserves the right to go into executive session during any part of the meeting. Based on the Open Govt. Law specific matters can only be discussed. (Personnel Matters, Collective Bargaining Agreement, Contracts, and Litigation).

## IX. Adjournment

# Hong Kong police threaten to use live rounds at campus

**By Casey Quackenbush, Anna Kam, and Shibani Mahtani**
The Washington Post

HONG KONG - Police briefly stormed a university campus held by anti-government protesters early Monday, making arrests and threatening to meet further resistance with live rounds before retreating in the face of a growing fire - a stunning new escalation in the six-month-long struggle for democracy that has moved in recent days to this territory's campuses.

The demonstrators, who spent Sunday countering police water cannons of stinging blue dye with petrol bombs, held their ground early Monday morning, local time. Just before daybreak, officers from a special tactical unit entered the campus and made dozens of arrests, according to local news reporters at the site. Then a live feed showed a university entrance engulfed in flames. Demonstrators were feeding the fire to hold off police.

The confrontation showed that many young protesters have followed a steady path of radicalization as the movement presses forward with significant public support. Although police insist on ending the protests and neutralizing their core of front-line activists, it grows increasingly unclear where the unrest will lead, how it will end and whether the damage can be undone.

The protesters at Hong Kong Polytechnic University rained Molotov cocktails down on riot police officers and their vehicles Sunday in one of the longest days of fighting since the demonstrations began in June. One police media liaison officer was struck in the calf with an arrow. Skirmishes raged into the night, leaving the air thick with tear gas and a police vehicle burning.

As police tried to move in on the campus, they warned that stronger measures could follow. They sealed the exits, leaving hundreds of students trapped inside the university.

"We will use the minimal force," police said in a Facebook video. "We are asking the rioters to stop assaulting the police using cars, gas bombs and bows and arrows. Otherwise we will use force, including live rounds."

In a video widely shared on social media, a protester in a raincoat and a full-face respirator said he would stay at the university "until the end."

"What will happen to [the students] if we leave?" he asked. "I am so afraid, but I have no choice."

Police said early Monday that they were trying to disperse and arrest "a large gang of rioters" who "hurled petrol bombs at police" and "set objects ablaze." In a statement, police said they did not "raid" the campus.

"Fires were observed in various loca-

**HONG KONG** continued on page 17

# Iran warns of strong response to fuel price protests

**By Farshid Motahari**
Tribune News Service

TEHRAN - Nationwide protests in Iran against fuel price rises have resulted in more than 1,000 arrests and at least two deaths, according to media reports, as Iranian authorities warned of a strong response.

Protesters took to the streets of major cities across the country on Saturday in response to moves by the government to ration fuel and increase the price of petrol.

Iran's government, caught in the midst of a deep economic crisis triggered by U.S. sanctions, announced it was raising fuel prices late on Friday.

Now faced with paying three times as much in fuel costs, many Iranians have called for an immediate repeal of the price hike, amid fears of a deepening economic crisis and a halving in the value of the national rial currency.

Around 1,000 people have been detained in several days of protests, while more than 100 banks and several shops had been set of fire, the Fars news agency reported on Sunday.

News agency ISNA said a police officer was killed during clashes between security forces and protesters in the western city of Kermanshah. A riot in the southern city of Sirjan on Friday left one dead and several injured, a city government spokesman said.

The total number of casualties from violent protests and clashes with police was still unclear.

The Iranian secret service said it would take strong action against protesters taking part in vandalism.

State news agency IRNA cited the Intelligence Ministry as saying that it would "spare no efforts" in its response to safeguard national security.

The attorney general issued a similar warning to demonstrators on Saturday in comments carried by ISNA.

"The instigators are undoubtedly being directed from abroad and their actions are illegal and criminal," Attorney General Mohammad Jafar Montazeri said.

Iranian Supreme Leader Ayatollah Ali Khamenei defended the rationing and price rises. "The political leadership of the country reached a technical decision, which should logically be then put into practice," he said.

He added however that "authorities should use all their capacities to minimize people's concerns over this (petrol-rationing) plan," according to Mehr news agency.

Internet services have been unavailable for many since protests escalated on Saturday evening. The Telecommunications Ministry said that online access had been "limited" for 24 hours on the orders of the National Security Council.

The Iranian parliament was holding a special sitting on Sunday to discuss the protests, but media reports suggest that the government has refused to delay the price rises.

According to the plan, Iranians will be able to refuel only up to 60 liters of petrol per month at a liter price equivalent to $0.13.

Additional petrol incurs a higher price of between 24 and 30 cents, nearly triple the previous price. Many Iranians, who say 60 liters per month will not be enough, are therefore now faced with paying a higher petrol price.

*(c)2019 Deutsche Presse-Agentur GmbH (Hamburg, Germany) Visit Deutsche Presse-Agentur GmbH (Hamburg, Germany) at www.dpa.de/English.82.0.html Distributed by Tribune Content Agency, LLC.*

**GUAM EDUCATION BOARD**
501 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone Number: (671) 300-1627
Facsimile Number: (671) 472-5001
Website Address: www.gdoe.net/geb

MARK B. MENDIOLA
Chairman

MARIA A. GUTIERREZ
Vice Chairwoman

**9th Guam Education Board**
**REGULAR MONTHLY MEETING**
**Tuesday, November 26, 2019**
**6 PM**
**Gallery, Building B, Tiyan**

**AGENDA**

I. Meeting Call to Order
II. Approval of Minutes
III. Public Participation
IV. Communications
V. Ex-Officio Member Reports
VI. Unfinished Business/ Committee Reports
VII. New Business
VIII. Executive Session
IX. Adjournment

*Individuals requiring special accommodations or information may contact Christie San Nicolas, Administrative Officer at 671-300-1627 or by email: clsannicolas@gdoe.net.*

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

Doc. No. 35GL-19-1259



# GUAM EDUCATION BOARD

501 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone Number: (671) 300-1627
Facsimile Number: (671) 472-5001
Website Address: www.gdoe.net/geb

**MARK B. MENDIOLA**
**Chairman**

**MARIA A. GUTIERREZ**
**Vice Chairwoman**


**9th GUAM EDUCATION BOARD**
**REGULAR MEETING**
**Tuesday, October 22, 2019**
**6 pm**
**Gallery, Bldg. B, Tiyan**

**MINUTES**

**VOTING MEMBERS**

Mark B. Mendiola, Chairman
Maria A. Gutierrez, Vice Chairwoman
Lourdes M. Benavente
Karlyn RCG Borja
John T. Burch
Ray P. Chargualaf, Jr.
James C. Lujan
Ron L. McNinch, PhD

**EX-OFFICIO MEMBERS**

Devin Eligio (SSHS)
IBOGS Representative

Nicole A. Nadal (OMS)
GFT Representative

Mayor, Rudy M. Matanane
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 6:00 p.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
Gutierrez, Maria A. – Vice Chairwoman
Borja, Karlyn RCG
Burch, John T.
Lujan, James C. (via video-conference)
McNinch, Dr. Ron L.

***Non-Voting Members:***
Nadal, Nicole A. – GFT Representative
Tambora, Angelina (JFK) and Pangelinan, Iris (THS) – IBOGS Representatives

***Legal Counsel:***
Stake, James

***Absent:***
Benavente, Lourdes M.
Chargualaf, Ray P., Jr.
Matanane, Rudy M. – MCOG Representative

The Superintendent announced that six (6) members of the Board were present, constituting a quorum.

Mr. Mendiola noted that at the request of the Chairwoman for the Organizational Efficiency and Development Committee he would entertain a motion to move an item up on the agenda.

**Ms. Gutierrez motioned, seconded by Mr. Burch to move the Above-Step Recruitment for Jennifer Hoff for the Position of Occupational Therapist up on the agenda, after Public Participation. The Board voted by voice with a vote of 6-0 for the motion, motion passed.**

**I. APPROVAL OF MINUTES**

Ms. Borja noted corrections to be made to the minutes for September 17, 2019 meeting. She stated that on page three, number 4, second paragraph to correct the word no to "now". She also noted number 5, second paragraph the "T" in Twitter should be capitalized.

**Ms. Benavente motioned, seconded by Mr. Burch, to approve the September 17, 2019, regular monthly meeting minutes, subject to corrections. The Board voted by voice with a vote of 6-0 for the motion, motion passed.**

**Ms. Benavente motioned, seconded by Mr. Burch to approve the September 27, 2019, special meeting minutes, subject to corrections. The Board voted by voice with a vote of 6-0 for the motion, motion passed.**

**II. PUBLIC PARTICIPATION –** None.

**III. UNFINISHED BUSINESS/COMMITTEE REPORTS**

**1) Organizational Efficiency and Development Committee**

**Above-Step Recruitment of Jennifer Hoff for the position of Occupational Therapist** – Ms. Gutierrez stated that a request was submitted to the board for the above step recruitment of Ms. Hoff for the position of an occupational therapist. Ms. Gutierrez informed the board that during the work session she was informed that the position discussed was for a part-time position. She expressed her concerns regarding the assigned working hours for the position and questioned who would be determining the hours for the employee. She stated that she was assured that the Department would be setting the working hours. Ms. Gutierrez asked Assistant Superintendent Gabriel if that statement was correct.

Ms. Gabriel stated that her understanding is that the applicant made it known that she would like to work below the forty hours full-time capacity, which would be 32 hours to start. If the questions is how the hours would be allocated, it would be between addressing the needs of the students with direct OT services or evaluations and writing reports.

Ms. Gutierrez asked if the students would be serviced if she works under forty hours a week. She asked how many hours per school or per student.

Ms. Gabriel responded yes, the number of hours is dependent upon the mandated Individualized Education Plan (IEP). She stated that there is a set time based on the IEP of the child. Hours would be used to provide direct services, reevaluations, new assessments, report writing and progress reports.

Ms. Gutierrez asked if the employee is only part-time does that make her a contract employee.

Ms. Gabriel responded that the employee would be a limited-term part-time employee. She clarified that it would be contracted but instead a limited-term appointment.

Mr. Mendiola questioned how long the position appointment would be. Ms. Gutierrez reiterated the question and asked how many allied positions within SPED that are also limited-term part-time.

Ms. Gabriel responded that they hire limited-term positions for Summer School or the Extended School Year Program but at this time, during the school year, they do not have any other limited-term employees.

Ms. Gutierrez asked if this position would be providing services during the summer.

Ms. Gabriel responded yes.

Ms. Gutierrez stated that with all the information presented, she recommends to her colleagues and the Department that this position be filled because it is needed. She further stated that she recommends that

the position be filled at pay grade M, step 5, $47,301 per annum plus the BRIP, which would bring it up to $63,856.35 subject to the availability of funds. Ms. Gutierrez asked if this position is federally or locally funded.

Ms. Gabriel responded that the position is federally funded.

Mr. Mendiola asked if the BRIP portion of the salary would also be federally funded.

Ms. Gabriel responded yes, it would be.

**Ms. Gutierrez motioned, seconded by Ms. Borja to approve the Above-step Recruitment of Occupational Therapist at Step 5, paygrade M at $47, 301 per annum plus the 35% for the Bonus Rewards Incentive Program (BRIP) equaling $63, 856.35 for Ms. Jennifer Hoff. The Board voted by voice with a vote of 6-0 for the motion, motion passed.**

Ms. Gutierrez asked when Ms. Hoff would begin working.

Ms. Gabriel stated that Ms. Hoff would be starting as soon as they receive her personnel action.

Mr. Mendiola asked Ms. Hoff to come forward. He then thanked her for answering the call to work for the department. He stated that he knows that this position is greatly needed and that his colleague wanted to ensure that before the Board approves any of these requests that they ask the right questions. He stated that as a parent of a special needs child he and the Board value the service of professionals. He personally thanked her for putting herself out there. He wished her well and stated that he hopes that what she did here this evening would encourage other professionals to also come forth and help our students.

Ms. Hoff stated that she is very excited to be here on Guam and to start working as a clinician. She excited to begin working and being immersed in the culture and into the schools to provide services.

Ms. Gutierrez asked Ms. Hoff how long she would be working for the Department.

Ms. Hoff responded that she would be working for the Department for as long as she is here on island and that her husband is stationed here for three years.

## II. COMMUNICATIONS

Mr. Mendiola thanked the Tan Holdings Cooperation, CTSI for their contribution to the Department. He noted that Tan Holdings Cooperation donated 10,000 multipurpose bags and the Superintendent would distribute the bags.

### CORRESPONDENCE

Mr. Mendiola informed the Board that he received a letter from the Mariana's Alliance of Speech and Hearing Professionals. He stated that the purpose for the letter was to seek support for an event that will be happening next year. He noted that they are asking for some financial support to support the event but believes that the organization has funding available.

Mr. Fernandez stated that we would forward the request to the Special Education Division to see if there is funding to provide support. He stated that the key point for us is whether this would benefit our employees and therefore our students, we would like to support and look for funding that might be available. Ms. Gabriel is looking at the proposal and will be providing feedback.

Mr. Mendiola then informed the Board that he received an invitation to attend the Chief State Officers Conference and would discuss it further under Fiscal Management. He also stated that he received a notice from Vice Speaker Nelson's Office. He stated that she would be holding a public hearing regarding the power

purchase agreement. He noted that it would help the Department to reduce some of the costs for our utilities. He stated that he would like to support this bill. He noted that the public hearing is scheduled on October 30, 2019.

**Ms. Gutierrez motioned, seconded by Mr. Lujan, for the GEB to support Bill 196-35 (LS) relative to authorizing the GDOE to enter into power purchase agreements to purchase solar energy from qualified providers. The Board voted by voice and approved the motion with a vote of 6-0. The motion passed.**

Mr. Fernandez provided clarification on Bill 196-35 and gave further details as to what it could do for the Department if passed.

**SUPERINTENDENT'S REPORT.** The superintendent provided highlights from his report.

**Salary Increments and Reclassifications.** Salary increments and teacher reclassifications that were frozen during Fiscal Year 2019 became effective beginning October 1, 2019. Because the effective date was in the middle of a pay period, the increments and reclassification pay will be reflected in the second paycheck issued in Fiscal Year 2020, effective back to October 1st.

**Simon Sanchez High School Procurement.** GDOE received a commitment at a press conference from the Governor of Guam to provide $1.1 million in addition to providing cash to support $2.9 million in prior authorization given to GDOE. This provides $4 million to support Phase II of the Simon Sanchez High School reconstruction project, which includes the architectural and engineering services needed for the design of the school. The Guam Education Board also provided its support to move forward by allowing the superintendent to use the FY 2020 appropriations for GDOE to support this priority. The solicitation is expected to be published before the end of October.

**Public/Private Partnership for Soccer Fields.** A memorandum of understanding is being drafted between the Guam Waterworks Authority, Guam Department of Education and the Guam Football Association to allow for GFA's use of a portion of the Ordot Chalan Pago Elementary School site to complete the site for two new soccer fields. In return for the land agreement, GFA will provide a secure perimeter and provide access to the school to use the facility for physical education and other purposes. Similarly, a memorandum of understanding is being reviewed to allow for a similar partnership between the Guam Strikers football team and the Guam Department of Education to allow the team to construct a soccer field on a portion of the land surrounding J.Q. San Miguel Elementary School.

**GDOE Awards Contract for High-Risk Consultant.** GDOE has selected Brustein and Manasevits, a law firm specializing in federal education grant issues, as the high-risk consultant who will assist the department in the final phases of the Reconsideration Evaluation Plan and in the transition to a more sustainable organization. USDOE is aware and supportive of the hiring of this transition support, and we look forward to accelerating the work around restructuring of the organization to be able to perform after the departure of the third party fiduciary agent.

**Ms. Gutierrez motioned, seconded by Ms. Benavente to accept the Superintendent's Report as presented. The Board voted by voice and approved the motion with a vote of 6-0. The motion passed.**

**III. EX-OFFICIO MEMBER REPORTS**

**GFT Report** – No report.

**MCOG Report** – Mr. Mendiola stated that he hasn't received a call from Mayor Matanane and requested that that Superintendent follow up with a letter to the MCOG.

**IBOGS Report** – Angelina Tambora and Iris Pangelinan presented the IBOGS report.

Mr. Fernandez informed the Board that Ms. Judy Naz, a teacher from Okkodo High School is currently in Washington, D.C., receiving the President's Award for Math and Science Instruction. He commented that when she gets back the Board could present her with a recognition to her for her accomplishments.

Mr. Mendiola thanked the IBOGS for their report and commented that he attended the Live Teen Expo and there was great representation from our DOE students.

Ms. Borja thanked the IBOGS team for their presence at Monday's legislative hearing. She commented that the senators were very impressed. She saw Senator Amanda Shelton later that week and Senator Shelton said that she is very glad that our future looks very bright with the IBOGS and she would really like to attend more of their meetings.

## IV. UNFINISHED BUSINESS/COMMITTEE REPORTS

### 2) Executive Committee

**NASBE Committee Appointments** – Ms. Gutierrez announced that Dr. Ron McNinch was nominated and elected as the NASBE Western Area Director. Ms. Gutierrez gave a brief report about their trip to the NASBE Annual Conference in Omaha Nebraska.

Dr. McNinch thanked the Board for their support.

Mr. Mendiola congratulated Dr. McNinch and acknowledged the email he sent regarding nominations from the board for NASBE committees.

**Dr. McNinch motioned, seconded by Mr. Burch to nominate Ms. Maria Gutierrez to be a member of NASBE's Public Education Positions (PEP) committee and Ms. Lourdes Benavente to be a member of NASBE's Government Affairs committee. The Board voted by voice and approved the motion with a vote of 6-0. The motion passed.**

Dr. McNinch requested that Mr. Mendiola formally submit the nominations to NASBE.

Ms. Gutierrez noted that at the NASBE conference she was informed that there is a NASBE National Council of State Education Attorneys. She asked that it be considered for DOE's legal counsel become members of the National Council of State Education Attorneys.

**Superintendent's Evaluation** – Dr. McNinch commented that he just arrived from off island but noted that he would like to informally discuss some of the ideas that he has put together for the evaluation with the Superintendent. He stated that he would then come up with an informal report for the Board.

Ms. Gutierrez noted that she asked Mr. Robert Hull, President of NASBE to send her a template for a board self-evaluation.

### 3) Instructional & Academic Support Committee

**Head Start Report** – Ms. Schroder presented the Head Start Report. She informed the Board that the first Head Start Policy Council meeting was held last week. The council has a new Chairman, Beaudy Camacho from Astumbo. She noted that there are two events coming up, the federal review the week of November 18 - 22 and the visit of the Program Specialists, Shirley Carrar. During Ms. Carrar's visit in January 2020, they will be setting up meetings with the GEB, the Policy Council and the management team.

**Mr. Lujan motioned, seconded by Ms. Borja to accept the Head Start Report. The Board voted by voice and approved the motion with a vote of 6-0. The motion passed.**

**Follow-up on Resolution 2019-10 Re: Instructional Time** – Mr. Mendiola noted that there was an issue regarding the conversion from days to hours. He stated that the GFT has met with the management team to work out the details. Mr. Mendiola read the resolution into the record.

**Mr. Lujan motioned, seconded by Mr. Burch, to approve the amended Resolution 2019-10 Relative to requesting the Guam Legislature to amend the ascribed equivalency for the 180 instructional days requirement for public schools. The Board voted by voice and approved the motion with a vote of 6-0. The motion passed.**

4) **Safe & Healthy School Committee**
**Report on the Legislature's Committee on Education Oversight Hearing on Campus Safety** – Mr. Burch presented his committee report. Copies were provided to the Board.

Ms. Borja informed the Board that we would be holding the island-wide PTO meeting next week.

5) **Fiscal Management**
**Update on FY20 Budget** – r. Mendiola brought attention to the financial report and noted that we were shorted 2.1 million dollars for the fiscal year from the TEFF. He stated that right now we are about 2.7 million dollars short and that we have vendors who have not been paid for three months. He has mentioned his concerns to our elected leaders. He stated that we need the support and we continue to push at the budget and finance level because we develop our spending policies within the DOE.

**CCSSO Annual Policy Forum November 10-13, 2019 and Meeting with US DOE November 14-15, 2019** – Mr. Mendiola stated that he received an invitation to attend the forum and noted that the meeting would coincide with the meeting with USDOE.

**Mr. Lujan motioned, seconded by Ms. Gutierrez to approve the travel of Chairman Mark Mendiola to attend the CCSSO Annual Policy Forum. The Board voted by voice and approved the motion with a vote of 6-0. The motion passed.**

**V. NEW BUSINESS** – None.

**VI. EXECUTIVE SESSION** –

**Ms. Gutierrez moved, seconded by Ms. Borja, to move into executive session to discuss a personnel matter. The Board voted by voice and approved the motion with a vote of 6-0. The motion passed.**

The Board moved into Executive Session at 7:25 pm.

**Ms. Gutierrez moved, seconded by Ms. Benavente, to move out of executive session at 7:40 pm. The Board voted by voice with a vote of 6-0 for the motion. The motion passed.**

**VII. ANNOUNCEMENTS AND ADJOURNMENT** –

**Ms. Gutierrez moved, seconded by Mr. Burch to adjourn the meeting. The motion passed.**

**Mr. Mendiola adjourned the meeting at 7:43 p.m.**

**MINUTES SUBMITTED BY:**

_____ **Date:** November 22, 2019

**CHRISTIE L. SAN NICOLAS**
**Administrative Officer**

**MINUTES OF OCTOBER 22, 2019 REGULAR BOARD MEETING:**
**( ) Approved as submitted**
**( ) Approved subject to corrections**
**( ) Other: _____**

**MARK B. MENDIOLA**
**GEB Chairman**

**Date:** _____

**JON J. P. FERNANDEZ**
**Executive Secretary/GDOE Superintendent**

**Date:** _____

# Mayors' Council of Guam

*Konsehelon Mahot Guåhan*

RECEIVED 11/7/19

November 7, 2019

Mark B. Mendiola
Chairman
Guam Education Board
501 Mariner Avenue
Barrigada, Guam 96913

Dear Mr. Chairman:

*Buenas yan Hafa Adai!* The Mayors' Council of Guam at its Regular Meeting of November 6, 2019 nominated and approved the appointment of Dededo Mayor Melissa B. Savares to serve as the next ex-officio member of the Guam Education Board to represent our agency.

This appointment is effective immediately and replaces Yigo Mayor Rudy M. Matanane.

Senseramente,

**ANGEL R. SABLAN**
Executive Director

cc: GDOE Superintendent Jon J.P. Fernandez
Maga'håga Lourdes Leon Guerrero
All Mayors/Vice Mayors

Ancient Latte Stones

P. O. Box 786, Hagåtña, Guam 96932
Office: (671) 472-6940, 477-8461, 477-6886 • Fax: (671) 477-8777
E-mail: mcogadmin@teleguam.net
Doc. No. 35GL-19-1259.*

# DEPARTMENT OF EDUCATION
## OFFICE OF THE SUPERINTENDENT

www.gdoe.net
501 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671) 300-1547/1536•Fax: (671)472-5001
Email: jonfernandez@gdoe.net

**JON J. P. FERNANDEZ**
Superintendent of Education

October 24, 2019

**MEMORANDUM**

TO: Education Financial Supervisory Commission:
Mr. Lester L. Carlson, Jr., Chair, Director, Bureau of Budget & Management Research
Mr. Stephen J. Guerrero, Vice-Chair, Director Office of Finance & Budget
Mr. Benjamin J. Cruz, Member, Public Auditor
Mr. Edward Birn, Member, Director, Department of Administration
Mr. Carol Hinkle Sanchez, Parent Representative

FROM: Superintendent of Education

SUBJECT: Transmittal of GDOE FY2020 Twelve Month Operations Plan

Pursuant to §3133 (c)(3) of Article 1, Chapter 3, 17 GCA, herein attached is the Guam Department of Education (GDOE) FY2020 Twelve Month Operations Plan totaling $210,670,089. The Plan excludes a total of $32,906,437 in appropriations: $12,504,000 for projected Child Nutrition Reimbursement & Cash Collections; $20,402,437 in Payments Additional Rents/Insurance Maintenance for JFKHS, OHS, THS and GDOE Tiyan Offices.

GDOE's FY2020 Twelve Month Operations Plan is comprised of the following:

1. FY2020 Pay Period Schedule, which includes the accrual of PPE 9/26/20;
2. 12 Month Operations Plan by Fund by single 290 Object Class – EFSC Format; and
3. Detailed 12 Month Operations Plan by Fund by all Object Class – EFSC Format.

We have provided the detailed Plan (by fund by all object class) to comply with established EFSC reporting, and have placed $173,382,332 in personnel object classes with the remaining $37,287,757 in all other operations object categories combined. In accordance with the FY2020 Budget Act (P.L. 35-36), we have also attached the AS400 Allotment Load Report and note zero GDOE appropriations held in reserve; monthly allotment load by fund into single object category 290. We anticipate fewer periodic adjustments or transfers of funding (under 290 object class) and fewer EFSC Corrective Financial Recovery Plans, as authorized under §16 Chapter II Part I of the FY2020 Budget Act and mandated under §3133 (e) of Article 1, Chapter 3 of 17 GCA.

We thank you for your assistance and look forward to working with members of the EFSC in the coming year. Should you have any questions, please contact Mr. Franklin J.T. Cooper-Nurse, GDOE Acting Deputy Superintendent of Finance and Administrative Services, at 300-1556 or fjtcooper-nurse@gdoe.net.

JON J.P. FERNANDEZ

RECEIVED
OCT 25 2019
GUAM EDUCATION BOARD
TIME INITIAL

Attachments

cc: Chairman and Members, Guam Education Board
Deputy Superintendent, Finance and Administrative Services

| PAYDAY | PPE | QUARTER | FY_PP | PPE DATE | MONTH | MUNIS |
|---|---|---|---|---|---|---|
| 10/4/2019 | 26 | Q4 | FY20 | 28-Sep-19 | 2019-9 | 9/16/2019 to 9/28/2019 |
| 10/18/2019 | 01 | Q1 | FY20 | 12-Oct-19 | 2019-10 | 9/30/2019 to10/12/2019 |
| 11/1/2019 | 02 | Q1 | FY20 | 26-Oct-19 | 2019-11 | 10/14/2019 to 10/26/2019 |
| 11/15/2019 | 03 | Q1 | FY20 | 9-Nov-19 | 2019-11 | 10/28/2019 to 11/9/2019 |
| 11/29/2019 | 04 | Q1 | FY20 | 23-Nov-19 | 2019-11 | 11/11/2019 to 11/23/2019 |
| 12/13/2019 | 05 | Q1 | FY20 | 7-Dec-19 | 2019-12 | 11/25/2019 to12/7/2019 |
| 12/27/2019 | 06 | Q1 | FY20 | 21-Dec-19 | 2019-12 | 12/9/2019 to 12/21/2019 |
| 1/10/2020 | 07 | Q2 | FY20 | 4-Jan-20 | 2020-01 | 12/23/2019 to 1/4/2020 |
| 1/24/2020 | 08 | Q2 | FY20 | 18-Jan-20 | 2020-01 | 1/6/2020 to 1/18/2020 |
| 2/7/2020 | 09 | Q2 | FY20 | 1-Feb-20 | 2020-02 | 1/20/2020 to2/1/2020 |
| 2/21/2020 | 10 | Q2 | FY20 | 15-Feb-20 | 2020-02 | 2/3/2020 to 2/15/2020 |
| 3/6/2020 | 11 | Q2 | FY20 | 29-Feb-20 | 2020-03 | 2/17/2020 to 2/29/2020 |
| 3/20/2020 | 12 | Q2 | FY20 | 14-Mar-20 | 2020-03 | 3/2/2020 to 3/14/2020 |
| 4/3/2020 | 13 | Q3 | FY20 | 28-Mar-20 | 2020-04 | 3/16/2020 to 3/28/2020 |
| 4/17/2020 | 14 | Q3 | FY20 | 11-Apr-20 | 2020-04 | 3/30/2020 to 4/11/2020 |
| 5/1/2020 | 15 | Q3 | FY20 | 25-Apr-20 | 2020-05 | 4/13/2020 to 4/25/2020 |
| 5/15/2020 | 16 | Q3 | FY20 | 9-May-20 | 2020-05 | 4/27/2020 to 5/9/2020 |
| 5/29/2020 | 17 | Q3 | FY20 | 23-May-20 | 2020-05 | 5/11/2020 to 5/23/2020 |
| 6/12/2020 | 18 | Q3 | FY20 | 6-Jun-20 | 2020-06 | 5/25/2020 to 6/6/2020 |
| 6/26/2020 | 19 | Q3 | FY20 | 20-Jun-20 | 2020-06 | 6/8/2020 to 6/20/2020 |
| 7/20/2020 | 20 | Q4 | FY20 | 4-Jul-20 | 2020-07 | 6/22/2020 to 7/4/2020 |
| 7/24/2020 | 21 | Q4 | FY20 | 18-Jul-20 | 2020-07 | 7/6/2020 to 7/18/2020 |
| 8/7/2020 | 22 | Q4 | FY20 | 1-Aug-20 | 2020-08 | 7/20/2020 to 8/1/2020 |
| 8/21/2020 | 23 | Q4 | FY20 | 15-Aug-20 | 2020-08 | 8/3/2020 to 8/15/2020 |
| 9/4/2020 | 24 | Q4 | FY20 | 29-Aug-20 | 2020-09 | 8/17/2020 to 8/29/2020 |
| 9/18/2020 | 25 | Q4 | FY20 | 12-Sep-20 | 2020-09 | 8/31/2020 to 9/12/2020 |
| 10/2/2020 | 26 | Q4 | FY20 | 26-Sep-20 | 2020-09 | 9/14/2020 to 9/26/2020 |

PPE 29-Sept-18 shall be accrued / journal entry adjustment charged to FY2018.
PPE 28-Sept-19 shall be accrued / journal entry adjustment charged to FY2019
PPE 26-Sept-20 shall be accrued / journal entry adjustment charged to FY2020

**DEPARTMENT OF EDUCATION**
**FY 2020 All Funds - 12 Month Spending Projection**

| Fund Source | Appropriation | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | JULY | AUG | SEP | TOTAL PROJECTED FY 20 EXPENDITURES | RESERVE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GDOEOF (5618) - General Fund | | | | | | | | | | | | | | | |
| GDOE Operations | 189,192,568 | 18,191,590 | 14,553,272 | 14,553,272 | 18,191,590 | 14,553,272 | 14,553,272 | 14,553,272 | 18,191,590 | 14,553,272 | 14,553,272 | 18,191,590 | 14,553,304 | 189,192,568 | - |
| Chamoru Studies Division | 540,545 | 29,519 | 44,140 | 70,228 | 29,519 | 29,519 | 70,227 | 29,518 | 44,138 | 67,490 | 29,240 | 67,767 | 29,240 | 540,545 | - |
| SSHS Procurement | 500,000 | 0 | 250,000 | 0 | 0 | 250,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 500,000 | - |
| GDOE CIP | 885,000 | 0 | 0 | 221,250 | 0 | 0 | 221,250 | 0 | 0 | 221,250 | 0 | 0 | 221,250 | 885,000 | - |
| GDOEOF-GF Total | $191,118,113 | $18,221,109 | $14,847,412 | $14,844,750 | $18,221,109 | $14,832,791 | $14,844,749 | $14,582,790 | $18,235,728 | $14,842,012 | $14,582,512 | $18,259,357 | $14,803,794 | $191,118,113 | - |
| GDOE (5100) - General Fund | | | | | | | | | | | | | | | |
| FY2020 TextBook | 1,500,000 | 0 | 0 | 750,000 | 0 | 0 | 750,000 | 0 | 0 | 0 | 0 | 0 | 0 | 1,500,000 | - |
| GF Total | $192,618,113 | $18,221,109 | $14,847,412 | $15,594,750 | $18,221,109 | $14,832,791 | $15,594,749 | $14,582,790 | $18,235,728 | $14,842,012 | $14,582,512 | $18,259,357 | $14,803,794 | 192,618,113 | - |
| GDOEOF (5618) - Special Fund | | | | | | | | | | | | | | | |
| GDOE Operations - TEFF | 14,381,558 | 2,091,887 | 1,392,243 | 1,392,243 | 1,392,243 | 1,392,243 | 1,392,243 | 1,392,243 | 1,392,243 | 1,592,243 | 267,243 | 342,242 | 342,242 | 14,381,558 | - |
| Sch Grds Maint | 393,545 | 46,858 | 34,644 | 28,599 | 23,096 | 23,096 | 52,361 | 23,096 | 34,644 | 28,599 | 46,858 | 28,598 | 23,096 | 393,545 | - |
| GDOE ADRMS Svces | 50,000 | 3,125 | 3,125 | 6,250 | 6,250 | 6,250 | 3,125 | 6,250 | 6,250 | 3,125 | 3,125 | 3,125 | 6,250 | 50,000 | - |
| TEFF Total | $14,825,103 | $2,141,870 | $1,430,012 | $1,427,092 | $1,421,589 | $1,418,464 | $1,450,854 | $1,421,589 | $1,430,012 | $1,623,967 | $314,101 | $373,965 | $371,588 | 14,825,103 | - |
| GDOE Operations - PLRF | 891,575 | 74,298 | 74,298 | 74,298 | 74,298 | 74,298 | 74,298 | 74,298 | 74,298 | 74,298 | 74,298 | 74,298 | 74,297 | 891,575 | - |
| Interscholastic Sports Act - HFF | 607,263 | 54,485 | 50,604 | 93,401 | 50,604 | 50,604 | 50,604 | 50,604 | 50,604 | 50,604 | 0 | 54,485 | 50,604 | 607,263 | - |
| Health & Physical Ed Act - HFF | 277,589 | 9,990 | 14,984 | 46,924 | 9,988 | 9,988 | 46,923 | 9,988 | 14,983 | 46,923 | 9,988 | 46,922 | 9,988 | 277,589 | - |
| HFF Total | $884,852 | $64,475 | $65,588 | $140,385 | $60,592 | $60,592 | $97,527 | $60,592 | $65,587 | $97,527 | $9,988 | $101,407 | $60,592 | 884,852 | - |
| GDOE Operations - HFF | 891,754 | 69,372 | 99,037 | 69,368 | 69,368 | 69,368 | 69,368 | 69,368 | 99,037 | 69,367 | 69,367 | 69,367 | 69,367 | 891,754 | - |
| GDOE Operations - Limited Gaming | 558,692 | 139,673 | 0 | 0 | 139,673 | 0 | 0 | 139,673 | 0 | 0 | 139,673 | 0 | 0 | 558,692 | - |
| GDOEOF-SF Total | $18,051,976 | $2,489,688 | $1,668,935 | $1,711,143 | $1,765,520 | $1,622,722 | $1,692,047 | $1,765,520 | $1,668,934 | $1,865,159 | $607,427 | $619,037 | $575,844 | 18,051,976 | - |
| ALL FUNDS TOTAL | $210,670,089 | $20,710,797 | $16,516,347 | $17,305,893 | $19,986,629 | $16,455,513 | $17,286,796 | $16,348,310 | $19,904,662 | $16,707,171 | $15,189,939 | $18,878,394 | $15,379,638 | $210,670,089 | - |
| SAE/Child Nutritional Reimbursement | $12,504,000 | | | | | | | | | | | | | | |

| | | | GF | TEFF | PLRF | HFF | LGAMING | CNP | |
|---|---|---|---|---|---|---|---|---|---|
| GRAND TOTAL BBMR | $223,174,089 | | 192,618,113 | 14,825,103 | 891,575 | 1,776,606 | 558,692 | | |
| | | | | | | | | 12,504,000 | |
| PL35-36 | 223,174,089 | a | 192,618,113 | 14,825,103 | 891,575 | 1,776,606 | 558,692 | 12,504,000 | 223,174,089 |
| DIFFERENCE | 0 | | | | | | | | 223,174,089 |
| | | | 500,000 | | | | | | 0 |
| PL 35-36 | 221,674,089 | | 540,545 | | | | | | |
| JFK CaPFA | 6,699,550 | | 1,500,000 | 393,545 | | | | | |
| Okkodo Expansion | 3,588,960 | | 189,192,568 | 14,381,558 | 891,575 | 891,754 | 558,692 | | |
| Tiyan Lease | 10,113,927 | | 885,000 | 50,000 | | 884,852 | | | |
| | 242,076,526 | b | 192,618,113 | 14,825,103 | 891,575 | 1,776,606 | 558,692 | | |
| GCC - 1st Gen | 200,000 | c | 0 | 0 | 0 | 0 | 0 | VALID | |
| UOG - 1st Gen | 250,000 | | | | | | | | |
| GRAND TOTAL | 242,526,526 | | | | | | | | |

**DEPARTMENT OF EDUCATION**

**FY 2020 All Funds by Object Class - 12 Month Spending Projection**

| Object Class | Appropriation | | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | JULY | AUG | SEP | TOTAL EXPENDITURE | Reserve |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 111 | 126,536,065.00 | | 12,328,106.70 | 9,352,116.71 | 9,641,145.27 | 12,275,632.42 | 9,301,262.86 | 9,612,584.09 | 9,819,940.74 | 12,554,036.20 | 9,821,046.48 | 9,517,651.97 | 12,491,469.58 | 9,821,071.96 | 126,536,065 | 0 |
| 112 | 10,000.00 | | 1,250.00 | 1,250.00 | 1,250.00 | 1,250.00 | 1,250.00 | 1,250.00 | 1,250.00 | 1,250.00 | 0.00 | 0.00 | 0.00 | 0.00 | 10,000 | 0 |
| 113 | 45,931,602.00 | | 4,391,621.30 | 3,328,332.29 | 3,475,873.73 | 4,444,097.58 | 3,364,567.14 | 3,477,516.91 | 3,552,775.26 | 4,471,419.80 | 3,552,720.52 | 3,798,525.03 | 4,521,423.42 | 3,552,729.04 | 45,931,602 | 0 |
| 220 | 14,500.00 | | 1,873.00 | 1,872.00 | 1,872.00 | 1,872.00 | 1,872.00 | 1,083.00 | 1,084.00 | 1,083.00 | 806.00 | 0.00 | 277.00 | 806.00 | 14,500 | 0 |
| 230 | 22,557,245.00 | | 2,364,167.00 | 2,208,997.00 | 1,808,764.00 | 1,639,999.00 | 2,162,783.00 | 1,625,276.00 | 1,639,800.00 | 1,543,413.00 | 2,448,388.00 | 1,613,070.00 | 1,581,015.00 | 1,721,573.00 | 22,557,245 | 0 |
| 240 | 2,175,240.00 | | 182,918.00 | 182,918.00 | 183,668.00 | 182,917.00 | 182,917.00 | 183,667.00 | 182,917.00 | 182,917.00 | 183,667.00 | 160,150.00 | 183,667.00 | 182,917.00 | 2,175,240 | 0 |
| 250 | 2,435,993.00 | | 82,198.00 | 82,198.00 | 834,657.00 | 82,198.00 | 82,198.00 | 826,757.00 | 74,298.00 | 74,298.00 | 74,298.00 | 74,298.00 | 74,298.00 | 74,297.00 | 2,435,993 | 0 |
| 271 | 0.00 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| 290 | 0.00 | *** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| 361 | 9,000,000.00 | | 1,050,000.00 | 1,050,000.00 | 1,050,000.00 | 1,050,000.00 | 1,050,000.00 | 1,050,000.00 | 1,050,000.00 | 1,050,000.00 | 600,000.00 | 0.00 | 0.00 | 0.00 | 9,000,000 | 0 |
| 362 | 1,694,507.00 | | 282,418.00 | 282,418.00 | 282,418.00 | 282,418.00 | 282,418.00 | 282,417.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1,694,507 | 0 |
| 363 | 314,937.00 | | 26,245.00 | 26,245.00 | 26,245.00 | 26,245.00 | 26,245.00 | 26,245.00 | 26,245.00 | 26,245.00 | 26,245.00 | 26,244.00 | 26,244.00 | 26,244.00 | 314,937 | 0 |
| 450 | 0.00 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| TOTAL | 210,670,089.00 | | 20,710,797.00 | 16,516,347.00 | 17,305,893.00 | 19,986,629.00 | 16,455,513.00 | 17,286,796.00 | 16,348,310.00 | 19,904,662.00 | 16,707,171.00 | 15,189,939.00 | 18,878,394.00 | 15,379,638.00 | 210,670,089 | 0 |

DEPARTMENT OF EDUCATION
FY 2020 Allotment (DOEOF - GF Fund)
5618A209919CT209

| Object Class | Appropriation | | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | JULY | AUG | SEP | TOTAL EXPENDITURE | Reserve |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 111 | 125,845,006 | | 12,272,257 70 | 9,285,828 71 | 9,550,328 27 | 12,219,783 42 | 9,245,483 86 | 9,556,736 09 | 9,764,092 74 | 12,487,748 20 | 9,765,198 48 | 9,456,772 97 | 12,435,621 58 | 9,765,223 96 | 125,845,006 | 0 |
| 112 | 10,000 | | 1,250.00 | 1,250.00 | 1,250.00 | 1,250 00 | 1,250 00 | 1,250 00 | 1,250.00 | 1,250 00 | | | | | 10,000 | 0 |
| 113 | 45,815,271 | | 4,382,624 30 | 3,315 153.29 | 3,466,236.73 | 4,435,100 58 | 3,355,570 14 | 3,468,519 91 | 3,543,778 26 | 4,458,241.80 | 3,543,723 52 | 3,790,164.03 | 4,512,426 42 | 3,543,732.04 | 45,815,271 | 0 |
| 220 | 12,000 | | 1,595 00 | 1,594.00 | 1,594.00 | 1,594 00 | 1,594.00 | 805.00 | 806.00 | 806.00 | 806 00 | 0.00 | 0 00 | 806 00 | 12,000 | 0 |
| 230 | 13,539,547 | | 1,057,150.00 | 1,472,733.00 | 1,057 150.00 | 1,057,149 00 | 1,472 731 00 | 1,057,149 00 | 1,056,950 00 | 1,057 149 00 | 1,057,149 00 | 1,079,941.00 | 1,057,148.00 | 1,057,148.00 | 13,539,547 | 0 |
| 240 | 1,921,800 | | 160,150.00 | 160,150.00 | 160,150 00 | 160,150.00 | 160,150 00 | 160,150 00 | 160,150 00 | 160,150.00 | 160,150.00 | 160,150.00 | 160 150.00 | 160,150.00 | 1,921,800 | 0 |
| 250 | 39,500 | | 7 900 00 | 7,900 00 | 7 900.00 | 7 900 00 | 7 900 00 | 0 00 | 0.00 | 0 00 | 0.00 | 0.00 | 0 00 | 0.00 | 39,500 | 0 |
| 271 | 0 | | | | | | | | | | | | | | 0 | 0 |
| 290 | 0 | *** | | | | | | | | | | | | | 0 | 0 |
| 361 | 0 | | 0.00 | 0 00 | 0.00 | 0.00 | 0 00 | 0 00 | 0.00 | 0.00 | 0 00 | 0.00 | 0.00 | 0.00 | 0 | 0 |
| 362 | 1,694,507 | | 282,418.00 | 282,418 00 | 282,418.00 | 282,418.00 | 282,418.00 | 282,417.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1,694,507 | 0 |
| 363 | 314,937 | | 26,245.00 | 26,245 00 | 26,245.00 | 26,245.00 | 26,245.00 | 26,245.00 | 26,245 00 | 26,245.00 | 26,245.00 | 26,244.00 | 26,244.00 | 26,244.00 | 314,937 | 0 |
| 450 | 0 | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 189 192 568 | | 18,191,590.00 | 14,553,272.00 | 14,553,272.00 | 18,191 590.00 | 14,553,272.00 | 14,553,272.00 | 14,553,272.00 | 18,191,590.00 | 14,553,272.00 | 14,553,272.00 | 18,191,590.00 | 14,553,304.00 | 189,192,568 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | DEPARTMENT OF EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | FY 2020 Allotment (Chamoru Studies - GF Fund) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5100A209919CT039 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Object Class | Appropriation | | OCT | | NOV | | DEC | | JAN | | FEB | | MAR | | APR | | MAY | | JUNE | | JULY | | AUG | | SEP | | TOTAL | RESERVE |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 111 | 271,432 | | 20,880.00 | | 31,319.00 | | 20,880.00 | | 20,880.00 | | 20,880.00 | | 20,879.00 | | 20,879.00 | | 31,319.00 | | 20,879.00 | | 20,879.00 | | 20,879.00 | | 20,879.00 | 271,432.00 | 0 |
| 8 | 112 | | | | | | | | | | | | | | | | | | | | | | | | | | 0.00 | 0 |
| 9 | 113 | 108,695 | | 8,361.00 | | 12,543.00 | | 8,361.00 | | 8,361.00 | | 8,361.00 | | 8,361.00 | | 8,361.00 | | 12,542.00 | | 8,361.00 | | 8,361.00 | | 8,361.00 | | 8,361.00 | 108,695.00 | 0 |
| 10 | 220 | 2,500 | | 278.00 | | 278.00 | | 278.00 | | 278.00 | | 278.00 | | 278.00 | | 278.00 | | 277.00 | | | | | | 277.00 | | | 2,500.00 | 0 |
| 11 | 230 | 150,000 | | | | | | 37,500.00 | | | | | | 37,500.00 | | | | | | 37,500.00 | | | | 37,500.00 | | | 150,000.00 | 0 |
| 12 | 240 | 3,000 | | | | | | 750.00 | | | | | | 750.00 | | | | | | 750.00 | | | | 750.00 | | | 3,000.00 | 0 |
| 13 | 250 | 4,918 | | | | | | 2,459.00 | | | | | | 2,459.00 | | | | | | | | | | | | | 4,918.00 | 0 |
| 14 | 271 | | | | | | | | | | | | | | | | | | | | | | | | | | 0.00 | 0 |
| 15 | 290 | | | | | | | | | | | | | | | | | | | | | | | | | | 0.00 | 0 |
| 16 | 361 | | | | | | | | | | | | | | | | | | | | | | | | | | 0.00 | 0 |
| 17 | 362 | | | | | | | | | | | | | | | | | | | | | | | | | | 0.00 | 0 |
| 18 | 363 | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 0.00 | 0 |
| 19 | 450 | | | | | | | | | | | | | | | | | | | | | | | | | | 0.00 | 0 |
| 20 | TOTAL | 540,545 | | 29,519.00 | | 44,140.00 | | 70,228.00 | | 29,519.00 | | 29,519.00 | | 70,227.00 | | 29,518.00 | | 44,138.00 | | 67,490.00 | | 29,240.00 | | 67,767.00 | | 29,240.00 | 540,543 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | DEPARTMENT OF EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | FY 2020 Allotment (SSHS- GF Fund) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | S100A209919CT059 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Object Class | Appropriation | | OCT | | NOV | | DEC | | JAN | | FEB | | MAR | | APR | | MAY | | JUNE | | JULY | | AUG | | SEP | TOTAL | RESERVE |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 111 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 8 | 112 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 9 | 113 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 10 | 220 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 11 | 230 | 500,000 | | | | 250,000.00 | | | | | | 250,000.00 | | | | | | | | | | | | | | | 500,000 | 0 |
| 12 | 240 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 13 | 250 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 14 | 271 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 15 | 290 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 16 | 361 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 17 | 362 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 18 | 363 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 19 | 450 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 20 | TOTAL | 500,000 | | 0 | | 250,000 | | 0 | | 0 | | 250,000 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | 500,000 | 0 |

DEPARTMENT OF EDUCATION
FY 2020 Allotment (Texbooks - GF Fund)
5100A209919CT010

| Object Class | Appropriation | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | JULY | AUG | SEP | TOTAL | RESERVE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 111 | | | | | | | | | | | | | | 0 | 0 |
| 112 | | | | | | | | | | | | | | 0 | 0 |
| 113 | | | | | | | | | | | | | | 0 | 0 |
| 220 | | | | | | | | | | | | | | 0 | 0 |
| 230 | | | | | | | | | | | | | | 0 | 0 |
| 240 | | | | | | | | | | | | | | 0 | 0 |
| 250 | 1,500,000 | | | 750,000.00 | | | 750,000.00 | | | | | | | 1,500,000 | 0 |
| 271 | | | | | | | | | | | | | | 0 | 0 |
| 290 | | | | | | | | | | | | | | 0 | 0 |
| 361 | | | | | | | | | | | | | | 0 | 0 |
| 362 | | | | | | | | | | | | | | 0 | 0 |
| 363 | | | | | | | | | | | | | | 0 | 0 |
| 450 | | | 0 | | | | | | | | | | | 0 | 0 |
| TOTAL | 1,500,000 | 0 | 0 | 750,000 | 0 | 0 | 750,000 | 0 | 0 | 0 | 0 | 0 | 0 | 1,500,000 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | DEPARTMENT OF EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | FY 2020 Allotment (GDOE CIP- GF Fund) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5100A209919CT060 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Object Class | Appropriation | | OCT | | NOV | | DEC | | JAN | | FEB | | MAR | | APR | | MAY | | JUNE | | JULY | | AUG | | SEP | TOTAL | RESERVE |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 111 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 8 | 112 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 9 | 113 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 10 | 220 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 11 | 230 | 885,000 | | | | | | 221,250.00 | | | | | | 221,250.00 | | | | | | | 221,250.00 | | | | | | 221,250.00 | 885,000 | 0 |
| 12 | 240 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 13 | 250 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 14 | 271 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 15 | 290 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 16 | 361 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 17 | 362 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 18 | 363 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 19 | 450 | | | | | 0 | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 20 | TOTAL | 885,000 | | 0 | | 0 | | 221,250 | | 0 | | 0 | | 221,250 | | 0 | | 0 | | 221,250 | | 0 | | 0 | | 221,250 | 885,000 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | DEPARTMENT OF EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | FY 2020 Allotment (DOEOF - TEFF Fund) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5618A209919CT219 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Object Class | Appropriation | | OCT | | NOV | | DEC | | JAN | | FEB | | MAR | | APR | | MAY | | JUNE | | JULY | | AUG | | SEP | | TOTAL | RESERVE |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 111 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 8 | 112 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 9 | 113 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 10 | 220 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 11 | 230 | 5,131,118 | | 1,019,119.00 | | 319,475.00 | | 319,475.00 | | 319,476.00 | | 319,476.00 | | 319,476.00 | | 319,476.00 | | 319,476.00 | | 969,476.00 | | 267,243.00 | | 319,475.00 | | 319,475.00 | 5,131,118 | 0 |
| 12 | 240 | 250,440 | | 22,768.00 | | 22,768.00 | | 22,768.00 | | 22,767.00 | | 22,767.00 | | 22,767.00 | | 22,767.00 | | 22,767.00 | | 22,767.00 | | | | 22,767.00 | | 22,767.00 | 250,440 | 0 |
| 13 | 250 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 14 | 271 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 15 | 290 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 16 | 361 | 9,000,000 | | 1,050,000.00 | | 1,050,000.00 | | 1,050,000.00 | | 1,050,000.00 | | 1,050,000.00 | | 1,050,000.00 | | 1,050,000.00 | | 1,050,000.00 | | 600,000.00 | | | | | | | 9,000,000 | 0 |
| 17 | 362 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 18 | 363 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 19 | 450 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 20 | TOTAL | 14,381,558 | | 2,091,887.00 | | 1,392,243.00 | | 1,392,243.00 | | 1,392,243.00 | | 1,392,243.00 | | 1,392,243.00 | | 1,392,243.00 | | 1,392,243.00 | | 1,592,243.00 | | 267,243.00 | | 342,242.00 | | 342,242.00 | 14,381,558 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | **DEPARTMENT OF EDUCATION** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | **FY 2020 Allotment (DOEOF - TEFF Fund Sch Grds. Maintenance)** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | **5205A209919CT240** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | **Object Class** | **Appropriation** | | **OCT** | | **NOV** | | **DEC** | | **JAN** | | **FEB** | | **MAR** | | **APR** | | **MAY** | | **JUNE** | | **JULY** | | **AUG** | | **SEP** | **TOTAL** | **RESERVE** |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | **111** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 8 | **112** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 9 | **113** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 10 | **220** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 11 | **230** | **393,545** | | 46,858.00 | | 34,644.00 | | 28,599.00 | | 23,096.00 | | 23,096.00 | | 52,361.00 | | 23,096.00 | | 34,644.00 | | 28,599.00 | | 46,858.00 | | 28,598.00 | | 23,096.00 | **393,545.00** | **0.00** |
| 12 | **240** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 13 | **250** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 14 | **271** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 15 | **290** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 16 | **361** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 17 | **362** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 18 | **363** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 19 | **450** | | | | | | | | | | | | | | | | | | | | | | | | | | **0.00** | **0.00** |
| 20 | **TOTAL** | **393,545** | | **46,858** | | **34,644** | | **28,599** | | **23,096** | | **23,096** | | **52,361** | | **23,096** | | **34,644** | | **28,599** | | **46,858** | | **28,598** | | **23,096** | **393,545** | **0** |

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | DEPARTMENT OF EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | FY 2020 Allotment (DOEOF - TEFF GDOE ADRMS) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5205A209919CT239 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Object Class | Appropriation | | OCT | | NOV | | DEC | | JAN | | FEB | | MAR | | APR | | MAY | | JUNE | | JULY | | AUG | | SEP | | TOTAL | RESERVE |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 111 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 8 | 112 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 9 | 113 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 10 | 220 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 11 | 230 | 50,000 | | 3,125 | | 3,125 | | 6,250 | | 6,250 | | 3,125 | | 6,250 | | 6,250 | | 3,125 | | 3,125 | | | | 3,125 | | 6,250 | 50,000 | 0 |
| 12 | 240 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 13 | 250 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 14 | 271 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 15 | 290 | | | | | | | | | | | | | | | | | | | 0 | | | | | | | 0 | 0 |
| 16 | 361 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 17 | 362 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 18 | 363 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 19 | 450 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 20 | TOTAL | 50,000 | | 3,125 | | 3,125 | | 6,250 | | 6,250 | | 3,125 | | 6,250 | | 6,250 | | 3,125 | | 3,125 | | 0 | | 3,125 | | 6,250 | 50,000 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | DEPARTMENT OF EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | FY 2020 Allotment (DOEOF - PLRF Fund) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5618A209919CT220 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Object Class | Appropriation | | OCT | | NOV | | DEC | | JAN | | FEB | | MAR | | APR | | MAY | | JUNE | | JULY | | AUG | | SEP | TOTAL | RESERVE |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 111 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 8 | 112 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 9 | 113 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 10 | 220 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 11 | 230 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 12 | 240 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 13 | 250 | 891,575 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,297.00 | 891,575 | 0 |
| 14 | 271 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 15 | 290 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 16 | 361 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 17 | 362 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 18 | 363 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 19 | 450 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 20 | TOTAL | 891 575 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,298.00 | | 74,297.00 | 891,575 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | DEPARTMENT OF EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | FY 2020 Allotment (GDOEOF - HFF -Operations | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5618A209919CT210 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Object Class | Appropriation | | OCT | | NOV | | DEC | | JAN | | FEB | | MAR | | APR | | MAY | | JUNE | | JULY | | AUG | | SEP | | TOTAL | RESERVE |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 111 | | | | | | | | | | | | | | | | | | | | | | | | | | 0.00 | 0 |
| 8 | 112 | | | | | | | | | | | | | | | | | | | | | | | | | | 0.00 | 0 |
| 9 | 113 | | | | | | | | | | | | | | | | | | | | | | | | | | 0.00 | 0 |
| 10 | 220 | | | | | | | | | | | | | | | | | | | | | | | | | | 0.00 | 0 |
| 11 | 230 | 891,754 | | 69,372.00 | | 99,037.00 | | 69,368.00 | | 69,368.00 | | 69,368.00 | | 69,368.00 | | 69,368.00 | | 99,037.00 | | 69,367.00 | | 69,367.00 | | 69,367.00 | | 69,367.00 | 891,754 | 0 |
| 12 | 240 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 13 | 250 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 14 | 271 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 15 | 290 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 16 | 361 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 17 | 362 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 18 | 363 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 19 | 450 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 20 | TOTAL | 891,754 | | 69,372.00 | | 99,037.00 | | 69,368.00 | | 69,368.00 | | 69,368.00 | | 69,368.00 | | 69,368.00 | | 99,037.00 | | 69,367.00 | | 69,367.00 | | 69,367.00 | | 69,367.00 | 891,754 | 0 |

**DEPARTMENT OF EDUCATION**
**FY 2020 Allotment (GDOEOF - HFF - Interscholastics Sports)**
**5602A209919CT202**

| Object Class | Appropriation | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | JULY | AUG | SEP | TOTAL | RESERVE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 111 | 419,627 | 34,969.00 | 34,969.00 | 69,937.00 | 34,969.00 | 34,969.00 | 34,969.00 | 34,969.00 | 34,969.00 | 34,969.00 | | 34,969.00 | 34,969.00 | 419,627.00 | 0 |
| 112 | | | | | | | | | | | | | | 0.00 | 0 |
| 113 | 7,636 | 636.00 | 636.00 | 1,276.00 | 636.00 | 636.00 | 636.00 | 636.00 | 636.00 | 636.00 | | 636.00 | 636.00 | 7,636.00 | 0 |
| 220 | | | | | | | | | | | | | | 0.00 | 0 |
| 230 | 180,000 | 18,880.00 | 14,999.00 | 22,248.00 | 14,999.00 | 14,999.00 | 14,999.00 | 14,999.00 | 14,999.00 | 14,999.00 | | 18,880.00 | 14,999.00 | 180,000 | 0 |
| 240 | | | | | | | | | | | | | | 0 | 0 |
| 250 | | | | | | | | | | | | | | 0 | 0 |
| 271 | | | | | | | | | | | | | | 0 | 0 |
| 290 | | | | | | | | | | | | | | 0 | 0 |
| 361 | | | | | | | | | | | | | | 0 | 0 |
| 362 | | | | | | | | | | | | | | 0 | 0 |
| 363 | | | | | | | | | | | | | | 0 | 0 |
| 450 | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 607,263 | 54,485.00 | 50,604.00 | 93,461.00 | 50,604.00 | 50,604.00 | 50,604.00 | 50,604.00 | 50,604.00 | 50,604.00 | 0.00 | 54,485.00 | 50,604.00 | 607,263 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | **DEPARTMENT OF EDUCATION** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | **FY 2020 Allotment (GDOEOF - HFF - Health & Physical Education Activities)** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | **5602A209919CT203** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | **Object Class** | **Appropriation** | | **OCT** | | **NOV** | | **DEC** | | **JAN** | | **FEB** | | **MAR** | | **APR** | | **MAY** | | **JUNE** | | **JULY** | | **AUG** | | **SEP** | **TOTAL** | **RESERVE** |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | **111** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 8 | **112** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 9 | **113** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 10 | **220** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 11 | **230** | 277,589 | | 9,990.00 | | 14,984.00 | | 46,924.00 | | 9,988.00 | | 9,988.00 | | 46,923.00 | | 9,988.00 | | 14,983.00 | | 46,923.00 | | 9,988.00 | | 46,922.00 | | 9,988.00 | **277,589** | **0** |
| 12 | **240** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 13 | **250** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 14 | **271** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 15 | **290** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 16 | **361** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 17 | **362** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 18 | **363** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 19 | **450** | | | | | | | | | | | | | | | | | | | | | | | | | | **0** | **0** |
| 20 | **TOTAL** | **277,589** | | **9,990.00** | | **14,984.00** | | **46,924.00** | | **9,988.00** | | **9,988.00** | | **46,923.00** | | **9,988.00** | | **14,983.00** | | **46,923.00** | | **9,988.00** | | **46,922.00** | | **9,988.00** | **277,589** | **0** |

DEPARTMENT OF EDUCATION
FY 2020 Allotment (GDOEOF - LIMITED GAMING)
5655A209919CT235

| Object Class | Appropriation | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | JULY | AUG | SEP | TOTAL | RESERVE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 111 | | | | | | | | | | | | | | 0 | 0 |
| 112 | | | | | | | | | | | | | | 0 | 0 |
| 113 | | | | | | | | | | | | | | 0 | 0 |
| 220 | | | | | | | | | | | | | | 0 | 0 |
| 230 | 558,692 | 139,673.00 | | | 139,673.00 | | | 139,673.00 | | | 139,673.00 | | | 558,692 | 0 |
| 240 | | | | | | | | | | | | | | 0 | 0 |
| 250 | | | | | | | | | | | | | | 0 | 0 |
| 271 | | | | | | | | | | | | | | 0 | 0 |
| 290 | | | | | | | | | | | | | | 0 | 0 |
| 351 | | | | | | | | | | | | | | 0 | 0 |
| 362 | | | | | | | | | | | | | | 0 | 0 |
| 363 | | | | | | | | | | | | | | 0 | 0 |
| 450 | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 558,692 | 139,673.00 | 0.00 | 0.00 | 139,673.00 | 0.00 | 0.00 | 139,673.00 | 0.00 | 0.00 | 139,673.00 | 0 | 0 | 558,692 | 0 |

**GEORGE WASHINGTON HIGH SCHOOL REPORT**

The 4th annual student exchange at GW was a successful event, despite of some last minute problems. We had a late start due all participants from THS coming in about 10-15 minutes later than arrival time and a few other participants from other schools came in late as well. Our exchange started off with a few words from the Chair of the Guam Education Board, Mr. Mark Mendiola who talked about is life throughout his education years and what brought him to where he is not. Right after Mr. Fullo, our Principal welcomed the students coming in and talked about the benefits of the student exchange. I as well gave a few word, welcoming the students into our school and discussing what to be expected of the day. Due to the late start, we were kind of behind schedule so we skipped the 1st icebreaker and just went straight into introductions where the students would introduce themselves with their name, grade, school, and and interesting fact about them. We then discussed some issues we had in our school, and a few that stood out the most was SBG, the danger of the run down schools, the budget of DOE. Some students from Simon Sanchez felt as if it was unfair to transition right into SBG because they know nothing about it, and their ranking were messed up when it started. After discussions, deputy superintendent, Stacy Coletta came in had a few words and further explained the the students that amongst their group, they should discuss the main problems their see which the when they came up with the SBG, the run down school, the DOE budgets, and the fact that not many school adults listen to what the students have to say when they have concerns. After that, we moved onto our campus tour, we broke up into two groups, and did our campus tour. We talked about what we have to offer and some benefits we have since we are right next to GCC. We offer all the courses that GCC offers because we have the cross enrollment. We offer Japanese and other electives. And we also have the John Hopkin's program, the same program offered at Southern high. We went into lunch but had few issues. We had a problem with our menu because KFC kind of messed up with our tray of rice and gave us mash potatoes with no gravy. We called and was able to pick up the rice though. The exchangees along with their partners were able to walk around the campus during lunch if they would like. We met back in the caf where we had a few words from one of our advisors, Grandma G, who talked about some of the good things that come out of being apart of the Student exchange and talked about IBOGS, giving the underclass men, the sophomore and juniors the opportunity to know about IBOGS and who to contact in case they would like to know more about IBOGS if they plan on being one of the IBOGS reps from their school. We then did an icebreaker since it was right after lunch and everyone seemed kinda tired. We did the Human Knot. We had the final discussion on what our day consisted of and then did our evaluations. We cleared up and headed out to the D-Wing courtyard where we held the continuation of the 3rd Gecko Game we had this year. It gave the Exchangees the opportunity to be apart of the Game or to Spend more time with the students around the school. We ended the Student Exchange at 2:05 but released the students a little early due to the buses blocking the students who parked in the gate.

I read through our evaluations and I feel that they are all correct. We were not organized and we should have been. We had a lot of down time because activities ended sooner than expected. I feel that with the upcoming Student Exchange we will be able to learn from this one and be more prepared for the next.

---

# THS Student Exchange Report

The IBOGS 4th Annual Student Exchange that took place on the 22nd of November, 2019 was a success! THS had 21 hosts and 21 exchangees participate throughout the whole event, and had performances/speakers at various times of the day from our students and staff. In its entirety, we had close to, if not a little over a hundred people participate in our Student Exchange. Though, I would say that the planning of the whole event was stressful, I was fortunate enough that my school's admin was a big help and the day would not have been as successful as it was without their assistance. Reviewing the evaluation forms has given me ideas as to where I could have planned better, and will for sure be fixed if we plan on having another exchange. This was my first time planning a school event, as well as hosting. Nonetheless, both the hosts and exchangees said they enjoyed having me as their host and they would love to come back next time. The only thing they recommended for the next exchange was to have a potluck and to allow them to follow their student host to class. A lot of them wanted more activities, rather than having to do the workshops on our agenda, but the workshops were necessary, since our theme this year was "Exchange for a Change." We would not have been able to collaborate effectively if all we had planned were activities. Since I now have experience with hosting and planning events, I will be better prepared the next time around and will have a balance between what the students want to do and what admin wants to do.

---

## OKKODO HIGH SCHOOL STUDENT EXCHANGE REPORT

The 4th Annual Student Exchange that happened on 22 November 2019 was a little rocky but nonetheless, a success at Okkodo High School. We had prepared a small little breakfast corner for the students to eat while waiting for things to get settled. We had a few activities lined up, and the incoming students was able to get a short glimpse of how us, okkodonians, live our day to day lives at school. The students form the different schools also got to witness our famous HYPE dancers as well as our choir and our MCJROTC in action. But, the most effective part of our day, and I can speak for majority of the participants, was when we talked about some issues we are facing within our schools; and how we can improve on it. It was a very helpful activity for each and everyone of us because they all got a chance to speak up about their concerns. Overall, all the participants and coordinators, had a wonderful time! We are ready for an even BETTER and IMPROVED Student Exchange Part 2 for this school year 2019/2020. **BIBA OKKODO! BIBA BULLDOGS!**

---

## JFKHS STUDENT EXCHANGE REPORT

- We allowed incoming students to come later in the day around 7:15am-7:30am; Hosts were there around 6:30am to greet incoming students.
- Some students did not show up two from Okkodo; Jania Castro & Jarwin Espiritu, one from Southern; Princess San Miguel, one from Sanchez; Kyle Anne Bustamante and lastly one from GW; Paul Bigler.
- Hosts were allowed to tour their guests around the school and take them to their classes to see what JFK can provide; what classes we have etc.

- During lunch Hosts were allowed to take their guests around school campus but had to be back at rm D111 at 11:20pm.
- At 11:20pm Hosts and incoming students engaged in an icebreaker, were greeted by Senator Shelton and were able to enjoy a potluck provided by the Hosts.
- After Lunch, hosts and incoming students went into the courtyard and engaged in games provided by the hosts.
- After the games were over, Incoming students were able to have a discussion about their schools and JFKHS and what problems they had, which JFK did not have and what problems JFK has which their homeschool did not have.
- Such things that other schools lacked such as SHS was maintenance and lack of teachers, and one thing that JFK lacked was amount of school spirit provided by the school community, so we all discussed together what we could do to solve each others problems, and factored out the unnecessary.
- After discussion at 1:30pm Incoming students were allowed to leave campus.

---

## *Simon Sanchez Student Exchange Report*

The Simon Sanchez Student Exchange was successful and insightful despite the delay and early dismissal of the event caused by a water outage earlier that morning. Hosts, exchange students, staff, faculty, and administrators held strong despite the inconvenience.

The day started off with students from the 5 other public high schools rolling in and slowly filled one side of our library. I kept them entertained by hosting some impromptu talk show with all the students as Stephanie organized and monitored the signing in of students and the arranging of hosts. After everyone participating settled in, which included 24 host students and 21 exchange students, we proceeded with opening remarks from our principal, our SBA president, and our very own IBOGS advisor Mrs. Gutierrez!

We went on with the matching of the hosts and exchange students by playing a game in which we gave hosts and exchange students matching cards of animals and famous duos (i.e Mario and Luigi) with the task of acting their cards out to find their match. After finding their match, we went up to a classroom to move on to our first discussion of the day.

Before starting our discussion, Stephanie led a team building activity called “First Impressions” where each student tapes a piece of paper with their name on their back and other students go around writing their first impressions of other students on that student’s back. It was uplifting to the students and gave them a morale boost knowing that other students thought of them highly. Stephanie and I brought up the first discussion topic, school facility, and wanted the students to share their experiences of their school facility with each other. In 6 different groups with students from different schools in each group, they wrote on a butcher paper comparing their schools and presented the similarities and differences to the class. Many of the newer schools had problems that more of the older, worn down schools wished they had.

It was during these presentations that we heard the bad news of the school being dismissed early because of the water outage. We were told that as long as there was an advisor present to monitor the exchange, we'd be alright to continue as long as we are dismissed by 11:00am. We were given the "okay" by the Superintendent to continue on with the exchange, but that still meant Stephanie and I had to cut things short from the agenda.

During the delay of searching for alternatives, the students stayed in high hopes and good spirits not wanting to leave Simon Sanchez even though they were given the option to leave due to the circumstances. Stephanie and I didn't waste anymore time and since the school was dismissed, we had the entire campus at our disposal. We went down to the library to move on to the next item on the agenda which was the discussion about Standards Based Grading.

In a testimonial type discussion, several students testified their opinion about SBG. They voiced their concern about the "generalization of grades going from a 0-100% basis to a 1-4 point basis." They preached how some teachers still have a hard time implementing SBG in the classroom and feel as though these teachers need more training and understanding before handing out grades. The artistic students talked about how they find it nonsensical to put a standard on creativity and effort. The case being, "the most artistically talented student could put a simple 5 minutes on a masterpiece and get a 4 = while a student who is not as artistically or creatively inclined could put hours in their work and still fall short." Is it unfair or is it just life; perhaps there is no difference between the two. The more scholarly students testified that it takes a toll on their rank now being that grades are now more "generalized." After the students voiced their concerns, Stephanie led an energizer to get the students up and ready for the campus tour.

We were able to travel across the whole campus, with the hosts sharing their personal experiences of their deteriorating campus with their exchange mate while Stephanie and I gave a general tour of what certain buildings are and our experiences in certain parts of the campus. After the tour was done, we rolled back into the cafeteria to have lunch by Jamaican Grill provided from our lovely administrators.

Because of the delay and accommodations for the shortened day, we had no choice but to make lunch and evaluations the last item on the agenda although we would have wished to have an ending reflection discussion. Stephanie and I monitored the sign out of students and made sure that they knew that if they left before a certain time, that they had to travel back to their own schools unless their admin allowed them not to. Otherwise, we invited them to stay in the library until their ride arrived to pick them up and we made sure to see them off safely.

Before anyone left, we asked how they enjoyed the exchange despite the delays and inconvenience and many shared the desire to come back to Sanchez because of how fun it was and the productive discussions regardless of the circumstances. Stephanie and I talked about the event with each other and we assessed that we followed what was planned almost to the teeth with an exception to cutting out shadowing classes because of the school being dismissed and a debriefing discussion due to a lack of time. We made do with what we had and I would like to say on behalf of Stephanie that it was a total success nonetheless. Both hosts and exchange students enjoyed their time while leaving with valuable information and experiences from other schools back to their home campuses.

---

# SHS STUDENT EXCHANGE REPORT

Our student exchange really expressed how southern high students feel every day at school. We do not like to fight, we are family orientated and I believe our exchangees really saw and felt that. It was really good and students liked southern's hospitality, and the rumors they heard were diminished and myths. It was very successful, in our opinions ( SHS IBOGS). We were able to learn a lot from our exchangees and as well give them information and insight into what IBOGS is and what we do. We did an excellent job in making our hosts feel welcomed, and they would like to come down again. Some of them would like to transfer and I feel great that they feel great vibes coming from our students. Biba!

21 Exchangees
21 Host

Guest who visited SHS,
Samelo Brothers( Eyan, Ermin, Ernie)
Deputy Stacey Coletta
Mrs. Gutierrez

# TRAVEL EPORT

**2019 National Association State Boards of Education (NASBE)**
**October 14-19, 2019**
**Omaha, Nebraska**

**Travel Report:**

## OMAHA CENTRAL HIGH SCHOOL VISIT: Tuesday, October15, 2019

The visit to Omaha Central High School was an eye-opening experience. Going to school on Guam, the atmosphere and basic way a school functions is very different when you're in Nebraska. One main thing I noticed about Omaha Central was the amount of security they had. Before entering the school, the main doors would be locked and you wouldn't be able to enter. The school doors came with an intercom that you'd have to speak into before entering. I feel like this security precaution is very safe and keeps the students and the staff inside the building much safer.

Another thing I noticed was that the students had different places they could eat at during lunch. This lessened the number of students in the cafeteria which, I believe, lessens the tension between students and makes the possibility of a fight breaking out smaller. I also noticed that their lunch was served in cardboard trays and that they'd be disposed immediately after the students finish eating. If possible, GDOE should consider trying this method and seeing whether it will lessen the cost of labor, water, and soap that it takes to wash reusable trays.

Lastly, at Omaha Central High, they had banners to commemorate all their academic achievements. At Guam high schools, majority of the accomplishments that are recognized are sports achievements. I think we can take inspiration from this and start recognizing more academic achievements.

## PRECONFERENCE SESSION: HENRY DOORLY ZOO: Wednesday, October 16, 2019

Visiting the zoo was the last thing I expected to do in Nebraska. But despite that, I enjoyed it! Seeing and learning about their learning program at the zoo showed me different ways students k-12 could learn outside of the classroom. Having the students attend classes at the zoo is a great way for them to get hands-on experience instead of just seeing it on a paper. It's an interesting and different way to teach STEM and an amazing program modeled for students interested into going into these professions.

The preconference session also gave me the opportunity to get to know the other two student board members, Naureen Badwi from Maryland and Matthew Tibbits from Massachusetts. This allowed the three of us to talk and ask questions about each other and how our roles as student board members differ from state to territory.

## 2019 NATIONAL TEACHER OF THE YEAR: RODNEY ROBINSON/ EDUCATING INCARCERATED YOUTH: Thursday, October 17, 2019

The first presentation from Teacher of the Year, Rodney Robinson, was truly inspiring. Juvenile schools are something that I don't have a lot of experience with and hearing how Mr. Robinson turned his school around and inspired many students to continue their schooling. One important thing that stood out in the "Educating Incarcerated Youth" was the idea of the school

to prison pipeline. Once students enter this pipeline, many students don't find a way out, but with teachers like Mr. Robinson, there is hope for students stuck in the school to prison pipeline.

**STUDENT VOICE**: **Thursday, October 17, 2019**

For this session, I was lucky to have the opportunity to be a panelist. I was able to speak about my experience as a student member from Guam. I was also able to hear from Iowa, Maryland, and Massachusetts. It was interesting to hear how different they conduct their board meetings and how different their selection process is. It got me thinking of different ways IBOGS could alter their selection process. It was also interesting to hear how some states have voting rights and others don't.

**TRANSFORMING CIVICS EDUCATION IN AN ERA OF POLARIZED POLITICS**: **Friday, October 18, 2019**

Before this presentation, I did quite a bit of research and tried to connect the topic to Guam. I felt like this topic would apply differently to a US territory so I felt obligated to have some background knowledge.

After listening to the session, I realized how important our generation is to the future. We all have to be educated, involved, and aware. In no time, we'll be taking charge and if we aren't aware of what's happening in our government, we won't succeed.

**NEBRASKA STATE NIGHT: DURHAM MUSEUM**: **Thursday, October 17, 2019**

As I entered the museum, I was immediately impressed by the students and their performance. Throughout the conference, student voice was a hot topic. By having these students play and display their talents instead of having a different group do it held a deeper meaning to me. Kicking off Nebraska State Night with students and showcasing their talents shows just how much the Nebraska school system values their students. They played songs that held so much history that impressed me.

One exhibit that stood out to me was the Race exhibit. In this day and age, race and color are sensitive topics that most people usually just brush out of the way. In my school, your race and skin color are used often to judge the type of person you are. In this exhibit, I learned that no matter how different you could be, we all live on the same earth and at the end of the day, acceptance and kindness is the best route to take. No matter your color, race, or gender.

**NIGHT AT THE MOVIES: PEANUT BUTTER FALCON**: **Friday, October 18, 2019**

As IBOGS, my partner and I aim to represent every single person. This includes students with different abilities, a term coined by NASBE CEO, Robert Hull. The movie opened my eyes to the world of a person living with different abilities from me. It made me understand things I wasn't fully aware of in the past. The movie inspired me to work closely with these students at my own schools. It showed me different ways I could communicate with them so that I achieve my goal of representing them and giving them a voice in a world where sometimes, they aren't seen as an equal to other students. Peanut Butter Falcon holds a comedic yet powerful message that students with different abilities are strong and are capable of reaching the top.

Submitted By: Mika Renee Labadnoy
Date: November 5, 2019

GUAM HEAD START PROGRAM
DEPARTMENT OF EDUCATION
500 Mariner Avenue; Office E2
Barrigada, Guam 96913
Tel: (671) 300-1603/0604
Fax: (671) 477-1535
www.gdoe.net/headstart

*Jon J. P. Fernandez*
*Superintendent of Education*

*Catherine M. Schroeder*
*Program Director, Head Start*

**Guam Head Start Program**
**Program Director's Report**
**November 2019**

In accordance with Section 642 (d)(2) of the Head Start School Readiness Act of 2007 (P.L. 110-134), the DOE Guam Head Start Program is required to report specific information to the Guam Education Board and the Guam Head Start Policy Council on a monthly basis.

**Financial(s)**: (Attachment A)

As of October 31, 2019 the program expended and encumbered 99.2% of last year's grant budget. The program received an extension of our liquidation period until December 20. The balance of outstanding encumbrances has been halved.

For the 2019 grant the program expended and encumbered 26.2% of the budgeted funds. (27% of the Basic Grant: 24.9 % of the Training and Technical Assistance Grant and 19.4 % of the Duration Expansion Grant).

**Enrollment Information / Reports**: (Attachment B)

Enrollment: The program reported full enrollment

**ERSEA** (Eligibility, Recruitment, Selection, Enrollment, Attendance.

Eligibility, Recruitment and Registration: This is ongoing.

Enrollment: The Family Services Staff continue to enroll children as vacancies arise. Disability enrollment is currently at 45 children or 8.5% with 30 in the process of further assessments.

The overall attendance from the first day through October 31 improved from 82.59% in September to 84.17%. The monthly attendance increased from 83.38% to 84.79% in October. The program continues to monitor chronic absenteeism and is implemented an attendance plan for those children and families.

**Meal Report:** Pending reports from Food Services

Department of Education
Office of the Superintendent
Date: 11/20/19 Time: 9:17 2005
Rec'd By: Print Name Signature

**Program Information**: (Attachment C)

Staffing: As of the date of this report the program is still not fully staffed. The three teacher positions, and one Limited term part time aide are completing their clearances. Interviews are scheduled for the Family Services Worker and the Clerk Typist II position. Come November 30 there will be a vacancy for the programs secretary position. The positions are federally funded.

Federal Review: Updates on the after interview discussions with Ms. Julie Quaid will be part of the updated report. A thank you to Lourdes Benavente (GEB), Beaudy Camacho (PC), and Joseph Sanchez (Grantee Management) for their input during the first day: Program Management and Quality Improvement. The debriefing clarified vacancies, the numbers of staff support in all component areas, and GEB / PC training. Updates on the remaining debriefings will be presented at the meeting.

Region IX visit: There has been no change to Shirley Karrer, Guam's Program Specialist visit January 13-16. The program will be scheduling a meeting with the GEB during her visit.

Off-Island Travel Region IX Family Engagement and Cultural Effectiveness Conference and the Planning for the Mentor-Coaching Network: Directors travel report is attached. Jan Len: Program Manager for Region IX Head Start Office formally announced her retirement effective January 3, 2020.

Governance Training Module and the Outreach to School Board video are available on OHS / ACF/Head Start website: eclkc.ohs.acf.hhs.gov

**Communications: Office of Head Start:** None at this time.

**Program Calendar and Announcements: November 21– December 31, 2019**

Members of the Guam Education Board and DOE Management Team are welcome to attend all Head Start activities.

| Date | Event |
|---|---|
| November 18 – 22: Focus Area One Federal Review Calls daily at 9 am. | Monday: Program Management & Quality Improvement<br>Tuesday: Education and Child Development<br>Wednesday: Fiscal<br>Thursday: Health Services & Criminal Record Checks<br>Friday: Family / Community Engagement & ERSEA |
| November 20: | Policy Council: Meeting: 6:30 – 8:30 Tiyan Building B: Galleria |
| November 25 – December 20 | Annual Self-Assessment |
| December 20 | Policy Council: Meeting: 6:30 – 8:30 Tiyan Building B: Galleria |

Submitted: November 19, 2019

Catherine M. Schroeder: Program Director

Joseph Sanchez Deputy Superintendent of C&II

Jon J. P. Fernandez: Superintendent of Education

A



AS OF 10/31/2019

FOR 2020 01

| ACCOUNTS FOR: 18 FY 2018 | ORIGINAL APPROP | REVISED BUDGET | YTD EXPENDED | MTD EXPENDED | ENC/REQ | AVAILABLE BUDGET | PCT USED |
|---|---|---|---|---|---|---|---|
| **32010 BASIC GRANT AWARD** | | | | | | | |
| 76020 831 215 SALARY FY18 HS BAS | 1,593,539.00 | 1,571,247.00 | 1,564,616.64 | .00 | .00 | 6,630.36 | 99.6% |
| 76021 831 215 SUBS FY18 HS BASIC | 7,000.00 | .00 | .00 | .00 | .00 | .00 | .0% |
| 76022 831 215 PART-TIME FY18HS B | 402,506.00 | 369,506.00 | 365,529.51 | .00 | .00 | 3,976.49 | 98.9% |
| 76023 831 215 STIPENDS FY18HS BA | 1,760.00 | 3,080.00 | 3,080.00 | .00 | .00 | .00 | 100.0% |
| 76024 831 215 BENEFITS FY18HS BA | 795,764.00 | 713,065.88 | 709,998.30 | .00 | .00 | 3,067.58 | 99.6% |
| 76026 831 215 LOCAL MIL FY18HS B | 6,800.00 | 6,800.00 | 3,600.96 | .00 | .00 | 3,199.04 | 53.0% |
| 76027 831 215 CONTRACTUAL 18HS B | 80,480.00 | 216,299.80 | 213,394.08 | .00 | 1,933.36 | 972.36 | 99.6% |
| 76028 831 215 SUPPLY FY18 HS BAS | 85,000.00 | 140,556.97 | 125,006.12 | 2,034.70 | 11,439.75 | 4,111.10 | 97.1% |
| 76029 831 215 EQUIPMENT FY18HS B | 10,340.00 | 72,124.35 | 61,200.64 | .00 | 9,759.15 | 1,164.56 | 98.4% |
| 76030 831 215 MISC. FY18 HS BASI | 500.00 | 300.00 | 51.75 | .00 | .00 | 248.25 | 17.3% |
| 76032 831 215 INDIRECT FY18 HS B | 2,142.00 | 2,142.00 | 1,648.69 | .00 | .00 | 493.31 | 77.0% |
| TOTAL BASIC GRANT AWARD | 2,985,831.00 | 3,095,122.00 | 3,048,126.69 | 2,034.70 | 23,132.26 | 23,863.05 | 99.2% |
| **32030 TRAINING AND TECHNICAL ASSISTANCE** | | | | | | | |
| 76040 831 215 TRAVEL FY18 HS T/T | 22,000.00 | 51,998.15 | 51,998.15 | .00 | .00 | .00 | 100.0% |
| 76041 831 215 LOCAL MIL FY18 HS | 1,600.00 | 1,729.20 | 1,729.20 | .00 | .00 | .00 | 100.0% |
| 76042 831 215 CONTRACTUAL 18 HS | 21,000.00 | 21,423.66 | 21,423.66 | .00 | .00 | .00 | 100.0% |
| 76043 831 215 SUPPLY FY18 HS T/T | 1,394.00 | 1,540.99 | 1,405.99 | .00 | 135.00 | .00 | 100.0% |
| TOTAL TRAINING AND TECHNICAL A | 45,994.00 | 76,692.00 | 76,557.00 | .00 | 135.00 | .00 | 100.0% |
| TOTAL FY 2018 | 3,031,825.00 | 3,171,814.00 | 3,124,683.69 | 2,034.70 | 23,267.26 | 23,863.05 | 99.2% |

AS OF 10/31/2019

FOR 2020 01

| ACCOUNTS FOR: 19 FY2019 | ORIGINAL APPROP | REVISED BUDGET | YTD EXPENDED | MTD EXPENDED | ENC/REQ | AVAILABLE BUDGET | PCT USED |
|---|---|---|---|---|---|---|---|
| **32010 BASIC GRANT AWARD** | | | | | | | |
| 76045 831 215 SALARY FY18 HS BAS | 1,681,190.00 | 1,681,190.00 | 511,620.63 | 127,454.72 | .00 | 1,169,569.37 | 30.4% |
| 76046 831 215 SUBS FY19 HS BASIC | 3,500.00 | 3,500.00 | .00 | .00 | .00 | 3,500.00 | .0% |
| 76047 831 215 PART-TIME FY19HS B | 340,582.00 | 340,582.00 | 74,563.46 | 25,115.29 | .00 | 266,018.54 | 21.9% |
| 76049 831 215 BENEFITS FY19 HS B | 754,070.00 | 754,070.00 | 213,650.24 | 54,930.54 | .00 | 540,419.76 | 28.3% |
| 76051 831 215 LOCAL MIL FY19HS B | 10,350.00 | 10,350.00 | 715.72 | .00 | .00 | 9,634.28 | 6.9% |
| 76052 831 215 CONTRACTUAL FY19 B | 104,511.00 | 104,511.00 | 22,014.45 | .00 | 9,780.50 | 72,716.05 | 30.4% |
| 76053 831 215 SUPPLY FY19 HS BAS | 146,058.00 | 146,058.00 | 3,643.44 | 60.28 | 2,776.50 | 139,638.06 | 4.4% |
| 76054 831 215 EQUIPMENT FY19HS B | 32,345.00 | 32,345.00 | 1,597.27 | .00 | .00 | 30,747.73 | 4.9% |
| 76055 831 215 MISC. FY19 HS BASI | 500.00 | 500.00 | .00 | .00 | .00 | 500.00 | .0% |
| 76057 831 215 INDIRECT FY19 HS B | 40,505.00 | 40,505.00 | .00 | .00 | .00 | 40,505.00 | .0% |
| TOTAL BASIC GRANT AWARD | 3,113,611.00 | 3,113,611.00 | 827,805.21 | 207,560.83 | 12,557.00 | 2,273,248.79 | 27.0% |
| **32030 TRAINING AND TECHNICAL ASSISTANCE** | | | | | | | |
| 76065 831 215 TRAVEL FY19 HS T/T | 22,000.00 | 55,000.00 | 16,011.22 | 16,011.22 | .00 | 38,988.78 | 29.1% |
| 76066 831 215 LOCAL MIL FY19 HS | 4,000.00 | 4,000.00 | 355.54 | .00 | .00 | 3,644.46 | 8.9% |
| 76067 831 215 CONTRACTUAL FY19 T | 19,994.00 | 19,994.00 | 1,355.31 | 80.00 | 1,935.00 | 16,703.69 | 16.5% |
| TOTAL TRAINING AND TECHNICAL A | 45,994.00 | 78,994.00 | 17,722.07 | 16,091.22 | 1,935.00 | 59,336.93 | 24.9% |
| **32040 HS DURATION EXPANSION** | | | | | | | |
| 76075 831 215 SALARY FY19HS DURA | 236,185.00 | 220,143.00 | 49,064.84 | 18,760.17 | .00 | 171,078.16 | 22.3% |
| 76076 831 215 SUBS FY19HS DURATI | .00 | 16,042.00 | .00 | .00 | .00 | 16,042.00 | .0% |
| 76079 831 215 BENEFIT FY19 HS DU | 87,002.00 | 87,002.00 | 19,501.89 | 7,015.38 | .00 | 67,500.11 | 22.4% |
| 76081 831 215 LOCAL MIL. FY19HS | 1,200.00 | 1,200.00 | 148.48 | .00 | .00 | 1,051.52 | 12.4% |
| 76082 831 215 CONTRACTUAL FY19HS | 5,000.00 | 5,000.00 | .00 | .00 | .00 | 5,000.00 | .0% |
| 76087 831 215 INDIRECT FY19 DURA | 24,941.00 | 24,941.00 | .00 | .00 | .00 | 24,941.00 | .0% |
| TOTAL HS DURATION EXPANSION | 354,328.00 | 354,328.00 | 68,715.21 | 25,775.55 | .00 | 285,612.79 | 19.4% |
| TOTAL FY2019 | 3,513,933.00 | 3,546,933.00 | 914,242.49 | 249,427.60 | 14,492.00 | 2,618,198.51 | 26.2% |

09CH010983 - Guam Department of Education

## End-Of-Month Enrollment - October 2019

**Head Start**

| | *Operated this month* | *Last day of services provided* | *Reported Enrollment* | *Funded Enrollment* | *Grant Status* |
|---|---|---|---|---|---|
| | Yes | Oct 31, 2019 | 534 | 534 | Reported |
| Initially Reported: | On 11/03/2019 by Enrico Pegarido | | | | |
| Last Updated: | On 11/03/2019 04:58:19 AM, EST by Enrico Pegarido | | | | |
| Grantee Comments: | Total Accepted Currently in Class List: 527<br><br>Total Enrolled (Accepted and have an Entry Date): 527<br>Total Reserved Homeless/Foster: 0<br>Total Vacancies Within 30 Days: 7<br><br>Total Vacancies Replaced After 30 Days: 0 | | | | |

C

JON J.P. FERNANDEZ
Superintendent of Education

GUAM HEAD START PROGRAM
DEPARTMENT OF EDUCATION
501 Mariner Avenue; Office E2
Barrigada, Guam 96913
Tel: (671) 475-0484
Fax: (671) 477-1535
www.gdoe.net/headstart

Catherine M. Schroeder
Program Director, Head Start

# TRAVEL REPORT
## Parent Engagement and Cultural Effectiveness Conference
## Honolulu Hawaii
## October 29 – November 1, 2019

**October 29: Pre Conference Day**

**AM: Pre Conference: Dealing with Our stuff, Trauma Informed Care for Adult Caregivers.** Work shop explored the effects of trauma on caregivers, provided hands on techniques to build on wellness. The focus was on staff wellness, reducing stress, burnout and turnover. The strategies included reflection on personal experiences, trauma, and biases with the impact being better able to work with children.

**PM: Manager/Director Track: Director's Exchange.** Presentation was based on research from the book Scarcity. As directors we discussed challenges in keeping up with the requirements, how we approach leadership, delegation, supervision and staff development. Much discussion was on how we work and serve our community and families. Strategies included self-care routines, staff wellness and reflection on our own performance and challenges.

**October 30:**

**Opening Session:** The conference was opened Hawaiian style with a blessing by a Native Hawaiian teacher, cultural practitioner and Community Leader. The first lady of Hawaii talked about Ohana and the extended family concept and what it means. "Ohana" was discussed in the context of Head Start communities, and sub communities within our jurisdiction and program. . The last keynote speaker talked more about working with children in foster care, racial/ethnic disparities and the child welfare system. Much of what she talked about was trauma informed care for children.

**1st Breakout: Director/Manager track: Head Start Futures: Public Policy Update.** Much of the focus by the previous Director of the Office of Head Start was looking at the political environment both nationally, statewide, and locally especially in respect to funding, regulatory changes and how this will impact leadership teams, staff. Strategies on how to ensure the program is prepared and involved in policies locally were discussed and shared by directors.

**2nd Breakout: Characteristics of Effective Leadership and Engagement**: the discussion identified leadership qualities and how they interact with each other within a management team, parents, and each component of the program. These were also matched with the areas of the Head Start Management team.

**3rd Breakout: Manager/Director Track: Head Start Futures: Strategic Positioning.** This was the most informative training presented by a Professor of Marketing and Behavioral Decision Making from UCLA. She presented tools and strategies to assist programs to diagnose what our competitors are known for, their characteristics, and then how to position our attributes that differentiate us from our competitors. We had a sampling of how to use perceptual maps, associative networks and projective strategies. (This will part of our marketing plan for the program).

**October 31**

**Opening Session:** Dr. Bergeron: Office of Head Start Director talked about upcoming changes in Head Start that will be forthcoming based on the federal register reviews this year. Designated Renewal indicators will be changed especially in the area of CLASS scores. They have dropped the 10% and are specific as to the minimum scores. The most significant change is in Instructional Supports. Jumped from 2 to 2.5—this will decrease the stress of not knowing the 10% cutoff which has changed yearly. The push for transition planning with the school districts. The new Information memorandum on Kinship care as an eligibility component. Discussion also included Opioid summits for awareness and how to address within programs. Podcasts will begin and highlight program success stories.

Jan Len, Region IX Program Manager was honored as she officially announced her retirement.

**Planning the Mentor Coach Network for Hawaii / Outer Pacific Grantees.** This session was all day for the Mentor Coaches. It was half day for the Directors so they could attend the Region IX updates. The program reviewed the status of the benchmarks of Head Start Mentor Coaching to identify our needs and areas to work on and improve. For the most part we either have it in place or are in the process. Because of the distances between CNMI, Guam, and Palau our joint meetings will be at Region IX events we all attend. We are also looking at alternative ideas for supports: social media, conference calls, ZOOM. Etc. Team was provided a book on working towards strengths when coaching.

**PM Breakout: Region IX updates:** Jan talked about trends in the region. Decrease in 4-5 year olds and increase in 3 year olds as in universal preschool and transitional kindergarten expands. She shared the 2019 CLASS scores for the Region: National scores are not available yet. The discussion was on the regions focus on Instructional Learning formats and Concept Development dimensions for class.

**November 1**

**AM breakout: What is my role in unconscious bias.** Discussion on identifying our

unconscious and implicit biases and the impact on behaviors of others. This was and interactive awareness type of session which identified how we engage with others and how to be more self aware.

**Exhibits and National Head Start Association information.**

**Dollar per child fundraiser for the National Head Start Association.** The program can obtain a "tool kit" to help generate a donation to NHSA to assist with lobbying efforts on behalf of Head Start Programs: funding, changes in policies, etc.

Vendors: ReadyRosie, Discount school supplies (they are a DOE vendor). Tennessee State: Family Services Credential (not viable for Guam) Scholastic FACE (Family and Community Engagement Focus) One America: Kaplan (offers professional development, learning Genie.

**Submitted: Catherine M. Schroeder**

# GUAM EDUCATION BOARD
# RESOLUTION NUMBER 2019-19

**Introduced by:** **Guam Education Board Members**

**RELATIVE TO THE ENGLISH AS A SECOND LANGUAGE PROCEDURAL MANUAL**

**WHEREAS**, the Guam Education Board Policy 312 English as a Second Language (ESL) Program recognizes the need to address the special language needs of students who are English Language Learners (ELL) and where English is a second language; and

**WHEREAS,** the Guam Education Board supports providing learning programs for ELL students in efforts to help all school children acquire English proficiency, provide opportunities for ELL students to meet high levels of academic attainment in English, and to meet challenging academic content and standards in the regular classroom; and

**WHEREAS,** the Guam Education Board recognizes that the ESL Procedural Manual should be reviewed for modifications every five years by the Division of Curriculum & Instruction by a cadre of ESL coordinators and teachers to address and align the ESL Procedural Manual with ESL trends both regionally and nationally; and

**WHEREAS,** the ESL Procedural Manual (attached) includes the following components: English Learners (EL) Identification Procedure; English Language Proficiency Assessment Procedures; Student Placement Procedures; Program Options; Exiting and Exemption; Procedures; Inclusion of Special Education - Limited Proficient Students; and Compliance Requirements; and

**WHEREAS,** the ESL Procedural Manual provides a universal practice amongst all ESL educators, to provide a standardized system from school to school, and as an instrument to provide ESL educators with a seamless transition into the work of an ESL coordinator or ESL teacher; and

**NOW, THEREFORE, BE IT RESOLVED** that the Guam Education Board approves the English as a Second Language (ESL) Procedural Manual to be implemented in the English as a Second Language Program in all public schools.

**DULY AND REGULARLY ADOPTED BY THE GUAM EDUCATION BOARD ON THIS 26th DAY OF NOVEMBER 2019.**

_____

**MARK MENDIOLA,**
Chairman, Guam Education Board

_____

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

# DEPARTMENT OF EDUCATION
## OFFICE OF THE SUPERINTENDENT

www.gdoe.net
501 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671) 300-1547 1536•Fax: (671)472-5001
Email: jonfernandez *a* gdoe net

**JON J. P. FERNANDEZ**
Superintendent of Education

COPY

October 24, 2019

RECEIVED
OCT 31 2019
GUAM EDUCATION BOARD
TIME 10:57 2:INITIAL

Mr. Mark Mendiola, Chairperson
Guam Education Board
Department of Education
501 Mariner Avenue
Barrigada, Guam 96913

RE: Proposed Draft ESL Procedural Manual

Dear Mr. Mendiola,

***Buenas yan Saludas!*** At the Joint Board Union Curriculum & Textbook Committee, which was held on Thursday, December 6, 2018, the Committee voted to approve the proposed draft ESL Procedural Manual. However, it was recommended that a secondary review be facilitated to ensure that all federal guidelines are followed. During the months of December 2018 through September 2019, the Pacific Resources for Education and Learning (PREL) Pacific Resources Comprehensive Center was asked to review the ESL Procedural Manual and provide feedback and recommendations to the document. During the last month, the ESL District Staff, as well as, the ESL Cadre members met to review and incorporate the recommendations from the comprehensive center to the document.

The final ESL Procedural Manual is herein attached for your review and disposition. We would like to request for a worksession, to present the above document to the Board's SubCommittee on Curriculum, Special Education and Textbook.

Should the Guam Education Board approve of this, the ESL Procedural Manual will be distributed to all ESL Coordinators and Teachers throughout the district. It is anticipated that the ESL District Staff and the ESL Cadre will begin the process to review and update Board Policy 312: English as a Second Language (ESL) Program to ensure that it is updated with the national terminology.

Si Yu'us Ma'ase.

Senseramente,

JON J.P. FERNANDEZ,
Superintendent of Education

Cc: Chairperson, SubCommittee, Curriculum, Special Education & Textbook

Attachments

( ) APPROVED ( ) DISAPPROVED

MARK MENDIOLA, Chairman
Guam Education Board

Date

**Jon J.P. Fernandez**
Superintendent of Education

**DEPARTMENT OF EDUCATION**
Curriculum and Instructional Improvement
Office of the Deputy Superintendent
501 Mariner Avenue, Barrigada, Guam 96913
Telephone: (671) 300-1635/1247
ciioffice@gdoe.net

**Joseph L.M. Sanchez**
Deputy Superintendent,
Curriculum and Instructional Improvement

Guam Education Board
Curriculum, Special Education & Textbooks SubCommittee Worksession
1st Floor Gallery Conference Room, DOE, Tiyan

**Agenda**

**I. Introductions**

**II. Board Policy 312 – English as a Second Language (ESL) Program Policy**

A. English Language (EL) Procedural Manual Components Inclusion Items as Per BP 312
   1. EL Identification Procedure
   2. English Language Proficiency Assessment Procedures
   3. Student Placement Procedures
   4. Parent Notification Procedures
   5. Program Options
   6. Grading Procedures
   7. Exiting and Exemption Procedures
   8. Inclusion of Special Education Limited Proficient Students
   9. Compliance Requirements

**III. English Language (EL) Procedural Manual Review Timeline**

A. SY2016-2017
   1. Started initial review with coordinators input and proceed with the updating process
   2. July 2017 – Draft of manual shared with principals to elicit feedback

B. SY 2017-2018
   1. Continuation of updates to the manual and the appendices
   2. Completed draft of ESL Procedural Manual and submitted for additional review

C. SY 2018-2019
   1. August 2018 – A Stakeholder survey sent out
   2. October 2018 – Analyzed the responses from the various stakeholders
   3. November 2018 -Final Draft of ESL Procedural Manual
   4. December 2018 – Joint Board Committee Approved Draft ESL Procedural Manual
   5. January – July2019 – Pacific Resources for Education and Learning (PREL)-Pacific Resources Comprehensive Center Review

D. SY 2019-2020
   1. August 2019 - Pacific Resources for Education and Learning (PREL)'s Pacific Resources Comprehensive Center (PRCC) Review and Input
   2. September – October 2019 = Cadre Review and Final Draft.
   3. November 2019 = Work session, Guam Education Board Subcommittee on Curriculum, Special Education & Textbook

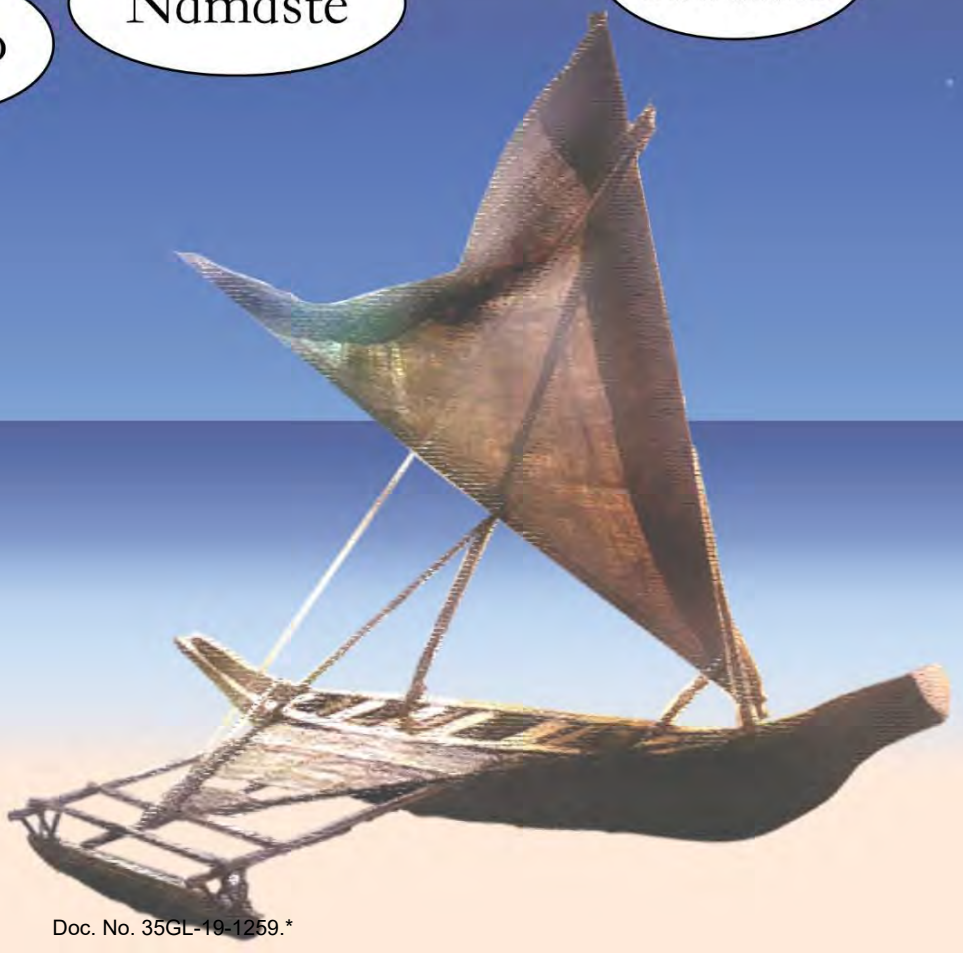
**IV. Question/Answer**

**V. Next Steps**

GUAM DEPARTMENT OF EDUCATION

# ENGLISH AS A SECOND LANGUAGE(ESL) PROGRAM 2018 PROCEDURAL MANUAL

Kumusta?
Hafa Adai!
Aloha
Hello!
Kaselehlie
Ran Annim
Yokwe
Alii
你好
Nǐ hǎo
Mogethin
Helo
Tuwoh
여보세요
Anyounghaseyo
Xin chào
こんにちは
Kon' nichiwa
สวัสดี
Sawatdee
Namaste
Halo



2018

Doc. No. 35GL-19-1259.*

# TABLE OF CONTENTS


| | |
|---|---|
| Introduction | 1 |
| Philosophy | 1 |
| State Strategic Plan & Program Objectives | 2 |
| Identification of English Learners | 2 |
| Home Language Survey Procedures | 3 |
| Potential English Proficiency Form Procedures | 4 |
| Language Assessment Scale (LAS) Procedures | 4 |
| Determining ESL Eligibility | 6 |
| Notification of Parent/ Guardian | 6 |
| Grade Level Placement of English Learners | 7 |
| Program Options for English Learners | 7 |
| School Wide Approach to ESL Instruction | 9 |
| Strategies for Teaching English Learners | 10 |
| Effective Lesson Characteristics for English Learners | 12 |
| Professional Development | 13 |
| Grading | 14 |
| Exiting From the ESL Program | 15 |
| Parental/ Guardian Involvement | 16 |
| Guidelines for District-Wide Assessment | 17 |
| Special Education- Limited Proficiency | 22 |
| Alternatives to Special Education | 23 |
| Cumulative Folder/ Student Information System Procedures | 24 |
| ESL Team | 25 |
| Class Size Chart | 27 |
| Program Action Plan | 28 |
| Program Monitoring & Evaluation | 28 |
| ESL Key Terms | 29 |
| Appendix | 32 |
| Index | 33 |

# INTRODUCTION

The Guam Department of Education (GDOE) recognizes that many of our students on Guam come from homes where a language other than English is spoken. These English learners (ELs) comprise just under 50% of the district's total enrollment. There are over 20 language/ethnic groups from Asia and the Pacific islands represented within the school system. The full participation of these students in regular classroom instruction and their achievement of the District's academic goals depend on their proficiency in the English language.

The English as a Second Language (ESL) Program has been developed and implemented to identify, assess, and provide appropriate educational services to all ELs. The Program is designed to meet federal requirements for the elimination of discriminatory educational practices set forth in the Civil Rights Act of 1964, The Bilingual Education Act of 1968, the Equal Educational Opportunities Act of 1974, the United States Supreme Court decision in Lau v. Nichols (1974), Title III of the No Child Left Behind Act of 2001, Every Student Succeeds Act of 2016 and the Guam Educational Board Policy 312 (Sept 2006). See *Appendix A Federal Laws & Court Rulings.*

The ESL Program is under the Deputy Superintendent of Curriculum & Instructional Improvement. The Deputy may assign a designee such as a School Program Consultant (SPC) or Program Coordinator to oversee implementation. Designee works closely with the school administrators and ESL Coordinators to ensure that program mandates and guidelines are compliant. Each school has its own ESL team, the size and composition of which depend on the EL population and the school's resources. The following are recommended to be included in the ESL team: school administrator, ESL Coordinator, ESL teacher, regular classroom teacher, guidance counselor, resource teacher, school registrar, and parent(s). This manual is designed to provide guidance to all members of the ESL team and to anyone else interested in the ESL Program.

# PHILOSOPHY

Guam is a multi-lingual and multi-cultural society. All children, regardless of their home language or background, have the right to an equitable education which will allow them to assume the full responsibilities and rights of citizenship in the community. Language is the foundation upon which all learning occurs and English is the medium of instruction in the Department of Education.

The ESL Program focuses on the development of English communication skills in an environment that treats language as whole, real, authentic, and interesting. The four domains necessary for effective communication in English (listening, speaking, reading, and writing) are addressed in this context. Attention must be given to promoting the higher order thinking skills of ELs. English and academic proficiency are developed within the atmosphere of respect for the native language and culture of the students. Every effort must be made to integrate ELs into the regular classroom as quickly and completely as possible.

## STATE STRATEGIC PLAN & PROGRAM OBJECTIVES

### State Strategic Plan:

- GOAL 1: All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

- GOAL 2: All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

- GOAL 3: All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.

- GOAL 4: All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.

- GOAL 5: All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

*GDOE State Strategic Plan, Adopted by Guam Education Board: September 23, 2014

**Program Objectives:**

To meet the State Strategic Plan goals, the following objectives will be met by the ESL Program:

1. To identify, assess, and provide an adequate program for English Learners (ELs) that develops their academic skills;

2. To provide researched based professional development and training in best practices and trends in the field of second language acquisition to administrators, teachers, support staff and all stakeholders of the ESL program;

3. To ensure that appropriate ESL curriculum and materials are selected, developed, utilized, and evaluated;

4. To promote family and community involvement in the development and implementation of the ESL Program; and,

5. To evaluate the effectiveness of the ESL Program.

## IDENTIFICATION OF ENGLISH LEARNERS

The responsibility of the schools to identify students who require ESL services. The identification procedure set forth in this manual must be followed systematically; otherwise, students with limited English proficiency may not receive the ESL assistance they need.

Schools must identify in a timely manner EL students in need of language services. Home Language Survey (HLS) is a questionnaire given to parents/ guardians to helps schools identify



DRAFT

which students are potential EL and who will require assessment of their English language proficiency to determine eligibility for services.

Schools are required to test students who may be ELs within 30 days of enrollment in a school [ESEA section 3113(b)(2)]. See appendix FGHJK ESL Timeline.

## HOME LANGUAGE SURVEY PROCEDURES

### A. Home Language Survey

Parents/ legal guardians enrolling a student in a GDOE school, grades K-12, must complete a Home Language Survey (HLS) as part of the registration process. Parent with multiple children at a school, must complete separate HLS for each student. All registration packet must be completed before the student may enter school. Please refer to the Student Procedural Assistant Manual (SOP1200-023).

### B. Administration of the Home Language Survey

- When the parent or guardian begins the registration process for a new student, the school registrar presents a registration packet, to include a Home Language Survey in English. The clerk gives the parents the option to fill out the HLS in their native language. For language codes and HLS forms in various languages, see *Appendices B & C*

- If the parent can understand but not read English, school registrar must obtain the information orally and assist the parent in filling out the form.

- If the parent or guardian is unable to speak English or read the translated HLS, school registrar shall inform the Administrator or ESL Coordinator that an interpreter is needed. If no suitable interpreter can be found, the Administrator or ESL Coordinator shall contact the Division of Curriculum & Instruction.

- The school registrar shall ensure that the HLS is completed properly. More than one answer per question on the HLS is allowed and sufficient to identify the presence of a language other than English in the home. Parents or guardians are not be required to limit their responses to only one language per question.

- If there is any reason to question the accuracy of the answers on the HLS, verification shall be made by the school registrar or the ESL Coordinator.

- If multiple HLSs are found in a student's cumulative folder (i.e. an HLS in a Head Start folder), the form indicating a second language **must** be used when determining the language code for the student information system, as well as for determining ESL testing eligibility. The HLS noting a second language other than English should be the one filed behind the Potential English Proficiency (PEP) form in the student's cumulative folder. Only one HLS is required to be filed behind the PEP form.

### C. Use of the Completed Home Language Survey

The school registrar may fill out a routing sheet for the ESL Coordinator and enter data into the student information system in the ESL custom screen in PowerSchool as part of the registration process. See *Appendix D, Student Routing Sheet*.



DRAFT

And/or

The ESL Coordinator may obtain a student entry/withdrawal report from the student information system every two weeks, or as needed, to ensure that all ESL students are properly identified and placed into the appropriate programs in a timely manner.

The ESL and classroom teachers shall have ESL statistical data available through reports from PowerSchool. See *Appendix E, Power School Procedures and QSR Procedure Guidelines.*

## POTENTIAL ENGLISH PROFICIENCY (PEP) FORM PROCEDURES

The Potential English Proficiency (PEP) Form must be placed in every student's cumulative folder. The use of this form is an ongoing process that begins with the transfer of data from the Home Language Survey. The PEP form should reflect the most current data and is a record of all the ESL documents filed underneath it. The information on the PEP form should be used to update student data on the student information system. See *Appendix F* for a copy of the PEP form with the instructions for completing it and a listing of the school codes.

## LANGUAGE ASSESSMENT SCALES (LAS) PROCEDURES

### A. Test Forms

The preLAS2000, LAS Links Placement Test and the LAS Links K-12 Assessments are the assessments currently used. The LAS Links has parallel forms. These forms come in five grade bands; K-1, 2-3, 4-5, 6-8, and 9-12. An initial assessment is given to new students upon entering the school system to place them in the appropriate program. Kindergarten students are initially assessed using the preLAS2000 or the LAS Placement. For students in grades 1 - 12the LAS Links Placement Test is the appropriate assessment to use for initial placement purposes. LAS Links can also serve as initial placement.

The LAS Links parallel forms may be used in grades 1-12 to measure English language growth. and/or to satisfy exit criteria. LAS Links is given to students every 12 to 18 months until a student scores Level 4 or Level 5.

Ideally, a student should never be administered the same test form twice. It is critical to review the student's cumulative folder to ensure that the same form of the test is not administered a second time.

LAS Oral and LAS Reading & Writing Assessments were instruments previously used by GDOE to determine the overall English language proficiency of ELs.

### B. Scoring Levels

The LAS Links K-12 Assessments yield an overall English Language Proficiency score of 1-5. Students who score 1, 2, or 3 are eligible for direct services in the ESL Program. A student who has an Overall score of 4 or 5 on initial assessment does not require services. GDOE uses the following proficiency levels taken from the LAS Links Administration Guide.

LAS Links Proficiency Levels (PL) PL 1 – Beginning – Student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

PL 2 – Early Intermediate – Student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.

PL 3 – Intermediate – Student is developing the ability to communicate effectively in English across a range of grade-level appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

PL 4 – Proficient –Student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

PL 5 – Above Proficient – Student communicates effectively in English with few, if any, errors across a wide range of grade-level appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

LAS Links Placement Test – Students are rated as NP (Not Proficient), AP (Approaching Proficiency), P (Proficient). The ESL Program services NP and AP students. Students with a score of AP must be assessed using the LAS Links. A score of NP0 indicates proficiency in none of the four domains assessed; NP1 indicates student is approaching proficiency in one domain, NP2 in two domains and NP3 in three of the four domains tested.

## C. Test Validity

It is important to realize that the assessment will not be a valid and reliable instrument unless the appropriate administration and scoring procedures of the district's designated language assessment tools are followed. Common mistakes include administering the assessment in a noisy place, allowing students to hear other students being tested, and not establishing inter-scorer reliability among testers. The validity of the assessment is also reduced if the same version is administered more than once to the same student. The entire assessment must be administered and scored within a three (3) week period.

## D. Testers

All language assessment testers must be proficient English speakers, certified professionals, and have had appropriate training by district LAS Links Trainers. While GDOE has already offered numerous LAS workshops, there will always be a need for additional training, including an annual one for inter-rater reliability. Testers must carefully read both of the manuals that come with the testing kit: "How to Administer"

and "Scoring and Interpretation". If there is no experienced tester at a school, the Division of Curriculum & Instruction can assist with assessments.

**E. Whom to Test**

The district's language assessment tool should be administered within three weeks of the child's enrollment in school unless the student was tested previously. The following students should be tested:

- ❖ Students whose HLS contains a language other than English, and
- ❖ Students whose HLS answers are English, but who are referred by teacher(s) because their level of English proficiency is questionable. A written referral must be completed by the referring teacher before assessment can be done. See *Appendix G.*

**F. Recording Testing Information**

The results of the district's language assessment tool must be entered on the PEP Form. See *Appendix F -1, PEP form and F-2, School Codes* for PEP Form Procedures. In addition, the LAS Links Student Profile Sheet must be completed and filed in the student's cumulative folder. Finally, all data must be updated in the PowerSchool student information system.

See appendix H for a summary chart of the district's current language assessment tools and scoring levels.

## DETERMINING ESL ELIGIBILITY

A student who meets the following criteria is identified as an EL and is thereby entitled to ESL services:

- Comes from a home environment where a language other than English is spoken, and
- Scores at a non-proficient level on an English language proficiency assessment

GDOE currently uses the preLAS2000, LAS Links and LAS Placement for determining English language proficiency. A proficiency level of 3 or below in LAS Links or a score of NP or AP on the LAS Placement indicates that the student is eligible for ESL Services.

Students who score PL 4 or PL 5 on the LAS Links or P on the LAS Placement test are considered as passed initial testing (PIT). These students are ineligible for ESL services and should be placed on program type "None – 0".

## NOTIFICATION OF PARENT/GUARDIAN

Students should not be placed in the ESL Program without notification and consent from a parent or legal guardian. See *Appendix I, Notice of Eligibility*. If a parent cannot read English, the notice must either be translated into a language the parent can read or be interpreted orally. All school communication with parents, whether oral or written, must be in a language the parents understand. If the school cannot identify anyone to translate or interpret, the Division of Curriculum & Instruction should be contacted for translation assistance. The School ESL Coordinator shall place a copy of the signed notification/consent letter in the students'

cumulative folder. If the parent objects to his/her child receiving services, the School ESL Coordinator must meet with the parent and explain the program and its advantages to the student. If the parent still objects, the student will not be placed in the ESL Program. In such cases, the ESL Coordinator **must** have the parent sign a "Waiver of ESL Services" and complete an Exit Document. See *Appendix J and K*. If a waiver form is signed, the ESL Coordinator and regular classroom teacher shall monitor student's progress annually. See *Appendix L, Annual Follow Up*. Once a student with a waiver meets the exit criteria, that student's status can be changed to MA with a program type 6.

## GRADE LEVEL PLACEMENT OF ENGLISH LEARNERS

English Learners (ELs) must be placed in a grade according to their chronological age. It is unlawful to place a student in a lower grade because of limited English proficiency or the lack of, or inadequacy, of previous schooling. Any other placement must be fully justified and documented in the same way as retention. This documentation must be placed in the cumulative folder.

## PROGRAM OPTIONS FOR ENGLISH LEARNERS

Every Student Succeeds Acts (ESSA) requires the district to identify all of its ELs and provide meaningful access to core curriculum (reading, language arts, math, science, and social studies). It is key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable amount of time. Therefore, it is recommended that ELs be placed in a least restrictive environment. Limited separation is allowable only when it is educationally justifiable and when the benefits of the program outweigh the detrimental effects of segregation.

The ESL program is designed to provide the assistance necessary for the students to succeed within the regular school curriculum. All ELs, including those with limited English skills, should be fully integrated with other students from the onset, in less linguistically demanding courses such as art, music, and physical education. Students are encouraged to participate in sports, choir, and other extracurricular activities. While ELs need some time when they do not have to compete with native speakers, they also need to mix with fluent English speakers for at least a portion of the day. .

The design of an effective ESL program will vary according to a school's demographics and resources. The list of ESL programs below provides a variety of options, but does not exclude variations on these basic program types. It is also recommended that ESL Coordinators and/or ESL teachers schedule time for lesson preparation, testing and record keeping-in their selected program option.

### (1) PULL-OUT PROGRAM

This program combines students from several different classes for intensive English Language instruction. Students should be grouped according to age, grade, English proficiency, or a combination thereof whenever possible. The length and content of the classes depend on the school's total student population, the proficiency level of the

students, and the number of ESL teachers. The responsibility for the student's grades lies with the classroom teacher. The ESL teacher provides supplementary support.

**(2) SHELTERED LANGUAGE ARTS CLASSES - Elementary**
In this direct service program, students are taught by an ESL teacher who makes the appropriate modifications to the regular curriculum to ensure that the material presented is comprehensible to the English Learner. The teacher is also responsible for issuing grades for the students in this program type.

**(3) SHELTERED CONTENT AREA CLASSES - Secondary**
These classes are designed to teach the regular curriculum using sheltered English teaching strategies. The teachers are regular content area teachers who have received special training in appropriate teaching techniques for sheltered content classes.

**(4) CONSULTATION**
This program option facilitates communication and provides opportunity for collaboration between the ESL Coordinator or ESL teacher and the regular classroom teacher(s). This ensures that instruction in the regular classroom is modified to meet the needs of students who are ELs. The progress of the students must be monitored in all their classes until the students have completely exited the ESL program.

Students are mainstreamed into subject areas as English proficiency develops. Students enrolled in these classes should be able to understand the content. Ongoing assessment of ELs should permit students who have improved in their proficiency to be mainstreamed at any time throughout the school year. At the elementary level, the curriculum is integrated; therefore, mainstreaming according to content area is not necessary.

All consultation meetings between the ESL Coordinator/Teacher and classroom teachers regarding ELs or ESL program issues should be documented in a consultation log sheet such as the one in *Appendix M, ESL Log Sheet***.** These log sheets should be kept in a Consultation Log folder or binder. Administrators, Division of Curriculum & Instruction, or other school officials may request to review these documents to monitor program effectiveness.

**(5) SPED PROGRAM**
When the Individualized Education Plan (IEP) of a SPED-LEP student does not indicate a need for ESL services, the student will be classified under this program type. ELs with IEPs who receive direct or indirect ESL service do not fall under Program Type 5, but rather under the appropriate ESL program.

**(6) FOLLOW UP**
Follow up is the designation for students with a Parental Waiver (PW) or who have met all criteria for exit (MA). Follow Up forms must be completed for two consecutive years for all students with MA or EX. See *Appendix L, Annual Follow Up*. The same Follow Up forms must be completed annually for students with a PW. Students designated for follow up are not counted as "receiving ESL services"

Within any of above program options it is the responsibility of the ESL Coordinator to facilitate the documentation of modifications made by the regular classroom teachers to the curriculum and accommodations made to classroom environment, instructional materials, strategies and assessments. See *Appendix N, ESL Modification/Accommodation Report.* The school principal is responsible for ensuring that these modifications and accommodations are made.. The ESL Modifications/Accommodations Report serves as supporting evidence of compliance with the Office for Civil Rights' equity in education policies. If an ESL student is not academically succeeding, even with interventions, modifications and accommodations, a Child Study Team (CST) must be considered to determine a plan of action to effectively address the needs of the student.

All ELs must be identified for reporting purposes under a program type listed in the chart below. Program type numbers are entered on the PEP form, *Appendix F-1, Potential English Proficiency Form*, under section IV and in the PowerSchool ESL Custom Screen. Program types 1-4 are actual ESL programs in which students are considered "receiving ESL services" while the other codes describe the reason ESL services are not needed.

| ESL Program Type Chart | | |
|---|---|---|
| Receiving ESL services | 1 | PULL-OUT (*Direct Service*) |
| | 2 | SHELTERED-Elementary (*Direct Service*) |
| | 3 | SHELTERED-Secondary (*Direct Service*) |
| | 4 | CONSULTATION |
| **Not** Receiving ESL Services | 5 | SPED (Students serviced in the SPED program only) |
| | 6 | FOLLOW-UP (1st year for MA PW remains in this program type yearly) |
| | 7 | FOLLOW-UP (2ND year for MA) |
| | 8 | NO PLACEMENT (i.e. students not yet assessed or no placement pending a signed Notification of Eligibility) |
| | 0 | NONE (MA who have completed two years follow up and PIT) |

## SCHOOL-WIDE APPROACH TO ESL INSTRUCTION

Implementing an effective ESL program requires a school-wide and district-wide commitment to academic excellence. Academic expectations should never be lowered for students who are ELs. Teachers should take pride in their students by providing academic support while remaining consistently demanding. At the same time, content must be comprehensible to the EL and, therefore, appropriate accommodations or modifications must be made.

Effective teaching strategies reflect current research and practice in the field of second language acquisition theory. Of the four language skills, listening usually precedes speaking and reading usually precedes writing. Beginning ELs may require an extensive listening period before they should be asked to produce any language. This will allow them time to gain confidence with the language before facing the inevitable risks of language production.

A relaxed and accepting learning environment is also important for acquiring a language. The language in the classroom must be real, meaningful, comprehensible, and contextual. Oral drills and workbook activities are of very limited value. Language acquisition is developmental and

incremental, proceeding from the known to the unknown. Acquiring language by using it naturally is more effective than trying to learn it by studying rules and word lists. Lessons should be communication-based and appeal to a student's natural desire to understand and be understood. The information exchanged in the classroom, between teacher and students and among students themselves, should be functional and meaningful.

Beginning students should feel free to express themselves, even if they make grammatical mistakes. There should be minimal correction of errors that do not interfere with communication; errors are often developmental and will disappear as the student attains greater proficiency. The atmosphere of the classroom should be supportive and non-threatening. Students should not be discouraged from speaking their own language; especially if that is the only way they can communicate. However, they should be reminded to use English as much as possible at school. The use of the native language at home in both oral and written forms should be encouraged. Research has shown that fluency in the native language results in quicker and easier acquisition of a second language.

Classrooms should contain a high, sometimes "noisy", level of communication, emphasizing student collaboration on small group projects organized around "learning centers". Individual work tasks, such as worksheet exercises, should be used sparingly. It is good to provide an informal, family-like social setting where teachers work with small groups of students (2-8) and travel about the room assisting students and making frequent checks for understanding. Large group instruction should be limited, usually confined to morning start-up activities.

The receptive skills of listening and reading normally precede the productive skills of speaking and writing. Once students have acquired the basic skill necessary for simple communication, the four skills should be integrated to the greatest degree possible and made a part of each lesson.

The primary focus for beginning students should be the basic skills necessary to survive at school and on Guam in general. As language proficiency increases, the content focus should shift to the regular curriculum, concentrating on the knowledge and thinking skills appropriate to the student's academic level.

## STRATEGIES FOR TEACHING ENGLISH LEARNERS

Teachers should employ a variety of strategies and maintain the flexibility to discard ones that prove ineffective. ELs are preparing for a world in which technology affects everyday facets of life. The ESL teacher integrates technology to effectively enhance classroom instruction and enable ELs to be effective users of technology. The ESL teacher further provides increased educational technology opportunities to impact student learning. No single technique works for all teachers, for all students, or under all circumstances. . Every effort should be made to incorporate technology along with the following strategies, methods and approaches which have been found to be effective in language teaching.

**The Sheltered Instruction Observation Protocol (SIOP) Model** focuses on building students' academic language proficiency in all content areas. The protocol is composed of thirty items grouped into eight main components: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. These

components emphasize instructional practices that are highly effective in teaching second language. This model is the district's recommended approach for English language instruction. The SIOP model can incorporate many of the effective strategies listed below.

**Cooperative Learning** involves students working in groups towards common learning objectives. Cooperative strategies include: peer tutoring, whereby group members coach each other; jigsaw methods, in which each member of a group is responsible for a portion of a text; and cooperative projects, written papers, oral presentations, and artwork. There should be a high degree of student-to-student interaction, which may appear "noisy" to an outside observer unfamiliar with language learning principles. There are many advantages of cooperative learning, including linguistic (maximizing language production and communication), academic (sharing knowledge and skills), and social (increasing cross-cultural awareness and school involvement).

**Sheltered content area** teaching techniques focus on modifications in materials and delivery so that the lesson fits the developmental level of the students, both in terms of English skills and knowledge of content area. Teachers slow down and modify their speech, repeat when necessary, limit vocabulary and sentence length, check frequently for understanding, give concrete examples, and use pictures, visuals, body language, and other extra-linguistic clues to reinforce meaning. A student's limited English proficiency may slow down or impede the assimilation of the concepts. This should be taken into account when planning and delivering lessons as well as when grading.

**Total Physical Response (TPR)** is a technique using a sequence of modeled commands. For example, the teacher instructs the students to touch something of a specific color, or play Simon Says, or physically respond to a command. Students find TPR relaxing and enjoyable because all of the language introduced is visual and contextual, and they are not forced to speak until they are ready. It is highly effective with beginning students who lack the Basic English skills necessary to function in the classroom. TPR may be used with more advanced students as a way to pre-teach new vocabulary items.

**The Whole Language Approach** is a method of teaching language skills, especially reading, in a classroom that treats language as real, meaningful and communicative. Great value is placed on the personal and social aspects of language. Sub-skills are only taught within the context of real and meaningful language, such as children's literature, a film, a menu. Literacy projects such as dialogue journals, learning logs, bulletin boards, and student publications all help to develop language that is real, meaningful and communicative. Respect for books, for reading, and for libraries is promoted.

**The Language Experience Approach (LEA)** allows students to develop reading and writing skills by drawing upon their current knowledge of English using a given theme with which they are familiar. The theme can be initiated in various ways including a photograph, field trip, classroom experiment or personal experience. Students and teachers then work together to create language and compose texts that provide meaningful reading practice.

**An Integrated Curriculum**, organized around thematic units, helps students to learn language and content together, in context. The Guam Territorial Board of Education (now known as the Guam Education Policy Board) adopted an integrated curriculum for grades K-5 and an

interdisciplinary curriculum for middle and high schools. ESL teachers, regardless of the program option adopted, should make every effort to base their lesson on the integrated curriculum.

**Computer-Assisted Language Learning** uses technology, such as interactive multimedia, to allow students to work at their own pace, communicate effectively, and learn in the content areas. Planning for computer-based reading and math programs will support district-wide initiatives to integrate technology in the ESL classroom.

**Cognitive Academic Language Learning Approach (CALLA)** is an instructional model for second language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

**Classroom Instruction That Works (CITW) Identifies** CITW identifies nine instructional strategies to improve student success: 1) identifying similarities and differences, 2) summarizing and note taking, 3) reinforcing effort and providing recognition, 4) homework and practice, 5) nonlinguistic representations, 6) cooperative learning, 7) setting objectives and providing feedback, 8) generating and testing hypotheses, and 9) cues, questions, and advance organizers.

**THE BIG 8** Literacy Strategies provide a framework for teachers to enhance their instructional toolkits to promote teacher effectiveness and student achievement. The areas include: 1) vocabulary, 2) student dialogue and grouping, 3) write to learn, 4) graphic organizers and note takers, 5) teacher and student questioning, 6) document, technological, and quantitative literacy strategies,

## EFFECTIVE LESSON CHARACTERISTICS FOR ENGLISH LEARNERS

The following list can help all teachers plan effective lessons and can help administrators provide instructional leadership for all teachers.

1. Focus is mainly on communication rather than on grammar.
   - Activities are related to real-life communication.
   - Activities are personalized to student needs/interests.
   - Activities reinforce meaning rather than grammar.

2. Early language learning is concrete.
   - Gestures, body language, etc. are employed.
   - Realia (real objects), pictures, symbols, and others are used.
   - Situational contexts, synonyms, examples, etc. are utilized.

3. Student groupings are carefully considered.
   - Emphasis is given to having multi-level language abilities within groups. The pairing of less fluent students with more fluent students can be an effective strategy.
   - Input (spoken English) should be at least 75% comprehensible to all in the group.

4. Language form errors of beginning students are not overtly corrected.
   - Errors in pronunciation and grammar are not isolated and drilled.
   - Teacher models the correct form while keeping the focus on the content:

     Teacher: Where did you go after school?
     Student: I go to the baseball game.
     Teacher: I saw you! I **went** to the game too.

5. Motivational situations are created.
   - Language is based on student needs, desires, and interests.
   - Language is practiced in realistic situations.
   - Real information, feelings, and opinions are communicated.

6. Teacher/student and student/student interaction is promoted.
   - Interactions for clarification and comprehension are encouraged.
   - "Who, Where, Why, When, What" questions are frequently used.
   - Conversation strategies are utilized.
   - Teachers should personalize language.
     "Nita, what is your favorite TV show? I love to watch Disney Channel." The teacher offers frequent explanations and restatements.

## PROFESSIONAL DEVELOPMENT

The need for professional development is ongoing and essential to the professionalism of all ESL team members: administrators, teachers, counselors, specialists, aides, and support staff. Each school needs teamwork to meet the language needs of its students. Personnel turnover means that there will always be new staff members who will need training; and the rapid evolution in second language acquisition theory and practice means that even the most seasoned ESL teacher or regular classroom teacher needs the opportunity for renewal and growth.

Professional development can take several forms, including workshops organized for the entire district, school-based training, small group support networks, and university courses. Because no two schools or teachers have exactly the same needs, it is essential that any professional development program be fashioned with the particular needs of the participants in mind.

There are various resources available to schools when setting up a professional staff development program. The Federal Programs Division has various grants that may be used for professional development purposes. The Division of Curriculum & Instruction can help to plan, design, and implement an effective professional development program. A school's ESL Coordinator and ESL teachers are a school-based in-service training resource. An additional resource for professional development can be found in chapter 3 of the English Learner Toolkit for State and Local Education Agencies published by the U.S. Department of Education. This document can be found on line (https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html).

# GRADING

Students in the ESL program need a form of assessment that is consistent with the developmental nature of second language acquisition. For example, all EL work must be modified by the regular classroom teacher and the ESL teacher so that a fair grade can be given. Portfolios are especially helpful for developing an accurate picture of student progress.

The U.S. Department of Education, Office for Civil Rights (OCR) has mandated a policy that is derived from legal interpretation of the Civil Rights Act of 1964. It requires districts to identify all of its ELs and provide them with equal and meaningful access to the educational programs offered by the district. It is mandated that ELs be assigned to the least segregated environment. Limited separation is allowable only when educationally justifiable (i.e., the benefits of the program outweigh the detrimental effects of segregation).

Following this logic, the best environment for ELs is in the regular mainstreamed classroom. Any English instruction outside of the regular classroom should be considered supplementary to the work being done in the regular classroom. Guam's ESL Program is designed to ensure that all ELs are given an equitable educational experience. Therefore, it follows that modifications and grading must be documented by both the ESL teachers and the regular classroom teachers as they work as a team to meet EL needs. This monitoring process is crucial to ensure that the EL's overall education is equitable. In order to comply with OCR mandates and the Title VI Lau vs. Nichols OCR Policy, the GDOE ESL Program has implemented the mandatory use of the ESL Modifications/Accommodations Report by all schools servicing ELs.

**ESL Modifications/Accommodations Report**

The ESL Modifications/Accommodations Report is designed for use by the regular classroom teacher who services ELs in his/her class. See *appendix N, Modifications/Accommodations*. This report details the modifications and adaptations used by the teacher to ensure that the student is able to make progress in an equitable fashion. It is mandated by law that such modifications and accommodations are made; therefore, a system for monitoring this process is necessary.

The procedure for using the report form is as follows: The ESL Coordinator is responsible for identifying all students for whom the report will be completed (all identified ELs including those serviced on a consultation basis). The ESL Coordinator will inform the regular classroom teachers who these students are at the beginning of the school year and as they transfer in from other schools throughout the school year. The ESL Coordinator will distribute the ESL Modifications/Accommodations Report forms to regular classroom teachers at least two weeks before the end of the first and third quarters. Regular classroom teachers complete the reports and return the forms to the ESL Coordinator by the due date for the 1st and 3rd quarter grades within the school year. The ESL Coordinator will then submit these forms to the School Administrator to review and acknowledge. Modification/Accommodations may also be entered into the PowerTeacher Gradebook by the classroom teachers and then reviewed and printed by ESL Coordinators. ESL Coordinators will file the completed forms in the students' cumulative folders by the end of the school year. A second copy may be sent home to the parents, but this is not mandatory. Although the procedure is done twice a year, modifications and/or accommodations must be done throughout the school year as the needs of the student dictate.

DRAFT

It is important to note that the ESL Coordinator is not overseeing the work of the regular classroom teacher. Rather, he/she is facilitating the process of documenting the presence of the equitable education to which all English Learners are entitled. It is the responsibility of the School Administrator to ensure compliance with this mandate within the school.

**Regular Classroom Teacher Grading Policy (Elementary)**
The regular classroom teacher in an elementary classroom has primary responsibility for his/her ELs. Although the ESL teacher provides a progress report for students in a pull-out program, this report is separate from and in addition to the grades assigned in the regular classroom.

It is mandated by law that all ELs be given work suited to their ability level. The EL's grades in the regular or ESL sheltered classroom may be based on teacher-modified work. Therefore, it is essential that the regular classroom teacher understand his/her responsibility to modify lessons in all content areas based on a student's needs. The ESL teacher can offer assistance in explaining modification techniques.

**ESL Teacher Grading Policy (Elementary)**
When a school is implementing a pull-out program, the ESL teacher does not provide a grade for the report card. The ESL teacher is responsible for completing a progress report each semester for students in the pull-out program. See *Appendix O, ESL Student Progress Report.* . One copy should be sent home. It is the school's responsibility to ensure that the first semester progress report is signed by a parent and returned. A copy is to be filed in the cumulative folder at the end of the school year.

The second semester progress report is to be placed in the student's cumulative folder at the end of each school year. More frequent informal and/or formal feedback to regular classroom teachers and parents is encouraged. ESL teachers of sheltered classes provide grades for the regular report card and are not required to complete the ESL Student Progress Report.

**School ESL Grading Policy (Secondary)**
At the secondary level, EL students are graded using the approved GDOE grading scale.. It is essential that content area teachers understand their responsibility to modify lessons to ensure that the grades students receive are based on mastery of the skills taught and not English fluency. The teacher may use portfolios, projects and classroom performance to determine the English learners' mastery of the content skill. The ESL Coordinator and/or ESL Teachers can offer assistance in modifying lessons to meet the needs of the students.

## EXITING FROM THE ESL PROGRAM

ELs exit the program once they have achieved mastery of the English language at a level that allows them to participate successfully in the school's regular curriculum.

To ensure that this level has been achieved, a student in the **elementary** grade levels (K- 5) must meet all of the following criteria for exit:

1. Teacher recommendation for exit (*Appendix K-1, Recommendation for Exit*)

2. Most recent grades "C" (or the equivalent thereof) or above

3. A LAS Links Overall Proficiency Level of 4 or 5 or a LAS Placement score of P
4. A Nationally Normed Referenced Test (NNRT) [i.e. Such as but not limited to ACT Aspire, Terra Nova] score of at least 30th percentile or above on the complete battery. If a complete battery or other summative score is not available, then an average of the English and the Reading scores of at least 30th percentile on a nationally normed referenced test (See *appendix P, ACT Aspire Individual Student Report Sample*.).

A Student in the **secondary** grade levels (6-12) must meet 3 of the 4 following criteria for exit:

1. Three teacher recommendations for exit (*AppendixK-1, Recommendation for Exit*)
2. An academic grade point average of "B" (or the equivalent thereof) or better in core subjects
3. A LAS Links Overall Proficiency Level of 4 or 5 or a LAS Placement score of P or a LAS Oral score of 4 or 5 and LAS Reading/Writing combined score of 3
4. A Nationally Normed Referenced Test (NNRT) [i.e. ACT Aspire, Terra Nova] score of at least 30th percentile or above on the complete battery. If a complete battery or other summative score is not available, then an average of the English and the Reading scores of at least 30th percentile on a nationally normed referenced test (See *appendix P, ACT Aspire Individual Student Report Sample*.)

**Annual Follow Up**

To ensure that students who have exited the ESL program are, in fact, succeeding in the regular classroom, annual follow-ups are required. A student who has exited the program, either through the MA (Met All Criteria), must be reviewed using the Annual Follow Up form.. The progress of students who have met all criteria for exit must be reviewed for two consecutive years. The progress of students who have exited the program with a Parental Waiver shall be reviewed annually. See Appendix K, Annual Follow Up

## PARENTAL/ GUARDIAN INVOLVEMENT

Parents are the most important teachers that children have. They instill values, model behaviors, and establish the desire and need for education. Parents are more familiar than anyone else with their child's everyday experiences. They know what motivates their child. Parents should be encouraged to provide a solid knowledge base for the child. Parents should monitor their child's attendance and academic progress.

Schools need strong, positive and productive parental cooperation for a program to be successful. The school must advocate and initiate programs that will encourage parents to become actively involved in their child's education. The following are suggested parent involvement activities:

- Parent Teacher Organizations
- Information exchange (newsletters, school websites, notices, telephone calls, home visits, family centers)
- Volunteer aides (special speakers, fieldtrips, after-school tutoring)
- Group or individual meetings (Child Study Teams, IEP meeting)
- Parent workshops and conferences (Family Engagement, Families and Schools Together, Parent-Teacher Conferences)
- School events (i.e. cultural fairs, open houses, fundraisers)

- Support Organizations: i.e. Micronesian Resource Center: One-Stop Shop Guam, Motheread/Fatheread, etc.

## GUIDELINES FOR DISTRICT-WIDE ASSESSMENTS

**Guidelines for Inclusion and Accommodations for English Language Learners (ELs) on District-Wide Assessments**

The following guidelines are in effect until such time as the Department of Education establishes an ad hoc committee to determine official guidelines and accommodations for English language learners (ELs), formerly referred to as Limited English Proficient (LEP) students in the ESL Program.

These guidelines are appropriate for use during the administration of the district-wide assessment with students in grades 1-12.

**Assumptions**

1. The following assumptions provide a framework for all English Learners (ELs) taking the district-wide assessment: All ELs identified through the Home Language Survey must be afforded the opportunity to participate in the district-wide assessment.
2. Information from the District-Wide Assessment should always be used in conjunction with information from other sources when making decisions regarding the student's educational programs.
3. Decisions regarding participation, accommodations, and reporting may differ as a function of the purpose of the assessment.
4. Assessment procedures should be responsive to the individual needs of all ELs.
5. Assessment accommodations should provide equity, not advantage.
6. Assessment accommodations should be consistent with those provided in the student's instructional program.
7. Reports of assessment results should include students in the GDOE ESL Program.
8. District personnel involved in the District-Wide Assessment should be trained in the administration of the assessment to include the appropriate use of accommodations for the EL population.

**Introduction**

The aim of the District-Wide Assessment is to document the ways in which Guam is helping students learn and demonstrate their knowledge of the major content areas including Reading and Language Arts, Mathematics, Science and Social Studies. The District-Wide Assessment provides information to ensure that the education system is providing the best educational opportunities possible for all students.

The aim of Guam's education reform is to develop an educational system that includes high expectations for all students. Participation in the district-wide assessment will ensure that the needs of all students are considered in policy decisions. Therefore, all students should be included in this district-wide assessment and accountability system.

**Who Decides Student Participation?**

Decisions regarding the extent of participation in the District-Wide Assessment of students in the ESL Program should be made by a team of professionals who know the student best. In addition, the student's parents and/or guardians must be informed in writing of the team's decision for 1) participation in the District-Wide Assessment with accommodations or 2) exemption from participating in the District Wide Assessment for reading and language arts.

**Decision Making Team for ELs** A team of educators familiar with the student's special needs (e.g. Child Study Team or teacher assistance team) would be the appropriate decision-making group. The team should include the following:

The student's regular classroom teacher

- The school administrator
- The ESL Coordinator and/or ESL teacher

The decision-making team should review accommodations before each assessment cycle to determine which accommodations are appropriate and necessary. The decision about when to use accommodations and which accommodations are appropriate for ELs depends on factors of which the following are central:

- The student's level of proficiency in English;
- The student's literacy in his or her own language;
- The language of instruction;
- The amount of schooling the student has received in a school where English is the medium of instruction;
- Cultural issues;
- Accommodations that are CURRENTLY being used in the classroom as part of instruction.

The decision-making team must consider the student's ability to participate in the assessment or why the assessment is not appropriate for the student. If the team determines that a student should be exempted from taking the assessment or that the student is able to take the test with accommodations, that decision should be documented to include:

1. reasons why the assessment, even with accommodations, is not considered appropriate for the student or what specific accommodations are appropriate for the student taking the test with accommodations;
2. parental/guardian permission for exemption or participation in the assessment with accommodations;
3. signatures of all committee members;
4. a provision for parents to challenge the team's decision.

The document describing the exemption or accommodations must be filed in the student's cumulative folder. A sample of the form is available in this manual. See *Appendix Q1, Documentation of English Learner Participation in the DWA.*

**Purposes for Including All Students**

It is understood that all students may not progress at the same pace. Even so, all students should be included in the assessment process to gather information about their academic progress. The intent of the District-Wide Assessment is to improve instruction for all students, not to penalize



DRAFT

students who are not at the standard, nor to impede the progress of highly capable students. Appropriate analysis and reporting of assessment results should lead to:

1. improved curricula and instructional practices;
2. appropriate supplemental instruction;
3. educational opportunities that challenge students; and
4. better community decisions about how to provide the best education possible for all students.

Information for students in the ESL Program should be reported in two ways. First, data should be aggregated with all other students. Second, data should be reported by special population. This information will be useful when considering educational programs, curricula, and academic standards for students in special populations.

**Definitions**

The following definitions will be applied during the administration of the District-Wide Assessment for grades 1-12.

**Accommodations:** An accommodation is any adaptation made to the assessment environment or process. Accommodations include variations in scheduling, setting, aids and assistance, and presentation format. These variations should not change the level, content, or performance criteria and should not change the reliability and validity of the assessment. Accommodations are made in order to provide a student with the opportunity to demonstrate what the student knows on the assessment.

**Standard Accommodation:** An accommodation that maintains standard conditions. It allows a student to take the test in different ways without changing what the test is measuring.

**Non-Standard Accommodation:** An accommodation which significantly changes what a test is measuring and does not maintain standard conditions of the test.

**Modifications:** A modification is an alteration of the assessment content or the assessment instrument. Modifications affect the reliability and validity of the assessment. **Modifications of the District-Wide Assessment for ELs are not allowable.**

**Guidelines for Participation**

All students, inclusive of ELs, should have the opportunity to attempt any or all portions of the assessment. Because the decision to exclude students from the District-Wide Assessment can greatly affect educational opportunity, a decision-making team should be convened to make the final decision.

Nothing should trigger an automatic exemption from the District-Wide Assessment. Exclusions should not occur as a function of a disability category, time spent in a general classroom, or the language the student speaks.

Federal guidelines require that all students be included in District-Wide Assessments. It is expected that all ELs will also participate in the District-Wide Assessment.

**Guidelines for Exemption**

All ELs currently participating in the ESL Program may be granted a **one-time exemption** from participating in the DWA for reading and language arts . The team may determine that the student is not able to participate in the assessment, even with accommodations, if he or she:

- ❖ has attended a school, whose medium of instruction is English, for less than one school year; and
- ❖ has a LAS Links Overall Proficiency of 1, 2 or 3 or a LAS Placement score of NP.

The student may be exempted from taking the District-Wide Assessment for one grade level only and parents/guardians must be notified of the exemption. See *Appendix Q, Documentation of English Learner Participation in the DWA.*.

**Accommodations for English Learners**

Accommodations are to achieve equity, not to gain advantages over others. A person who wears glasses does not do so to make his/her sight better than that of other people. Glasses are worn to achieve the same level of sight as that of most people (the standard). Similarly, people who use hearing aids do so to achieve hearing levels as close as possible to those with normal hearing. This is the purpose of all accommodations-to bring the person using the accommodation to the same level (on some dimension) as most other people.

Accommodations are neither intended nor necessary for most students. Only a small number of students, because of significant individual circumstances or disability, will require some change in the testing situation to enable them to demonstrate what they actually know and can do.

The district-wide assessment allows for a number of test accommodations that can be used to address the needs of all students. All accommodations should be familiar to the student through his or her daily classroom instruction.

**Guidelines for Determining Who are Eligible for Accommodations**

A student is eligible for accommodations if he or she:

- has a preLAS 2000 score of 1, 2 or 3;
- has a LAS Links Overall Proficiency of 1,2 or 3 or a Placement score of NP.

Parents must be notified of their child's eligibility to participate in the District-Wide Assessment with accommodations.

Documentation of team findings and parental consent forms must be obtained and filed in the student's cumulative folder.

In the case of English learners who are receiving special education services they are eligible to receive ESL accommodations as well as any stipulated in their IEP.

**No Accommodations**

A student with a LAS Oral score of 4 or 5 and a combined LAS R/W of 3, or a preLAS2000 score of 4 or 5, or with a LAS Links Overall Proficiency of 4 or 5, or a Placement score of P shall take the test WITHOUT accommodations. Parents of student eligible to participate in the District-Wide Assessment without the accommodations do **not** need to be notified.

**Selection of Accommodations for ELs**

For purposes of this District-Wide Assessment, accommodations are defined as any variation in the assessment, environment, or process. Accommodations include variations in scheduling, setting, aids and assistance, and presentation format. These variations should not change the level, content, performance criteria, or the reliability and validity of the assessment.

NO ACCOMMODATION SHOULD BE USED FOR THE FIRST TIME ON THE DISTRICT-WIDE ASSESSMENT

- It is also important to remember that some students have complex circumstances and multiple needs that require extra consideration (e.g. an EL with visual impairment). The multiple needs of these students should be accommodated as well.
- The decision-making team should review accommodations before each assessment cycle to determine which accommodations are necessary and appropriate.

**Standard Accommodations**

The following list includes standard accommodations which are allowable and appropriate for those students in the ESL Program taking the District-Wide Assessment.

**Scheduling – Timeline**

- spread the administration of the assessment over the testing window
- give additional testing time - allow student to continue working on each subtest as long as he or she is productively engaged
- allow frequent breaks
- schedule the assessment at a time of day most beneficial to the student

**Setting**

- use preferential seating (e.g. near the test administrator to see or hear directions better)
- assess students individually or in a small group to minimize distractions

**Presentation Format: changes to how the assessment is given**

- give directions in student's native language
- repeat directions
- simplify directions
- allow calculator use for Mathematics Problem Solving subtest (grades 4 and up)
- read items aloud to students (except for decoding and reading comprehension subtests)

**Response Format: changes to how the student responds to the assessment**

- provide visual aids (graph paper, templates, rulers)
- answer masking
- interpret oral response in native language

DRAFT

## SPECIAL EDUCATION-LIMITED ENGLISH PROFICIENCY (SPED/LEP)

The process of referral to special education is addressed in a separate manual entitled "Handbook for the Delivery of Special Education Services."

Determining whether a student is eligible for ESL services, Special Education services, or both is an important issue. The interface of Special Education and Limited English Proficiency is referred to as "SPED/LEP". The following is a description of the issues and recommended procedures for SPED/LEP students based on recent writings by acknowledged authorities in the field.

United States Public Law 94-142, now called IDEA (Individuals with Disabilities Education Act), guarantees to children with disabilities, whether EL or non-EL, the right to a free appropriate public education (FAPE); to an individualized education program (IEP) that includes special education and other services that meet their needs; to due process in assessment, identification, and placement; to education in the least restrictive environment; to tests that do not discriminate culturally; and to multi-dimensional assessment.

Approximately 12 percent of a given student population may require special education. This figure applies equally to both ELs and non-ELs. Linguistic, cultural, socio-economic, and lifestyle differences are not considered a basis for special education referral. The special education assessment process must document that a student's learning difficulties do not stem from a lack of English proficiency and/or previously limited learning opportunities. There is a twin danger in either over-representing or under-representing ELs in special education programs. While over-representation used to be more prevalent, fear of litigation has led to the recent trend of under-representation. Failure to evaluate an EL, who may be eligible to receive special education services, could also lead to possible litigation. Thus it is recommended to assess in a timely manner. There is no minimum time that EL must be in the ESL program before a recommendation for evaluation by the Special Education Program can be made. If needed, an interpreter shall be provided to assist in any special education assessment. Contact the GDOE Division of Special Education for assistance in arranging for an interpreter.

ELs need to be tested thoroughly with formal and informal assessment tools. This helps determine an individual student's level of functioning and if any disability exists. The LAS Links assessments are administered to all students whose home language is not English, but the results must be interpreted carefully. These assessments help to identify students whose English proficiency is less than their native language, but it will not show other conditions, such as hearing impairments, that may interfere with the acquisition of language in general.

When considering a special education referral, language assessment tests are available or are being developed in various native languages of the region. Contact the -Division of Curriculum & Instruction for information on the tests currently available. The use of these tests will help determine if a student's difficulties stem from a problem in their first language, rather than in second language acquisition. It is important to consider difficulties arising from the student's move to Guam and the cultural and emotional adjustment a student must make. Finally, informal assessment in the form of input from parents, the ESL teacher, and the regular classroom teacher(s) is crucial to the overall assessment process.

Attempts at improving a student's performance in the regular classroom should precede referrals. This is done through modifying class work. The most effective modification strategies emphasize the use of meaningful language, genuine dialogue, higher order thinking, and highly motivating activities.

It is important to have a support system, other than the referral process for special education, to help teachers who cannot resolve problems with their students. A pre-referral process can eliminate unnecessary and inappropriate referrals. School-based problem-solving teams are an effective way to accomplish this. The teams, referred to as Child Study Teams, can help teachers with any student regardless of whether the student has a disabling condition or not. The teams are designed to assist students by improving their academic performance, reducing inappropriate referrals, and guaranteeing unbiased assessment procedures.

Three types of interventions are effective: school-based problem-solving teams, informal or curriculum-based assessment, and effective instructional procedures. The problem-solving teams can be comprised of classroom teachers and other personnel such as administrators, counselors, psychologists, ESL teachers, special education teachers, and nurses. One team member is designated to be the coordinator. All members should receive in-service training which focuses on the purpose of the team, the logistics for conducting the meeting, record keeping, and problem-solving strategies.

The team process is as follows:

1. A team coordinator is chosen.
2. The teacher submits a brief written description of the problem to the team coordinator. The description includes the desired performance, the student's strengths and weaknesses, other relevant background information, and strategies that have been tried.
3. The team coordinator reviews the request and obtains any other additional information. The request is then distributed to the team members, who review it and make individual recommendations prior to the team meeting. With the consent of the teacher, a team member visits the classroom for observation.
4. A meeting is held to determine the nature of the problem, to set one or two objectives, to select strategies for the teacher to implement, and to establish a follow-up plan to monitor the progress of the student while the interventions are implemented. The team makes specific recommendations, ranging from instructional techniques to special education referral. The recommendations can be either teacher-focused or child- focused.
5. Follow-up meetings are held to monitor progress and brainstorm alternative strategies. (See list of alternatives in following section.)

## ALTERNATIVES TO SPECIAL EDUCATION

There are alternative methods of instruction that should be explored before an initial referral for special education is made. These methods are not designed to limit the number of special education referrals, but rather to suggest appropriate alternatives.

1. Planning with colleagues: the school administrators, counselor, or other support personnel (e.g., resource teacher, ESL Coordinator/Teacher) may be able to provide

assistance to the regular classroom teacher in planning a remedial program within his/her classroom or in selecting alternative methods and materials.

2. Transfer within the school: Another teacher within the school may have a program that would better meet the needs of the child. This may occur for the entire program or for certain subject areas.

3. Tutoring: The school may be able to use other students, volunteers, parents, or aides to provide tutorial support.

4. JP Torres Success Academy (JPTSA) is an alternative school that supports students through the following means: lower student-teacher ratios; individualized instruction; innovative instructional techniques; greater social-emotional health supports; flexible scheduling; and more supportive and nurturing school environment.

5. ESL Program: A program designed to ensure that all ESL students are given an equitable educational experience during the school day, after school, and in the summer. Students should not be referred to Special Education if the difficulty arises primarily from non-proficiency in English.

6. Psychological Services: The Student Support Services Division (SSD) provides three types of psychological services: consultation with school personnel regarding student emotional and behavioral problems, assessment of non-special education students, and therapy to students and families whose needs are beyond the ability of their school to address.

7. Response to Intervention (RTI): A process used by educators to help students who are struggling with a skill or lesson; every teacher will use **interventions** (a set of teaching procedures) with any student to help them succeed in the classroom—it's not just for children with special needs or a learning disability

## CUMULATIVE FOLDER PROCEDURES

The maintenance of student cumulative folders is a critical practice so that student information is readily available for a variety of purposes. Federal funding to the district may be negatively affected if student records are not in order or regularly updated. Consistency among schools in cumulative folder maintenance will ensure that ESL documentation is organized and easily accessible for personnel reviewing student folders. The following is the standard procedure for filing of ESL documents.

All ESL documents should be filed on the left side of the cumulative folder in the following order from **top to bottom**:

1. Cumulative Folder Checklist (*Appendix R*)*
2. Potential English Proficiency (PEP) Form (on blue paper) (*Appendix F-1*)
3. Home Language Survey (HLS) *(Appendix C*)
4. Teacher Referral for Testing (*Appendix G*)
5. Notification of Eligibility (*Appendix I)*
6. Parental Waiver (*Appendix J*)

7. Exit Form (*Appendix _K-2*)
8. Teacher Recommendations (*Appendix K-1*)
9. Follow Up Forms (*Appendix L*)
10. The following documents should be filed below items listed above chronologically with the most recent on top: Modifications/Accommodation Reports (*Appendix N*)
11. ESL Student Progress Report (*Appendix O*)
12. District Wide Assessment Participation Document (*Appendix Q*)
13. LAS Assessment Documents (*Appendix S*)

For each year the documents shall be filed in the order above. For example, First Grade would have an ESL Student Progress Report followed by the DWA Participation Document and followed by LAS Assessment Documents. The following year, the Second Grade ESL Student Progress Report will be filed, followed by the Second Grade DWA Participation Document and followed by LAS Assessment Documents, and so forth.

*The Cumulative Folder Checklist (Appendix R) is not required in cumulative folders where the HLS indicates ALL ENGLISH and student was not referred for LAS testing.

Student cumulative folders are subject to random audits by the Curriculum & Instruction and Federal Programs Office, and Student Support Services Division to ensure that all student documents are updated, maintained and filed properly. Student records shall be the overall responsibility of the School Administrator but shall be maintained by assigned personnel.

## STUDENT INFORMATION SYSTEM PROCEDURES

Since ESL Coordinators are responsible for ESL program data in the school computer data system, they should be properly trained on the use of the system and allowed regular access to maintain student data. ESL Coordinators must be able to update the ESL student data on the ESL Custom Screen in the student information system to ensure student data is current and accurate. In addition, mandatory Quarterly Summary Reports prepared by the ESL Coordinator are based on reports that are generated by the student information system. Although the computer operator at each school is a valuable resource for the ESL Coordinator, this person is not always readily available. It is to the ESL Coordinator's advantage to be able to generate ESL program reports from the student information system in order to meet the district's ESL report deadlines. See *Appendix E, Powerschool Procedures and QSR Guidelines.*for instructions on maintaining student demographics on the current student information system and generating reports.

## THE ESL TEAM

A good ESL team requires the collaboration of administrators, ESL Coordinators, ESL and regular classroom teachers, counselors, resource specialists, school aides and office staff. The leading roles are played by the administrator and ESL Coordinator.

**Administrators** have the responsibility of selecting team members; keeping the team together and functioning well; monitoring the procedures to assure that all limited English students are identified, assessed, and placed in an appropriate program; supervising the collection of data;

providing the ESL Coordinator extra preparatory time to complete required record keeping; limiting the size of the ESL classes to permit effective communication; allowing the ESL teachers sufficient time to conduct assessments and keep records current; providing instructional leadership and evaluation to assure the effectiveness of ESL teaching; providing in-service training to all school employees; and ensuring that the school budget provides all necessary books, supplies, and testing materials.

The **ESL Coordinator** must monitor all aspects of the ESL process to assure that the following occurs: the Home Language Survey is completed and recorded for all students; all students with a documented language other than English or those recommended by classroom teachers are LAS- assessed; that the program meets the needs of all students requiring service; that effective instruction is being offered in both the regular classrooms and ESL classrooms; that students are assessed continually; and that complete records are kept and updated. The ESL Coordinator and/or ESL teacher will serve as a mentor to the regular classroom teacher and provide training and model effective ESL instructional strategies.

Secondary and larger elementary schools shall have an ESL Coordinator whose sole responsibilities are testing, record keeping, consultation, placement, and related tasks, while teaching is left to the ESL teachers. The ESL Coordinator/teacher at the elementary level shall have a minimum of 2 hours of the school day for ESL Coordinator duties. At least one hour of this time should be uninterrupted by other teaching duties. **ESL Coordinators and ESL teachers may never be assigned as substitute teachers.**. This practice violates the civil rights of the English learners.

**Classroom and ESL teachers** have a role in servicing their ELs by ensuring that lessons are designed and delivered in a way that meets student needs. Assessment of student performance and grading must take limited English proficiency into consideration.

**Counselors** have an important role in helping to identify and place ELs in appropriate classrooms. The lower the LAS score, the more ESL instruction will be needed. Secondary students who have achieved some proficiency, but who are not yet fluent, should be placed in Sheltered English content area classes if available. Counselors should also assist ELs in making a smooth adjustment socially and emotionally to the new school environment.

**ESL Aides** work closely with the ESL Coordinator to ensure that the mandates of the ESL program are carried out within the guidelines of the ESL Procedural Manual. They may work with individuals or small groups of ELs to reinforce skills initially introduced by the ESL teacher. They may take charge of the ESL class for short periods of time when the teacher is called away or until the substitute teacher arrives. They may tutor ELs in remedial lessons, provide programmed lessons for the ESL program, provide special services (i.e. interpreting in the native language), accompany students to and from ESL classes or testing, and perform other related ESL duties as required and/or requested by the ESL Coordinator. Such duties may include but are not limited to: filing of ESL documents (i.e. LAS Assessments, exit documents, teacher recommendations, and ESL Modifications/Accommodation Reports); preparation of LAS assessment documents; notification to classroom teachers of assessment schedules for individual or groups of students; review of class lists on the student information system to prepare and maintain an ESL student listing for each teacher; review of folders for exit criteria (i.e. DWA score); assisting the ESL Coordinator and Computer Operator to ensure that student

data is updated on a regular basis; and providing administrative services to the ESL Coordinator. When necessary, ESL Aides may oversee ESL classes when the Coordinator or ESL teacher is administering the LAS.

****Each ESL teacher shall have the exclusive use of a school aide in the classroom****
(Collective Bargaining Agreement, September 4th, 2017). Note based on the availability of funds.

**Clerks and other school personnel** should provide whatever assistance is necessary for ELs to learn. More individualized attention may be necessary to communicate directions, rules, and procedures.

**Registrars** are responsible for ensuring that all parents who are registering their children are given a Home Language Survey form. If there is any indication that the parent speaks a language other than English, the registrar must determine what language is spoken at home and then offer the parent the HLS form in the family's native language when the parent does not appear to have a good understanding of English.

**Registrars and/or Computer Operators** are responsible for printing out a screen print of the information in the ESL Custom Screen of the student information system for any student who transfers or withdraws. This print out must be attached to the student's withdrawal form. This facilitates the placement of students at a new school.

## CLASS SIZE CHART

| Program Type | Maximum Load | Notes and Exceptions |
|---|---|---|
| Pull – out | 10 | Multiple Proficiency Levels |
| Sheltered | | Elementary |
| ❖ Mixed Levels | 10 | Multiple Proficiency Levels |
| ❖ Level 1 | 10 | Beginning (Pre-Production English Fluency/Non-Literate) |
| ❖ Level 2 | 14 | Early Intermediate (Early Production English Fluency/Emerging Literacy) |
| ❖ Level 3 | 16 | Intermediate (Intermediate English Fluency/Intermediate Literacy) |
| Sheltered | 14 | Middle School |
| Sheltered | 16 | High School |

| | | |
|---|---|---|
| Consultation | 75 | Per ESL Coordinator/Teacher if the Coordinator/Teacher is servicing additional students in another program option such as pull-out, sheltered, etc. |
| Consultation | 250 | Per ESL Coordinator if the Coordinator is servicing consultation students only |

## PROGRAM ACTION PLAN

All ESL Coordinators must submit an annual Action Plan to the Division of Curriculum & Instruction no later than the end of the first week of October. The Action Plan is designed to provide a projection for the school year based on data as of September 30th . It includes a school profile, goals and objectives, program design, instructional format, staff development, family involvement, and evaluation to determine the effectiveness of the ESL program at their school. The Action Plan must be reviewed, approved and signed by the School Principal before submission to the Division of Curriculum & Instruction. This procedure will assist Guam Department of Education in ensuring that each school is in compliance with policies set by the ESL Program and the Office for Civil Rights. The Action Plan format is provided. See *Appendix T, ESL Program Action Plan*. The format is also available electronically from the Division of Curriculum & Instruction. At the end of the year each school shall submit a report detailing how well it met the goals and objectives outlined in it's Action Plan. See *appendix U, End of the Year Report*.

## PROGRAM MONITORING AND EVALUATION

**Program Monitoring**

The ESL Program is monitored on a regular, on-going basis. A formal on-site visit is made to each school a minimum of once annually by a representative of the Compliance Office or by the Division of Curriculum & Instruction. In the monitoring process:

1. Each school develops a plan for the delivery of services to its ESL population which they report in their annual Action Plan. See *Appendix T, Program Action Plan*.
2. The district staff assesses the implementation of the school plan to determine if students are receiving the language support services needed. (Computer-generated lists of target students and teacher class lists will be used in this process, along with school visitations/observations). When deficiencies are identified, corrective action will be taken.
3. Feedback on the program assessment will be provided to the School Principal, ESL Coordinator and the Superintendent of Education. Reports of district-wide program assessments will be shared among district ESL personnel and with the Office for Civil Rights.
4. Technical assistance will be provided to the schools by district ESL personnel for appropriate program improvement.

**Program Evaluation**

GDOE will evaluate the effectiveness of the ESL program on an on-going basis. This evaluation will examine disaggregated data by subgroups including: English learners, English learners, and long-term English learners. An evaluation design has been developed in coordination with the Department's Research, Planning and Evaluation Division and with the Office of Civil Rights.

It is recommended that each school use the ESL Program Evaluation Checklist for Schools early each school year to assess its school's ESL program and ensure that all essential components are being implemented correctly. See *Appendix V, ESL Program Evaluation Checklist for Schools*. The ESL Time Line is to be used as a general guideline to be referred to throughout the year. See *Appendix W, ESL Timeline*. A Cumulative Folder Checklist is included in the appendix. This checklist will help the ESL Coordinators manage the cumulative folders. See Appendix R, *Cumulative Folder Checklist* . The Quarterly Summary Report (QSR), *Appendix X, Quarterly Summary Report*, **must be** submitted to the Division of Curriculum & Instruction no more than 5 working days after the end of each quarter. For instructions on how to complete the QSR see *Appendix E, Powerschool and QSR Procedure Guidelines.*

**ESL Procedural Manual Review**
This ESL Procedural Manual shall be reviewed and updated periodically. See Board policy 312.

## KEY ESL TERMS

**Accommodations:** Variations in classroom instruction, the learning process, setting, presentation format without changing the content of instruction.

**BICS**: Basic Interpersonal Communication Skills. Second language learners acquire BICS as they interact on a social level. It usually takes students 1-3 years to completely develop this social language. A student may appear fluent in English in social situations, yet lack academic language skills.

**Bilingual**: Refers to the use of more than one language.

**Bilingual Instruction**: Provision of instruction in school settings through the medium of two languages, usually native and a second language; the proportion of the instructional day delivered in each language varies by the type of the bilingual education program in which instruction is offered and the goals of said program.

**CALLA:** Cognitive Academic Language Learning Approach – CALLA is an instructional model for second language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

**CALP**: Cognitive Academic Language Proficiency. Second language learners must develop the language skills needed to undertake academic tasks in the mainstream classroom. CALP includes content-specific vocabulary and language functions. It may take students 5 to 7 years to develop CALP. CALP developed in the first language contributes to the development of CALP in the second language.

**Comprehensible Input**: Spoken or written language delivered at the learner's level of comprehension. The concepts being taught are made comprehensible in a variety of ways such as graphic organizers, realia, illustrations, and demonstrations.

**Core Subjects:** Reading, Language Arts, English, Social Studies, Science, and Math.

**Direct Services:** Students receive direct services from the ESL teacher(s) to improve their language proficiency and their overall academic skills in a pull-out or sheltered program.

**EL**(s): English learner(s).

**ESL**: The field of English as a Second Language; courses, classes and/or programs designed for students learning English as an additional language.

**Exit Criteria**: Standards developed by educators to define when a student has demonstrated satisfactory progress in a program for English learners.

**HLS**: Home Language Survey. Form completed by parents of all students enrolling in the Department of Education upon registration to identify the language(s) used at home.

**Home Language**: Language(s) spoken in the home by significant others (e.g., family members, caregivers) who reside in the child's home; sometimes used as a synonym for first language, primary language, or native language.

**L1**: First or native language.

**L2**: Second language.

**LAS**: Language Assessment Scale. Assessment used to measure English language proficiency.

**LOTE**: Language Other Than English. The term previously used to describe the district ESL Program.

**Language Proficiency**: The level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes.

**LEP**: Limited English Proficiency. A term used by the Office for Civil Rights to describe students who have not developed fluency in the English language.

**Long Term English Learner**: An EL who has not yet attained English language proficiency within five years.

**Modifications:** Adaptations of the curriculum content to meet the student's language needs.

**NNRT**: National Norm Referenced Test. For example: ACT/Aspire, SAT 10, or Terra Nova.
**OCR**: Office for Civil Rights in Washington, D.C. This office ensures that students have equal access and opportunities to participate in and receive services without facing unlawful discrimination.

**PEP Form**: Potential English Proficiency form. A mandatory form on blue paper that must be in every student's cumulative folder, even if all answers on the HLS are only English.

**Percentile Rank–Stanine:** This score is used to help determine a student's eligibility for Exit from the ESL program. The percentile rank is a student's relative standing in comparison with students in the norm (reference) group in the same grade tested at a comparable time.

**Parental Waiver (PW) form:** A form that a parent signs to waive ESL services for their child after being advised of their child's eligibility for ESL services.

**Primary Language**: A child's first language or the primary language spoken at home.

**PowerSchool:** The web-based student information system currently used by the Guam Department of Education

**Pull-out Instruction**: Refers to direct service of ELs by the ESL teacher for one or more periods a week for supplementary ESL instruction in a small group setting

**Realia**: Concrete objects used to relate classroom teaching to real life (e.g., use of actual foods or supermarket circulars to develop the language related to foods, food purchasing).

**Response to Intervention** (**RTI**): A process used by educators to help students who are struggling with a skill or lesson; every teacher will use **interventions** (a set of teaching procedures) with any student to help them succeed in the classroom—it's not just for children with special needs or a learning disability.

**SIOP**: Sheltered Instruction Observation Protocol (SIOP). An instructional model that was developed to make content materials comprehensible to English Learners.

**Second Language Acquisition**: The process of acquiring proficiency in a second language.

**Sheltered Instruction**: An approach in which students develop knowledge and skills in specific subject areas through the medium of English. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more comprehensible to students with different English proficiency levels. The SIOP Model is the District's preferred model for Sheltered Instruction.

**Silent Period**: A period of varying duration when a newcomer is unwilling to speak in the second language. Nearly all students go through a silent period. This stage could last for as long as one year. English learners should not be forced to speak until they are ready to do so.

SLIFE: Students with limited or interrupted formal education.

**TESOL:** An organization for Teachers of English to Speakers of Other Languages.

# APPENDIX

A. Federal Law and Court Rulings

B. Language Codes

C. Home Language Surveys (Versions in English and languages other than English)

D. Student Routing Sheet

E. PowerSchool Procedures and QSR Procedure Guidelines

F. Potential English Proficiency and School Codes

G. Referral for Initial ESL Evaluation and/or Assessment

H. Summary Chart of LAS Results

I. Notification of Eligibility

J. Waiver of ESL Services

K. Documentation of Exit Criteria & Teacher Recommendation for Exit from ESL Program

L. Annual Follow Up for Student Exited from ESL Program

M. ESL Log Sheet

N. ESL Modifications/Accommodations Report

O. ESL Student Progress Report

P. ACT Aspire Individual Student Report Sample

Q. Notification/Participation Documents for District–Wide Assessments

R. Cumulative Folder Checklist

S. LAS Profile Sheets T. ESL Program Action Plan

U. End of the Year Report

V. ESL Program Evaluation Checklist for Schools

W. ESL Timeline

X. Quarterly Summary Report

DRAFT

# INDEX


| | |
|---|---|
| Annual Follow-up | 16 |
| Class Size Chart | 27 |
| Cumulative Folder/Student System Information Procedures | 24 |
| Effective Lesson Characteristics for EL | 12 |
| Determining ESL Eligibility | 6 |
| ESL Team | 25 |
| Exiting from the ESL Program | 15 |
| Glossary of Key ESL Terms | 29 |
| State Strategic Plan & Program Objectives | 2 |
| Grade Level Placement of EL | 7 |
| Grading | 14 |
| Guidelines for District-Wide Assessment | 16 |
| Home Language Survey Procedures | 3 |
| Identification of English Learners | 2 |
| LAS Assessment Procedures | 4 |
| Notification of Parent/Guardian | 6 |
| Parent/ Guardian Involvement | 16 |
| PEP Form Procedures | 4 |
| Philosophy | 1 |
| Program Action Plan | 28 |
| Program Monitoring and Evaluation | 28 |
| Program Options for English Learners | 7 |
| School-wide Approach to ESL Instruction | 9 |
| Special Education | 22 |
| Special Education Alternatives | 23 |


DRAFT

Professional Development 13

Strategies for Teaching English Learners 10

DRAFT

| CASE LAW/ LEGISLATION | DATE | SUMMARY |
|---|---|---|
| Constitution of the United States Fourteenth Amendment | 1868 | "No state shall… deny any person within its jurisdiction the equal protection of the laws." |
| Civil Rights Act, Title VI | 1964 | "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."<br><br>Civil Rights Act, Title VI is violated if students are excluded from effective participation because of the inability to… understand the language of instruction; if national origin students are mis-assigned to [Special Education] because of their lack of English skills; if programs…operate as a dead-end track; if parents whose English is limited do not receive notices and other information from the school in a language they can understand. |
| Elementary and Secondary Education Act (ESEA) | 1965 | Emphasized equal access to education. |
| Hobson v. Hanson | 1967 | Aptitude and I.Q. Tests found to be culturally biased and inappropriate to be used to place minority students in ability tracks denying them equal access to all programs. |
| May 25th Memorandum, US Department of Health, Education, and Welfare (HEW) | 1970 | Clarifies the Civil Rights Act, Title VI. "Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered be a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students." |
| Lau vs. Nichols, US Supreme Court | 1974 | The lack of supplemental language instruction in public schools for students with limited English proficiency violated the Civil Rights Act of 1964.<br><br>"There is no equity of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." |

| CASE LAW/ LEGISLATION | DATE | SUMMARY |
|---|---|---|
| Equal Educational Opportunities Act | 1974 | Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. The school districts must take action to overcome barriers to students' equal participation.<br><br>Upheld the May 25th Memorandum of unanimous decision. |
| Serna v Portales Municipal | 1974 | Made education equal by setting up bilingual and bicultural programs and made it so that ELL's cannot be discriminated against based on their surname. |
| Rios v Read, New York | 1977 | Bilingual education in New York received a further boost a few years later in Rios v. Reed (1978). The case was argued under Title VI of the Civil Rights Act and the EEOA. Puerto Rican parents brought suit claiming that many so-called bilingual education programs were not bilingual but based mainly on ESL. The federal court found the district's bilingual programs to be woefully inadequate, pointing to the lack of trained bilingual teachers and the absence of a clearly defined curriculum, clear entrance and exit criteria, and firm guidelines about how much instruction should be in the native language of the students. Although the court issued no specific remedies, the federal Office of Civil Rights came in to ensure that the district made improvements. This case is significant because it made a strong case for offering bilingual education and for doing it right. http://www.ldonline.org/article/49704/ |
| Elis Cintron, et al v Brentwood, New York | 1978 | "An inadequate program is as harmful as no program." Effectiveness and quality of bilingual program must be considered. English as a Second Language (ESL), used alone, violates Lau guidelines. |

| CASE LAW/ LEGISLATION | DATE | SUMMARY |
|---|---|---|
| Drycia S. v Board of Education, New York | 1979 | "The goal is to teach subject matter as well as English."<br><br>"Clarified guidelines for identifying and evaluating handicapped and limited English proficient students. If the student is limited English proficient, s/he must receive bilingual education/ESL. If the student is handicapped, s/he must receive special education. If both handicapped and LEP, s/he must receive both special and bilingual education/ESL." |
| Castaneda v Pickard, Texas Fifth Circuit Court of Appeals | 1981 | Mandates that programs for language-minority students must be (1) They must be based on educational theory recognized as sound; (2) The school must actually implement the program with instructional practices, resources and personnel necessary to translate theory into reality; (3) The school must not persist in a program that fails to produce results. |
| Plyler v Doe US Supreme Court | 1982 | The Supreme Court affirmed the states' obligation to enroll and serve undocumented immigrants. Districts may not inquire about a child's immigration status or refuse to serve undocumented immigrant children. |
| Keyes v School District | 1983 | A de facto segregation is a violation of the equal protection clause in the 14th amendment. |
| Gomez v Illinois State Board of Education | 1987 | "…requires that state, as well as local, educational agencies ensure that the needs of LEP children are met." |
| Native American Language Act | 1990 | "…the status of the cultures and languages of Native Americans is unique and the United States has the responsibility to act together with Native Americans to ensure the survival of these unique cultures and languages…" |
| No Child Left Behind Act (NCLB) | 2001 | A United States federal law that reauthorized a number of federal programs aiming to improve the performance of U.S. schools by increasing the standards of accountability, as well as providing parents more flexibility in choosing which schools their children will attend. |

**Department of Education**

# LANGUAGE CODES FOR HOME LANGUAGE SURVEY

| Numerical Listing | | Alphabetical Listing | |
|---|---|---|---|
| 10 | Chamorro* | 42 | Cantonese* |
| 20 | English* | 70 | Carolinian* |
| 32 | Ilocano* | 10 | CHamoru* |
| 35 | Tagalog* | 45 | Chinese Languages (Other) |
| 37 | Visayan* | 71 | Chuukese* |
| 39 | Filipino Languages (Other) | 20 | English* |
| 41 | Mandarin* | 39 | Filipino Languages (Other) |
| 42 | Cantonese* | 32 | Ilocano* |
| 45 | Chinese Languages (Other) | 80 | Japanese* |
| 50 | Korean* | 50 | Korean* |
| 60 | Vietnamese* | 73 | Kosraean* |
| 70 | Carolinian* | 41 | Mandarin* |
| 71 | Chuukese* | 74 | Marshallese* |
| 73 | Kosraean* | 99 | Other Language (Specify) |
| 74 | Marshallese* | 75 | Palauan* |
| 75 | Palauan* | 76 | Pohnpeian* |
| 76 | Pohnpeian* | 35 | Tagalog* |
| 77 | Yapese* | 60 | Vietnamese* |
| 80 | Japanese* | 37 | Visayan |
| 99 | Other Language (Specify) | 77 | Yapese* |

***= Home Language Surveys available in native language (See Appendix C)**

Home Language Surveys also available in the following languages:

Arabic
Bicolano (Other Filipino)
Cambodian – Khmer
Cebuano (Other Filipino)
Hebrew
Ilongo (Other Filipino)
Kapingamarangien
Laotian
Mokilese
Ngatikese
Pingalese
Portuguese
Russian
Satawalese
Spanish
Woleaian

# Department of Education
# HOME LANGUAGE SURVEY
## School: _____

| Student's Name | | | Date of Birth | Grade |
|---|---|---|---|---|
| _____ | | | | |
| Last | First | MI | | |

**Federal Law and Guam Education Policy Board/Guam Department of Education policy requires schools to determine the language(s) spoken at home by each student. This information is essential in order to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested. Thank you for your help.**

Please circle **one** for each question.

**1. Which language did your son or daughter speak when he or she first began to talk?**

| | | | |
|---|---|---|---|
| 10 Chamorro | 39 Other Filipino Lang. | 60 Vietnamese | 75 Palauan |
| 20 English | 41 Mandarin | 70 Carolinian | 76 Pohnpeian |
| 32 Ilocano | 42 Cantonese | 71 Chuukese | 77 Yapese |
| 35 Tagalog | 45 Other Chinese Lang. | 73 Kosraean | 80 Japanese |
| 37 Visayan | 50 Korean | 74 Marshallese | 99 Other Language: _____ |

**2. What language does your son or daughter most frequently speak at home?**

| | | | |
|---|---|---|---|
| 10 Chamorro | 39 Other Filipino Lang. | 60 Vietnamese | 75 Palauan |
| 20 English | 41 Mandarin | 70 Carolinian | 76 Pohnpeian |
| 32 Ilocano | 42 Cantonese | 71 Chuukese | 77 Yapese |
| 35 Tagalog | 45 Other Chinese Lang. | 73 Kosraean | 80 Japanese |
| 37 Visayan | 50 Korean | 74 Marshallese | 99 Other Language: _____ |

**3. What language does your son or daughter most frequently speak with friends?**

| | | | |
|---|---|---|---|
| 10 Chamorro | 39 Other Filipino Lang. | 60 Vietnamese | 75 Palauan |
| 20 English | 41 Mandarin | 70 Carolinian | 76 Pohnpeian |
| 32 Ilocano | 42 Cantonese | 71 Chuukese | 77 Yapese |
| 35 Tagalog | 45 Other Chinese Lang. | 73 Kosraean | 80 Japanese |
| 37 Visayan | 50 Korean | 74 Marshallese | 99 Other Language: _____ |

**4. What language do you use most frequently to speak to your son or daughter?**

| | | | |
|---|---|---|---|
| 10 Chamorro | 39 Other Filipino Lang. | 60 Vietnamese | 75 Palauan |
| 20 English | 41 Mandarin | 70 Carolinian | 76 Pohnpeian |
| 32 Ilocano | 42 Cantonese | 71 Chuukese | 77 Yapese |
| 35 Tagalog | 45 Other Chinese Lang. | 73 Kosraean | 80 Japanese |
| 37 Visayan | 50 Korean | 74 Marshallese | 99 Other Language: _____ |

**5. Name the language(s) most often spoken by the adults at home.**

| | | | |
|---|---|---|---|
| 10 Chamorro | 39 Other Filipino Lang. | 60 Vietnamese | 75 Palauan |
| 20 English | 41 Mandarin | 70 Carolinian | 76 Pohnpeian |
| 32 Ilocano | 42 Cantonese | 71 Chuukese | 77 Yapese |
| 35 Tagalog | 45 Other Chinese Lang. | 73 Kosraean | 80 Japanese |
| 37 Visayan | 50 Korean | 74 Marshallese | 99 Other Language: _____ |

_____ _____

Signature of Parent or Guardian Date

# Guam Department of Education
## Arabic

| اسم الطالب : | السن | الصف |
|---|---|---|
| الاسم الوسط الاسم اللقب | | |

بنص قانون التعليم في كاليفورنيا على المدارس أن تحدد اللغات الام التي يتكلمها كل طالب / طالبة في البيت . هذه المعلومات ضرورية جداً لكي تتمكن المدارس من اعداد سبل التدريس الصحيحة لجميع الطلبة .

ان تعاونكم معنا في الوصول الى هذه المعلومات المهمة هي ضرورية ومطلوبة . الرجاء الاجابة على الاسئلة التالية واعادة هذه الاستمارة مع ابنكم / ابنتكم الى مدرسه / مدرسته وشكرا لتعاونكم .

1. ١ - أي لغة تعلم ابنكم / ابنتكم عندما بدأ / بدأت الكلام ؟

2. ٢ - أي لغة يستخدم ابنكم / ابنتكم في البيت غالبا ؟

3. ٣ - أي لغة تستعمل في الغالب للتحدث الى ابنكم / ابنتكم ؟

4. ٤ - أذكر اللغة التي كثيرا ما يستعملها البالغون في البيت ؟

توقيع ولي الأ

Date

**Guam Department of Education**
**Survey Can Lenguaje sa Harong (Bicol)**
**Escuelahan _____**

| Panfaran ca Estudiante | | | Fecha can Pagcamundag | Grado |
|---|---|---|---|---|
| _____ | | | | |
| **Ultiomo** | **Primero** | **Cabotugaan** | | |

**An Ley Federal asin Board ca Educaccion/sa cabot-an can Departamento nin Educaccion na an manga escuelahan maaraman an manga lenguaji na pigtataram sa harong can lampang estudiante. Ining informacion caipuhan nganing matao-an nin maninigong instruccion an gaboa na estudiante can manga escuelahan.**

Hinahagad niamo an saindong cooperaccion sa bagay na ini. Simbagon tabi an manga masunod na cahaputan asin ipabalik ining forma sa sadiringmaestra o maestro can saindong manga agui. Salamatsa saindong tabang.

1. Anong lenguaji an primerong pigtatam can saindong?

_____

2. Anong lenguaje an firmeng pigtataram can saindong aqui sa harong?

_____

3. Anong lenguaje an firmeng pigtatataram cam saindong aqui saiyang manga amigo? Amiga?

_____

4. Anong lenguaje an firmeng piggagamit nindo sa pagtaram sa sasaindong aqui?

_____

5. Ngaranan an manga lenguaje na firmeng piggagamit can manga gurang sa harong

_____

_____ _____
Signature of Parent or Guardian Fecha

**Guam Department of Education**
**Cambodian (Khmer)**

| ឈ្មោះសិស្ស: | ថ្នាក់: | អាយុ: |
|---|---|---|
| _____<br>នាមខ្លួន នាមកណ្តាល នាមត្រកូល | | |

ច្បាប់របស់ក្រសួងអប់រំរដ្ឋកាលីហ្វូនីញ៉ាបានតម្រូវសាលាបញ្ជាក់អំពីភាសាដែលសិស្សម្នាក់ៗនិយាយនៅផ្ទះ ។ ពត៌មាននេះមានសារៈសំខាន់ដល់សាលា ដើម្បីផ្តល់ការបង្ហាត់បង្រៀនយ៉ាងសំខាន់ដល់សិស្សទាំងអស់ ។ បើសិនជាគេនិយាយភាសាផ្សេងៗក្រៅពីភាសាអង់គ្លេសនៅផ្ទះ មណ្ឌលសិក្សាត្រូវតែធ្វើការស្វង់ភាសាក្នុងប្រុសស្រីរបស់លោកអ្នកនៅលើកក្រោយទៀត ។

សហប្រតិបត្តិការរបស់លោកក្នុងការជួយយើងឲ្យបានសំរេចតាមច្បាប់ដែលបានដាក់ឲ្យធ្វើនេះមានសារៈប្រយោជន៍ណាស់។ សូមឆ្លើយនឹងសំនួរខ្លះតទៅនេះ។ សូមអរគុណចំពោះការជួយរបស់លោកអ្នក ។

1. នៅពេលចាប់ផ្តើមចេះនិយាយ តើក្មួនប្រុសស្រីរបស់លោកអ្នកនិយាយភាសាអ្វី? _____

2. តើក្មួនប្រុសស្រីរបស់លោកអ្នកនិយាយភាសាអ្វីញឹកញាប់នៅផ្ទះ? _____

3. តើលោកអ្នកនិយាយភាសាអ្វីញឹកញាប់ទៅកាន់ក្មួនប្រុសស្រីរបស់លោក? _____

4. តើចាស់ៗនៅផ្ទះច្រើននិយាយភាសាអ្វី? _____

_____ _____
ហត្ថលេខាមាតាបិតា/អ្នកអាណាព្យាបាល លេខទូរស័ព្ទមាតាបិតា



Attach to PEP Form in cumulative folder

**Guam Department of Education**
**Chinese (Mandarin/Cantonese)**

| 文姓名： | 年級： | 年齡： |
|---|---|---|
| _____<br>英文姓名： | | |

加省教育法例規定各學校必須調查各學生在家庭中使用的是何種語言，因爲校方需要根據此項資料爲各學生計劃有效的教授方法。敬請各位家長合作完成此項重要調查。

請回答下列各項問題，並將此調查表由貴子女轉交教師。

1. 貴子女初學話時是學何種語言？ _____

2. 現在貴子女在家中最常用何種語言？ _____

3. 貴家長最常用何種語言和子女談話？ _____

4. 請選出家裡成人最常用的語言。

☐ 廣東話 CANTONESE ☐ 國語 MANDARIN

5. 如答案是"其他"，請說明何種語言。

☐ 其他：_____
OTHER SPECIFY

家長或監護人 中文簽名：_____
英文簽名：_____
*(Signature of parent or guardian)*

**Guam Department of Education**
**AIYEHGIL MWELIYAL ARAMAS MELEEIMW (Carolinian)**
**School _____**

| **Ittaal Attel Meleitei:** | **Raal:** | **Date:** |
|---|---|---|
| _____<br>**Sobwolool Ghommwal Lughallapal** | | |

**Alangal meleiteyil publiko e lo llol alleh lappalappal Federad me bwah Board-dul Depattamentool lmwal Meleitei bwe ghulei meta kkapas ye atte we rekke yaaya mereel imwer. Ngere imwal meleitei aa ghulei met all kkapas atte we, aa mmwel rebwe ngallei atte we meta ye e ghatch ebwe akkabwung mellol imwal meleitei.**

**Ai tellengoor yaami allillis reel milleel. Aute ghal soong, au palawalli alangal aiyegh kkal nge awa ngalei leimi bwe ebwe asefaali ngelimestrul ngere mestral. Ghirisou reel yaami allillis.**

1. Ifa kkapas ye lomw e ghommwal yaaya igha ebwe laal kkapas?

_____

2. Kapas fa mille leimi re ssao yaaya meleeimw?

_____

3. Kkapas fa mille leimiressao yaaya ngeli abwiibwiir ngere amigoor?

_____

4. Meta kkapas ye ausao yaaya ngeli leimi?

_____

5. Aweewei kkapas kka tufei schagh re ssao yaaya meleimw?

_____

_____ _____
Signature of Parent or Guardian Date

**Guam Department of Education**
**Home Language Survey (Cebuanol)**
**School_____**

| Ngalan sa Kabataan: | | | Petsa Sa Nataauhan | Grado |
|---|---|---|---|---|
| _____ | | | | |
| **Katapusan** | **Primero** | **Tunga-tunga** | | |

Ang GPSS nag-awhag sa tanang tulugha-an sa pagdeterminar sa pinulongan nga gigamit sa matag pinuy-anan sa mga kabata-an. Kining informasion gikinahanglan aron ang tulungha-an makahatag ug maayong pagtudlo ngadto sa mga kabata-an.

Ang inyong cooperasion sa pagtabang makahatag ug katakdu-an ngadto sa mga importanteg gikinahanglan namo. Palihug tubaga kining mga pangutana ug ipabalik kining forma ngadto sa ilang magtutudlo. Daghang salamat sa inyong pagtabang.

1. Unsang pinulongana ang primerong gilitok sa imong anak?

_____

2. Unsang pinulongana ang sagad niyang gamiton sa panimalay?

_____

3. . Unsang pinulongana ang sagad nimong magamit sa paglitok ngadto sa imong mga anak?

_____

4. Hinganli ang pinulonga nga kanunay nimong magamit sa panimalay?

_____

_____ _____
Signature of Parent or Guardian Perma sa Ginikanan

# Guam Department of Education
# HOME LANGUAGE SURVEY
## DITEMENASION LENGGUAHEN I GIMA' (CHamoru)
## School _____

| Na'an I Estudiånte | Fechan Mafanågu-mu | Grådu |
|---|---|---|
| _____<br>Uttimu Fine'nana Talo' | | |

**I lai i Fidirat yan i otden i Bipåttmenton Idukasion ha dimanda i eskuela siha para u ditetmina i linguåhen (kada) estudiånte ni' ma u'usa gi gima'. Empottånte este na emfotmasion kosa ki i eskuela siha u na' guaha kombieni na leksion siha para todu estudiånte siha.**

**Ma gågagao i ayudu-mu para un ayuda ham kumomple este na nisisidåt. Put fatbot oppe i kuestiona siha gi sanpapa'. Si Yu'os Ma'åse nu i ayudu-mu.**

1. Håfa na lingguåhi i lahi-mu/hagå-mu fine'nana ha sångan?

_____

2. Håfa na lingguåhi I lahi-mu/hagå-mu mås ha såsangan gi gima'?

_____

3. Håfa na lingguåhi i lahi-mu/hagå-mu mås ha såsangan yan i atungo'-ña siha?

_____

4. Håfa na lingguåhi i mås un u'usa para un kuentusi i lahi-mu/hagå-mu?

_____

5. Lista i lingguåhi (siha) ni' mås ma manma u'usa nu i <u>manåmko' siha</u> gi gima'?

_____

_____ _____
Signature of Parent or Guardian Fecha

# Guam Department of Education
# HOME LANGUAGE SURVEY (Lagoon Chuukese)
## Sukuun _____

| Iten choon sukuun: | Fansoun uputiw | Efituwan |
|---|---|---|
| _____<br>Last First MI | | |

**Ennukun Federal me ewe Board seni Education ika ewe Putaiin Education pwe meinisin sukuun repwe kutta ika foosun ia ekkewe choon sukuun re kana ea non imweer. Eei information amen auchea faan asengesin aan akkewe sukuun repwer awora aar osukuun epwe narwoot ika auchea ngeni meinisin ekkewe choon sukuun. Oomw aninniseech ne anisikiich aan apwe pwenueeta ekkeei mettooch amen auchea. Kose mwochen penueni ekkeei kapas eiis iwe mwirin ka ngeni neum we aat ika nengngin epwe eniwinano eei taropwe ngeni neun we sense. Kinissou reen oomw aninniseech.**

1. Foosun ia neum we aat ika nengngin e aea aan aa keraan pwopwuta ne foos? _____

2. Foosun ia neum we aat ika nengngin e koon napengeni aan epwe aea non iimw? _____

3. Foosun ia neum we aat ika nengngin e koon napengeni aan apwe aea reiin chienan? _____

4. Foosun ia e koon nap oomw aea ngeni neum kewe? _____

5. Makkeetiw ika foosun ia ke koon nap aan ekkewe mei muk aea non iimw? _____

_____ _____
Signature of Parent or Guardian Date

**Guam Department of Education**
**Hebrew**

| כיתה | גיל | שם התלמיד: |
|---|---|---|
| | | משפחה ראשון אמצעי |

משרד החינוך בקליפורניה מחייב את בתי-הספר לוודא אילו שפות מדברות בביתו של כל תלמיד.
אינפורמציה זו תסובב לבתי-הספר, כדיי לתת חינוך טוב יותר לכל התלמידים.
אנו מודים לכם על שיתוף פעולתכם. בבקשה ענה על השאלות הבאות והחזר אותן עם בנך/בתך למורה שלו/שלה.
מודה רבה על עזרתך.

1. איזו שפה בנך או בתך למד/ת כשהוא/היא התחיל/ה לדבר?

2. איזו שפה בנך או בתך בדרך כלל מדבר/ת בבית?

3. באיזו שפה בדרך כלל את/ה מדבר עם בנך או בתך?

4. איזו שפה מדברת רב הזמן בין חתורים בביתך?

חתימה של ההורה או האפוטרופוס

Date

**Guam Department of Education**

# PAGUSISA SANG LENGUAJE SA POKY-AN (Ilongo)

**Namero sang Estuduante _____**

| Ngalan sang Bamulotho | Kumpleanyo | Grado |
|---|---|---|
| _____ Apelyido Ngalan Katunganan | | |

**Suno sa pagsulundan sang Federal Law kag sang Board of Education, ginakinahanglan sand Departmento sang Edukasyon sa Guam, Ronano nga mga pulong ang gisiagamut sa puloyan sang tagra ka lumulotho. Ini nga pahibalo kenahanglan gra sang bulot-huan diri sa Guam para makagulig sa pagtudlo sang tanan naton nga nga kabataan nga kalang sa inibalo sa pulong nga isungles.**

Ginakina langlan gidi sang dacu ang inyo gulig sa sini nga lagay paka sa raayuhan sang aton, nga nga, kabataan. Kon ma himu inyo nga sabton ang masunod nga nga parangkot kay pagkata pos ipabalik ninyo sa bulo thuan paagi sang inyo nga kabataan. Ila giedgon ihatag isi sa ila manunodlo. Bag-o-ang tanan nadanu gie nga salamat

Mga Pamangkol

1. Asin ang una nga tinaga any guindagmil sang inyo nga anak bag-o nagsugod hanibul?

_____

2. Ano nga pulong ang pirmi ginagamit sajy nga kabataan sa pulay-an?

_____

3. Ano nga pulong ang piermee ginagamit sang nga kabataan kauparci sang ila kahampang?

_____

4. Ano nga pulong ang inyou pime ginhamof in injo kabatuan?

_____

5. Ano nga nga paky-an ang ino pirmue gina hambal sa imo kabataan?

_____

6. Ano ang nga nagakalain-lain nga pulong ang gingumit sang nga tigulang sa puky-an?

_____

_____ _____

Signature of Parent or Guardian Deta

# Guam Department of Education
## Home Language Survey (Japanese)

**School:**_____

| Student's Name-- 英語の名前 | Date of birth | 学年 |
|---|---|---|
| _____ Last Name First Name Middle Name | | |

この調査は、カリフォルニア州教育法により、各家庭でどういう言語を話されているかを調べるためです。この情報は、学校がすべての生徒により良い教育を提供するために必要なものです。

下記の質問に答えてください。ご協力ありがとうございます。

1. 最初にあなたの子供が話したのは、日本語、英語、それとも他の言語ですか？

_____

2. 家庭で一番良く使われているのは、日本語、英語、それとも他の言語ですか？

_____

3. あなたが子供と話す時は、日本語、英語、それとも他の言語を使いますか？

_____

4. 家庭で大人の方が話す時は、日本語、英語、それとも他の言語を使いますか？

_____

_____ _____

Signature of Parent or Guardian 保護者のサイン

# Guam Department of Education
## HOME LANGUAGE SURVEY – (Kapingamarangien)
## SCHOOL -Kuulu _____

| Di Nambaa Tamagiigi | | | Date of Birth | Grade |
|---|---|---|---|---|
| _____ | | | | |
| **Last** | **First** | **MI** | | |

**Taganoho di Oobidi Damana mo Taganoho Di Buini dela e madamada humalia di baahi gi nia kuulu / Di Oobidi nia kuulu, e hai gi nia kuulu gi hagamodongoohia nia helekai ala e leelee ai nia damagiigi i nadau guongo. Nia mee aanei e hai gi i golo e hagamaamaa nia kuulu gi aago nia mee gi donu gi nia damagiigi.**

**E dangi adudau hagadau bale i dau hagamaamaa gimaadou i di gili di mee hagalabagau deenei. Dumaalia, helekai gi nia heeu aanei i lala, ga wanga di lau beebaa deenei gi dau dama daane/dama ahina gi kaina gi dono tintei. Di mee bolo goe dau hagamaamaa.**

1. Nia helekai o hee nogo leelee aid au dama daane be go dau dama ahina i dono madagoaa ne daamada ga leelee? (holongo ono gadau e 2-5)

_____

2. Nia helekai o hee ala hoia nogo leelee aid au dama daane be go dau dama ahina i di godou guongo?

_____

3. Nia helekai o hee ala koia nogo leelee aid au dama daane be go dau dama be go dau dama ahina gi ono hoo hagatenetene?

_____

4. Nia helekai o hee ala koia nogo leelee ai goe gi dau dama daane be go dau dama ahina?

_____

5. Nia helekai o hee ala koia e leelee ai <u>di gau mmaadua</u> i di godou guongo?

_____

_____ _____

Signature of Parent or Guardian Date

**Guam Department of Education**

가 정 용 어 조 사 **(KOREAN)**

학교 이름 _____

| 학생 이름 | 생일 | 학년 |
|---|---|---|
| | | |

캘리포니아주의 교육법에 의하여 학교는 각 학생들이 가정에서 사용하고 있는 언어를 파악함으로써 더 뜻 있고 도움이 되는 교육을 마련하도록 되어 있읍니다.

아래의 질문서를 기입하시어 학생(자녀)편으로 담임선생께 보내 주시면 대단히 감사 하겠읍니다.

1. 학생이 처음으로 배운 언어는 무엇입니까 ?

_____

2. 학생이 가정에서 가장 많이 사용 하는 언어는 무엇입니까 ?

_____

3. 자녀가 친구들에게 가장 많이 사용하는 언어는 무엇입니까 ?

_____

4. 부모가 자녀들에게 가장 많이 사용하는 언어가 무엇입니까 ?

_____

5. 가정에서 어른들이 가장 많이 사용하는 언어는 무엇입니까 ?

_____

_____ _____

부모(보호자) 서명 날 자

# Guam Department of Education
# HOME LANGUAGE SURVEY (Kosraean)
# School _____

| Name of Student: | | | Date of Birth | Grade |
|---|---|---|---|---|
| _____ | | | | |
| Last | First | MI | | |

**Akwuck luhn Federal Law ac Guam Education Policy Board ke Guam Public School System, enenuh kais sie lutlut in akihlen ac kahlwem ke kahs ma tuhlihk lutlut an orekmakihn lohn se ah. Ohlac se inge ac kahsruh lutlut uh in sang mwe etwacack fa nuhke enenuh luhn tulihk lutlut an.**

**Kahsruh lom nuhke enenuh na yohk srihpac se inge arulacna eneneyuck. Komfah nuhnak muhnahs tohpohklah kihsen siyuck ekahsr ten inge ac sang tuhlihk nuhtum an in us fohlohk nuh sin teacher lal an.**

1. Ke tuhlik nutum an mutaweak kaskas (ya 2-5), el orekmakin kas yac? _____

2. Kas ya tuhlik nutum an orekmakin yok na loom sum an? _____

3. Kas ya tuhlik nutum an orekmakin yohk na inmasrion tuhlik kawuk lal an? _____ _____

4. Kas yac kom orekmakin yok na ke kom sramsram nu sin tulik nutum an? _____

5. Kas ya orekmakinyuk yok sim met matu in loom sum an? _____

_____ _____

Signature of Parent or Guardian Date

# Guam Department of Education
# HOME LANGUAGE SURVEY
## ETALE IN KAJIN KO IMOKO (MARSHALLESE)
## JIKUUL _____

| Etan Rijikuul eo: | Kilaaj eo | Ien Lotak |
|---|---|---|
| _____<br>Last First Middle | | |

**Kien ko an Federal im Jikin Jelallllokjen eo elap, im Board eo rej kwalok ke jikuul ko rej aikuuj in etale kajin rota eo juon rijikuul ej kenono kakae, ak kejerbale ilo an bed ibben nukin, ak imoko. Elap an ortokjen melele kein nan kokmanmanlok kilen katakin ko nan rijikuul ro nejid.**

**Am karejar ilo menin ej juon menin utej buro elap imaurok. Joij im uaaki kajitok kein ilai im lelok pepa in nan ledrik/ladrik eo nejim bwe en koroltok nan rikaki eo an. Komol tata kin am jiban.**

1. Kajin ta eo ledrik ne ak ladrik ne nejim ear jino kenono ak kajin kake ke ej 2 lok nan 5 an iio?

_____

2. Jajin ta eo ledrik ne ak ladrik ne nejim ekka an kenono kake ak Kejerbale imoko?

_____

3. Jakin ta eo ledrik ne ak ladrik ne nejim ekka an kenono kake ibben ro jeran im mottan?

_____

4. Kajin ta eo ekka am kejerbale im kenono kake ibben ledrik ne ak ladrik ne nejim?

_____

5. Etan kajin eo ekka an ritto ro kejerbale im kenono kake imoko?

_____

_____ _____

Signature of Parent or Guardian Date

**Guam Department of Education**
# HOME LANGUAGE SURVEY (Mokilese)
**En Jeri nampa _____**

| Oadoan Jeri: | Pwihn | Johnpar |
|---|---|---|
| _____<br>Miohji Oadoa Pahpa | | |

**Palien kojonned in Wein America apel pwohd en sukuhl koajoanehdi pwa sukuhl ohroj en soahk joangoan lal kan ma emen jeri kin iuhs ke lalki nehn imwah.**

**Inenin kajamwpwal oahng sukuhl en wiahda kasukuhl mwehu pwa en kak apwalihla jeri pwiai ohroj.**

**Oamw kalahngan nimen jeuwaj pel inenin kajamwpwal oahng poakippoak oawe. Menlau japoangla peidek pwiai koah kioang nihmw jerio en kajpahlihla ipen ah johnpadahko. Kalahngan en oamw jauwaj.**

1. Joangoan lal dahioau nihmw jerio lalki anjoauo ih sapin kidalla lallal? (Nehn pwungen johnpar 2-5) _____

2. Joangoan lal dahioau nihmw jerio kalap lalki nehn imwahu? _____

3. Joangoan lal dahioau nihmw jerio kalap lalki ma ih lal oang ah perien ok? _____ _____

4. Joangoan lal dahioau koah kalap lalki ma koah lal oang nihmw jerio? _____

5. Joangoan lal dahioau aria koalik kan kin kalap lalki nehn imwarai? _____

_____ _____
Sain en panpa ke wilioapoa Date

**Guam Department of Education**
**Home Language Survey (Ngatikese)**
**School _____**

| Eden Serhi | | | Phahn in ipwdi | Pwihn |
|---|---|---|---|---|
| _____ | | | | |
| **Miohsi** | **Tepin ede** | **Pahpa** | | |

**Kosonned in wei pokon oh pwoht in palien dodohk in sukuh/Palien sukuhl kosonehdierh me sukuhl kan en tehk lokia kan me serhi kan kid lokiahki nan erh wasa (ninmwe). Met inenen kesempwal pwe sukuhl kan en kak kihda mihn kasukkuhl ohng serhi kan.**

Omwi kupwurh kalangan en sewese pekpek kesempwahle inenen laud mehelel. Menlau sapengia peidek kan oh kihang nohmw pwutak/serhpein en kopwrhehia rhehn eh sohnpadahk. Kalahngan en onwi sawas.

1. Mihnia lokia me nohmw pwutak de serhpein tepin lokiahki ansou me e tepda lokia? (Sohnparh 2-5)

_____

2. Lokiahn ia me nohmw pwutak de serhpein kin kalap lokiahki nin imwomwo?

_____

3. Lokiahn ia me nohmw pwutak de serhpein kin kalap lokiahki ansou me e kin tuhiang kempokpah kan?

_____

4. Lokiahn ia me ke kin kalap lokiahki ansou me ke kin lokiahng nohmw pwutak de serhpein?

_____

5. Ntingihdi lokiahn ia me ansou korhos me mah kan kin kalap lokiahki nin imwomwo?

_____

_____ _____
Sain in pahpa de wiliepe Date

**Guam Department of Education**
**Omerritel El Tekoi El Dousbech Er A Blai (Palauan)**
**Skuul _____**

| Ngklel a Ngalek: | Cherellel | Ongetala el skuul |
|---|---|---|
| _____<br>Ngklel a Demal Ngklel a Ngalek Ongeru Lngklel | | |

**A llechul a Federal me a llechul a Skuul a kirel el mo medengelii a tekoi el lousbech er ngil a ngalek a lengar er a blil. Ng kirel a skuul el mo medengei me ng mo sebechel el kutmokl a ngar er ngil a belkul el osisechakl el mo er a rokui el ngalek.**

**Aki kmal ousbech er a mui el ngelseuim el kirel tia el ongtmam. Aki olengit me mngesukeman el onger aika el ker. Mluut el nguu tia el babier el msa a ngelekme lenguu el mo maa a sesei er ngil. Ke kmal mesulang er a ngelsuim el kirel tia el babier. Aikakid a ker el bo monger:**

1. Ngara el tekoi (Palauan/English/Kuk bebil) a lulusbech er ngil a ngelekem er se er a lekot el mo mengedech educh er a lerung el mo er a leim a rekil ? _____

2. Ngara el tekoi (Palauan/English/Kuk bebil) a leblechoel el ousbech er ngil a ngelekem se el ongedecheduch a lengar er a blai? _____

3. Ngara el tekoi (Palauan/English/Kuk bebil) a leblechoel el ousbech er ngil a ngelekem se el longedecheduch er a resechelil ? _____ _____

4. Ngara el tekoi (Palauan/English/Kuk bebil) a chomousbech er ngil (kau, kemiu) se el mongedecheduch er a ngelekiu? _____

5. Ngara el tekoi (Palauan/English/Kuk bebil) a leblechoel el ousbech er ngil a remeklou el chad se el lechachedecheduch er a blai? _____

_____ _____
Signature of Parent/Guardian Date

# Guam Department of Education
## Home Language Survey (Pinglapese)
## School _____

| Eden Serhi | Ipwidi | Pwihn |
|---|---|---|
| _____<br>Mihosi Ede Pahpa | | |

**Kusuned in Wein America pwilihkin Board in Palien skuhl koasoanehdi pwa skuhl ohnek en sehk soangen loakeia pwi me ke dedoahk nah imwen serhpwi me pwili sukuhl. Me e inenin kesoampwal pwa skuhl en kaken wiahkihda meh kasukuhl pwi me koanehng seri en skuhl kin.**

Oamwi souas ong repen dahn ireh eu me inenin kesompwal. Koamwi kupwur kelahngen de sapengia ire pwi me sahsai peidi. Mwirin oamwi sapengia peidek pwi koamwi kesepahliheng reh noumwi seri _____ en kapurehia rehn eh sounpedahk. Kelahngen en kupwuroamwi.

1. Mehnia lal in sapw eu me noumwi seri men e dedoahk kin anseu kis e sepeda kaken? (Sohnparh 2-5)

_____

2. Lokiahn ia me nohmw pwutak de serhpein kin kalap lokiahki nin imwomwo?

_____

3. Lokiahn ia me nohmw pwutak de serhpein kin kalap lokiahki ansou me e kin tuhiang kempokpah kan?

_____

4. Lokiahn ia me ke kin kalap lokiahki ansou me ke kin lokiahng nohmw pwutak de serhpein?

_____

5. Ntingihdi lokiahn ia me ansou korhos me mah kan kin kalap lokiahki nin imwomwo?

_____

_____ _____

Sain in pahpa de wiliepe Date

**Guam Department of Education**
# HOME LANGUAGE SURVEY (POHNPEIAN)
**SCHOOL _____**

| Eden Seri: | Rahn en pqidi | Pwihn |
|---|---|---|
| _____<br>Mihosi Ede Middle | | |

**Kosonned en Wehin America oh Pwoht en Palien sukuhl koasoanehdi me sukuhl koaros en tehk soangen lokaia (kan) mo kin doadoahk ni ihmw ma serihkan kin sukubl sang ie Met kosempwal pwe sukuhl kan en kak kihda iren mehn kasukuhl konehng ong seri pwukat.**

**Omwi sawas ong ni ropadahn ire wet inenen kesempwal mehlel. Komw kupwur kalahngan oh sapen ire pwukat. Koapwureieng koaropwe wet sapwellimomwi serien en koapwurehla rehn eh sounpadahk. Kalahngan en komwi pwehki omwi sawas.**

1. Mehnia lokaia me sapwellimomwi serien doadoahk-ki ansou me e tapiada lokaia? (sang sounpar 2-5)

   _____

2. Mehnia lokaia me sapwellimomwi serihkan kin kalapw doadoahk-ki ni tehnpesemwien?

   _____

3. Songen lokaia da me sapwellimomwi serihkan kin kalapw doadoahk-ki ong arail kompani kan?

   _____

4. Songen lokaia da me komw kin kalapw doadoahk-ki ong sapwellimomw serihkan?

   _____

5. Songen lokaia da me aramas mahkan kin doadoahk-ki nan tehnpasakan?

   _____

_____ _____
Saihn en Pahpa de weliepo Rahn

**Guam Department of Education**
**INQUERITO DA LINGUA FALADA EM CASA (Portuguese)**
**Escola _____**

| Nome do estudante | Dia de anos | Classe (Grau) |
|---|---|---|
| _____<br>Ultimo Primeiro do Meio | | |

O código educational do Guam exige que es escolas determinem a língua ou línguas faladas em casa por cada estudiante. Esta informação é essencial para que es escolas possam prover uma instrução adequada a todos os estudantes.

Pedimos a vossa cooperção e ajuda nesta investigação importante. Por favor respondam as seguintes preguntas e mandem ao professor pelo o vosso filho ou filha, esta forma preenchida. Obrigado pela vossa ajuda.

1. Qual foi a primeira língual que o seu filho aprendeu a falar?

_____

2. Que língual o seu filho ou filha usa com mas frequencia em casa?

_____

3. Qual é lingua que os pais usam mas frequentemente quando falam com o seu filho ou filha?

_____

4. Que lingua é mais usada pelas pessoas adultas na sua casa?

_____

_____ _____
Assinatura de pai, mãe, ou responsável Data

**Guam Department of Education**
**HOME LANGUAGE SURVEY (Russian)**
**SCHOOL_____**

| ИМЯ УЧАЩЕГОСЯ: | КЛАСС | ВОЗРАСТ |
|---|---|---|
| _____ | | |
| ФАМИЛИЯ ИМЯ ОТЧЕСТВО | | |

Согласно калифорнийскому закону об образовании, школы штата должны определить родной язык учащегося. Благодаря этому определению, учителям будет легче доводить необходимую информацию и требования до учащихся. Если родной язык учащегося не является английским, то окружное Управление школьными делами требует определения уровня владения родным языком вашего ребенка.

Ваше сотрудничество и помощь в процессе определения уровня владения родным языком обязательно. Пожалуйста, ответьте на следующие вопросы:

Спасибо за Вашу помощь.

1. На каком языке начал говорить Ваш ребенок? _____

2. На каком языке (языках) чаще всего говорит дома Ваш ребенок? _____

3. На каком языке (языках) Вы общаетесь дома с Вашим ребенком? _____

4. На каком языке чаще всего разговаривают между собой взрослые дома? _____

_____ _____

ПОДПИСЬ РОДИТЕЛЯ Date

# Guam Department of Education
# HOME LANGUAGE SURVEY (Satawalese)
# Skuun _____

| Itaomw: | Goop | Oate we supwuto |
|---|---|---|
| _____<br>Itoamu Noan Faniuwarch Itoamu Noan Misa Itoamu reen Kekkaein | | |

**Aeniukiun raen enggange aen Education me woan Guam ina e mwerhaen dwe ekuun e dwe fang ngaere aefetanoa kedas e aetei skuun re aeae me newukuser. Minei ina eikin yoor fan dwe aekin mina sipwe akachiu aarh oasukunaar oanonger noa aetei skuun.**

**Reen aemi tipaengikirh woan minen ina eikin yoor faan. Faen dirhemuo nga odwe daniuwaeni kedas aeiek kaan nge noaumw aet edwene fanggeni aen sinsei. Wa ikin aerhikerhik.**

1. Ifa kedas e noaumw aet e nainai oate e mmwaen kedas?

_____

2. Ifa kedas e ennam aen edwe aeae me nedwukusan?

_____

3. Ifa kedas e ennam aen edwe aeae neir maeriaeren?

_____

4. Ifa kedas e ennam oamw odwe naeinai ngaeni aete noaumw?

_____

5. Iura ngaere ikkifa kedas ka ennam aar tukufaei aeae me neimw?

_____

_____ _____

Signature of Parent or Guardian Date

**Guam Department of Education**
**ESTUDIO DEL IDIOMA DEL HOGAR (Espanol)**
**Nombre de la escuela**:_____

| **Nombre del Estudiante:** | | | **Fecha de nacimiento** | **Grado** |
|---|---|---|---|---|
| _____ | | | | |
| **Apellido** | **Nombre** | **Apellido Materno** | | |

GPSS requiere que las escuelas determinen el/los lenguaje(s) que se hablan en casa de cada estudiante. Esta información es esencial a fin de que las escuelas provean intrucción significative para todos los estudiantes. Si otro lenguaje diferente al Inglés se habla en la casa, el Distrito requiere que se haga aún otro asesoramiento a su hijo (a).

Le pedimos su cooperación para ayudarnos a cumplir este importante reqerimiento. Por favor conteste las siguientes preguntas. Gracias por su ayuda.

1. ¿Cuál lenguaje aprendió su hijo(a) cuando empezó a hablar?

_____

2. ¿ Cuál lenguaje habla con más frecuencia su hijo(a) en casa?

_____

3. ¿Cuál lenguaje usa con mas frequencia su hijo(a) cuando conversa con amigos?

_____

4. ¿Cuál lenguaje usa usted con más frecuencia cuando le habla a su hijo(a) ?

_____

5. Nombre del lenguaje que con más frecuencia los **adultos** hablan en casa.

_____

_____ _____

Signature of Parent or Guardian Firma del Padre o Guardian

**Guam Department of Education**
**Home Language Survey (Tagalog)**
**Paaralan_____**

| Pangalan ng mag-aaral: | | | Kapanganskan | Grado |
|---|---|---|---|---|
| _____ | | | | |
| **Apelyido** | **Pangalan** | **Apelyido ng Ina** | | |

Ayon sa alituntunin ng edukasyon ng GPSS, kinakailangang tiyakin ang/ang mga wikang ginagamit ng bawa't mag-aaral sa tahanan. Mahalaga ang impormasyong ito upang makapagbigay ng makahulugang pagtuturo sa mga mag-aaral.

Kinakailangan naming ang inyong tulong upang mapagtugon sa hiling na ito. Sagutin po ninyo ang mga sumus-unod ng katanungan at ibalik ang mga sagot sa guro. Salamat pos a inyong tulong.

1. Aling wika ang natutuhan ng iyong anak simula ng siya ay matutong magsalita?

_____

2. Anong wika ang pinaka-malimit nas sinasalita ng iyong anak sa tahanan?

_____

3. . Anong wika ang pinaka-malimit mong sinasalita sa iyong anak?

_____

4. Anong wika na pinakamadalas gamintin ng mga magulang o sinumang kasama sa bahay na maliban sa mga bata?

_____

_____ _____
Signature of Parent or Guardian Lagda ng magulang o tagapangalaga

# Guam Department of Education
## Home Language Survey (Ulithian)
## Skuun Fae _____

| Idel Student: | Yod le ho sub | Hoop fae |
|---|---|---|
| _____<br>Irel Faeluyach Irel Kristiyano | | |

**Hatobtob irel Aamel Maeriken, Board irel skuun, iwe mo Department le yael skuun ye soer bo re skuun rebesoer hare ifa sew yalol fuluy hare yalol fuluy kala semael yaelwichil skuun ma taepe lal bugtal. Mele ila ye paeling pelel ngal metmetal makla choi skuun re be haskuuna ngalir yaelwich mo lal skuun.**

**Fael pechemi ngo habe tipingumam sibe hafforu babior le. Hobe ansergili kassiy kea ngo hosa fang ngal semael loamw bbe hasi doh ireman. Hosa hachigchigirel yam tipinguman.**

1. Ifa sew yalol fuluy lea yaelwich tarmwal hare taerfefel la loam ye metamwoal gola irel yod la belea mwoach kkaay hapatpat iyang? (yaelwich kea rewow ngal lomow lepal ragir) _____

2. Ifa sew yalol fuluy le tarmwal hare taerfefel la loam ma toa taepe lal bugtami? _____

3. Ifa sew yalol fuluy le tarmwal hare taefefel la loam ma toa taepe ngalir wol maryarel ? _____

4. Ifa sew yalol fuluy lea gel homa toa taepe ngal tarmwal hare taerfefel la loam? _____

5. Ifa sew yalol fuluy hare yalol fufuy kala choa lellap rema toa taepe lal bugtami ? _____

_____ _____
Signature of Parent/Guardian Bungul Maram

**Guam Department of Education**

# BAN KIEM-TRA VE NGON-NGU NOI TRONG GIA-DINH (Vietnamese)

**Truong _____**

| Ten hoc sinh | | | Ngày sinh | Lop |
|---|---|---|---|---|
| _____ | | | | |
| Ho | Ten | Chu lot (dem) | | |

**Sac-luat giao-duc tai Guam doi hoi cac truong phai xac-dinh nhung ngon-ngu duoc dung trong gia-dinh cua moi hoc-sinh. Du-kien nay rat can-thiet de nha truong co the cung-ung mot nen giao-duc phu –hop voi nhu-cau cua hoc-sinh.**

Su cong-tac cua Ong Ba rat can thiet de giup nha truong thuc-hien su doi hoi quan-trong nay. Xin Ong Ba vui long tra loi cac cau hoi duoi day va giao cho con em Ong Ba dem ban kiemptra; nay den troung trao laic ho giao-su cua em. Xin cam on Ong Ba.

1. Khi bat dau tap noi con Ong Ba da hoc ngon-ngu nao truoc tien?

_____

2. O trong gia-dinh ngon-ngu nao duoc con Ong Ba noi nhieu nhat?

_____

3. Con cua Ong Ba thuong-dung ngon ngu nao kni noi chuyen doi cac ban chung?

_____

4. Ong Ba dung ngon-ngu nao kni noi chuyen voi con?

_____

5. Ke khai ngon-ngu dubc nguoi lon tuoi trong gia dinh thuong noi nhat:

_____

_____ _____

Chữ ký của Phụ Huynh Học Sinh
hoặc người Giám Hộ

Ngay

**Guam Department of Education**
**HOME LANGUAGE SURVEY (Woleaian)**
**Uongil maram _____**

| Ital Sari Sukul | | | Date of Birth | Hopi |
|---|---|---|---|---|
| _____ | | | | |
| **Ital faluwach** | **Misa** | **Ital luglap** | | |

**Hetabotabol yam me skul ka yach nge ye sor be pangal lag skul ka yach nge yebe yatmagili be yebe gula sew kepat ye sari sukul regal yali me rel imwer.**

(H ) hai tingor ngalig be hobe tepangi hemam rel yamam gula sew kepat ye sari sukul regal yali me niew. Fal (p ) ( ) hobe fatogi tiw paluwen hasiye ka yamam. Iye pangal nge ye ichi tiw me fal yel. Iwe nge iha hobe manol paluwali iye hasiye kal nge hosa haney sari sukul mu laum be yebe hasi tefaliye tog remam iye babior yel. Hosa hachig-chig rel yam tepangi hemam.

1. Sibe sor be rel yatowe yebele ruweu (2) ngali limeu (5) rahil sari mu laum nge meta kepat ye yehal homwal kebung iwa me yali?

_____

2. Ifa sew kepat ye sarimu laum yetau hal nemal hoho me nimw?

_____

3. Iha sarimu laum yehal kepat ngalir weli mareyarel, nge ifa sew kepat ye yetau hal nemal hoho?

_____

4. Meta kepat ye hel hotau hal nemal yali iha hobe kepat ngali sarimu laum?

_____

5. Fal pecham nge hobe fatogitiw sew kepat ye hami tugfai haitou hal nemal yali me nimw:

_____

_____ _____
Signature of Parent or Guardian Bongil

## Guam Department of Education

## STUDENT ROUTING SHEET

Student Name: _____ Date of Birth: _____/_____/_____
Last First MI

Previous School: _____ HLS: # of LOTE_____ Language_____

********** **For office use only** **********

Entry Date _____/_____/_____
ESL custom screen print from PowerSchool forwarded to ESL coordinator Yes_____ No_____
OR
Withdrawal Date _____/_____/_____
ESL custom screen print from PowerSchool attached to Withdrawal Sheet Yes_____ No_____

Grade: _____ Room:_____ Name of registration clerk:_____
**Give completed form to ESL coordinator immediately**


## Guam Department of Education

## STUDENT ROUTING SHEET

Student Name: _____ Date of Birth: _____/_____/_____
Last First MI

Previous School: _____ HLS: # of LOTE_____ Language_____

********** **For office use only** **********

Entry Date _____/_____/_____
ESL custom screen print from PowerSchool forwarded to ESL coordinator Yes_____ No_____
OR
Withdrawal Date _____/_____/_____
ESL custom screen print from PowerSchool attached to Withdrawal Sheet Yes_____ No_____

Grade:_____ Room:_____ Name of registration clerk:_____
**Give completed form to ESL coordinator immediately**

## Guam Department of Education

## STUDENT ROUTING SHEET

Student Name: _____ Date of Birth: _____/_____/_____
Last First MI

Previous School: _____ HLS: # of LOTE_____ Language_____

********** **For office use only** **********

Entry Date _____/_____/_____
ESL custom screen print from PowerSchool forwarded to ESL coordinator Yes_____ No_____
OR
Withdrawal Date _____/_____/_____
ESL custom screen print from PowerSchool attached to Withdrawal Sheet Yes_____ No_____

Grade:_____ Room:_____ Name of registration clerk:_____
**Give completed form to ESL coordinator immediately**

# PowerSchool Procedures

**PowerSchool Data Entry Guidelines**

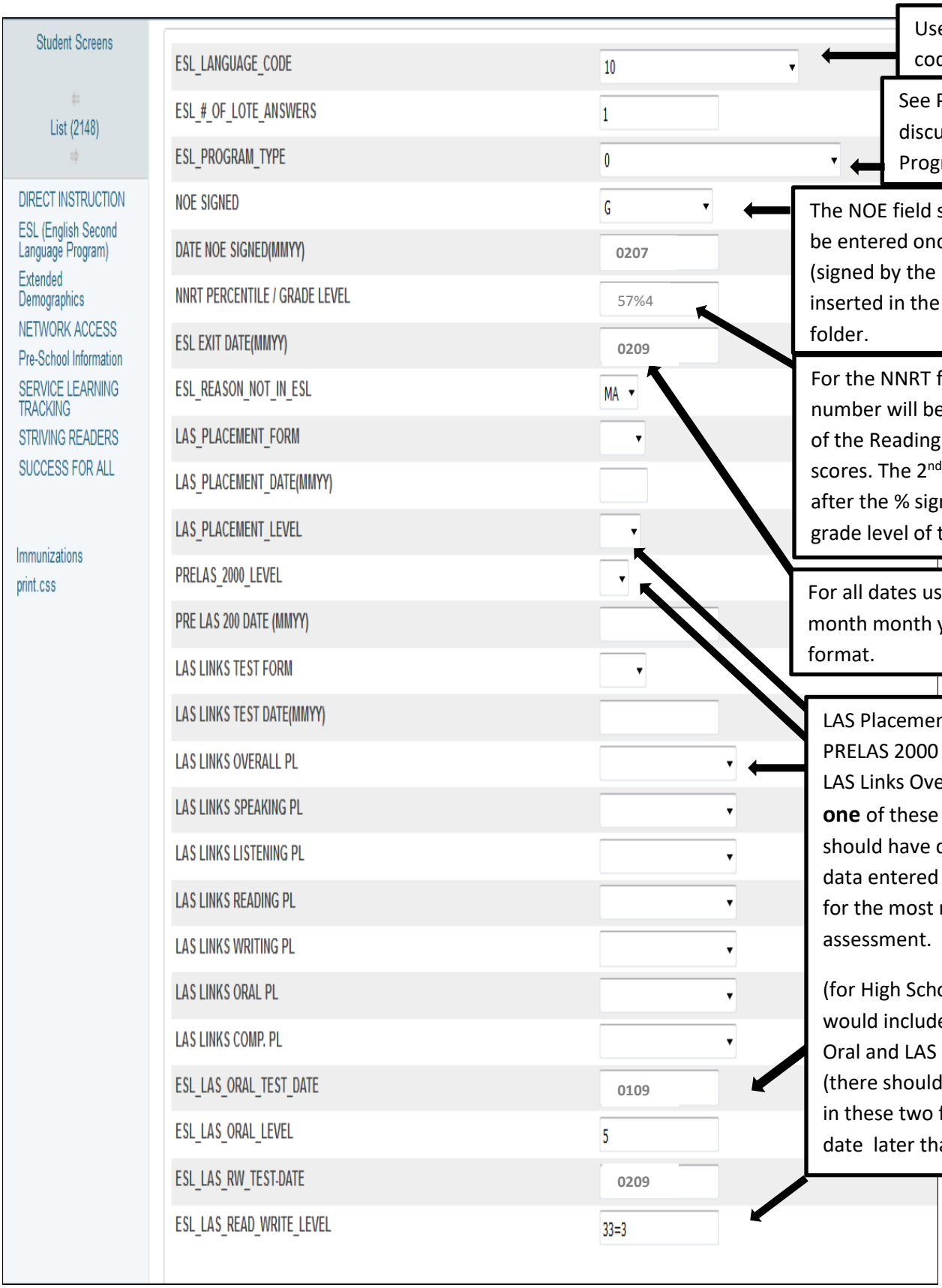
To update the ESL data in PowerSchool you can either enter a student's name into the blank field or you can click on the letter of the student's last name which will bring up a list of all students who name begins with that letter. Then you can select the name of the student whose record you need to update.

Once the student's schedule appears you can select **"Custom Screens"** from the menu options on the left side of the screen. Then select "**ESL (English Second Language Program)"** on the new menu options that will appear on left side of the screen. This will bring you to the ESL Screen.

- Note that all dates must be entered in a "MonthMonthYearYear" format. For example January 15, 2011 would be entered as 0111.
- For the DWA score enter the average of the English and Reading Subtest in the **NNRT PERCENTILE / GRADE LEVEL** field. It should be entered as the percentile/grade. For example if a second grade student scores a 36-4 percentile you would enter it as 36%2.
- If you are entering new test data you **must** overwrite the old test information.

If a student had been tested using the LAS Placement and is retested with LAS Links you must **delete** the old LAS Placement level when you enter the new LAS Links level. If you do not erase this data the student will be counted twice when you generate your reports.

# ESL Screen In PowerSchool



**Quarterly Summary Report and Quarterly Rosters**

The Quarterly Summary Report must be submitted to the SPC-ESL five working days after the end of each quarter. The data from these reports are collated and used for a number of different purposes including applying for grants for the ESL Program. It is therefore essential that each school submit complete data in same format since this will enable the SPC to compile the data for the district. All the data needed for the Quarterly Summary Reports and the Quarterly Rosters can be extracted from the PowerSchool system. **Exporting Data from PowerSchool**

- Go to the first screen and under the heading "**Browse Students**" click on "**ALL**". This will bring up a list of all of the students in your school.
- Click on the **"Quick Export"** option.
- At this point you can either click on "**Fields**" and make your own selection of fields to be included into your report or you can cut and paste the list below into the box:

| To Generate A Roster for Quarterly Summary Report | FOR OTHER ESL DATA NEEDS: |
|---|---|
| Last_Name<br>First_Name<br>Home_Room<br>Grade_Level<br>ESL_Language_Code<br>ESL_Program_Type<br>ESL_Reason_Not_In_ESL<br>U_Students_Extension.PRELAS_2000_LEVEL<br>LAS_LINKS_OVERALL_PL<br>LAS_PLACEMENT_LEVEL | Last_Name<br>First_Name<br>Gender<br>Home_Room<br>Grade_Level<br>U_StudentsUserFields.sat_10____grade_<br>U_StudentsUserFields.esl_noe_signed<br>U_StudentsUserFields.esl_date_noe_signed<br>ESL_Language_Code<br>ESL_Program_Type<br>ESL_Reason_Not_In_ESL<br>U_StudentsUserFields.esl_exit_date<br>U_Students_Extension.PRELAS_2000_LEVEL<br>LAS_LINKS_TEST_FORM<br>LAS_LINKS_SPEAKING_PL<br>LAS_LINKS_LISTENING_PL<br>LAS_LINKS_READING_PL<br>LAS_LINKS_WRITING_PL<br>LAS_LINKS_ORAL_PL<br>LAS_LINKS_COMP._PL<br>LAS_LINKS_OVERALL_PL<br>LAS_LINKS_TEST_DATE_MMYY<br>U_StudentsUserFields.las_placement_form<br>LAS_PLACEMENT_LEVEL<br>LAS_PLACEMENT_DATE_MMYY<br>Disability<br>Student_Number<br>DOB<br>DistrictEntryDate<br>EntryDate<br>SchoolEntryDate<br>U_StudentsUserFields.esl_date_noe_signed<br>U_StudentsUserFields.birthplace<br>U_Students_Extension.PRELAS2000_DATE<br>U_Students_Extension.PRELAS_2000_DATE<br>EntryCode |

- Once you have pasted these fields in the Quick Export, click on the box that says **"column titles on first row"**.
- At this point a pop up screen will appear will appear in the bottom left corner of your screen.
- Select the option **"open"**.
- This will open up the NOTEPAD program and you will see text, numbers and symbols
- Select the **"EDIT"** Option and click on **"SELECT ALL"**.
- Then in the **"EDIT"** Option click on **"COPY".**
- Next open a blank worksheet in Excel .
- Put your cursor in the first cell in the upper left hand corner of the blank worksheet and click "**PASTE**".
- This should put all of your student data into this worksheet
- At this point go to the last line of the roster by paging down and note how many rows there are. In theory, if your Power School is fully updated, this number should be the same as your school's enrollment minus 1 for the row of column headings

**PIVOT TABLE PROCEDURES TO SUMMARIZE DATA FOR QUARTERLY SUMMARY REPORT**

- The data will be summarized by using the PIVOT TABLE tool in Excel.
- The following steps will be repeated for each of the summary reports: HOME Language Count, Program Type, Reason Not In ESL, Disability, preLAS2000, LAS LINKS Overall PL, and LAS LINKS Placement (and for the high schools LAS Oral Levels, LAS Reading and Writing Levels,).
- Select the **"Insert"** on the top of the roster in Excel then select **"Pivot Table".** In the box that opens up you should see "**Sheet1!$A$1:$Z$** " After the last dollar sign the number of students on your roster + 1 should appear.
- In the same box choose to place the table in a new worksheet. Select "**OK**" and a new worksheet will open up.
- To set up the table that will give you the HOME LANGUAGE COUNT sheet click on the label **"Grade Level"** and drag it to the **"Column Labels"** box
- Next click on **"ESL Language Code"** and drag it to **"Row Labels"** box
- Click on **"ESL Language Code"** again and then drag it to the **"Values"** box
- This should create a pivot table with all of the Home Language data summarized. You can highlight each row and copy and paste this data to the corresponding fields on the Quarterly Summary Report
- Repeat this process for Reason Not In ESL, Disability, preLAS2000, LAS LINKS Overall PL, and LAS LINKS Placement, LAS Oral Levels, LAS Reading and Writing Levels.
- Note: if there is data that seems to be incorrect click on the number and the data will expand into a roster which will note the student(s) to whom that data is linked.

## I. STUDENT INFORMATION

Student Name:

_____
Last First MI

ID#:_____

DOB: _____

Date of Registration: _____

**Home Language Survey:**

1. # answers other than English:___
2. Language on HLS: -___

**If All English, STOP here**

## II. REASON NOT RECEIVING ESL SERVICES

- ❑ **PIT** (Passed Initial Testing)
- ❑ **MA** (Met All Criteria needed)
- ❑ **PW** (Parental Waiver)
- ❑ **SPED** (Special Education)

Supporting Documentation for ***Exit Criteria***:

- ❑ 1. Teacher Recommendation(s)
- ❑ 2. NNRT **30th** percentile or above
- ❑ 3. Grades meet criteria
- ❑ 4. Passed LAS Oral
- ❑ 5. Passed LAS R/W
- ❑ 6. Passed LAS Links
- ❑ 7. Parent Waiver signed
- ❑ 8. Exit Form completed
- ❑ 9. IEP reviewed

**Effective Date**

## III. ESL PROGRAM TYPE

**1** Pull out
**2** Sheltered (Elementary)
**3** Sheltered (Secondary)
**4** Consultation
**5** SPED (not receiving ESL Services)
**6** Follow up 1st year (MA, and PW)
**7** Follow up 2nd year (MA)
**8** No Placement ( Not yet assessed)
**0** None (MA Who have completed 2 yrs of follow up and PIT)

**BLANK = ALL ENGLISH**

Special Education Student:
____Yes ____No

_____ ESL service indicated in IEP

_____ ESL Service not indicated in IEP

## IV. ASSESSMENT INFORMATION

| Grade | GDOE School Code | LAS Links Level &Form | LAS Links Date | LAS Links Speaking | LAS Links Listening | LAS Links Reading | LAS Links Writing | LAS Links Overall Proficiency | LAS Links Oral Prof. | LAS Links Comp. | LAS Placement Test Date | LAS Placement Level | NNR Test %ile rank | Program Type | Date Updated | Initials |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| -1 | | | | | | | | | | | | | | | | |
| K | | | | | | | | | | | | | | | | |
| **1** | | | | | | | | | | | | | | | | |
| **2** | | | | | | | | | | | | | | | | |
| **3** | | | | | | | | | | | | | | | | |
| **4** | | | | | | | | | | | | | | | | |
| **5** | | | | | | | | | | | | | | | | |
| **6** | | | | | | | | | | | | | | | | |
| **7** | | | | | | | | | | | | | | | | |
| **8** | | | | | | | | | | | | | | | | |
| **9** | | | | | | | | | | | | | | | | |
| **10** | | | | | | | | | | | | | | | | |
| **11** | | | | | | | | | | | | | | | | |
| **12** | | | | | | | | | | | | | | | | |

**See Reverse for ESL Modifications/Accommodations Reports Code List**

| ENVIRONMENT | | MATERIALS | |
|---|---|---|---|
| **Code** | **Description** | **Code** | **Description** |
| E1 | Allow breaks between tasks | M1 | Adjust amount of work presented or required to be learned |
| E2 | Allow extra time in and outside of class to complete work | M2 | Use worksheets with fill-in the blank, true/ false, and multiple choice questions |
| E3 | Allow student to sit near teacher or student role models | M3 | Provide supplementary materials to enhance Comprehension |
| E4 | Label objects in the room | M4 | Provide summary or outline of lecture or lesson |
| E5 | Post assistive visuals around the classroom | M5 | Provide manipulatives |
| E6 | Provide a low-anxiety learning environment | M6 | Provide vocabulary listing |
| E7 | Write all assignments on the board in print | M7 | Use of visuals, models, realia |

| LESSONS | | ASSESSMENT | |
|---|---|---|---|
| **Code** | **Description** | **Code** | **Description** |
| L1 | Adjust the amount of work presented or required | A1 | Accept student generated work (projects, timelines, models) |
| L2 | Allow peer assistance or tutoring | A2 | Allow more time to take the test or test in sections |
| L3 | Check for comprehension/understanding | A3 | Allow note cards or open book during testing |
| L4 | Cooperative learning groups | A4 | Allow spelling, punctuation, grammar errors |
| L5 | Provide guided practice | A5 | Allow student to retake test |
| L6 | Provide Hands-on activities | A6 | Allow tests to be read orally and oral answers |
| L7 | Provide opportunities to use language in pairs or small groups | A7 | Provide alternative test with simplified language |
| L8 | Repeat instructions using simple words and phrases | A8 | Provide study guide in advance of the test |
| L9 | Simplify instructions, limit steps | A9 | Reduce number of test items |
| L10 | State and post clear content and language objectives | A10 | Use alternative evaluative methods |
| L11 | Teach Key Vocabulary | A11 | Use modified grading scale |
| L12 | Teach note-taking skills | A12 | Use of portfolios to document progress |
| L13 | Use graphic organizers and/or visuals | A13 | Use rubric as a scoring tool |
| L14 | Use samples of completed work as models | A14 | Use true/false, matching, fill-in-the blank |

Complete ALL the information applicable on this form before filing in the student's school folder.

**I. Student Information**

1. Enter student's information as indicated: Full name, School ID number, Date of birth
2. Enter the date student registered for the first time and/or completed the Home Language Survey that indicates a language other than English
3. Enter the Home Language Survey Information:
   - ❖ #1 How many questions on the HLS indicate a language other than English
   - ❖ #2 Enter the language(s) indicated on the HLS. **If both English and another language were answered then indicate the language other than English.**
4. If HLS answers are 0 and English to the above questions STOP there, no other information needs to be entered

**II. Reason Not Receiving ESL Services**

1. Check one of the following: PIT = Passed Initial Testing; MA = Met all criteria to exit; PW = Parent Waiver; SPED = in Special Education and IEP indicates no ESL service
2. Check each item (1-9) that corresponds to the item checked in #1 above
3. Enter the effective date of MA, PW, or SPED (date of decision to stop ESL services)

**III. Program Type**

Program Type numbers are listed here for easy reference to be entered in Part IV Program Type.

2. Special Education Information:
   - ❖ Is student in Special Education? Check yes or no
   - ❖ Check whether the IEP requires ESL services or not

**IV. Assessment Information**

1. Grade: Indicate the student's current grade level (grade level when the PEP is being updated)
2. GDOE School Code: Enter your school's code (see school code listing, Appendix F-2 in the of ESL Procedural Manual)
3. LAS Links form used
4. Date LAS Links Test was completed
5. LAS Links Speaking Proficiency Level
6. LAS Links Listening Proficiency Level
7. LAS Links Reading Proficiency Level
8. LAS Links Writing Proficiency Level
9. LAS Links Overall Proficiency Level
10. LAS Links Oral Proficiency Level
11. LAS Links Comprehension Proficiency Level
12. LAS Links Placement Test Date
13. LAS Links Placement Proficiency Level
14. NNRT %ile rank: Enter the student's most current average of the reading and language subtest from a nationally norm referenced test (such as ACTAspire)
15. Program Type: Enter the corresponding number for the student's program type for the current school year
16. Date Updated: Enter the date when the PEP was updated.
17. Initials: Personnel updating the PEP should sign their initials in this column.

**Department of Education**

SCHOOL CODES

| New Code | Old Code | NUMERICAL LISTING |
|---|---|---|
| **301** | 11 | Agana Heights ES |
| **302** | 12 | Marcial Sablan ES |
| **303** | 15 | Carbullido ES |
| **304** | 25 | CL Taitano ES |
| **306** | 36 | Finegayan ES |
| **307** | 29 | HS Truman ES |
| **308** | 33 | JM Guerrero ES |
| **309** | 19 | Inarajan ES |
| **311** | 34 | JQ San Miguel ES |
| **312** | 31 | LB Johnson ES |
| **313** | 17 | Maria Ulloa ES |
| **314** | 37 | MU Lujan ES |
| **315** | 20 | Merizo ES |
| **316** | 16 | Ordot Chalan Pago ES |
| **317** | 21 | PC Lujan ES |
| **318** | 23 | HB Price ES |
| **319** | 26 | Talofofo ES |
| **320** | 27 | Tamuning ES |
| **321** | 13 | Upi ES |
| **322** | 28 | Wettengel ES |
| **323** | 30 | Daniel L Perez ES |
| **324** | 32 | Chief Brodie Memorial ES |
| **325** | 14 | Astumbo ES |
| **327** | 40 | Machananao ES |
| **328** | 43 | Liguan ES |
| **430** | 6 | Agueda Johnston MS |
| **431** | 7 | Vicente SA Benavente MS |
| **432** | 38 | FB Leon Guerrero MS |
| **433** | 41 | Inarajan MS |
| **434** | 22 | Jose LG Rios MS |
| **435** | 2 | LP Untalan MS |
| **436** | 35 | Oceanview MS |
| **437** | 44 | Astumbo MS |
| **438** | 42 | JP Torres Success Academy |
| **471** | 4 | George Washington HS |
| **472** | 5 | John F Kennedy HS |
| **473** | 8 | Simon Sanchez HS |
| **474** | 10 | Southern HS |
| **475** | 45 | Okkodo HS |
| **N/A** | 18 | FQ Sanchez ES |

| New Code | Old Code | High Schools |
|---|---|---|
| **471** | 4 | George Washington HS |
| **472** | 5 | John F Kennedy HS |
| **475** | 45 | Okkodo HS |
| **473** | 8 | Simon Sanchez HS |
| **474** | 10 | Southern HS |
| **476** | N/A | Tiyan HS |
| | | **Middle Schools** |
| **430** | 6 | Agueda Johnston MS |
| **437** | 44 | Astumbo MS |
| **432** | 38 | FB Leon Guerrero MS |
| **434** | 22 | Jose LG Rios MS |
| **435** | 2 | LP Untalan MS |
| **436** | 35 | Oceanview MS |
| **431** | 7 | Vicente SA Benavente MS |
| | | **Elementary Schools** |
| **301** | 11 | Agana Heights ES |
| **325** | 14 | Astumbo ES |
| **303** | 15 | Carbullido ES |
| **324** | 32 | Chief Brodie Memorial ES |
| **304** | 25 | CL Taitano ES |
| **323** | 30 | Daniel L Perez ES |
| **306** | 36 | Finegayan ES |
| **N/A** | 18 | FQ Sanchez ES |
| **318** | 23 | HB Price ES |
| **307** | 29 | HS Truman ES |
| **309** | 19 | Inarajan ES |
| **308** | 33 | JM Guerrero ES |
| **311** | 34 | JQ San Miguel ES |
| **312** | 31 | LB Johnson ES |
| **328** | 43 | Liguan ES |
| **327** | 40 | Machananao ES |
| **302** | 12 | Marcial Sablan ES |
| **313** | 17 | Maria Ulloa ES |
| **315** | 20 | Merizo ES |
| **314** | 37 | MU Lujan ES |
| **316** | 16 | Ordot Chalan Pago ES |
| **317** | 21 | PC Lujan ES |
| **319** | 26 | Talofofo ES |
| **320** | 27 | Tamuning ES |
| **321** | 13 | Upi ES |
| **322** | 28 | Wettengel ES |
| | | Alternative School |
| 438 | **42** | JP Torres Success Academy |

## Guam Department of Education

## REFERRAL FOR INITIAL ESL EVALUATION and/or ASSESSMENT

**School: _____ School Year: _____**

**Person Making Referral: _____**

**Student Name: _____**

**Student ID#: _____ DOB: _____ Grade: _____**

In the space below, please provide the reasons for this referral:

_____

_____

_____

_____

_____

*Signature of teacher making recommendation: _____ Date: _____*

Attach to PEP form in cumulative folder

**Appendix G**

## Guam Department of Education

## REFERRAL FOR INITIAL ESL EVALUATION and/or ASSESSMENT

**School: _____ School Year: _____**

**Person Making Referral: _____**

**Student Name: _____**

**Student ID#: _____ DOB: _____ Grade: _____**

In the space below, please provide the reasons for this referral:

_____

_____

_____

_____

_____

*Signature of teacher making recommendation: _____ Date: _____*

Attach to PEP form in cumulative form

ESL Assessment Instruments Currently In Use In GDOE

| Assessment Name | Age/Grade Level | Forms Available | Levels | Eligibility | Special Notes |
|---|---|---|---|---|---|
| **preLAS 2000** | 4 years old to 6 years old | Form C<br>Form D | Level 1<br>Level 2<br>Level 3<br>Level 4<br>Level 5 | Eligible to receive ESL services | If this instrument is used it only evaluates the oral abilities of the student. An assessment which tests all 4 domains **must** be administered no later than beginning of 2nd grade. |
| **LAS Placement** | Kindergarten through Grade 12 | K-1<br>2-3<br>4-5<br>6-8<br>9-12 | NP0<br>NP1<br>NP2<br>NP3 | Eligible to receive ESL services | If the LAS Placement assessment is the first language assessment administered within DOE and the student achieves a "P" that student is considered to have Passed Initial Testing **and is not eligible for ESL services.** If a student achieves an AP he or she should be evaluated with the LAS Links as soon as possible within the current school year. |
| | | | AP | Eligible to receive ESL consultation services | |
| | | | P | Eligible to receive ESL consultation services pending meeting all other exit criteria | |
| **LAS LINKS** | Kindergarten through Grade 12 | K1A<br>K1B<br>23A<br>23B<br>45A<br>45B<br>6-8A<br>6-8B<br>9-12A<br>9-12B | Level 1<br>Level 2<br>Level 3 | Eligible to receive ESL services | If the LAS Links assessment is the first language assessment administered within DOE and the student achieves a level 4 or a level 5 that student is considered to have Passed Initial Testing **and is not eligible for ESL services.** |
| | | | Level 4<br>Level 5 | Eligible to receive ESL consultation services pending meeting all other exit criteria | |
| Students with PreLas and LAS levels of 1, 2 and 3 or LAS Placement Levels of NP0, NP1, NP2 or NP3 are eligible for service in the ESL program. To determine placement of the English Language Learner in a pull out, sheltered or consultation program it is important to review the student's performance in the regular classroom setting, modifications being provided, the student's performance on other assessments such as AIMSweb or District Wide Assessments and teacher recommendations as well as the student's LAS Levels. | | | | | |

**Guam Department of Education**

# NOTIFICATION OF ELIGIBILITY

**School:** _____
**Phone:** _____
**Principal:** _____
**ESL Coordinator:** _____

Dear Parent/Guardian of _____:

When you registered your child you indicated that a language other than English was spoken in the home. Because of this, the school is required by federal law to assess your child's English proficiency. The scores on these tests assist in determining the educational program most beneficial for your child. Students found eligible to participate in the English as a Second Language (ESL) Program do so to various degrees until they master all the criteria for exit from the program after second grade. For many students this just means that their progress is closely monitored. For other students the ESL Program is designed to strengthen a student's English language skills so that he/she can be successful in all subjects in school.

Your child will receive the ESL services checked below:

☐ Sheltered Program: Students receive direct services from the ESL teacher(s) to improve their language proficiency and their overall academic skills during the school day.

**Las Links Assessment Results Form/Type : _____ Overall Score: _____**

☐ Consultation Program: Facilitates communication between ESL Coordinator and the regular classroom teacher to ensure the needs of the ESL student are met. Modifications are made as needed by the regular classroom teacher so that the student is able to make progress in an equitable fashion.

**Las Links Assessment Results Form/Type : _____ Overall Score: _____**

☐ Consultation Program Pending Exit: Your child has met the Exit Criteria checked below. Once your child has met all the criteria needed for Exit, he/she will be monitored for two years to ensure continued academic success.
____ Grades of C average or above in the core subject areas;
____ Recent Nationally Normed Reference Test score in the 30th percentile or above on the average of the English and Reading portions of the assessment;
____ Score of Proficient in the district's English language assessment;
____ Recommendation by the Teacher that your child is able to function in the regular class without modifications

If you have any questions about the ESL Program please feel free to contact the school principal or the ESL coordinator for further information.

Sincerely,

ESL Coordinator

Acknowledged: _____
Administrator

**Please complete this form and return by _____.**

_____ I understand and agree with my child's current ESL program placement as listed above

_____ _____

**Guam Department of Education**

# WAIVER OF ESL SERVICES

**School:** _____
**Phone:** _____
**Principal:** _____
**ESL Coordinator:** _____

**Student Name:**_____ **Student ID #**_____

**Parent/Guardian Name:**_____ **Grade:**_____

I understand that my child is eligible to receive ESL services. I also acknowledge that I have been advised that my child needs these services to realize his/her full academic potential. I have discussed the ESL Program with the ESL Coordinator and have decided that I do **not** want my child to participate in the program.

_____ _____
Parent/Guardian's Signature Date

_____ _____
School Principal's Signature Date

_____ _____
ESL Coordinator's Signature Date

**Conference Notes** **Date**_____ **Time**_____

_____

_____

_____

_____

_____

**Guam Department of Education**

# DOCUMENTATION OF EXIT CRITERIA

To be completed by ESL Coordinator

Student Name: _____

Student ID #:_____ DOB: _____ Grade: ____

School: _____

ESL Coordinator(s): _____

Exit Via: _____ **MA** _____ **PW**

**MA** -Met all criteria for exit (complete 1-4 below)

1. a. _____ LAS Links Overall Proficiency Level 4 or 5 (or equivalent language assessment) **OR**

   b. _____ LAS Links Placement Level **P**

**AND**

2. a. _____National Percentile score of at least 30th percentile on the complete battery of a nationally norm-referenced test **OR**

   b. _____ An average of the English and the Reading scores of at least 30th percentile or above on the most recent ACTAspire District Wide Assessment

**AND**

3. _____ Initial to verify that teacher(s) recommendation(s) are attached (3 teacher recommendations required in secondary) **and**

4. _____ Initial to verify that grades have met the criteria as documented in cumulative folder (Elementary: "C" or above; Secondary: grade point average of "B" or better in core subjects)

**PW**-Parental Waiver (complete 1-2)

1. _____ Initial to verify conference with parent/guardian and

2. _____ Attach parental waiver

*Signature of person completing this form* _____*Date:*_____

**Guam Department of Education**

**RECOMMENDATION FOR EXIT FROM THE ESL PROGRAM**

**School:** _____

**Teacher:** _____

**Student Name:** _____

**Student ID#:** _____ **DOB:** _____ **Grade:** _____

**In the space below, please provide the reasons for this recommendation.**

- ❑ Grade point average: _____
- ❑ Working on grade level
- ❑ Communication skills are satisfactory
- ❑ Other: _____

**Signature of teacher making recommendation:** _____ **Date:** _____

**Guam Department of Education**

**RECOMMENDATION FOR EXIT FROM THE ESL PROGRAM**

**School:** _____

**Teacher:** _____

**Student Name:** _____

**Student ID#:** _____ **DOB:** _____ **Grade:** _____

**In the space below, please provide the reasons for this recommendation.**

- ❑ Grade point average: _____
- ❑ Working on grade level
- ❑ Communication skills are satisfactory
- ❑ Other: _____

**Signature of teacher making recommendation:** _____ **Date:** _____

**Guam Department of Education**

**____ANNUAL FOLLOW UP FOR STUDENT EXITED FROM THE ESL PROGRAM**

Top portion to be completed by ESL coordinator, bottom portion to be completed by regular classroom teacher(s)

Student Name: _____ Student ID#: _____ DOB: _____

School: _____ Grade: _____ School Year: _____

ESL Coordinator: _____

❒ - **grades in academic subjects are "C" or above**
❒ - **working on grade level**
❒ - **communication skills satisfactory**
❒ - **other** _____

*Signature of*
***Teacher:*** _____ Subject/Rm. #: _____ Date: _____

❒ - **grades in academic subjects are "C" or above**
❒ - **working on grade level**
❒ - **communication skills satisfactory**
❒ - **other** _____

*Signature of*
***Teacher:*** _____ Subject/Rm. #: _____ Date: _____

❒ - **grades in academic subjects are "C" or above**
❒ - **working on grade level**
❒ - **communication skills satisfactory**
❒ - **other** _____

*Signature of*
***Teacher:*** _____ Subject/Rm. #: _____ Date: _____

❒ - **grades in academic subjects are "C" or above**
❒ - **working on grade level**
❒ - **communication skills satisfactory**
❒ - **other** _____

*Signature of*
***Teacher:*** _____ Subject/Rm. #: _____ Date: _____

❒ - **grades in academic subjects are "C" or above**
❒ - **working on grade level**
❒ - **communication skills satisfactory**
❒ - **other** _____

*Signature of*
***Teacher:*** _____ Subject/Rm. #: _____ Date: _____

*Signature of*
**ESL Coordinator** _____ Date: _____

# ESL Log Sheet

School: _____ ESL Coordinator: _____

All consultation meetings between the ESL Coordinator and classroom teacher(s) regarding English Language Learners or ESL program issues should be documented in a log sheet and maintained in a folder or binder.

| Date | Teacher(s) | Student/Concern | Notes |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Department of Education
ESL MODIFICATIONS/ACCOMMODATION REPORT for SCHOOL YEAR _____

Student's Name:_____Grade Level: _____Home Room _____School:_____

| SUBJECT | 1st QTR grade | TEACHER | SUBJECT | 2nd QTR grade | 3rd QTR grade | TEACHER |
|---|---|---|---|---|---|---|
| Language Arts | | | Language Arts | | | |
| Math | | | Math | | | |
| Reading (level____) | | | Reading (level____) | | | |
| Science | | | Science | | | |
| Social Studies | | | Social Studies | | | |
| Chamorro | | | Chamorro | | | |
| Arts_____ | | | Arts_____ | | | |

| | |
|---|---|
| 1 3<br>2 4 | Please check modification/accommodations used for ESL students in your classroom for each quarter and mark the appropriate boxes according to the legend on the left.<br>(1 ==1st quarter, etc.) |

| | | | | | |
|---|---|---|---|---|---|
| **ENVIRONMENT** | | | | | |
| 1 3<br>2 4 | Provide low-anxiety learning atmosphere. | 1 3<br>2 4 | Allow student to sit near teacher or near student role models |
| 1 3<br>2 4 | Allow breaks between tasks. | 1 3<br>2 4 | Adjust audio visual and auditory distractions |
| 1 3<br>2 4 | Provide a checklist to organize desk and work materials. | 1 3<br>2 4 | Other |
| 1 3<br>2 4 | Demonstrate/model expected behaviors | 1 3<br>2 4 | None |
| **MATERIALS** | | | |
| 1 3<br>2 4 | Provide vocabulary listing of key words and terms | 1 3<br>2 4 | Increase/decrease the number of math word problems |
| 1 3<br>2 4 | Adjust the amount of work presented or required to be learned | 1 3<br>2 4 | Increase/decrease the number of choices in multiple choice questions |
| 1 3<br>2 4 | Provide simplified written directions/ instructions | 1 3<br>2 4 | Post assistive visuals around the classroom |
| 1 3<br>2 4 | Use worksheets with fill-in-the-blank, true/false, multiple choice questions | 1 3<br>2 4 | Other |
| 1 3<br>2 4 | Use materials ( models, realia etc) appropriate to student's social learning | 1 3<br>2 4 | None |
| **INSTRUCTION** | | | |
| 1 3<br>2 4 | Provide hands-on activities, if applicable. | 1 3<br>2 4 | Check for understanding. |
| 1 3<br>2 4 | Allow extra time in class and outside of class to complete work/assignments. | 1 3<br>2 4 | Provide guided practice. |
| 1 3<br>2 4 | Simplify instructions, limit steps. | 1 3<br>2 4 | Adjust the amount of work presented or required. |
| 1 3<br>2 4 | Repeat instructions using simple words and phrases. | 1 3<br>2 4 | Allow students to tape classroom lectures. |
| 1 3<br>2 4 | Use samples of completed work as models. | 1 3<br>2 4 | Use songs, rhymes, chants, etc. to assist memorization. |
| 1 3<br>2 4 | Use graphics and/or visuals. | 1 3<br>2 4 | Use large-print instructional materials, books-on-tape, electronic translators, etc.. |
| 1 3<br>2 4 | Write key points on board or overhead. | 1 3<br>2 4 | Use instructional strategies/methods appropriate to student's social learning |
| 1 3<br>2 4 | Provide or allow peer assistance./peer tutoring | 1 3<br>2 4 | Other |
| 1 3<br>2 4 | Cooperative learning groups | 1 3<br>2 4 | None |

| ASSESSMENT/GRADING | | | | | |
|---|---|---|---|---|---|
| 1 2 | 3 4 | Use portfolios to document progress over time. | 1 2 | 3 4 | Provide student guides with key concepts and vocabulary in advance of the test. |
| 1 2 | 3 4 | Allow tests to be read orally and oral answers in lieu of written responses. | 1 2 | 3 4 | Use rubric(s) as a scoring tool. |
| 1 2 | 3 4 | Accept student generated work (projects, timelines, models, drawings, etc.) that show student learning. | 1 2 | 3 4 | Use fill-in-the-blank, true/false, matching. |
| 1 2 | 3 4 | Allow spelling, punctuation, grammar errors. | 1 2 | 3 4 | Allow the use of note cards or open book during testing. |
| 1 2 | 3 4 | Reduce number of test items. | 1 2 | 3 4 | Allow extra credit work. |
| 1 2 | 3 4 | Allow student to retake test. | 1 2 | 3 4 | Use alternative evaluative methods |
| 1 2 | 3 4 | Allow students more time to take test or to take tests in sections | 1 2 | 3 4 | Other |
| 1 2 | 3 4 | Use a modified grading scale. | 1 2 | 3 4 | None |
| **Teacher Comments** | | | | | |
| 1 | | | 3 | | |
| 2 | | | 4 | | |

First Semester Signatures:

| | | | | | |
|---|---|---|---|---|---|
| _____ | | _____ | | _____ | |
| Regular Classroom Teacher | Date | ESL Coordinator | Date | School Administrator | Date |

Second Semester Signatures:

| | | | | | |
|---|---|---|---|---|---|
| _____ | | _____ | | _____ | |
| Regular Classroom Teacher | Date | ESL Coordinator | Date | School Administrator | Date |

**The ESL Modifications/Accommodations Report Form must be completed each semester by the regular classroom teacher for each student identified as ESL in his/her class.**

**Forms are due at the end of the first and third quarters on the same date grades are due. These reports should reflect modifications that were done and will be done for the semester.**

**This form must be turned in to the school ESL Coordinator who must file the form in the student's cumulative folder at the end of the school year.**

**Completion of this form is a federal mandate as part of the requirements for monitoring ESL student progress.**

**Any questions regarding this form may be addressed to the school ESL Coordinator and ESL Program office at the Division of Curriculum and Instruction.**

Guam Department of Education
ESL MODIFICATIONS/ACCOMMODATIONS REPORT for SCHOOL YEAR _____

Student's Name:_____Grade Level: _____Home Room _____School:_____

| SUBJECT | 1st QTR grade | TEACHER | SUBJECT | 2nd QTR grade | 3rd QTR grade | TEACHER |
|---|---|---|---|---|---|---|
| Language Arts | | | Language Arts | | | |
| Math | | | Math | | | |
| Reading (level____) | | | Reading (level____) | | | |
| Science | | | Science | | | |
| Social Studies | | | Social Studies | | | |
| Chamorro | | | Chamorro | | | |
| Arts _____ | | | Arts_____ | | | |

List or describe modifications use for ESL students in your classroom for each semester in the appropriate column. If more space is needed, attach an extra sheet to this form. If student was able to succeed without modifications check off the box provided.

| 1st Quarter | 3rd Quarter |
|---|---|
| **LANGUAGE ARTS** | |
| ☐**No Modifications needed** | ☐**No Modifications needed** |
| **MATH** | |
| ☐**No Modifications needed** | ☐**No Modifications needed** |
| **READING** | |
| ☐**No Modifications needed** | ☐**No Modifications needed** |

| SCIENCE | |
|---|---|
| ☐**No Modifications needed** | ☐**No Modifications needed** |
| **SOCIAL STUDIES** | |
| ☐**No Modifications needed** | ☐**No Modifications needed** |
| **ARTS** | |
| ☐**No Modifications needed** | ☐**No Modifications needed** |
| **CHAMORRO** | |
| ☐**No Modifications needed** | ☐**No Modifications needed** |

First Quarter Signatures:

_____ _____ _____

Regular Classroom Teacher _____ Date _____ Teacher _____ Date _____ Teacher _____ Date

_____ _____ _____

_____Teacher _____Date ESL Coordinator _____ Date School Administrator _____ Date

Third Quarter Signatures:

_____ _____ _____

Regular Classroom Teacher _____ Date _____ Teacher _____ Date _____ Teacher _____ Date

_____ _____ _____

_____ Teacher _____Date ESL Coordinator _____Date School Administrator _____ Date

Department of Education

ESL MODIFICATIONS/ACCOMMODATIONS REPORT for SCHOOL YEAR _____

Student's Name:_____ Grade Level: _____ School: _____

| 1st Semester | | | 2nd Semester | |
|---|---|---|---|---|
| SUBJECT | 1st QTR grade | TEACHER | SUBJECT | 3rd QTR grade |
| | | | | |
| | | | | |
| | | | | |

List or describe modifications/accommodations used for ESL students in your classroom for each semester in the appropriate column. If more space is needed, attach an extra sheet to this form. If student was able to succeed without modifications check off the box provided.

| 1st Semester | 2nd Semester |
|---|---|
| ❑**No Modifications needed** | ❑**No Modifications needed** |
| **Teacher Signature**_____ | **Teacher Signature**_____ |
| ❑**No Modifications needed** | ❑**No Modifications needed** |
| **Teacher Signature**_____ | **Teacher Signature**_____ |
| ❑**No Modifications needed** | ❑**No Modifications needed** |
| **Teacher Signature**_____ | **Teacher Signature**_____ |

_____ _____

ESL Coordinator Date ESL Coordinator Date

_____ _____

School Administrator Date School Administrator Date

# ESL Modifications/Accommodations Reports Code List

| ENVIRONMENT | | MATERIALS | |
|---|---|---|---|
| **Code** | **Description** | **Code** | **Description** |
| E1 | Allow breaks between tasks | M1 | Adjust amount of work presented or required to be learned |
| E2 | Allow extra time in and outside of class to complete work | M2 | Use worksheets with fill-in the blank, true/ false, and multiple choice questions |
| E3 | Allow student to sit near teacher or student role models | M3 | Provide supplementary materials to enhance Comprehension |
| E4 | Label objects in the room | M4 | Provide summary or outline of lecture or lesson |
| E5 | Post assistive visuals around the classroom | M5 | Provide manipulatives |
| E6 | Provide a low-anxiety learning environment | M6 | Provide vocabulary listing |
| E7 | Write all assignments on the board in print | M7 | Use of visuals, models, realia |

| LESSONS | | ASSESSMENT | |
|---|---|---|---|
| **Code** | **Description** | **Code** | **Description** |
| L1 | Adjust the amount of work presented or required | A1 | Accept student generated work (projects, timelines, models) |
| L2 | Allow peer assistance or tutoring | A2 | Allow more time to take the test or test in sections |
| L3 | Check for comprehension/understanding | A3 | Allow note cards or open book during testing |
| L4 | Cooperative learning groups | A4 | Allow spelling, punctuation, grammar errors |
| L5 | Provide guided practice | A5 | Allow student to retake test |
| L6 | Provide Hands-on activities | A6 | Allow tests to be read orally and oral answers |
| L7 | Provide opportunities to use language in pairs or small groups | A7 | Provide alternative test with simplified language |
| L8 | Repeat instructions using simple words and phrases | A8 | Provide study guide in advance of the test |
| L9 | Simplify instructions, limit steps | A9 | Reduce number of test items |
| L10 | State and post clear content and language objectives | A10 | Use alternative evaluative methods |
| L11 | Teach Key Vocabulary | A11 | Use modified grading scale |
| L12 | Teach note-taking skills | A12 | Use of portfolios to document progress |
| L13 | Use graphic organizers and/or visuals | A13 | Use rubric as a scoring tool |
| L14 | Use samples of completed work as models | A14 | Use true/false, matching, fill-in-the blank |

Codes may be used on the ESL Modifications Semester Reports (EMR) in lieu of **modification descriptions** providing a copy of this list is filed with the EMR in the student's cumulative folder. Modifications are not limited to the ones listed above.

**The ESL Modifications/Accommodations Report Form must be completed each semester by the regular classroom teacher for each student identified as ESL in his/her class.**

**Forms are due at the end of the first and third quarters on the same date grades are due. These reports should reflect modifications that were done and/or will be done for the semester.**

**This form must be turned in to the school ESL Coordinator who must file the form in the student's cumulative folder at the end of the school year.**

**Completion of this form is a federal mandate as part of the requirements for monitoring ESL student progress.**

**Any questions regarding this form may be addressed to the school ESL Coordinator and/or the Program Coordinator at _____ at the Division of Curriculum and Instruction.**

# ESL STUDENT PROGRESS REPORT

Student Name: _____ Grade: _____ School:_____

Student I.D. #: _____ DOB: _____ School Year: _____

CODES: 1 = Not at this time 2 = Sometimes, beginning 3 = Often, improving 4 = Always, with ease NA=Not Applicable

| English Language Proficiency Skills | 1st Semester | 2nd Semester |
|---|---|---|
| **1. ORAL COMPREHENSION** | | |
| Understands social language (conversation) | | |
| Engages in informal conversation | | |
| Understands and follows simple classroom instruction | | |
| **2. SPEAKING** | | |
| Pronounces words clearly | | |
| Uses courtesy words, e.g. please, thank you | | |
| Answers simple questions with short phrases | | |
| Answers with accurate explanations | | |
| Initiates conversation | | |
| Asks questions when help is needed | | |
| Understands grammar and word order | | |
| **3. READING** | | |
| Knows letter sounds and digraphs (sh, th, ch, etc.) and reads new words | | |
| Reads sight words | | |
| Reads and comprehends stories | | |
| Understands textbook language | | |
| Reads independently and follows written instruction | | |
| Shows understanding of words, sentences by illustration | | |
| **4. WRITING** | | |
| Spells basic 3 – 4 letter words | | |
| Spells sight words, e.g. school, people and sight syllables, e.g. –tion, -ing | | |
| Accurately copies letters, words, sentences | | |
| Spells predictable unfamiliar words, e.g. crest, keen, shrugged, crutch | | |
| Writes simple sentences using conventions, e.g. capitalization, punctuation | | |
| Writes complete sentences using correct word order and past tense (when needed) | | |
| Writes and edits well-constructed paragraphs | | |
| **5. CLASS PARTICIPATION** | | |
| Comes to ESL on time | | |
| Uses class time well | | |
| Returns homework on time | | |
| Follows class rules, e.g. raises hand, is kind and helpful, uses materials properly, etc. | | |

**First Semester Comments**

Teacher Name:_____

Teacher Signature:_____

Date:_____

Parent Signature:_____

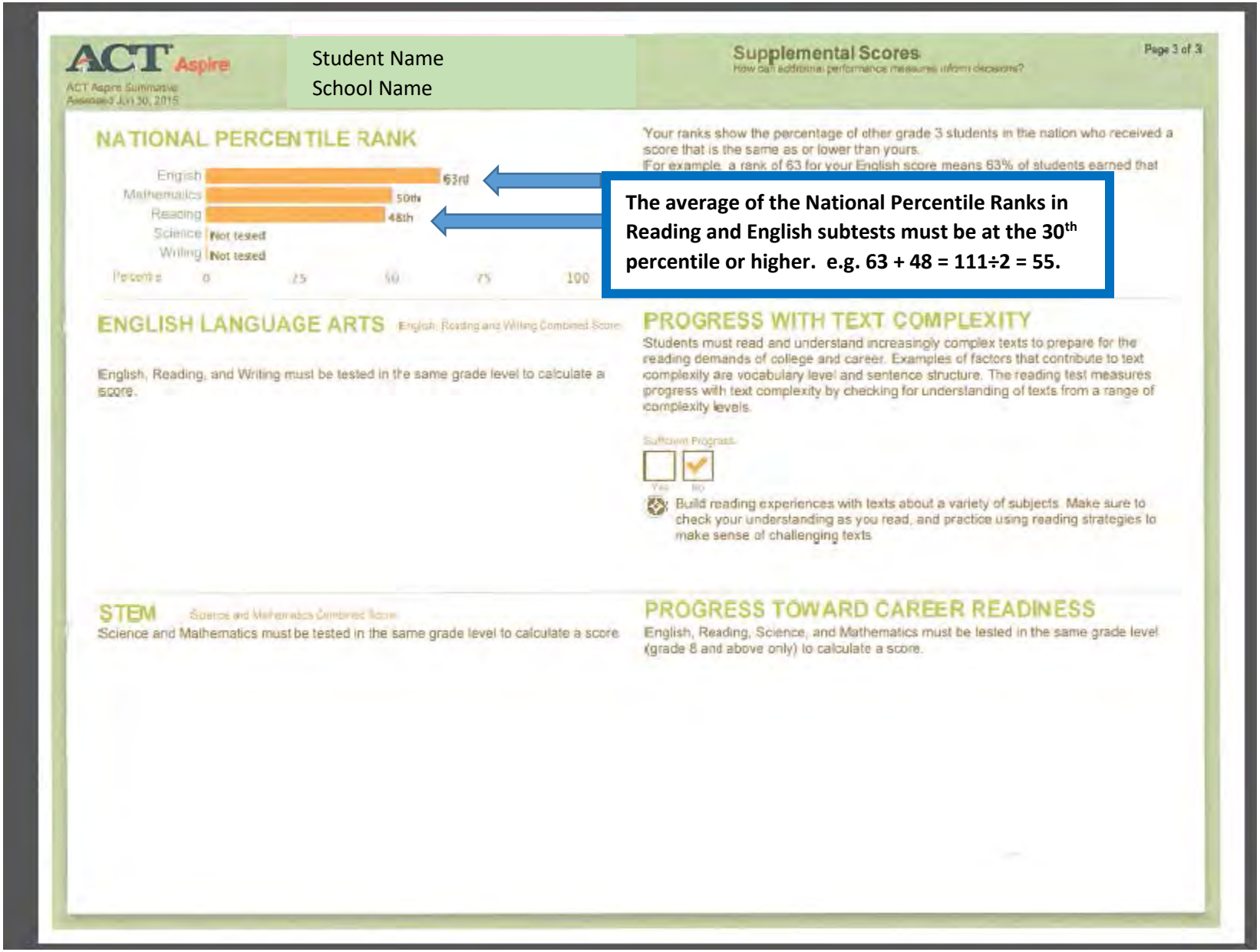
Date:_____

**Second Semester Comments**

Teacher Name:_____

Teacher Signature:_____

Date:_____


ACT Aspire
ACT Aspire Summative
Student Name
School Name
Supplemental Scores
How can additional performance measures inform decisions?
Page 3 of 3
NATIONAL PERCENTILE RANK
English
Mathematics
Reading
Science
Writing
63rd
50th
48th
Not tested
Not tested
Percentile
0
25
50
75
100
Your ranks show the percentage of other grade 3 students in the nation who received a score that is the same as or lower than yours.
For example, a rank of 63 for your English score means 63% of students earned that
The average of the National Percentile Ranks in Reading and English subtests must be at the 30th percentile or higher. e.g. 63 + 48 = 111÷2 = 55.
ENGLISH LANGUAGE ARTS
English, Reading, and Writing must be tested in the same grade level to calculate a score.
PROGRESS WITH TEXT COMPLEXITY
Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level and sentence structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.
Sufficient Progress
Yes
No
Build reading experiences with texts about a variety of subjects. Make sure to check your understanding as you read, and practice using reading strategies to make sense of challenging texts.
STEM
Science and Mathematics must be tested in the same grade level to calculate a score.
PROGRESS TOWARD CAREER READINESS
English, Reading, Science, and Mathematics must be tested in the same grade level (grade 8 and above only) to calculate a score.

| Student Name: | Grade: | DOB: | Date: |
|---|---|---|---|
| School: | LAS Oral Score: | | LAS Links Overall Proficiency Score: |
| | LAS Reading/Writing Score: | | LAS Placement Score: |

☐ Your child's teachers recommend that your child **will take** the district-wide test with the accommodations listed below.

| Testing Area | Accommodations Selected (please list) |
|---|---|
| Reading | |
| English/Language Arts | |
| Math | |
| Science | |
| Social Studies | |

☐ Your child's teachers recommend that your child **not take** the district wide test this school year. **Students may have a one-time exemption only. See reasons for exemption below.**

| Reasons for not taking the test (EXEMPTION): | |
|---|---|
| ☐ LAS Oral Score of 1, 2, or 3 | ☐ LAS Reading/Writing Scores below 3 |
| ☐ LAS Links Overall Proficiency Score of 1, 2, or 3 | ☐ LAS Placement Score NP0-NP3 |
| ☐ Student in school less than one (1) year. | |

| Name | Signature/Date |
|---|---|
| ESL Teacher: | |
| Regular Classroom Teacher: | |
| School Administrator: | |

**PARENT CONSENT**

I understand that the school has done its best to determine my child's ability to participate in the district-wide assessment.

☐ I agree that my child **will take** the district wide test **WITH ACCOMMODATIONS**

☐ I agree that my child **will be EXEMPT** from the district-wide test **for this year only**.

☐ I **do not agree** and wish to challenge the decision.

_____ _____

**Parent or Guardian Signature** **Date**

| Student Name: | DOB: |
|---|---|

| | |
|---|---|
| ❑ | **PEP Form** (Potential English Proficiency) (on blue paper) |
| ❑ | **HLS** (Home Language Survey) |
| ❑ | **Notification of Eligibility** (Parental Consent) G C P S |
| ❑ | **Teacher Referral for Testing** |
| ❑ | **Parent Waiver** |
| ❑ | **Exit form** (circle one): MA PW |
| ❑ | **Teacher recommendations** |

**Follow-up forms (by year)**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ❑ | 1st | ❑ | 3rd | ❑ | 5th | ❑ | 7th | ❑ | 9th | ❑ | 11th |
| ❑ | 2nd | ❑ | 4th | ❑ | 6th | ❑ | 8th | ❑ | 10th | ❑ | 12th |

**Modifications Reports (by grade)**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ❑ | Pre K | ❑ | 2nd | ❑ | 4th | ❑ | 6th | ❑ | 8th | ❑ | 10th | ❑ | 12Th |
| ❑ | K | | | | | | | | | | | | |
| ❑ | 1st | ❑ | 3rd | ❑ | 5th | ❑ | 7th | ❑ | 9th | ❑ | 11th | | |

**ESL Progress Reports (by grade)**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ❑ | Pre K | ❑ | 2nd | ❑ | 4th | ❑ | 6th | ❑ | 8th | ❑ | 10th | ❑ | 12th |
| ❑ | K | | | | | | | | | | | | |
| ❑ | 1st | ❑ | 3rd | ❑ | 5th | ❑ | 7th | ❑ | 9th | ❑ | 11th | | |

| | |
|---|---|
| ❑ | **District Wide Assessment Participation Document** |
| ❑ | **Pre-LAS 2000** |
| ❑ | **LAS PLACEMENT PROFILE SHEET** |
| ❑ | **LAS LINKS PROFILE SHEET** |
| ❑ | **LAS Oral Tests/ LAS R/W Tests** |
| ❑ | **Other (specify):** |

Appendix R



| Student Name: | DOB: |
|---|---|

| | |
|---|---|
| ❑ | **PEP Form** (Potential English Proficiency) (on blue paper) |
| ❑ | **HLS** (Home Language Survey) |
| ❑ | **Notification of Eligibility** (Parental Consent) G C P S |
| ❑ | **Teacher Referral for Testing** |
| ❑ | **Parent Waiver** |
| ❑ | **Exit form** (circle one): MA PW |
| ❑ | **Teacher recommendations** |

**Follow-up forms (by year)**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ❑ | 1st | ❑ | 3rd | ❑ | 5th | ❑ | 7th | ❑ | 9th | ❑ | 11th |
| ❑ | 2nd | ❑ | 4th | ❑ | 6th | ❑ | 8th | ❑ | 10th | ❑ | 12th |

**Modifications Reports (by grade)**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ❑ | Pre K | ❑ | 2nd | ❑ | 4th | ❑ | 6th | ❑ | 8th | ❑ | 10th | ❑ | 12Th |
| ❑ | K | | | | | | | | | | | | |
| ❑ | 1st | ❑ | 3rd | ❑ | 5th | ❑ | 7th | ❑ | 9th | ❑ | 11th | | |

**ESL Progress Reports (by grade)**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ❑ | Pre K | ❑ | 2nd | ❑ | 4th | ❑ | 6th | ❑ | 8th | ❑ | 10th | ❑ | 12th |
| ❑ | K | | | | | | | | | | | | |
| ❑ | 1st | ❑ | 3rd | ❑ | 5th | ❑ | 7th | ❑ | 9th | ❑ | 11th | | |

| | |
|---|---|
| ❑ | **District Wide Assessment Participation Document** |
| ❑ | **Pre-LAS 2000** |
| ❑ | **LAS PLACEMENT PROFILE SHEET** |
| ❑ | **LAS LINKS PROFILE SHEET** |
| ❑ | **LAS Oral Tests/ LAS R/W Tests** |
| ❑ | **Other (specify):** |





**File in cumulative folder** **(Revised 12/18)**

**LAS LINKS STUDENT PROFILE SHEET**

**SCHOOL:**_____

**LAS LINKS Test Administrator:**_____

**1.**

**Student Name:** **Student ID #:** **Birth Date:** **Grade:**

**Test Date:**_____ **Homeroom Teacher:**_____ **Test Form**:

**2.** Tabulate the number correct for each skill area. Use the answer keys in the Interpretation Guide to determine the number correct for each sub-test. Enter the number correct in each box then add these numbers to determine the total for each skill area.

| **SPEAKING** | **# Correct** | **LISTENING** | **# Correct** |
|---|---|---|---|
| Speak in Words | | | |
| Speak in Sentences | | Listen for Information | |
| Make a Conversation | | Listen in the Classroom | |
| Tell a Story | | Listen and Comprehend | |
| **TOTAL SPEAKING** | 0 | **TOTAL LISTENING** | |

| **READING** | **# Correct** | **WRITING** | **# Correct** |
|---|---|---|---|
| | | Use Conventions | |
| Analyze Words | | Write About | |
| Read Words | | Write Why | |
| Read for Understanding | | Write in Detail | |
| **TOTAL READING** | 0 | **TOTAL WRITING** | 0 |

**3.** Convert totals to overall scale scores. Refer to the conversion table in the Interpretation Guide to find the scal scores for each skill area. Divide the sum of the scale scores by 4 to find the overall scale score. *Disregard any fraction or decimal.* Then find the Overall Proficiency Level in the Interpreatation Guide for the corresponding Overall Scale score for the appropriate grade level.

| **OVERALL SCORE** | **Totals** | **Scale Score** | **Proficiency Levels** | | |
|---|---|---|---|---|---|
| Total Speaking | **0** | | | | |
| Total Listening | 0 | | | | |
| Total Reading | 0 | | | **Overall** | |
| Total Writing | 0 | | | **Scale score** | **PL** |
| **Scale Score Total** | | 0 | | 0 | |

**4.** Tabulate the Oral Score. Enter number correct for Total Speaking and Total Listening. Find the scale score in the Interpretation Guide.

| **ORAL** | # Correct |
|---|---|
| Total Listening | 0 |
| Total Speaking | 0 |
| **TOTAL ORAL** | 0 |
| **ORAL SCALED SCORE** | |
| **Proficiency Level =** | |

**5.** Calculate Total Comprehension Score using number correct from Listening and Reading sub-tests. Find the scale score in the Interpretation Guide.

| **COMPREHENSION** | **# Correct** |
|---|---|
| Listening for Information | |
| Listening in the Classroom | |
| Listen and Comprehend | |
| Reading-Analyze Words | |
| Reading-Read Words | |
| Read for Understanding | |
| **TOTAL COMPREHENSION** | |
| **COMPREHENSION SCALE SCORE** | |

Proficiency Level=

Comments regarding student performance: _____

_____

_____

_____

**FORM 65300**

**LAS LINKS PLACEMENT TEST STUDENT PROFILE SHEET**

**SCHOOL**:_____ **Test Administrator**_____

**Student Name**: _____ **Student ID #**:_____

**Birth Date**:_____ **Homeroom Teacher**: _____**Test Date**:_____ **Proficiency Level**: __

**TABULATE STUDENT TOTAL SCORE POINTS OBTAINED:**

1) Enter the Score Points Obtained in the Score Points Obtained Column for each Skill Area
2) Total the number of Score Points Obtained for each Skill Area

| SPEAKING SKILL AREA | | |
|---|---|---|
| Item Number | Maximum Points Possible | Score Points Obtained |
| 1 | [1] | |
| 2 | [1] | |
| 3 | [1] | |
| 4 | [1] | |
| **5** | [3] | |
| 6 | [3] | |
| TOTAL | [10] | |

| LISTENING SKILL AREA | | |
|---|---|---|
| Item Number | Maximum Points Possible | Score Points Obtained |
| 1 | [1] | |
| 2 | [1] | |
| 3 | [1] | |
| 4 | [1] | |
| **5** | [1] | |
| 6 | [1] | |
| TOTAL | [6] | |

| READING SKILL AREA | | |
|---|---|---|
| Item Number | Maximum Points Possible | Score Points Obtained |
| 1 | [1] | |
| 2 | [1] | |
| 3 | [1] | |
| 4 | [1] | |
| **5** | [1] | |
| 6 | [1] | |
| TOTAL | [6] | |

| WRITING SKILL AREA | | |
|---|---|---|
| Item Number | Maximum Points Possible | Score Points Obtained |
| 1 | [1] | |
| 2 | [1] | |
| 3 | [1] | |
| 4 | [1] | |
| **5** | [1] | |
| 6 | [3] | |
| 7 | [3] | |
| TOTAL | [11] | |

**CALCULATE THE STUDENT OVERALL SCORE POINTS AND PLACEMENT PROFICIENCY LEVEL:**

3) Transfer the Total Score Points Obtained for each Skill Area to the Total Score Points Obtained column.
4) Add the number of Total Score Points Obtained for each Skill Area and enter the Overall Score Points.
5) Put a check mark [√] in each box if the Total Score Points Obtained meet the criterion for each Skill Area (i.e., the student's Total Score Points Obtained for Speaking equal 8 [√]).
6) Circle the Placement Proficiency Level that meets the overall Placement Proficiency Level Table.
9) Place this document in the student's Cumulative Folder.

| **Overall Score Points** | | Check [√] if the Total Score Points are at or over the number next to the Skill Area | Circle the Proficiency Level According to the the Overall Proficiency Label Table → |
|---|---|---|---|
| Skill Area | Total Score Points Obtained | | |
| Speaking [7] | | | **NP** |
| Listening [4] | | | **AP** |
| Reading [4] | | | **P** |
| Writing [8] | | | |
| Total [33] | | | |

| | |
|---|---|
| √√<br>√√√ | **NP**= Not Proficient |
| √√√√ | **AP** = Approaching Proficiency |
| 33 pts | **P**=Proficient |
| Recommendations: | |
| Keep in mind the following in regards to the Placement Test Overall Placement Proficiency Level: | |
| *It is intended to be used for initial placement of students. | |
| *Students who obtain Approaching Proficiency should take the LAS LINKS.<br>*Analysis of the linguistic characteristics (vocabulary, grammar, and syntactic structures contained in the items or scoring rubrics allows for further exploration of the student's English language abilities. | |

# ESL Program Action Plan
## Part 1
## _____ Level (Grades: _____)
## ESL Program Action Plan

**SY _____**

**Please provide the following information effective the first day of the school year.**

1. **School Name:** _____
2. **School Administrator:** _____
3. **Curriculum Administrator:** _____
4. **ESL Coordinator:** _____
5. **Program Type:** / / **Pull Out** / / **Structured Immersion** / / **Consultation** / / **Sheltered Content** / / **Other**

| Number | SY _____ Student Population Survey |
|---|---|
| | Total Number of students enrolled as of SEPTEMBER 30TH of the school year (inclusive of regular students and English learners) |
| | Total number of English learners (incumbent students plus incoming students from feeder schools) identified as of SEPTEMBER 30TH of the school year |
| | Total number of **new** ESL registered – those who are identified ESL for the first time (check Home Language Survey |

| Number | SY _____ Personnel Survey |
|---|---|
| | Total number of teachers (RCT, Chamorro, SpEd and ESL ONLY) at school site for SY _____ |
| | Total number of ESL teachers (only) at school site for SY _____ |

| ESL Teacher's Name | Grade(s) Taught | Subject Taught | Funding Source | | Teacher Status P C PNC LT | | |
|---|---|---|---|---|---|---|---|
| | | | Federal | Local | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

PC= Permanent ESL Certified
PNC= Permanent not ESL Certified
LT = Limited Term/Contract



# ESL Program Action Plan

## *Part 2a*

**(1)SY: _____ (2) School: _____ (3) Coordinator: _____**

**(4) District Goals**

**SSP, GEPB Goal No. 1:** "All Guam Public School System students will graduate from high school prepared to pursue post-secondary education on-or off-island or to assume gainful employment within the public or private sector.

**SSP, GEPB Goal No. 2:** "All Guam Public School System students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school."

**SSP, GEPB Goal No. 3:** "All Guam Public School System personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities."

ISLA Ayudante' also supports GDOE Board Policy 312, English as a Second Language (ESL) Program, which addresses the special language needs of students who speak English as a second language (ESL) or English Language Learners (ELL). The ESL Program is guided by the GDOE ESL 2012 Procedural Manual, which serves to guide all stakeholders in the District's efforts to address equitable treatment in education for all English learners.

(5) School Level Objectives

1. **To identify, assess and place students in classes appropriate to their English language level of proficiency.**
2. **To provide high level language instruction designed to assist students to meet State academic content and student academic achievement standards as all children are expected to meet.**
3. **To monitor and evaluate student progress in a regular and timely manner, at least twice a year, using the Modification/Accommodation Repot, student academic grades, standardized test results, progress reports, portfolios, teacher comments and other forms of assessment.**
4. **To retain, maintain, and update student records inclusive but not limited to the PEP form, Modifications/Accommodations Report Form, Home Language Survey, LAS results, SAT 10 accommodations form, health records, eligibility form, exit forms, and all other documents and correspondence elated to the student's ESL status.**
5. **To implement parent involvement activities and methods of meaningful communication regarding school-related information for English learners and parents**
6. **To participate in at least three professional development opportunities, especially those related to ESL, per year.**

**Superintendent's Initials _____ Date:_____** **Principal's Initials_____**

***Guam Department of Education***

# *ESL Program Action Plan*

## *Part 2b*

SY: _____ School: _____ Coordinator: _____

| **(6) Activities**<br>**Indicate below what your school will do to meet each of the six objectives of the program** | **(7) Timeline** | **(8) Person(s) Responsible** | **(9)Evaluation/Documentation** |
|---|---|---|---|
| | | | |

# Part 3
# ESL Program Action Plan

## (1) Program Narrative

**SY: _____ School: _____ Coordinator: _____**

1. Provide a **detailed** narrative of your ESL Program. Describe how each applicable program type (sheltered, consultation) is implemented to meet the needs of English Learners. (What is the program type, who does it serve and how are they served?)

---

# Part 3
# ESL Program Action Plan

## (2) Instructional Plan

**SY: _____ School: _____ Coordinator: _____**

2. Describe the instructional plan of your ESL Program Type? (Describe what instructional strategies are used, how they meet the needs of English Learners in the different grade levels, how they will improve English proficiency levels, and, how they tie in with your goals and objectives.)

---

# Part 3
# Secondary Level (6-12) ESL Program Action Plan

## (3) Program Impact

**SY: _____ School: _____ Coordinator: _____**

3. Describe the impact that your instructional strategies will have on: a) the development of English language proficiency? b) academic achievement?

---

# Part 3
# ESL Program Action Plan

## (4) Support Programs

**SY: ____ School: _____ Coordinator: _____**

4. What other programs in your school provide additional support to the ESL Program goals and objectives and how do they support the ESL Program?

---

# Part 3
# ESL Program Action Plan

## (5) Parent Involvement

**SY: _____ School: _____ Coordinator: _____**

5. How does your ESL program encourage or involve parents? What improvements can be made to increase parental involvement in the ESL program?
---

# Part 3
# ESL Program Action Plan

## (6) Program Evaluation

**SY: _____ School: _____ Coordinator: _____**

6. How will you determine that your ESL program activities were met and were successful? How will you know if your instructional strategies worked?
---

**English as a Second Language Program**
**End of the Year Summary Report**
**SY20__-20__**

| **School:** | **Date:** |
|---|---|
| **Administrator:** | **ESL Coordinator:** |

## Please answer the following sections regarding the ESL Program at your school.

**I.** **GOAL:** The goal of the Guam Department of Education's ESL Program is to provide students identified as English Language Learners with adequate, appropriate, and equitable educational opportunities so that they are able to attain high levels of English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

| Objectives | Was the objective met? | | If the objective was met, please explain how it was met; if the objective was not met, please explain why it was not met. |
|---|---|---|---|
| | | | |
| 1. To identify, assess and place students in classes appropriate to their English language level of proficiency. | | | |
| 2. To provide high level language instruction designed to assist students to meet State academic content and student academic achievement standards as all children are expected to meet | | | |
| 3. To monitor and evaluate student progress in a regular and timely manner, at least twice a year, using the Semester Modifications Summary Repot, student academic grades, standardized test results, progress reports, portfolios, teachers' comments and other forms of assessment. | | | |
| 4. To retain, maintain, and update student records inclusive but not limited to the PEP form, Modifications Report Form, Home Language Survey, LAS results, SAT 10 accommodations form, health records, eligibility form, exit forms, and all other documents and correspondence related to the student's ESL status. | | | |
| 5. To implement parent involvement activities and methods of meaningful communication regarding school-related information for ESL students and parents | | | |
| 6. To participate in at least three professional development opportunities, especially those related to ESL, per year. | | | |

**II.** What specific instructional strategies (i.e. Whole, Language, TPR, Cooperative Learning, Language Experience Approach, etc.) were used in the ESL Program and what was the impact of the strategy on increasing English language proficiency?

| **Strategy** | **How was it used?** | **Impact on increasing English Language Proficiency** |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

| | | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**III.** Parental Involvement: List and describe the types of activities used to involve parents of English Language Learners in their child(ren)'s education.

| Activity | Description of Activity |
|---|---|
| | |
| | |
| | |
| | |
| | |

**IV.** Provide a description of the capacity building and/or staff development attended or conducted for this school year.

| Date | Activity | Description of Activity | # of Attendees |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**V.** Attach the 4th Quarter Summary Report (QSR). Ensure that the data provided is **cumulative for SY20__-20__.**

**** For High Schools ONLY****

**GRADUATION DATA**

| | |
|---|---|
| Number of ELLs in ESL Program type **3** graduating this school year: | |
| Number of ELLs in ESL Program type **4** graduating this school year: | |

## ESL PROGRAM EVALUATION CHECKLIST FOR SCHOOLS

The following is an informal checklist that will allow administrators, ESL Coordinators, teachers and other members of a school ESL team to do a self-evaluation of their program and/ or prepare for a site visit. It is recommended that the checklist be used as early as possible in the school year to ensure that the school is in compliance.

| | |
|---|---|
| **Home Language Survey:** | |
| | Given to parent at time of registration (in native language if necessary) |
| | Completed for all students upon registration |
| | Filed under PEP form and placed on left hand side of cumulative folder |
| | Recorded on the ESL Custom Screen in the PowerSchool system |
| **Language Assessment:** | |
| | All students identified by HLS and teacher recommendation tested |
| | Students tested/retested in a timely manner with appropriate instrument |
| | Testers trained adequately and periodically checked for inter-rater reliability |
| | Tests administered in quiet room with recording equipment when appropriate |
| **ESL Data Recorded in PowerSchool immediately** | |
| | HLS recorded correctly (Language Other than English on **any** HLS must be entered) |
| | NOE type and date signed |
| | Language Assessments: form, date, and **most** current score |
| | Program Type |
| **ESL Documents Filed in Cumulative Folders and Updated Regularly** | |
| | Home Language Survey (required for registration) |
| | LAS Profile Sheet |
| | PEP Form – Data for each year must be entered |
| | Signed Notification of Eligibility and/or Waiver Form |
| | ESL Student Semester Progress Report completed for ESL Pullout students |
| | ESL Modifications Report for 1st and 3rd Quarter completed by Classroom Teachers |
| | Participation Document OR Accommodations Document for District-Wide Assessment, signed by team and parent/guardian |
| | Recommendation for Exit and Documentation of Exit Criteria |
| | Annual Follow Up for Students Exited from the Program |
| **Program** | |
| | All eligible students enrolled |
| | Parent notification and permission obtained and filed in cumulative folder |
| | English Language Learners interact with native English speakers |
| | Student progress assessed frequently |
| | Students exit program when all criteria are met |
| | Alternatives to Special Education tried before referral |
| **Instruction** | |
| | Focus on communicative competence, not grammar |
| | Minimum use of drills and worksheets |
| | Listening/speaking/reading/writing skills integrated |
| | Materials appropriate, authentic, and interesting |
| | ESL instruction integrated with regular curriculum |
| | Modifications employed by RCT and recorded on the ESL Modifications Report |
| | |

# ESL TIME LINE

**Within 30 days from registration [ESSA Requirement]**

- All students newly enrolled in GDOE who may be English learners MUST be assessed for such status within 30 calendar days as required by federal law. This shall be done using either preLAS2000, LAS PLACEMENT or LAS LINKS.

**Within 4 to 5 weeks of the opening of school:**

- ELs placed in the appropriate ESL Program
- All students' data, especially HLS information, verified and entered into the PowerSchool System,

**Within 6 weeks of the opening of school**

- All LAS scores entered into the PowerSchool System
- Completed PEP form in all cumulative folders
- All parents notified of eligibility for services
- Parental notification forms or parental waivers filed in cumulative folders
- Program options in place
- All eligible students serviced in appropriate ESL Program
- Regular classroom teachers (RCT) given a listing of their English Language Learners by the ESL Coordinator

**September 30 (or last working day of September)**

- Reports generated to accompany the Annual School Action Plan

**End of the first week of October:**

- ESL Action Plan submitted to ESL Program Office

**End of First Quarter**

- PowerSchool reports for the Quarterly Summary Reports (QSR) generated on the last day of the 1st quarter.
- QSR submitted no later than 5 working days after the end of the quarter to the ESL PROGRAM OFFICE
- ESL Modifications Report prepared by RCT, approved by administrator and filed with the ESL Coordinator

**End of First Semester/Second Quarter**

- ESL Student Progress Reports sent home to parents to be signed and returned
- PowerSchool reports generated for the QSR on the last day of the 2nd quarter.
- QSR submitted no later than 5 working days after the end of the quarter to the ESL PROGRAM OFFICE

**End of Third Quarter**

- ESL Modifications Reports prepared by RCT, approved by administrator and filed with the ESL coordinator
- PowerSchool report generated for the QSR on the last day of the 3rd quarter.
- QSR submitted no later than 5 working days after the end of the quarter to the ESL PROGRAM OFFICE
- Placement information regarding ELs who will be promoted from elementary to middle and from middle to high provided by Coordinators from feeder schools to receiving schools

**End of Second Semester/Fourth Quarter**

- ESL Student Progress Reports sent home; a copy filed in the cumulative folders
- All ESL Modifications Semester Reports filed in students' cumulative folders
- PowerSchool report generated for the QSR on the last day of the 4th quarter.
- QSR submitted on the last work day for teachers to the ESL Program Office
- End of the Year report submitted on the last work day for teachers to the ESL Program Office

**Ongoing**

- HLS completed for all new students
- ESL Coordinators' meetings attended when scheduled
- Cumulative folders updated
- ESL Custom Screen in PowerSchool updated for new students
- Screen print of ESL Custom Screen from PowerSchool attached to all withdrawal forms by Registration Clerk
- Newly enrolled students with one or more languages other than English on their HLS tested within 30 days
- LAS Links or LAS Links Placement administered to transfer students with one or more languages other than English on their HLS if they have not previously been evaluated
- LAS LINKS administered to students who are likely candidates for exit from the program
- Annual Follow Up forms completed as they are due
- RCT regularly consulted regarding student and program concerns

| SCHOOL YEAR _____ ESL QUARTERLY SUMMARY REPORT | | | | |
|---|---|---|---|---|
| **School:** | **1st** | **2nd** | **3rd** | **4th** |
| **ESL Coordinator:** | **Quarter** | **Quarter** | **Quarter** | **Quarter** |
| **Administrator:** | ☐ | ☐ | ☐ | ☐ |
| **Administrator's Signature:** | | | | |

| DESCRIPTION | | 1st Q | 2nd Q | 3rd Q | 4th Q |
|---|---|---|---|---|---|
| **TOTAL Student Enrollment** | | | | | |
| **Total Home Language Survey** | | | | | |
| | Total HLS (English Only) | | | | |
| | Total HLS (Other than English) | | | | |
| **Total Students tested in LAS Oral** | | | | | |
| | Total Students PRE LAS 2000 Oral = 0/1 | | | | |
| | Total Students PRE LAS 2000 Oral = 2 | | | | |
| | Total Students PRE LAS 2000 Oral = 3 | | | | |
| | Total Students PRE LAS 2000 Oral = 4 | | | | |
| | Total Students PRE LAS 2000 Oral = 5 | | | | |
| ***Only pilot schools should complete Pre LAS section*** | | | | | |
| ***By 1st grade, ELs should be tested with K-1 Placement test*** | | | | | |
| | | | | | |
| | | | | | |
| **Total Students Tested in LAS Links** | | | | | |
| | Total Students Performance Level = 1 | | | | |
| | Total Students Performance Level = 2 | | | | |
| | Total Students Performance Level = 3 | | | | |
| | Total Students Performance Level = 4 | | | | |
| | Total Students Performance Level = 5 | | | | |
| **Total Students Tested In LAS Placement** | | | | | |
| | Total Students = NP 0 | | | | |
| | Total Students = NP 1 | | | | |
| | Total Students = NP 2 | | | | |
| | Total Students = NP 3 | | | | |
| | Total Students = AP | | | | |
| | Total Students = P | | | | |

| SCHOOL YEAR _____ ESL QUARTERLY SUMMARY REPORT | | | | | |
|---|---|---|---|---|---|
| **School:** | | **1st** | **2nd** | **3rd** | **4th** |
| **ESL Coordinator:** | | **Quarter** | **Quarter** | **Quarter** | **Quarter** |
| **Administrator:** | | ☐ | ☐ | ☐ | ☐ |
| **Administrator's Signature:** | | | | | |
| **DESCRIPTION** | | **1st Q** | **2nd Q** | **3rd Q** | **4th Q** |
| **Total ESL Receiving Services** (do not include Follow-up Students) | | | | | |
| **Program Type** | | | | | |
| **1** | Total Students Pull Out | | | | |
| **4** | Total students consultation (inclusive of those waiting to exit) | | | | |
| **2** | Total Students Sheltered Progam | | | | |
| **Total ESL Students -Follow Up** | | | | | |
| **6 or 7** | Total Students MA (for 2 year follow-up) | | | | |
| **6** | Total Students PW (for annual follow-up) | | | | |
| **6 or 7** | Total Students EX (for 2 year follow-up) | | | | |
| **Total ESL Students NOT Receiving Services** | | | | | |
| 0 | Total Students MA (2 year follow-up completed) | | | | |
| 0 | Total Students EX (met criteria before testing - two year follow up completed) | | | | |
| 0 | Total Students PIT (Passed Initial Testing) | | | | |
| 5 | Total SpedLEP ( not receiving direct ESL services) | | | | |
| 8 | Other: (ie students tested but no NOE, not yet assesed, etc.)please specify | | | | |
| **Total ESL Participating in District-wide Testing** | | | | | |
| **Total ESL exempt from District-wide Testing** | | | | | |
| **Total ESL eligible for SPED Services (have IEP)** | | | | | |
| **Total SPED LEP receiving ESL Services** ( students on CRT List who receive both SPED Services and direct ESL Services- sheltered, pullout - not consultation)/ # RECEIVING SHELTERED SERVICES / # RECEIVING PULL OUT SERVICES | | | | | |
| **SPED LEP NOT receiving Direct ESL Services** / # ON CONSULTATION / # EXITED | | | | | |

| SCHOOL YEAR _____ ESL QUARTERLY SUMMARY REPORT | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **School:** | | | | | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **ESL Coordinator:** | | | | | | | | |
| **Administrator:** | | | | | ☐ | ☐ | ☐ | ☐ |
| **Administrator's Signature:** | | | | | | | | |
| | **Language** | K | 1st | 2nd | 3rd | 4th | 5th | **TOTAL** |
| 10 | Chamorro | | | | | | | 0 |
| 20 | English | | | | | | | 0 |
| 32 | Ilocano | | | | | | | 0 |
| 35 | Tagalog | | | | | | | 0 |
| 37 | Visayan | | | | | | | 0 |
| 39 | Other Filipino Lang. | | | | | | | 0 |
| 41 | Mandarin | | | | | | | 0 |
| 42 | Cantonese | | | | | | | 0 |
| 45 | Other Chinese Lang. | | | | | | | 0 |
| 50 | Korean | | | | | | | 0 |
| 60 | Vietnamese | | | | | | | 0 |
| 70 | Carolinian | | | | | | | 0 |
| 71 | Chuukese | | | | | | | 0 |
| 73 | Kosraean | | | | | | | 0 |
| 74 | Marshallese | | | | | | | 0 |
| 75 | Palauan | | | | | | | 0 |
| 76 | Pohnpeian | | | | | | | 0 |
| 77 | Yapese | | | | | | | 0 |
| 80 | Japanese | | | | | | | 0 |
| 99 | Other Languages | | | | | | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| SCHOOL YEAR _____ ESL QUARTERLY SUMMARY REPORT | | | | | | | |
|---|---|---|---|---|---|---|---|
| **School:** | | | | **1st Quarter** ☐ | **2nd Quarter** ☐ | **3rd Quarter** ☐ | **4th Quarter** ☐ |
| **ESL Coordinator:** | | | | | | | |
| **Administrator:** | | | | | | | |
| **Administrator's Signature:** | | | | | | | |
| **PRE LAS Oral Test** | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **TOTAL** |
| LAS Oral = 0/1 | N/A | | | | | | **0** |
| LAS Oral = 2 | N/A | | | | | | **0** |
| LAS Oral = 3 | N/A | | | | | | **0** |
| LAS Oral = 4 | N/A | | | | | | **0** |
| LAS Oral = 5 | N/A | | | | | | **0** |
| **TOTAL LAS ORAL TESTED** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | |
| **LAS Reading/Writing** | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **TOTAL** |
| LAS R/W Combined=1 | N/A | N/A | | | | | 0 |
| LAS R/W Combined=2 | N/A | N/A | | | | | 0 |
| LAS R/W Combined=3 | N/A | N/A | | | | | 0 |
| **TOTAL LAS R/W TESTED** | | | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | |
| **LAS LINKS** | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **TOTAL** |
| Overall Performance Level=1 | | | | | | | 0 |
| Overall Performance Level=2 | | | | | | | 0 |
| Overall Performance Level=3 | | | | | | | 0 |
| Overall Performance Level=4 | | | | | | | 0 |
| Overall Performance Level=5 | | | | | | | 0 |
| **Total LAS LINKS TESTED** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **LAS PLACEMENT** | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **TOTAL** |
| Level= NP0 Not Proficient | | | | | | | 0 |
| Level= NP1 Not Proficient | | | | | | | 0 |
| Level= NP2 Not Proficient | | | | | | | 0 |
| Level= NP3 Not Proficient | | | | | | | 0 |
| Level= AP Approaching Proficient | | | | | | | 0 |
| Level= P Proficient | | | | | | | 0 |
| **Total LAS Placement Tested** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**SCHOOL YEAR _____ ESL QUARTERLY SUMMARY REPORT**

| School: | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| ESL Coordinator: | Quarter | Quarter | Quarter | Quarter |
| Administrator: | ☐ | ☐ | ☐ | ☐ |
| Administrator's Signature | | | | |

| DESCRIPTION | 1st Q | 2nd Q | 3rd Q | 4th Q |
|---|---|---|---|---|
| **TOTAL Student Enrollment** | | | | |
| **Total Home Language Survey** | | | | |
| Total HLS (English Only) | | | | |
| Total HLS (Other than English) | | | | |
| **Total Students tested in LAS Oral** | | | | |
| Total Students LAS Oral = 1 | | | | |
| Total Students LAS Oral = 2 | | | | |
| Total Students LAS Oral = 3 | | | | |
| Total Students LAS Oral = 4 | | | | |
| Total Students LAS Oral = 5 | | | | |
| **Total Students tested in LAS Reading/Writing** | | | | |
| Total Students R/W Combined=1 | | | | |
| Total Students R/W Combined=2 | | | | |
| Total Students R/W Combined=3 | | | | |
| **Total Students Tested in LAS Links** | | | | |
| Total Students Performance Level = 1 | | | | |
| Total Students Performance Level = 2 | | | | |
| Total Students Performance Level = 3 | | | | |
| Total Students Performance Level = 4 | | | | |
| Total Students Performance Level = 5 | | | | |
| **Total Students Tested In LAS Placement** | | | | |
| Total Students = NP 0 | | | | |
| Total Students = NP 1 | | | | |
| Total Students = NP 2 | | | | |
| Total Students = NP 3 | | | | |
| Total Students = AP | | | | |
| Total Students = P | | | | |

## SCHOOL YEAR _____ ESL QUARTERLY SUMMARY REPORT

| School: | | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|---|
| ESL Coordinator: | | | | | |
| Administrator: | | ☐ | ☐ | ☐ | ☐ |
| Administrator's Signature | | | | | |
| **DESCRIPTION** | | **1st Q** | **2nd Q** | **3rd Q** | **4th Q** |
| **Program Type** | **Total ESL Receiving Services (do not include Follow-up Students)** | | | | |
| **3** | Total Students Sheltered Program | | | | |
| **4** | Total Students Consultation (inclusive of those waiting to exit) | | | | |
| **Total ESL Follow-Up** | | | | | |
| **6 or 7** | Total Students MA (for 2 year follow-up) | | | | |
| **6** | Total Students PW (for annual follow-up) | | | | |
| **6 or 7** | Total Students EX (for 2 year follow-up) | | | | |
| **Total ESL Students NOT Receiving Services** | | | | | |
| **0** | Total Students MA (2 year follow-up completed) | | | | |
| **0** | Total Students EX (2 year follow-up completed) | | | | |
| **0** | Total Students PIT (Passed Initial Testing) | | | | |
| **5** | Total SPED LEP Students not receiving direct ESL services | | | | |
| **8** | Total Other: **please specify** (students not assessed or students waiting for signned NOE) | | | | |
| **SPED LEP students receiving direct ESL services (program type 1, 2 or 3)** | | | | | |
| **Total SPED LEP students (program types 1, 2, 3, and 5)** | | | | | |
| **Total ESL Participating in DWA** | | | | | |
| **Total ESL Exempt from DWA** | | | | | |

## SCHOOL YEAR _____ ESL QUARTERLY SUMMARY REPORT

| School: | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|
| ESL Coordinator: | | | | |
| Administrator: | ☐ | ☐ | ☐ | ☐ |
| Administrator's Signature | | | | |

| | Language | 6th | 7th | 8th | TOTAL |
|---|---|---|---|---|---|
| 10 | Chamorro | | | | 0 |
| 20 | English | | | | 0 |
| 32 | Ilocano | | | | 0 |
| 35 | Tagalog | | | | 0 |
| 37 | Visayan | | | | 0 |
| 39 | Other Filipino Lang. | | | | 0 |
| 41 | Mandarin | | | | 0 |
| 42 | Cantonese | | | | 0 |
| 45 | Other Chinese Lang. | | | | 0 |
| 50 | Korean | | | | 0 |
| 60 | Vietnamese | | | | 0 |
| 70 | Carolinian | | | | 0 |
| 71 | Chuukese | | | | 0 |
| 73 | Kosraean | | | | 0 |
| 74 | Marshallese | | | | 0 |
| 75 | Palauan | | | | 0 |
| 76 | Pohnpeian | | | | 0 |
| 77 | Yapese | | | | 0 |
| 80 | Japanese | | | | 0 |
| 99 | Other Languages | | | | 0 |
| TOTAL LANGUAGE | | 0 | 0 | 0 | 0 |

SCHOOL YEAR ESL QUARTERLY SUMMARY REPORT

SCHOOL YEAR _____ ESL QUARTERLY SUMMARY REPORT

| School: | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| ESL Coordinator: | Quarter | Quarter | Quarter | Quarter |
| Administrator: | ☐ | ☐ | ☐ | ☐ |
| Administrator's Signature | | | | |

| LAS Oral Test | 6th | 7th | 8th | TOTAL |
|---|---|---|---|---|
| LAS Oral = 1 | | | | 0 |
| LAS Oral = 2 | | | | 0 |
| LAS Oral = 3 | | | | 0 |
| LAS Oral = 4 | | | | 0 |
| LAS Oral = 5 | | | | 0 |
| TOTAL LAS TESTED | 0 | 0 | 0 | 0 |

| LAS Reading/Writing | 6th | 7th | 8th | TOTAL |
|---|---|---|---|---|
| LAS R/W Combined=1 | | | | 0 |
| LAS R/W Combined=2 | | | | 0 |
| LAS R/W Combined=3 | | | | 0 |
| TOTAL LAS R/W TESTED | 0 | 0 | 0 | 0 |

| LAS LINKS | 6th | 7th | 8th | TOTAL |
|---|---|---|---|---|
| Overall Performance Level=1 | | | | 0 |
| Overall Performance Level=2 | | | | 0 |
| Overall Performance Level=3 | | | | 0 |
| Overall Performance Level=4 | | | | 0 |
| Overall Performance Level=5 | | | | 0 |
| Total LAS LINKS TESTED | 0 | 0 | 0 | 0 |

| LAS PLACEMENT | 6th | 7th | 8th | TOTAL |
|---|---|---|---|---|
| Level= (NP) | | | | 0 |
| Level= (AP) | | | | 0 |
| Level= (P) | | | | 0 |
| Total LAS PLACEMENT TESTED | 0 | 0 | 0 | 0 |

**SCHOOL YEAR _____ESL QUARTERLY SUMMARY REPORT**

| School: | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|
| ESL Coordinator: | | | | |
| Administrator: | ☐ | ☐ | ☐ | ☐ |
| Administrator's Signature | | | | |
| **DESCRIPTION** | **1st Q** | **2nd Q** | **3rd Q** | **4th Q** |
| **TOTAL Student Enrollment** | | | | |
| **Total Home Language Survey** | | | | |
| Total HLS (English Only) | | | | |
| Total HLS (Other than English) | | | | |
| **Total Students tested in LAS Oral** | | | | |
| Total Students LAS Oral = 1 | | | | |
| Total Students LAS Oral = 2 | | | | |
| Total Students LAS Oral = 3 | | | | |
| Total Students LAS Oral = 4 | | | | |
| Total Students LAS Oral = 5 | | | | |
| **Total Students tested in LAS Reading/Writing** | | | | |
| Total Students R/W Combined=1 | | | | |
| Total Students R/W Combined=2 | | | | |
| Total Students R/W Combined=3 | | | | |
| **Total Students Tested in LAS Links** | | | | |
| Total Students Performance Level = 1 | | | | |
| Total Students Performance Level = 2 | | | | |
| Total Students Performance Level = 3 | | | | |
| Total Students Performance Level = 4 | | | | |
| Total Students Performance Level = 5 | | | | |
| **Total Students Tested In LAS Placement** | | | | |
| Total Students = NP 0 | | | | |
| Total Students = NP 1 | | | | |
| Total Students = NP 2 | | | | |
| Total Students = NP 3 | | | | |
| Total Students = AP | | | | |
| Total Students = P | | | | |

## SCHOOL YEAR _____ ESL QUARTERLY SUMMARY REPORT

| School: | | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|---|
| ESL Coordinator: | | | | | |
| Administrator: | | ☐ | ☐ | ☐ | ☐ |
| Administrator's Signature | | | | | |
| | **DESCRIPTION** | **1st Q** | **2nd Q** | **3rd Q** | **4th Q** |
| **Program Type** | **Total ESL Receiving Services (do not include Follow-up Students)** | | | | |
| **3** | Total Students Sheltered Program | | | | |
| **4** | Total Students Consultation (inclusive of those waiting to exit) | | | | |
| | **Total ESL Follow-Up** | | | | |
| **6 or 7** | Total Students MA (for 2 year follow-up) | | | | |
| **6** | Total Students PW (for annual follow-up) | | | | |
| **6 or 7** | Total Students EX (for 2 year follow-up) | | | | |
| | **Total ESL Students NOT Receiving Services** | | | | |
| **0** | Total Students MA (2 year follow up completed) | | | | |
| **0** | Total Students EX (2 year follow up completed) | | | | |
| **0** | Total Students PIT (Passed Initial Testing) | | | | |
| **5** | Total SPED LEP Students not receiving direct ESL services | | | | |
| **8** | Total Other: **please specify** (students not assessed or students waiting for signned NOE) | | | | |
| **SPED LEP students receiving direct ESL services (program type 1,2, or 3)** | | | | | |
| **Total SPED LEP students (program types 1, 2, 3 and 5)** | | | | | |
| **Total ESL Participating in DWA** | | | | | |
| **Total ESL Exempt from DWA** | | | | | |

## SCHOOL YEAR_____ ESL QUARTERLY SUMMARY REPORT

| School: | | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|---|
| ESL Coordinator: | | | | | |
| Administrator: | | ☐ | ☐ | ☐ | ☐ |
| Administrator's Signature | | | | | |
| Language | | 9th | 10th | 11th | 12th | TOTAL |
| 10 | Chamorro | | | | | 0 |
| 20 | English | | | | | 0 |
| 32 | Ilocano | | | | | 0 |
| 35 | Tagalog | | | | | 0 |
| 37 | Visayan | | | | | 0 |
| 39 | Other Filipino Lang. | | | | | 0 |
| 41 | Mandarin | | | | | 0 |
| 42 | Cantonese | | | | | 0 |
| 45 | Other Chinese Lang. | | | | | 0 |
| 50 | Korean | | | | | 0 |
| 60 | Vietnamese | | | | | 0 |
| 70 | Carolinian | | | | | 0 |
| 71 | Chuukese | | | | | 0 |
| 73 | Kosraean | | | | | 0 |
| 74 | Marshallese | | | | | 0 |
| 75 | Palauan | | | | | 0 |
| 76 | Pohnpeian | | | | | 0 |
| 77 | Yapese | | | | | 0 |
| 80 | Japanese | | | | | 0 |
| 99 | Other Languages | | | | | 0 |
| TOTAL LANGUAGE | | 0 | 0 | 0 | 0 | 0 |

**SCHOOL YEAR _____ ESL QUARTERLY SUMMARY REPORT**

| School: | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|

| ESL Coordinator: | | Quarter | Quarter | Quarter | Quarter |
|---|---|---|---|---|---|
| Administrator: | | □ | □ | □ | □ |
| Administrator's Signature | | | | | |
| **LAS Oral Test** | **9th** | **10th** | **11th** | **12th** | **TOTAL** |
| LAS Oral = 1 | | | | | **0** |
| LAS Oral = 2 | | | | | **0** |
| LAS Oral = 3 | | | | | **0** |
| LAS Oral = 4 | | | | | **0** |
| LAS Oral = 5 | | | | | **0** |
| **TOTAL LAS TESTED** | 0 | 0 | 0 | 0 | **0** |

| **LAS Reading/Writing** | **9th** | **10th** | **11th** | **12th** | **TOTAL** |
|---|---|---|---|---|---|
| LAS R/W Combined=1 | | | | | 0 |
| LAS R/W Combined=2 | | | | | 0 |
| LAS R/W Combined=3 | | | | | 0 |
| **TOTAL LAS R/W TESTED** | **0** | **0** | **0** | **0** | 0 |

| **LAS LINKS** | **9th** | **10th** | **11th** | **12th** | **TOTAL** |
|---|---|---|---|---|---|
| Overall Performance Level=1 | | | | | 0 |
| Overall Performance Level=2 | | | | | 0 |
| Overall Performance Level=3 | | | | | 0 |
| Overall Performance Level=4 | | | | | 0 |
| Overall Performance Level=5 | | | | | 0 |
| **Total LAS LINKS TESTED** | 0 | 0 | 0 | 0 | 0 |

| **LAS PLACEMENT** | **9th** | **10th** | **11th** | **12th** | **TOTAL** |
|---|---|---|---|---|---|
| Level= NP Not Proficient | | | | | 0 |
| Level= AP Approaching Proficient | | | | | 0 |
| Level= P Proficient | | | | | 0 |
| **Total LAS PLACEMENT TESTED** | 0 | 0 | 0 | 0 | 0 |

# Review of the Guam Department of Education English as a Second Language (ESL) Program 2018 Procedural Manual

April 2019

Margo Gottlieb, Ph.D.
margogottlieb@gmail.com

This review has been undertaken in response to a request from Pacific Regional Comprehensive Center. Its primary objective is to provide feedback to the Guam Department of Education (GDOE) on current procedures in regards to meeting compliance with the 2015 reauthorization of the Elementary and Secondary Education Act, the Every Student Succeeds Act (ESSA), and procedures in accordance with 'Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs' memo from the U.S. Department of Education Office for Civil Rights. Secondarily, the review touches on fostering best educational practices for English learners participating in language assistance programs. Information for this report has come from the GDOE English as a Second Language (ESL) Program 2018 Procedural Manual, the GDOE website, and the references listed at the close of the document.

## Introduction

As stated in the opening section of the Procedural Manual, Guam is a rich multilingual multicultural island. This incredible resource should be the centerpiece of educating the children and youth in its K-12 system with a linguistically and culturally sustainable educational program. Educating the whole child encompasses fostering the students' language development and academic achievement as well as nurturing their social and emotional well-being. With multilingualism and multiculturalism engrained in student and family identity, it is a missed opportunity if a monolingual perspective is emphasized in language education, most notably if only approached through an English as a Second Language lens. The assets, traditions, and lived experiences of multilingual learners[1] should be inculcated into the district's curriculum, instruction, and assessment. Guam has tremendous linguistic and cultural capital; it should undergird its philosophy of education, its educational programming, and the treatment of its unique heterogeneous student population.

## Response to Accountability Requirements Impacting English Learners Under the Every Student Succeeds Act (ESSA) of 2015

[1] In this report, multilingual learners encompasses all students who are consistently exposed to multiple languages and cultures; English Learners is used as the legal term that is associated with The Every Student Succeeds Act of 2015.



Doc. No. 35GL-19-1259.*

Compliance with the reauthorization of the Elementary and Secondary School Act of 2015, the Every Student Succeeds Act (ESSA) is one of the stated goals of the Manual, yet it does not address some of its major tenets that affect the education and accountability of English learners (ELs), the federal term used in the law. While Guam is not held fully accountable to ESSA, the following provisions in ESSA need Guam's special attention; they refer directly to how states*[2], are to respond to the treatment of ELs.

### 1. English Language Proficiency/ Development Standards and English Language Proficiency Assessment

- States' ESSA plans must include adoption of K-12 English Language Proficiency or English Language Development standards that address the recognized domains of speaking, listening, reading, and writing across defined language proficiency levels.
- English language proficiency standards must be fully aligned with the state's academic standards.
- States must have uniform entrance and exit procedures for identifying ELs. The initial status for eligibility for language assistance is to be determined within 30 days of enrollment in a school within the district.
- States must design and implement an accountability system that includes an indicator of ELs' annual progress in attaining proficiency in English.

### 2. Academic Content Assessment

- 'ELs must be assessed in a valid and reliable manner and provided appropriate accommodations (including, to the extent practicable, assessments in the language and form most likely to yield accurate information on what those students know and can do in the content area assessed) until they have attained English proficiency' (CCSSO, p. 5).
- States may have a one-time exclusion from an administration of their reading or language arts assessment (not mathematics) for ELs who have been enrolled in U.S. schools for less than 12 months.
- States may include assessment results of former ELs as part of the EL subgroup for the purposes of the state accountability system up to 4 years post-exit or redesignation; that is, states have the latitude of including ELs who have met exit criteria and no longer qualify for language assistance in the reporting of subgroup information.
- As part of accountability, states are required to disaggregate data by subgroups including: English learners, English Learners with Disabilities, and Long-term English Learners ('ELs who have not yet attained English language proficiency within five years')

[2] In this review, States refer to the district of Guam.

## Design of Curriculum, Instruction and Assessment of English Learners

Curriculum, instruction, and assessment that are grounded in standards form a cohesive system to advance teaching and learning. Academic content standards anchor a college-and-career ready curriculum that is made visible and viable in English language proficiency/ development standards. An underlying theory of language learning and evidence of best practices should undergird the system. Curriculum for multilingual learners should embed content and language learning in compelling units of learning. Instructional strategies should reflect the program's theoretical orientation, be current and effective, and represent a unified approach to maximize multilingual learners' opportunities for learning.

Summative assessment or assessment of learning that is embodied in requirements for district accountability should not be the sole data source for making high-stakes decisions for multilingual learners. There is a strong body of literature that points to the value and importance of effective classroom assessment that is more reliant on concrete, actionable feedback than on numbers or scores on quizzes and tests. This assessment has a formative purpose and is considered assessment for learning; it is student-oriented with teachers and students working together to accomplish specified targets for learning that are critical for student advancement and decision-making. Yet there is no mention in the Manual of how teachers are to plan, gather, and interpret information on an ongoing basis and how to include these classroom data in student portfolios, year-end classroom summaries to place in students' cumulative folders, or maintenance of program and personal digital archives.

## Recommendations to the Guam Department of Education

The following recommendations are to be taken as potential pathways to facilitate the success of Guam's multilingual learners, their families, and educators.

1. This Procedural Manual serves varying purposes, both to inform and instruct, and distinct stakeholders, from teachers to coordinators. Consider dividing the vast amount of information within its pages into two companion manuals to more thoroughly address the needs of the different audiences:

    a. A Handbook for planning and implementing evidence-based principles, practices and policies for Guam teachers (both language and content), school leaders, and support staff who work with multilingual learners.

    b. A Guidebook of procedures based on ESSA that relates administrative requirements, reports, and forms for data gathering, analysis, and interpretation along with record keeping protocols for coordinators and district leaders who are

responsible for the accountability of ELs, EL subgroups, and their respective programs.

2. A myriad of terms is used throughout the Manual for students being served by GDOE, namely: English Learners, Potentially English Proficiency, English language learners, and Limited English Proficient students. Currently, the legal term proposed under ESSA is English learner. To maintain consistency in categorizing and communicating to educators and family members, choose one term to reference these students, justify your selection, and use it uniformly across all documents produced by the Department.

3. Standards are the heart of curriculum, instruction, and assessment. Consider updating Guam's academic content standards and performance indicators outside those of the Common Core State Standards in English Language Arts and Mathematics. This revision or renewal process should also entail the simultaneous design, adaption, or adoption of K-12 English language proficiency/ development standards. Become aware of the criteria needed for each set of standards and how to maximize alignment between content and English language proficiency/ development standards. Additionally, there must be evidence that the English language proficiency/ development standards anchor Guam's annual English language proficiency test, currently the Language Assessment Scales.

4. There is information in the Manual and GDOE's website that needs to be clarified or updated. Some topics that need to be revisited are:

   a. Special Education (p. 8)

      There should be a district-wide definition of ELs with disabilities, including procedures for identification and the role of bilingual psychologists, as stiplulated under the federal Individuals with Disabilities Education Act (IDEA). There should be references to ELs' Individualized Education Programs (IEPs) with select accommodations that are used for both English language proficiency and achievement testing for ELs with disabilities.

      Under IDEA, students with disabilities are to be educated in the least restrictive environment (LRE). The least restrictive environment clause of the law is not applicable to ELs unless the ELs have identified disabilities. The Manual erroneously names LRE as integral to EL programming; ' It is mandated that ELs be assigned to the least restrictive environment' (p. 6).

      Additionally, there is evidence that Guam is implementing a Response to Intervention (RtI) program for Tier II and III students (see https://www.achieve3000.com/state-edition/guam/boost-by-achieve3000/) through an on-line differentiated literacy approach. However, its qualifications and applicability to multilingual learners and multilingual learners with disabilities are not noted.

   b. Language Proficiency Assessment (p. 4-5)

The Language Assessment Scales (LAS) has been purchased by Data Recognition Corporation and is no longer managed by CTB McGraw-Hill as reported in the Manual. Review of the testing-related materials, including those for professional learning, should yield additional and more accurate information. Attention should be paid to Technical Manual updates, the administration and interpretation of scores along with the management of data.

Independently, on an annual basis, GDOE should have procedures for conducting district-wide inter-rater agreement studies on the speaking and writing portions of its language proficiency test among grade-level teachers to maximize score reliability within and across grades. The test's speaking and writing rubrics could also be used for designing common language proficiency assessment throughout the school year.

In summary, the purpose for this review has been two-fold: first, to analyze the GDOE Procedural Manual of 2018 and report its status in relation to the district's educational program for English learners (ELs) according to the statutes promulgated under the Every Student Succeeds Act of 2015 and second, to ensure that English learners of Guam have access to grade-level content through standards-referenced curriculum, curriculum, and assessment. Results indicate that Guam has thought through the importance of having procedures in place to ensure programmatic equity for its English learners, however, revisions and updates to the manual would significantly improve its impact and lead to stronger compliance with federal mandates.

## Resources and References


Council of Chief State School Officers (CCSSO). (2016). *Major provisions of Every Student Succeeds Act (ESSA) related to the education of English learners*. Washington, DC: Author.

De Jong, E. J. (2011). *Foundations of multilingualism in education: From principles to practice*. Philadelphia, PA: Caslon.

*English learners and ESSA: What educators need to know. A TESOL Resource Kit.* Alexandria, VA: tesol press.

Gándara, P. (2015). Charting the relationship of English learners and the ESEA: One step forward, two steps back. *The Russell Sage Foundation Journal of the Social Sciences, 1*(3). 112-128.

Gottlieb, M. (2016). *Assessing English language learners: Bridges to equity Connecting academic language proficiency to student achievement* (2nd Ed.). Thousand Oaks: CA: Corwin.

Guam Department of Education. Retrieved from https://sites.google.com/a/gdoe.net/gdoe/

U.S. Department of Education. (2016). *English learner tool kit for state and local agencies (SEAs and LEAs)*. Retrieved from https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf

U.S. Department of Justice & U.S. Department of Education. *Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs.* Retrieved from http://www.colorincolorado.org/sites/default/files/dcl-factsheet-el-students-201501.pdf

AGING DATE: 11/25/2019 FOR ALL BALANCES

| VENDOR | NAME | BALANCE | CURRENT | 30 - 60 | 60 - 90 | 90 & OVER | HELD ITEMS |
|---|---|---|---|---|---|---|---|
| 10004 | XEROX CORPORATION | 43,193.25 | | 43,193.25 | | | |
| 10020 | AMERICAN PRINTING CORP. | 6,265.36 | | | 465.50 | 5,799.86 | |
| 10024 | BENSON GUAM ENTERPRISES | 131,995.79 | 185.80 | 3,509.51 | 10,151.21 | 118,149.27 | |
| 10034 | C.P.S. ELECTRIC | 32.90 | 32.90 | | | | |
| 10038 | DETRY CORPORATION | 5,355.00 | | 1,335.00 | | 4,020.00 | |
| 10097 | ISLAND ELEVATOR | 3,472.00 | | | 3,472.00 | | |
| 10105 | MARIANAS GAS CORPORATIO | 1,618.87 | | 1,618.87 | | | |
| 10109 | NET CIRCUIT DBA COMPACI | 36,474.90 | | 14,865.00 | 21,609.90 | | |
| 10113 | JOHNDEL INTERNATIONAL, | 4,760.06 | | 31.06 | 1,525.61 | 3,203.39 | |
| 10114 | JACK PETERS & COMPANY | 108.00 | | | 108.00 | | |
| 10142 | MOTOROLA SOLUTIONS INC. | 30,273.49 | | | | 30,273.49 | |
| 10143 | MICROPAC, INC. | 5,940.13 | | | | 5,940.13 | |
| 10147 | GOODLAND, INC. | 57,612.65 | | 17,269.32 | 34,803.69 | 5,539.64 | |
| 10151 | OCEANIC LUMBER, INC. | 14,219.43 | | | | 14,219.43 | |
| 10156 | PAYLESS MARKETS INC. | 218,221.51 | | 217,829.39 | | 392.12 | |
| 10157 | PACIFIC DATA SYSTEMS | 77,424.74 | 41,478.84 | 35,945.90 | | | |
| 10164 | ALL STAR EXTERMINATORS | 397.53 | | 397.53 | | | |
| 10373 | DIMENSION SYSTEMS, INC | 340.00 | 340.00 | | | | |
| 10385 | SUN LEADER GUAM CO., LT | 118,793.10 | | 13,354.15 | 31,320.00 | 74,118.95 | |
| 10459 | JC MARKETING, INC. | 15,928.44 | | 1,496.62 | 341.23 | 14,090.59 | |
| 10466 | TSANG BROTHERS CORPORAT | 5,500.40 | | | | 5,500.40 | |
| 10472 | M 80 OFFICE SYSTEMS | 15,372.75 | | 4,895.55 | 10,477.20 | | |
| 10504 | M H ENTERPRISES GUAM, L | 10,414.75 | | 99.00 | | 10,315.75 | |
| 10522 | DOCOMO PACIFIC INC | 32,187.60 | | 21,458.40 | | 10,729.20 | |
| 10578 | JRN AIR CONDITIONING & | 59,648.14 | 31,173.89 | 5,475.00 | | 22,999.25 | |
| 10631 | SAFETY 1ST SYSTEMS, INC | 1,499.80 | | 1,253.80 | 246.00 | | |
| 10646 | SUNNY PLASTIC GUAM, INC | 2,614.70 | | | | 2,614.70 | |
| 10727 | JJQ INTERNATIONAL TRADI | 2,480.96 | | | | 2,480.96 | |
| 10773 | OTIS ELEVATOR COMPANY | 5,454.68 | | | | 5,454.68 | |
| 10816 | JMI MEDICAL SYSTEMS, IN | 61.25 | | | | 61.25 | |
| 10833 | MJA & CO., INC. | 3,512.00 | | | | 3,512.00 | |
| 11345 | PROMOTIONS SPECIALTIES | 2,615.00 | | 2,615.00 | | | |
| 11371 | BESTSELLER | 603.55 | | 358.65 | | 244.90 | |
| 11374 | J & B MODERN TECH | 38,418.00 | | 12,604.50 | | 25,813.50 | |
| 11486 | COMPUTERSMART COMPANY D | 3,176.56 | | 2,758.56 | 418.00 | | |
| 11518 | SOUTH PACIFIC PETROLEUM | 7,395.57 | | | 697.89 | 6,697.68 | |
| 11536 | MEDPHARM | 5,031.00 | | 1,138.89 | | 3,892.11 | |
| 11636 | REACTION SUPPLY COMPANY | 12,947.00 | 6,321.00 | 4,601.00 | 2,025.00 | | |
| 11652 | THE GUAM DAILY POST, LL | 2,400.00 | | 2,400.00 | | | |
| 11680 | SCHOOL ESSENTIALS | 51,816.04 | 57.90 | 2,151.38 | 2,501.79 | 47,104.97 | |
| 11689 | MARIANO PRIME LIMITED L | 3,023.60 | | 13.00 | 603.38 | 2,407.22 | |
| 11709 | UNIVERSAL AIR SUPPLY, I | 3,483.99 | | | | 3,483.99 | |
| 11722 | DATA MANAGEMENT RESOURC | 7,372.95 | | | | 7,372.95 | |
| 11760 | PCMERGE | 1,120.00 | | 1,120.00 | | | |
| 11802 | SODEXO SERVICES GUAM IN | 2,115,142.96 | | 818,019.92 | 561,207.31 | 735,915.73 | |
| 11862 | CODE 1 LAW ENFORCEMENT | 1,018.78 | | 1,018.78 | | | |
| 11873 | GUAHAN PUBLICATIONS | 2,800.00 | | 2,800.00 | | | |
| 11874 | SABLAN & SABLAN, LLC | 797.81 | | 161.84 | 635.97 | | |
| 20033 | JOSTENS | 8,218.18 | | 4,315.40 | 2,026.70 | 1,876.08 | |
| 20063 | PACER SERVICE CENTER | 51.10 | | 51.10 | | | |
| 20511 | DEMCO INC. | 3,491.92 | | 3,491.92 | | | |
| 20692 | GUMDROP BOOKS | 4,929.59 | 2,105.02 | | | 2,824.57 | |
| 21083 | ACCREDITING COMMISSION | 62,771.89 | | | | 62,771.89 | |

**AGING DATE: 11/25/2019 FOR ALL BALANCES**

| VENDOR | NAME | BALANCE | CURRENT | 30 - 60 | 60 - 90 | 90 & OVER | HELD ITEMS |
|---|---|---|---|---|---|---|---|
| 22523 | EBSCO INFORMATION SERVI | 1,498.00 | | | 1,498.00 | | |
| 22735 | GOVERNMENT FINANCE OFFI | 700.00 | 700.00 | | | | |
| 30254 | GUAM POWER AUTHORITY | 3,530,590.04 | 1,181,738.92 | 1,119,159.86 | 1,095,647.94 | 134,043.32 | |
| 30255 | GUAM WATERWORKS | 448,172.27 | 55,659.67 | 253,630.93 | 131,010.54 | 7,871.13 | |
| 70158 | GOG RETIREMENT FUND | 83,348.87 | 32,447.81 | | | 50,901.06 | |
| 70195 | NANBO'S INS UNDERWRITER | 799.50 | | | | | 799.50 |
| 70254 | GOG RETIREMENT FUND | 1,570.78 | 1,570.78 | | | | |
| 70261 | GOG RETIREMENT FUND | 231.16 | 231.16 | | | | |
| 70280 | SELECTCARE 10/80 | 154.37 | | -192.25 | | | 346.62 |
| 70290 | GOG RETIREMENT FUND | 25,417.46 | 2,543.67 | | | 22,873.79 | |
| 70322 | THE STANDARD INSURANCE | 222.27 | 222.27 | | | | |
| 70370 | GOVERNMENT OF GUAM RETI | 4,252.81 | 4,252.81 | | | | |
| 70372 | GOVERNMENT OF GUAM RETI | 118.88 | 118.88 | | | | |
| 70378 | AETNA LIFE AND CASUALTY | 1,998.02 | 1,998.02 | | | | |
| 70379 | TREASURER OF GUAM | 287.64 | 287.64 | | | | |
| 80055 | G4S SECURITY SYSTEMS (G | 9,731.81 | 1,363.81 | | | 8,368.00 | |
| 80087 | EMERALD WHOLESALE | 1,897.84 | | 1,016.70 | 881.14 | | |
| 80144 | CAROLINA BIOLOGICAL SUP | 268.80 | | 268.80 | | | |
| 80195 | REAGAN WILSON INC | 44,700.00 | 44,700.00 | | | | |
| 80259 | GUAMPEDIA FOUNDATION | 25.00 | | 25.00 | | | |
| 80266 | EVERTRADE | 905.75 | | 905.75 | | | |
| 80394 | POWERSCHOOL GROUP, LLC | 230,004.57 | | 196,552.44 | 15,258.55 | 18,193.58 | |
| 80421 | MICRONESIA PUBLISHING | 100.00 | | 100.00 | | | |
| 80497 | BRUSTEIN & MANASEVIT, P | 652.50 | | 652.50 | | | |
| 80523 | STARFALL EDUCATION FOUN | 270.00 | | | 270.00 | | |
| 80535 | LEVEL ACCESS, INC. | 4,680.00 | | 4,680.00 | | | |
| 80544 | GUAM HEARING DOCTORS, L | 6,240.00 | | | 6,240.00 | | |
| 80574 | SK INC | 4,600.00 | | 4,600.00 | | | |
| 80609 | ST CORPORATION | 8,712.40 | | | | 8,712.40 | |
| 80628 | SINGAPORE MATH INC. | 5,410.52 | | | | 5,410.52 | |
| 80640 | NXTECH SYSTEMS, LLC | 38,779.36 | | 38,779.36 | | | |
| 99997 | GENERIC ONE TIME VEN | 98,261.27 | 71,775.35 | 24,206.43 | | 2,279.49 | |
| 99998 | SA ONE TIME VENDOR | 152.93 | | | | 152.93 | |
| 99999 | EER ONE TIME VENDOR | 25.00 | | 25.00 | | | |
| | TOTALS: | 7,804,579.49 | 1,481,306.14 | 2,888,057.81 | 1,935,442.55 | 1,498,626.87 | 1,146.12 |

** END OF REPORT - Generated by HELEN C. LEGASPI **

# Guam Department of Education
## FY20 Appropriations and Allotments as of
## November 25, 2019

| | | A | B | C | D (B - C) | E (A - B) | F | F | G (C-F) | H (D + E) | F/B |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Fund | AS400 Account No. | Appropriation | YTD Allotment Release | YTD Expenditures (DOA Cash Released) | Available Funds | Unallotted Balance | Reserve(3%) | DOE Cash Received | Variance | Available Funds + Unalloted Balance | Cash Received as a Percentage of Allotments |
| GDOE Operations Fund | 5618A209919CT209 | 189,192,568.00 | 32,744,862.00 | 29,106,544.00 | 3,638,318.00 | 156,447,706.00 | - | 29,106,544.00 | - | 160,086,024.00 | 89% |
| Chamoru Studies | 5100A209919CT039 | 540,545.00 | 73,659.00 | 60,704.00 | 12,955.00 | 466,886.00 | - | 60,704.00 | - | 479,841.00 | 82% |
| SSHS Procurement | 5100A209919CT059 | 500,000.00 | 250,000.00 | | 250,000.00 | 250,000.00 | | - | - | 500,000.00 | 0% |
| Textbook Fund | 5100A209919CT010 | 1,500,000.00 | - | | - | 1,500,000.00 | - | - | - | 1,500,000.00 | 0% |
| **Sub-Total** | | 191,733,113.00 | 33,068,521.00 | 29,167,248.00 | 3,901,273.00 | 158,664,592.00 | - | 29,167,248.00 | - | 162,565,865.00 | **88%** |
| TEFF Ops Fund | 5618A209919CT219 | 14,381,558.00 | 3,484,130.00 | 699,643.68 | 2,784,486.32 | 10,897,428.00 | - | 699,643.68 | - | 13,681,914.32 | 20% |
| **Sub-Total** | | 14,381,558.00 | 3,484,130.00 | 699,643.68 | 2,784,486.32 | 10,897,428.00 | - | 699,643.68 | - | 13,681,914.32 | **20%** |
| TEFF - ADRMS | 5205A209919CT239 | 50,000.00 | 6,250.00 | | 6,250.00 | 43,750.00 | - | | - | 50,000.00 | 0% |
| **Sub-Total** | | 50,000.00 | 6,250.00 | - | 6,250.00 | 43,750.00 | - | - | - | 50,000.00 | |
| TEFF - SCH GRDS MAINT | 5205A209919CT240 | 393,545.00 | 81,502.00 | | 81,502.00 | 312,043.00 | - | | - | 393,545.00 | 0% |
| **Sub-Total** | | 393,545.00 | 81,502.00 | - | 81,502.00 | 312,043.00 | - | - | - | 393,545.00 | |
| PLRF | 5618A209919CT220 | 891,575.00 | 148,596.00 | 125,736.00 | 22,860.00 | 742,979.00 | - | 125,736.00 | - | -<br>765,839.00 | 85% |
| **Sub-Total** | | 891,575.00 | 148,596.00 | 125,736.00 | 22,860.00 | 742,979.00 | - | 125,736.00 | - | 765,839.00 | **85%** |
| Interscholastic Sports Fund | 5602A209919CT202 | 607,263.00 | 105,089.00 | | 105,089.00 | 502,174.00 | - | | - | -<br>607,263.00 | 0% |
| Health & Physical Activities | 5602A209919CT203 | 277,589.00 | 24,974.00 | | 24,974.00 | 252,615.00 | - | | - | 277,589.00 | 0% |
| **Sub-Total** | | 884,852.00 | 130,063.00 | - | 130,063.00 | 754,789.00 | - | - | - | 884,852.00 | **0%** |
| HFF GDOE Ops Fund | 5618A209919CT210 | 891,754.00 | 168,409.00 | | 168,409.00 | 723,345.00 | - | | - | -<br>891,754.00 | 0% |
| **Sub-Total** | | 891,754.00 | 168,409.00 | - | 168,409.00 | 723,345.00 | - | - | - | 891,754.00 | **0%** |
| SPORTS FACILITY (LIMITED GAMING) | 5655A209919CT235 | 558,692.00 | 139,673.00 | - | 139,673.00 | 419,019.00 | - | | - | -<br>558,692.00 | 0% |
| **Sub-Total** | | 558,692.00 | 139,673.00 | - | 139,673.00 | **419,019.00** | - | - | - | 558,692.00 | **0%** |
| | | | | | | | | | | | |
| **TOTAL** | | **209,785,089.00** | **37,227,144.00** | **29,992,627.68** | **7,234,516.32** | **172,557,945.00** | **-** | **29,992,627.68** | **-** | **179,792,461.32** | **81%** |
| JFK MAINTENANCE | 5205A209919CT231 | 1,568,000.00 | 1,568,000.00 | 1,568,000.00 | - | - | | 1,568,000.00 | - | - | |
| **Subtotal** | | **1,568,000.00** | **1,568,000.00** | **1,568,000.00** | **-** | **-** | **-** | **1,568,000.00** | **-** | **-** | |
| | | | | | | | | | - | - | |
| **TOTAL** | | **211,353,089.00** | **38,795,144.00** | **31,560,627.68** | **7,234,516.32** | **172,557,945.00** | **-** | **31,560,627.68** | **-** | **179,792,461.32** | |
| GDOE CIP | 5100A209919CT060 | 885,000.00 | - | | - | 885,000.00 | - | - | - | 885,000.00 | 0% |
| **Subtotal** | | 885,000.00 | - | - | - | 885,000.00 | - | - | - | 885,000.00 | |
| **GRAND TOTAL** | | **212,238,089.00** | **38,795,144.00** | **31,560,627.68** | **7,234,516.32** | **173,442,945.00** | **-** | **31,560,627.68** | **-** | **180,677,461.32** | **0%** |
| **Prior Years:** | | | | | | | | | | | |
| **Secure A School** | **5100C139919CT048230** | **21,077.57** | **21,077.57** | | **21,077.57** | | | **-** | **-** | | |

*I Mina'trentai Singko Na Liheslaturan Guåhan*
**BILL STATUS**

| BILL NO. | SPONSOR | TITLE | DATE INTRODUCED | DATE REFERRED | CMTE REFERRED | PUBLIC HEARING DATE | DATE COMMITTEE REPORT FILED | FISCAL NOTES | NOTES |
|---|---|---|---|---|---|---|---|---|---|
| **196-35 (LS)** | Telena Cruz Nelson<br>Joe S. San Agustin | AN ACT TO AMEND § 7116(a) AND (d), BOTH OF CHAPTER 7, DIVISION 2, TITLE 17, GUAM CODE ANNOTATED, RELATIVE TO AUTHORIZING THE GUAM DEPARTMENT OF EDUCATION (GDOE) TO ENTER INTO POWER PURCHASE AGREEMENTS (PPA) TO PURCHASE SOLAR ENERGY FROM QUALIFIED PROVIDER(S). | 8/19/19<br>3:50 p.m. | | | | | | |

*I MINA'TRENTAI SINGKO NA LIHESLATURAN GUÅHAN*

**2019 (FIRST) Regular Session**

**Bill No.** 1935 ( LS )

Introduced by: Telena C. Nelson
Joe S. San Agustin

**AN ACT TO AMEND § 7116(a) AND (d), BOTH OF CHAPTER 7, DIVISION 2, TITLE 17, GUAM CODE ANNOTATED, RELATIVE TO AUTHORIZING THE GUAM DEPARTMENT OF EDUCATION (GDOE) TO ENTER INTO POWER PURCHASE AGREEMENTS (PPA) TO PURCHASE SOLAR ENERGY FROM QUALIFIED PROVIDER(S).**

2019 AUG 12 PM 3:50

**BE IT ENACTED BY THE PEOPLE OF GUAM:**

**Section 1. Legislative Findings and Intent.**

*I Liheslaturan Guåhan* finds that Public Law 32-95 authorized the Guam Department of Education (GDOE) to enter into Power Purchase Agreements (PAA) in order to purchase solar energy from qualified providers provided that such agreements are in the "best financial interests of the government of Guam" for a period not to exceed twenty-five (25) years.

*I Liheslatura* also finds that such agreements with PPA providers were subject to selection in Multi-Step Bid conducted by GSA, in accordance with procurement law and regulations for Guam. It also finds that Public

Law 32-95 was signed into law in Fiscal Year 2014 and as of Fiscal Year 2019, GDOE has yet to enter into a PPA conducted by the General Services Agency.

*I Liheslatura* finds that there is a need to address the budgetary challenges of the Guam Department of Education, including those related to the rising costs of electricity.

Thus, it is the intent of *I Liheslaturan Guåhan* to authorize the GDOE to enter into one or more PPA in accordance with procurement law and the regulations of the island of Guam.

**Section 2.** § 7116(a) and (d), both of Chapter 7, Division 2, Title 17, Guam Code Annotated, Chapter 3, Title 17 are hereby *amended* to read:

"§ 7116. Power Purchase Agreement to Purchase Solar Energy.

(a) The Guam Department of Education (GDOE) may enter into one or more power purchase agreements to purchase solar energy from qualified provider(s) which will be in the best financial interests of the government of Guam for a period up to and not exceeding twenty-five (25) years. Such qualified PPA provider(s) shall be selected by a Multi-Step Bid conducted by ~~GSA~~ GDOE, in accordance with the procurement law and regulations of Guam. The qualified PPA provider(s) will be responsible for providing a PPA to cover no more than eighty percent (80%) of the school's power needs, all GDOE owned schools, GDOE administrative, and GDOE ancillary buildings. For schools occupied under a lease agreement as of the enactment of this Section, GDOE may amend its lease agreements or otherwise directly enter into a PPA with a lessor for the purchase of solar power produced with renewable energy directly from the lessor and without application of the procurement law."; and

"(d) GDOE ~~and GSA~~ shall seek technical consultation from the Guam Power Authority in implementing this Section, and the Guam Power Authority

shall provide the technical consultation upon request at no cost to GDOE ~~and GSA~~. GDOE ~~and GSA~~ may further seek technical consultation from the Guam Energy Office, the Department of Public Works, the Guam Renewable Energy Association, and/or a third party renewable energy consultant in implementing this Section, and the consultation shall be at no cost to GDOE ~~and GSA~~; any costs associated with a third party consultant will be passed through in total to the qualified PPA provider(s) equally and in full who is awarded the Multi-Step Bid."

**Section 3. Severability.** If any provision of this Act or its application to any person or circumstance is found to be invalid or contrary to law, such invalidity *shall not* affect other provisions or applications of this Act that can be given effect without the invalid provision or application, and to this end the provisions of this Act are severable.

*I Mina'trentai Singko Na Liheslaturan Guåhan*
**BILL STATUS**

| BILL NO. | SPONSOR | TITLE | DATE INTRODUCED | DATE REFERRED | CMTE REFERRED | PUBLIC HEARING DATE | DATE COMMITTEE REPORT FILED | FISCAL NOTES | NOTES |
|---|---|---|---|---|---|---|---|---|---|
| **211-35 (COR)** | Telena Cruz Nelson<br>Joe S. San Agustin | AN ACT TO APPROPRIATE AN ADDITIONAL THREE MILLIION SEVEN HUNDRED THOUSAND DOLLARS ($3,700,000) FOR THE CONSTRUCTION AND/OR RENOVATION OF SIMON SANCHEZ HIGH SCHOOL. | 9/24/19<br>4:07 p.m. | | | | | | |

*I MINA'TRENTAI SINGKO NA LIHESLATURAN GUÅHAN*
**2019 (FIRST) Regular Session**

**Bill No.211-35 (COR)**

Introduced by: Telena Cruz Nelson
Joe S. San Agustin

**AN ACT TO APPROPRIATE AN ADDITIONAL THREE MILLIION SEVEN HUNDRED THOUSAND DOLLARS ($3,700,000) FOR THE CONSTRUCTION AND/OR RENOVATION OF SIMON SANCHEZ HIGH SCHOOL.**

**BE IT ENACTED BY THE PEOPLE OF GUAM:**

**Section 1. Legislative Findings and Intent.**

*I Liheslaturan Guåhan* finds that Simon Sanchez High School faces the combined challenges of deteriorating conditions, obsolescence, and overcrowding. These conditions are non-conducive to students' learning recognized in the Adequate Public Education Act. *I Liheslaturan Guåhan* finds that further delay on the construction of Simon Sanchez High School would continue to put the Department of Education in difficult budgetary constraints, which further threatens the quality of education provided to our public school students.

It is therefore the intent of *I Liheslaturan Guåhan* to dedicate funding towards completing the next phases of construction so our students are provided a safe and healthy environment that is conducive to learning.

**Section 2.** *I Maga'hågan Guåhan* is authorized to transfer a sum of Three Million Seven Hundred Thousand Dollars ($3,700,000) from the General Fund

appropriations contained within Public Law 34-116 for the purpose outlined in Section 3.

**Section 3.** The funds *shall* be allocated for the procurement of an Owner's Agent Engineer (OAE), architectural and engineering (A&E) services, and other related services for the construction of a new Simon Sanchez High School pursuant to § 58D105, Chapter 58D, Title 5 GCA for Fiscal Year 2020.

**Section 4.** Notwithstanding any other provision of law, the allotted but unexpended balance of funds allocated to the Department of Education for Fiscal Year 2020 *shall not* lapse and *shall* continue to be available until fully expended.

**Section 5. Severability.** If any provision of this Act or its application to any person or circumstance is found to be invalid or contrary to law, such invalidity *shall not* affect other provisions or applications of this Act that can be given effect without the invalid provision or application, and to this end the provisions of this Act are severable.

*I Mina'trentai Singko Na Liheslaturan Guåhan*
**BILL STATUS**

| BILL NO. | SPONSOR | TITLE | DATE INTRODUCED | DATE REFERRED | CMTE REFERRED | PUBLIC HEARING DATE | DATE COMMITTEE REPORT FILED | FISCAL NOTES | NOTES |
|---|---|---|---|---|---|---|---|---|---|
| **219-35 (COR)** | Joe S. San Agustin<br>Tina Rose Muña Barnes<br>William M. Castro<br>Clynton E. Ridgell | AN ACT TO AMEND § 7120 OF CHAPTER 7 OF DIVISION 2, TITLE 17, GUAM CODE ANNOTATED; TO AMEND § 8502 OF ARTICLE 5, CHAPTER 8 OF TITLE 12, GUAM CODE ANNOTATED; AND TO AMEND § 5008.2 OF PART A, ARTICLE 1, CHAPTER 5 OF TITLE 5, GUAM CODE ANNOTATED, RELATIVE TO STRENGTHENING THE PURCHASE OR LEASE-BACK OF RENEWABLE ENERGY PURCHASE OF SERVICE FOR THE DEPARTMENT OF EDUCATION, GUAM ACADEMY CHARTER SCHOOLS, THE GUAM COMMUNITY COLLEGE AND THE UNIVERSITY OF GUAM. | 10/15/19<br>3:46 p.m. | | | | | | |

*I MINA'TRENTAI SINGKO NA LIHESLATURAN GUÅHAN*
**2019 (FIRST) REGULAR SESSION**

**Bill No.** 219 **-35 (COR )**

Introduced by: Joe S. San Agustin
Tina Rose Muña-Barnes
William M. Castro
Clynton Ridgell

**AN ACT TO AMEND § 7120 OF CHAPTER 7 OF DIVISION 2, TITLE 17, GUAM CODE ANNOTATED; TO AMEND § 8502 OF ARTICLE 5, CHAPTER 8 OF TITLE 12, GUAM CODE ANNOTATED; AND TO AMEND § 5008.2 OF PART A, ARTICLE 1, CHAPTER 5 OF TITLE 5, GUAM CODE ANNOTATED, RELATIVE TO STRENGTHENING THE PURCHASE OR LEASE-BACK OF RENEWABLE ENERGY PURCHASE OF SERVICE FOR THE DEPARTMENT OF EDUCATION, GUAM ACADEMY CHARTER SCHOOLS, THE GUAM COMMUNITY COLLEGE AND THE UNIVERSITY OF GUAM.**

2019 OCT 15 PM 3:46

**BE IT ENACTED BY THE PEOPLE OF GUAM:**

**Section 1. Legislative Findings and Intent.**

*I Liheslaturan Guåhan* finds that the use of solar energy on Guam is both economical and beneficial to our island and Pacific community.

*I Liheslaturan Guåhan* further finds that the Guam Consolidated Commission on Utilities is working on building solar energy capacity but finds the need for over 3,000 acres of land and capital of over One Billion Dollars to achieve this.

It is the intent of *I Liheslaturan Guåhan* to move Guam toward cleaner energy production by utilizing rooftops of Guam's educational facilities at the Guam Department of Education, Guam Academy Charter Schools, Guam Community College and the University of Guam and their ancillary buildings as properties

eligible for the installation of solar panels to aid in attaining a lower cost for cleaner electricity production and usage and to provide strengthened legislation to purchase or lease-back renewal energy.

**Section 2.** § 7120 of Chapter 7 of Division 2, Title 17, Guam Code Annotated is hereby *amended* to read:

**"§ 7120. Power Purchase or Sale Lease-back Agreement to Purchase Solar Energy.**

(a) The Guam Department of Education (GDOE), Guam Academy Charter Schools, Guam Community College and University of Guam, hereinafter 'Institution(s)', may enter into one or more power purchase or Sale Lease-back agreements to purchase solar energy from qualified provider(s) which will be in the best financial interests of the government of Guam for a period up to ~~and not exceeding~~ twenty-five (25) years and not to exceed forty (40) years. Such qualified PPA or Sale Lease-back provider(s) *shall* be selected by a Multi-Step Bid conducted by ~~GSA~~ respective Institutions, in accordance with the procurement law and regulations of Guam. The qualified PPA provider(s) or Sale Lease-back will be responsible for providing PPA or Sale Lease-back Agreement to cover *no more than* eighty percent (80%) of the ~~school's~~ Department's power needs as calculated for the immediately preceding twelve-month period from the date of the execution of the PPA or Sale Lease-back Agreement, for all ~~GDOE~~ owned Institutions, ~~GDOE~~ administrative, and ~~GDOE~~ ancillary buildings. For ~~schools~~ Institutions occupied under a lease agreement as of the enactment of this Section, ~~GDOE~~ the Institutions may amend its lease agreements or otherwise directly enter into a PPA or Sale Lease-back Agreement with a lessor for the purchase of solar power

produced with renewable energy directly from the lessor and without application of the procurement law including Section 5004, Section 5006 and Section 5150 of Title 5 GCA. Such lease amendments or PPA shall not have a term in excess of twenty-five (25) years and shall be for no more than eighty percent (80%) of annual power needs of the leased Institutions based on the 12-month period immediately preceding the execution of the lease amendment or PPA.

(b) The qualified PPA or Sale Lease-back Agreement provider(s) shall be considered responsive if accepted proposals have been deemed technically acceptable and provide the best value to the Institutions and the government of Guam.

(c) The qualified PPA or Sale Lease-back Agreement providers may submit a single proposal without limitations or discrimination on all proposals made in good faith. A qualified PPA or Sale Lease-back Agreement provider(s) will be allowed to submit a single proposal for one ~~GDOE~~ Institution facility or multiple ~~GDOE~~ Institution facilities in good faith.

(d) ~~GDOE and GSA shall~~ The ~~Schools~~ Institutions *may* seek technical consultation from the Guam Power Authority in implementing this Section, and the Guam Power Authority *shall* provide the technical consultation upon request at *no* cost ~~to GDOE and GSA~~. ~~GDOE and GSA~~ The Institutions *may* further seek technical consultation from the Guam Energy Office, the Department of Public Works, and/or a third party renewable energy consultant in implementing this Section and the consultation *shall* be at *no* cost to the Institutions ~~GDOE and GSA~~; any costs associated with a third party consultant will be passed through in total to the qualified PPA or Sale

Lease-back Agreement provider(s) equally and in full who is awarded the Multi-Step Bid.

(e) In concert with ~~GDOE~~ the Institutions, the selected PPA or Sale Lease-back Agreement provider(s) *shall* review historical power needs, such as the past twelve (12) months of power consumption, of the selected schools and provide the maximum sized photovoltaic safely allowed by roof size, building orientation and location, and other physical conditions which may affect the safe and effective size of the photovoltaic system. In case shall the system be sized to produce power in excess of the needs of the specific building or campus as recorded during the previous twelve (12) months, exclusive of extraordinary circumstances, such as natural disasters, that may result in power generation greater than consumption for the period.

(f) The qualified PPA or Sale Lease-back Agreement provider(s) *shall* pay for the design, financing permitting, insurance, installation, monitoring and maintenance of the system, and *shall* own and operate the system located on ~~GDOE's~~ the Institution's facility for the life of the contract at *no* cost to ~~GDOE~~ the Institutions or the government of Guam.

(g) The qualified PPA or Sale Lease-back Agreement provider(s) must possess a valid Guam Business license, for at least five (5) years, prior to the award of the contract.

(h) The qualified PPA or Sale Lease-back Agreement provider(s) *shall* be experienced in designing, implementing and installing solar energy systems, and have a record of established projects, demonstrate technical, operational, financial and managerial capabilities to design and operate a solar energy system.

(i) The qualified PPA or Sale Lease-back Agreement provider(s) *shall* warrant that the solar energy paid by ~~GDOE~~ the Institutions will *not exceed* eighty percent (80%) of Guam Power Authority's current billing charges to ~~GDOE~~ the respective Institutions ~~schools~~, ~~GDOE~~ administrative, and ~~GDOE~~ ancillary buildings, as determined by the most recent utility invoices for that selected building, school or campus. Escalation of rates for years two (2) through twenty-five (25) *shall* be determined and set in advance and if it is a sale lease-back agreement there will be no escalation rates applicable to this type of sale lease-back agreement. At no time shall the qualified PPA or Sale Lease-back Agreement provider(s) produce power in excess of the needs of the designated school/campus, based upon annual consumption of the designated school/campus, exclusive of extraordinary circumstances, such as natural disasters, that may result in power generation greater than consumption for the period.

(j) The qualified PPA or Sale Lease-back Agreement provider(s) *shall* work with ~~GDOE~~ the ~~Schools~~ Institutions concerning any existing school roofing warranties to ensure said warranties are not voided with the installation and operation of the solar energy systems.

(k) The qualified PPA or Sale Lease-back Agreement provider(s) *shall* perform repairs to any portion of the roof damaged during the installation and operation of the solar energy systems, and *shall* maintain those repairs for the duration of the warranty or the contract, whichever is the shortest.

(l) Every year, on the anniversary date of the commissioning of the solar energy system, the qualified PPA or Sale Lease-back Agreement provider(s) *shall* report to the ~~GDOE~~ Institutions on the

production for the previous year comparing rates charged by the qualified provider against rates being charged by the utility detailing the savings for the previous year. ~~GDOE~~ The ~~Schools~~ Institutions *shall* transmit a copy of this report to the Speaker of *I Liheslaturan Guåhan.*

(m) The qualified PPA or Sale Lease-back Agreement provider(s) *shall not* extinguish its obligations under the agreement by assigning it to another company that has met the requirements set forth in this Section without the approval of the respective school's governing body: Guam Board of Education, the Guam Academy Charter School Council, the Guam Community College Board of Trustees and the University of Guam Board of Regents which will *not* be unreasonably withheld.

(n) As described in ~~Upon the expiration of~~ the PPA or Sale Lease-back Agreement, ~~GDOE~~ the Institutions may have the option to purchase the solar energy system at an agreed upon Fair Market Value (FMV). FMV will be determined collaboratively by the PPA provider(s), GDOE, and a third party Subject Matter Expert (SME). GDOE also reserves the right to purchase the system at any time after the 7th year of the PPA at a determined FMV, and recognizes that a qualified PPA provider(s) would face negative impact tax implications if bought out prior to the stated timeframe.

(o) The agreement *shall* include a provision which will impose a monetary fine per day for each day beyond the agreed date that the qualified provider(s) promises to implement the solar energy system. The provisions in this Section *shall not* apply in the case of force majeure to the extent of delays caused by such force majeure. The provisions of the Subsection cannot be waived. Said monetary fines

*shall* be deposited into ~~*Y Kuentan Salappe' Prinsepat*~~ the following funds respective to the School: the GDOE Energy Efficient Fund, the Guam Academy Charter Schools Council Energy Efficient Fund, the Guam Community College Energy Efficient Fund; and the University of Guam Energy Efficient Fund, and shall be used for the schools where the implementation of the solar energy system or any other renewable energy sources is delayed.

(p) Qualified PPA or Sale Lease-back Agreement provider(s) may be allowed to locate and or co-located the solar energy system on private or government property at another site for the purposes of achieving renewable energy power generation to satisfy the power consumption under this Section. GPA, who has also recognized the benefit of "off-site" power generation, will recognize an offsite net metering for a qualified PPA providers, as long as the qualified PPA provider of solar energy system is in compliance with the current cap set forth for residential and commercial net metering, 25KW and 100KW per meter respectively. The following conditions must be met:

(1) If the qualified PPA or Sale Lease-back Agreement provider(s), doing its due diligence, identifies that the rooftop of any ~~GDOE~~ Institution owned schools, ~~GDOE~~ administrative, and ~~GDOE~~ ancillary buildings and for schools occupied under a lease agreement may *not* be financially feasible due to the age or quality of the building's rooftop.

(2) In the event that the utility grid is unable to receive the renewable energy source for the ~~GDOE~~ school, ~~GDOE~~ administrative, and ~~GDOE~~ ancillary buildings, and for

schools occupied under a lease agreement, being interconnected with GPA's utility grid.

(3) In the event that there is *no* room to install the photovoltaic solar energy system due to limited access of rooftops and real property of all ~~GDOE~~ Institution owned schools, ~~GDOE~~ administrative, and ~~GDOE~~ ancillary buildings, and for ~~schools~~ Institutions occupied under a lease agreement.

(4) The qualified PPA or Sale Lease-back Agreement provider(s) *shall* apply for a meter, at their own expense, to record the flow of power into the existing grid.

(5) If co-located, that each individual system be metered for each specific qualified PPA or Sale Lease-back Agreement provider(s).

(6) The location of the off-site power generation has met all other building code and requirements.

(7) The qualified PPA or Sale Lease-back Agreement provider(s) has submitted proof of land ownership and/or legal lease of land used for the purposes of solar power generation.

(8) The qualified PPA or Sale Lease-back Agreement provider(s) will provide an interconnection study that validates the ability of a photovoltaic system prior to construction; if that photovoltaic system(s) is expected to exceed 100KW du to co-location.

(9) An interconnection study that dictates an improvement or an upgrade is required in order for a

customer generator's power to be accepted by GPA at grid connection will the responsibility of the qualified PPA or Sale Lease-back Agreement provider(s).

(q) Throughout the qualified PPA or Sale Lease-back Agreement provider's management duration of any solar energy system procured and installed under this Act, the qualified PPA or Sale Lease-back Agreement provider *shall*, at *no* cost in excess of the management agreement, remove and reinstall any such solar energy system at the request of the ~~Superintendent of Education~~ Institution's Director, Superintendent or President, if the facility that such system is installed upon undergoes renovation or demolition that may affect the usefulness of the solar energy system.

~~(r) Each participating school will have access to fifty percent (50%) of the energy savings yielded from the PPA and GDOE the Schools for the respective schools. The savings *shall* be transferred from the utility pool and deposited in the *Y Kuentan Salappe' Prinsepat* Fund for each respective school from the energy savings produced from the lower cost of energy provided by PPA. The funds will be available within thirty (30) days from the close of each quarter.~~

(~~s~~r) Each participating ~~school~~ Institution will have access to the remaining ~~fifty percent (50%)~~ One Hundred percent (100%) of the energy savings yielded form the PPA or Sale Lease-back Agreement for the respective schools. The savings *shall* be transferred to the Maintenance Division for the maintenance, ~~and~~ repair, and/or any Capital Improvement Projects of respective Institutions of all GDOE schools from the utility pool and deposited into the Energy Efficient Fund for each respective school from the energy savings produced from

the lower cost of energy provided by PPA or Sale Lease-back Agreement. The funds can be leveraged as a source of payment for GDOE to utilize any financing mechanism such as bonds or any federal loan program to raise funds for the facilities maintenance or construction of services. ~~will be available within thirty (30) days from the close of each quarter.~~

(s) ~~GDOE~~ The Institutions will have access to the annual utility appropriation set forth in its ~~GDOE~~ budget for Power Purchase Payment commitments or Sale Lease-back Agreement to its Qualified Power Purchase Agreement or Sale Lease-back Agreement provider(s). In addition, ~~GDOE~~ the Institutions will still be obligated from its utility appropriation to pay for the utility from Guam Power Authority which is *not* part of the Power Purchase Agreement.

**Section 3.** § 5008.2 of Part A of Article 1, Chapter 5 of Title 5, Guam Code Annotated, is hereby *amended* to read as follows:

**"§ 5008.2. Policy in Favor of Renewable Energy Purchase of Service.**

(a) In procuring services as cited in §7120 of Title 17, Guam Code Annotated, ~~GSA GDOE~~ the Institutions *shall*, subject to the provisions of Title 5, and is exempted from Sections 5004, 5006 and 5150 of Chapter 5, Title 5, Guam Code Annotated, grant a preference to a local business.

(b) In addition, five percent (5%) preference for contracts under Five Hundred Thousand dollars ($500,000) shall be given to a local business that meets the following criteria:

(1) the qualified PPA or Sale Lease-back Agreement provider(s) must be doing business on Guam with a

valid business license ~~and~~ with a local track record of at least five (5) years in doing business as a solar energy provider on Guam, and is in good standing with the Department of Revenue and Taxation prior to the award of the contract; and

(2) the qualified PPA or Sale Lease-back Agreement provider(s) *shall* be experienced in designing, implementing and installing solar energy systems, have a record of established projects, demonstrate technical, operational, financial and managerial capabilities to design and operate the solar energy system."

**Section 4. Effective Date.** This Act *shall* be effective upon enactment.

*I Mina'trentai Singko Na Liheslaturan Guåhan*
**BILL STATUS**

| BILL NO. | SPONSOR | TITLE | DATE INTRODUCED | DATE REFERRED | CMTE REFERRED | PUBLIC HEARING DATE | DATE COMMITTEE REPORT FILED | FISCAL NOTES | NOTES |
|---|---|---|---|---|---|---|---|---|---|
| **228-35 (LS)** | Joe S. San Agustin<br>Telena Cruz Nelson<br>Tina Rose Muña Barnes | AN ACT TO APPRORPIATE TWO MILLION NINE HUNDRED THOUSAND DOLLARS ($2,900,000) FROM THE UNAPPROPRIATED GENERAL FUND BALANCE, AS OF THE END OF FISCAL YEAR 2019, TO THE DEPARTMENT OF EDUCATION FOR THE CONSTRUCTION OF SIMON A. SANCHEZ HIGH SCHOOL. | 10/31/19<br>11:01 a.m. | | | | | | |

*I MINA' TRENTAI SINGKO LIHESLATURAN GUÅHAN*
**2019 (FIRST) Regular Session**

**BILL NO.** 228 -35 (LS)

Introduced by: **Joe S. San Agustin**
**Telena C. Nelson**
**Tina Rose Muña Barnes**

**AN ACT TO APPRORPIATE TWO MILLION NINE HUNDRED THOUSAND DOLLARS ($2,900,000) FROM THE UNAPPROPRIATED GENERAL FUND BALANCE, AS OF THE END OF FISCAL YEAR 2019, TO THE DEPARTMENT OF EDUCATION FOR THE CONSTRUCTION OF SIMON A. SANCHEZ HIGH SCHOOL.**

**BE IT ENACTED BY THE PEOPLE OF GUAM:**

**Section 1. Legislative Findings and Intent.**

*I Liheslaturan Guåhan* finds that, for decades, the Simon A. Sanchez High School community has experienced deteriorating conditions of its buildings and overcrowding. These conditions are among the worst and fail to meet the mandates of the Adequate Public Education Act. *I Liheslaturan Guåhan* further finds that the ability to construct Simon A. Sanchez High School has been met with various obstacles to include fiscal constraints which continue to threaten the mission of the Department of Education and our community to prepare all students, promote excellence, and provide support.

Therefore, it is the intent of *I Liheslaturan Guåhan* to appropriate from the unappropriated General Fund balance, as of the end of Fiscal Year 2019 to the Department of Education to provide funding toward the completion of the next

phases of construction of Simon A. Sanchez High School and to assist in achieving the department's mission to provide the stakeholders of Simon A. Sanchez High School with a greater opportunity for learning and building community.

**Section 2. Appropriation to the Department of Education for Simon A. Sanchez High School Construction.** Up to the sum of Two Million Nine Hundred Thousand Dollars ($2,900,000) is appropriated from the unappropriated General Fund Balance, as of the end of Fiscal Year 2019, to the Department of Education for the procurement of architectural and engineering (A&E) services and Owner's Agent Engineer for the construction of a new Simon A. Sanchez High School pursuant to § 58D105, Chapter 58D, Title 5 Guam Code Annotated for Fiscal Year 2020.

**Section 3.** Notwithstanding any other provision of law, the allotted but unexpended balance of funds allocated to the Department of Education for Fiscal Year 2020 *shall not* lapse and *shall* continue until fully expended.

**Section 4. Effective Date.** This Act *shall* become effective upon enactment.

**Section 5. Severablility.** If any provision of this Act or its application to any person or circumstance is held invalid, the invalidity *shall not* affect other provisions or applications of this Act that can be given effect without the invalid provision or application, and to this end the provisions of this Act are severable.

*I Mina'trentai Singko Na Liheslaturan Guåhan*
**BILL STATUS**

| BILL NO. | SPONSOR | TITLE | DATE INTRODUCED | DATE REFERRED | CMTE REFERRED | PUBLIC HEARING DATE | DATE COMMITTEE REPORT FILED | FISCAL NOTES | NOTES |
|---|---|---|---|---|---|---|---|---|---|
| **232-35 (COR)** | Telena Cruz Nelson | AN ACT TO *AMEND* ITEMS (A) AND (B) OF § 715(l)(13) OF CHAPTER 7, TITLE 1, GUAM CODE ANNOTATED, RELATIVE TO DEFINING THE ONE HUNDRED EIGHTY (180) INSTRUCTIONAL DAYS EQUIVALENT FOR GUAM PUBLIC SCHOOLS AND REQUIRING THE SUPERINTENDENT OF EDUCATION TO DEVELOP A STANDARD OPERATING PROCEDURE FOR THE ARRANGEMENT OF LOSS INSTRUCTIONAL TIME. | 11/4/19<br>1:07 p.m. | | | | | | |

*I MINA'TRENTAI SINGKO NA LIHESLATURAN GUÅHAN*
**2019 (FIRST) Regular Session**

**Bill No. 252 - 35 (COR)**

Introduced by: Telena Cruz Nelson

2019 NOV -1 PM 1:07

**AN ACT TO *AMEND* ITEMS (A) AND (B) OF § 715(l)(13) OF CHAPTER 7, TITLE 1, GUAM CODE ANNOTATED, RELATIVE TO DEFINING THE ONE HUNDRED EIGHTY (180) INSTRUCTIONAL DAYS EQUIVALENT FOR GUAM PUBLIC SCHOOLS AND REQUIRING THE SUPERINTENDENT OF EDUCATION TO DEVELOP A STANDARD OPERATING PROCEDURE FOR THE ARRANGEMENT OF LOSS INSTRUCTIONAL TIME.**

**BE IT ENACTED BY THE PEOPLE OF GUAM:**

**Section 1. Legislative Findings and Intent.** *I Liheslatura* finds that Public Law 28-45 enacted the "Every Child is Entitled to an Adequate Public Education Act", mandating at least one hundred eighty (180) instructional days each school year. Public Law 34-105 amended the Act by converting the one hundred eighty (180) instructional days into nine hundred (900) instructional hours for elementary schools and one thousand two hundred sixty (1,260) instructional hours for secondary schools.

*I Liheslatura* further finds that on October 24, 2019 the Guam Education Board (GEB) transmitted to *I Liheslatura* an Amended Guam Education Board Resolution 2019-10 (the Resolution) relative to requesting the 35th Guam Legislature to amend the ascribed equivalency for the one hundred eighty (180) instructional days requirement for public schools.

*I Liheslatura* further finds, through the Resolution, that the Joint Board Union Calendar Committee (JBUCC), comprised of school administrators, Guam Federation of Teacher designees and representatives, the Guam Department of Education Payroll Officer, the Program Director of Head Start, deputy superintendents, and a GEB member who serves in a liaison capacity, advised the Superintendent of Education that the amendment written in Public Law 34-105 created discrepancies between elementary and secondary schools instructional hours when including and excluding meal times and breaks.

*I Liheslatura* further finds that the JBUCC suggested that the one hundred eighty (180) instructional days or its equivalence be converted to nine hundred (900) instructional hours, at a minimum, per school year for both elementary and secondary schools and that the current statute be strengthened to require that Superintendent to develop a standard operating procedure for the loss of instructional time.

Thus, it is the intent of *I Liheslatura* to mandate nine hundred (900) instructional hours per school year for Guam's elementary and secondary public schools. Further, *I Liheslatura* intends to mandate that the Superintendent of Education develop a standard operating procedure for the arrangement of the loss and makeup of instructional time for Guam's public schools.

**Section 2.** Items (A) and (B) of § 715(l)(13) of Guam Code Annotated are hereby *amended* to read:

"(13) at least ~~one hundred eighty (180) instructional days~~, nine hundred (900) instructional hours or its equivalence including make-up days each school year with school years ending no later than thirty (30) days following the end of the calendared school year.

(A)The one hundred eighty (180) instructional days are to be converted into ~~the equivalent hours by computing elementary school days at five (5) hours per day for a total of nine hundred (900) per year, and by computing middle school and high school days at seven (7) hours per day for a total of one thousand two hundred sixty (1,260) hours.~~ nine hundred (900) instructional hours per school year for both elementary and secondary schools.

(B)The Superintendent of Education *shall* develop a standard operating procedure for the arrangement of the loss and makeup of instructional hours in the event of emergencies or natural disasters that disrupt instructional time. Scheduled Easter and Christmas breaks *shall not* be included in makeup days or hours; and"

**Section 3. Severability.** If any provision of this Act or its application to any person or circumstance is found to be invalid or contrary to law, such invalidity *shall not* affect other provisions or applications of this Act that can be given effect without the invalid provision or application, and to this end the provisions of this Act are severable.

**Section 4. Effective Date.** Provisions in this Act *shall* take effect immediately upon enactment.

*I Mina'trentai Singko Na Liheslaturan Guåhan*
**BILL STATUS**

| BILL NO. | SPONSOR | TITLE | DATE INTRODUCED | DATE REFERRED | CMTE REFERRED | PUBLIC HEARING DATE | DATE COMMITTEE REPORT FILED | FISCAL NOTES | NOTES |
|---|---|---|---|---|---|---|---|---|---|
| **233-35 (COR)** | Telena Cruz Nelson<br>Joe S. San Agustin | AN ACT TO APPROPRIATE TWO MILLION ONE HUNDRED THOUSAND DOLLARS ($2,1000,000) FROM THE UNAPPROPRIATED GENERAL FUND BALANCE, AS OF THE END OF FISCAL YEAR 2019, TO THE DEPARTMENT OF EDUCATION. | 11/5/19<br>9:09 a.m. | | | | | | |

*I MINA'TRENTAI SINGKO NA LIHESLATURAN GUÅHAN*
**2019 (FIRST) Regular Session**

**Bill No. 233-35 (COR)**

Introduced by: Telena Cruz Nelson
Joe S. San Agustin

**AN ACT TO APPROPRIATE TWO MILLION ONE HUNDRED THOUSAND DOLLARS ($2,1000,000) FROM THE UNAPPROPRIATED GENERAL FUND BALANCE, AS OF THE END OF FISCAL YEAR 2019, TO THE DEPARTMENT OF EDUCATION.**

**BE IT ENACTED BY THE PEOPLE OF GUAM:**

**Section 1. Legislative Findings and Intent.** *I Liheslaturan Guåhan* finds that the Department of Education is in need of additional fiscal resources. *I Liheslaturan Guåhan* further finds that the Department of Education is mandated to maintain a high degree of a safe learning environment for our children.

Therefore, it is the intent of *I Liheslaturan Guåhan* to appropriate from the unappropriated General Fund balance, as of the end of Fiscal Year 2019, to the Department of Education.

**Section 2. Appropriation to the Department of Education.** Up to the sum of Two Million One Hundred Thousand Dollars ($2,100,000) is appropriated from the unappropriated General Fund Balance, as of the end of Fiscal Year 2019, to the Department of Education and is allocated to pay arrears owed to vendors. The appropriation in this Section *shall not* lapse and *shall* continue until fully expended.

2019 NOV -5 AM 9:09

**Section 3. Effective Date.** This Act *shall* become effective upon enactment.

**Section 4. Severability.** If any provision of this Act or its application to any person or circumstance is found to be invalid or contrary to law, such invalidity *shall not* affect other provisions or applications of this Act that can be given effect without the invalid provision or application, and to this end the provisions of this Act are severable.

# 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


November 22, 2019

**MEMORANDUM**

RECEIVED
NOV 22 2019
GUAM EDUCATION BOARD
TIME INITIAL

TO: Chairman and Members, Guam Education Board

FROM: Superintendent of Education

VIA: Deputy Superintendent of Finance & Administration

RE: Education Financial Supervisory Commission, Declaration of Financial Status Designations, Code B-Warning, Explanation of Variance(s), to Date: June, July and August 2019

On September 19 and October 24, 2019 the EFSC issued Declarations of Financial Status Designation for June 2019 and July 2019, and August 2019 respectively; and received by the Guam Education Board on October 25 and November 7, 2019. The declarations contained Code B-Warnings (below) for budgetary object categories 222 Travel, 112 Overtime, and 450 Capital Outlay. Pursuant to PL 30-164, herein is the required Explanation of Variance:

| | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| | YTD Operations Plan Budget | Month | Account | Expenditure | Dollar Variance E=(A-D) | Variance F=(E/A) |
| EFSC | $ 18,222.00 | Jun-19 | 222 Travel | 35,269.00 | $ (17,047.00) | -93.55% |
| EFSC | $ 5,885.00 | Jun-19 | 450 Cap Outlay | 243,685.00 | $ (237,800.00) | -4040.78% |
| EFSC | $ 18,622.00 | Jul-19 | 222 Travel | 9,999.00 | $ 8,623.00 | 46.31% |
| EFSC | $ 5,885.00 | Jul-19 | 450 Cap Outlay | 5,885.00 | $ - | 0.00% |
| EFSC | $ 5,000.00 | Aug-19 | 112 OT | 9,367.00 | $ (4,367.00) | -87.34% |
| RECALCU | $ 5,000.00 | Aug-19 | 112 OT | 5,546.84 | $ (546.84) | -10.94% |

**222 Travel:** Formula in the EFSC FSD template for YTD variance incorrectly captured $26,549 in expenditures from Fund 190 which is not local Fund Account, triggering an unwarranted B-Warning. The July YTD actuals reflecting YTD $9,999 in expenditures correctly calculates the variance, with no B-Warning.

**450 Capital Outlay:** Formula in the EFSC FSD template captured a $237,800 prior year expenditure payment (2017 SPED Buses). The July YTD actuals reflecting YTD 5,885 in expenditures correctly calculates the variance, with no B-Warning.

**112 Overtime:** Formula in the EFSC FSD template for YTD variance incorrectly captured $3,820.16 overtime expenses (GDOE staffing at shelters) under Fund 118 which are separate and apart from GDOE's FY2019 appropriations; inflating the variance (from -$546.83 to -$4,367). When recalculated, YTD actuals $5,546.84 reflects $3,708.37 in overtime expenditures for the period ending in August; expenses associated with school readiness for the opening of SY2019-20 at various school locations.

Please let me know if you would like to discuss this matter in greater detail.

JON J.P. FERNANDEZ

CC: Education Financial Supervisory Commission

# 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


November 22, 2019


RECEIVED
NOV 22 2019
GUAM EDUCATION BOARD
TIME INITIAL


**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 2019 Fiscal Year to Date: June and ending August 2019

On September 19 and October 24, 2019 the Education Financial Supervisory Commission issued Declarations of Financial Status Designation for June and July 2019, and August 2019 respectively; and received by the Guam Education Board (GEB) office on October 25 and November 7, 2019. The EFSC summary spreadsheets for the June, July and August 2019 FSDs are attached.

The Corrective Financial Recovery Plan as required by law follows. This plan must be provided to the GEB 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 FY19 Spending Plan as approved by GEB Resolution 2018-16, GDOE anticipates reoccurring C-Watches (projected shortfalls) in a number of operational object classes for the remainder of the fiscal year. 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.

**111 Salary**

The projected shortfall $4,568,180 for the period ending June 2019, adjusted $3,094,935 in July 2019, and adjusted $2,581,907 in August 2019 reflects non re-occurring lump sum annual leave payments for teachers, retiring, and severing employees diminishing the EFSC formulae average; and the recruitment of school based personnel associated with the opening of School Year 2019-2020. The shortfall will be addressed from: modifications from lapses in other categories; cost containment measures in operations and recruitment is implemented within appropriated levels of available funding.

**112 Overtime**

The projected shortfall $5,090 for the period ending August 2019 erroneously captured $3,820.16 in overtime under Fund 118 [Disaster Reimbursement Fund] incurred by GDOE staff at emergency shelters and did not reflect $4,000 modification increasing allotments from $5,000 to $9,000. When recalculated, the $5,546.83 YTD expenditures and allotment increase adjusts the projected shortfall from $5,090 to a lapse $3,026 with no C-Watch and no action required.

**121 Benefits**

The projected shortfall $2,923,585 for the period ending June 2019, adjusted $2,422,720 in July, and adjusted $2,313,397 in August 2019 reflects non re-occurring benefits tied to lump sum annual leave payments for teachers, retiring, and severing employees diminishing the EFSC formulae average; and the recruitment of personnel associated with the opening of SY2019-2020. The shortfall will be addressed from: modifications from lapses in other categories;

and containment measures in operations and recruitment is implemented within appropriated levels of available funding.

**222 Travel**

The projected shortfall $28,525 and C-Watch designation for the period ending June 2019 incorrectly captured expenses from Fund 190, which is not a local Fund account. The correction was reflected in adjustments in the July 2019 FSD, indicating a projected lapse $6,501 and adjusted $6,984 for the period ending August with no C-Watch and no action required.

**361 Power**

The projected shortfall, $3,133,822 for the period ending June 2019 and adjusted $3,192,235 for August 2019 does not reflect modifications processed ($960,000 in July and $1,114,000 in August) increasing allotments from $10,293,197 to $12,367,197. When recalculated (table below), the projected shortfall is $1,118,235; and consequently eliminating the C-Watch designation and no action required.

| A | B | C | D | E | F |
|---|---|---|---|---|---|
| Appro | Month | Account | YTD Expense | Proj. Remaining | Proj. Lapse/Shortfall |
| $ 10,293,197.00 | Jun-19 | 361 Power | 10,070,264.00 | $ 3,356,754.67 | $ (3,133,821.67) |
| $ 2,064,680.00 | Jun-19 | 362 Water | 1,882,153.00 | $ 627,384.33 | $ (444,857.33) |
| $ 10,293,197.00 | Jul-19 | 361 Power | 11,093,532.00 | $ 2,218,706.40 | $ (3,019,041.40) |
| $ 2,064,680.00 | Jul-19 | 362 Water | 2,108,836.00 | $ 421,767.20 | $ (465,923.20) |
| $ 10,293,197.00 | Aug-19 | 361 Power | 12,361,646.00 | $ 1,123,786.00 | $ (3,192,235.00) |
| $ 2,064,680.00 | Aug-19 | 362 Water | 2,337,587.00 | $ 212,507.91 | $ (485,414.91) |
| $ 12,367,197.00 | Aug-19 | 361 Power | 12,361,646.00 | $ 1,123,786.00 | $ (1,118,235.00) |
| $ 2,493,680.00 | Aug-19 | 362 Water | 2,337,587.00 | $ 212,507.91 | $ (56,414.91) |

**362 Water**

The projected shortfall, $444,857 for the period ending June 2019 and adjusted $485,415 in August 2019 does not reflect modifications processed ($180,000 in July and $249,000 in August) increasing allotments from $2,064,680 to $2,493,680. When recalculated (table above), the projected shortfall $56,415; and consequently eliminating the C-Watch designation and no action required.

**450 Capital Outlay**

The projected shortfall $319,028 for the period ending June 2019 and adjusted $1,177 in July 2019 reflects $5,885 in one-time non re-occuring expenditure of $5,885 in library equipment procured under Fund 160 which will ultimately, diminish the EFSC formulae average and the shortfall. No action is required.

The corrective actions necessary for the remediation of the EFSC Financial Status Designations (FSD) are being addressed. A resolution (Resolution No. 2019-18) has been prepared outlining above for the GEB approval in the next Regular/Special meeting and is attached for review. Please let me know if you would like to discuss this matter in greater detail.

**JON J.P. FERNANDEZ**

Attachments

cc: Deputy Superintendent, Finance and Administrative Services

# GUAM EDUCATION BOARD
# RESOLUTION NUMBER 2019-18

**Introduced by:** **Guam Education Board Members**

**RELATIVE TO APPROVING THE CORRECTIVE FINANCIAL RECOVERY PLAN IN RESPONSE TO CODE C-WATCH ISSUED BY THE EDUCATION FINANCIAL SUPERVISORY COMMISSION FOR THE MONTHS JUNE, JULY AND AUGUST 2019**

**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

**WHEREAS,** 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 September 19 and October 24, 2019 the EFSC issued Declarations of Financial Status Designations (FSDs) for the months of June and July 2019, August 2019; and that these EFSC FSDs were transmitted and received by the Guam Education Board (GEB) office on October 25, and November 7, 2019; and 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 _____ 2019 the Superintendent of Education provided to the GEB a CFRP to address the projected Code C-Watch shortfalls for the period ending June 30, 2019 and adjusted through August 31, 2019 in Salary and Benefits;

**NOW THEREFORE BE IT RESOLVED,** that the Guam Education Board approves the Corrective Financial Recovery Plan submitted to the Board on _____, 2019 by the Superintendent of Education; and

**BE IT FURTHER RESOLVED,** that a copy of this Resolution 2019-18 be transmitted to the EFSC.

**DULY AND REGULARLY ADOPTED BY THE GUAM EDUCATION BOARD ON THIS _____ DAY OF _____ 2019.**

**MARK B. MENDIOLA**
Chairman, Guam Education Board

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

**Department:** Guam Department of Education
**JUNE 2019** Consolidated Local Funds
**Account No.:** ALL

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 6/30/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 127,185,578 | 0 | 127,185,578 | 97,721,426 | 0 | 34,032,332 | -4,568,180 | C-Watch | 0 |
| 112 OT | 5,000 | 0 | 5,000 | 1,838 | 0 | 756 | 2,406 | A-Stable | 0 |
| 113 Benefits | 41,607,666 | 0 | 41,607,666 | 33,026,239 | 0 | 11,505,012 | -2,923,585 | C-Watch | 0 |
| Total Personnel | 168,798,243 | 0 | 168,798,243 | 130,749,503 | 0 | 45,538,100 | -7,489,359 | C-Watch | 0 |
| 220 Travel | 18,500 | 0 | 18,500 | 35,269 | 0 | 11,756 | -28,525 | C-Watch | 0 |
| 230 Contract | 22,437,535 | 0 | 22,437,535 | 14,156,187 | 0 | 4,718,729 | 3,562,619 | A-Stable | 6,878,014 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 856,454 | 0 | 856,454 | 490,332 | 0 | 163,098 | 203,024 | A-Stable | 576,912 |
| 250 Equipment | 2,515,659 | 0 | 2,515,659 | 1,205,197 | 0 | 401,732 | 908,730 | A-Stable | 628,814 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 100,000 | 0 | 100,000 | 801 | 0 | 267 | 98,932 | A-Stable | 0 |
| 361 Power | 10,293,197 | 0 | 10,293,197 | 10,070,264 | 0 | 3,356,755 | -3,133,822 | C-Watch | 0 |
| 362 Water | 2,064,680 | 0 | 2,064,680 | 1,882,153 | 0 | 627,384 | -444,857 | C-Watch | 0 |
| 363 Telephone | 364,308 | 0 | 364,308 | 271,724 | 0 | 90,575 | 2,009 | A-Stable | 92,644 |
| 450 Cap. Outlay | 5,885 | 0 | 5,885 | 9,882,545 | -9,638,860 | 81,228 | -319,028 | C-Watch | 0 |
| Total Operations | 38,656,218 | 0 | 38,656,218 | 37,994,472 | -9,638,860 | 9,451,525 | 849,081 | A-Stable | 8,176,384 |
| GRAND TOTAL | 207,454,461 | 0 | 207,454,461 | 168,743,975 | -9,638,860 | 54,989,625 | -6,640,278 | C-Watch | 8,176,384 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year to Date ACTUALS | Variance | CODE |
| 111 Salary | 10,347,322 | 10,109,326 | 237,996 | A-Stable | 96,133,859 | 97,721,426 | -1,587,567 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 5,000 | 1,838 | 3,162 | A-Stable |
| 113 Benefits | 3,498,411 | 3,242,847 | 255,565 | A-Stable | 32,061,114 | 33,026,239 | -965,124 | A-Stable |
| Total Personnel | 13,845,733 | 13,352,172 | 493,561 | A-Stable | 128,199,973 | 130,749,503 | -2,549,530 | A-Stable |
| 220 Travel | 2,000 | 4,407 | -2,407 | B-Warning | 18,222 | 35,269 | -17,047 | B-Warning |
| 230 Contract | 2,214,584 | 1,372,761 | 841,823 | A-Stable | 17,163,212 | 14,156,187 | 3,007,025 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 77,245 | 85,585 | -8,340 | A-Stable | 997,634 | 490,332 | 507,302 | A-Stable |
| 250 Equipment | 155,915 | 140,417 | 15,498 | A-Stable | 1,763,502 | 1,205,197 | 558,305 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 100,000 | 0 | 100,000 | A-Stable | 100,000 | 801 | 99,199 | A-Stable |
| 361 Power | 1,325,530 | 989,146 | 336,384 | A-Stable | 9,830,629 | 10,070,264 | -239,635 | A-Stable |
| 362 Water | 207,480 | 205,362 | 2,118 | A-Stable | 1,805,480 | 1,882,153 | -76,673 | A-Stable |
| 363 Telephone | 34,770 | 30,078 | 4,691 | A-Stable | 276,411 | 271,724 | 4,688 | A-Stable |
| 450 Cap. Outlay | 0 | -9,638,860 | 9,638,860 | A-Stable | 5,885 | 243,685 | -237,800 | B-Warning |
| Total Operations | 4,117,524 | -6,811,104 | 10,928,628 | A-Stable | 31,960,976 | 28,355,612 | 3,605,364 | A-Stable |
| GRAND TOTAL | 17,963,257 | 6,541,068 | 11,422,188 | A-Stable | 160,160,949 | 159,105,115 | 1,055,834 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

The 12-Month Operations data excludes $22,914,480 in appropriations for the following: Charter Schools ($10,410,480), projected Child Nutrition Reimbursement & Cash Collections ($12,504,000)

**Definitions:**

**A-Stable:** indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** indicating that the GDOE has a negative variance repon exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019**

**Department:** Guam Department of Education
**JUNE 2019** General Fund
**Account No.:** 110, 120, 125 & 180

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 6/30/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 126,538,407 | 0 | 126,538,407 | 97,137,577 | 0 | 33,835,010 | 4,434,180 | C-Watch | 0 |
| 112 OT | 5,000 | 0 | 5,000 | 1,838 | 0 | 756 | 2,406 | A-Stable | 0 |
| 113 Benefits | 41,571,873 | 0 | 41,571,873 | 33,004,201 | 0 | 11,502,151 | 7,934,479 | C-Watch | 0 |
| Total Personnel | 168,115,280 | 0 | 168,115,280 | 130,143,617 | 0 | 45,337,917 | 7,366,254 | C-Watch | 0 |
| 220 Travel | 18,500 | 0 | 18,500 | 8,720 | 0 | 2,907 | 6,873 | A-Stable | 0 |
| 230 Contract | 17,056,640 | 0 | 17,056,640 | 9,556,093 | 0 | 3,185,364 | 4,315,182 | A-Stable | 6,354,001 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 644,715 | 0 | 644,715 | 386,905 | 0 | 128,968 | 128,842 | A-Stable | 517,137 |
| 250 Equipment | 1,641,415 | 0 | 1,641,415 | 814,270 | 0 | 271,423 | 555,722 | A-Stable | 269,539 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 1,356,412 | 0 | 1,356,412 | 1,133,480 | 0 | 377,827 | -154,894 | C-Watch | 0 |
| 362 Water | 2,064,680 | 0 | 2,064,680 | 1,882,153 | 0 | 627,384 | -444,857 | C-Watch | 0 |
| 363 Telephone | 364,308 | 0 | 364,308 | 271,724 | 0 | 90,575 | 2,009 | A-Stable | 92,644 |
| 450 Cap. Outlay | 0 | 0 | 0 | 7,658,660 | 7,420,860 | 79,267 | 117,067 | C-Watch | 0 |
| Total Operations | 23,146,670 | 0 | 23,146,670 | 21,712,004 | 7,420,860 | 4,763,715 | 4,091,811 | A-Stable | 7,233,321 |
| GRAND TOTAL | 191,261,950 | 0 | 191,261,950 | 151,855,621 | 7,420,860 | 50,101,632 | 3,274,443 | A-Stable | 7,233,321 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 10,313,244 | 10,071,104 | 242,140 | A-Stable | 95,594,449 | 97,137,577 | -1,543,128 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 5,000 | 1,838 | 3,162 | A-Stable |
| 113 Benefits | 3,496,837 | 3,242,292 | 254,544 | A-Stable | 32,035,633 | 33,004,201 | -968,568 | A-Stable |
| Total Personnel | 13,810,081 | 13,313,396 | 496,685 | A-Stable | 127,635,083 | 130,143,617 | -2,508,535 | A-Stable |
| 220 Travel | 2,000 | 1,465 | 535 | A-Stable | 18,222 | 8,720 | 9,502 | A-Stable |
| 230 Contract | 1,291,737 | 1,328,656 | -36,919 | A-Stable | 12,208,736 | 9,556,093 | 2,652,642 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 70,694 | 68,527 | 2,167 | A-Stable | 786,530 | 386,905 | 399,626 | A-Stable |
| 250 Equipment | 69,339 | 27,927 | 41,412 | A-Stable | 247,299 | 814,270 | -566,971 | B-Warning |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 749,500 | 989,136 | -239,636 | B-Warning | 893,844 | 1,133,480 | -239,636 | B-Warning |
| 362 Water | 207,480 | 205,362 | 2,118 | A-Stable | 1,805,480 | 1,882,153 | -76,673 | A-Stable |
| 363 Telephone | 34,770 | 30,078 | 4,691 | A-Stable | 276,411 | 271,724 | 4,688 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 237,800 | -237,800 | B-Warning |
| Total Operations | 2,425,521 | 2,651,152 | -225,631 | A-Stable | 16,236,523 | 14,291,144 | 1,945,379 | A-Stable |
| GRAND TOTAL | 16,235,602 | 15,964,548 | 271,054 | A-Stable | 143,871,605 | 144,434,761 | -563,156 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

Column F - Manual Adjustments of $7,420,860 related to the JFK CapFA expenditure and Okkodo lease payments not included in the appropriations to the GDOE in Column B.

**Definitions:**

**A-Stable:** indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019**

**Department:** Guam Department of Education
**JUNE 2019** Territorial Education Facilities Fund
**Account No.:** 130 & 190

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 6/30/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| **Total Personnel** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **A-Stable** | **0** |
| 220 Travel | 0 | 0 | 0 | 26,549 | 0 | 8,850 | | C-Watch | 0 |
| 230 Contract | 4,620,370 | 0 | 4,620,370 | 4,439,583 | 0 | 1,479,861 | -1,299,075 | C-Watch | 403,722 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 71,785 | 0 | 71,785 | 40,104 | 0 | 13,368 | 18,313 | A-Stable | 19,693 |
| 250 Equipment | 68,670 | 0 | 68,670 | 18,973 | 0 | 6,324 | 43,372 | A-Stable | 49,971 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 100,000 | 0 | 100,000 | 801 | 0 | 267 | 98,932 | A-Stable | 0 |
| 361 Power | 8,936,784 | 0 | 8,936,784 | 8,936,784 | 0 | 2,978,928 | | C-Watch | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap. Outlay | 0 | 0 | 0 | 2,218,000 | -2,218,000 | 0 | 0 | A-Stable | 0 |
| **Total Operations** | **13,797,608** | **0** | **13,797,608** | **15,680,795** | **-2,218,000** | **4,487,598** | **-4,152,785** | **C-Watch** | **473,386** |
| **GRAND TOTAL** | **13,797,608** | **0** | **13,797,608** | **15,680,795** | **-2,218,000** | **4,487,598** | **-4,152,785** | **C-Watch** | **473,386** |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| **Total Personnel** | **0** | **0** | **0** | **A-Stable** | **0** | **0** | **0** | **A-Stable** |
| 220 Travel | 0 | 2,942 | -2,942 | B-Warning | 0 | 26,549 | -549 | B-Warning |
| 230 Contract | 892,303 | 9,038 | 883,265 | A-Stable | 2,853,066 | 4,439,583 | | B-Warning |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 0 | 9,076 | -076 | B-Warning | 71,149 | 40,104 | 31,045 | A-Stable |
| 250 Equipment | 635 | 5,535 | -4,900 | B-Warning | 68,670 | 18,973 | 49,697 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 100,000 | 0 | 100,000 | A-Stable | 100,000 | 801 | 99,199 | A-Stable |
| 361 Power | 576,030 | 10 | 576,020 | A-Stable | 8,360,754 | 8,936,784 | -576,030 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| **Total Operations** | **1,568,968** | **26,600** | **1,542,367** | **A-Stable** | **11,453,639** | **13,462,795** | **-2,009,156** | **B-Warning** |
| **GRAND TOTAL** | **1,568,968** | **26,600** | **1,542,367** | **A-Stable** | **11,453,639** | **13,462,795** | **-2,009,156** | **B-Warning** |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

Column F - Manual Adjustments of $2,218,000 related to the JFK CapFA expenditure and Okkodo lease payments not included in the appropriations to the GDOE in Column B.

**Definitions:**

**A-Stable:** indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** Indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019**

**Department:** Guam Department of Education
**JUNE 2019** Healthy Futures Fund
**Account No.:** 140 & 150

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 6/30/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 647,171 | 0 | 647,171 | 576,348 | 0 | 197,322 | [illegible] | C-Watch | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 35,793 | 0 | 35,793 | 21,928 | 0 | 2,861 | 11,003 | A-Stable | 0 |
| **Total Personnel** | **682,963** | **0** | **682,963** | **598,277** | **0** | **200,183** | [illegible] | C-Watch | **0** |
| 220 Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 230 Contract | 195,689 | 0 | 195,689 | 131,900 | 0 | 43,967 | 19,822 | A-Stable | 112,985 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 13,102 | 0 | 13,102 | 4,192 | 0 | 1,397 | 7,513 | A-Stable | 0 |
| 250 Equipment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap. Outlay | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| **Total Operations** | **208,791** | **0** | **208,791** | **136,092** | **0** | **45,364** | **27,335** | A-Stable | **112,985** |
| **GRAND TOTAL** | **891,754** | **0** | **891,754** | **734,368** | **0** | **245,547** | [illegible] | C-Watch | **112,985** |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 34,077 | 30,722 | 3,356 | A-Stable | 508,866 | 576,348 | [illegible] | B-Warning |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 1,575 | 445 | 1,129 | A-Stable | 25,461 | 21,928 | 3,552 | A-Stable |
| **Total Personnel** | **35,652** | **31,167** | **4,485** | A-Stable | **534,347** | **598,277** | [illegible] | B-Warning |
| 220 Travel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 230 Contract | 30,544 | 30,544 | 0 | A-Stable | 161,383 | 131,900 | 29,483 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 6,551 | 0 | 6,551 | A-Stable | 13,102 | 4,192 | 8,910 | A-Stable |
| 250 Equipment | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| **Total Operations** | **37,095** | **30,544** | **6,551** | A-Stable | **174,485** | **136,092** | **38,394** | A-Stable |
| **GRAND TOTAL** | **72,747** | **61,711** | **11,036** | A-Stable | **708,832** | **734,368** | [illegible] | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

**Definitions:**

**A-Stable:** Indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** Indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** Indicating that the GDOE has 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 for budgetary object categories

**Education Financial Supervisory Commission Fiscal Year 2019**

**Department:** Guam Department of Education
**JUNE 2019** Public Library Resources Fund
**Account No.:** 160

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 6/30/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| **Total Personnel** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **A-Stable** | **0** |
| 220 Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 230 Contract | 39,924 | 0 | 39,924 | 28,611 | 0 | 9,537 | 1,776 | A-Stable | 7,306 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 126,852 | 0 | 126,852 | 58,094 | 0 | 19,365 | 49,393 | A-Stable | 40,081 |
| 250 Equipment | 805,575 | 0 | 805,575 | 371,954 | 0 | 123,985 | 309,636 | A-Stable | 309,304 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap. Outlay | 5,885 | 0 | 5,885 | 5,885 | 0 | 1,962 | -1,962 | C-Watch | 0 |
| **Total Operations** | **978,236** | **0** | **978,236** | **464,544** | **0** | **154,848** | **358,844** | **A-Stable** | **356,692** |
| **GRAND TOTAL** | **978,236** | **0** | **978,236** | **464,544** | **0** | **154,848** | **358,844** | **A-Stable** | **356,692** |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| **Total Personnel** | **0** | **0** | **0** | **A-Stable** | **0** | **0** | **0** | **A-Stable** |
| 220 Travel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 230 Contract | 0 | 4,523 | -4,523 | B-Warning | 39,924 | 28,611 | 11,313 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 0 | 7,570 | -570 | B-Warning | 126,852 | 58,094 | 68,758 | A-Stable |
| 250 Equipment | 85,940 | 106,955 | -21,014 | B-Warning | 561,015 | 371,954 | 189,060 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 5,885 | 5,885 | 0 | A-Stable |
| **Total Operations** | **85,940** | **119,048** | **-33,107** | **B-Warning** | **733,676** | **464,544** | **269,132** | **A-Stable** |
| **GRAND TOTAL** | **85,940** | **119,048** | **-33,107** | **B-Warning** | **733,676** | **464,544** | **269,132** | **A-Stable** |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

**Definitions:**

**A-Stable:** Indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** Indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** Indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019**

**Department:** Guam Department of Education
**JUNE 2019** Limited Gaming Fund
**Account No.:** 121

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 6/30/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| Total Personnel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 220 Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 230 Contract | 524,913 | 0 | 524,913 | 0 | 0 | 0 | 524,913 | A-Stable | 0 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 250 Equipment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap. Outlay | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| Total Operations | 524,913 | 0 | 524,913 | 0 | 0 | 0 | 524,913 | A-Stable | 0 |
| GRAND TOTAL | 524,913 | 0 | 524,913 | 0 | 0 | 0 | 524,913 | A-Stable | 0 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Personnel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 220 Travel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 230 Contract | 0 | 0 | 0 | A-Stable | 393,685 | 0 | 393,685 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 250 Equipment | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Operations | 0 | 0 | 0 | A-Stable | 393,685 | 0 | 393,685 | A-Stable |
| GRAND TOTAL | 0 | 0 | 0 | A-Stable | 393,685 | 0 | 393,685 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

**Definitions:**

**A-Stable:** Indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** Indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** Indicating that the GDOE has 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 for budgetary object categories.

| JUNE 2019 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Average PP Per Month | | | | Payroll Projections | | |
| | | | | | | | Avg PPE Labor Cost | | Projected |
| Fund | Account Code | | 26 PP Average | 26 PP MAY | 21 PP Average | 21 PP MAY | 26 PP | 21 PP | Remaining Payroll |
| General Fund | 111 | Salary | 4,712,124 | 4,692,402 | 425,071 | 433,090 | 4,712,124 | 425,071 | **33,835,010** |
| | 112 | OT | 108 | 293 | 0 | 0 | 108 | 0 | **756** |
| | 113 | Benefits | 1,603,975 | 1,591,913 | 137,163 | 145,164 | 1,603,975 | 137,163 | **11,502,151** |
| | | TOTAL | 6,316,207 | 6,284,608 | 562,234 | 578,254 | 6,316,207 | 562,234 | 45,337,917 |
| Healthy Futures Fund | 111 | Salary | 27,796 | 31,493 | 1,375 | 2,017 | 27,796 | 1,375 | **197,322** |
| | 112 | OT | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| | 113 | Benefits | 403 | 457 | 20 | 29 | 403 | 20 | **2,861** |
| | | TOTAL | 28,199 | 31,950 | 1,395 | 2,046 | 28,199 | 1,395 | 200,183 |

0

**Education Financial Supervisory Commission Fiscal Year 2019 Labor Cost Report**

**Department:** Guam Department of Education
**JULY 2019** Consolidated Local Funds
**Account No.:** ALL

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 7/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 127,185,578 | 0 | 127,185,578 | 106,625,058 | 0 | 23,655,455 | -3,094,935 | C-Watch | 0 |
| 112 OT | 5,000 | 0 | 5,000 | 1,838 | 0 | 440 | 2,722 | A-Stable | 0 |
| 113 Benefits | 41,607,666 | 0 | 41,607,666 | 36,065,286 | 0 | 7,965,100 | -2,422,720 | C-Watch | 0 |
| Total Personnel | 168,798,243 | 0 | 168,798,243 | 142,692,182 | 0 | 31,620,995 | -5,514,933 | C-Watch | 0 |
| 220 Travel | 18,500 | 0 | 18,500 | 9,999 | 0 | 2,000 | 6,501 | A-Stable | 0 |
| 230 Contract | 22,437,535 | 0 | 22,437,535 | 11,716,726 | 0 | 2,343,345 | 8,377,464 | A-Stable | 6,331,508 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 856,454 | 0 | 856,454 | 666,535 | 0 | 133,100 | 56,820 | A-Stable | 373,680 |
| 250 Equipment | 2,515,659 | 0 | 2,515,659 | 1,282,365 | 0 | 400,390 | 832,904 | A-Stable | 536,668 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 100,000 | 0 | 100,000 | 1,272 | 0 | 254 | 98,473 | A-Stable | 0 |
| 361 Power | 10,293,197 | 0 | 10,293,197 | 11,093,532 | 0 | 2,218,706 | [illegible] | C-Watch | 0 |
| 362 Water | 2,064,680 | 0 | 2,064,680 | 2,108,836 | 0 | 421,767 | [illegible] | C-Watch | 0 |
| 363 Telephone | 364,308 | 0 | 364,308 | 301,792 | 0 | 60,358 | 2,157 | A-Stable | 62,515 |
| 450 Cap. Outlay | 5,885 | 0 | 5,885 | 9,614,745 | [illegible] | 1,177 | [illegible] | C-Watch | 0 |
| Total Operations | 38,656,218 | 0 | 38,656,218 | 36,825,803 | -9,638,860 | 5,581,098 | 5,888,177 | A-Stable | 7,304,371 |
| GRAND TOTAL | 207,454,461 | 0 | 207,454,461 | 179,517,985 | -9,638,860 | 37,202,093 | 373,243 | A-Stable | 7,304,371 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 8,924,010 | 8,906,643 | 17,367 | A-Stable | 105,057,869 | 106,625,058 | [illegible] | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 5,000 | 1,838 | 3,162 | A-Stable |
| 113 Benefits | 3,071,617 | 3,039,518 | 32,099 | A-Stable | 35,132,731 | 36,065,286 | [illegible] | A-Stable |
| Total Personnel | 11,995,627 | 11,946,161 | 49,466 | A-Stable | 140,195,600 | 142,692,182 | -2,496,581 | A-Stable |
| 220 Travel | 400 | 1,279 | [illegible] | B-Warning | 18,622 | 9,999 | 8,623 | A-Stable |
| 230 Contract | 1,846,068 | 493,575 | 1,352,493 | A-Stable | 19,009,281 | 11,716,726 | 7,292,555 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 63,450 | 217,963 | [illegible] | B-Warning | 1,061,084 | 666,535 | 394,549 | A-Stable |
| 250 Equipment | 104,653 | 177,014 | [illegible] | B-Warning | 1,868,155 | 1,282,365 | 585,790 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 471 | [illegible] | B-Warning | 100,000 | 1,272 | 98,728 | A-Stable |
| 361 Power | 1,422,568 | 1,023,269 | 399,299 | A-Stable | 11,253,197 | 11,093,532 | 159,664 | A-Stable |
| 362 Water | 259,500 | 189,035 | 70,465 | A-Stable | 2,064,980 | 2,108,836 | [illegible] | A-Stable |
| 363 Telephone | 29,299 | 30,072 | [illegible] | A-Stable | 305,710 | 301,792 | 3,918 | A-Stable |
| 450 Cap. Outlay | 0 | -9,638,860 | 9,638,860 | A-Stable | 5,885 | 5,885 | 0 | A-Stable |
| Total Operations | 3,725,938 | -7,506,182 | 11,232,120 | A-Stable | 35,686,914 | 27,186,943 | 8,499,971 | A-Stable |
| GRAND TOTAL | 15,721,565 | 4,439,979 | 11,281,586 | A-Stable | 175,882,514 | 169,879,125 | 6,003,389 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

The 12-Month Operations data excludes $22,914,480 in appropriations for the following: Charter Schools ($10,410,480), projected Child Nutrition Reimbursement & Cash Collections ($12,504,000).

**Definitions:**

**A-Stable:** Indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** Indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** Indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019 Labor Cost Report**

**Department:** Guam Department of Education
**JULY 2019** General Fund
**Account No.:** 110, 120, 120 & 180

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 7/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 126,538,407 | 0 | 126,538,407 | 106,041,209 | 0 | 23,536,100 | 3,039,903 | C-Watch | 0 |
| 112 OT | 5,000 | 0 | 5,000 | 1,838 | 0 | 440 | 2,722 | A-Stable | 0 |
| 113 Benefits | 41,571,873 | 0 | 41,571,873 | 36,043,248 | 0 | 7,963,370 | [illegible] | C-Watch | 0 |
| **Total Personnel** | **168,115,280** | **0** | **168,115,280** | **142,086,296** | **0** | **31,499,910** | [illegible] | C-Watch | **0** |
| 220 Travel | 18,500 | 0 | 18,500 | 9,999 | 0 | 2,000 | 6,501 | A-Stable | 0 |
| 230 Contract | 17,056,640 | 0 | 17,056,640 | 9,556,802 | 0 | 1,911,360 | 5,588,477 | A-Stable | 3,645,054 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 644,715 | 0 | 644,715 | 556,304 | 0 | 111,261 | [illegible] | C-Watch | 308,408 |
| 250 Equipment | 1,641,415 | 0 | 1,641,415 | 1,556,426 | 0 | 311,285 | [illegible] | C-Watch | 178,109 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 1,356,412 | 0 | 1,356,412 | 2,156,748 | 0 | 431,350 | [illegible] | C-Watch | 0 |
| 362 Water | 2,064,680 | 0 | 2,064,680 | 2,108,836 | 0 | 421,767 | [illegible] | C-Watch | 0 |
| 363 Telephone | 364,308 | 0 | 364,308 | 301,792 | 0 | 60,358 | 2,157 | A-Stable | 62,515 |
| 450 Cap. Outlay | 0 | 0 | 0 | 7,420,860 | [illegible] | 0 | 0 | A-Stable | 0 |
| **Total Operations** | **23,146,670** | **0** | **23,146,670** | **23,667,768** | [illegible] | **3,249,382** | **3,650,381** | A-Stable | **4,194,086** |
| **GRAND TOTAL** | **191,261,950** | **0** | **191,261,950** | **165,754,064** | [illegible] | **34,749,292** | [illegible] | A-Stable | **4,194,086** |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 8,917,171 | 8,906,643 | 10,528 | A-Stable | 85,281,205 | 106,041,209 | [illegible] | B Warning |
| 112 OT | 0 | 0 | 0 | A-Stable | 5,000 | 1,838 | 3,162 | A-Stable |
| 113 Benefits | 3,069,583 | 3,039,518 | 30,065 | A-Stable | 28,538,797 | 36,043,248 | [illegible] | B Warning |
| **Total Personnel** | **11,986,754** | **11,946,161** | **40,593** | A-Stable | **113,825,002** | **142,086,296** | -28,261,295 | B-Warning |
| 220 Travel | 400 | 1,279 | [illegible] | B-Warning | 16,222 | 9,999 | 6,223 | A-Stable |
| 230 Contract | 1,405,292 | 483,786 | 921,506 | A-Stable | 11,531,115 | 9,556,802 | 1,974,312 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 63,450 | 205,180 | [illegible] | B-Warning | 715,836 | 556,304 | 159,532 | A-Stable |
| 250 Equipment | 23,133 | 222,667 | [illegible] | B-Warning | 1,063,844 | 1,556,426 | [illegible] | B Warning |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 1,422,568 | 1,023,269 | 399,299 | A-Stable | 144,344 | 2,156,748 | [illegible] | B Warning |
| 362 Water | 259,500 | 189,035 | 70,465 | A-Stable | 1,598,000 | 2,108,836 | -510,836 | B Warning |
| 363 Telephone | 29,299 | 30,072 | [illegible] | A-Stable | 241,642 | 301,792 | [illegible] | B-Warning |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| **Total Operations** | **3,203,642** | **2,155,289** | **1,048,354** | A-Stable | **15,311,002** | **16,246,908** | -935,905 | A-Stable |
| **GRAND TOTAL** | **15,190,396** | **14,101,450** | **1,088,946** | A-Stable | **129,136,004** | **158,333,204** | -29,197,200 | B-Warning |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

Column F - Manual Adjustments of $7,420,860 related to the JFK CapFA expenditure and Okkodo lease payments not included in the appropriations to the GDOE in Column B.

**Definitions:**

**A-Stable:** indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year to date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019 Labor Cost Report**

**Department:** Guam Department of Education
**JULY 2019** Territorial Education Facilities Fund
**Account No.:** 130 & 190

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 7/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| Total Personnel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 220 Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 230 Contract | 4,620,370 | 0 | 4,620,370 | 1,997,379 | 0 | 399,476 | 2,223,515 | A-Stable | 2,622,991 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 71,785 | 0 | 71,785 | 44,884 | 0 | 8,977 | 17,925 | A-Stable | 18,975 |
| 250 Equipment | 68,670 | 0 | 68,670 | 20,855 | 0 | 4,171 | 43,644 | A-Stable | 46,898 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 M sc. | 100,000 | 0 | 100,000 | 1,272 | 0 | 254 | 98,473 | A-Stable | 0 |
| 361 Power | 8,936,784 | 0 | 8,936,784 | 8,936,784 | 0 | 1,787,357 | [illegible] | C-Watch | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap Outlay | 0 | 0 | 0 | 2,218,000 | 2,218,000 | 0 | 0 | A-Stable | 0 |
| Total Operations | 13,797,608 | 0 | 13,797,608 | 13,219,174 | -2,218,000 | 2,200,235 | 596,199 | A-Stable | 2,688,864 |
| GRAND TOTAL | 13,797,608 | 0 | 13,797,608 | 13,219,174 | -2,218,000 | 2,200,235 | 596,199 | A-Stable | 2,688,864 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Personnel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 220 Travel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 230 Contract | 291,667 | 6,955 | 284,712 | A-Stable | 4,037,036 | 1,997,379 | 2,039,657 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 0 | 6,448 | [illegible] | B-Warning | 71,149 | 44,884 | 26,266 | A-Stable |
| 250 Equipment | 0 | 2,922 | [illegible] | B-Warning | 69,305 | 20,855 | 48,450 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 471 | [illegible] | B-Warning | 100,000 | 1,272 | 98,728 | A-Stable |
| 361 Power | 0 | 0 | 0 | A-Stable | 8,936,784 | 8,936,784 | 0 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Operations | 291,667 | 16,796 | 274,871 | A-Stable | 13,214,274 | 11,001,174 | 2,213,100 | A-Stable |
| GRAND TOTAL | 291,667 | 16,796 | 274,871 | A-Stable | 13,214,274 | 11,001,174 | 2,213,100 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

Column F - Manual Adjustments of $2,218,000 related to the JFK CapFA expenditure and Okkodo lease payments not included in the appropriations to the GDOE in Column B.

**Definitions:**

**A-Stable:** Indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** Indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** Indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019 Labor Cost Report**

**Department:** Guam Department of Education
**JULY 2019** Healthy Futures Fund
**Account No.:** 140 & 150

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 7/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 647,171 | 0 | 647,171 | 576,348 | 0 | 119,355 | -48,533 | C-Watch | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 35,793 | 0 | 35,793 | 21,928 | 0 | 1,730 | 12,134 | A-Stable | 0 |
| Total Personnel | 682,963 | 0 | 682,963 | 598,277 | 0 | 121,085 | -36,398 | C-Watch | 0 |
| 220 Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 230 Contract | 195,689 | 0 | 195,689 | 131,100 | 0 | 26,220 | 38,369 | A-Stable | 58,991 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 13,102 | 0 | 13,102 | 0 | 0 | 0 | 13,102 | A-Stable | 0 |
| 250 Equipment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap. Outlay | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| Total Operations | 208,791 | 0 | 208,791 | 131,100 | 0 | 26,220 | 51,471 | A-Stable | 58,991 |
| GRAND TOTAL | 891,754 | 0 | 891,754 | 729,377 | 0 | 147,305 | 15,072 | A-Stable | 58,991 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 6,819 | 0 | 6,819 | A-Stable | 546,249 | 576,348 | -30,099 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 2,034 | 0 | 2,034 | A-Stable | 27,515 | 21,928 | 5,587 | A-Stable |
| Total Personnel | 8,874 | 0 | 8,874 | A-Stable | 573,764 | 598,277 | -24,513 | A-Stable |
| 220 Travel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 230 Contract | 17,881 | 0 | 17,881 | A-Stable | 179,264 | 131,100 | 48,164 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 0 | 0 | 0 | A-Stable | 13,102 | 0 | 13,102 | A-Stable |
| 250 Equipment | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Operations | 17,881 | 0 | 17,881 | A-Stable | 192,366 | 131,100 | 61,266 | A-Stable |
| GRAND TOTAL | 26,754 | 0 | 26,754 | A-Stable | 766,130 | 729,377 | 36,754 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

**Definitions:**

**A-Stable:** indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019 Labor Cost Report**

**Department:** Guam Department of Education
**JULY 2019** Public Library Resources Fund
**Account No.:** 160

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 7/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| **Total Personnel** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 220 Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 230 Contract | 39,924 | 0 | 39,924 | 31,445 | 0 | 6,289 | 2,190 | A-Stable | 4,472 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 126,852 | 0 | 126,852 | 64,310 | 0 | 12,862 | 49,680 | A-Stable | 46,297 |
| 250 Equipment | 805,575 | 0 | 805,575 | 424,668 | 0 | 84,934 | 295,973 | A-Stable | 311,661 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap. Outlay | 5,885 | 0 | 5,885 | 5,885 | 0 | 1,177 | | C-Watch | 0 |
| **Total Operations** | 978,236 | 0 | 978,236 | 526,309 | 0 | 105,262 | 346,666 | A-Stable | 362,430 |
| **GRAND TOTAL** | 978,236 | 0 | 978,236 | 526,309 | 0 | 105,262 | 346,666 | A-Stable | 362,430 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to Date ACTUALS | Variance | CODE |
| 111 Salary | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| **Total Personnel** | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 220 Travel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 230 Contract | 0 | 2,834 | 2,834 | B-Warning | 39,924 | 31,445 | 8,479 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 0 | 6,335 | 6,335 | B-Warning | 126,852 | 64,310 | 62,542 | A-Stable |
| 250 Equipment | 81,520 | 54,304 | 27,216 | A-Stable | 642,535 | 424,668 | 217,866 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 5,885 | 5,885 | 0 | A-Stable |
| **Total Operations** | 81,520 | 63,472 | 18,048 | A-Stable | 815,196 | 526,309 | 288,887 | A-Stable |
| **GRAND TOTAL** | 81,520 | 63,472 | 18,048 | A-Stable | 815,196 | 526,309 | 288,887 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

**Definitions:**

**A-Stable:** indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** indicating that the GDOE has 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 for budgetary object categories.

**Department:** Guam Department of Education
**JULY 2019** Limited Gaming Fund
**Account No.:** 121

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 7/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| Total Personnel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 220 Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 230 Contract | 524,913 | 0 | 524,913 | 0 | 0 | 0 | 524,913 | A-Stable | 0 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 250 Equipment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap. Outlay | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| Total Operations | 524,913 | 0 | 524,913 | 0 | 0 | 0 | 524,913 | A-Stable | 0 |
| GRAND TOTAL | 524,913 | 0 | 524,913 | 0 | 0 | 0 | 524,913 | A-Stable | 0 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Personnel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 220 Travel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 230 Contract | 131,228 | 0 | 131,228 | A-Stable | 524,913 | 0 | 524,913 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 250 Equipment | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Operations | 131,228 | 0 | 131,228 | A-Stable | 524,913 | 0 | 524,913 | A-Stable |
| GRAND TOTAL | 131,228 | 0 | 131,228 | A-Stable | 524,913 | 0 | 524,913 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

**Definitions:**

**A-Stable:** indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019 Labor Cost Report**

| JULY 2019 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Average PP Per Month | | | | Payroll Projections Avg PPE Labor Cost | | |
| Fund | Account Code | | 26 PP Average | 26 PP JULY | 21 PP Average | 21 PP JULY | 26 PP | 21 PP | Projected Remaining Payroll |
| General Fund | 111 | Salary | 4,707,220 | 4,448,991 | 355,717 | 3,232 | 4,707,220 | 355,717 | 23,536,100 |
| | 112 | OT | 88 | 0 | 0 | 0 | 88 | 0 | 440 |
| | 113 | Benefits | 1,592,674 | 1,510,461 | 114,154 | 631 | 1,592,674 | 114,154 | 7,963,370 |
| | | TOTAL | 6,299,982 | 5,959,452 | 469,871 | 3,863 | 6,299,982 | 469,871 | 31,499,910 |
| Healthy Futures Fund | 111 | Salary | 23,871 | 0 | 1,207 | 0 | 23,871 | 1,207 | 119,355 |
| | 112 | OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 113 | Benefits | 346 | 0 | 18 | 0 | 346 | 18 | 1,730 |
| | | TOTAL | 24,217 | 0 | 1,225 | 0 | 24,217 | 1,225 | 121,085 |

0

**Department:** Guam Department of Education
**Fund:** Consolidated Local Funds
**Account No.:** ALL

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 8/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 127,185,578 | 0 | 127,185,578 | 115,656,760 | 0 | 14,110,724 | 2,581,907 | C-Watch | 0 |
| 112 OT | 5,000 | 0 | 5,000 | 9,367 | 0 | 723 | -5,090 | C-Watch | 0 |
| 113 Benefits | 41,607,666 | 0 | 41,607,666 | 39,163,263 | 0 | 4,757,800 | 2,313,397 | C-Watch | 0 |
| **Total Personnel** | 168,798,243 | 0 | 168,798,243 | 154,829,390 | 0 | 18,869,248 | -4,900,395 | C-Watch | 0 |
| 220 Travel | 18,500 | 0 | 18,500 | 10,556 | 0 | 960 | 6,984 | A-Stable | 0 |
| 230 Contract | 22,437,535 | 0 | 22,437,535 | 15,095,836 | 0 | 1,390,174 | 5,951,525 | A-Stable | 3,084,462 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 856,454 | 0 | 856,454 | 741,985 | 0 | 67,342 | 47,128 | A-Stable | 310,142 |
| 250 Equipment | 2,515,659 | 0 | 2,515,659 | 1,363,036 | 0 | 189,329 | 963,294 | A-Stable | 462,863 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 100,000 | 0 | 100,000 | 1,272 | 0 | 116 | 98,612 | A-Stable | 0 |
| 361 Power | 10,293,197 | 0 | 10,293,197 | 12,361,646 | 0 | 1,123,786 | -3,192,235 | C-Watch | 0 |
| 362 Water | 2,064,680 | 0 | 2,064,680 | 2,337,587 | 0 | 212,508 | -485,415 | C-Watch | 0 |
| 363 Telephone | 364,308 | 0 | 364,308 | 331,865 | 0 | 30,170 | 2,274 | A-Stable | 32,443 |
| 450 Cap. Outlay | 5,885 | 0 | 5,885 | 9,644,745 | -9,638,860 | 535 | -535 | C-Watch | 0 |
| **Total Operations** | 38,656,218 | 0 | 38,656,218 | 41,888,528 | -9,638,860 | 3,014,919 | 3,391,632 | A-Stable | 3,889,910 |
| **GRAND TOTAL** | 207,454,461 | 0 | 207,454,461 | 196,717,918 | -9,638,860 | 21,884,167 | -1,508,763 | A-Stable | 3,889,910 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 10,222,615 | 9,031,703 | 1,190,912 | A-Stable | 115,280,484 | 115,656,760 | -376,277 | A-Stable |
| 112 OT | 0 | 3,708 | -3,708 | B-Warning | 5,000 | 9,367 | -4,367 | B-Warning |
| 113 Benefits | 3,538,720 | 3,097,977 | 440,742 | A-Stable | 38,671,451 | 39,163,263 | -491,812 | A-Stable |
| **Total Personnel** | 13,761,335 | 12,133,388 | 1,627,946 | A-Stable | 153,956,935 | 154,829,390 | -872,455 | A-Stable |
| 220 Travel | 278 | 557 | -279 | B-Warning | 18,900 | 10,556 | 8,344 | A-Stable |
| 230 Contract | 1,722,682 | 3,379,110 | -1,656,428 | B-Warning | 20,731,963 | 15,095,836 | 5,636,127 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 102,820 | 75,450 | 27,371 | A-Stable | 1,163,905 | 741,985 | 421,920 | A-Stable |
| 250 Equipment | 116,520 | 80,671 | 35,849 | A-Stable | 1,984,675 | 1,363,036 | 621,639 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 100,000 | 1,272 | 98,728 | A-Stable |
| 361 Power | 0 | 1,268,113 | -1,268,113 | B-Warning | 11,253,197 | 12,361,646 | -1,108,449 | A-Stable |
| 362 Water | 160,000 | 228,751 | -68,751 | B-Warning | 2,244,980 | 2,337,587 | -92,607 | A-Stable |
| 363 Telephone | 29,299 | 30,072 | -774 | A-Stable | 335,009 | 331,865 | 3,144 | A-Stable |
| 450 Cap. Outlay | 0 | 9,638,860 | -9,638,860 | A-Stable | 5,885 | 5,885 | 0 | A-Stable |
| **Total Operations** | 2,151,599 | -4,576,136 | 6,727,735 | A-Stable | 37,838,513 | 32,249,668 | 5,588,846 | A-Stable |
| **GRAND TOTAL** | 15,912,933 | 7,557,252 | 8,355,681 | A-Stable | 191,795,448 | 187,079,058 | 4,716,390 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

The 12-Month Operations data excludes $22,914,480 in appropriations for the following: Charter Schools ($10,410,480), projected Child Nutrition Reimbursement & Cash Collections ($12,504,000).

**Definitions:**

**A-Stable:** Indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting

**B-Warning:** indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019**

**Department:** Guam Department of Education
**Fund:** General Fund
**Account No.:** 110, 120, 120 & 180

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 8/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 126,538,407 | 0 | 126,538,407 | 114,901,750 | 0 | 14,045,340 | -2,408,683 | A-Stable | 0 |
| 112 OT | 5,000 | 0 | 5,000 | 9,367 | 0 | 723 | -5,090 | C-Watch | 0 |
| 113 Benefits | 41,571,873 | 0 | 41,571,873 | 39,141,226 | 0 | 4,756,852 | -2,326,205 | C-Watch | 0 |
| Total Personnel | 168,115,280 | 0 | 168,115,280 | 154,052,343 | 0 | 18,802,916 | -4,739,979 | C-Watch | 0 |
| 220 Travel | 18,500 | 0 | 18,500 | 10,556 | 0 | 960 | 6,984 | A-Stable | 0 |
| 230 Contract | 17,056,640 | 0 | 17,056,640 | 10,649,106 | 0 | 968,101 | 5,439,434 | A-Stable | 2,880,894 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 644,715 | 0 | 644,715 | 615,462 | 0 | 55,951 | -26,698 | C-Watch | 260,975 |
| 250 Equipment | 1,641,415 | 0 | 1,641,415 | 1,586,528 | 0 | 144,230 | 89,342 | C-Watch | 152,166 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 1,356,412 | 0 | 1,356,412 | 3,424,861 | 0 | 311,351 | -2,379,800 | C-Watch | 0 |
| 362 Water | 2,064,680 | 0 | 2,064,680 | 2,337,587 | 0 | 212,508 | -485,415 | C-Watch | 0 |
| 363 Telephone | 364,308 | 0 | 364,308 | 331,865 | 0 | 30,170 | 2,274 | A-Stable | 32,443 |
| 450 Cap. Outlay | 0 | 0 | 0 | 7,420,860 | 7,420,860 | 0 | 0 | A-Stable | 0 |
| Total Operations | 23,146,670 | 0 | 23,146,670 | 26,376,825 | -7,420,860 | 1,723,270 | 2,467,436 | A-Stable | 3,326,478 |
| GRAND TOTAL | 191,261,950 | 0 | 191,261,950 | 180,429,168 | -7,420,860 | 20,526,185 | -2,272,543 | A-Stable | 3,326,478 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 10,159,186 | 9,015,208 | 1,143,978 | A-Stable | 114,670,806 | 114,901,750 | 230,944 | A-Stable |
| 112 OT | 0 | 3,708 | 3,708 | B-Warning | 5,000 | 9,367 | -4,367 | B-Warning |
| 113 Benefits | 3,533,337 | 3,097,977 | 435,359 | A-Stable | 38,638,553 | 39,141,226 | 502,673 | A-Stable |
| Total Personnel | 13,692,523 | 12,116,894 | 1,575,629 | A-Stable | 153,314,359 | 154,052,343 | -737,984 | A-Stable |
| 220 Travel | 278 | 557 | -279 | B-Warning | 18,900 | 10,556 | 8,344 | A-Stable |
| 230 Contract | 1,422,404 | 1,092,304 | 330,100 | A-Stable | 15,650,548 | 10,649,106 | 5,001,442 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 102,820 | 59,158 | 43,662 | A-Stable | 952,801 | 615,462 | 337,338 | A-Stable |
| 250 Equipment | 35,000 | 30,102 | 4,898 | A-Stable | 1,191,316 | 1,586,528 | -395,212 | B-Warning |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 0 | 1,268,113 | -1,268,113 | B-Warning | 2,316,412 | 3,424,861 | -1,108,449 | B-Warning |
| 362 Water | 180,000 | 228,751 | -48,751 | B-Warning | 2,244,980 | 2,337,587 | -92,607 | A-Stable |
| 363 Telephone | 29,299 | 30,072 | -774 | A-Stable | 335,009 | 331,865 | 3,144 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Operations | 1,769,800 | 2,709,057 | -939,257 | B-Warning | 22,709,966 | 18,955,965 | 3,754,001 | A-Stable |
| GRAND TOTAL | 15,462,323 | 14,825,951 | 636,373 | A-Stable | 176,024,325 | 173,008,308 | 3,016,017 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

Column F - Manual Adjustments of $7,420,860 related to the JFK CapFA expenditure and Okkodo lease payments not included in the appropriations to the GDOE in Column B

**Definitions:**

**A-Stable:** indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting

**B-Warning:** indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** indicating that the GDOE has 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 for budgetary object categories.

**Department:** Guam Department of Education
**Fund:** Territorial Education Facilities Fund
**Account No.:** 130 & 190

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 8/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| Total Personnel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 220 Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 230 Contract | 4,620,370 | 0 | 4,620,370 | 4,480,265 | 0 | 407,297 | 267,192 | C-Watch | 140,105 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 71,785 | 0 | 71,785 | 49,519 | 0 | 4,502 | 17,764 | A-Stable | 14,340 |
| 250 Equipment | 68,670 | 0 | 68,670 | 21,795 | 0 | 1,981 | 44,894 | A-Stable | 45,959 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc | 100,000 | 0 | 100,000 | 1,272 | 0 | 116 | 98,612 | A-Stable | 0 |
| 361 Power | 8,936,784 | 0 | 8,936,784 | 8,936,784 | 0 | 812,435 | 812,435 | C-Watch | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap. Outlay | 0 | 0 | 0 | 2,218,000 | 2,218,000 | 0 | 0 | A-Stable | 0 |
| Total Operations | 13,797,608 | 0 | 13,797,608 | 15,707,635 | -2,218,000 | 1,226,330 | -918,357 | C-Watch | 200,403 |
| GRAND TOTAL | 13,797,608 | 0 | 13,797,608 | 15,707,635 | -2,218,000 | 1,226,330 | -918,357 | C-Watch | 200,403 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Personnel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 220 Travel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 230 Contract | 291,667 | 2,482,886 | 2,191,219 | B-Warning | 4,328,703 | 4,480,265 | -151,562 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 0 | 4,636 | -4,636 | B-Warning | 71,149 | 49,519 | 21,630 | A-Stable |
| 250 Equipment | 0 | 940 | -940 | B-Warning | 69,305 | 21,795 | 47,510 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 100,000 | 1,272 | 98,728 | A-Stable |
| 361 Power | 0 | 0 | 0 | A-Stable | 8,936,784 | 8,936,784 | 0 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Operations | 291,667 | 2,488,461 | -2,196,794 | B-Warning | 13,505,941 | 13,489,635 | 16,306 | A-Stable |
| GRAND TOTAL | 291,667 | 2,488,461 | -2,196,794 | B-Warning | 13,505,941 | 13,489,635 | 16,306 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

Column F - Manual Adjustments of $2,218,000 related to the JFK CapFA expenditure and Okkodo lease payments not included in the appropriations to the GDOE in Column B.

**Definitions:**

**A-Stable:** indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019**

**Department:** Guam Department of Education
**Fund:** Healthy Futures Fund
**Account No.:** 140 & 150

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 8/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 647,171 | 0 | 647,171 | 576,348 | 0 | 65,384 | 5,438 | A-Stable | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 35,793 | 0 | 35,793 | 21,928 | 0 | 948 | 12,916 | A-Stable | 0 |
| Total Personnel | 682,963 | 0 | 682,963 | 598,277 | 0 | 66,332 | 18,354 | A-Stable | 0 |
| 220 Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 230 Contract | 195,689 | 0 | 195,689 | 131,100 | 0 | 11,918 | 52,671 | A-Stable | 58,991 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 13,102 | 0 | 13,102 | 0 | 0 | 0 | 13,102 | A-Stable | 0 |
| 250 Equipment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap. Outlay | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| Total Operations | 208,791 | 0 | 208,791 | 131,100 | 0 | 11,918 | 65,773 | A-Stable | 58,991 |
| GRAND TOTAL | 891,754 | 0 | 891,754 | 729,377 | 0 | 78,251 | 84,127 | A-Stable | 58,991 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 63,429 | 0 | 63,429 | A-Stable | 609,677 | 576,348 | 33,329 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 5,383 | 0 | 5,383 | A-Stable | 32,898 | 21,928 | 10,970 | A-Stable |
| Total Personnel | 68,812 | 0 | 68,812 | A-Stable | 642,576 | 598,277 | 44,299 | A-Stable |
| 220 Travel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 230 Contract | 8,612 | 0 | 8,612 | A-Stable | 187,876 | 131,100 | 56,776 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 0 | 0 | 0 | A-Stable | 13,102 | 0 | 13,102 | A-Stable |
| 250 Equipment | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Operations | 8,612 | 0 | 8,612 | A-Stable | 200,978 | 131,100 | 69,878 | A-Stable |
| GRAND TOTAL | 77,423 | 0 | 77,423 | A-Stable | 843,553 | 729,377 | 114,177 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116

**Definitions:**

**A-Stable:** Indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** Indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** Indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019**

**Department:** Guam Department of Education
**Fund:** Public Library Resources Fund
**Account No.:** 160

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 8/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 0 | 0 | 0 | 178,662 | 0 | 0 | -178,662 | C-Watch | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| Total Personnel | 0 | 0 | 0 | 178,662 | 0 | 0 | -178,662 | C-Watch | 0 |
| 220 Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 230 Contract | 39,924 | 0 | 39,924 | 31,445 | 0 | 2,859 | 5,620 | A-Stable | 4,472 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 126,852 | 0 | 126,852 | 75,778 | 0 | 6,889 | 44,185 | A-Stable | 34,827 |
| 250 Equipment | 805,575 | 0 | 805,575 | 474,298 | 0 | 43,118 | 288,159 | A-Stable | 264,738 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap. Outlay | 5,885 | 0 | 5,885 | 5,885 | 0 | 535 | 535 | C-Watch | 0 |
| Total Operations | 978,236 | 0 | 978,236 | 587,406 | 0 | 53,401 | 337,429 | A-Stable | 304,038 |
| GRAND TOTAL | 978,236 | 0 | 978,236 | 766,068 | 0 | 53,401 | 158,768 | A-Stable | 304,038 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 0 | 16,494 | -16,494 | B-Warning | 0 | 178,662 | -178,662 | B-Warning |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| Total Personnel | 0 | 16,494 | -16,494 | B-Warning | 0 | 178,662 | -178,662 | B-Warning |
| 220 Travel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 230 Contract | 0 | 0 | 0 | A-Stable | 39,924 | 31,445 | 8,479 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 0 | 11,468 | -11,468 | B-Warning | 126,852 | 75,778 | 51,074 | A-Stable |
| 250 Equipment | 81,520 | 49,630 | 31,890 | A-Stable | 724,055 | 474,298 | 249,757 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 5,885 | 5,885 | 0 | A-Stable |
| Total Operations | 81,520 | 61,098 | 20,422 | A-Stable | 896,716 | 587,406 | 309,310 | A-Stable |
| GRAND TOTAL | 81,520 | 77,592 | 3,928 | A-Stable | 896,716 | 766,068 | 130,648 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116

**Definitions:**

**A-Stable:** indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting

**B-Warning:** indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** indicating that the GDOE has 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 for budgetary object categories

**Education Financial Supervisory Commission Fiscal Year 2019**

**Department:** Guam Department of Education
**Fund:** Limited Gaming Fund
**Account No.:** 121

**Budget Act(s):** P.L. 34-116
**YTD Exp.Date** 8/31/2019

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Account Code | Budget Act(s) Appropriations | Reserve | Allotments | GDOE YTD Expenditures | Manual Adjustment | Projected Remaining Expenditures | Projected Lapse/ (Shortfall) | CODE | Encumbrances |
| 111 Salary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 112 OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 113 Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| **Total Personnel** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 220 Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 230 Contract | 524,913 | 0 | 524,913 | 0 | 0 | 0 | 524,913 | A-Stable | 0 |
| 233 Rent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 240 Supplies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 250 Equipment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 270 Wkrs Comp | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 271 Drug Testing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 290 Misc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 361 Power | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 362 Water | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 363 Telephone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| 450 Cap. Outlay | 0 | 0 | 0 | 0 | 0 | 0 | 0 | A-Stable | 0 |
| **Total Operations** | 524,913 | 0 | 524,913 | 0 | 0 | 0 | 524,913 | A-Stable | 0 |
| **GRAND TOTAL** | 524,913 | 0 | 524,913 | 0 | 0 | 0 | 524,913 | A-Stable | 0 |

| | Monthly Variance | | | | Year-to-Date Variance | | | |
|---|---|---|---|---|---|---|---|---|
| Account Code | 12-Month Operations BUDGET | Monthly ACTUALS | Variance | CODE | 12-Month Operations BUDGET | Year-to-Date ACTUALS | Variance | CODE |
| 111 Salary | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 112 OT | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 113 Benefits | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| **Total Personnel** | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 220 Travel | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 230 Contract | 0 | 0 | 0 | A-Stable | 524,913 | 0 | 524,913 | A-Stable |
| 233 Rent | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 240 Supplies | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 250 Equipment | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 270 Wkrs Comp | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 271 Drug Testing | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 290 Misc. | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 361 Power | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 362 Water | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 363 Telephone | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| 450 Cap. Outlay | 0 | 0 | 0 | A-Stable | 0 | 0 | 0 | A-Stable |
| **Total Operations** | 0 | 0 | 0 | A-Stable | 524,913 | 0 | 524,913 | A-Stable |
| **GRAND TOTAL** | 0 | 0 | 0 | A-Stable | 524,913 | 0 | 524,913 | A-Stable |

**Notes:**

Column C - There are no Reserve amounts pursuant to P.L. 34-116.

**Definitions:**

**A-Stable:** indicating that the GDOE has positive variance reports in all budgeted expense categories at the time of reporting.

**B-Warning:** indicating that the GDOE has a negative variance report exceeding ten percent (10%) of the year-to-date budgeted amount in an expense category or five percent (5%) in aggregate at the time of reporting for budgetary object categories.

**C-Watch:** indicating that the GDOE has 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 for budgetary object categories.

**Education Financial Supervisory Commission Fiscal Year 2019 Labor Cost Report**

| | | | August 2019 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Average PP Per Month | | | | Payroll Projections Avg PPE Labor Cost | | Projected |
| Fund | Account Code | | 26 PP Average | 26 PP AUG | 21 PP Average | 21 PP AUG | 26 PP | 21 PP | Remaining Payroll |
| General Fund | 111 | Salary | 4,681,780 | 4,419,976 | 21,795 | 104,288 | 4,681,780 | 21,795 | 14,045,340 |
| | 112 | OT | 241 | 1,854 | 0 | 0 | 241 | 0 | 723 |
| | 113 | Benefits | 1,585,617 | 1,513,217 | 316 | 35,212 | 1,585,617 | 316 | 4,756,852 |
| | | TOTAL | 6,267,639 | 5,935,048 | 22,111 | 139,500 | 6,267,639 | 22,111 | 18,802,916 |
| Healthy Futures Fund | 111 | Salary | 21,795 | 0 | 1,102 | 0 | 21,795 | 1,102 | 65,384 |
| | 112 | OT | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 113 | Benefits | 316 | 0 | 16 | 0 | 316 | 16 | 948 |
| | | TOTAL | 22,111 | 0 | 1,118 | 0 | 22,111 | 1,118 | 66,332 |

# GDOE Education Financial Supervisory Commission

November 5, 2019

RECEIVED
11/7/19
11:24

Mr. Mark B. Mendiola
Chairman
Guam Education Board
P.O. Box DE
Hagåtña, Guam 96932

**RE: Declaration of Financial Status Designation**

Dear Chairman Mendiola,

Please find herein the August 2019 Declaration of Financial Status Designations (FSD) by the GDOE Education Financial Supervisory Commission (EFSC).

Should you have any questions or concerns please do not hesitate to contact me at (671) 475-9412.

Sincerely,

Lester L. Carlson, Jr.
Chair
GDOE Education Financial Supervisory Commission

Cc: EFSC Members:
Stephen Guerrero, Vice-Chair, Director – Office of Finance and Budget
Benjamin J. Cruz, Member, Public Auditor
Edward Birn, Member, Director – Department of Administration
Carol Hinkle Sanchez, Member – Parent Representative